

21773VIC

Certificate II in General Education for Adults

Course information and vocational outcomes

This is an accredited course, which provides a general education. Students will increase their skill development in reading and writing a range of texts and explore mathematical opportunities in and beyond everyday use. They will also participate in skill development in a variety of areas for everyday and vocational life. They will also develop personal and vocational needs including work readiness, self confidence opportunities, oral skills, computer skills, participation in the community, other generic skills and further education and training. This course will create a solid 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
- 2 Core Skills – Reading
- 2 Core Skills – Writing
- 2 Core Skills – Numeracy and Mathematics
- 80 – 100 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 21773VIC Certificate II in General Education for Adults. Core skills units may also be selected from either the 21772VIC Certificate I in General Education for Adults Structure or the 21774VIC Certificate III 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 I or III level course. The majority of all units imported from accredited courses and Training Packages should be selected from AQF level 2.

Reading and writing

Participants in the 21773VIC Certificate II in General Education for Adults should have literacy and numeracy skills at least equivalent to 21772VIC Certificate I in General Education for Adults which is equivalent to Australian Core Skills Framework (ACSF) Level 3. Level 3 on the ACSF use of language, literacy, and numeracy requires:

- comprehending and/or producing cohesive texts which may be short, yet have some structural complexity
- require identifying, applying, reflecting on, and communicating mathematical procedures and representations
- in a number of contexts which may be interrelated
- with some support readily available

Employability skills:

The following table contains 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, interpret and evaluate relevance of information of some complexity in electronic, printed, handwritten and visual texts
- Complete written forms and write texts of some complexity relevant to purpose and audience
- 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
- Investigate mathematical information and relationships embedded in a task
- Use a range of formal and informal mathematical language and representation

Teamwork

- Greet others and respond to greetings
- Work collaboratively with other class/group members respecting and understanding others views
- 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 a range of contexts
- Select and apply a range of mathematical strategies to solve problems in a variety of contexts

Initiative and enterprise

- Adapt to changes, including working with a supervisor/mentor
- Suggest changes/ideas to other class/group members to improve outcomes

Planning and organising

- Clarify goals with appropriate person(s)
- Plan stages/processes/timelines/responsibilities
- Locate/access resources
- Evaluate planning including successful outcomes and barriers to completion

Self-management

- Prioritise and complete delegated tasks
- Monitor and review own performance

Learning

- Identify a range of learning options, and clarify learning 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
- Review progress towards goals
- Implement changes in strategy if necessary

Technology

- Use a range of learning/communication technology; in the context of available equipment

The nominal hours for this course are between 310-330 hours depending on the units selected.

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

Course content

Core units :

- **VBQU142 - Research pathways and produce a learning plan and portfolio (20 nominal hours)**
(The focus of the unit is to investigate pathway options and plan skills development, in discussion with an appropriate support person. The learner will develop and maintain a portfolio of evidence. It 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; target qualifications; new career; career advancement. Learner objectives may also include: information and advice on courses, learning programs, qualifications and assessment. The learning plan documents an agreed program that the learner will undertake during the course to identify possible pathways, plan, document, and monitor progress towards achieving learning goals. The program will take into account the learner's learning style and preferences. The learner will also develop and maintain a portfolio of evidence which documents achievement of course goals. 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. Identify potential pathways
 2. Clarify learning goals
 3. Design and implement an individual learning plan
 4. Prepare portfolio of completed work samples
 5. Monitor and update the individual learning plan

- **VBQU143 - Implement and review a project (30 nominal hours)**
(The focus of this unit is to develop a proposal, design and plan the project, carry out the project and evaluate the outcome. The means by which the activity is achieved will include using strategies to ensure the quality of the outcome. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. It 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. It addresses the competence to plan, conduct and review a project. It encompasses selection of an activity, developing a plan, and preparing the required resources. 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. It can be completed in a range of contexts such as in the workplace or in the community. The project may be an arts related production, a workplace based problem solving project, a research based activity, production of a community event or newsletter, or a construction. Activities will be designed and evaluated 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. Prepare resources
 3. Document the project
 4. Coordinate and complete the activity
 5. Evaluate the project

Core skills units – Reading:

- **VBQU144 - Engage with a range of texts of some complexity for personal purposes (25 nominal hours)**

(This unit describes the outcomes to engage with texts for personal purposes at Certificate II. The focus of the unit is on interpreting a range of structurally intricate texts which are relevant to personal purposes and which may include some specialisation and non routine 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 Four (Reading). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their personal literacy will need to develop a range of reading skills. The unit provides the learner with the skills and knowledge necessary to interpret and analyse a range of texts of some complexity which are relevant to personal purposes. It will extend reading skills to enable interpreting texts with unfamiliar features. These skills will provide the foundation for future activities associated with interpreting, analysing and evaluating 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: VBQU148 - Create texts of some 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 structurally intricate texts relevant to a range of personal purposes
2. Analyse content in a range of texts of some complexity for personal purposes
3. Critically evaluate a range of texts relevant to personal purposes

- **VBQU145 - Engage with texts of some complexity for learning purposes (25 nominal hours)**

