

21771VIC

Certificate I in General Education for Adults (Introductory)

Course information and vocational outcomes

This is a nationally accredited course, which is designed for adults (ages 15 and above) who have not or are currently undertaking secondary education. This course is designed to provide participants with basic skill development in reading, writing and numeracy including people English and non-English speaking backgrounds who left school before Year 10. There is also a strong emphasis on acquiring basic or introductory computing and vocational skills, as well as other areas such as improving self belief and confidence in a supportive environment. Some classes at this level are specifically aimed at students with a mild intellectual disability or for students from non English speaking background who need particular help with reading and writing.

To successfully complete this course the learner will need to be competent in the following areas:

- 2 Core units
- 3 Core Skills – Reading
- 3 Core Skills – Writing
- 2 Core Skills – Numeracy and Mathematics
- 70 – 90 hours Special Interest Electives

Special Interest Elective units may also be chosen from:

- Bank of Core Skills Reading, Writing, and Numeracy and Mathematics units in the 21772VIC Certificate I in General Education for Adults. Core skills units may also be selected from either the 21771VIC Certificate I in General Education for Adults or the 21773VIC Certificate II in General Education for Adults Structure.
- Units/modules from any endorsed training package and/or accredited curriculum. Units/modules selected should provide opportunities to support and enhance vocational and education pathways. Units/modules may be selected from a Certificate II level course. The majority of all units imported from accredited courses and Training Packages should be selected from AQF level 1.

Some 'Special Interest Electives' are suggested at a number of Certificate levels. Please note that once any elective has been satisfactorily completed, it cannot be attempted again at another level.

When selecting elective units of competency imported from a training package, the RTO does not need to have on their Scope of Registration the parent training package, unless they are advertising and delivering them separately. If RTO's plan to deliver and assess single units they must have these units of competency added to their Scope of Registration. When delivering and assessing Training Package units, RTO's must follow the assessment guidelines in the parent Training Package.

Reading and writing

Participants in the 21771VIC Certificate I (Introductory) in General Education for Adults should have literacy and numeracy skills at least equivalent to 21770VIC Course in Initial General Education for Adults which is equivalent to the Australian Core Skills Framework (ACSF) Level 1 for Reading and Writing and partially equivalent to Level 1 for Numeracy.

Level 1 on the NRS use of language, literacy, and numeracy requires:

- comprehending and or producing simple texts which are typically short and explicit
- recognising, using, checking on, and communicating straight forward mathematical procedures and representations
- relate to immediate contexts
- with extensive and structured support required

Employability skills:

The following is a summary of the Employability Skills required for this qualification. The Employability Skills facets described here are broad requirements that may vary depending on qualification packaging options. All new units developed for the Certificate in General Education for Adults incorporate employability skills which replace the Key competencies on which the General Curriculum Options are based.

Communication

- Locate relevant information in simple electronic, printed, handwritten and visual texts
- Read simple texts, familiar signs and symbols in familiar environment
- Create simple sequenced texts for a range of purposes with simple grammatical structures
- Follow/give simple clear verbal instructions of one or two steps
- Clarify information/ideas/opinions with others in familiar contexts
- Locate relevant mathematical information in familiar activity or texts
- Use appropriate mathematical tools such as calculators and measuring instruments in a range of applications with support
- Use verbal and written informal and formal mathematical language and representation to communicate mathematically

Teamwork

- Greet others and respond to greetings
- Work collaboratively with other class/group members
- Practise inclusive behaviour
- Give and receive feedback in a supported context
- Listen to and act on suggestions from others

Problem solving

- With others, recognise possible problems and act to avoid them where possible
- Develop practical solutions
- Solve problems in routine contexts
- Use straight-forward mathematical actions in routine contexts to solve problems

Initiative and enterprise

- Adapt to changes, including working alongside supervisor/mentor where support is readily available

Planning and organising

- Plan simple tasks
- Organise tasks to meet timelines and priorities with support of the teacher / supervisor, or other support person
- Organise required materials

Self-management

- Manage own attendance and punctuality requirements
- Complete delegated tasks

Learning

- Clarify goals such as one or two realistic short term goals and longer term goals
- Develop a plan
- Accept opportunities to learn new ways of doing things and implement changes with support
- Monitor progress toward achieving goals

Technology

- Use learning/communication technology with support; in the context of available equipment

Note: Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

The nominal hours for this course are between 360-380 hours, depending on the units/modules selected.

