

# Implementation Guide

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## Certificates in General Education for Adults 2018

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Education  
and Training



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# Introduction

## Purpose of this Guide

This Guide is intended to support implementation of the Certificates in General Education for Adults (CGEA). The Guide is intended for both experienced and new users of the curriculum and provides information on the changes made to the curriculum during its most recent reaccreditation in 2018.

This guide should be read in conjunction with the CGEA Curriculum. (For information on obtaining the curriculum, see *Accessing Key Documents*).

## VET Sector Overview

Vocational Education and Training (VET) encompasses Further Education in Australia and is a national system. The Australian Industry and Skills Committee (AISC) provides industry with a formal role in relation to policy directions and decision making in the national training system. It advises government on the implementation of national vocational education and training policies, and approves nationally recognised training packages for implementation in the VET system.

The system also comprises:

- National and state regulators that:
  - register training providers as 'registered training organisations' (RTOs)
  - accredit vocational education and training (VET) courses
  - ensure that organisations comply with the conditions and standards for registration, including by carrying out compliance audits.
- Skills Service Organisations (SSOs) that develop and maintain endorsed training packages that reflect the skill needs of industry.
- The Australian Quality Training Framework (AQTF) and the Standards for Registered Training Organisations (SRTOs) 2015, which detail the nationally agreed regulatory arrangements for the VET sector. The AQTF applies to RTOs that are State registered and the SRTOs apply to RTOs that are nationally registered. These standards specify the requirements for training and assessment, learning and assessment strategies, and trainer and assessor qualifications. The AQTF can be accessed [here](#) and the SRTOs can be accessed [here](#).
- The Australian Qualification Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. More information can be accessed [here](#).
- Training Products include endorsed training packages and VET accredited courses. These products have the same status and recognition in the VET system. Endorsed training packages are developed and maintained by national Skills Service Organisations and VET accredited courses are owned and maintained by the copyright owner, which can be an individual, an organisation or a government department.
- Registered Training Organisations (RTOs) comprising Adult and Community Education (ACE), TAFE and private providers.
- State Training Authorities who subsidise public funding of training. In Victoria this is the Department of Education and Training (DET).

Together, these elements provide a system to deliver, assess, administer and ensure the quality of national vocational education and training.



## The CGEA

The CGEA comprises one “Course in” and four AQF level qualifications designed to improve the literacy, numeracy and general education skills of adults.

The curriculum is accredited in Victoria by the Victorian Registration and Qualifications Authority (VRQA) and is listed on Training.gov.au (TGA), which is the National Register on Vocational Education and Training (VET) in Australia and can be accessed on TGA [here](#).

Copyright of the CGEA is held by the Victorian Department of Education and Training, which makes the curriculum available to the training system under a Creative Commons licence. The curriculum is maintained by the General Studies and Further Education Curriculum Maintenance Manager (CMM), on behalf of the copyright owner. The CMM can provide advice on the implementation of the curriculum.

The CGEA is made up of the following three Sections:

- Section A contains Copyright, licencing and accreditation information
- Section B contains course information including mapping of unit equivalence with the previous iteration of the curriculum, the packaging rules for each qualification, nominal durations for qualifications, nominal hours for units and vocational competency requirements for teachers and assessors
- Section C contains the units of competency specific to the CGEA

The curriculum is available for delivery anywhere in Australia and is nationally recognised.

The CGEA consists of the following skill areas:

- Learning (developing learning objectives/goals and learning plans)
- Engaging with different text types (reading)
- Creating different text types (writing)
- Applying Numeracy concepts across different contexts
- General Knowledge across different content areas

The term “engage” in the CGEA units relates to a range of reading processes, such as identify, recognise, locate, decode, getting the gist, match, compare, predict, interpret, infer, analyse, and synthesise. The higher levels of the CGEA may require learners to draw on and integrate all the above processes in order to demonstrate performance in a given task, while the lower levels focus on supporting learners’ performance in tasks related to the more concrete and straightforward of these processes. In this way, the CGEA identifies the interrelated and diverse processes that constitute reading activities in order to support learner progression to more complex tasks and higher levels of performance.

This rationale can be seen in the way that the features of texts are identified and assigned to the five levels of the CGEA, ranging from the simple straightforward features at the lower levels to progressively greater complexity at the higher levels. Describing performance in the CGEA engage units involves the above processes of engagement and the features of the text. Teachers need to consider both these aspects of engagement when selecting appropriate texts and designing tasks.

Similarly, the term “create” in the CGEA units relates to a range of writing processes and language features. At the lower levels this involves completing simple formatted texts and entering highly familiar words and phrases progressing to production of a range of text types. Higher level processes involve drafting and editing processes containing highly complex language features such as specialised vocabulary, register, complex grammatical structures and nuances.

## What has changed?

The following significant changes were made to the current version of the CGEA as part of its reaccreditation in 2018:

- new units on oral communication included in all Certificates except Certificate III
- new oral communication units added to Core Skills Reading field in qualification structure to become **Core Skills Reading and Oracy**
- oral communication units are not mandated and should be selected according to learner need
- learning plan units at the lower levels have been refocused on the development of learning strategies and objectives
- explicit reference to **hand written** in the create units for Initial, Introductory and Certificate I to support the development of handwriting skills
- explicit reference to engaging with **web based texts** in the Engage units to support the development of reading skills associated with interactive digital texts
- level of support made more explicit in the descriptor of each unit
- more information in section B to emphasise that while each course in the CGEA is aligned to an Australian Core Skills Framework (ACSF) level any assessment that is intended to confirm the ACSF level of a learner must reference all relevant performance variables in the ACSF, which include:
  - level of support
  - context
  - text complexity
  - task complexity
- additional electives added to provide a wider variety of options and pathways for learners

The term “**web based texts**” used in the Engage units refers to interactive web sites and is not intended to include screen based word processed documents. Reading online requires a different set of skills from reading paper based text and both are important. Online text is multidimensional, allowing text, graphics, audio, video, animation, hyperlinking and other features to add to the reading experience and support comprehension. This supports the development and application of different reading strategies.

While all qualifications are equivalent to their previous iteration not all units are equivalent. The transition table in section B3.2 of the curriculum document provides information about the relationship between units from the previous iteration of the CGEA and corresponding units from the reaccredited courses. When implementing the CGEA, the current version of units being delivered must be used to develop training and assessment strategies, resources and assessment tools.

## Accessing Key Documents

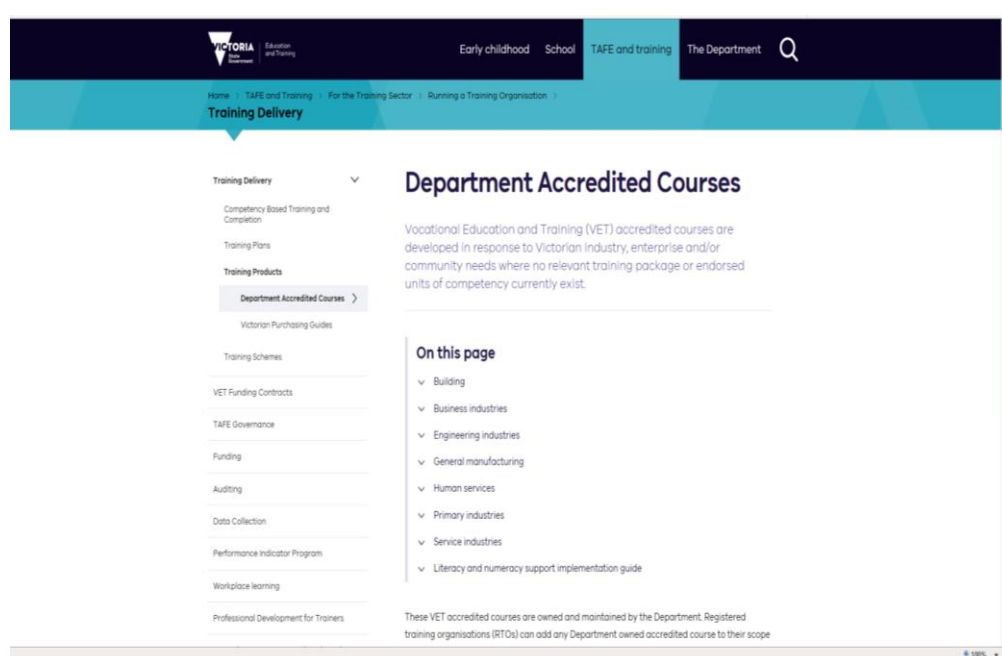
There are two main digital repositories for the key information you will need to implement the CGEA:

- The DET Accredited Courses website can be accessed: [here](#)
- Training.gov (TGA) can be accessed [here](#)

### DET Accredited Courses website

The CGEA curriculum is housed on the Department of Education and Training (DET) website and can be accessed by following the link (see above) and clicking on Service Industries (see screen shot below). Although there is an individual link to each course in the CGEA, each link connects to the full curriculum document which contains all of the courses and units.

