

21772VIC

Certificate I in

General Education for Adults

Course information and vocational outcomes

This is an accredited course, which provides a general education. This course is for people who want to develop skills in reading, writing and numeracy. Students will consolidate their current skills in reading and writing a range of texts and explore mathematical opportunities in a supportive environment. This course contains skill areas in reading, writing and mathematics, and skill development in a variety of areas to meet personal needs and to facilitate participation in the community, or other workplace and further education and training. This is a course for people who wish to improve their reading, writing, maths and/or general education skills. Designed to prepare people for employment and further education and training, as well as increased participation in the community. This course will solidify a basic skills base in the student as they develop the skills contained within this course.

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 (Introductory) in General Education for Adults Structure 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 another 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. RTO's can also apply to have single 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 21772VIC Certificate I in General Education for Adults should have literacy and language skills at least equivalent to 21771VIC Certificate I (Introductory) in General Education for Adults which is

equivalent to the Australian Core Skills Framework (ACSF) Level 2. Participants in the 21772VIC Certificate I in General Education for Adults should have numeracy skills at least equivalent to ACSF Level 1.

Level 2 on the NRS use of language and literacy requires:

- comprehending and/or producing structurally simple and cohesive texts which are typically short and explicit
- in familiar and predictable contexts
- with access to structured support as 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 and interpret routine documents, complete routine forms, write texts of limited complexity relevant to own purposes
- Interpret data presented in simple visual form (including graphs, diagrams and charts)
- Discuss and share information/ideas/opinions with other class/group members
- Use questioning and active listening to ascertain and clarify information/ideas/opinions
- Follow/give verbal instructions of limited complexity
- Select mathematical information embedded in a task. Use formal and informal mathematical language and representation

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

- Clarify nature of problem individually or with others
- Identify possible problems and act to avoid them where possible.
- Solve problems in routine contexts
- Select and apply a range of mathematical strategies to solve problems in routine contexts

Initiative and enterprise

- Adapt to changes, including working with a supervisor/mentor
- Suggest changes to familiar routines to improve outcomes

Planning and organising

- Goals are clarified and agreed with the teacher/supervisor
- Plan processes and stages
- Carry out tasks to meet timelines and priorities
- Review effectiveness of plan in achieving goals

Self-management

- Take responsibility for prioritising and completing delegated tasks
- Monitor and review own performance

Learning

- Clarify learning goals, for example, short term and long term learning goals and indicators of success
- Identify factors impacting on achieving goals
- Identify personal strengths and weaknesses and recognise how to learn best
- Accept opportunities to learn new ways of doing things and implement changes with support
- Monitor progress toward achieving goals
- Make adjustments if necessary

Technology

- Use a range of learning/communication technology; 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 selected.

Completion of this course carries with it a Nationally Recognised Certificate.

Course content

Core units:

- **VBQU130 - Develop and document a learning plan and portfolio (20 nominal hours)**

(The focus of this unit is to identify and document current skills and plan future skills development with the advice 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; specific competencies; employment requirements; career advancement Learner objectives may also include: information and advice on courses, learning programs, qualifications and assessment. 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. The program will take into account the learner's learning style and preferences. The learner documents the learning plan using an established format. 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 to an agreed 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 Clarify factors impacting on own learning
- 3 Document an individual learning plan
- 4 Prepare portfolio of completed work samples
- 5 Monitor and update the individual learning plan

- **VBQU131 - Plan and undertake a project (30 nominal hours)**

(The focus of this unit is to select an appropriate activity which is of interest and relevance to the learner, to plan and carry it out and review the final outcome. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. 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: individual investigation into an area of personal interest; group based activity such as producing a short segment for local community radio or a collaborative writing project; or a workplace problem solving project. Activities will be designed within guidelines established by the learner. 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 Propose a project
- 2 Design and plan for the project
- 3 Document the project
- 4 Carry out the plan
- 5 Review the conduct of the project

Core skills units – Reading:

- **VBQU132 - Engage with texts of limited complexity for personal purposes (20 nominal hours)**
(The focus of this unit is on engaging with a range of everyday texts and less familiar text types, of limited complexity, 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 Three (Reading). 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 reading skills. This unit provides the learner with the skills and knowledge necessary to read, interpret and evaluate everyday texts of limited complexity for personal purposes. It will develop reading skills to interpret texts which may include less familiar text types. These skills will provide the foundation for future activities associated with engaging with more complex 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 Core Skills writing unit: VBQU136 Create texts of limited complexity 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.)

