

22294VIC Course in Initial Adult Literacy and Numeracy
22293VIC Certificate I in Initial Adult Literacy and Numeracy

This course has been accredited under Parts 4.4 and 4.6 of the Education and Training Reform Act 2006.

Accredited for the period: 1 July 2015 to 30 June 2020





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Section A: Copyright and course classification information	5
1. Copyright owner of the course.....	5
2. Address.....	5
3. Type of submission	5
4. Copyright acknowledgement	5
5. Licensing and franchise.....	6
6. Course accrediting body.....	6
7. AVETMISS information.....	6
Section B: Course information.....	7
1. Nomenclature.....	7
1.1 Name of the qualification	7
1.2 Nominal duration of the course.....	7
2. Vocational or educational outcomes.....	7
2.1 Purpose of the course	7
3. Development of the course.....	7
3.1 Industry / enterprise/ community needs	7
3.2 Review for re – accreditation	9
4. Course outcomes	13
4.1 Qualification level	13
4.2 Employability skills	13
4.3 Recognition given to the course (if applicable)	15
4.4 Licensing/ regulatory requirements (if applicable).....	15
5. Course rules.....	15
5.1 Course structure.....	15
5.2 Entry requirements	18
6. Assessment.....	18
6.1 Assessment strategy	18
6.2 Assessor competencies.....	19
7. Delivery	20
7.1 Delivery modes	20
7.2 Resources.....	20
8. Pathways and articulation.....	21
9. Ongoing monitoring and evaluation	22
Section C: Units of Competency	23
VU21724 Recognise and use letters of the alphabet.....	24
VU21725 Recognise pictures and symbols.....	27
VU21726 Read simple words.....	30

VU21727 Communicate using pictures and symbols	34
VU21728 Write simple words	37
VU21729 Communicate orally using single words.....	41
VU21730 Recognise and use whole numbers from 1 to 10.....	45
VU21731 Recognise and use whole numbers from 11 to 20.....	49
VU21732 Recognise and use whole numbers from 21 to 50.....	53
VU21733 Recognise and use whole numbers from 51 to 200.....	57
VU21744 Recognise and use simple fractions	61
VU21734 Recognise and use time	64
VU21735 Recognise coins and notes	68
VU21737 Read phrases.....	71
VU21738 Write phrases	74
VU21739 Communicate orally using phrases.....	78
VU21745 Count and use numbers from 1 to 100	82
VU21746 Count to 50 by multiples of 2	86
VU21747 Count to 50 by multiples of 5	90
VU21748 Count to 100 by multiples of 10	94
VU21749 Count to 100 by multiples of 20	98
VU21750 Count to 1000 by multiples of 50	102
VU21740 Read simple sentences	106
VU21741 Write simple sentences	110
VU21742 Communicate orally using simple sentences.....	114
VU21755 Use simple addition skills	118
VU21756 Use simple subtraction skills	122
VU21751 Use simple metric weights.....	126
VU21752 Use simple liquid measures.....	129
VU21753 Use simple linear measures	133
VU21754 Use coins and notes.....	137
VU21736 Recognise basic mathematical symbols and processes	140
VU21743 Give and follow simple directions	143
VU20939 Recognise and interpret safety signs and symbols.....	147
VU21041 Complete forms.....	150
VU21282 Develop a learning plan and portfolio with support	153
VU21284 Engage with short simple texts for learning purposes.....	157
VU21288 Create short simple texts for learning purposes.....	162



Section A: Copyright and course classification information

1. Copyright owner of the course	Department of Education and Training
2. Address	<p> Executive Director Engagement, Participation and Inclusion Division Higher Education and Skills Group Department of Education and Training (DET) PO Box 4367 Melbourne VIC, 3001 </p> <p> Organisational Contact: Manager Training Products Higher Education and Skills Group Telephone: (03) 7022 1619 </p> <p> Day to Day Contact: Curriculum Maintenance Manager – Service Industries, General Studies & Further Education Victoria University Phone: (03) 9919 5300 / 5302 email: sicmm.generalstudies@vu.edu.au </p>
3. Type of submission	<p>Reaccreditation</p> <p>The 22294VIC Course in Initial Adult Literacy and Numeracy replaces and is not equivalent to the 21890VIC Certificate I in Initial Adult Literacy and Numeracy (Entry)</p> <p>The 22293VIC Certificate I in Initial Adult Literacy and Numeracy replaces and is not equivalent to the 21891VIC Certificate I in Adult Literacy and Numeracy (Foundation) or the 21892VIC Certificate I in Adult Literacy and Numeracy (Established)</p>
4. Copyright acknowledgement	<p>Copyright of the following units of competency from accredited curricula is held by the Department of Education and Training, Victoria © State of Victoria. The following curricula can be downloaded free of charge from the Victorian Department of Education and Training website here</p> <ul style="list-style-type: none"> • 22215VIC Certificate I in Mumgu-dhal tyama-tiyt <ul style="list-style-type: none"> – VU20939 Recognise and interpret safety signs and symbols – VU21041 Complete forms • 22234VIC Course in Initial General Education for Adults <ul style="list-style-type: none"> – VU21282 Develop a learning plan and portfolio with support – VU21284 Engage with short simple texts for learning purposes – VU21288 Create short simple texts for learning purposes

<p>5. Licensing and franchise</p>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2015.</p> <p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (see details here). You are free to use, copy and distribute to anyone in its original form as long as you attribute Higher Education and Skills Group, Department of Education and Training as the author and you license any derivative work you make available under the same licence.</p> <p>Request for other use should be addressed to :</p> <p>Executive Director Engagement, Participation and Inclusion Division Higher Education and Skills Group Department of Education and Training (DET) PO Box 4367 Melbourne VIC, 3001</p> <p>Copies of this publication can be downloaded free of charge from the Victorian Department of Education and Training website here</p>	
<p>6. Course accrediting body</p>	<p>Victorian Registration and Qualifications Authority</p>	
<p>7. AVETMISS information</p>	<p><i>ANZSCO code:</i> (Australian and New Zealand Standard Classification of Occupations)</p>	<p>GEN19 General Education - not occupationally specific</p>
	<p><i>ASCED code – 4 digit</i> (Field of Education)</p>	<p>1201 General Education</p>
<p>8. Period of accreditation</p>	<p>National course code 22294VIC 22293VIC</p> <p>1 July 2015 to 30 June 2020</p>	

Section B: Course information

1. Nomenclature Standard 1 AQTF Standards for Accredited Courses	
1.1 Name of the qualification	22294VIC Course in Initial Adult Literacy and Numeracy 22293VIC Certificate I in Initial Adult Literacy and Numeracy
1.2 Nominal duration of the course	22294VIC Course in Initial Adult Literacy and Numeracy 185 – 360 nominal hours 22293VIC Certificate I in Initial Adult Literacy and Numeracy 205 – 580 nominal hours
2. Vocational or educational outcomes Standard 1 AQTF Standards for Accredited Courses	
2.1 Purpose of the course	The Course in Initial Adult Literacy and Numeracy and the Certificate I in Initial Adult Literacy and Numeracy are intended to support development of the literacy and numeracy skills of learners with intellectual disabilities.
3. Development of the course Standards 1 and 2 AQTF Standards for Accredited Courses	
3.1 Industry / enterprise/ community needs	<p>The Certificates in Initial Adult Literacy and Numeracy (CIALN) were first accredited in 1996 as two certificates to address the education and training needs of teenage and adult learners wishing to develop literacy and numeracy skills at an initial level. The 2008 reaccreditation introduced an Entry certificate for learners who were operating below Australian Core Skills Framework (ACSF) level 1 and revised the Foundation and Established certificates to extend and strengthen pathways.</p> <p>The CIALN qualifications are mainly used in community education settings including Adult and Community Education (ACE), in metropolitan and regional areas across Victoria. The curriculum is used with learners who have varying degrees of intellectual disabilities and whose disabilities inhibit access to education, training and employment. Many learners come from special schools while others re-engage with learning after having been in the care of family or other care providers.</p> <p>A number of interlinked National and State government policy initiatives focus on enabling people with a disability to more actively participate in the life of the community.</p> <p>The National Disability Strategy 2010–2020 has six interrelated policy actions which focus on maximising the potential of those with disabilities. Policy action 5 focuses on skills and learning and identifies responsiveness to learning needs and opportunities for lifelong learning as a key goal.</p> <p>The Victorian State Disability Plan 2013-2016 identifies four interconnected goals which include access to and participation in education as a basis for community participation and access to employment.</p>

Research into the development and use of literacies by people with intellectual disabilities has been limited and has not been reflected in the broader policy context relating to the area of literacy and numeracy development applied to the general population. Until recently there has remained a common perception that becoming literate is not possible for people with intellectual disabilities and that a plateau of learning occurs for these learners. However recent studies have found that young adults with intellectual disability engage in literacy in their everyday lives using literacy strategies that are multiple and varied (Moni, Jobling Morgan and Lloyd 2011). Literacy for this group is complex, multi modal and challenging and what constitutes literacy for this group also needs to be broadened. (Morgan, Moni, Cuskelly (2013). Moni et al identified a number of literacy events and the strategies used by adults with intellectual disabilities to negotiate them.

A number of studies (Wilson, A & Hunter, K 2010), (Moni, Jobling Morgan and Lloyd 2011) concluded that literacy development for learners with intellectual disabilities should be based on their everyday needs and interests and should be more closely linked with activities undertaken as part of community based programs and services to maximise experiences and participation.

Enrolment data for the years 2010 to 2013 indicates that enrolments across the three certificates, while not large, have remained consistent with a slight increase in 2013. It is anticipated that enrolments will increase when the qualifications become more publicly accessible through Crown Copyright ownership. Given the target audience, however, any increases would be modest.

Qualification	2010	2011	2012	2013
21890VIC Certificate I in Initial Adult Literacy and Numeracy (Entry)	85	89	69	83
21891VIC Certificate I in Initial Adult Literacy and Numeracy (Foundation)	57	119	79	111
21892VIC Certificate I in Initial Adult Literacy and Numeracy (Established)	25	35	37	74
Total	167	243	185	268

The reaccreditation was guided by a Project Steering Committee (PSC) comprising:

- Christine Tully (Chair) Northern Melbourne Institute of TAFE
- Sue Gladwell MatchWorks, Corio Employment Service
- Kathy Kondekas Disability Curricula Advisory Group
- Ron McGlynn Coordinator, Karingal Inc., EdLinks
- Fiona Knowles Operations Manager Yooralla
- Wendy Shanks Shepparton Access

In attendance:

- Nadia Casarotto CMM General Studies & Further Education



	<p>Cheryl Bartolo CMM General Studies & Further Education</p> <p>A Skills and Knowledge Profile was developed following face to face and electronic consultation with a practitioner focus group and the Statewide Advisory Group (SWAG) for existing disability focussed curricula. The PSC advised on and validated the Profile, which was used to guide the redevelopment of the curricula.</p> <p>The outcomes of the courses are not available through any endorsed training package or accredited curriculum. The Certificates in General Education for Adults (CGEA) have a literacy and numeracy development focus but are not designed for learners with disabilities. The EAL Framework (English as an Additional Language) also has a language, literacy and numeracy focus but is designed for English language acquisition by speakers of other languages. The FSK Foundation Skills Training Package has a language, literacy and numeracy focus which is specific to a workplace context.</p>
<p>3.2 Review for re – accreditation</p>	<p>The previous copyright owner conducted a curriculum review in 2012. While responses indicated that the courses address the needs of learners who have never been in a classroom setting before due to their special needs, the following changes were suggested:</p> <ul style="list-style-type: none"> • remove prerequisite units as this limits flexibility • build in specific employability skills so as to better guide and assist teachers in supporting learners to develop these skills • introduce new entry level unit for reading and writing the alphabet • introduce electives in all courses to meet a broader range of learner needs. <p>These changes have all been addressed through the reaccreditation process.</p> <p>The 22294VIC Course in Initial Adult Literacy and Numeracy replaces and is not equivalent to the 21890VIC Certificate I in Initial Adult Literacy and Numeracy (Entry)</p> <p>The 22293VIC Certificate I in Initial Adult Literacy and Numeracy replaces and is not equivalent to the 21891VIC Certificate I in Adult Literacy and Numeracy (Foundation) or the 21892VIC Certificate I in Adult Literacy and Numeracy (Established)</p> <p>The following table identifies the relationship between units from the previous courses with units from the current courses.</p>



Units from 21890VIC, 21891VIC, 21892VIC		Units from 22294VIC, 22293VIC		Relationship
		VU21724	Recognise and use letters of the alphabet	New unit, no equivalent
VBQU737	Read/recognise words and items in the general community or workplace	VU21725	Recognise pictures and symbols	Equivalent
VBQU738	Read simple words in the general community or workplace	VU21726	Read simple words	Equivalent
VBQU739	Write/communicate using words and items related to the general community or workplace	VU21727	Communicate using pictures and symbols	Equivalent
VBQU740	Write simple words related to the general community or workplace	VU21728	Write simple words	Equivalent
VBQU741	Communicate orally using everyday single word type statements in the community or workplace	VU21729	Communicate orally using single words	Equivalent
VBQU742	Recognise and work with natural number figures from 1 to 10 in the general community or workplace	VU21730	Recognise and use whole numbers from 1 to 10	Equivalent
VBQU743	Recognise and work with natural number figures from 11 to 20 in the general community or workplace	VU21731	Recognise and use whole numbers from 11 to 20	Equivalent
VBQU744	Recognise and work with natural number figures from 21 to 50 in the general community or workplace	VU21732	Recognise and use whole numbers from 21 to 50	Equivalent
VBQU745	Recognise and work with natural number figures from 51 to 200 in the general community or workplace	VU21733	Recognise and use whole numbers from 51 to 200	Equivalent
VBQU746	Recognise and work with simple fractions in the general community or workplace	VU21744	Recognise and use simple fractions	Equivalent

Units from 21890VIC, 21891VIC, 21892VIC		Units from 22294VIC, 22293VIC		Relationship
VBQU747	Read and work with digital or clock face time in the general community or workplace	VU21734	Recognise and use time	Equivalent
VBQU748	Recognise and use single coins or notes as 'covering amounts' to purchase everyday goods and services in the general community or workplace	VU21735	Recognise coins and notes	Equivalent
VBQU749	Read phrases in the general community or workplace	VU21737	Read phrases	Equivalent
VBQU750	Write phrases related to the general community or workplace	VU21738	Write phrases	Equivalent
VBQU751	Communicate orally using everyday phrase type statements in the community or workplace	VU21739	Communicate orally using phrases	Equivalent
VBQU752	Count by multiples of 1 from 1 to 100 and apply this skill in the general community or workplace	VU21745	Count and use numbers from 1 to 100	Equivalent
VBQU753	Count by multiples of 2 from 2 to 50 and apply this skill in the general community or workplace	VU21746	Count to 50 by multiples of 2	Equivalent
VBQU754	Count by multiples of 5 from 5 to 50 and apply this skill in the general community or workplace	VU21747	Count to 50 by multiples of 5	Equivalent
VBQU755	Count by multiples of 10 from 10 to 100 and apply this skill in the general community or workplace	VU21748	Count to 100 by multiples of 10	Equivalent
VBQU756	Count by multiples of 20 from 20 to 100 and apply this skill in the general community or workplace	VU21749	Count to 100 by multiples of 20	Equivalent
VBQU757	Count by multiples of 50 from 50 to 1000 and apply this skill in the general community or	VU21750	Count to 1000 by multiples of 50	Equivalent

Units from 21890VIC, 21891VIC, 21892VIC		Units from 22294VIC, 22293VIC		Relationship
	workplace			
VBQU758	Read simple sentences in the general community or workplace	VU21740	Read simple sentences	Equivalent
VBQU759	Write simple sentences related to the general community or workplace	VU21741	Write simple sentences	Equivalent
VBQU760	Communicate orally using everyday simple sentence type statements in the community or workplace	VU21742	Communicate orally using simple sentences	Equivalent
VBQU761	Work with initial addition skills in familiar situations in the general community or workplace	VU21755	Use simple addition skills	VU21755 replaces and is equivalent to VBQU761 and VBQU763
VBQU763	Work with basic addition skills, with or without the aid of a calculator, in familiar situations in the general community or workplace			Unit outcomes integrated to address duplication of content
VBQU762	Work with initial subtraction skills in familiar situations in the general	VU21756	Use simple subtraction skills	VU21756 replaces and is equivalent to VBQU762 and VBQU764
VBQU764	Work with basic subtraction skills, with or without the aid of a calculator, in familiar situations in the general community or workplace			Unit outcomes integrated to address duplication of content
VBQU765	Work with simple metric weights or scales to weigh everyday objects in the general community or workplace	VU21751	Use simple metric weights	Equivalent
VBQU766	Work with simple metric liquid measures to measure everyday items in the general community or workplace	VU21752	Use simple liquid measures	Equivalent
VBQU767	Work with simple metric linear measures to measure	VU21753	Use simple linear measures	Equivalent

Units from 21890VIC, 21891VIC, 21892VIC	Units from 22294VIC, 22293VIC	Relationship
everyday items in the general community or workplace		
	VU21754 Use coins and notes	New unit, no equivalent
	VU21736 Recognise basic mathematical symbols and processes	New unit, no equivalent
	VU21743 Give and follow simple directions	New unit, no equivalent

4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses
4.1 Qualification level	<p>Standards 1, 2 and 3 AQTF Standards for Accredited Courses</p> <p>The Course in Initial Adult Literacy and Numeracy meets an identified community need but does not have the breadth, depth or volume of learning of a qualification.</p> <p>The outcomes of the 22293VIC Certificate I in Initial Adult Literacy and Numeracy are consistent with Australian Qualifications Framework (AQF) Level 1 through:</p> <ul style="list-style-type: none"> • Developing knowledge of strategies to: <ul style="list-style-type: none"> – read and make meaning of words, phrases and sentences and / or – convey personally relevant information orally and / or – write words, phrases and sentences – recognise and count whole number figures and / or – estimate measures of length and / or weight and / or liquids • Developing skills to: <ul style="list-style-type: none"> – read and write words, phrases and sentences and / or – communicate orally using words, phrases and sentences and / or – use numerical information related to time, money and / or measure of length, weight or liquids • Application of skills and knowledge in highly structured, familiar and personally relevant contexts. <p>The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and opportunities for practice and reinforcement of skills.</p>
4.2 Employability skills	<i>Standard 4 AQTF Standards for Accredited Courses</i>



The following summary reflects the Employability Skills required for the Certificate I in Initial Adult Literacy and Numeracy.