The DET website also houses other Crown Copyright curricula, however if you choose to import units or modules from privately owned curricula you would need to contact the copyright owner. Details of copyright owners can be found on TGA.



### Training.gov.au (TGA)

Endorsed training packages can be accessed from TGA [here](#)

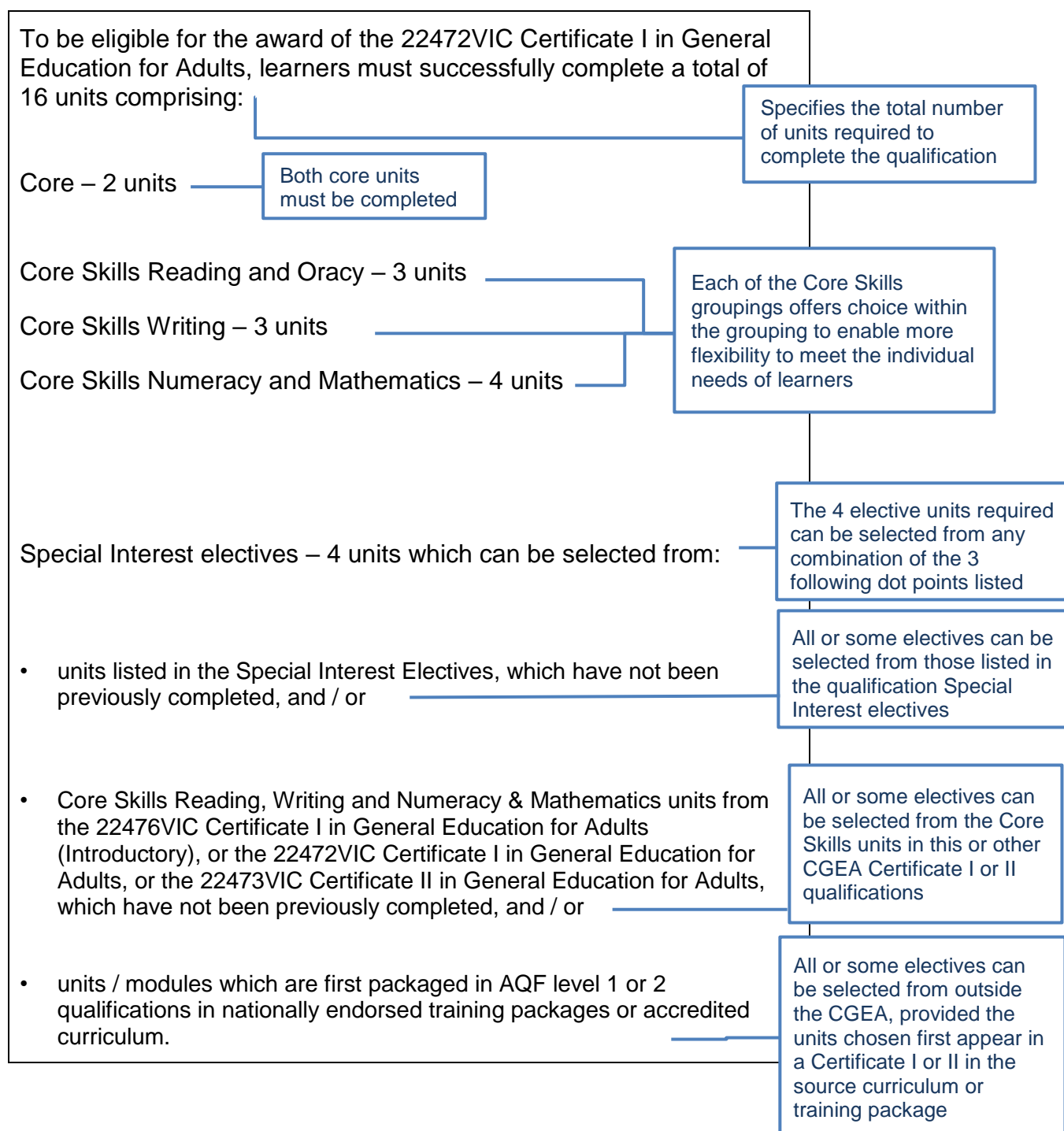




## Interpreting Qualification Packaging Rules

When developing a training program you must comply with the qualification packaging rules which specify the total number of units required and the structure of the qualification. Qualification Packaging Rules can be found in Section B5 of the CGEA curriculum. The packaging rules in all CGEA qualifications aim to provide flexibility to enable individual learner needs to be met, while maintaining the integrity of the Australian Qualifications Framework level of each qualification.

The following example of interpreting packaging rules uses the Certificate I in General Education for Adults.



## Interpreting units of competency

Units of competency from the CGEA contain both mandatory, auditable information and advisory information to assist in implementation. The following diagram provides information on the different components of units of competency. Please note that the complete unit has not been replicated for this example.

### Unit Code

VU22389

### Unit Title

**Engage with texts of limited complexity to participate in the community**

### Unit Descriptor

The Descriptor provides a concise description of the overall unit outcomes and broad idea of the literacy focus and level that needs to be assessed.

This unit describes the skills and knowledge to engage with a range of familiar and less familiar paper and web based text types of limited complexity to participate in the community. Learners at this level work independently and continue to build and use their own familiar support resources.

The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04.

### Employability Skills

This unit contains employability skills.

### Application of the Unit

The Application statement provides advisory information on the audience for the unit and the potential for integration and co-delivery and assessment with other units. The potential to integrate units to reduce over assessment is reinforced in the Evidence Guide – Critical aspects for assessment.

This unit applies to learners seeking to improve their reading skills in order to improve their community participation options.

Where application is as part of the Certificate I in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU22394 Create texts of limited complexity to participate in the community*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU22386 Engage with texts of limited complexity for personal purposes* and *VU22391 Create texts of limited complexity for personal purposes*.

### Element

Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.

### Performance Criteria

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 range statement. Assessment of performance is to be consistent with the evidence guide.

1 Locate familiar and less familiar information in paper and web based text types of limited complexity relevant to community participation

1.1 Locate and identify a range of ***text types of limited complexity related to community participation***

1.2 Describe ***features of text types***

1.3 Identify information relevant to community participation

1.4 Select texts relevant to own purposes

- 2 Read selected texts
  - 2.1 Determine **source** of selected texts
  - 2.2 **Predict** the purpose and audience of the texts
  - 2.3 Use a range of **strategies to comprehend texts**
  - 2.4 Determine main ideas in the texts
  - 2.5 Identify **key descriptive details**

## Required Knowledge and Skills

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

### Required Knowledge:

- strategies used to interpret texts to identify their usefulness
- strategies used in texts to achieve purpose and convey information and opinion
- relationship between source of text and validity of information
- text types have different audiences and different purposes
- ways in which information can be accessed and represented in a number of ways, including in digital mode

The Required Knowledge details the knowledge that underpin performance and which must be assessed.