This course carries with it a Nationally Recognised Certificate.

Course content

Core modules/units

- **VBQU117 - Develop and document a learning plan and portfolio with guidance (20 nominal hours)**

(The focus of this unit is to identify and document current skills and plan future skills development with the guidance of an appropriate support person, and to develop and maintain a portfolio. This unit is designed to meet the needs of learners with personal, learning, employment and community participation goals. Learners needs and expectations require a focus on individual learner objectives such as: · improved language, literacy and numeracy skills; new skills and knowledge. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. The learning plan documents an agreed program that the learner will undertake during the course to plan, document and monitor progress towards achieving learning goals. At this level, the learner will work with a support person when drawing up a learning plan. The learner documents the learning plan using an established format requiring one or two dot points or sentences. The learner is also supported to develop and maintain a portfolio of completed work samples, selected to demonstrate competency in particular skill areas. The portfolio conforms with a predesigned format. It is also recommended that the application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Clarify learning goals
2. Document an individual learning plan
3. Prepare portfolio of completed work samples
4. Monitor and update the individual learning plan.

- **VBQU118 - Conduct a project with guidance (20 nominal hours)**

(The focus of this unit is to establish a proposal for a project, plan the project, carry out the project and review the outcome under the guidance of an appropriate adviser. The unit is designed to be delivered as part of the Certificate in General Education for Adults and is designed to allow for the practical application in an activity of a range of literacy, numeracy and oral communication skills for the purposes of further developing those skills in a context and/or around a specific content area. The project also provides an opportunity for learners to develop personal skills such as working collaboratively with others, planning and organizing self and others, problem solving, and using technology. The project can be completed either individually or as a member of a group. Content for the unit can be drawn from any area of learner interest or need. Examples of projects include a group-based activity such as producing a newsletter, or individual projects such as producing a digital story. Activities will be conducted according to established guidelines and with supervision and support. Where application is as part of the Certificate in General Education for Adults, it is recommended that application is integrated with other units.)

1. Propose a project
2. Plan the project
3. Carry out the plan
4. Review the conduct of the project

Core skills units - Reading

- **VBQU119 - Engage with simple texts for personal purposes (20 nominal hours)**
(The focus of this unit is on engaging with simple texts for personal purposes. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Reading). They contribute directly to the achievement of NRS indicators of competence at Level Two (Reading). People seeking to improve their personal literacy skills will need to develop a range of reading skills. The unit provides the learner with the skills and knowledge necessary to engage with simple and familiar texts for personal purposes. These skills will provide the foundation for future activities associated with engaging with text. Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of Core Skills writing unit: VBQU123 Create simple texts for personal purposes. The link between reading and writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that the application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included, will assist in identifying employability skill requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.)

 1. Locate specific information in simple personally relevant texts
 2. Read and interpret simple explicit personally relevant texts

- **VBQU120 - Engage with simple texts for learning purposes (20 nominal hours)**
(The focus of this unit is on engaging with simple texts for learning purposes. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Reading). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational participation options will need to develop a range of reading skills. The unit provides the learner with the skills and knowledge necessary to engage with simple and familiar texts for learning purposes. These skills will provide the foundation for future activities associated with engaging with text. Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of Core Skills writing unit: VBQU124 - Create simple texts for learning purposes. The link between reading and writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that the application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included, will assist in identifying employability skill requirements.)

 1. Locate specific information in simple texts relevant to the learning environment
 2. Read and interpret simple explicit texts relevant to the learning environment

- **VBQU121 - Engage with simple texts for employment purposes (20 nominal hours)**
(The focus of this unit is on engaging with simple and familiar texts for employment purposes. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Reading). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their employment participation options will need to develop a range of reading skills. The unit provides the learner with the skills and knowledge necessary to engage with simple and familiar texts for employment purposes. These skills will provide the foundation for future activities associated with engaging with text. Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of Core Skills writing unit: VBQU125 - Create simple texts for employment purposes. The link between reading and writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that the application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included, will assist in identifying employability skill requirements.)