Communication

Communication skills to:

- use verbal and or non verbal communication to express simple ideas and opinions related to personally relevant activities and needs in familiar contexts
- write simple words, phrases and or sentences

Teamwork

Teamwork skills to:

- recognise personally relevant cooperative contexts and apply appropriate communication skills
- confirm understanding of written and / or spoken information with others

Problem Solving

Problem solving skills to:

- recognise and use number figures in personally relevant contexts
- use a limited range of reading strategies to interpret meaning in simple phrases and / or sentences
- use a limited range of writing strategies to construct meaning through simple phrases and / or sentences

Initiative and Enterprise

- Initiative and enterprise skills to identify personally relevant activities / items in highly familiar situations

Planning and Organising

- Planning and organising to select and organise words and phrases to:
 - read and write sentences
 - follow simple written instructions
- sequence numbers to count
- perform simple addition and subtraction calculations using whole numbers

Self – management

- Self management skills to seek assistance as required

Learning

- Learning skills to apply literacy and numeracy skills to personally relevant activities and needs

Technology

- Technology skills to use technological aids as required to develop and demonstrate skills and knowledge

4.3 Recognition given to the course (if applicable)	Standard 5 AQTF Standards for Accredited Courses Not Applicable
4.4 Licensing/ regulatory requirements (if applicable)	Standard 5 AQTF Standards for Accredited Courses Not Applicable
5. Course rules Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses	
5.1 Course structure	The Course in Initial Adult Literacy and Numeracy and the Certificate I in Initial Adult literacy and Numeracy have been designed to allow for flexible selection of units from a bank of specific literacy and numeracy units. This is to maximise the opportunities for learners with intellectual disabilities to engage with learning, due to the diversity of intellectual disabilities of learners, which can be accompanied by physical disabilities.



22294VIC Course in Initial Adult Literacy and Numeracy

To be eligible for the 22294VIC Course in Initial Adult Literacy and Numeracy, learners must successfully complete a total of 7 units comprising:

- 2 literacy units from the following literacy unit list
- 2 numeracy units from the following numeracy unit list
- 3 units from the following list that have not previously been completed.

Where the course is not completed, a Statement of Attainment will be issued for any completed units.

Unit of competency code	Field of Education code	Unit of competency title	Nominal hours
Literacy units			
VU21724	120103	Recognise and use letters of the alphabet	40
VU21725	120103	Recognise pictures and symbols	40
VU21726	120103	Read simple words	80
VU21727	120103	Communicate using pictures and symbols	40
VU21728	120103	Write simple words	80
VU21729	120103	Communicate orally using single words	40
Numeracy units			
VU21730	120103	Recognise and use whole numbers from 1 to 10	20
VU21731	120103	Recognise and use whole numbers from 11 to 20	20
VU21732	120103	Recognise and use whole numbers from 21 to 50	20
VU21733	120103	Recognise and use whole numbers from 51 to 200	20
VU21734	120103	Recognise and use time	40
VU21735	120103	Recognise coins and notes	40
VU21736	120103	Recognise basic mathematical symbols and processes	25
Total nominal hours			185 – 360

22293VIC Certificate I in Initial Adult Literacy and Numeracy

To be eligible for the award of 22293VIC Certificate I in Initial Adult Literacy and Numeracy, learners must successfully complete a total of 11 units comprising:

- 3 literacy units from the following literacy units list
- 3 numeracy units from the following numeracy units list
- 5 literacy and / or numeracy units from the following list that have not previously been completed.

Where the qualification is not completed, a Statement of Attainment will be issued for any completed units.

Unit of competency code	Field of Education code	Unit of competency title	Nominal hours
Literacy units			
VU21737	120103	Read phrases	85
VU21738	120103	Write phrases	85
VU21739	120103	Communicate orally using phrases	80
VU21740	120103	Read simple sentences	70
VU21741	120103	Write simple sentences	70
VU21742	120103	Communicate orally using simple sentences	35
VU21041	120103	Complete forms	20
VU21284	120103	Engage with short simple texts for learning purposes	20
VU21282	120103	Develop a learning plan and portfolio with support	20
VU21288	120103	Create short simple texts for learning purposes	15
VU21743	120103	Give and follow simple directions	25
VU20939	120103	Recognise and interpret safety signs and symbols	10
Numeracy units			
VU21744	120103	Recognise and use simple fractions	20
VU21745	120103	Count and use numbers from 1 to 100	20
VU21746	120103	Count to 50 by multiples of 2	20
VU21747	120103	Count to 50 by multiples of 5	20
VU21748	120103	Count to 100 by multiples of 10	20

VU21749	120103	Count to 100 by multiples of 20	20
VU21750	120103	Count to 1000 by multiples of 50	20
VU21751	120103	Use simple metric weights	25
VU21752	120103	Use simple liquid measures	25
VU21753	120103	Use simple linear measures	25
VU21754	120103	Use coins and notes	25
VU21755	120103	Use simple addition skills	40
VU21756	120103	Use simple subtraction skills	40
Total nominal hours			205 – 580

5.2 Entry requirements	<p>Standard 9 AQTF Standards for Accredited Courses</p> <p>Entry to the Course in Initial Adult Literacy and Numeracy and the Certificate I in Initial Adult literacy and Numeracy is restricted to post compulsory school age learners with evidence of a permanent cognitive impairment / intellectual disability which may be accompanied by additional conditions such as:</p> <ul style="list-style-type: none"> • Autism Spectrum Disorder • Social and / or emotional issues • Attention Deficit Hyperactivity Disorder • Specific learning disabilities • Mental health conditions • Physical disabilities <p>Permanent cognitive impairment / intellectual disability must be evidenced. Evidence could include:</p> <ul style="list-style-type: none"> • Formal assessment by a registered medical practitioner • Doctors / specialist reports • Attendance at a Special School / SDS • Integration support at school • Integration support at school with modified curriculum
6. Assessment	Standards 10 and 12 AQTF Standards for Accredited Courses
6.2 and 7.26.1 Assessment strategy	<p>Standard 10 AQTF Standards for Accredited Courses</p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for



	<p>Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,</p> <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Assessment of the Course in Initial Adult Literacy and Numeracy and the Certificate I in Initial Adult Literacy and Numeracy must consider the appropriate level of support and time required by learners with intellectual disabilities to demonstrate achievement of competency. When developing an assessment strategy it can be useful to refer to the Australian Core Skills Framework (ACSF) to assist in identifying the text and task complexity and level of support appropriate for each level.</p> <p>Wherever possible an integrated approach to assessment should be used to:</p> <ul style="list-style-type: none"> • maximise opportunities for holistic skill development • reduce atomisation and duplication of evidence collection • support authentic assessment by reflecting activities that are personally relevant to the learner.
<p>6.2 Assessor competencies</p>	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Vocational Competency</p> <p>Relevant vocational competency to assess the Course in and / or the Certificate I in Initial Adult Literacy and Numeracy means:</p> <ul style="list-style-type: none"> • demonstrable expertise in teaching in the special education field • in the context of assessing literacy, some experience and / or a qualification in teaching literacy • in the context of assessing numeracy, some experience and / or a qualification in teaching numeracy. <p>Expertise in teaching in the special education field can be demonstrated by holding a qualification with a special education specialisation. Appropriate qualifications can include:</p>

	<ul style="list-style-type: none"> • Bachelor of Education with a Special Education specialisation area • Masters degree which includes a Special Education specialisation such as: <ul style="list-style-type: none"> – Master of Special Education – Master of Education (Special Education needs) • Where an assessor does not hold a formal relevant qualification they would need to demonstrate relevant knowledge of theories, methods and practices in teaching learners with a range of intellectual disabilities. • Appropriate qualifications in teaching literacy and / or numeracy can include undergraduate or postgraduate qualifications which include literacy and / or numeracy development. • Where an assessor does not hold a formal relevant qualification they would need to demonstrate experience in the teaching of literacy and / or numeracy. • Units of competency imported from accredited curriculum must reflect the requirements of assessors specified in that accredited curriculum.
7. Delivery	Standards 11 and 12 AQTF Standards for Accredited Courses
7.1 Delivery modes	<p>Standard 11 AQTF Standards for Accredited Courses</p> <p>The intellectual disabilities of learners enrolled in these courses may be diverse and delivery strategies should be selected to enable learners to develop competence in the skills and knowledge contained in the units. Face to face delivery modes should allow for active involvement of all participants. Additional support should also be provided through programs such as mentoring and peer support where appropriate.</p> <p>Delivery should take into account the intellectual and physical constraints of individual learners and ensure learning and assessment methods are sensitive to their specific needs.</p> <p>Where there are synergies between unit outcomes integration of delivery can be appropriate. Delivery strategies should actively involve the learner and learning should be related to highly familiar contexts.</p> <p>To achieve quality outcomes for learners and to address complex learning needs, an appropriate ratio of teachers to learners is highly recommended. A ratio of one teacher to six learners is optimum. Variations such as one teacher and support person to ten learners may also be appropriate.</p>
7.2 Resources	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,



	<p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Vocational Competency</p> <p>Relevant vocational competency to deliver the Course in and / or the Certificate I in Initial Adult Literacy and Numeracy means:</p> <ul style="list-style-type: none"> demonstrable expertise in teaching in the special education field in the context of teaching literacy, some experience and / or a qualification in teaching literacy in the context of teaching numeracy, some experience and / or a qualification in teaching numeracy. <p>Expertise in teaching in the special education field can be demonstrated by holding a qualification with a special education specialisation. Appropriate qualifications can include:</p> <ul style="list-style-type: none"> Bachelor of Education with a Special Education specialisation area Masters degree which includes a Special Education specialisation such as: <ul style="list-style-type: none"> Master of Special Education Master of Education (Special Education needs) Where a teacher does not hold a formal relevant qualification they would need to demonstrate relevant knowledge of theories, methods and practices in teaching learners with a range of intellectual disabilities. Appropriate qualifications in teaching literacy and / or numeracy can include undergraduate or postgraduate qualifications which include literacy and / or numeracy development. Where a teacher does not hold a formal relevant qualification they would need to demonstrate experience in the teaching of literacy and / or numeracy. <p>Units of competency imported from accredited curriculum must reflect the requirements of trainers specified in that accredited curriculum.</p>
<p>8. Pathways and articulation Standard 8 AQTF Standards for Accredited Courses</p>	
	<p>There are no formal pathways from the Course in or Certificate I in Initial Adult Literacy and Numeracy.</p> <ul style="list-style-type: none"> The following units provide credit into the 22215VIC Certificate I in Mumgu-dhal tyama-tiyt <ul style="list-style-type: none"> VU20939 Recognise and interpret safety signs and symbols VU21041 Complete forms The following units provide credit into the 22234VIC Course in Initial General Education for Adults



	<ul style="list-style-type: none"> - VU21282 Develop a learning plan and portfolio with support - VU21284 Engage with short simple texts for learning purposes - VU21288 Create short simple texts for learning purposes
9. Ongoing monitoring and evaluation Standard 13 AQTF Standards for Accredited Courses	
	<p>The Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:</p> <ul style="list-style-type: none"> • any changes required to meet emerging or developing needs • changes to any units of competency from nationally endorsed training packages or accredited curricula. <p>Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA.</p>



Section C: Units of Competency

Unit Code	VU21724
Unit Title	Recognise and use letters of the alphabet
Unit Descriptor	<p>This unit describes the skills and knowledge to identify the letters of the alphabet and their sounds including recognising vowels and consonants and blending letters of the alphabet to create simple highly familiar words.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities who are at the beginning stage of reading.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Recognise letters of the alphabet	<p>1.1 Identify letters of the alphabet</p> <p>1.2 Match upper and lower case letters</p> <p>1.3 Identify vowels of the alphabet</p> <p>1.4 Identify consonants of the alphabet</p> <p>1.5 Sequence groups of letters according to their alphabetical order</p>
2 Use letters of the alphabet	<p>2.1 Match different letters to pictures beginning with the letter</p> <p>2.2 Match letters of the alphabet to their sounds</p> <p>2.3 Identify letters of the alphabet in simple high familiar words</p> <p>2.4 Build a small bank of simple highly familiar everyday words</p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- letters as the building blocks of words
- letters are represented in different forms such as upper and lower case
- letters in words are read from left to right

Required Skills:

- problem solving skills to use a limited range of decoding strategies such as relying on visual clues such as letter shapes, flashcards and using past experience and knowledge
- planning and organising skills to select words and organise them into a bank

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Identify may include:

- reading aloud
- pointing
- using cues such as letter shapes

Simple highly familiar words may include:

- own first name
- names of family members
- pet names
- street names

Build may include:

- writing
- selecting words from available flashcards
- typing in words
- participating in a word game
- selecting words interactively via touchscreen

Small bank may include:

- five simple highly familiar everyday words such as:
 - family names
 - names of friends
 - place names
 - familiar objects

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to recognise letters of the alphabet and use them to build simple highly familiar words that are related to personal and practical needs
- match upper and lower case letters

Context of and specific resources for assessment

Assessment must ensure:

- the use of alternative communication aids where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - matching letters to pictures
 - using a range of decoding strategies to recognise letters of the alphabet
- small bank of simple, highly familiar words created by the learner

Unit Code	VU21725
Unit Title	Recognise pictures and symbols
Unit Descriptor	<p>This unit describes the skills and knowledge to recognise pictures and symbols associated with highly familiar contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of reading.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Recognise personally relevant pictures and symbols	<p>1.1 Identify <i>personally relevant pictures and symbols</i></p> <p>1.2 Identify the <i>features</i> of the personally relevant pictures and symbols</p> <p>1.3 Recognise <i>simple words associated with the personally relevant pictures and symbols</i></p>
2 Match pictures and symbols with words	<p>2.1 Identify <i>highly familiar, personally relevant functional activities</i></p> <p>2.2 Match pictures or symbols related to highly familiar, personally relevant functional activities</p> <p>2.3 Identify <i>highly familiar, personally relevant group activities</i></p> <p>2.4 Match pictures or symbols related to highly familiar, personally relevant group activities</p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of words to assist in recognising the meaning of pictures and symbols such

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as those related to size and colour

- limited range of strategies used to associate words with pictures or symbols such as:
 - using past experience and knowledge
 - relying on visual clues such as shape and colour
 - incorporating any partial reading skills to assist in decoding
 - asking questions to clarify meaning

Required Skills:

- self management skills to seek assistance where required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Personally relevant pictures and symbols may include:

- safety signs and symbols:
 - no smoking
 - stop
- pictures of:
 - foods / beverages
 - items of clothing
 - phone / tablet / computer / game console
 - people / animals

Features may include:

- size
- shape
- colour

Simple words associated with the personally relevant pictures and symbols may include:

- names of:
 - people
 - favourite foods
 - items of clothing
- emotions such as like / dislike
- actions such as stop / go

Highly familiar personally relevant functional activities may include:

- eating
- washing
- dressing
- shopping

- travelling

Highly familiar, personally relevant group activities may include:

- social activities
- work interactions
- classroom situations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of pictures and symbols that are related to highly familiar personally relevant functional and group activities.

In order to support authentic assessment this unit can be assessed with the unit *VU21727 Communicate using pictures and symbols*.