 - 1 Locate personally relevant information in everyday texts of limited complexity
 - 2 Read and interpret a range of everyday personally relevant texts of limited complexity
 - 3 Evaluate a range of personally relevant texts of limited complexity

- **VBQU133 - Engage with texts of limited complexity for learning purposes (20 nominal hours)**
(The focus of this unit is on engaging with a range of everyday texts and less familiar text types, of limited complexity to participate in learning. 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 Three (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 read, interpret and evaluate everyday texts of limited complexity for learning purposes. It will develop reading skills to interpret texts which may include less familiar text types. These skills will provide the foundation for future activities associated with engaging with more complex 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 Core Skills writing unit: VBQU137 - Create texts of limited complexity 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 routine and familiar information for learning purposes in everyday texts of limited complexity
 2. Read and interpret a range of everyday texts of limited complexity for learning purposes
 3. Evaluate a range of texts of limited complexity relevant to own learning

- **VBQU134 - Engage with texts of limited complexity for employment purposes (20 nominal hours)**

(The focus of this unit is on interpreting a range of everyday texts and less familiar text types, of limited complexity, 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 Three (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. This unit provides the learner with the skills and knowledge necessary to read, interpret and evaluate everyday texts of limited complexity for employment purposes. It will develop reading skills to interpret texts which may include less familiar text types. These skills will provide the foundation for future activities associated with engaging with more complex 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 Core Skills writing unit: TDTE497B - Prepare workplace documents. 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 routine and familiar information in texts of limited complexity relevant to employment purposes
2. Read and interpret a range of everyday texts of limited complexity relevant to employment purposes
3. Apply and evaluate a range of texts of limited complexity for employment purposes

- **VBQU135 - Engage with texts of limited complexity to participate in the community (20 nominal hours)**

(The focus of this unit is on engaging with a range of everyday texts and less familiar text types, of limited complexity, 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 Three (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. This unit provides the learner with the skills and knowledge necessary to read, interpret and evaluate everyday texts of limited complexity for community purposes. It will develop reading skills to interpret texts which may include less familiar text types. These skills will provide the foundation for future activities associated with engaging with more complex texts. 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: VBQU138 - Create texts of limited complexity 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 routine and familiar information for community purposes in everyday texts of limited complexity
2. Read and interpret a range of everyday texts of limited complexity to participate in the community
3. Evaluate a range of texts of limited complexity to participate in the community

Core skills units – Writing:

- **VBQU136 - Create texts of limited complexity for personal purposes (20 nominal hours)**
(The focus of the unit is on writing skills to create a range of everyday texts of limited complexity for personal purposes, which may include some unfamiliar aspects, and for communication with others. The required outcomes described in this unit of competency relate directly to the Australian Core Skills Framework (ACSF) (© Commonwealth of Australia 2008). They contribute directly to the achievement of the ACSF indicators of competence Level 3 (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 everyday texts of limited complexity for personal purposes. It will develop the written communication skills to complete more unfamiliar texts. These skills will provide the foundation for future activities associated with producing more complex 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 VBQU132 - Engage with texts of limited complexity 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. Research everyday and less familiar text types relevant to personal need
 2. Prepare texts of limited complexity for personal purposes
 3. Produce texts of limited complexity for personal purposes

- **VBQU137 - Create texts of limited complexity for learning purposes (20 nominal hours)**
(The focus of the unit is on writing skills to create a range of everyday texts of limited complexity which may include some unfamiliar aspects and which are relevant to the learning environment. 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 Three (Writing). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their literacy skills in the learning environment 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 everyday texts of limited complexity in the learning environment. It will develop the written communication skills to complete more unfamiliar texts and to produce or complete the range of texts used in a formal learning environment. These skills will provide the foundation for future activities associated with producing more complex texts for study purposes. 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 VBQU133 - Engage with texts of limited complexity 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. Research everyday and less familiar text types relevant to learning
 2. Prepare text of limited complexity in the learning context
 3. Produce text of limited complexity in the learning context

- **TLIE407C - Prepare workplace documents (20 nominal hours)**

(This unit involves the skills and knowledge required to prepare workplace documents and forms in accordance with workplace requirements and any applicable regulations/codes including planning and preparing a simple workplace document such as a letter or report, and gathering relevant information enabling the completion of a workplace form. Licensing, legislative, regulatory or certification requirements are applicable to this unit. Work must be carried out in accordance with the workplace requirements concerning the preparation of workplace documents/forms. Work is performed under some supervision generally within a team environment. It involves the application of workplace procedures and the basic principles of report writing to the preparation of workplace documents/forms as part of work activities in the transport, stevedoring, warehousing, distribution, and/or storage industries. This unit contains employability skills.)