(The focus of this unit is on interpreting a range of structurally intricate texts which are relevant to learning purposes and which may include some specialisation and non routine 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 Four (Reading). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their further educational participation options will need to develop a range of reading skills. The unit provides the learner with the skills and knowledge necessary to interpret and analyse a range of texts of some complexity which are relevant to further learning purposes. It will extend reading skills to enable interpreting texts with unfamiliar features. These skills will provide the foundation for future activities associated with interpreting, analysing and evaluating 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: VBQU149 - Create texts of some 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 structurally intricate texts relevant to a range of learning purposes
2. Analyse content in a range of texts of some complexity for learning purposes
3. Critically evaluate a range of texts relevant to own learning purposes

Core skills units – Writing:

- **VBQU148 - Create a range of texts of some complexity for personal purposes (25 nominal hours)**

(The focus of the unit is on writing skills to create a range of texts of some complexity for personal purposes and for communication with others. The texts may include some specialisation and non-routine 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 Four (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 a range of texts of some complexity for personal purposes. It will extend written communication skills to provide the foundation for future activities associated with producing 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 VBQU144 - Engage with texts of some 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 a range of text types of some complexity relevant to personal need
2. Prepare texts of some complexity for personal purposes
3. Produce texts of some complexity for personal purposes

- **VBQU149 - Create a range of texts of some complexity for learning purposes (25 nominal hours)**

(The focus of the unit is on writing skills to create a range of texts of some complexity which are relevant to the learning environment. The texts may include some specialisation and non-routine 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 Four (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 a range of texts of some complexity in the learning environment. It will develop the written communication skills to produce or complete a range of texts used in a formal learning environment. 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 VBQU145 - Engage with texts of some 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 a range of texts of some complexity relevant to learning
2. Prepare a range of texts of some complexity for learning purposes
3. Produce texts of some complexity for learning purposes

Core skills units - Numeracy and Mathematics:

- **VBQU152 - Investigate and interpret measurements and related formulae for everyday purposes (50 nominal hours)**

(The focus of this unit is on investigating 2-dimensional and 3-dimensional shapes and their representation and estimating, measuring and calculating quantities using formulae. 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 Four Numeracy: 4.10, 4.11, 4.12 & 4.13. 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. In the CGEA, 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. Investigate 2-dimensional and 3-dimensional shapes and their representation
 2. Estimate, measure and calculate quantities using formulae

- **VBQU153 - Investigate, interpret and produce numerical and statistical information (50 nominal hours)**

(The focus of this unit is on investigating and interpreting numerical information in texts and creating and investigating statistical data, 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 Four Numeracy: 4.10, 4.11, 4.12 & 4.13. 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. Investigate and interpret numerical information in texts
 2. Investigate and create statistical data, tables and graphs

- **VBQU154 - Investigate and use simple mathematical formulae for everyday purposes (50 nominal hours)**

(The focus of this unit is on developing and using simple formulae to describe and represent relationships between variables in real life contexts and on using simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems. 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 Four Numeracy: 4.10, 4.11, 4.12 & 4.13. 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. Investigate and use simple mathematical formulae in familiar contexts
2. Use mathematical problem-solving techniques to investigate and solve familiar problems

Special interest elective units:

- **BSBADM302B - Produce texts from notes (60 nominal hours)**

(This unit describes the performance outcomes, skills and knowledge required to take notes from oral or printed sources to produce accurate text. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit applies to individuals employed in a range of work environments who produce notes and texts from oral or printed sources. They may work as individuals providing administrative support within an enterprise, or they may be responsible for the production of their own notes and other documentation. This unit contains employability skills.)

1. Take notes
2. Transcribe notes
3. Edit and revise text

Numeracy and Mathematics:

- **FNSFLIT201B - Develop and use a personal budget (20 nominal hours)**

(This unit addresses the basic knowledge and skills required to develop, implement and monitor a personal savings budget. It covers exploring the benefits of budgeting, identifying income and expenses and ways to monitor the budget. This unit has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations in order to build the financial literacy of learners. The unit may also be used as part of pre-vocational or new apprenticeship programs or as part of services provided by counselling or advisory organisations. This unit contains employability skills.)

1. Analyse and discuss budgeting as a financial tool
2. Prepare to develop a personal budget
3. Develop a personal budget
4. Implement and monitor the personal budget

Work related:

- **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

- **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

- **VBQU182 - Investigate the solar system (20 nominal hours)**

*(This unit covers the skills and knowledge to use an evidence-based approach to investigate a feature of the solar system and its impact on the earth or other parts of the solar system. 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 evidence-based research 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 a feature of the solar system
2. Examine the feature and its impact
3. Report on the investigation

- **VBQU183 - Investigate chemical behaviour of common substances (20 nominal hours)**

*(This unit covers the skills and knowledge to use an evidence-based approach to investigate the chemical behaviour of common substances. 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 evidence-based research 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 chemical reactions of common substances
2. Examine chemical reactions of common substances
3. Report on the investigation

- **VBQU184 - Investigate energy, force and matter (20 nominal hours)**

*(This unit covers the skills and knowledge to use an evidence-based approach to investigate the interactions between energy, force and 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 evidence-based research 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 interactions between energy, force and matter
2. Examine interactions between energy, force and matter
3. Report on the investigation

- **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

General:

- **CHCIC201B - Communicate with children (30 nominal hours)**
(This unit describes the knowledge and skills required for worker to communicate with children. This unit may apply to working with children in a range of community service contexts. This unit contains Employability Skills.)
 1. Communicate positively with children
 2. Apply *limits and guidelines* for behaviour within service policies
- **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

- **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