 1. Locate specific information for employment purposes in simple texts
 2. Read and interpret simple explicit texts for employment purposes

- **VBQU122 - Engage with simple texts to participate in the community (20 nominal hours)**
(The focus of this unit is on engaging with simple and familiar texts to participate in the community. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Reading). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their community participation options will need to develop a range of reading skills. The unit provides the learner with the skills and knowledge necessary to engage with simple and familiar texts in the community. These skills will provide the foundation for future activities associated with engaging with text. The 'community' can have a range of definitions, depending on the learner's situation. Community may signify local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean 'society'. Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of Core Skills writing unit: VBQU126 - Create simple texts to participate in the community. The link between reading and writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that the application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included, will assist in identifying employability skill requirements.)

 1. Locate information in simple relevant community texts
 2. Read and interpret simple explicit texts to participate in the community

Core skills units - Writing

- **VBQU123 - Create simple texts for personal purposes (20 nominal hours)**

(The focus of the unit is on developing writing skills to create simple texts for personal purposes and for communication with others. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Writing). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their personal literacy skills will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create simple texts for personal purposes. These skills will provide the foundation for future activities associated with producing other texts. Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of VBQU119 - Engage with simple texts for personal purposes. The link between reading and writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Describe simple texts types relevant to personal need
2. Prepare simple text for personal use
3. Produce simple personal text

- **VBQU124 - Create simple texts for learning purposes (20 nominal hours)**

(The focus of the unit is on developing writing skills to create simple texts for learning purposes. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Writing). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational participation options will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create simple texts with a learning context and purpose. These skills will provide the foundation for future educational activities associated with producing text. Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of VBQU120 - Engage with simple texts for learning purposes. The link between Reading and Writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Describe simple text types relevant to learning
2. Prepare simple text in the learning context
3. Produce simple texts in the learning context

- **VBQU125 - Create simple texts for employment purposes (20 nominal hours)**
(The focus of the unit is on writing skills to create simple texts relevant to participation in the workplace. This unit is suitable for those in employment and those who aspire to employment. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Writing). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to expand and develop their employment participation options will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create simple texts with a workplace context and purpose. These skills will provide the foundation for future vocational activities associated with producing text. Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of VBQU121 - Engage simple with texts for employment purposes. The link between Reading and Writing and the potential overlap between the parallel units encourages co delivery and assessment. It is also recommended that application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

 1. Describe simple text types in the employment context
 2. Prepare simple text for the workplace context
 3. Produce simple workplace text

- **VBQU126 - Create simple texts to participate in the community (20 nominal hours)**
(The focus of the unit is on writing skills to create simple texts relevant to participation in the community. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Writing). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational, vocational or community participation options will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create simple texts with a community context and purpose. These skills will provide the foundation for future educational, vocational and community activities associated with producing text. The 'community' can have a range of definitions, depending on the learner's situation. Community may signify local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean 'society'. Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of VBQU122 - Engage with simple texts to participate in the community. The link between Reading and Writing and the potential overlap between the parallel units encourages co delivery and assessment. It is also recommended that application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

 1. Describe simple text types useful for communication in the community
 2. Prepare for creating simple community text
 3. Produce simple community text

Core skills units - Numeracy and Mathematics

- **VBQU127 - Work with time, money and directions in simple everyday situations (60 nominal hours)**

(The focus of this unit is on using and making decisions about time and money, and using simple everyday language of location to give and follow informal oral directions. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level One Numeracy: 1.10, 1.11, 1.12 & 1.13. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills. Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful. It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics units. It is recommended that application is also integrated with other units. The links between the different units encourages co delivery and assessment and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Work with money in simple, everyday situations
2. Work with time in simple, everyday situations
3. Give and follow simple oral directions

- **VBQU128 - Work with simple measurement and design (60 nominal hours)**

(The focus of this unit is on using and making decisions about everyday measurements, and using simple everyday language of design to recognise and describe shapes. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level One Numeracy: 1.10, 1.11, 1.12 & 1.13. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills. Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful. It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics units. It is recommended that application is also integrated with other units. The links between the different units encourages co-delivery and assessment and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Identify, compare and describe simple shapes and designs
2. Work with and compare simple everyday measurements

- **VBQU129 - Work with simple numerical and statistical information (60 nominal hours)**
(The focus of this unit is on locating and using simple everyday numerical information in familiar texts, tables and graphs. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level One Numeracy: 1.10, 1.12 & 1.13. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills. Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful. It is strongly recommended that this unit is integrated with the delivery and assessment of other Numeracy and Mathematics units. It is recommended that application is also integrated with other units. The links between the different units encourages co-delivery and assessment and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)
 1. Work with simple numerical information in familiar texts
 2. Work with simple, familiar tables and graphs