1. Plan workplace document
2. Prepare workplace document
3. Complete workplace forms

- **VBQU138 - Create texts of limited complexity to participate in the community (20 nominal hours)**

(The focus of the unit is on writing skills to create a range of texts of limited complexity which deal with everyday subject matters but may include some less familiar aspects and which are 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 Three (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 texts of limited complexity which deal with everyday subject matters but may include some less familiar aspects 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 VBQU135 - Engage with texts of limited complexity for community 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. Research everyday and less familiar text types useful for community access
2. Prepare for creating community texts
3. Produce community texts

Core skills units - Numeracy and Mathematics:

- **VBQU139 - Work with time, money and directions in familiar situations (60 nominal hours)**
(The focus of this unit is on interpreting, using and calculating with money and time in familiar situations. It also focuses on interpreting and using position, location and maps to give and follow oral and written 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 Two Numeracy: 2.9, 2.10, 2.11 & 2.12 and partially contribute to indicators of competence at Level Three Numeracy: 3.10, 3.11 & 3.13. 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. Interpret, use and calculate costs in familiar situations
 2. Interpret, use and calculate with time in familiar situations
 3. Interpret and use position, location and maps to give and follow oral and written directions

- **VBQU140 - Work with measurement and design in familiar situations (60 nominal hours)**
(The focus of this unit is on interpreting plans, drawing and assembling shapes, and estimating, measuring and calculating everyday quantities. 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 Numeracy: 2.9, 2.10, 2.11 & 2.12 and partially contribute to indicators of competence at Level Three Numeracy: 3.10 & 3.11. 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. Interpret plans and draw and assemble shapes
 2. Estimate, measure and calculate everyday quantities

- **VBQU141 - Work with numerical and statistical information in familiar situations (60 nominal hours)**
(The focus of this unit is on interpreting, using and calculating numerical information in familiar texts, and to create and interpret simple 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 Two Numeracy: 2.9, 2.10, 2.11 & 2.12. 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. Interpret, use and calculate numerical information in familiar texts
 2. Interpret and create simple tables and graphs

Special interest electives units/modules

Writing:

- **VPAU108 - Develop basic message writing skills (15 nominal hours)**
(This unit covers the skills and knowledge to produce simple written messages. The application of knowledge and skills described in this unit may relate to a number of work and study roles. Work at this level requires supervision by a support person. 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 a simple letter
 2. Write a simple letter
 3. Check letter and address envelope and mail

Numeracy and Mathematics:

- **AURC251677A - Use numbers in the workplace (10 nominal hours)**
(This unit covers the competence to collect, calculate and/or estimate numerical information and to prepare various numerical reports to ensure efficiency in the organisation. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary will assist in identifying employability skill requirements.)
 1. Collect and organise numerical information
 2. Interpret and present numerical and related information
 3. Apply numerical and related information

- **VPAU116 - Calculate and communicate sports scores (10 nominal hours)**
(This unit covers the skills and knowledge to develop numeracy skills related to recording scores and communicating those scores to team officials, and making simple calculations related to sports and recreational pursuits. The application of knowledge and skills described in this unit may relate to a number of personal and community roles, with transferable skills for the Sport and Recreation workplace. Work at this level requires supervision by a support person. Delivery of this unit could be integrated with delivery of VPAU102 - Apply personal health and well-being strategies for recreational and social sporting occasions. A practical emphasis can be gained through participating in a range of sporting events. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary will assist in identifying employability skill requirements.)
 1. Maintain score in sporting and recreational events
 2. Calculate comparative place in a competition
 3. Communicate numerical information relating to sports competitions

Science:

- **VBQU172 - Undertake a simple investigation of science in the community (40 nominal hours)**
*(This unit covers the skills and knowledge to undertake a simple research project on a scientific issue and its impact on an individual or the community. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational and vocational participation options in the science field need to acquire a range of skills and knowledge. The focus of this unit is on developing the planning, researching and reporting skills of the learner and their knowledge of scientific theories and applications that could affect their everyday life or that of the wider community. 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. **Where activities involve working with laboratory or equivalent facilities, the unit BSBCM106A - Follow workplace safety procedures is a co-requisite.**)*
 1. Select a scientific issue
 2. Plan an investigation of the scientific issue
 3. Examine the scientific issue
 4. Report on the investigation
- **VBQU173 - Undertake a simple investigations of health and well being (20 nominal hours)**
*(This unit covers the skills and knowledge to undertake a simple research project on an issue related to health and well being. No licensing People seeking to improve their educational and vocational participation options in the science field need to acquire a range of skills and knowledge. The focus of this unit is on developing the planning, researching and reporting skills of the learner and their knowledge of scientific theories and applications that could affect their everyday life or that of the wider community. 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. **Where activities involve working with laboratory or equivalent facilities, the unit BSBCM106A - Follow workplace safety procedures is a co-requisite.**)*
 1. Select a health and well being issue
 2. Plan an investigation of the health and well being issue
 3. Examine the health and well being issue
 4. Report on the investigation