Context of and specific resources for assessment

Assessment must ensure:

- the use of alternative communication aids where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner identifying
 - highly familiar pictures and symbols:
 - the meaning of pictures and symbols
- third party reports detailing the learner's ability to recognise pictures and symbols

Unit Code	VU21726
Unit Title	Read simple words
Unit Descriptor	<p>This unit describes the skills and knowledge to read a simple sequence of words in a limited range of highly familiar, personally relevant contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of reading.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Read simple, highly familiar personally relevant words	<p>1.1 Identify <i>highly familiar personally relevant activities / needs</i></p> <p>1.2 Identify <i>highly familiar personally relevant settings</i></p> <p>1.3 Identify <i>highly familiar, personally relevant words</i></p>
2 Use simple, highly familiar personally relevant words	<p>2.1 Identify <i>related highly familiar, personally relevant words</i></p> <p>2.2 <i>Connect</i> related highly familiar personally relevant words</p> <p>2.3 Follow a <i>simple written instruction</i> to confirm understanding</p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies used to interpret the meaning of words such as:
 - word attack skills

- using past experience and knowledge
- asking questions to clarify meaning
- left to right reading
- letters of the alphabet to enable reading of simple words

Required Skills:

- planning and organising skills to sequence highly familiar personally relevant words and follow a simple written instruction

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar personally relevant activities / needs may include:

- recreational activities
- travel / mobility needs
- personal details
- personal needs:
 - washing / dressing
 - eating

Highly familiar, personally relevant settings may include:

- home
- school
- social situations

Highly familiar, personally relevant words may include:

names of people
 comfort / discomfort such as hot / cold
 favourite foods
 emotions such as like / dislike
 sight words in simple, predictable texts

Related highly familiar, personally relevant words may include:

- days of the week
- months of the year
- Dolch Everyday Words
- expressive:
 - like and dislike
 - good and bad
- instructions:
 - do not enter

- no exit

Connect may include:

- two instructional words:
 - no exit / no entry
 - pay here / order here
- informative words:
 - “my name is“
 - ‘I live at’
- expressive words:
 - “I like”
 - “I need”
- days of the week

Simple written instruction may include

- choosing correct male or female toilet
- identifying entry and exit points in a familiar environment
- identifying order and pay stations in food outlets

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify, sequence and make meaning of highly familiar personally relevant words

Context of and specific resources for assessment

Assessment must ensure:

- the use of alternative communication aids where required
- assessment tasks which deal with the familiar and concrete in context

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - following a simple written instruction
 - using words in their correct context
- hard copy or electronic portfolio of connected words compiled by the learner.

Unit Code	VU21727
Unit Title	Communicate using pictures and symbols
Unit Descriptor	<p>This unit describes the skills and knowledge to communicate using pictures and symbols associated with highly familiar contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of reading.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Recognise personally relevant pictures and symbols	<p>1.1 Identify <i>personally relevant pictures and symbols</i></p> <p>1.2 Identify the <i>features</i> of the personally relevant pictures and symbols</p>
2 Communicate using pictures and symbols	<p>2.1 Identify <i>highly familiar, personally relevant functional activities</i></p> <p>2.2 Match relevant pictures and / or symbols with highly familiar, personally relevant functional activities</p> <p>2.3 Identify <i>highly familiar, personally relevant group activities</i></p> <p>2.4 Match relevant pictures and / or symbols with highly familiar, personally relevant group activities</p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in interpreting the meaning of pictures and symbols such as:

- using past experience and knowledge
- relying on visual clues such as shape, colour and size
- incorporating any partial reading skills to assist in choosing appropriate words and items
- asking questions to clarify meaning

Required Skills:

- self management skills to seek assistance where required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Personally relevant pictures and symbols may include:

- safety signs and symbols:
 - no smoking
 - stop
 - exit
- pictures of:
 - foods / beverages
 - items of clothing
 - phone / tablet / computer / game console
 - people / animals

Features may include:

- size
- shape
- colour

Highly familiar, personally relevant functional activities may include:

- eating
- washing
- dressing
- shopping
- travelling

Highly familiar, personally relevant group activities may include:

- social activities
- work interactions
- classroom situations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and communicate the meaning of simple highly familiar pictures and symbols that are related to highly familiar personally relevant functional and group activities.

In order to support authentic assessment this unit can be assessed with the unit *VU21725 Recognise pictures and symbols*.

Context of and specific resources for assessment

Assessment must ensure:

- the use of alternative communication aids where required
- assessment tasks which deal with the familiar and concrete in context

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner matching pictures and symbols relevant pictures and / or symbols with highly familiar, personally relevant functional activities and group activities
- examples of written / typed or spoken words matched to the correct picture or symbol
- third party reports detailing the learner's ability to communicate the meaning of pictures and symbols

Unit Code	VU21728
Unit Title	Write simple words
Unit Descriptor	<p>This unit describes the skills and knowledge to write a simple sequence of words in a limited range of highly familiar personal, functional and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of writing.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Write a short sequence of highly familiar, personally relevant words	<p>1.1 Identify <i>highly familiar, personally relevant items</i></p> <p>1.2 <i>Write</i> the names of the highly familiar personally relevant items</p> <p>1.3 Recognise <i>words associated with the highly familiar personally relevant items</i></p> <p>1.4 Use identified words to write a <i>simple opinion</i> about the highly relevant personal items</p>
2 Write a short sequence of simple words for immediate practical / functional / group needs	<p>2.1 Identify words for <i>highly familiar, personally relevant functional activities</i></p> <p>2.2 Write <i>words associated with the highly familiar, personally relevant functional activities</i></p> <p>2.3 Use identified words to write a simple opinion about the highly relevant functional activities</p> <p>2.4 Identify <i>highly familiar, personally relevant group interactions</i></p> <p>2.5 Write a <i>simple sequence of words associated with the group interactions</i></p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- letters of the alphabet and basic rules of spelling to enable writing of simple words
- limited range of strategies used to interpret the meaning of words such as:
 - using past experience and knowledge
 - relying on visual clues
 - incorporating any partial writing skills to assist in choosing appropriate words and items
 - asking questions to clarify meaning

Required Skills:

- planning and organising skills to write a simple sequence using highly familiar personally relevant words

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar, personally relevant items may include:

- foods / beverages
- clothing
- people
- pets

Write may include:

- pen and paper
- keyboard typing
- touch screen typing

Words associated with the highly familiar personally relevant items may include:

- names of people
- favourite foods
- emotions such as like / dislike
- colours

Simple opinion may include:

- I like.....
- I want.....
- I need
- I have a

Highly familiar, personally relevant functional activities may include:

- eating
- washing
- dressing
- shopping
- travelling

Words associated with the highly familiar, personally relevant functional activities may include:

- imperatives:
 - no exit / entry
 - stop
 - walk / don't walk
- personal comfort / discomfort
- personal preference
- hunger / thirst

Highly familiar, personally relevant group interactions may include:

- with:
 - class mates
 - family members
 - friends / social groups
 - work colleagues

Simple sequence of words associated with the group interactions may include:

- I am
- My name is

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify, sequence and write highly familiar personally relevant words for items, functional activities and group interactions

Context of and specific resources for assessment

Assessment must ensure:

- the use of electronic writing alternatives where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including

visual cues

- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner writing simple words
- portfolio of simple sequences of words created by the learner

Unit Code	VU21729
Unit Title	Communicate orally using single words
Unit Descriptor	<p>This unit describes the skills and knowledge to communicate orally using mainly single word statements in a limited range of highly familiar personal, functional and group contexts. Communication may be by way of augmentative communication devices where the learner has little or no speech.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Oral Communication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of developing oracy.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
<p>1 Communicate using simple, highly familiar personally relevant words</p>	<p>1.1 Identify highly familiar, personally relevant items</p> <p>1.2 Orally communicate the names of the highly familiar personally relevant items</p> <p>1.3 Identify words associated with the highly familiar personally relevant items</p> <p>1.4 Use identified words to orally communicate a simple opinion about the highly relevant personal items</p>
<p>2 Orally communicate words for immediate practical / functional / group needs</p>	<p>2.1 Identify words for highly familiar, personally relevant functional activities</p> <p>2.2 Orally communicate words associated with the highly familiar, personally relevant functional activities</p> <p>2.3 Use identified words to orally communicate a simple opinion about the highly relevant functional activities</p> <p>2.4 Identify highly familiar, personally relevant group interactions</p>

2.5 Orally communicate ***words associated with the group interactions***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in communication such as body language, facial expressions and gestures

Required Skills:

- problem solving skills to identify appropriate words for items, activities and group interactions

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar, personally relevant items may include:

- objects
- pictures
- symbols

Orally communicate may include:

- uttering words that are intelligible to the listener
- speaking words face to face or into a recording device
- using augmentative communication devices

Words associated with the highly familiar personally relevant items may include:

- names of people
- items of clothing
- favourite foods
- emotions such as like / dislike

Simple opinion may include:

- simple like / dislike
- feeling toward family member / friend / pet
- response to a closed question:
 - are you hungry?

Highly familiar, personally relevant functional activities may include:

- eating
- washing
- dressing

- shopping
- travelling

Words associated with the highly familiar, personally relevant functional activities may include:

- imperatives:
 - no exit / entry
 - stop
 - walk / don't walk
- personal comfort / discomfort
- hunger / thirst

Highly familiar, personally relevant group interactions may include:

- with:
 - class mates
 - family members
 - friends / social groups
 - work colleagues

Words associated with the group interactions may include:

- greetings / farewells
- acknowledgements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of simple highly familiar items and words that are related to personal, practical and group needs
- orally communicate words that are related to personal, practical and group needs

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete in context
- the use of augmentative communication devices where required for candidates with little or no speech

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where

prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner orally communicating a range of highly familiar personally relevant words related to items, activities and group interactions
- recording of the learner speaking a range of highly familiar personally relevant words related to items, activities and group interactions.

Unit Code	VU21730
Unit Title	Recognise and use whole numbers from 1 to 10
Unit Descriptor	<p>This unit describes the skills and knowledge to recognise and use whole number figures from 1 to 10 in a limited range of highly familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of counting.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify whole number figures from 1 to 10	<p>1.1 Identify whole number figures relevant to <i>personal needs</i></p> <p>1.2 Identify whole number figures relevant to <i>practical / functional needs</i></p> <p>1.3 Identify whole number figures relevant to <i>informative needs</i></p> <p>1.4 Identify whole number figures relevant to <i>co-operative needs</i></p>
2 Count and record whole numbers from 1 to 10	<p>2.1 <i>Count and record</i> whole numbers for personal needs</p> <p>2.2 Count and record whole numbers for practical / functional needs</p> <p>2.3 Count and record whole numbers for informative needs</p> <p>2.4 Count and record whole numbers for co-operative needs</p>

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| 3 | Use whole number figures from 1 to 10 | 3.1 | Use whole numbers in a <i>personal context</i> |
| | | 3.2 | Use whole numbers in a <i>practical / functional context</i> |
| | | 3.3 | Use whole numbers in an <i>informative context</i> |
| | | 3.4 | Use whole numbers in a <i>co-operative context</i> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in recognising and counting number figures from 1 to 10 such as:
 - using relevant concrete objects
 - using fingers to count and verify numbers

Required Skills:

- problem solving skills to identify relevant use of whole number figures from 1 to 10 such as recognising a:
 - phone number
 - birth date
- planning and organising skills to count whole number figures from 1 to 10 in sequence

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Personal needs*** may include:
- number of immediate family members
 - phone number
 - clothing / shoe size
 - birth date

- Practical / functional needs*** may include:
- floor numbers on elevator control panel
 - amount of washing powder needed
 - bus or tram route numbers

- Informative needs*** may include:
- forecast temperature
 - calendar dates related to appointments
 - work / emergency phone number

Co-operative needs may include:

- phone number of social group or friend
- number of cups / plates required to offer food and drink to a small group
- number of food items required for a small group:
- number of people in a group

Count and record may include:

- state numbers aloud
- write number figures
- use objects or fingers
- identify small group of familiar objects

Personal context may include:

- using the phone
- selecting the desired television station

Practical / functional context may include:

- filling in a form
- selecting the correct button in an elevator to go to a specific level

Informative context may include:

- providing own phone number
- marking a relevant date in a calendar

Co-operative context may include:

- providing a cup for each member of a small group
- providing number of seats required for a small gathering

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of whole numbers from 1 to 10
- count sequentially, record and use whole numbers from 1 to 10 in a range of contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example providing a personal phone number may apply to both the personal and informative context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - counting items from 1 to 10 by saying numbers aloud, writing number figures or using objects or fingers
 - making meaning of numbers by using them in a range of familiar contexts
 - locating specific number figures on a number chart
- third party reports detailing the correct use of numbers from 1 to 10

Unit Code	VU21731
Unit Title	Recognise and use whole numbers from 11 to 20
Unit Descriptor	<p>This unit describes the skills and knowledge to recognise and use whole number figures from 11 to 20 in a limited range of highly familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of counting.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify whole number figures from 11 to 20	<p>1.1 Identify whole number figures relevant to <i>personal needs</i></p> <p>1.2 Identify whole number figures relevant to <i>practical / functional needs</i></p> <p>1.3 Identify whole number figures relevant to <i>informative needs</i></p> <p>1.4 Identify whole number figures relevant to <i>co-operative needs</i></p>
2 Count and record whole numbers from 11 to 20	<p>2.1 <i>Count and record</i> whole numbers for personal needs</p> <p>2.2 Count and record whole numbers for practical / functional needs</p> <p>2.3 Count and record whole numbers for informative needs</p> <p>2.4 Count and record whole numbers for co-operative needs</p>

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| 3 | Use whole number figures from 11 to 20 | 3.1 | Use whole numbers in a <i>personal context</i> |
| | | 3.2 | Use whole numbers in a <i>practical / functional context</i> |
| | | 3.3 | Use whole numbers in an <i>informative context</i> |
| | | 3.4 | Use whole numbers in a <i>co-operative context</i> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in recognising and counting number figures from 11 to 20 such as:
 - using relevant concrete objects
 - using a number line to assist in counting
 - asking questions to clarify meaning

Required Skills:

- problem solving skills to identify relevant use of whole number figures from 11 to 20 such as recognising :
 - money amounts
 - page numbers
- planning and organising skills to count whole number figures from 11 to 20 in sequence

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Personal needs*** may include:
- clothing / shoe sizes
 - birth date
 - own phone number
 - address
 - appointment times

- Practical / functional needs*** may include:
- floor numbers on elevator control panel
 - page numbers
 - money amounts

- Informative needs*** may include:
- forecast temperature
 - calendar dates related to appointments

- work / emergency phone number
 - tram and bus routes
- Co-operative needs** may include:
- phone number of social group or friend
 - number of chairs required for a group
- Count and record** may include:
- state numbers aloud
 - write number figures
 - use objects or number line
- Personal context** may include:
- using the phone
 - recording an appointment
- Practical / functional context** may include:
- completing a form
 - going to the correct floor in a building
- Informative context** may include:
- providing own phone number
 - marking a relevant date in a calendar
- Co-operative context** may include:
- work meeting
 - social activity

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of whole numbers from 11 to 20
- count in sequence, record and use whole numbers from 11 to 20 in a range of contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying money amounts may apply to both the personal and practical / functional context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - counting items from 11 to 20 by saying numbers aloud, writing number figures or using objects or fingers
 - making meaning of numbers by using them in a range of familiar contexts
 - locating specific number figures in a number chart
- third party reports detailing the recognition and use of numbers from 11 to 20

Unit Code	VU21732
Unit Title	Recognise and use whole numbers from 21 to 50
Unit Descriptor	<p>This unit describes the skills and knowledge to recognise and use whole number figures from 21 to 50 in a limited range of highly familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of counting.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify whole number figures from 21 to 50	<p>1.1 Identify whole number figures relevant to <i>personal needs</i></p> <p>1.2 Identify whole number figures relevant to <i>practical / functional needs</i></p> <p>1.3 Identify whole number figures relevant to <i>informative needs</i></p> <p>1.4 Identify whole number figures relevant to <i>co-operative needs</i></p>
2 Count and record whole numbers from 21 to 50	<p>2.1 <i>Count and record</i> whole numbers for personal needs</p> <p>2.2 Count and record whole numbers for practical / functional needs</p> <p>2.3 Count and record whole numbers for informative needs</p> <p>2.4 Count and record whole numbers for co-operative needs</p>

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|---|--|-----|---|
| 3 | Use whole number figures from 21 to 50 | 3.1 | Use whole numbers in a <i>personal context</i> |
| | | 3.2 | Use whole numbers in a <i>practical / functional context</i> |
| | | 3.3 | Use whole numbers in an <i>informative context</i> |
| | | 3.4 | Use whole numbers in a <i>co-operative context</i> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in recognising and counting number figures from 21 to 50 such as:
 - using relevant concrete objects
 - using a number line or ruler to assist in counting
 - asking questions to clarify meaning

