

21774VIC

Certificate III 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 desire skill development in reading and writing a range of complex texts and solid introduction to formal mathematics. It also deals with other skills areas such as: financial literacy, computing skills, vocational, verbal communication and a wide range of other areas. These are designed to develop and strengthen skills areas such as personal needs, participation in the community and the workplace, and further education and training. Students extend their skill base and develop an independent study approach as preparation for employment, further study or personal development.

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

- The one core unit
- Units taken from Core Skills and Special Interest Electives must add up to a maximum of 230 - 250 nominal hours. At least four units must be chosen from Reading, Writing, and Numeracy and Mathematics area
- Elective units may also be chosen from:
 - 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 or IV level course
 - the majority of all units imported from accredited courses and Training Packages should be selected from AQF level 3.

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. If RTO's plan to deliver and assess single units they must have these units, of competency added to their Scope of Registration. When delivering and assessing Training Package units, RTO's must follow the assessment guidelines in the parent Training Package.

Reading and writing

Participants in the 21774VIC Certificate III in General Education should have literacy and numeracy skills at least equivalent to 21773VIC Certificate II in General Education for Adults which is equivalent to Australian Core Skills Framework (ACSF) Level 4.

Level 4 on the ACSF use of language, literacy, and numeracy requires:

- comprehending and/or producing structurally intricate texts which may involve complex relations between pieces of information.
- require selecting, applying, reflecting on, and communicating a range of mathematical procedures and representations
- within a variety of contexts
- with support available if required

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 a range of complex documents
- Write complex texts relevant to a range of purposes and audiences
- Discuss and share information/ideas/opinions with other class/group members
- Use questioning and active listening to ascertain and clarify information/ideas/opinions
- Give/follow verbal instructions of varying complexity
- Investigate mathematical information and relationships embedded in a task
- Analyse and evaluate appropriateness of mathematical activity
- Use a wide range of formal and informal mathematical language and representation

Teamwork

- Work collaboratively with other class/group members
- Give and receive feedback in a supported context
- Practise inclusive behaviour
- Listen to and act on suggestions from others
- Work independently to complete own tasks and support other class/group members where appropriate
- Identify strengths of others
- Clarify nature of problem with others and develop practical solutions
- Anticipate problems and act to avoid them where possible
- Select and apply a wide range of mathematical strategies to generate solutions to problems across a broad range of contexts

Initiative and enterprise

- Look for opportunities to do things better and suggest ideas to other class/group members
- Translate ideas into action by positively accepting and adapting to changes in procedures or arrangements

Planning and organising

- Identify/clarify planning goals
- Clarify requirements of the proposal
- Develop a methodology/timeline/responsibilities
- Communicate with others if working in a joint project
- Select appropriate resources
- Monitor achievement of stages
- Maintain a continuous improvement strategy
- Evaluate planning and organisation

Self-management

- Prioritise and complete delegated tasks
- Maintain own knowledge of requirements, evaluate own performance and actively seek and act upon advice and guidance

Learning

- Identify a range of learning options and prioritise own learning goals

- Identify personal strengths and weaknesses

Learning (cont.)

- Design own learning goals
- Accept opportunities to learn new ways of doing things and share knowledge and skills with other class/group members
- Monitor and evaluate own learning
- Change strategies if required to meet goals

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 290 - 310 hours depending on the units selected.

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

Course content

Core unit :

- **VBQU155 - Evaluate pathway options, design a learning plan and compile a portfolio (60 nominal hours)**

(The focus of the unit is to evaluate pathway options and plan skills development; design, implement and monitor a learning plan; and compile a portfolio of evidence. 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; target qualifications; new career; career advancement. Learner objectives may also include: information and advice on courses, learning programs, qualifications and assessment; individualised learning support systems. 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 research pathways, plan, document and monitor progress towards achieving learning goals. The program will take into account the learner's learning style and preferences. The portfolio will meet formal requirements of audience. 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

Core skills units – Reading:

- **VBQU156 - Engage with a range of complex texts for personal purposes (25 nominal hours)**

(The focus of this unit is on interpreting and critically analysing complex texts. These include intricate, dense and extended texts from print based and electronic sources. 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 Five (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 critically analyse complex texts for personal purposes. These skills will enable the learner to have access to knowledge and skills which will assist them in future educational, employment and community activities. 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: VBQU160 - Create a range of complex texts for personal purposes. The link between reading and writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that the application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Select a range of complex texts for personal purposes
2. Review selected texts for personal purposes
3. Critically interpret a range of complex texts for personal purposes