- **VBQU174 - Undertake a simple investigations of an environmental issue (20 nominal hours)**
*(This unit covers the skills and knowledge to undertake a simple research project on an environmental issue. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational and vocational participation options in the science field need to acquire a range of skills and knowledge. The focus of this unit is on developing the planning, researching and reporting skills of the learner and their knowledge of scientific theories and applications that could affect their everyday life or that of the wider community. It is also recommended that the application is integrated with other units. The required outcomes described in this unit 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. **Where activities involve working with laboratory or equivalent facilities, the unit BSBCM106A - Follow workplace safety procedures is a co-requisite.**)*
 1. Select an environmental issue
 2. Plan an investigation of the environmental issue
 3. Examine the environmental issue
 4. Report on the investigation

- **VBQU175 - Undertake a simple investigations of physical behaviour of matter (20 nominal hours)**
*(This unit covers the skills and knowledge to undertake a simple research project on relationships and factors that affect the physical behaviour of solids, liquids and gases. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational and vocational participation options in the science field need to acquire a range of skills and knowledge. The focus of this unit is on developing the planning, researching and reporting skills of the learner and their knowledge of scientific theories and applications that could affect their everyday life or that of the wider community. It is also recommended that the application is integrated with other units. The required outcomes described in this unit 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. **Where activities involve working with laboratory or equivalent facilities, the unit BSBCM106A - Follow workplace safety procedures is a co-requisite.**)*
 1. Identify factors which affect the physical behaviour of energy and matter
 2. Examine the physical behaviour of energy and matter
 3. Report on the investigation

- **VBQU176 - Undertake a simple investigations of chemical behaviour of matter (20 nominal hours)**
*(This unit covers the skills and knowledge to undertake a simple research project on relationships and factors that affect the chemical behaviour of matter. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational and vocational participation options in the science field need to acquire a range of skills and knowledge. The focus of this unit is on developing the planning, researching and reporting skills of the learner and their knowledge of scientific theories and applications that could affect their everyday life or that of the wider community. It is also recommended that the application is integrated with other units. The required outcomes described in this unit 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. **Where activities involve working with laboratory or equivalent facilities, the unit BSBCM106A - Follow workplace safety procedures is a co-requisite.**)*
 1. Identify common chemicals and processes
 2. Examine chemical behaviour
 3. Report on the investigation

- **VBQU177 - Undertake a simple investigations of how the earth, moon and sun interact (20 nominal hours)**

*(This unit covers the skills and knowledge to undertake a simple research project on the effects of the interaction between the earth, moon and sun. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational and vocational participation options in the science field need to acquire a range of skills and knowledge. The focus of this unit is on developing the planning, researching and reporting skills of the learner and their knowledge of scientific theories and applications that could affect their everyday life or that of the wider community. 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. **Where activities involve working with laboratory or equivalent facilities, the unit BSBCM106A - Follow workplace safety procedures is a co-requisite.**)*

1. Plan an investigation of the interaction between the earth, moon and sun
2. Examine the interaction between the earth, moon and sun
3. Report on the investigation

- **VBQU178 - Undertake a simple investigations of factors for continuity of life (20 nominal hours)**

*(This unit covers the skills and knowledge to undertake a simple research project on the conditions and the processes required for life and its continuation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their educational and vocational participation options in the science field need to acquire a range of skills and knowledge. The focus of this unit is on developing the planning, researching and reporting skills of the learner and their knowledge of scientific theories and applications that could affect their everyday life or that of the wider community. 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. **Where activities involve working with laboratory or equivalent facilities, the unit BSBCM106A - Follow workplace safety procedures is a co-requisite.**)*

1. Plan a simple scientific observation of a living entity
2. Conduct a simple scientific observation of a living entity
3. Report on the scientific bases of the living entity

Verbal communication:

- **VPAU107 - Basic presentation skills (15 nominal hours)**

(This unit covers the skills and knowledge to present simple information to a small group in a familiar context. The application of knowledge and skills described in this unit may relate to a number of work and study roles. Work at this level requires supervision by a support person. 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 the delivery of a simple presentation
2. Deliver the simple presentation
3. Support others with their presentations