### Required Skills:

- problem solving skills to:
  - interpret basic structural conventions of texts such as sequencing of information in flowcharts, identification followed by description
  - draw on a range of de-coding and meaning-making strategies to make sense of texts
  - draw on prior knowledge to make sense of text
  - distinguish fact from opinion
- technology skills to access and navigate screen based digital text

The Required Skills details the generic skills that underpin performance and can be assessed in conjunction with performance, for example if a learner is able to distinguish fact from fiction, they have applied problem solving skills

## 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.

***Text types of limited complexity related to community participation*** may include:

Terms that are bold and italicised in the performance criteria are described in the Range Statement. Range Statement items are intended as indicative rather than definitive descriptions.

- longer familiar and less familiar texts which require interpretation and integration of a number of ideas and pieces of information
- web based, paper based, handwritten and visual texts which may include:
  - informative texts such as brochures, community newsletters or notices, local newspaper articles of limited complexity about familiar matters supported by headlines, visual materials
  - persuasive texts such as advertisements, leaflets about community matters, political advertisements
  - transactional texts such as letters from local government or other community organisations
  - formatted texts such as surveys on everyday community matters, or those requiring biographical data for community participation such as membership of an organisation

- procedural texts such as instructions to use public transport ticketing machines
- visual texts such as posters, graffiti, advertisements for community events, maps of local areas of interest

## 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, read and interpret information in a minimum of 3 different text types of limited complexity relevant to community purposes, at least one of which must be web based

### Context of and specific resources for assessment

While there is a requirement to assess a minimum of 3 different text types there is scope to integrate assessment with units from other domains, using the same texts. Refer to the ACSF for further information on features of text types that align to the relevant ACSF level

The texts used to assess this unit should be relevant to the learner and should reflect the ACSF description for the level being assessed.

Assessment must ensure access to:

- personally relevant web based and paper based text types of limited complexity related to community participation
- resources drawn from the learner's local community
- access to communication technology as required

At this level the learner works independently and continues to build and use their own familiar support resources such as using an online dictionary.

In order to support achievement of 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.

### Method(s) of assessment

The suggested methods of assessment are advisory and can be varied.

The following suggested assessment methods are suitable for this unit:

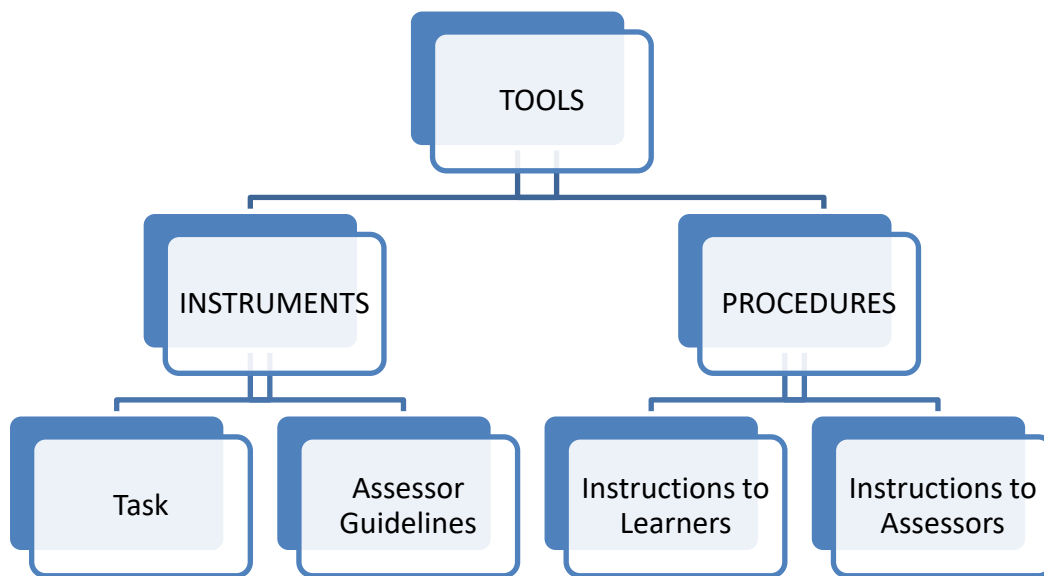
- direct observation of the learner interpreting information in and making meaning of paper based and web based texts of limited complexity
- oral or written questioning to assess knowledge of the purpose and features of different text types related to community participation
- oral information from the learner describing the meaning and effectiveness of the selected texts

## Developing Assessment Tools

Assessment Tools describe the instruments and procedures for gathering, recording and evaluating evidence of learner performance.

**Instruments** may include the tasks, questions and evidence criteria used to make the assessment judgement, also referred to as 'decision making rules'.

**Procedures** may include information and instructions given to the assessor and learner relating to the set-up of the task/activity, how it is administered and how evidence is to be recorded. The diagram below identifies the components of assessment tools.



Assessment tools should include the following information, as a minimum:

- unit/s to be assessed
- target group, context and conditions for the assessment
- outline of the evidence to be gathered from the candidate
- evidence criteria used to judge the quality of performance (i.e. what the decision is based on)
- administration, recording and reporting requirements.

# Using the CGEA

## Placing learners

Adult learners come from diverse educational backgrounds, have diverse educational experiences, needs and aspirations. Learners may also identify specific pathways that they would like to access. It is essential to identify the current literacy and numeracy skills of learners so that these can be used as a basis to place learners in the most suitable CGEA course. This will support learners to succeed in their courses, and to support progress towards their personal, educational or employment goals,

### How do I know which CGEA Certificate level best suits the learner?

Teachers must conduct an initial pre-course assessment to ensure that each learner is placed at the most appropriate level. Initial assessment provides you with valuable information about the learner which can be used in conjunction with the learner to develop an Individual Learning Plan. The pre-course assessment should assess the learner's levels in speaking, listening, reading, writing and numeracy. Speaking and listening are best assessed through a learner interview, which also provides vital information about the learner's past experience and in establishing their aims and aspirations for the future. Questions asked should vary in complexity to reflect progressive levels of literacy. Reading and writing levels should be assessed by a series of increasingly complex tasks.

## The Australian Core Skills Framework (ACSF)

Although each individual CGEA learning, engage, create and numeracy unit has been broadly aligned to the Australian Core Skills Framework (ACSF), it is important to note that this refers to the contribution of the unit towards achieving the level **across the qualification**. This information can be found in the descriptor of each unit. The level of support has also been made more explicit in the descriptor of each unit.

When assessing learners it is important to consider the four performance variables described in the ACSF and reflected in the CGEA units. These variables are consistent across each of the core skills:

- the nature and degree of support available:
  - support can take many forms and come from a wide range of sources, with learners operating at the lower levels requiring individual support and prompting while those operating at the higher levels will be able to work independently and draw on and use a range of established resources through to evaluating a broad range of support resources to complete tasks
- familiarity with the context:
  - those operating at the lower levels will do so in more familiar contexts while progression to higher levels will see learners able to transfer and adapt skills to new contexts
- complexity of the text:
  - complexity relates to aspects such as length, purpose, vocabulary, explicit or embedded information and concrete or abstract information
- complexity of the task:
  - includes processes required for task completion and ranges from concrete tasks with one or two steps to tasks requiring conceptualisation, organisation, analysis and synthesis.

Access the ACSF [here](#)



Following is a matrix from the CGEA Curriculum (Appendix B, page 47) which provides an overview of the broad alignment of each CGEA qualification and its corresponding ACSF level.

## Appendix B: CGEA alignment with the ACSF

\*Conditions of support at the relevant ACSF level must be met to contribute to achievement of the level.