Special interest elective units/modules:

Numeracy and mathematics

- **FDFCORBM2A - Use basic mathematical concepts (20 nominal hours)**
(The focus of this unit is in covering the skills and knowledge required to apply basic mathematical functions of addition, subtraction, multiplication and division to carry out routine work tasks.)
 1. Apply basic mathematical concepts to calculate workplace information
 2. Apply basic mathematical concepts to estimate workplace information

Verbal communication

- **VBQU170 - Communicate with others in familiar and predictable contexts (20 nominal hours)**
(The focus of the unit is to communicate verbally with others in familiar and predictable contexts. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Two (Oral Communication). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. This unit provides learners with the skills and knowledge necessary to communicate verbally or in a signed language. Learners will develop skills of information exchange, questioning, interactional and transactional exchanges. It is designed for application and integration of oral communication skills with a range of suitable units. Where application is as part of the Certificate in General Education for Adults, it is recommended that application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)
 1. Speak or sign to communicate in straight forward exchanges
 2. Participate in discussions on personally familiar topics
 3. Respond in familiar and predictable contexts

Computing skills

- **BSBITU101A - Operate a personal computer (20 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit contains employability skills. This unit applies to individuals developing basic skills and knowledge of personal computer operation in preparation for working in a broad range of settings.)
 1. Start computer, system information and features
 2. Navigate and manipulate desktop environment
 3. Organise files using basic directory and folder structures
 4. Print information
 5. Shut down computer

- **BSBITU102A - Develop keyboard skills (40 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to develop basic keyboard skills using touch typing techniques. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit contains employability skills. This unit applies to individuals developing skills and knowledge of basic keyboarding techniques in preparation for working in a broad range of settings.)
 1. Use safe work practices
 2. Identify and develop keyboard skills
 3. Check accuracy

- **VBQU167 - Use computer language and perform simple computing tasks (20 nominal hours)**
(This unit aims to provide an introduction to the language of computers. It provides the knowledge and skills to access a range of language learning options. This unit is based on the module VBN498 - Language of Computers from the ESL Framework. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. The unit provides the learner with the skills and knowledge necessary to access and use computers for language learning. These skills will provide the foundation for future educational activities associated with development of language skills. Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of any other units. Where application is concurrent with elements from other units, co-learning and or co-assessment of units is recommended. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)
 1. Use correct computer terminology
 2. Describe items on the computer desktop
 3. Perform a simple computer task
 4. Complete computer-based language learning activities
 5. Describe common computer related problems and seek assistance to solve them

- **VBQU168 - Access the internet for language learning (20 nominal hours)**

(This unit aims to provide an introduction to language learning through computers. It provides the knowledge and skills to access a range of language learning options online. This unit is based on the module VBN499 - Online Language Learning from the ESL Framework. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. The unit provides the learner with the skills and knowledge necessary to access and use the internet for language learning. These skills will provide the foundation for future educational activities associated with development of language skills. Where application is as part of the Certificate in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of any other units. Where application is concurrent with elements from other units, co-learning and or co-assessment of units is recommended. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Locate information for a range of purposes on the internet
2. Complete online language learning activities
3. Communicate using simple email messages