Required Skills:

- problem solving skills to identify relevant use of whole number figures from 21 to 50 such as recognising :
 - money amounts
 - page numbers
- planning and organising skills to count whole number figures from 21 to 50 in sequence

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Personal needs may include:

- birth date
- own phone number
- address
- money amounts for personal items
- telling the time

Practical / functional needs may include:

- floor numbers on elevator control panel
- page numbers
- money amounts
- room numbers

Informative needs may include:

- forecast temperature

- calendar dates related to appointments
 - work / emergency phone number
 - bus or tram routes and stops
- Co-operative needs** may include:
- phone number of social group or friend
 - calendar dates for social or work activities

- Count and record** may include:
- state numbers aloud
 - write number figures
 - use objects or number line

- Personal context** may include:
- using the phone
 - recording an appointment

- Practical / functional context** may include:
- completing a form
 - going to the correct floor in a building

- Informative context** may include:
- providing own phone number
 - marking a relevant date in a calendar

- Co-operative context** may include:
- work meeting
 - social activity

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of whole numbers from 21 to 50
- count in sequence, record and use whole numbers from 21 to 50 in a range of contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying money amounts may apply to both the personal and practical / functional context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and

concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - counting items from 21 to 50 by saying numbers aloud, writing number figures or using objects or number line
 - making meaning of numbers by using them in a range of familiar contexts
 - locating specific number figures in a number chart
- third party reports detailing the recognition and use of numbers from 21 to 50

Unit Code	VU21733
Unit Title	Recognise and use whole numbers from 51 to 200
Unit Descriptor	<p>This unit describes the skills and knowledge to recognise and use whole number figures from 51 to 200 in a limited range of highly familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of counting.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify whole number figures from 51 to 200	<p>1.1 Identify whole number figures relevant to <i>personal needs</i></p> <p>1.2 Identify whole number figures relevant to <i>practical / functional needs</i></p> <p>1.3 Identify whole number figures relevant to <i>informative needs</i></p> <p>1.4 Identify whole number figures relevant to <i>co-operative needs</i></p>
2 Count and record whole numbers from 51 to 200	<p>2.1 <i>Count and record</i> whole numbers for personal needs</p> <p>2.2 Count and record whole numbers for practical / functional needs</p> <p>2.3 Count and record whole numbers for informative needs</p> <p>2.4 Count and record whole numbers for co-operative needs</p>

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|---|---|-----|---|
| 3 | Use whole number figures from 51 to 200 | 3.1 | Use whole numbers in a <i>personal context</i> |
| | | 3.2 | Use whole numbers in a <i>practical / functional context</i> |
| | | 3.3 | Use whole numbers in an <i>informative context</i> |
| | | 3.4 | Use whole numbers in a <i>co-operative context</i> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in recognising and counting number figures from 51 to 200 such as:
 - using relevant concrete objects
 - using a number line or ruler to assist in counting
 - asking questions to clarify meaning

Required Skills:

- problem solving skills to identify relevant use of whole number figures from 51 to 200 such as recognising :
 - money amounts
 - page numbers
- planning and organising skills to count whole number figures from 51 to 200 in sequence

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Personal needs*** may include:
- bill payments
 - savings deposits
 - wages

- Practical / functional needs*** may include:
- items to be purchased
 - speed limits

- Informative needs*** may include:
- calendar dates related to appointments
 - work / emergency phone number
 - bus and tram routes and stops

- Co-operative needs*** may include:
- providing food for a group

- participating in a group activity

Count and record may include:

- state numbers aloud
- write number figures
- use objects or number line

Personal context may include:

- managing own money
- making bank counter or ATM withdrawals

Practical / functional context may include:

- making purchases

Informative context may include:

- making arrangements for activities

Co-operative context may include:

- participating in activities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of whole numbers from 51 to 200
- count in sequence, record and use whole numbers from 51 to 200 in a range of highly familiar contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying money amounts may apply to both the personal and practical / functional or group context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - counting items from 51 to 200 by saying numbers aloud, writing number figures or using objects or number line
 - making meaning of numbers by using them in a range of familiar contexts
 - locating specific number figures in a number chart
- third party reports detailing the recognition and use of numbers from 51 to 200

Unit Code	VU21744
Unit Title	Recognise and use simple fractions
Unit Descriptor	<p>This unit describes the skills and knowledge to recognise and understand the use of familiar simple fractions of $\frac{1}{2}$ and $\frac{1}{4}$ in highly familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify and record simple fractions	<p>1.1 Identify and record <i>simple fractions</i> related to <i>personal needs</i></p> <p>1.2 Identify and record simple fractions related to <i>practical / functional needs</i></p> <p>1.3 Identify and record simple fractions related to <i>informative needs</i></p> <p>1.4 Identify and record simple fractions related to <i>co-operative needs</i></p>
2 Use simple fractions	<p>2.1 Use simple fractions in a <i>personal context</i></p> <p>2.2 Use simple fractions in a <i>practical / functional context</i></p> <p>2.3 Use simple fractions in an <i>informative context</i></p> <p>2.4 Use simple fractions in a <i>co-operative context</i></p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to recognise and make meaning of simple fractions such as using:
 - concrete objects or liquids that can be halved and quartered
 - graphic representations of halves and quarters

Required Skills:

- problem solving skills to recognise halves and quarters

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Simple fractions include:

- $\frac{1}{2}$
- $\frac{1}{4}$

Personal needs may include:

- sharing items with others
- learning about time
- purchasing sale items

Practical / functional needs may include:

- ordering quantities
- taking breaks of specified time such as $\frac{1}{2}$ an hour

Informative needs may include:

- identifying quantities such as $\frac{1}{2}$ teaspoon for dosages
- identifying quantities such as $\frac{1}{4}$ cup for recipes

Co-operative needs may include:

- sharing items with others equally in halves or quarters
- splitting group members into twos or fours

Personal context may include:

- identifying when an item is on sale:
 - $\frac{1}{2}$ off
- sharing a cake equally between 2 or 4 people

Practical / functional context may include:

- purchasing $\frac{1}{2}$ or $\frac{1}{4}$ quantities of items

Informative context may include:

- identifying halves and quarters in sporting contests
- taking medicines
- preparing recipes

Co-operative context may include:

- sharing items with others in work or social groups
- sharing food with others:
 - cutting a cake into quarters

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and record the simple fractions of $\frac{1}{2}$ and $\frac{1}{4}$ either verbally or as written figures
- use the simple fractions of $\frac{1}{2}$ and $\frac{1}{4}$ in highly familiar, personally relevant contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying items on sale may apply to both the personal and practical / functional context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - matching $\frac{1}{2}$ and $\frac{1}{4}$ fraction figures to corresponding concrete objects such as $\frac{1}{4}$ of a cake and $\frac{1}{2}$ a bottle of water
 - identifying $\frac{1}{2}$ and $\frac{1}{4}$ fraction figures from a list of fraction figures
- third party reports detailing the correct use and /or identification of simple fractions in highly familiar personally relevant contexts.

Unit Code	VU21734
Unit Title	Recognise and use time
Unit Descriptor	<p>This unit describes the skills and knowledge to recognise and use digital or clock face time in highly familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify and record digital or clock face time	<p>1.1 Identify and record <i>digital or clock face time</i> related to <i>personal needs</i></p> <p>1.2 Identify and record digital clock face time related to <i>practical / functional needs</i></p> <p>1.3 Identify and record digital clock face time related to <i>informative needs</i></p> <p>1.4 Identify and record digital clock face time related to <i>co-operative needs</i></p>
2 Apply time to highly familiar activities	<p>2.1 Use digital or clock face time in a <i>personal context</i></p> <p>2.2 Use digital or clock face time in a <i>practical / functional context</i></p> <p>2.3 Use digital or clock face time in an <i>informative context</i></p> <p>2.4 Use digital or clock face time in a <i>co-operative context</i></p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to recognise and make meaning of digital or clock face time such as:
 - using graphic representations of digital time or clock face and pictures of activities
 - incorporating prior knowledge of halves and quarters

Required Skills:

- problem solving skills to:
 - recognise full hours, halves and quarters
 - distinguish between am and pm time
 - match specific times with highly familiar activities

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Digital or clock face time
includes:

- hours
- quarter hours
- half hours
- am / pm

Personal needs may include:

- waking time
- time of favourite television shows
- meal times

Practical / functional needs
may include:

- work or school start and finish times
- rest breaks
- arrival / departure time of bus / train

Informative needs may
include:

- meeting time
- appointment time

Co-operative needs may
include:

- start and finish times for a social activity
- start and finish times for a sporting activity

Personal context may include:

- setting a personal alarm
- being ready to leave the house at a specific time
- watching a favourite television program

Practical / functional context may include:

- arriving / leaving work / school at the required time
- taking breaks at the specified time/s

Informative context may include:

- attending meetings at the required time

Co-operative context may include:

- being ready to start a social / sporting activity at the required time
- telling others what time they are expected

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and record digital or clock face time either verbally or in writing
- use hours, half hours and quarter hours in highly familiar, personally relevant contexts
- identify the meaning of am and pm.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying pm time for a social activity such as attending a film may relate to both personal and co-operative contexts.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - matching specific times of day and night with familiar activities such as 7.00 am wake up, 9.00 am start school

- matching specific times of day and night with corresponding pictures of activities
- portfolio of written exercises:
 - matching specific times of day and night with familiar activities such as 7.00 am wake up, 9.00 am start school
 - matching specific times of day and night with corresponding pictures of activities
- third party reports detailing the correct application of digital or clock face time

Unit Code	VU21735
Unit Title	Recognise coins and notes
Unit Descriptor	<p>This unit describes the skills and knowledge to recognise single coins and notes related to items for highly familiar personally relevant items and needs.</p> <p>The outcomes of this unit do not include any mathematical functions.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Recognise monetary symbols	<p>1.1 Recognise the symbol for cents</p> <p>1.2 Recognise the symbol for dollars</p> <p>1.3 Recognise the common written form of dollars and cents</p>
2 Recognise monetary amounts and values	<p>2.1 Recognise coins and their monetary value</p> <p>2.2 Recognise notes and their monetary value</p> <p>2.3 Match monetary amounts to <i>highly familiar personally relevant items</i></p> <p>2.4 Match monetary amounts to <i>highly familiar personally relevant needs</i></p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in recognising coins and notes such as:



- using size, shape and colour
- picture representation
- prior knowledge of numbers

Required Skills:

- problem solving skills to distinguish the value of coins and notes

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar personally relevant items may include:

- food / drinks
- clothes
- transport tickets

Highly familiar personally relevant needs may include:

- paying:
 - a fare
 - an entry fee
- using a vending machine
- paying for:
 - food or drinks
 - a prepaid mobile phone card
 - a raffle ticket

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- recognise number figures written as monetary amounts
- recognise coins and notes and their monetary value

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example recognising notes and coins can be combined with numeracy units to assist in providing context for learners.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete in context

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - matching round number figures to their corresponding coins and notes
 - matching coins and notes with highly familiar, personally relevant items
 - locating specific round number figures in shopping catalogues or price lists
- third party reports detailing the learners ability to recognise money amounts.

Unit Code	VU21737
Unit Title	Read phrases
Unit Descriptor	<p>This unit describes the skills and knowledge to read and understand short, simple phrases in a limited range of highly familiar, personally relevant contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Reading.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of reading.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify simple, highly familiar personally relevant phrases	<p>1.1 Identify <i>highly familiar personally relevant activities / needs</i></p> <p>1.2 Identify <i>highly familiar personally relevant settings</i></p> <p>1.3 Identify <i>highly familiar, personally relevant phrases</i> related to activities / needs / settings</p>
2 Read simple, highly familiar personally relevant phrases	<p>2.1 Locate specific phrases within the body of a sentence</p> <p>2.2 Use a <i>limited range of reading strategies</i> to make meaning of phrases</p> <p>2.3 Follow a <i>simple written instruction</i> to confirm understanding</p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies used to interpret meaning such as:
 - prior knowledge of words and context
 - diagrams / symbols / illustrations

- asking questions to clarify meaning

Required Skills:

- problem solving skills to use a limited range of reading strategies to assist in interpreting meaning
- self management skills to request clarification as required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar personally relevant activities / needs may include:

- recreational activities
- travel / mobility
- completing forms
- choosing meals from a menu
- preparing simple foods
- work activities / tasks

Highly familiar personally relevant settings may include:

- home
- school
- social situations
- community settings
- work settings

Highly familiar, personally relevant phrases may include:

- instructional related to:
 - operating a piece of equipment
 - preparing a simple recipe
- informative related to:
 - providing information
 - requesting information
- personal / work related to:
 - a simple message
 - task to be completed

Limited range of reading strategies may include:

- using prior knowledge and experience
- using the context of the phrase
- using non-linguistic support:
 - diagrams
 - symbols

- illustrations / photos
- shape
- asking questions to clarify meaning
- phonetics

Simple written instruction
may include:

- simple recipe
- short message
- simple work task

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- apply a limited range of strategies to read and make meaning of short, simple phrases in a limited range of highly familiar, personally relevant contexts

Context of and specific resources for assessment

Assessment must ensure:

- the use of alternative communication aids where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner following a simple written instruction
- matching short simple phrases to their relevant visual representation.

Unit Code	VU21738
Unit Title	Write phrases
Unit Descriptor	<p>This unit describes the skills and knowledge to write short, simple phrases in a limited range of limited range of highly familiar, personally relevant contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Writing.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of writing.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
<p>1 Identify simple, highly familiar personally relevant phrases</p>	<p>1.1 Identify <i>highly familiar personally relevant activities / needs</i></p> <p>1.2 Identify <i>highly familiar personally relevant settings</i></p> <p>1.3 Identify <i>highly familiar, personally relevant phrases</i> related to activities / needs / settings</p>
<p>2 Write simple, highly familiar personally relevant phrases</p>	<p>2.1 Identify the <i>basic features of written phrases</i></p> <p>2.2 Use a <i>limited range of writing strategies</i> to <i>write</i> a phrase related to work / personal activities / needs</p> <p>2.3 Use a limited range of writing strategies to write a phrase related to informative / co-operative activities / needs</p> <p>2.4 <i>Confirm understanding</i> of the written phrases with an <i>appropriate person</i></p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

Certificates in Initial Adult Literacy and Numeracy
Version 1
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- spatial arrangement, word separation and alignment of text
- small bank of highly familiar words

Required Skills:

- planning and organising skills to sequence words into phrases

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar personally relevant activities / needs may include:

- recreational activities
- travel / mobility
- completing forms
- leaving messages

Highly familiar personally relevant settings may include:

- home
- school / work
- social situations
- community settings

Highly familiar, personally relevant phrases may include:

- instructional related to:
 - operating a piece of equipment
 - leaving a short message
- informative related to:
 - providing information
 - requesting information
 - reading labels
- personal / work related to:
 - a simple message
 - task to be completed

Basic features of written phrases may include:

- left to right orientation
- capitalisation of the personal pronoun I
- moving down the page
- simple punctuation

Limited range of writing strategies may include:

- drawing on past experience and existing knowledge to make connections with phrase content
- copying words from a word list

- checking spelling by copying spelling from other documents
- asking questions to clarify meaning of words

Write may include:

- hand writing
- typing
- using a touch screen

Confirm understanding may include:

- answering a question about the phrase
- following a written instruction

Appropriate person may include:

- teacher
- mentor
- workplace supervisor
- friend / classmate

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to write at least two simple, highly familiar personally relevant phrases
- confirm understanding of the written phrases

Context of and specific resources for assessment

Assessment must ensure:

- the use of alternative communication aids where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner using a limited range of strategies to write simple, highly familiar personally relevant phrases
- a portfolio of simple, highly familiar personally relevant phrases written by the learner
- third party reports detailing simple, highly familiar personally relevant phrases written by the learner, such as messages in the home or workplace.