- **FDFCORWCM1A - Communicate workplace information (20 nominal hours)**
(This unit covers the skills and knowledge required to gather, convey and receive workplace information and to interact with others at work.)
 1. Exchange verbal communication
 2. Locate and use workplace information

- **SITXCOM004A - Communicate on the telephone (5 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to communicate effectively on the telephone. It requires the ability to make and receive calls, to take messages on behalf of other people and to use the main features of a telephone correctly. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit describes a fundamental administrative function for the tourism and hospitality industries and applies to the full range of industry sectors and environments. All manner of personnel are required to communicate on the telephone. For some it may be a key aspect of their job such as for those who work in an office environment and for others an occasional task, for example, for those who work in a kitchen. All personnel at all levels would apply this skill, but it does describe a basic operational function of minimal complexity. 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 is packaged will assist in identifying employability skills requirements.)
 1. Respond to incoming telephone calls
 2. Make telephone calls

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

- **ICAU1133B - Send and retrieve information using web browsers and email (25 nominal hours)**
(This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of digital images. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit contains employability skills.)
 1. Access the internet
 2. Search the internet
 3. Research and apply 'netiquette' principles
 4. Send and organise messages
 5. Create an address book

- **MNCG1026A - Operate a computer to produce documents (20 nominal hours)**
(This unit covers the input, editing and printing of simple computer word processing documents and formatted reports.)
 1. Create file
 2. Produce document from written text using standard format
 3. Edit information
 4. Print document
 5. Save, exit and shutdown

Work related skills:

- **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. It 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. 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. This unit contains employability skills.)
 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

- **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 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. 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. 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. It 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. This unit contains employability skills.)

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

- **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

- **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

- **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 (located in course summary above) 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

- **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

- **PUATEA001B - Work in a team (20 nominal hours)**
(This unit covers competency in working with others and making a positive contribution to the effectiveness and efficiency of a team in a work environment when predominantly under direct supervision. Limited responsibility towards others is required. The application of this unit in the workplace – the environments, complexities and situations involved – will be written during Phase II of the Review of the PUA00 Public Safety Training Package. This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible. This unit contains employability skills.)
 1. Contribute to team activities
 2. Share knowledge and information
 3. Give and receive support to/from team members

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
- **VBQM474 - Australian environmental issues (20 nominal hours)**
(This module aims to familiarise learners with the Australian environment. It is based on VBP510 - Australian Environment from 21671VIC Certificate I in Transition Education. There are no pre-requisites or co-requisites for this module. However, the module is to be delivered and assessed at the NRS level in Reading and Writing of the Certificate in General Education for Adults in which it is incorporated as an elective.)
 1. Describe Australia's physical features and climate
 2. Outline an environmental issue of significance in Australia
 3. Investigate an environmental issue of local importance.
- **VBQM480 - Elections and government (30 nominal hours)**
(This module aims to familiarise students with the Australian system of government and provides the knowledge and skills required by an Australian citizen to participate in the electoral process. This module is based on VBN503 - Australian Government 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 system of government in Australia
 2. Describe the election process in Australia
 3. Describe the rights and responsibilities of residents and citizens of Australia

- **VBQM481 - The legal system (20 nominal hours)**
(This module aims to familiarise students with the Australian legal system and provides the knowledge and skills required to access various aspects of the Australian legal system. This module is based on VBN504 Australian Law 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 main features of the Australian legal system
 2. Describe the process of accessing legal representation

- **VBQM482 - Driving and owning a car (20 nominal hours)**
(This module aims to familiarise students with the requirements of driving in Australia and issues surrounding motor vehicle ownership. Students will gain the skills to find their way using maps and street directories. This module is based on VBN505 - Driving 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 requirements for driving in Australia
 2. Use a map or street directory for a range of purposes
 3. Describe the process of buying a car

- **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

- **VBQM483 - Events in Australian history (30 nominal hours)**
(This module aims to familiarise students with aspects of the political and social history of Australia from pre-history to the present day. This module is based on VBN510 - Australian History 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. The module Indigenous Australia complements the Australian History module.)
 1. Describe coastal exploration of Australia prior to 1788
 2. Describe the role of convicts in the European settlement of Australia
 3. Describe key features of a particular period of event in Australia
 4. Describe the reasons for immigration to Australia and the impact on Australia's development

- **VBQM484 - Investigating current issues (20 nominal hours)**
(This module is designed to enable students to develop knowledge of national and international current affairs. This module is based on VBN511 Current Affairs from the ESL Framework. There are no pre-requisites or co-requisites for this module.)
 1. Describe a current issue of significance in Australia
 2. Describe a current issue of international significance