ACSF exit level	ACSF 1	ACSF 2	ACSF 3	ACSF 4	ACSF 5
<b>Engage units</b>	22471VIC Initial	22476VIC Certificate I (Introductory )	22472VIC Certificate I	22473VIC Certificate II	22474VIC Certificate III
<b>Complexity</b>	Short simple Highly familiar	Simple, familiar and predictable	Limited complexity Some familiar and unfamiliar elements	Complex	Highly complex
<b>Range</b>	Limited	Limited Range –at least 2 types of texts	Range	Range of text types	Broad Range of text types
<b>Features</b>	Highly familiar words / phrases Highly familiar purpose and limited highly familiar vocabulary	Simple familiar texts with clear purpose and familiar vocabulary Sentences linked by simple cohesive devices	Routine texts which may include unfamiliar elements, embedded information and abstraction	Texts of relative complexity including embedded information specialised vocabulary, abstraction and symbolism	Highly complex, lexically dense texts with highly embedded information and specialised language
<b>Context</b>	Highly Familiar / personally relevant in very restricted range of contexts	Personally relevant, familiar and predictable	Range of familiar texts and less familiar text types. Some specialisation in familiar contexts	Range of familiar and unfamiliar including specialised less familiar contexts	Broad range including specialisation in one or more contexts
<b>Create units</b>	<b>Initial</b>	<b>Intro</b>	<b>I</b>	<b>II</b>	<b>III</b>
<b>Complexity</b>	Short simple	Simple familiar, clear purpose	Limited complexity	Complex	Highly complex
<b>Range</b>	Limited	Range-create at least 2 text types	Range of text types	Range of text types	Broad Range of text types
<b>Features</b>	Highly familiar words / phrases Concrete and immediate Highly explicit purpose, limited highly familiar vocabulary	Clear purpose and familiar vocabulary	Routine texts which include unfamiliar elements, embedded information and abstraction	Texts including embedded information specialised vocabulary, abstraction and symbolism Structurally complex sentences	Highly complex texts with highly embedded information and specialised language and symbolism.
<b>Context</b>	Highly Familiar / personally relevant in very restricted range of contexts	Familiar / predictable Limited range of contexts	A range of familiar and some less familiar	Range a range of familiar and unfamiliar including specialised less familiar contexts	Broad range including specialisation in one or more contexts
<b>*Support</b>	<b>Works alongside an expert/mentor where prompting and advice can be provided</b>	<b>May work with an expert/mentor where support is available if requested</b>	<b>Works independently and uses own familiar support resources</b>	<b>Works independently and initiates and uses support from a range of established resources</b>	<b>Autonomous learner who accesses and evaluates support from a broad range of sources</b>



## Developing a pre-course assessment

Pre-course assessments need to be broad enough in scope and complexity to enable learners to work through until they reach their ceiling or limit. The ACSF may be used as a framework on which to base the development of tasks and materials to assess listening, speaking reading, writing and numeracy skills. Materials used as the basis for assessment should reflect real texts and tasks. Depending on information collected from the learner through the interview stage of the assessment, tasks should be designed to be used in a wide variety of contexts ranging from generic tasks based on a personal and community domain to tasks related to work or further education. The ACSF provides some sample activities which could be utilised as the basis for developing pre-course assessment tasks.

In many cases a learner's literacy levels will show a spiky profile pattern where they demonstrate different levels across different core skills. For example a learner may be operating at an ACSF level 2 in their reading and writing skills and at ACSF level 1 in their numeracy skills. Based on the skills the learner has demonstrated in the assessment, you will need to make a judgement on the level of the CGEA best suited to their requirements. The packaging rules for each qualification in the CGEA have been designed to enable teachers to select units one level above or below the level being undertaken to provide additional skill development in specific areas. For example a learner enrolled in the Certificate I who has lower numeracy levels could complete additional numeracy units from the Certificate I (Introductory) as part of their special electives to support further development of their numeracy skills. In making a judgement consider the following:

- Is the learner capable of achieving the outcomes specified?
- How much support will the learner need?
- Is this course the most suitable to meet the needs of the learner?
- Does the course enable the learner to access identified pathways?

To further support the judgement process check the:

- course outcomes in Section B2 of the CGEA curriculum document:
- vocational or educational outcomes of the course level you are proposing
- outcomes of the courses at the levels above and below the one you are investigating.

## **Integrating delivery and assessment of CGEA programs**

Although literacy skills as represented through the Engage and Create units and the numeracy units in the CGEA curriculum are structured as individual units across separate domains, literacy practices are acquired through the application of interrelated reading, writing and numeracy skills. The contexts in which these literacy practices are applied and the purposes for which they are applied, are also closely interlinked. Units could be integrated using a number of approaches such as:

- around themes
- based on workplace practice
- through logical association of ideas and practice
- around interests, aspirations or prior knowledge of learners
- on a problem, issue or inquiry basis
- around different domains and contexts of communication
- around a project
- around a set of skills

### **Integrating units: a sample approach**

The following process enables the relationship between units to be identified for integration purposes. The aim of the process is to develop a matrix to determine coverage of the units selected for integration.

1. Identify the units for integration based on clear synergies between the outcomes. This step should be based on identifying links across:
  - Domains in which literacy practices are applied for example personal and community
  - Interlinked literacy skills which support holistic literacy development ie engage and create
  - Required skills and knowledge
  - Critical aspects for assessment and evidence required
  - Suitable methods of assessment
2. Select an appropriate theme or topic to enable contextualisation of the content relevant to the learner group
3. Determine the delivery content required to develop the skills of learners
4. Note the relationship between the content and the performance criteria of the units to ensure full coverage.

## Selecting texts

When selecting texts for the Engage units in the CGEA, it is important to choose texts that maximise learning opportunities for each student. Consider the following:

- Will the text support the learner in demonstrating the prescribed elements and performance criteria for the identified unit?
- Will the text enable learners to draw on the required skills and knowledge for this unit?
- Does the text fall within the recommended range of texts for the unit?
- Are the text features consistent with those described for the unit? (see Range Statement of units for guidance on text features)
- What reading strategies will learners need to draw on to engage in this text?
- Will the text enable learners to demonstrate some or all of the critical aspects of evidence for this unit?
- How could this text be incorporated into delivery for example, in what way could it fit in to a broader topic?

## Authentic texts

Using authentic texts relevant to learners' interests and needs provides exposure to the reality of communication requirements in real life situations. The use of authentic texts furthers the underpinning purpose of the CGEA in supporting engagement in the four social contexts of literacy – family and social life, workplace, education, community and civic life. Using authentic texts also provides a basis for teachers to gauge how adequately learners' actual skills and knowledge equip them to deal with the requirements of these social contexts.

Authentic texts are products of communication drawn from real life settings – workplace, community, learning, social and personal environments. Their authenticity relates to the fact that they are created for a purpose and an audience within a particular environment. Some examples of authentic texts across the above domains include:

- community notices and calendars
- local council communications
- utility bills
- shopping catalogues
- ATM screens
- workplace rosters
- maps of community facilities
- newspaper articles
- blogs
- journal articles
- digital stories

## Using the CGEA

The CGEA is delivered across a number of contexts, settings and programs using different approaches.

This section contains five samples showing how the CGEA is delivered and assessed using a number of models and approaches:

- integrating CGEA units using a thematic approach
- supporting VET programs
- integrating literacy and numeracy in the CGEA
- using a numeracy unit as part of a skills based approach
- engaging with short simple texts in the community

Note:

The samples have been provided by RTOs and are intended as examples only. They have not been quality assured for compliance with the SRTOs or the AQTF.

## Sample 1: Integrating using a thematic approach

Sample 1 is an example of using a theme based approach to integrate the delivery and assessment of CGEA units across the domains of personal and community in the Certificate I in General Education for Adults. It presents ideas for the selection of text types and suggestions for sample assessment tasks.

This example can be adapted for a Certificate I in General Education for Adults (Introductory) by changing the focus of the text from persuasive to narrative and modifying the level of engagement required of the learner. For example, at the lower level the learner may be asked to identify main ideas as opposed to integrating several ideas while at a higher level the learner can synthesise information from different sources and make some inferences about the text and its author.

### The learners

The learners comprise a group of mainly mature aged women who are re-engaging with learning after working and raising families. In their pre course assessments many of the learners indicated that one of their main goals was to improve their literacy and numeracy skills to enable them to participate more confidently in their local communities and to engage with issues impacting on them and their families.

### The program

The following program was based the needs and goals of the learners identified through the pre-course interviews. The focus of the program is on community access and participation.