Work related skills

- **SITXOHS002A - Follow workplace hygiene procedures (15 nominal hours)**

(This unit describes the performance outcomes, skills and knowledge required to apply good hygiene practices within a range of service industry operations. It requires the ability to follow predetermined procedures, identify and control simple hazards and take particular hygiene measures to ensure the non-contamination of food and other items that might put customers, colleagues and self at a health risk. This unit is one of three hierarchical units describing varying levels of participation in food safety processes: SITXOHS002A 'Follow workplace hygiene procedures'; SITXFSA001A 'Implement food safety procedures'; SITXFSA002A 'Develop and implement a food safety program'. Food safety is nationally legislated by the Food Standards Australia New Zealand Act 1991 which provides for the operation of a statutory authority known as Food Standards Australia New Zealand. The Australia New Zealand Food Standards Code (the Code) developed by this authority contains an individual standard for food safety practices. A large component of that standard deals with the health and hygiene of food handlers. This unit of competency complies with the legislative requirements for food safety and hygiene practices as outlined in the Code. The legislative requirement for a business to comply with the national standard for food safety practices, along with training and certification requirements, differs between state and territory governments. In some cases food handlers, especially designated food safety supervisors, may be required to formally achieve competence in hygiene practices through a registered training organisation that may use this unit as the basis for their training. This unit contains employability skills. Personal hygiene practices underpin a range of service industry activities. They are particularly important within a food safety regime, but can also apply to housekeeping activities and anywhere where poor hygiene could provide a contamination risk. Poor hygiene practices can risk the health of customers, colleagues and self. For the purposes of food safety, this unit only has application to hospitality, commercial catering and retail venues where food is stored, prepared, displayed and served. It will apply to any venue that operates a permanent or temporary kitchen or smaller food preparation area, such as restaurants, cafes, clubs, hotels, attractions, events and conference venues, fast food restaurants, retail food outlets such as sandwich shops and food court outlets. It would apply to tour operators involved in the preparation and service of food at temporary sites. Other industries will need to access industry-specific food safety units of competency. This unit applies to frontline operational personnel who work under close supervision and guidance from others during the normal course of their daily activities. They would be required to apply little discretion and judgement because they operate within predefined organisational hygiene procedures. Personal hygiene practices apply to all personnel operating at all levels within the service industries, such as kitchen hands, cooks, chefs, catering staff, food and beverage attendants, housekeeping and, laundry staff, sandwich hands, cafe and fast food outlet cooking crew and sales people and owner-operators of small business catering operations or retail food outlets.)

1. Follow hygiene procedures and identify hygiene hazards
2. Report any personal health issues
3. Prevent food and other item contamination
4. Prevent cross-contamination by washing hands

- **SITHFAB009A - Provide responsible service of alcohol (10 nominal hours)**

(This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol and to satisfy the requirements for responsible sale and service of alcohol (RSA) under state or territory legislation. A harm minimisation approach is central to compliance with liquor licensing legislation which, across all Australian States and Territories, imposes obligations on all licensed venues to participate in the management of public safety through the responsible sale and service of alcohol. Those developing training to support this unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors. This unit covers the RSA skill and knowledge requirements common to all States and Territories. Some legislative requirements and knowledge will differ across borders. In some cases after completion of this unit, state and territory liquor authorities may require candidates to complete a bridging course to address these specific differences. All persons undertaking training as part of a national qualification that includes the sale and service of alcohol must complete this unit. Under differing state and territory legislation it is a required unit only for certain nominated personnel operating in licensed premises. This unit contains employability skills. Responsible practices must be undertaken wherever alcohol is served and sold, including where alcohol samples are served during on-site product tastings. This unit, therefore, applies to any workplace situation where alcohol is served and sold, including all types of hospitality venues, retail liquor outlets and tourism venues such as wineries, breweries and distilleries. Training and assessment must be contextualised so that the requirements of specific industry sectors and workplaces are met. This unit applies to all levels of sales personnel involved in the sale or service and promotional service of alcohol in licensed premises, including the licensee when involved in sales. Those selling and serving alcohol may include food and beverage attendants; retail liquor sales persons; winery, brewery and distillery cellar door staff; supplier sales representatives and the licensee.)

1. Sell or serve alcohol responsibly
2. Assist customers to drink within appropriate limits
3. Assess alcohol affected customers and identify customers to whom sale or service must be refused
4. Refuse to provide alcohol

- **HLTFA201A – Provide basic emergency life support (8 nominal hours)**

*(This unit of competency describes the skills and knowledge required to recognise and respond to life threatening emergencies using basic life support measures only. The skills and knowledge described here enable a first aider to provide an initial response to an emergency in line with practised actions and Australian Resuscitation Council (ARC) Guidelines and/or state/territory regulations, legislation and policies and accepted industry guidelines. Application should be contextualised as required to reflect workplace and community requirements relating to specific risks and hazards and associated injuries. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements. **Pre-/co-requisites:** This unit stands alone and incorporates the content of unit HLT CPR201A - Perform CPR.)*

1. Respond in an emergency situation
2. Apply identified first aid procedures
3. Communicate details of the incident
4. Evaluate own performance

- **BSBOHS201A - Participate in OHS processes (20 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to participate in workplace occupational health and safety (OHS) processes to protect workers own health and safety, and that of others. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit contains employability skills. This unit applies to individuals who require a fundamental knowledge of OHS to carry out their own work which may be in a defined context under direct supervision or with some individual responsibility. This unit has broad applicability across industries and workplace contexts.)