Unit Code	VU21739
Unit Title	Communicate orally using phrases
Unit Descriptor	<p>This unit describes the skills and knowledge to communicate orally using highly familiar, personally relevant phrase type statements in a limited range of highly familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Oral Communication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of developing oracy.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify highly familiar, personally relevant phrases	<p>1.1 Identify <i>highly familiar personally relevant activities / needs</i></p> <p>1.2 Identify <i>highly familiar personally relevant settings</i></p> <p>1.3 Identify <i>highly familiar, personally relevant phrases</i> related to activities / needs / settings</p>
2 Communicate orally using highly familiar, personally relevant phrases	<p>2.1 Identify <i>phrases associated with highly familiar, personally relevant functional activities</i></p> <p>2.2 <i>Orally communicate</i> phrases associated with the highly familiar, personally relevant functional activities</p> <p>2.3 Use identified phrases to orally communicate a <i>simple opinion</i> about the highly relevant functional activities</p> <p>2.4 Identify <i>highly familiar, personally relevant group interactions</i></p> <p>2.5 Orally communicate <i>phrases associated with the group interactions</i></p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in communication such as body language, facial expressions and gestures
- bank of highly familiar words

Required Skills:

- problem solving skills to identify appropriate phrases for items, activities and group interactions
 - listening skills to participate in oral communication

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar personally relevant activities / needs may include:

- travel / mobility needs
- health needs
- purchasing clothing / food
- recreational / social activities

Highly familiar personally relevant settings may include:

- home
- school / work
- social / recreational
- community settings

Highly familiar, personally relevant phrases may include:

- greetings
- requests
- introductions
- personal details such as name and address

Phrases associated with the highly familiar, personally relevant functional activities may include:

- instructional related to:
 - operating a piece of equipment
 - leaving a short message
- informative related to:
 - providing information
 - requesting information
- personal / work related to:

- a simple message
- task to be completed

Orally communicate may include:

- responding verbally to questions
- uttering phrases that are intelligible to the listener
- speaking words face to face or into a recording device

Simple opinion may include:

- identifying a friend or family member
- expressing a preference
- expressing a need

Highly familiar, personally relevant group interactions may include:

- with:
 - class mates
 - family members
 - friends / social groups
 - work colleagues

Phrases associated with the group interactions may include:

- personal inquiries and responses:
 - How are you? I am good
- invitations:
 - Please come in / sit down. Can I come in?
- requests:
 - Would you like a drink? I would like a drink

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of simple highly familiar phrases that are related to personal, practical and group needs
- orally communicate phrases that are related to personal, practical and group needs.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including

visual cues

- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner using highly familiar, personally relevant phrases to communicate orally in familiar settings
- third party reports detailing the ability of the learner to communicate orally using highly familiar, personally relevant phrase type statements.

Unit Code	VU21745
Unit Title	Count and use numbers from 1 to 100
Unit Descriptor	<p>This unit describes the skills and knowledge to count whole number figures from 1 to 100 and apply this knowledge in a limited range of familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify whole number figures from 1 to 100	<p>1.1 Identify number figures relevant to <i>personal needs</i></p> <p>1.2 Identify number figures relevant to <i>practical / functional needs</i></p> <p>1.3 Identify number figures relevant to <i>informative needs</i></p> <p>1.4 Identify number figures relevant to <i>co-operative needs</i></p>
2 Count and record by multiples of 1 to 100	<p>2.1 <i>Count and record</i> numbers for personal needs</p> <p>2.2 Count and record numbers for practical / functional needs</p> <p>2.3 Count and record numbers for informative needs</p> <p>2.4 Count and record numbers for co-operative needs</p>
3 Use numbers from 1 to 100	<p>3.1 Use numbers from 1 to 100 in a <i>personal context</i></p> <p>3.2 Use numbers from 1 to 100 in a <i>practical / functional context</i></p>

3.3 Use numbers from 1 to 100 in an ***informative context***

3.4 Use numbers from 1 to 100 in a ***co-operative context***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in recognising and counting number figures from 1 to 100 such as:
 - using relevant concrete objects
 - using a number line or ruler to assist in counting
 - asking questions to clarify meaning

Required Skills:

- problem solving skills to identify relevant use of whole number figures from 1 to 100 such as recognising :
 - money amounts
 - page numbers
- planning and organising skills to count whole number figures from 1 to 100 in sequence

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Personal needs*** may include:
- bill payments
 - savings deposits
 - wages
 - age
 - birthday
 - clothes size
 - shoe size

- Practical / functional needs*** may include:
- items to be purchased
 - speed limits

- Informative needs*** may include:
- calendar dates related to appointments
 - work / emergency phone number

- Co-operative needs*** may
- catering for a group

include:

- participating in a group activity

Count and record may include:

- state numbers aloud
- write number figures
- use objects or number line
- record numbers as money

Personal context may include:

- managing own money
- purchasing personal items

Practical / functional context may include:

- finding an address
- making purchases

Informative context may include:

- making arrangements for activities

Co-operative context may include:

- participating in activities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and count in sequence whole numbers from 1 to 100
- use whole numbers from 1 to 100 in a range of familiar contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying money amounts may apply to both the personal and practical / functional or group context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills

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

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - counting items sequentially from 1 to 100 by saying numbers aloud, writing number figures or using a number line
 - making meaning of numbers by using them in a range of familiar contexts
 - locating specific number figures in a number chart
- third party reports detailing the recognition and use of numbers from 1 to 100

Unit Code	VU21746
Unit Title	Count to 50 by multiples of 2
Unit Descriptor	<p>This unit describes the skills and knowledge to count whole number figures in multiples of 2 from 2 to 50 and apply this knowledge in a limited range of familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify multiples of 2 up to 50	<p>1.1 Identify multiples of 2 relevant to <i>personal needs</i></p> <p>1.2 Identify multiples of 2 relevant to <i>practical / functional needs</i></p> <p>1.3 Identify multiples of 2 relevant to <i>informative needs</i></p> <p>1.4 Identify multiples of 2 relevant to <i>co-operative needs</i></p>
2 Count and record multiples of 2 up to 50	<p>2.1 <i>Count and record</i> multiples of 2 for personal needs</p> <p>2.2 Count and record multiples of 2 for practical / functional needs</p> <p>2.3 Count and record multiples of 2 for informative needs</p> <p>2.4 Count and record multiples of 2 for co-operative needs</p>
3 Use multiples of 2 up to 50	<p>3.1 Use multiples of 2 from 2 to 50 in a <i>personal context</i></p> <p>3.2 Use multiples of 2 from 2 to 50 in a <i>practical / functional context</i></p>

3.3 Use multiples of 2 from 2 to 50 in an ***informative context***

3.4 Use multiples of 2 from 2 to 50 in a ***co-operative context***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in counting multiple of 2 from 2 to 50 such as:
 - using relevant concrete objects
 - using a number line or number chart to assist in counting
 - asking questions to clarify meaning

Required Skills:

- problem solving skills to identify relevant use of multiples of 2 from 2 to 50 such as recognising money amounts
- planning and organising skills to count multiples of 2 from 2 to 50 in sequence
- self management skills to seek assistance and ask questions to clarify meaning when required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Personal needs*** may include:
- bill payments
 - savings deposits
 - wages / payments

- Practical / functional needs*** may include:
- items to be purchased

- Informative needs*** may include:
- appointments
 - time

- Co-operative needs*** may include:
- social / recreational activity
 - sporting activity

- Count and record*** may include:
- count multiples aloud
 - write number figures

- use objects or number line
- record multiples as money

Personal context may include:

- managing own money:
 - 5 \$2 coins make up \$10

Practical / functional context may include:

- counting items to be packed at work

Informative context may include:

- weeks in a month / months in a year
- time of an appointment or meeting

Co-operative context may include:

- counting:
 - number of people in a group
 - score in a game

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and count in multiples of 2 from 2 to 50
- use multiples of 2 from 2 to 50 in a range of familiar contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying money amounts may apply to both the personal and practical / functional or group context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this

unit:

- observation of the learner:
 - counting items in multiples of 2 from 2 to 50 by saying numbers aloud, writing number figures, using a number line or concrete objects
 - making meaning of multiples of 2 from 2 to 50 by using them in a range of familiar contexts
- third party reports detailing the recognition and use of multiples of 2 from 2 to 50

Unit Code	VU21747
Unit Title	Count to 50 by multiples of 5
Unit Descriptor	<p>This unit describes the skills and knowledge to count whole number figures in multiples of 5 from 5 to 50 and apply this knowledge in a limited range of familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify multiples of 5 up to 50	<p>1.1 Identify multiples of 5 relevant to <i>personal needs</i></p> <p>1.2 Identify multiples of 5 relevant to <i>practical / functional needs</i></p> <p>1.3 Identify multiples of 5 relevant to <i>informative needs</i></p> <p>1.4 Identify multiples of 5 relevant to <i>co-operative needs</i></p>
2 Count and record multiples of 5 up to 50	<p>2.1 <i>Count and record</i> multiples of 5 for personal needs</p> <p>2.2 Count and record multiples of 5 for practical / functional needs</p> <p>2.3 Count and record multiples of 5 for informative needs</p> <p>2.4 Count and record multiples of 5 for co-operative needs</p>
3 Use multiples of 5 up to 50	<p>3.1 Use multiples of 5 from 5 to 50 in a <i>personal context</i></p> <p>3.2 Use multiples of 5 from 5 to 50 in a <i>practical / functional context</i></p>

- 3.3 Use multiples of 5 from 5 to 50 in an ***informative context***
- 3.4 Use multiples of 5 from 5 to 50 in a ***co-operative context***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in counting multiple of 5 from 5 to 50 such as:
 - using relevant concrete objects
 - using a number line or number chart to assist in counting
 - asking questions to clarify meaning

Required Skills:

- problem solving skills to identify relevant use of multiples of 5 from 5 to 50 such as recognising money amounts
- planning and organising skills to count multiples of 5 from 5 to 50 in sequence
- self management skills to seek assistance and ask questions to clarify meaning when required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Personal needs*** may include:
- bill payments
 - savings deposits / withdrawals
 - wages / payments

- Practical / functional needs*** may include:
- items to be purchased

- Informative needs*** may include:
- appointments
 - time

- Co-operative needs*** may include:
- social / recreational activity
 - sporting activity

- Count and record*** may include:
- count multiples aloud
 - write number figures

- use objects or number line
- record multiples as money

Personal context may include:

- managing own money:
 - 2 \$5 notes make up \$10

Practical / functional context may include:

- counting items to be packed at work

Informative context may include:

- weeks in a month / months in a year
- time of an appointment or meeting

Co-operative context may include:

- counting:
 - number of people in a group
 - score in a game

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and count in multiples of 5 from 5 to 50
- use multiples of 5 from 5 to 50 in a range of familiar contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying money amounts may apply to both the personal and practical / functional or group context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this

unit:

- observation of the learner:
 - counting items in multiples of 5 from 5 to 50 by saying numbers aloud, writing number figures, using a number line or concrete objects
 - making meaning of multiples of 5 from 5 to 50 by using them in a range of familiar contexts
- third party reports detailing the recognition and use of multiples of 5 from 5 to 50.

Unit Code	VU21748
Unit Title	Count to 100 by multiples of 10
Unit Descriptor	<p>This unit describes the skills and knowledge to count whole number figures in multiples of 10 from 10 to 100 and apply this knowledge in a limited range of familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify multiples of 10 up to 100	<p>1.1 Identify multiples of 10 relevant to <i>personal needs</i></p> <p>1.2 Identify multiples of 10 relevant to <i>practical / functional needs</i></p> <p>1.3 Identify multiples of 10 relevant to <i>informative needs</i></p> <p>1.4 Identify multiples of 10 relevant to <i>co-operative needs</i></p>
2 Count and record multiples of 10 up to 100	<p>2.1 <i>Count and record</i> multiples of 10 for personal needs</p> <p>2.2 Count and record multiples of 10 for practical / functional needs</p> <p>2.3 Count and record multiples of 10 for informative needs</p> <p>2.4 Count and record multiples of 10 for co-operative needs</p>
3 Use multiples of 10 up to 100	<p>3.1 Use multiples of 10 from 10 to 100 in a <i>personal context</i></p> <p>3.2 Use multiples of 10 from 10 to 100 in a <i>practical / functional context</i></p>

3.3 Use multiples of 10 from 10 to 100 in an ***informative context***

3.4 Use multiples of 10 from 10 to 100 in a ***co-operative context***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in counting multiple of 10 from 10 to 100 such as:
 - using relevant concrete objects
 - using a number line or number chart to assist in counting
 - asking questions to clarify meaning

Required Skills:

- problem solving skills to identify relevant use of multiples of 10 from 10 to 100 such as recognising money amounts
- planning and organising skills to count multiples of 10 from 10 to 100 in sequence
- self management skills to seek assistance and ask questions to clarify meaning when required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Personal needs*** may include:
- bill payments
 - savings deposits / withdrawals
 - wages / payments

- Practical / functional needs*** may include:
- items to be purchased

- Informative needs*** may include:
- appointments
 - time

- Co-operative needs*** may include:
- social / recreational activity
 - sporting activity

- Count and record*** may include:
- count multiples aloud
 - write number figures

- use objects or number line
- record multiples as money

Personal context may include:

- managing own money:
 - 10 \$10 notes make up \$100

Practical / functional context may include:

- counting items to be packed at work

Informative context may include:

- weeks in a year
- time of an appointment or meeting

Co-operative context may include:

- counting:
 - number of people in a group
 - score in a game

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and count in multiples of 10 from 10 to 100
- use multiples of 10 from 10 to 100 in a range of familiar contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying money amounts may apply to both the personal and practical / functional or group context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this

unit:

- observation of the learner:
 - counting items in multiples of 10 from 10 to 100 by saying numbers aloud, writing number figures, using a number line or concrete objects
 - making meaning of multiples of 10 from 10 to 100 by using them in a range of familiar contexts
- third party reports detailing the recognition and use of multiples of 10 from 10 to 100.

Unit Code	VU21749
Unit Title	Count to 100 by multiples of 20
Unit Descriptor	<p>This unit describes the skills and knowledge to count whole number figures in multiples of 20 from 20 to 100 and apply this knowledge in a limited range of familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify multiples of 20 from 20 to 100	<p>1.1 Identify multiples of 20 relevant to <i>personal needs</i></p> <p>1.2 Identify multiples of 20 relevant to <i>practical / functional needs</i></p> <p>1.3 Identify multiples of 20 relevant to <i>informative needs</i></p> <p>1.4 Identify multiples of 20 relevant to <i>co-operative needs</i></p>
2 Count and record multiples of 20 from 20 to 100	<p>2.1 <i>Count and record</i> multiples of 20 for personal needs</p> <p>2.2 Count and record multiples of 20 for practical / functional needs</p> <p>2.3 Count and record multiples of 20 for informative needs</p> <p>2.4 Count and record multiples of 20 for co-operative needs</p>
3 Use multiples of 20 from 20 to 100	<p>3.1 Use multiples of 20 from 20 to 100 in a <i>personal context</i></p> <p>3.2 Use multiples of 20 from 20 to 100 in a <i>practical / functional context</i></p>

- 3.3 Use multiples of 20 from 20 to 100 in an ***informative context***
- 3.4 Use multiples of 20 from 20 to 100 in a ***co-operative context***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in counting multiple of 20 from 20 to 100 such as:
 - using relevant concrete objects
 - using a number line or number chart to assist in counting
 - asking questions to clarify meaning

Required Skills:

- problem solving skills to identify relevant use of multiples of 20 from 20 to 100 such as recognising money amounts
- planning and organising skills to count multiples of 20 from 20 to 100 in sequence
- self management skills to seek assistance and ask questions to clarify meaning when required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Personal needs*** may include:
- bill payments
 - savings deposits / withdrawals
 - wages / payments

- Practical / functional needs*** may include:
- items to be purchased

- Informative needs*** may include:
- appointments
 - time

- Co-operative needs*** may include:
- social / recreational activity
 - sporting activity

- Count and record*** may include:
- count multiples aloud
 - write number figures

- use objects or number line
- record multiples as money

Personal context may include:

- managing own money:
 - 5 \$20 notes make up \$100

Practical / functional context may include:

- counting items to be packed at work

Informative context may include:

- weeks in a year
- time of an appointment or meeting

Co-operative context may include:

- counting:
 - number of people in a group
 - score in a game

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and count in multiples of 20 from 20 to 100
- use multiples of 20 from 20 to 100 in a range of familiar contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying money amounts may apply to both the personal and practical / functional or group context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this

unit:

- observation of the learner:
 - counting items in multiples of 20 from 20 to 100 by saying numbers aloud, writing number figures, using a number line or concrete objects
 - making meaning of multiples of 20 from 20 to 100 by using them in a range of familiar contexts
- third party reports detailing the recognition and use of multiples of 20 from 20 to 100.