Code	Title
<b>Core</b>	
VU22384	Develop and document a learning plan and portfolio
VU22385	Plan and undertake a project
<b>Core Skills Reading and Oracy</b>	
VU22386	Engage with texts of limited complexity for personal purposes
VU22387	Engage with texts of limited complexity for learning purposes
VU22389	Engage with texts of limited complexity to participate in the community
<b>Core Skills Writing</b>	
VU22391	Create texts of limited complexity for personal purposes
VU22392	Create texts of limited complexity for learning purposes
VU22394	Create texts of limited complexity to participate in the community
<b>Core Skills Numeracy</b>	
VU22395	Work with a range of numbers and money in familiar and routine situations
VU22396	Work with and interpret directions in familiar and routine situations
VU22400	Work with and interpret numerical information in familiar and routine texts
VU22398	Work with and interpret statistical information in familiar and routine texts
<b>Electives</b>	
BSBITU101	Operate a personal computer
ICAICT103	Use, communicate and search securely on the internet
VU22381	Identify features of the health care system
VU22402	Undertake a simple investigation of health and well being

## Applying an approach to integrating units

The following units from the program were selected for integrated delivery and assessment due to the synergies and links between them and the opportunities they provide for integrated skills development across the domains of personal and community:

- VU22389 Engage with texts of limited complexity to participate in the community
- VU22394 Create texts of limited complexity to participate in the community
- VU22386 Engage with texts of limited complexity for personal purposes
- VU22391 Create texts of limited complexity for personal purposes

## The Theme

Following discussion, the learner group identified a health theme relevant to their stage of life. The theme contains a number of components brainstormed by the learners:

- Healthy life styles
- Issues in the health system
- Women's health
- Community health services

The learners were particularly interested in community health awareness activities. After considering a number of options, the class decided to host Australia's Biggest Morning Tea as this was a current event linked with the broader health theme. This is an annual Cancer Council fundraising event where groups of people come together to share a morning tea to raise money to support the work of the Cancer Council. Cancer Council resources that support the assessment can be accessed [here](#)

Part 1 of this sample task requires learners to complete an individual assessment, while part 2 involving organising the morning tea can be conducted as a group project with supervision and support from teachers. Where Part 2 is conducted as a group project each student will need to submit evidence of their contribution to the project to enable the assessor to make a decision for each individual student.

## Topic: Australia's Biggest Morning Tea (ABMT)

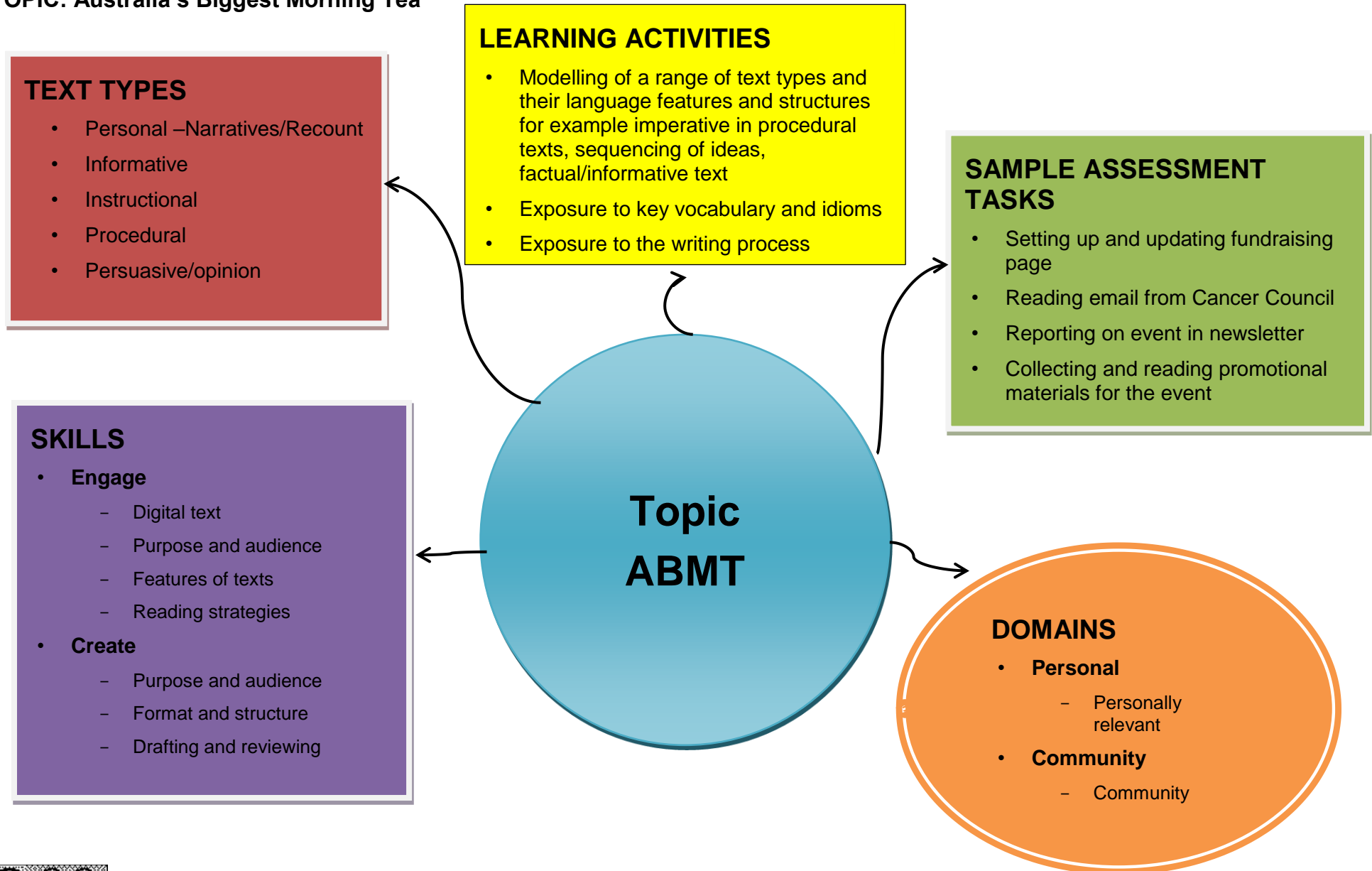
This topic and the sample activities and tasks associated with it provide a number of learning benefits for the learners and a number of opportunities for integration. In particular it provides:

- opportunity to consolidate and apply literacy and numeracy skills in a real context and for a real purpose
- engagement with and exposure to a number of text types with different purposes and audiences
- creation of a number of text types for different purposes and audiences
- interaction with a number of external stakeholders to seek information to support the planning of the event. This interaction also enhances learning experiences, provides opportunities for community participation and establishes opportunities for potential community voluntary work

These considerations are captured in the following diagram.



**TOPIC: Australia's Biggest Morning Tea**



The following table presents some sample tasks and text types which could be contextualised for delivery and assessment for this theme and related to the personal and community domains. The sample tasks enable exposure to procedural, informative, persuasive and narrative text types across the engage and create units as well as interactive web based texts.

Sample task	Text type	Skills and knowledge
Read email from Cancer Council	Persuasive / transactional	<ul style="list-style-type: none"> <li>strategies used to convey purpose, information and opinion to identified audiences and the effectiveness of this</li> <li>different modes in which information is presented including interactive web based texts</li> <li>interpreting basic structural conventions of text including drawing on meaning making strategies, sequencing and description</li> <li>conveying information about texts orally</li> <li>accessing, navigating and interpreting digital information sources</li> <li>connecting ideas and information related to the topic</li> <li>using the process of planning, drafting and proofreading to create different text types</li> </ul>
Follow online instructions to set up fundraising page for ABMT	Procedural	
Update and communicate information about event using fundraising page	Informative	
Recount event for community newsletter	Narrative / informative	
Create promotional material for the event	Informative / persuasive	
Group project to organise morning tea		



### **Advice to the teacher**

Before being assessed, learners will require a number of scaffolding activities to expose them to a range of text types related to the topic selected. This should include identifying texts relevant to own needs as well as exposure to:

- language features and structures for example imperative in procedural texts
- sample persuasive texts which demonstrate sequencing of ideas and supporting information
- layout and purpose of different text types
- sample recounts including structure, grammatical features, descriptive language
- key vocabulary and idioms
- key steps in the writing process
- accessing and working with interactive web based text

## **Sample Task Part 1: Email from Cancer Council**

### **Sample Assessment Tool**

This sample assessment tool is for the first task in the above table. It contains the following components:

#### **Assessor Instructions**

- Instructions on administering and assessing the task. Each student should be given the opportunity to work with the assessor one-on-one. This tool is for teacher/assessor use
- Recording sheet which includes verbal questions and guidance as to what the assessor needs to consider to make a judgment

#### **Instructions to the learner**

- Provides instructions to the learner on how to complete the task

**Sample task** – this example requires students to read an email inviting participation in ABMT. It requires learners to;

- Respond verbally to questions about the email
- Apply a range of strategies to interpret and analyse the text
- Assess the effectiveness of the text in achieving purpose

The teacher would have registered the class and received the email. Learners would then be provided with a legible copy of the email to complete the first part of the assessment task.