- **VBQU157 - Engage with a range of complex texts for learning purposes (25 nominal hours)**
(The focus of this unit is on interpreting, and critically analysing complex texts. These include intricate, dense and extended text from a variety of print based and electronic texts. This unit recognises the importance of lifelong learning, and is suitable for those wanting to improve their skills in order to access further study. 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 Five (Reading). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their further education 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 critically analyse complex texts. These skills will enable the learner to have access to knowledge and skills which will assist them in future educational, employment and community activities. 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: VBQU161 - Create a range of complex texts for learning purposes. The link between reading and writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that the application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

 1. Select a range of complex texts for learning purposes
 2. Review selected texts for learning purposes
 3. Critically interpret a range of texts for learning purposes

- **VBQU158 - Engage with a range of complex texts for employment purposes (25 nominal hours)**
(The focus of this unit is on interpreting, and critically analysing complex texts. These include intricate, dense and extended text from a variety of print based and electronic sources. 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 Five (Reading). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.' People seeking to improve their employment options will need to develop a range of reading skills. The unit provides the learner with the skills and knowledge necessary to interpret and critically analyse complex texts. These skills will enable the learner to have access to knowledge and skills which will assist them in future educational, employment and community activities. 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: PSPGOV313A - Compose 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. Select a range of complex texts for employment purposes
 2. Review selected texts for employment purposes
 3. Critically interpret a range of texts for employment purposes

- **VBQU159 - Engage with a range of complex texts to participate in the community (25 nominal hours)**

(The focus of this unit is on interpreting and critically analysing complex texts to participate in the community. These include intricate, dense and extended texts from print based and electronic texts. 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 Five (Reading). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to improve their community participation options will need to develop a range of reading skills. The unit provides the learner with the skills and knowledge necessary to interpret and critically analyse complex texts to participate in the community. These skills will enable the learner to have access to knowledge and skills which will assist them in future educational, employment and community activities. 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: VBQU162 - Create a range of complex texts to participate in the community. The link between reading and writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that the application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Select a range of complex texts for community participation purposes
2. Review selected texts for community purpose
3. Critically interpret a range of complex texts for a specified community purpose

Core skills units - Writing

- **VBQU160 - Create a range of complex texts for personal purposes (25 nominal hours)**

(The focus of the unit is on writing skills to create a range of complex texts for personal purposes. The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Five (Writing). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. People seeking to develop their literacy skills to a complex level will need to develop a range of writing and communication skills associated with creating texts. The unit supports the learner to acquire the skills and knowledge necessary to create complex texts of for personal purposes. The unit also develops learners' skills and knowledge to organise and apply content from texts. These skills will enable the learner to have access to knowledge and skills which will assist them in future educational, employment and community activities. 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 VBQU156 - Engage with a range of complex texts for personal purposes. The link between Reading and Writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Research a range of complex texts for personal purposes
2. Prepare a range of complex texts for personal purposes

3. Produce a range of complex texts for personal purposes

- **VBQU161 - Create a range of complex texts for learning purposes (25 nominal hours)**

(The focus of the unit is on writing skills to create complex texts which are relevant to the further study context. Its emphasis is on structured reflective and opinion texts used in a range of study environments. 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 Five (Writing). People seeking to develop their literacy skills to a complex level so that they may participate effectively in further study options will need to develop a range of writing and communication skills associated with creating texts. The unit supports the learner to acquire the skills and knowledge necessary to create complex texts of for learning purposes. The unit also develops learners' skills and knowledge to organise and apply content from texts. It will develop the written communication skills to complete a range of reflective and opinion texts as well as the skills to structure texts according to academic requirements. These skills will enable the learner to have access to knowledge and skills which will assist them in future educational activities. 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 VBQU157 - Engage with a range of complex texts for learning purposes. The link between Reading and Writing and the potential overlap between the parallel units encourages co-delivery and assessment. It is also recommended that application is integrated with other units. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Research a range of text types for learning purposes
2. Prepare a range of complex texts for learning purposes
3. Produce a range of complex texts for learning purposes

- **BSBWRT401A - Write complex documents (50 nominal hours)**

(This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity. 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 work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.)