Unit Code	VU21750
Unit Title	Count to 1000 by multiples of 50
Unit Descriptor	<p>This unit describes the skills and knowledge to count whole number figures in multiples of 50 from 50 to 1000 and apply this knowledge in a limited range of familiar personal, functional, informative and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify multiples of 50 from 50 to 1000	<p>1.1 Identify multiples of 50 relevant to <i>personal needs</i></p> <p>1.2 Identify multiples of 50 relevant to <i>practical / functional needs</i></p> <p>1.3 Identify multiples of 50 relevant to <i>informative needs</i></p> <p>1.4 Identify multiples of 50 relevant to <i>co-operative needs</i></p>
2 Count and record multiples of 50 from 50 to 1000	<p>2.1 <i>Count and record</i> multiples of 50 for personal needs</p> <p>2.2 Count and record multiples of 50 for practical / functional needs</p> <p>2.3 Count and record multiples of 50 for informative needs</p> <p>2.4 Count and record multiples of 50 for co-operative needs</p>
3 Use multiples of 50 from 50 to 1000	<p>3.1 Use multiples of 50 from 50 to 1000 in a <i>personal context</i></p> <p>3.2 Use multiples of 50 from 50 to 1000 in a <i>practical / functional context</i></p>

3.3 Use multiples of 50 from 50 to 1000 in an ***informative context***

3.4 Use multiples of 50 from 50 to 1000 in a ***co-operative context***

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in counting multiple of 50 from 50 to 1000 such as:
 - using relevant concrete objects
 - using a number line or number chart to assist in counting
 - asking questions to clarify meaning

Required Skills:

- problem solving skills to identify relevant use of multiples of 50 from 50 to 1000 such as recognising money amounts
- planning and organising skills to count multiples of 50 from 50 to 1000 in sequence
- self management skills to seek assistance and ask questions to clarify meaning when required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Personal needs*** may include:
- bill payments
 - savings deposits / withdrawals
 - wages / payments

- Practical / functional needs*** may include:
- items to be purchased
 - weights / measures

- Informative needs*** may include:
- appointments
 - time

- Co-operative needs*** may include:
- social / recreational activity
 - sporting activity

- Count and record*** may include:
- count multiples aloud
 - write number figures

- use objects or number line
- record multiples as money

Personal context may include:

- managing own money:
 - 2 \$50 notes make up \$100

Practical / functional context may include:

- counting items to be packed at work

Informative context may include:

- weeks in a year
- time of an appointment or meeting

Co-operative context may include:

- counting:
 - number of people in a group
 - score in a game

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to identify and count in multiples of 50 from 50 to 1000
- use multiples of 50 from 50 to 1000 in a range of familiar contexts.

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example identifying money amounts may apply to both the personal and practical / functional or group context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this

unit:

- observation of the learner:
 - counting items in multiples of 50 from 50 to 1000 by saying numbers aloud, writing number figures, using a number line or concrete objects
 - making meaning of multiples of 50 from 50 to 1000 by using them in a range of familiar contexts
- third party reports detailing the recognition and use of multiples of 50 from 50 to 1000.

Unit Code	VU21740
Unit Title	Read simple sentences
Unit Descriptor	<p>This unit describes the skills and knowledge to read and make meaning of simple sentences in a limited range of highly familiar, personally relevant contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Reading.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of reading.</p> <p>Learners at this level may require the support of a teacher/mentor.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
<p>1 Read simple, highly familiar personally relevant sentences for personal needs</p>	<p>1.1 Identify <i>highly familiar personally relevant activities / needs</i></p> <p>1.2 Identify <i>highly familiar personally relevant settings</i></p> <p>1.3 Identify <i>simple sentences related to highly familiar personally relevant needs</i></p> <p>1.4 Locate specific information within the sentence</p> <p>1.5 Use a limited <i>range of strategies to make meaning of simple sentences</i> related to highly familiar personally relevant needs</p> <p>1.6 Express an opinion about the information in the sentences</p>
<p>2 Read simple sentences for immediate functional/practical needs</p>	<p>2.1 Identify <i>immediate functional/practical needs/activities</i></p> <p>2.2 Identify <i>simple sentences related to immediate functional/practical needs</i></p> <p>2.3 Locate specific information within the sentence</p>

- 2.4 Use a limited range of strategies to make meaning of simple sentences related to immediate functional/practical needs
- 2.5 Express an opinion about the information in the sentences

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- reading strategies to interpret information in simple sentences
 - using past experience and knowledge
 - relying on visual clues such as photos
 - using surrounding words and phrases to predict words
 - decoding meaning
 - asking questions to clarify meaning
- simple high frequency vocabulary related to needs in highly familiar, personally relevant contexts

Required Skills:

- problem solving skills to identify personal needs and use a limited range of reading strategies to interpret meaning in simple sentences associated with those needs
- self management skills to seek assistance where required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar personally relevant activities / needs may include:

- health
- safety
- recreational/sporting activities
- travel / mobility
- completing forms

Highly familiar personally relevant settings may include:

- home
- school
- social situations
- community settings
- group settings

Simple sentences related to highly familiar personally relevant needs may include:

- simple sentences from a personal diary
- simple descriptive sentences about local landmarks or places of interest
- simple sentences from local newspapers or simple stories
- simple sentences from an email/ text message
- simple descriptive sentences about various topics:
 - sporting teams
 - friends and family
 - social and group activities
- simple sentences in a form

Range of strategies to make meaning of simple sentences may include:

- reading aloud
- re-reading
- matching words and pictures
- breaking down sentences
- sequencing sentence components

Immediate functional/practical needs/activities may include:

- workplace activities
- travel / mobility
- cooking
- using equipment/tools in the workplace or home

Simple sentences related to immediate functional/practical needs may include:

- simple information on medications
- ATM or EFTPOS instructions
- health and safety instructions
- recipe instructions
- pictures and sentences in magazines
- work rosters
- planting seed instructions on packets

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate

Assessment must confirm the ability to:

- apply a limited range of strategies to read and make meaning of short, simple sentences in a limited range

competency in this unit

of highly familiar, personally relevant contexts

In order to support authentic assessment this unit can be assessed with the unit *VU21741 Write simple sentences* as both units relate to familiar sentences that are personally relevant to the learner.

Context of and specific resources for assessment

Assessment must ensure:

- the use of alternative communication aids where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - reading simple sentences
 - applying limited strategies to make meaning from simple sentences
- responses to questions about the simple sentences

Unit Code	VU21741
Unit Title	Write simple sentences
Unit Descriptor	<p>This unit describes the skills and knowledge to write simple sentences in a limited range of highly familiar personal, functional and group contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Writing.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of writing.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1. Write simple sentences for personal needs	<p>1.1 Identify <i>highly familiar personally relevant activities / needs</i></p> <p>1.2 Prepare the <i>content</i> for the sentences related to personal needs</p> <p>1.3 <i>Write simple sentences related to personally relevant needs</i></p> <p>1.4 Check the sentences with support person</p>
2 Write simple sentences for immediate functional/practical needs	<p>2.1 Identify <i>immediate functional/practical needs/activities</i></p> <p>2.2 Prepare the content for sentences related to functional/practical needs/activities</p> <p>2.3 Write <i>simple sentences related to functional/practical relevant needs</i></p> <p>2.4 Check sentences with support person</p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.



Required Knowledge:

- spatial arrangement, word separation and alignment of text from left to right, top to bottom
- letters of the alphabet and their combinations
- simple punctuation such as full stops
- a small bank of words and phrases related to highly familiar personal, functional and group contexts to enable the preparation of content
- Writing strategies to write simple sentences:
 - drawing on past experience and existing knowledge to provide content for sentences
 - sequencing information
 - using words from a word list
 - checking sentences by re-reading and self correcting
 - asking questions to clarify meaning

Required Skills:

- organisational skills to construct short written text of one or two phrases / sentences with support
- literacy skills to write mostly legible script

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar personally relevant activities / needs may include:

- health
- safety
- recreational activities
- travel / mobility
- completing forms
- communicating with family and friends

Content may include:

- individual words
- phrases
- supporting visuals such as photos

Write may include:

- hand writing
- typing
- using a touch screen
- using other augmentative devices

Simple sentences related to personally relevant needs may include:

- descriptive sentences
 - family/friends
 - sports/hobbies
 - foods
- simple sentences offering an opinion
- diary entry
- email/SMS text
- birthday card

Immediate functional/practical needs/activities may include:

- workplace activities
- travel / mobility
- cooking
- shopping
- using equipment/tools in the workplace or home
- group activities

Simple sentences related to functional/practical relevant needs may include:

- completing forms
 - memberships
- writing simple messages
- writing a shopping list

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- apply a limited range of strategies to write short, simple sentences in a limited range of highly familiar, personally relevant contexts

In order to support authentic assessment this unit can be assessed with the unit *VU21740 Read simple sentences* as both units relate to familiar sentences that are personally relevant to the learner.

Context of and specific resources for assessment

Assessment must ensure:

- the use of alternative communication aids where required
- assessment tasks which deal with the familiar and concrete

- access to a bank of words

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner using a limited range of strategies to write simple, highly familiar personally relevant sentences
- a portfolio of simple, highly familiar personally relevant sentences written by the learner
- third party reports detailing simple, highly familiar personally relevant sentences written by the learner, such as messages in the home or workplace.

Unit Code	VU21742
Unit Title	Communicate orally using simple sentences
Unit Descriptor	<p>This unit describes the skills and knowledge to communicate using highly familiar, personally relevant sentence type statements in a limited range of highly familiar personal, functional, informative and group contexts.</p> <p>Communication may be by way of augmentative communication devices where the learner has little or no speech.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Oral Communication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of developing oracy.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Communicate orally for personal needs	<p>1.1 Identify highly familiar <i>personally relevant activities / needs</i></p> <p>1.2 Use <i>simple sentence statements</i> to <i>orally communicate</i> personally relevant needs</p> <p>1.3 Use simple sentence statements to respond to questions related to personal needs</p> <p>1.4 Respond to requests for repetition or clarification</p>
2 Communicate orally for functional/practical needs	<p>2.1 Identify highly familiar <i>functional/practical activities/needs</i></p> <p>2.2 Orally communicate functional/practical needs using simple sentence statements</p> <p>2.3 Use simple sentence statements to respond to questions related to functional/practical needs</p>

- | | | |
|---|-----|---|
| | 2.4 | Respond to requests for repetition or clarification |
| 3 | 3.1 | Identify highly familiar group participation needs |
| | 3.2 | Use simple sentence statements to orally communicate in relation to a group activity |
| | 3.3 | Use simple sentence statements to orally communicate an opinion as part of a group activity |
| | 3.4 | Use simple sentence statements to respond to questions related to the group activity |
| | 3.5 | Respond to requests for repetition or clarification in relation to the group activity |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- limited range of strategies to assist in oral communication exchanges:
 - repeating information
 - clarifying information
 - drawing on personal experiences
- simple structure and sequence of a sentence to convey simple information
- bank of highly familiar words to use in oral communication

Required Skills:

- non-verbal communication techniques to support oral communication:
 - gesturing
 - using facial expressions
- listening skills to participate in oral communication and respond to questions

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Personally relevant activities / needs may include:

- health and safety
- shopping
- recreational activities
- travel / mobility
- completing forms

Simple sentence statements may include:

- communicating with family and friends
- providing specific information about and/or describing:
 - objects
 - pictures/symbols
 - signs
 - places
 - people
 - likes/dislikes
- for personal needs:
 - asking for directions
- for functional/practical needs:
 - instructions for the use of specific tools
 - requests for assistance
 - health and safety instructions
 - workplace rosters
 - goods and services transactions
 - identifying a problem
- related to group participation:
 - instructions for a group activity
 - questions about a group activity
 - information about a group activity
 - expressing an opinion / making a suggestion
 - introducing oneself

Orally communicate may include:

- uttering sentences that are mostly intelligible to the listener
- speaking words face to face or into a recording device
- using augmentative communication devices to communicate

Functional/practical activities/needs may include:

- workplace activities and tasks
- travel / mobility
- cooking
- using equipment/tools in the workplace or home

Group participation needs may include:

- communicating orally with:
 - class mates
 - family members
 - friends / social groups

- work colleagues
- using simple oral communication convention such as
 - greeting
 - introducing oneself
 - taking turns

Group activity may include:

- participating in a small group discussion
- presenting a group project or report
- participating in a role play

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a limited range of strategies to assist oral communication exchanges that are related to personal, practical and group needs
- orally communicate personal, practical and group needs by using simple sentences

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete
- the use of augmentative communication devices where required for candidates with little or no speech

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner using highly familiar, personally relevant phrases to communicate orally in familiar settings
- third party reports detailing the ability of the learner to communicate orally using highly familiar, personally relevant phrase type statements.

Unit Code	VU21755
Unit Title	Use simple addition skills
Unit Descriptor	<p>This unit describes the skills and knowledge to use simple addition skills with simple whole number amounts, which involve carrying over, in a limited range of highly familiar personal and functional contexts. This may involve the use of a calculator.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of numeracy development.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Use simple addition for personal needs	<p>1.1 Identify <i>highly familiar personally relevant activities / needs</i></p> <p>1.2 Recognise and locate simple whole numbers related to own immediate personal needs</p> <p>1.3 Use whole numbers to perform a limited range of simple <i>addition activities related to own immediate personal needs</i></p> <p>1.4 Use a <i>limited range of strategies</i> to undertake simple addition activities related to highly familiar personally relevant needs</p> <p>1.5 <i>Check</i> the addition result</p>
2 Use simple addition for immediate functional/practical needs	<p>2.1 Identify <i>highly familiar and immediate functional/practical needs/activities</i></p> <p>2.2 Recognise and locate simple whole numbers related to own immediate functional/practical needs</p> <p>2.3 Use whole numbers to perform a limited range of</p>

simple ***addition activities related to own immediate functional/practical needs***

2.4 Use a limited range of strategies to undertake simple addition activities related to highly familiar functional/practical needs

2.5 Check the addition result

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- whole numbers into the hundreds
- mathematical symbol used for addition
- techniques used to carry over to perform calculations
- simple mathematical vocabulary such as addition/plus and equals

Required Skills:

- problem solving skills to:
 - undertake simple one step addition calculations by adding two entities together
 - use different strategies to calculate results
 - check calculations to confirm results

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar personally relevant activities / needs may include:

- shopping
- banking
- using transport
- paying bills
- social activities

Addition activities related to own immediate personal needs may include:

- adding the cost of two items to determine cost
- using addition to calculate increases in price of goods
- adding number of people per table for a group function

Limited range of strategies may include:

- use of:
 - concrete objects
 - place value block and rods

- informal “in the head” methods
- coins and notes
- fingers
- personal experience and prior knowledge
- asking questions to clarify meaning
- non-linguistic cues such as body language, facial expressions and gestures to support meaning
- alternative communication aids, supports and systems
- using technology:
 - calculators
 - tablets

Check may include:

- making rough estimates
- counting to verify result

Highly familiar and immediate functional/practical needs/activities may include:

- purchasing goods
- paying bills
- performing workplace tasks
- sports teams
- working in groups

Addition activities related to own immediate functional/practical needs may include:

Using addition to:

- add money amounts for:
 - purchasing lunch
 - purchasing transport fares
 - paying bills
- add number of items as part of task at work
- calculate differences in prices for similar items
- add scores in a sporting event
- purchase items for a number of people a group activity
- calculate number of people required to complete a workplace task

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence

Assessment must confirm the ability to:

- apply a limited range of problem solving strategies to



required to demonstrate competency in this unit

undertake simple addition calculations in a limited range of highly familiar, personally relevant contexts

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example undertaking addition activities may apply to both the personal and practical / functional or group context. In order to support authentic assessment this unit can be assessed with the unit *VU21756 Use simple subtraction skills*.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner undertaking simple addition activities in a limited range of highly familiar personal, functional and group contexts
- questioning to assess knowledge of strategies to undertake addition calculations
- third party reports detailing the application of simple addition skills to meet a limited range of highly familiar needs

Unit Code	VU21756
Unit Title	Use simple subtraction skills
Unit Descriptor	<p>This unit describes the skills and knowledge to use simple subtraction skills with simple whole number amounts, which involve carrying over, in a limited range of highly familiar personal, functional and group contexts. This may involve the use of a calculator.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of numeracy development.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Use simple subtraction for personal needs	<p>1.1 Identify <i>highly familiar personally relevant activities / needs</i></p> <p>1.2 Recognise and locate simple whole numbers related to own immediate personal needs</p> <p>1.3 Use whole numbers to perform a limited range of simple <i>subtraction activities related to own immediate personal needs</i></p> <p>1.4 Use a <i>limited range of strategies</i> to undertake simple subtraction activities related to highly familiar personally relevant needs</p> <p>1.5 <i>Check</i> the subtraction result</p>
2 Use simple subtraction for immediate functional/practical needs	<p>2.1 Identify <i>highly familiar and immediate functional/practical needs/activities</i></p> <p>2.2 Recognise and locate simple whole numbers related to own immediate functional/practical needs</p> <p>2.3 Use whole numbers to perform a limited range of</p>

simple subtraction ***activities related to own immediate functional/practical needs***

2.4 Use a limited range of strategies to undertake simple subtraction activities related to highly familiar functional/practical needs

2.5 Check the subtraction result

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- whole numbers into the hundreds
- mathematical symbol used for subtraction and its function
- techniques used to carry over
- simple mathematical vocabulary such as subtraction/minus and equals

Required Skills:

- problem solving skills to:
 - undertake simple one step subtraction activities
 - use different strategies to calculate results
 - estimate and verify if a given answer is correct

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar personally relevant activities / needs may include:

- shopping
- banking
- using transport
- paying bills

Subtraction activities related to own immediate personal needs may include:

- working out expected change for a transaction
- subtracting the cost of an item from a fixed amount
- working out differences in price of goods

Limited range of strategies may include:

- use of:
 - concrete objects
 - fingers
 - coins and notes

- place value block and rods
- informal “in the head” methods
- personal experience and prior knowledge
- asking questions to clarify meaning
- non-linguistic cues such as body language, facial expressions and gestures to support meaning
- alternative communication aids, supports and systems
- using technology:
 - calculators
 - tablets

Check may include:

- making rough estimates
- counting to verify result

Highly familiar and immediate functional/practical needs/activities may include:

- purchasing goods
- paying bills
- checking personal budget
- performing workplace tasks

Subtraction activities related to own immediate functional/practical needs may include:

- subtracting money amounts from a fixed amount for:
 - purchasing lunch
 - purchasing transport fares
 - paying bills
- subtracting number of items as part of task at work such as packing or sorting
- working out how much time is left to complete a work task from a fixed time
- using subtraction to calculate:
 - differences between number of people at a group function and those initially expected
 - change from purchasing items for a group activity
 - difference between team scores to determine the winner

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate

Assessment must confirm the ability to:

- apply a limited range of problem solving strategies to undertake simple subtraction calculations in a limited

competency in this unit

range of highly familiar, personally relevant contexts

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example undertaking subtraction activities may apply to both the personal and practical / functional context. In order to support authentic assessment this unit can be assessed with the unit *VU21755 Use simple addition skills*

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner undertaking subtraction activities in a limited range of highly familiar personal, functional contexts
- questioning to assess knowledge of strategies to undertake subtraction calculations
- third party reports detailing the application of simple subtraction skills to meet a limited range of highly familiar needs

Unit Code	VU21751
Unit Title	Use simple metric weights
Unit Descriptor	<p>This unit describes the skills and knowledge to use simple metric weights in a limited range of highly familiar personal and functional contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of numeracy development.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
<p>1 Use simple metric weights for personal purposes</p>	<p>1.1 Identify highly <i>familiar personally relevant activities / needs</i></p> <p>1.2 Recognise whole numbers into the hundreds related to weights</p> <p>1.3 Use whole numbers to estimate the weight of familiar everyday objects related to personal needs</p> <p>1.4 Use simple metric weights to carry out a <i>familiar personally relevant activity</i></p> <p>1.5 Use <i>common words for comparing weights</i></p>
<p>2 Use simple metric weights for immediate functional/practical needs</p>	<p>2.1 Identify highly <i>familiar functional/practical needs</i></p> <p>2.2 Use whole numbers to estimate the weight of familiar everyday objects related to functional/practical needs</p> <p>2.3 Use simple metric weights to carry out a <i>familiar functional/practical activity</i></p> <p>2.4 Use common words for comparing weights</p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- common units used to measure weight such as grams and kilograms and their differences
- abbreviations associated with highly familiar weights such as kg and g

Required Skills:

- literacy skills to read digital weight scales
- problem solving skills to apply measures of weight to estimate and calculate weight for different items:
 - estimating weight using previous knowledge of a product or item
 - checking and confirming estimations
 - using personal experience

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Familiar personally relevant activities / needs*** may include:
- shopping
 - health
 - cooking
 - gardening

- Familiar personally relevant activity*** may include:
- weighing:
 - fruits and vegetables
 - ingredients for a recipe
 - oneself

- Common words for comparing weights*** may include:
- heavier
 - lighter

- Familiar functional/practical needs*** may include:
- carrying out workplace tasks
 - cooking
 - gardening
 - moving objects

- Familiar functional/practical activity*** may include:
- checking the weight of a product at work

- estimating the weight of an item before moving it
- weighing ingredients to cook food for a group

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- recognise and apply appropriate metric units to calculate the weight of products/items
- apply a limited range of problem solving strategies to use simple metric weights in a limited range of highly familiar, personally relevant contexts

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example using metric weights may apply to both the personal and practical / functional context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner weighing items in a limited range of highly familiar personal and functional contexts
- verbal questioning to assess knowledge of strategies to estimate weights
- portfolio of written exercises:
 - recording weights for specific activities
 - matching weights to products
- third party reports detailing the application of simple measurement skills to meet a limited range of highly familiar needs

Unit Code	VU21752
Unit Title	Use simple liquid measures
Unit Descriptor	<p>This unit describes the skills and knowledge to use simple liquid measures in a limited range of highly familiar personal and functional/practical contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of numeracy.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Use simple metric liquid measures for personal needs	<p>1.1 Identify highly <i>familiar personally relevant activities / needs</i></p> <p>1.2 Recognise whole numbers into the hundreds related to liquids on <i>everyday containers</i></p> <p>1.3 Use whole numbers to estimate the volume of liquid for familiar everyday containers related to personal needs</p> <p>1.4 Use simple metric liquid measures to carry out a <i>familiar personally relevant activity</i></p> <p>1.5 Use <i>common words for comparing liquid measures</i></p>
2 Use simple metric liquid measures for immediate functional/practical needs	<p>2.1 Identify highly <i>familiar functional/practical needs</i></p> <p>2.2 Recognise whole numbers into the hundreds related to liquids on everyday containers</p> <p>2.3 Use whole numbers to estimate the volume of liquid for familiar everyday containers related to functional/practical needs</p> <p>2.4 Use simple metric liquid measures to carry out a <i>familiar functional/practical activity</i></p>

2.5 Use common words for comparing liquid measures

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- common units used to measure liquids such as litres and millilitres and their differences
- abbreviations associated with highly familiar liquid measurements such as l and ml

Required Skills:

- literacy skills to read scales on measuring equipment and recognise numbers on containers
- problem solving skills to apply measures of liquid to estimate and calculate volume of liquid for familiar everyday containers:
 - estimating liquid volume using previous knowledge of a product or item
 - checking and confirming estimations
 - using personal experience

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Familiar personally relevant activities / needs*** may include:
- shopping
 - health
 - cooking
 - gardening

- Everyday containers*** may include:
- milk cartons
 - drinks
 - medicines

- Familiar personally relevant activity*** may include:
- measuring liquids:
 - to cook a meal
 - to prepare a medication
 - to prepare a liquid fertiliser
 - to prepare a drink

- Common words for comparing liquid measures*** may include:
- less
 - more
 - half

- a quarter
- Familiar functional/practical needs** may include:
- carrying out workplace tasks
 - cooking
 - cleaning
- Familiar functional/practical activity** may include:
- measuring liquids for a work task
 - estimating the liquid volume of a container before moving it
 - measuring liquid for a cleaning task
 - measuring liquid ingredients to cook food for a group

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- recognise and apply appropriate metric units to measure the liquid volume of everyday containers
- apply a limited range of problem solving strategies to use simple liquid measures in a limited range of highly familiar, personally relevant contexts
- Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example using liquid measures may apply to both the personal and practical / functional contexts.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - measuring liquid volume in a limited range of highly

familiar personal and functional contexts

- verbal questioning to assess knowledge of strategies to estimate liquid volume
- portfolio of written exercises
 - recording liquid measurements for specific activities
 - matching liquid measurements to products
- third party reports detailing the application of liquid measures

Unit Code	VU21753
Unit Title	Use simple linear measures
Unit Descriptor	<p>This unit describes the skills and knowledge to use simple linear measures in a limited range of highly familiar personal and functional/practical contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of numeracy.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Use simple linear measures for personal needs	<p>1.1 Identify highly <i>familiar personally relevant activities / needs</i></p> <p>1.2 Recognise whole numbers into the hundreds related to length</p> <p>1.3 Use whole numbers to estimate linear measures related to personal needs</p> <p>1.4 Use whole numbers to carry out simple linear measures related to a <i>familiar personally relevant activity</i></p> <p>1.5 Use <i>common words for comparing linear measures</i></p>
2 Use simple linear measures for immediate functional/practical needs	<p>2.1 Identify highly <i>familiar functional/practical needs</i></p> <p>2.2 Use whole numbers to estimate linear measurements related to functional/practical needs</p> <p>2.3 Use whole numbers to carry out simple linear measures related to a <i>familiar functional/practical activity</i></p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.



Required Knowledge:

- common units used to describe linear measures such as centimetres, metres, kilometres and their difference
- difference between length and width as part of linear measurement
- abbreviations associated with highly familiar linear measurement units such as cm, m and km
- limited range of strategies to estimate linear measures such as:
 - using previous knowledge of an object or place to estimate linear measures
 - checking estimation through questioning
 - using measurement aids

Required Skills:

- literacy skills to read measurement equipment such as tape measures, rulers, odometers
- problem solving strategies to:
 - check and confirm estimations
 - recognise and use appropriate measurement equipment
 - match appropriate unit of measurement to item such as ballpoint pen being measured in centimetres not metres

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Familiar personally relevant activities / needs may include:

- shopping
- health
- travel

Familiar personally relevant activity may include:

- using linear measurement to measure/estimate:
 - own height
 - height of object or item
 - distance between two places

Common words for comparing linear measures may include:

- longer
- shorter
- wider
- narrower
- closer
- further

Familiar functional/practical needs may include:

- carrying out workplace tasks
- gardening
- travel
- arranging household items

Familiar functional/practical activity may include:

- using linear measurement to measure/estimate:
 - length of an object at work
 - distance to or from a place
 - size of a room
 - size for a garden plot

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- recognise and apply appropriate metric units to perform linear measures
- apply a limited range of problem solving strategies to use linear measurement to measure and estimate in a limited range of highly familiar, personally relevant contexts

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example undertaking linear measurement activities may apply to both the personal and practical / functional context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete
- access to measurement equipment such as rulers and tape measures

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this

unit:

- observation of the learner:
 - carrying out linear measurements in a limited range of highly familiar personal and functional contexts
- verbal questioning to assess knowledge of strategies to estimate distance between two places
- portfolio of written exercises
 - recording linear measurements for specific activities
- third party reports detailing the application of simple linear measures to meet a limited range of highly familiar needs

Unit Code	VU21754
Unit Title	Use coins and notes
Unit Descriptor	<p>This unit describes the skills and knowledge to identify and use single coins and notes to estimate rounded amounts for everyday purchases in highly familiar personal, practical / functional and group contexts.</p> <p>The outcomes of this unit do not include any mathematical functions.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with intellectual disabilities who are at the early stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify monetary amounts and values	<p>2.1 Identify the range of Australian coins and their monetary value</p> <p>2.2 Identify the range of Australian notes and their monetary value</p> <p>2.3 Match monetary amounts to <i>highly familiar personally relevant items</i></p>
2 Estimate rounded amounts	<p>3.1 <i>Estimate the amount</i> required for items related to <i>personal needs</i></p> <p>3.2 Estimate the amount required for items related to <i>practical / functional needs</i></p> <p>3.3 Estimate the amount required for <i>co-operative needs</i></p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- common representations of monetary amounts:
 - symbols used to represent dollars and cents
 - written form of dollars and cents
- limited range of strategies to assist in recognising coins and notes such as:
 - using size, shape and colour
 - picture representation
 - prior knowledge of numbers into the 100s

Required Skills:

- problem solving skills to:
 - distinguish the value of coins and notes
 - estimate rounded amounts required for everyday purchases

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Highly familiar personally relevant items may include:

- food / drinks
- clothes
- entertainment items

Estimate the amount may include:

- identifying approximate amounts:
 - around 50c for a piece of fruit
 - around \$3 for a coffee
 - around \$20 for a tee shirt
- using round figures

Personal needs may include:

- buying food or drinks
- buying clothes
- paying for a haircut
- using a vending machine

Practical / functional needs may include:

- paying:
 - a fare
 - an entry fee
 - for a movie ticket
- purchasing a prepaid mobile phone card

Co-operative needs may include:

- participating in a social activity
- contributing to a group activity
- buying a raffle ticket

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify number figures written as monetary amounts
- estimate rounded money amounts for highly familiar, personally relevant items

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example estimating money amounts for items that relate to both personal and practical / functional needs.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete in context

At this level the learner:

- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner:
 - matching round number figures to their corresponding coins and notes
 - matching coins and notes with highly familiar, personally relevant items
 - locating specific round number figures in shopping catalogues or price lists
 - estimating the cost of highly familiar, personally relevant items and / or activities
- third party reports detailing the learners ability to recognise and use money amounts.

Unit Code	VU21736
Unit Title	Recognise basic mathematical symbols and processes
Unit Descriptor	<p>This unit describes the skills and knowledge required to recognise the basic mathematical symbols and processes of addition and subtraction using whole numbers up to ten without carrying over.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities such as intellectual, sensory or neurological impairments who are at the beginning stage of numeracy development.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify mathematical functions	<p>1.1 Identify the mathematical symbols for addition and subtraction</p> <p>1.2 Identify the mathematical function of each symbol</p>
2 Perform basic mathematical processes	<p>2.1 Select <i>familiar items</i></p> <p>2.2 Perform an <i>addition calculation</i> using familiar items and whole numbers up to ten</p> <p>2.3 Perform a <i>subtraction calculation</i> using familiar items and whole numbers up to ten</p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- simple mathematical language of addition and subtraction such as plus, add, minus, take away and equals
- whole numbers up to 10

Required Skills:

- problem solving skills to undertake simple one step:
 - addition calculations by adding familiar items together
 - subtraction calculations by taking items away

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Familiar items*** may include:
- utensils
 - clothing items
 - food / beverage items
 - money

- Addition calculation*** may include:
- using:
 - concrete objects
 - pen and paper
 - a calculator
 - in the head method

- Subtraction calculation*** may include:
- using:
 - concrete objects
 - pen and paper
 - a calculator
 - in the head method

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- recognise the basic mathematical symbols and processes of addition and subtraction
- perform a simple addition and subtraction calculation using whole numbers up to ten without carrying over.

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete in context

At this level the learner:

- may require strong support from the context, including

visual cues

- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner performing an addition and subtraction calculation
- third party reports detailing the learner's ability to perform addition and subtraction calculations

Unit Code	VU21743
Unit Title	Give and follow simple directions
Unit Descriptor	<p>This unit describes the skills and knowledge to give and follow simple directions in a limited range of highly familiar, personally relevant contexts.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Reading.</p> <p>For learners who are able to verbalise their responses, the outcomes described in this unit contribute to the achievement of ACSF Level 1 Oral Communication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners with cognitive disabilities such as sensory or neurological impairments who are at the early stage of reading.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Follow simple and familiar directions in highly familiar situations	<p>1.1 Identify and use <i>simple concepts of position and location</i> to identify an explicit and relevant location</p> <p>1.2 Read and use <i>simple diagrams and maps of highly familiar locations</i> to identify an explicit and relevant location</p> <p>1.3 Follow simple <i>highly familiar directions</i> for moving between known locations</p>
2 Give simple and familiar directions in highly familiar situations	<p>2.1 Describe the relative location of two or more objects using <i>highly familiar, informal language of position</i></p> <p>2.2 Use simple, highly familiar, informal language of position to give directions in a <i>highly familiar situation</i></p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- signs / prints / symbols used in signs, diagrams and maps
- informal language of position and location to give and follow simple and familiar directions

Required Skills:

- communication and literacy skills to:
 - read relevant maps and diagrams
- problem solving skills to:
 - use simple diagrams and maps of highly familiar locations to find locations

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Simple concepts of position and location may include:

- relative positions such as:
 - in
 - left/right
 - front/behind
 - up/down
 - opposite
 - on the corner
 - next to
 - between

Simple diagrams and maps may include:

- familiar buildings:
 - classrooms
 - workplace
- local home area
- local shopping centre
- simple and familiar online maps

Highly familiar locations may include;

- learner's classroom
- home
- workplace
- local shopping centre
- community centre

Highly familiar directions may include:

- short, clear steps with only one given at a time
- teacher prompting if required

Highly familiar, informal language of position may include:

- use of common, everyday, informal language and gestures
- over/under
- in front/behind
- up/down
- through
- opposite
- on the corner
- next to
- first / second
- between

Highly familiar situations may include:

- moving from one position to another within a room
- one room to another
- between buildings in a workplace or shopping centre

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use simple, highly familiar diagrams and maps to find and identify specific locations
- use informal language of location and direction to describe relative positions of objects
- apply simple concepts of position to give and follow simple and highly familiar directions

Context of and specific resources for assessment

Assessment must ensure:

- directions are given one at a time as short, clear steps
- assessment tasks which deal with the familiar and concrete
- the use of augmentative communication devices where required for candidates with little or no speech to follow and give directions

At this level the learner:

- may require strong support from the context, including visual cues to support maps and diagrams

- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner giving and following simple and familiar directions in highly familiar situations
- questioning to assess use of diagrams or maps to identify highly familiar locations

Unit Code	VU20939
Unit Title	Recognise and interpret safety signs and symbols
Unit Descriptor	This unit describes the skills and knowledge required to recognise and interpret safety signs and symbols commonly found in workplace and community settings
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who wish to develop their basic knowledge of safety signage to prepare for work or community participation.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify features of common safety signs and symbols	1.1 Identify <i>common safety signs and symbols</i> 1.2 Identify the <i>purpose</i> of common safety signs and symbols 1.3 Identify <i>features</i> of common safety signs and symbols
2 Recognise common safety signs and symbols	2.1 Use <i>navigation skills</i> to recognise the type of signs and symbols 2.2 Use <i>reading strategies</i> to interpret common safety signs and symbols 2.3 Confirm understanding with <i>others</i> .