Preliminary activities which can support this task may include:

- recognising the layout of emails
- identifying and describing the features of persuasive texts

**Qualification: 22472VIC Certificate 1 in General Education for Adults**

**Sample Task: Part 1**

**Units:** VU22386 Engage with texts of limited complexity for personal purposes

VU22389 Engage with texts of limited complexity to participate in the community

**Context:** The class decided to host Australia's Biggest Morning Tea as their project. The teacher registered interest and received a Cancer Council authorisation email to fundraise.

**Text type:** Informative/Persuasive

**Resource:** Email from Cancer Council inviting registration for ABMT

**Assessor Instructions**

- Students should be familiar with the context but not familiar with the particular text to be assessed
- Students should be given the text and question sheet/s
- Student responses can be oral or written

**Assessment Procedure**

- Students should work independently to answer the questions
- Students can use dictionaries or clarify questions with the teacher
- Students should complete the assessment in class
- Students can complete this task using a hard copy of the email or a digital copy.

**Instructions for the Learner**

Part 1 of the Assessment task is part of your assessment for the following units:

- VU22386 Engage with texts of limited complexity for personal purposes
- VU22389 Engage with texts of limited complexity to participate in the community

For this assessment you are required to:

- Read the text
- Answer questions about the text

You can answer the questions verbally or in writing.

1. What kind of text is this? How do you know?

Cancer Council NSW – VIC ABMT 18

Mary Brown – Make your cup count! Australia’s Biggest Morning Tea 2018

---

**From:** “Cancer Council VIC” <abmt@cancervic.org.au>

**To:** “Mary.Brown@anrto.edu.au

**Date:** 4/06/2018 10.04 AM

**Subject:** Make your cup count! Australia’s Biggest Morning Tea 2018

---



Dear Mary,

As a past host you may have already heard from the Australia’s Biggest Morning Tea team asking you to [register](#) for 2018. I hope you will accept this offer.

My name is Susan Humer and as a breast cancer survivor, I know first hand how the funds raised from events such as Australia’s Biggest Morning Tea touch the lives of real people.

As a single mother, feeling alone and scared after my cancer diagnosis, I reached out to the Cancer Council helpline (13 11 20) for support and guidance. The cancer nurses I spoke to were amazing.

Having been involved in many morning teas before, I always knew our donations were going to a good cause, but now I realise just how important this is to everyday people, like my son James and I.

This year I will be celebrating Australia’s Biggest Morning Tea as a survivor and I strongly urge to get involved – it’s such an easy way to make a real difference.

Warm regards

*Susan Humer*

P.S. Money raised will help support services, like the Cancer Council Helpline. If you can’t host please consider making a [donation](#). Every dollar counts.

2. Who is the text from?
3. Why was the text written?
4. What are the main ideas in the text?
5. Are there any parts of the text or words which you found difficult to understand? How did you work out the meaning of these?
6. What opinions or recommendations does the text offer?

7. Do you think the text is well written and achieves its purpose? Why/why not?
8. Do you think hosting ABMT is a good way to raise money for the Cancer Council? Why / why not?

### Sample responses

The table below provides the assessor with guidance to assist in making a judgement as to whether a learner meets the requirements of the task.

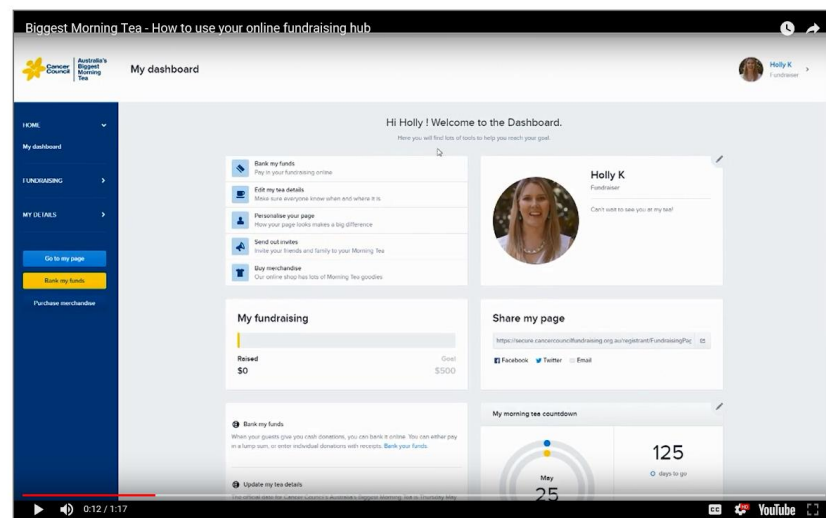
Sample question	Evidence required
1. What kind of text is this? How do you know?	Learner identifies text as email and refers to features of an email such as: <ul style="list-style-type: none"> <li>- email title</li> <li>- email sender and receiver: From/to</li> <li>- date and time email sent</li> <li>- email subject</li> <li>- opening salutation</li> <li>- sign off</li> </ul>
2. Who is the text from?	Identifies Cancer Council as source of text May use logo as a cue
3. Why was the text written?	Identifies purpose of text to persuade and inform although the student may not use these exact terms Persuasive: trying to persuade reader to get involved Informative: information about a survivor and how funds raised helped
4. What are the main ideas in the text?	Identifies the personal experience of the writer and the strong recommendation to participate
5. Are there any parts of the text or words which you found difficult to understand? How did you work out the meaning of these?	Might identify specific vocabulary Demonstrates strategies to make meaning of text such as: <ul style="list-style-type: none"> <li>- Identifying key words</li> <li>- Re-reading</li> <li>- Using contextual cues</li> <li>- Using visual information</li> </ul>
6. What opinions or recommendations does the text offer?	Identifies use of persuasive language, opinion and bias of writer such as: <ul style="list-style-type: none"> <li>- The cancer nurses I spoke to were amazing</li> <li>- It's such an easy way to make a real difference</li> </ul>
7. Do you think the text is well written and achieves its purpose? Why/why not?	Offers an opinion about the effectiveness of the email with at least one supporting reason
9. Do you think hosting ABMT is a good way to raise money for the Cancer Council? Why / why not?	Provides an opinion about whether the email has convinced them to participate and gives at least one reason.

## Sample Task 2: setting up fundraising page

The task incorporates a procedural and informative text type:

Task Description	Text type	Units
Go to Australia's biggest morning tea website by clicking <a href="#">here</a>	Procedural	VU22389 Engage with texts of limited complexity to participate in the community
Follow the instructions in the online demonstration to set up a fundraising page		
Enter information about your morning tea for example:	Informative	VU22394 Create texts of limited complexity to participate in the community
<ul style="list-style-type: none"> <li>Background information about the event</li> <li>Personal message</li> <li>Event details</li> </ul>		
Update information		
Edit and draft content		

The information below can be accessed from the Australia's Biggest Morning Tea website [here](#) and supports the above task. It provides an online demonstration of how to set up (engage) and enter information on your fundraising page (create).



This sample can also be extended and used to incorporate VU22385 *Plan and undertake a project*. Based on Australia's Biggest Morning Tea (ABMT), learners can plan, prepare, carry out and evaluate the event as part of a group project with supervision and support from teachers. When conducting a group project thought must be given as to how each individual student can evidence that they have met the assessment requirements.