1. Plan document
2. Draft document
3. Prepare final text
4. Produce document

- **VBQU162 - Create a range of complex texts to participate in the community (25 nominal hours)**
(The focus of this unit is on writing skills to create complex texts 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 Five (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 complex texts with a community context and purpose. The unit also develops learners' skills and knowledge to organise and apply content from texts. These skills will enable the learner to have access to knowledge and skills which will assist them in future educational, employment and community activities. 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 VBQU159 - Engage with a range of complex texts 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 a range of complex texts for community purposes
 2. Prepare a range of complex texts for community purposes
 3. Produce a portfolio of complex texts for community purposes

Core skills units - Numeracy and Mathematics

- **VBQU163 - Analyse and evaluate numerical and statistical information (50 nominal hours)**
(The focus of this unit is on analysing and evaluating numerical information in texts and analysing and creating 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 Five Numeracy: 5.10, 5.11, 5.12 & 5.13. 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. Analyse and evaluate numerical information in texts

2. Analyse and evaluate statistical data, tables and graphs

• **VBQU164 - Use algebraic techniques to analyse mathematical problems (50 nominal hours)**

(The focus of this unit is on using algebraic techniques to investigate and solve mathematical problems and on developing and using formulae and their graphs to describe and represent relationships between variables. 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 Five Numeracy: 5.10, 5.11, 5.12 & 5.13. 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. Use algebraic techniques to analyse and solve problems
2. Develop and use algebraic graphs to analyse relationships between variables

• **VBQU165 - Use formal mathematical concepts and techniques to analyse and solve problems (50 nominal hours)**

(The focus of this unit is on identifying and using formal mathematical concepts and techniques and mathematical problem-solving techniques to analyse and solve 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 Five Numeracy: 5.10, 5.11, 5.12 & 5.13. 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. It is strongly recommended that this unit is integrated with the delivery and assessment of other Numeracy and Mathematics units. It is recommended that application is also integrated with other units. The links between the different units encourages co-delivery and assessment and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.)

1. Identify and use formal mathematical concepts
2. Use mathematical problem-solving techniques to analyse and solve problems

Special interest electives units - Financial literacy

• **SRSCOP006B - Complete a tax return (10 nominal hours)**

(This unit has been developed for the Sport Industry Training Package. This unit covers the knowledge and skills required to comply with responsibilities for paying income tax and claiming allowable deductions, as well completing a tax return.)

1. Collect information on income taxation liabilities in order to complete a tax return
2. Complete a tax return

- **SRSCOP020B - Develop a personal financial plan (5 nominal hours)**

(This unit has been developed for the Sport Industry Training Package. This unit covers the knowledge and skills required to identify sources of independent professional advice and major investment alternatives are outlined in order to develop a personal finance plan.)

1. Collect information to prepare a personal financial plan
2. Prepare a personal financial plan

Special interest electives units - Computing skills

- **BSBEBUS401A - Conduct on-line research (35 nominal hours)**

(This unit covers researching business information using Internet, intranet or extranet, communicating with team as required and presenting reports on research outcomes. Consider co-assessment with BSBEBUS402A Implement e-correspondence policies and BSBEBUS403A Communicate electronically.)

1. Prepare self and/or others for online search
2. Research business information
3. Locate and retrieve information
4. Report on-line research results

- **BSBITU201A - Produce simple word processed documents (60 nominal hours)**

(This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents. 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 perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.)

1. Prepare to produce documents
2. Produce documents
3. Finalise documents

- **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

Special interest electives units - Work related skills

- **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

- **ICPSU362B - Communicate as part of a work team (30 nominal hours)**
(This unit covers communication skills used in work teams. It is similar in scope to National Frontline Management unit BSBFLM304A - Participate in work teams, which should not be used in conjunction with it. This unit contains employability skills.)
 1. Participate in group discussions
 2. Prepare a presentation
 3. Present a job related report to a group

- **BSBFLM303C - Contribute to effective workplace relationships (40 nominal hours)**
(This unit describes the performance outcomes, skills and knowledge required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. Frontline managers have a key role in contributing to efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement. This unit is related to BSBWOR401A 'Establish effective workplace relationships'. This unit contains employability skills.)
 1. Seek, receive and communicate information and ideas
 2. Encourage trust and confidence
 3. Identify and use networks and relationships
 4. Contribute to positive outcomes