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required knowledge:

- navigation skills and reading strategies to enable recognition and interpretation of commonly used safety signs and symbols
- high frequency words used in safety signage
- colours and shapes used in the main categories of safety signage

Required Skills:

- literacy skills to identify and interpret key words regularly used in common safety signs and symbols
- numeracy skills to recognise and interpret the meaning of shapes in safety signage
- problem solving skills to distinguish between different types of commonly used safety signs and symbols using shapes, colours and words

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Common safety signs and symbols may include:

- warning signs
- no smoking
- no entry
- hazardous substances

Purpose may include:

- to warn
- to advise
- to instruct

Features may include:

- shape
- colour
- text
- visuals

Navigation skills may include:

- scanning for general understanding
- scanning for key words
- scanning for key colours:
 - red to prohibit
 - yellow to warn
 - blue for mandatory action
- scanning for key shapes
 - crossed circle to prohibit
 - triangle to warn
 - clear circle to mandate

Reading strategies may include:

- using text features to predict content
- making connections between prior knowledge and text content
- making connections between high frequency words, symbols and pictures
- sounding out letters and syllables
- simple strategies to assist with word and symbol

identification and extend vocabulary

Others may include:

- peers / team members
- trainers
- supervisors

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm:

- the ability to recognise and interpret the meaning of common safety signs and symbols found in workplace and community settings such as:
 - no smoking
 - do not enter
 - switch off mobile phones
 - no swimming.

Context of and specific resources for assessment

Assessment must ensure:

- access to commonly used safety signs and symbols found in workplace and community settings.

Method(s) of assessment

The following assessment methods are appropriate for this unit:

- observation of the learner identifying and interpreting a range of safety signs and symbols, including prohibition, warning and mandatory action signage
- a portfolio of commonly used safety signs and symbols and their meaning
- oral or written questioning to assess the learners ability to recognise and interpret the meaning of commonly used safety signs and symbols.

Unit Code	VU21041
Unit Title	Complete forms
Unit Descriptor	This unit describes the skills and knowledge to complete a range of everyday routine forms
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who wish to re-engage with learning as a pathway to education, employment or community participation activities. Skill development at this level will generally require assistance from a support person.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare to complete a range of forms	1.1 Access forms relevant to own purposes 1.2 Identify key sections of the form 1.3 Clarify purposes of sections
2 Complete documentation	2.1 Enter information into correct sections of the form 2.2 Review all entries for accuracy 2.3 Submit forms according to the required process

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required knowledge:

- basic structural conventions of text such as features of page layout
- decoding strategies such as using word identification strategies and drawing on a bank of personally relevant words and phrases
- spelling references to enable information entered to be checked for accuracy

Required Skills:

- literacy skills to identify, interpret and provide required information
- planning and organising skills to plan the content of required information and submit

according to the required process and timeline

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Forms may include:

- community organisation membership
- employment related
- further study related
- banking
- federal / state government applications
- paper based
- electronic

Key sections may include:

- personal information
- past educational experiences
- past employment experiences

Information may include:

- records
- certificate
- bank statements

Accuracy may include:

- spelling
- punctuation
- all required information included

Required process may include:

- posting
- counter submission
- online submission
- designated timeframes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify, access, complete and submit a form for a minimum of two different purposes relevant to the

learner

- check forms for accuracy.

Context of and specific resources for assessment

Assessment must ensure access to:

- paper based or electronic forms relevant to learners
- electronic submission of forms where required

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner accessing and completing forms
- portfolio of electronic or paper based samples of forms completed by the learner showing evidence of checking and revision
- oral or written questioning to assess knowledge of the purpose of different forms relevant to the learner

Unit Code	VU21282
Unit Title	Develop a learning plan and portfolio with support
Unit Descriptor	<p>This unit describes the skills and knowledge to identify, document and monitor a learning plan with an appropriate support person and to develop and maintain a portfolio.</p> <p>The learning plan documents an agreed program that the learner will undertake during the course.</p> <p>The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level 1 (Learning): 1.01, 1.02.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with personal, learning, employment and community participation goals who require significant support to develop a simple short term learning plan.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify learning goals	<p>1.1 Discuss <i>learning goals</i> with <i>appropriate support persons</i></p> <p>1.2 Identify <i>supporting resources</i> available in the immediate environment</p>
2 Discuss and agree on an individual learning plan	<p>2.1 Identify the <i>purpose of an individual learning plan</i></p> <p>2.2 Follow <i>simple steps</i> to develop an individual learning plan.</p>
3 Prepare portfolio of completed work samples	<p>3.1 Discuss <i>purposes of the portfolio</i> with appropriate support persons</p> <p>3.2 Identify types of evidence required for the portfolio.</p> <p>3.3 Collect examples of evidence and include in the portfolio</p>

- | | |
|--|---|
| 4. Monitor and update the individual learning plan | 4.1 Discuss progress towards end-of-course goals and objectives with appropriate support person / s |
| | 4.2 Discuss factors which contributed to success in meeting goals |
| | 4.3 Amend individual learning plan with appropriate support person/s |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required knowledge:

- purpose of a learning plan and the process to develop and monitor it
- different types of goals such as personal and work

Required Skills:

- communication skills to discuss and plan learning goals/objectives
- planning and organising to follow simple steps to develop a simple learning plan
- problem solving skills to:
 - select portfolio samples and to identify strategies that assist in the achievement of goals
 - identify some potential barriers that may impact on progress

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ⁹Bold / italicised wording in the Performance Criteria is detailed below.

- Learning goals** may include:
- improving reading, writing and numeracy skills for a variety of purposes:
 - further study
 - employment
 - community participation
 - health and well being
 - support for others

- Appropriate support persons** may include:
- program coordinator
 - teacher
 - advisor

- Supporting resources** can include:
- audio-visual aids
 - visual materials such as maps, pictures, charts
 - digital media programs

- computers and soft ware
- library
- communication aids

Purposes of an individual learning plan may include:

- assisting the learner and the provider to plan systematically for the attainment of goals
- as a tool to monitor progress
- to assist the transition of the learner to his/ her preferred options at the end of the course

Simple steps to develop a learning plan may include;

- discussion of learner's needs
- identifying one or two short term specific objectives
- determination of tasks and progress to achieve objectives
- agreement as to who is responsible for the implementation of each task
- identification of additional support persons such as:
 - case workers and personal carers
 - community representatives
 - family members
- identification of responsibilities for all parties such as: learners (participation, working collaboratively), teachers (providing customised programs, awareness of and strategies for dealing with conflicting discourses, ethical standards)
- documentation (dot points / checklist) completed by the teacher and agreed by the learner

Purposes of the portfolio may include:

- record what has been achieved in the course
- provide opportunity for reflection on progress towards achieving goals
- opportunity to reflect on strategies which have been successful

Types of evidence may include:

- collections of samples compiled by the learner with the support of the teacher including:
 - diary
 - photographs including digital photographs
 - digital posters

Factors which contribute to

- teacher structured scaffolding activities designed to

success may include:

- extend learner's existing knowledge and skills
- transferring learning from one area to a new area
- applying appropriate strategies
- practising new skills
- seeking support of teacher, peers, other interested parties when needed

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to :

- identify specific goals and develop a short learning plan to achieve these goals with an appropriate support person
- monitor the learning plan and adjust
- use simple strategies to organise and maintain a portfolio

Context of and specific resources for assessment

Assessment must ensure access to:

- highly familiar contexts
- computer hardware and software, if appropriate

At this level the learner:

- will require support to follow structured steps to develop a learning plan and participate in discussions
- will require extended time to clarify learning goals
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit

- oral or written questioning, such as interview, to assess knowledge of the purpose and steps for developing a learning plan
- direct observation of the learner participating in the process of developing a learning plan
- paper based or digital portfolios to assess evidence of how identified goals have been met

Unit Code	VU21284
Unit Title	Engage with short simple texts for learning purposes
Unit Descriptor	<p>This unit describes the skills and knowledge to engage with short, simple paper based and digital texts to participate in the immediate environment for learning purposes.</p> <p>The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia 2012). They contribute to the achievement of ACSF indicators of competence at Level One (Reading): 1.03, 1.04.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to people seeking to improve their educational participation options and who need to develop a range of reading skills and learning strategies. The unit is suitable for those at the very beginning stages of learning to read and develops reading strategies to support learning.</p> <p>Where application is as part of the Course in Initial General Education for Adults, it is recommended that this unit is integrated with the delivery and assessment of the Core Skills writing unit <i>VU21288 Create short simple texts for learning purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU21283 Engage with short simple texts for personal purposes</i> and <i>VU21287 Create short simple texts for personal purposes</i>.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
<p>1 Locate specific information in short, simple relevant print and digital texts in the learning environment</p>	<p>1.1 Identify a <i>limited range of short, simple texts</i> in the learning environment</p> <p>1.2 Recognise <i>features of texts</i> encountered in the immediate learning environment</p> <p>1.3 Identify specific information in the text.</p>
<p>2 Read simple highly</p>	<p>2.1 Use a <i>limited range of reading strategies</i></p>

familiar print and digital learning related texts	2.2	Give an account of the meaning of the text/s
	2.3	Identify the <i>intention</i> of the text.

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required knowledge:

- basic information seeking strategies to locate information
- different text types relevant to personal learning
- basic reading strategies to engage with printed and digital texts
- awareness of the different ways in which digital information may be organised, such as linear and non linear

Required Skills:

- problem solving skills to:
 - use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, numbers
 - use a limited range of reading strategies including ability to draw on small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills
- communication skills to convey and discuss information about texts
- technology skills to navigate screen based digital text to locate simple information

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Limited range of short simple texts may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- electronic, printed, handwritten and visual texts:
 - simplified diagram of learning provider rooms and facilities
 - own student card
 - room signs / symbols
 - own email address
 - calendars and diaries
 - enrolment forms, library card
 - messages
 - notices relevant to own interests
- teaching and learning texts in the classroom

Features of texts may include:

- highly familiar words / phrases / abbreviations:

- own personal details
- place-related information such as location of organisation, room numbers, learning facilities
- time-related information such as appointment time, class times, meeting times, term dates
- names of class activity, teachers names, names of others in the class
- those associated with personally relevant education activities
- short, simple instructions for learning activities
- own pin number for computer use
- slang, non standard English, words from languages other than English / dialect
- numbers as whole numbers and familiar fractions:
 - dates and times of classes (o'clock settings)
 - place-related information, such as numbers of classroom, phone number of the learning organisation
- well-known visuals, symbols and logos:
 - logo of learning organisation
 - digital map of learning organisation with relevant facilities marked
 - learning organisation specific symbols such as symbols for ILC, Child Care centre, library
 - keyboard keys
 - symbols such as 'save' 'print' icons on computer menu

Limited range of reading strategies may include:

- drawing on a small bank of known words and phrases which relate to the immediate environment
- word attack skills:
 - basic phonics such as initial letter-sound combinations, unambiguous letter-sound combinations
- following the left to right, top to bottom orientation of printed texts and screen-based texts
- relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours
- reading text to self and aloud with the support of others
- recognising meaning of conventional sentence punctuation such as full stops, capital letters
- identifying sources of text:
 - teacher
 - writer
 - peers
- predicting the purpose of texts based on, for

example:

- prior knowledge of the context
- personal experience
- prior knowledge of aspects of the text such as layout
- following simple on-line prompts

Intention of the text may include:

- provide information / instruction
- advice
- reminder

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- locate and engage with information in a minimum of 2 short, simple, explicit and personally relevant text types related to the learning environment, one of which must be print based and the other digitally based

In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Context of and specific resources for assessment

Assessment must ensure access to:

- a limited range of short, simple, learning related digital and paper based texts
- communication technology as required

At this level the learner:

- may require strong support from the context, including visual cues
- may require strong support to access digital media and navigate digital text
- may use texts which contain repetition
- may require extended time to read, reread and decode text
- may depend on a personal dictionary

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

Method(s) of assessment

The following methods of assessment are suitable for this unit:

- direct observation of the learner locating information in, and making meaning of short, simple paper based and digital texts
- oral or written questioning to assess knowledge of the purpose of different learning related text types
- verbal information from the learner describing the meaning and intention of the selected texts.

Unit Code	VU21288
Unit Title	Create short simple texts for learning purposes
Unit Descriptor	<p>This unit develops initial writing skills to create short simple texts to participate in learning.</p> <p>The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One (Writing) 1.05, 1.06.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>This unit applies to learners who wish to improve their written communication skills to better participate in educational activities.</p> <p>Where application is as part of the <i>Course in Initial General Education for Adults</i>, it is recommended that application is integrated with the delivery and assessment of <i>VU21284 Engage with short simple texts for learning purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU21287 Create short simple texts for personal purposes</i> and <i>VU21283 Engage with short simple texts for personal purposes</i>.</p>
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Complete short simple learning related formatted texts	<p>1.1 Identify <i>types of formatted text</i></p> <p>1.2 Identify <i>features of texts</i></p> <p>1.3 Confirm <i>purpose</i> of formatted texts</p> <p>1.4 Enter required information accurately and legibly</p>
2 Create a short simple learning related text	<p>2.1 Identify the requirements of the <i>text</i></p> <p>2.2 Select the <i>appropriate format for the text</i></p> <p>2.3 Prepare the <i>content</i></p>

2.4 Arrange features of text accurately and effectively to meet purpose

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- spatial arrangement, word separation and alignment of text
- a small bank of words and phrases related to the learning environment to enable the preparation of content

Required Skills:

- organisational skills to:
 - construct short written text of one or two phrases / sentences with support
 - locate simple information in text and use it to construct simple text
- problem solving skills to recognise formatting conventions of text.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Types of formatted text may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- a limited range of electronic, printed and texts containing visual elements:
 - *sections* of forms requiring basic information such as name and address on an enrolment form, very simple course evaluation forms
 - simple, short surveys related to participation in learning or related activities in an education setting
 - work sheets, cloze exercises
 - tests, quizzes
 - self assessments
 - tables to be completed
 - timetables
 - checklists
 - charts in a classroom
 - self-paced workbooks

Features of texts may include:

- highly familiar words / phrases:
 - name, address, age
 - place-related and time-related information (street / suburb / town / building / classroom / class time)

- names of facilities and services in the learning / education context, e.g. canteen
- commonly used words and phrases associated with personally relevant education activities
- simple diagrams, for example: hand drawn map of educational institution with facilities marked
- one or two simple sentences for example an application for English classes
- numbers (whole numbers and familiar fractions), for example:
 - time-related information, dates of public holidays/ school holidays, class times
 - place-related information, such as room numbers, building / level numbers
 - connected with money such as course fees, excursion costs
- abbreviations:
 - M / F
 - text messaging abbreviations such 'u' for 'you'
- familiar visuals, for example:
 - layout features and styles (print and screen based)
 - left to right and top to bottom orientation
 - writing on the line
 - capitalisation (including for the personal pronoun I, upper and lower case)
 - full stop punctuation photographs
 - symbols / logos / icons
- layout features and styles (print and screen based)
 - left to right and top to bottom orientation
 - writing on the line
 - capitalisation (including for the personal pronoun I, upper and lower case)
 - punctuation such as full stop

Purpose may include:

- collection of information
- recording information
- organising information for regular reference
- organising time
- mnemonic purposes

Text may include:

- labels in a folder
- short written or electronic note or message for teacher or fellow student

Appropriate format for the text may include:

- paper based or electronic timetable entry
- size of words and visuals
- place of colour, symbols
- inclusion of visual elements
- short text message to teacher or fellow student:
 - “running late”
 - “unable to attend”
- number of characters including spaces
- use of punctuation

Content may include:

- words / phrases:
 - class times and locations
 - homework tasks
- commonly used symbols and icons such as & for ‘and’
- commonly used words from the learning environment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- complete a minimum of one short simple, learning related formatted text
- create one short, simple learning related text which may be digital or paper based

In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains.

Context of and specific resources for assessment

Assessment must ensure:

- access to text types drawn from the learner’s immediate environment which are personally relevant to the learner

At this level, the learner :

- may require additional time to complete written tasks



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

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner planning and creating short, simple learning related paper based and / or digital texts
- portfolio of examples of formatted texts completed by the learner
- written or oral questioning to confirm understanding of the purpose of different text types