## **Sample 2: Using the CGEA as part of Literacy and Numeracy Support**

Single or groups of units from the CGEA are increasingly being used to provide literacy support for learners in mainstream vocational programs. The following examples illustrate how units from the CGEA are being used to support learners undertaking the following VET qualifications:

- UEE30811 Certificate III in Electro-technology Electrician
- CHC30213 Certificate III in Education Support.

### **The approach**

Literacy and numeracy assistance can take a number of approaches:

- LN teachers working in the VET classrooms with the VET teachers
- LN teachers running 1-2 hour workshops in VET classes on tailored material as requested by the VET teacher. This could include workshops on paraphrasing, structuring paragraphs, basic numeracy concepts.
- Up front sessions run by LN teachers to prepare students for their VET course.
- One on one or small group appointments to assist student complete course requirements.

LN assistance is provided when requested by the VET teacher (for the first three options) or by the student (last option.)

### **Models of Support**

Support for learners is provided through a number of activities:

#### **Consolidation of skills**

The LN teacher consolidates the learning that occurred previously. This includes:

- working with students individually as requested in one to one sessions outside class times
- reinforcing literacy and mathematical concepts with the whole group and checking concepts during delivery
- adapting delivery documents and resources including input into assessment task design to ensure they are clearly presented and do not require literacy and/or numeracy skills which are beyond the requirements of the unit. .

#### **Developing a positive working partnership**

To work effectively, the LN support model requires a positive and constructive partnership between the VET teacher and LN teacher where the VET teacher is comfortable with the LN teacher participating in the class and providing feedback. Sometimes it can take a period of time to develop this level of trust.

It is essential to build in time to plan sessions with the VET teacher before the classes and for the LN teacher to have an understanding of the VET concepts to be covered. This is vital to the success and effectiveness of the any support program along with time to reflect on and evaluate successes and difficulties.

The VET teacher in Example 1 would like to further develop the model so that team teaching is more prominent in the class. Student evaluations indicated that students felt they benefitted from the LN assistance.

Some issues which have arisen in using the CGEA as part of a support model include:

- Ensuring the LN teacher has covered all elements from the CGEA unit while supporting a VET class can be difficult as the delivery is not controlled by the LN teacher and they may not have a lot of input into the delivery. To overcome this, the co-ordinator requests that the LN teachers be able to conduct some of the delivery. This should be built into the planning process.
- Identifying CGEA units that support the VET unit outcome requirements can be difficult as there are sometimes components of the CGEA unit that are not directly aligned to the outcomes of the vocational unit, for example if using the CGEA number and money units, it is often only the number component that is required to support the vocational qualifications. Similarly learners may need to read and interpret charts but not graphs. A mapping between the VET unit outcomes and the relevant CGEA unit/s must be undertaken.
- Finding LN teachers with enough knowledge of the particular VET content area to be able to contextualise the LLN skills to the vocational content area, for example, where the VET class has a science focus such as where LN support is required in the area of anatomy and physiology to support a nursing pathway qualification.



## Example 1: Certificate III in Electro-technology Electrician

### Context

The Certificate III in Electro-technology Electrician trainer requested support for learners for the unit *UEENEEG102A Solve problems in low voltage a.c. circuits* as the performance outcomes and required knowledge for this unit require the application of mathematical concepts to solve circuit problems. The unit was mapped against the Australian Core Skills Framework (ACSF) to identify the numeracy level required to successfully complete the unit.

Literacy and numeracy assessments were also conducted for each learner to identify their current LL&N skills against the ACSF. This indicated gaps between the numeracy level required to complete the unit and the current numeracy skills of some learners.

To address the gaps identified, the CGEA numeracy unit *VU22424 Investigate and use simple mathematical formulae and problem solving techniques* from the Certificate II in General Education for Adults was selected to support development of the required numeracy skills.

### The learners

The learners were Electrical apprentices, all male, mostly aged in their late teens and early twenties. They are enrolled in the Certificate III in Electro-technology Electrician. The students are working and come to classes one day a week. The students have completed an online literacy and numeracy indicator assessment mapped to the ACSF. This indicated that there were some students in the class who would struggle with the concepts which underpin competency in the vocational qualification. It is important to note that LN support is given when requested regardless of student results.

The numeracy support is provided to first and second year apprentices. At the beginning of the support, the Numeracy teacher takes two 4 hour classes to bring the learners up to date with the following:

- engineering notation
- identifying and transposing formulae
- basic algebra and SI units.

The numeracy teacher then continues to provide support in the class as a support teacher for *UEENEEG102A Solve problems in low voltage a.c. circuits*. The Numeracy teacher also takes two 4 hour sessions on Trigonometry, Pythagoras and Algebra at the beginning of the support for the second year apprentices and then again continues with the class for the duration of the unit *UEENEEG102A Solve problems in low voltage a.c. circuits*.

## Example 2: Certificate III in Education Support

The teacher for the Certificate III in Education Support requested support for learners for multiple units including:

- CHCECE006 Support behaviour of children and young people
- CHCEDS011 Search and assess online information

- CHCEDS016 Support learning for students with disabilities in a classroom environment
- CHCEDS018 Support students with additional needs in the classroom environments.

The performance outcomes and performance and knowledge evidence for these units require the application of literacy concepts to research information and write reports. The course was mapped against the Australian Core Skills Framework (ACSF) to identify the literacy level required to successfully complete the units.

Literacy and numeracy assessments were also conducted for each learner to identify their current Literacy & Numeracy skills against the ACSF. This indicated gaps between the literacy level required to complete the units and the current literacy skills of some learners.

To address the gaps identified, the following CGEA units from the 22472VIC Certificate I in General Education for Adults were selected to support development of the required literacy skills. :

- VU22388 Engage with texts of limited complexity for employment purposes
- VU22392 Create texts of limited complexity for learning purposes

The support is provided in a team teaching situation where the LN teacher works with students as they are completing work in the class. The LN teacher writes key words and meanings on the board as the VET teacher is delivering the content, asks questions or clarification of the VET teacher if she can see the students haven't grasped a concept and occasionally delivers to the class on study skills such as plagiarism, structure of essays and reports.

### **The learners**

The learners in the Certificate III in Educational Support are a large group of 28 students from ethnically diverse backgrounds including India, Iraq, Turkey and Lebanon. Most learners were born in Australia and consist mainly of female (2 male) learners ranging in age between 19 and 59. There is a large group of younger learners ranging from 19 to 25 years of age.

## Sample 3 – Integrating Literacy and Numeracy

### Sample 3: Integrating Literacy and Numeracy

Literacy and numeracy are often seen as two separate areas and as a result are often delivered and assessed in isolation to each other. However in real life, literacy and numeracy are often closely interwoven in the different literacy practices in which we engage, for example reading timetables or following instructions on how to mix fertiliser for the garden.

Integrating literacy and numeracy:

- Makes sense to learners
- Provides a holistic approach to learning
- Reinforces concepts
- Cuts down on the number of assessments

Literacy and numeracy can be brought together through:

- a theme
- an excursion
- a project
- a text
- student interest / need
- current news events

The following sample shows how literacy and numeracy can be integrated by using a theme: “My Neighbourhood”.

**Qualification:** 22471VIC Course in Initial General Education for Adults

**Units:**

- VU22343 Engage with short simple texts for personal purposes
- VU22344 Engage with short simple texts for learning purposes
- VU22357 Recognise and locate numerical information in simple, highly familiar tables and graphs
- VU22353 Recognise, give and follow simple and familiar directions

There are 3 tasks for this sample. Only the first task provides assessment details while the other 2 sample tasks provide more general information for further development and contextualisation by teachers. Please note that these tasks do not cover all the requirements of the above units.