- **PSPGOV312A - Use workplace communication strategies (30 nominal hours)**
(This unit covers the use of workplace communication strategies for interacting with internal and external clients. It includes responding to enquiries, receiving and giving directions, participating in meetings and making presentations in the workgroup. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication these are included. Where reading and writing are the prime focus of the workplace function these are addressed in PSPGOV313A – Compose workplace documents. In practice, using communication strategies may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, organising information, addressing client needs, etc. This is one of five units of competency in the Working in Government Competency Field that deal with communication. Related units are: PSPGOV202B - Use routine workplace communication techniques; PSPGOV412A - Use advanced workplace communication strategies; PSPGOV512A - Use complex workplace communication strategies; PSPGOV605A - Persuade and influence opinion This is a new unit of competency, added to the Working in Government Competency Field of the Training Package in 2004. This unit contains employability skills.)

 1. Respond to enquiries
 2. Receive and give directions
 3. Participate in meetings
 4. Make presentations within the workgroup

- **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

Special interest electives units - Verbal communication

- **FNSICGEN402B - Participate in negotiations (20 nominal hours)**
(This unit covers the skills and knowledge required to take part in negotiations either as an individual or as a member of a team. It includes effective negotiating techniques, planning and preparing for the negotiation and finalising the agreement. This unit requires the application of a range of skills and techniques designed to ensure that negotiations lead to the best possible outcome for all parties. It may be applied in all sectors of the financial services industry. This unit contains employability skills.)

 1. Plan the negotiation
 2. Conduct the negotiation
 3. Finalise the negotiation

- **SRSCOP015B - Prepare a public speaking presentation for informative, motivational and persuasive talks (5 nominal hours)**
(This unit has been developed for the Sport Industry Training Package. This unit covers the knowledge and skills required to plan a presentation for informative, motivational and persuasive talks, using strategies that enhance a presentation and maintain audience interest.)
 1. Collect information on informative, motivational and persuasive talks
 2. Prepare an action plan to enhance the speaker's presence during a presentation
 3. Demonstrate the ability to effectively establish rapport with an audience and manage a presentation

- **SRSCOP005B - Demonstrate basic assertive communication skills (10 nominal hours)**
(This unit has been developed for the Sport Industry Training Package. This unit covers the knowledge and skills required to develop basic communication and assertive behavioural skills necessary to achieve effective interpersonal communication.)
 1. Collect information to develop a interpersonal communication action plan
 2. Demonstrate effective use of the key skills required for assertive communication
 3. Finalise the negotiation

- **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*

- **CHCCOM302C - Communicate appropriately with clients and colleagues (20 nominal hours)**
(This unit describes the knowledge and skills required to exercise effective communication skills in the workplace. The communication skills described in this unit may be applied across a range of workplace contexts involving various levels of social and cultural diversity. This unit contains Employability Skills.)
 1. Exercise effective communication techniques
 2. Follow routine *instructions*
 3. Complete *reports* as required

Special interest electives units/modules - General

- **CHCPOL403B - Undertake research activities (50 nominal hours)**
(This unit describes the knowledge and skills required to implement research relevant to operations of the organisation and/or the community. This unit may apply in a range of community service contexts. This unit contains Employability Skills.)
 1. Prepare a research plan
 2. Implement appropriate research strategies
 3. Organise and analyse information
 4. Report the findings of the research

- **VBQU185 - Analyse science in the community (40 nominal hours)**

(This unit covers the skills and knowledge to critically evaluate scientific methodology and issues in 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. This focus of this unit is on developing analytical and reporting skills within the context of the impact of scientific knowledge on the community. It is also recommended that the application is integrated with other units. Where activities involve working with laboratory or equivalent facilities, the unit BSBCM106A - Follow workplace safety procedures is a co-requisite. 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 an investigation of an issue of scientific interest
2. Analyse the impact of an area of science on the issue
3. Report on the investigation

- **VBQU186 - Design and review a project (40 nominal hours)**

(The focus of this unit is to develop skills and knowledge to design, conduct and critically examine a project's processes and outcomes. 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. This unit addresses the skills and knowledge needed to design an activity and organize available resources to ensure the successful completion of the project. It encompasses interpreting the requirements of the project, developing a plan, and preparing and organising the required resources. It includes developing criteria to examine the success of project processes and outcomes as part of the planning process, and examining whether the project has met this criteria. 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. 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. Identify the context for, and organisational requirements of, the proposal
2. Develop the methodology for the project
3. Prepare resources
4. Coordinate and complete the activity
5. Examine the conduct of the project

- **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

- **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