 1. Work safely
 2. Implement workplace safety requirements
 3. Participate in OHS consultative processes
 4. Follow safety procedures

- **VBQU171 - Participate in a practical placement (40 nominal hours)**
(The focus of this unit is on developing the skills and knowledge to select, negotiate and participate in a practical work placement. This unit is based on the module VBN500 Practical Placement from the ESL Framework. It has been customised for inclusion as an elective in the Certificates in General Education for Adults. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

 1. Plan practical placement
 2. Negotiate practical placement arrangements
 3. Communicate in the workplace
 4. Participate as a member of the workplace under supervision
 5. Evaluate own performance in a work experience program

- **VU20009 - Participate in job seeking activities (50 nominal hours)**
(This unit describes the skills and knowledge required by participants to research, evaluate and apply for suitable employment. It focuses on participating in the job seeking process and evaluating the outcomes. This unit applies to participants who are seeking to gain employment or improve their employability and work readiness. It provides opportunities to participants with diverse needs to develop strategies to participate in the job seeking process. This unit may apply to learners in secondary school, TAFE or Adult Community Education settings and job seeker networks. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

 1. Gather and evaluate information on employment opportunities
 2. Access the hidden job market
 3. Prepare a résumé
 4. Apply for a job
 5. Prepare the application
 6. Participate in a job interview
 7. Evaluate personal performance in the job seeking process

General

- **VBQM475 – Community options (20 nominal hours)**
(This module aims to familiarise students with their local area and its resources. This module is based on VBN501 - Local Orientation from the ESL Framework. There are no pre-requisites or co-requisites for this module. However, the module is to be delivered and assessed at the level of the Certificate in General Education for Adults in which it is incorporated as an elective.)
 1. Locate self in the local area
 2. Use the local transport system
 3. Investigate community services in the local area
 4. Investigate recreation options in the local area

- **VBQM476 – The education system (20 nominal hours)**
(This module aims to familiarise students with the structure of the education system in their state as well as the cultural features of education in Australia. This module is based on VBN506 - Education in Australia from the ESL Framework. There are no pre-requisites or co-requisites for this module. However, the module is to be delivered and assessed at the level of the Certificate in General Education for Adults in which it is incorporated as an elective.)
 1. Describe the organisational features of the education system in your state
 2. Describe the cultural features of the Australian education system

- **VBQM477 - Health care (20 nominal hours)**
(This module aims to familiarise students with the health system in Australia and provides skills to access health care. This module is based on VBN507 - Health and Medicine from the ESL Framework. There are no pre-requisites or co-requisites for this module. However, the module is to be delivered and assessed at the level of the Certificate in General Education for Adults in which it is incorporated as an elective.)
 1. Describe a range of factors in relation to personal health
 2. Describe common household medicines and health equipment and their uses
 3. Describe the purpose and use of a Medicare card
 4. Describe appropriate action in the event of a medical emergency

- **VBQM478 – Arts in Australia (30 nominal hours)**
(This module aims to familiarise students with aspects of Australian art and culture from both the past and present. This module is based on VBN508 - Australian Art and Culture from the ESL Framework. There are no pre-requisites or co-requisites for this module. However, the module is to be delivered and assessed at the NRS level for Reading and Writing of the Certificate in General Education for Adults in which it is incorporated as an elective.)
 1. Describe the features of one of the visual arts in Australia
 2. Investigate concepts of Australian identity and culture
 3. Investigate a local example of Australian art or culture
 4. Describe the features of an Australian film

- **VBQM479 - Indigenous history (30 nominal hours)**
(This module aims to familiarise students with the political and social history of Indigenous Australia from prehistory to the present day. This module is based on VBN509 - Indigenous Australia from the ESL Framework. There are no pre-requisites or co-requisites for this module. However, the module is to be delivered and assessed at the level of the Certificate in General Education for Adults in which it is incorporated as an elective. The module Australian History complements the indigenous Australia module.)
 1. Describe Indigenous Australia prior to European invasion
 2. Describe the roles of European settlers and Indigenous Australians in the 18th and 19th century
 3. Describe the key features of Indigenous Australian history during the 20th century
 4. Investigate a key issue or identity in present day Indigenous Australia