### Sample 3 – Integrating Literacy and Numeracy

The following table presents some sample tasks and text types which could be contextualised for delivery and assessment of the identified units

Sample Tasks	Text type	Skills and knowledge
1. Read mobile library text	Informative	<ul style="list-style-type: none"><li>• Text types relevant to personal and learning purposes</li><li>• Application of basic reading strategies:<ul style="list-style-type: none"><li>– Use of cues</li><li>– Word attack</li><li>– Sight vocabulary</li><li>– Using digital information</li></ul></li><li>• Recognising symbols</li><li>• Locating numerical information in tables and graphs</li><li>• Key features of tables and graphs</li><li>• Language of position and location</li></ul>
2. Recognise information in simple graph on the number of mobile libraries across Victoria	Informative	
3. Locate local libraries on a map	Informative / Transactional	

## Sample 3 – Integrating Literacy and Numeracy

### Sample task 1

**Context:** Learners had identified an interest in exploring their community and this task formed part of the assessment of a unit of work focussing on different components of the community. The task involves engaging with a timetable of opening hours for the Hume mobile library as this is the learners' local area. It provides evidence for engagement with a digitally based text and partial evidence for the numeracy unit. To meet the remaining evidence requirement for this unit (identifying simple information in graphs) learners could identify information in a graph showing the number of mobile libraries. An extension task could include working with maps to locate local libraries. Learners would work with information about the libraries in their own local areas. Mobile libraries are common in regional areas so the task could be contextualised to local libraries in metropolitan areas for learners in metropolitan areas. The following site allows learners to locate their local library and enables them to engage with activities across different CGEA levels. Access the site [here](#).

The site can be used to locate simple information such as opening hours for lower level learners to tasks such as comparing and evaluating library services across the local area for higher level learners.

**Learners:** The students came from diverse Non English Speaking Background (NESB) backgrounds and were mainly women aged between 25 and 45 with limited education. They were long term residents and some were not literate in their first language.

**Text type:** Informative/transactional

**Resource:** [http://www.humelibraries.vic.gov.au/Locations\\_Hours/Libraries/Hume\\_Mobile\\_Library](http://www.humelibraries.vic.gov.au/Locations_Hours/Libraries/Hume_Mobile_Library)

### Scaffolded learning activities

Students were exposed to simple timetables and their features including place and time related information. They were introduced to the language of tables including column and row. They were also introduced to simple information presented in a digital medium and basic access to and navigation of a digital page.

### Assessor Instructions

- Students should be familiar with the context and text type but not with the particular text to be assessed
- Students should be given the question sheet/s. Support should be provided as required
- Student responses can be oral or written

### Assessment Procedure

- Students should have access to support to access and navigate digital media and answer or clarify questions
- Students should complete the assessment in class
- Explain instructions for the task orally

### Instructions for the Learner

#### Units

This assessment task is part of your assessment for these units:

- VU22343 Engage with short simple texts for personal purposes
- VU22344 Engage with short simple texts for learning purposes
- VU22357 Recognise and locate numerical information in simple, highly familiar tables and graphs



### Sample 3 – Integrating Literacy and Numeracy

For this assessment you are required to read a text from the internet.

You need to:

- Locate the text: [here](#)
- Read the text
- Answer the questions about the text

### Sample 3 – Integrating Literacy and Numeracy

You can answer the questions verbally or in writing

(For assessor – digitally based text in hard copy)

Hume Mobile Library (accessed 21/5/2018)

The screenshot shows the Hume Libraries website. The header features the Hume City Council logo and the text 'HUME LIBRARIES' in large green letters. A search bar is on the right. Below the header is a navigation menu with links: Home, Locations & Hours, Search the Catalogue, Using Your Library, Learning Programs, Digital Library, What's On, and Hume City Council. The main content area is titled 'Hume Mobile Library' and includes a list of libraries on the left. The central part shows the operating hours for the Hume Mobile Library, which operates on a weekly timetable across Campbellfield, Coolaroo, Dallas, Greenvale, and Meadow Heights. The hours are listed for Tuesday through Sunday. On the right, there is a 'I Want To...' section with links to various services like downloading eBooks, volunteering, and searching the catalogue. Below that is a 'Related Links' section with links to social media pages.

**Hume City Council**  
**HUME LIBRARIES**

Search  **GO**

**A-Z Listing** **Email** **Print** **Text Size**

**Home** **Locations & Hours** **Search the Catalogue** **Using Your Library** **Learning Programs** **Digital Library** **What's On** **Hume City Council**

**Libraries**

- Broadmeadows Library
- Craigieburn Library
- Gladstone Park Community Library
- Hume Mobile Library**
- Sunbury Library
- Tullamarine Library

You are here : [Home](#) > [Locations & Hours](#) > [Libraries](#) > Hume Mobile Library

**Hume Mobile Library**

Tel: 03 9356 6980

The Hume Mobile Library operates on a weekly timetable across Campbellfield, Coolaroo, Dallas, Greenvale and Meadow Heights.

<b>Tuesday:</b>	<b>1 - 7pm</b>	<b>Visy Cares Learning Centre 13 - 17 Hudson Circuit, Meadow Heights</b>
<b>Wednesday:</b>	<b>3 - 7.30pm</b>	<b>Greenvale Shopping Centre Greenvale Drive, Greenvale</b>
<b>Thursday:</b>	<b>3 - 4pm</b>	<b>Outside Coolaroo South Primary School Bushfield Crescent, Coolaroo</b>
	<b>5 - 7.30pm</b>	<b>Campbellfield Plaza Corner Sydney Road and Mahoneys Road, Campbellfield</b>
<b>Friday:</b>	<b>9am - 12noon</b>	<b>Campbellfield Community Hall Somerset Road, Campbellfield</b>
	<b>1 - 5pm</b>	<b>Dallas Shopping Centre Dargie Court, Dallas</b>
<b>Saturday:</b>	<b>9am - 12noon</b>	<b>Greenvale Shopping Centre Greenvale Drive, Greenvale</b>
<b>Sunday:</b>	<b>Closed</b>	

Closed on public holidays.

**I Want To...**

- Download an eBook
- Volunteer
- Search the catalogue
- View my account
- Use the Online Library
- Find a library
- Research family history
- Join the library
- Renew an item
- Sign up to e-news
- Book a computer
- Book an event
- Mobile Print
- Cybersafety

**Related Links**

- Whats On
- Visit our Facebook page
- Visit us on Pinterest
- See our Flickr photos
- See our Youtube Channel

[http://www.humelibraries.vic.gov.au/Locations\\_Hours/Libraries/Hume\\_Mobile\\_Library](http://www.humelibraries.vic.gov.au/Locations_Hours/Libraries/Hume_Mobile_Library)

## Sample 3 – Integrating Literacy and Numeracy

**ALL QUESTIONS MUST BE ANSWERED CORRECTLY IN CLASS TIME**

**1. This text is:** *(Circle 1)*

- a. an invitation
- b. a road sign
- c. a timetable
- d. a student card

**2. This text:** *(Circle 1 or more)*

- a. has numbers
- b. has symbols
- c. has pictures
- d. has names of places

**3a. What is the telephone number for the Hume Mobile Library?**

**3b. Which day is the Hume Mobile Library near your area?**

**3c. What is a good time for you to use the mobile library in your area?**

**4. What do you do when you find words or information you do not understand?**

**5. This text is from:** *(Circle 1)*

- a. a friend
- b. the council
- c. a school

**6. This text is about:** *(Circle )*

- a. the cost of using the Hume Mobile Library
- b. the time and places where the Hume Mobile Library goes
- c. joining the Hume Mobile Library

**7. Why was this text written? To:** *(Circle 1)*

- a. provide information
- b. make you laugh
- c. give directions



### Sample 3 – Integrating Literacy and Numeracy

The sample recording sheet below provides the assessor with guidance to assist in making a judgement as to whether a learner meets the requirements of the first task above and enables evidence to be recorded.

Sample question	Learner response (record)	Evidence required	Satisfactory / additional evidence required
Text type		Learner identifies text as timetable: columns, column headings, times, days of the week	
Text features		Learner identifies place-related information such as addresses and time related information such as hours, days	
Specific information in text		Source: identifies Council logo, name of council Learner identifies telephone numbers, opening times for different days of the week Locates and extracts simple numerical information such as time and addresses Conveys simple numerical information orally	
Reading strategies		Learner identifies unknown words and sounds out Recognises council logo Use columns and rows to make meaning Use dictionary Offers idea about purpose of the text	

## Sample 3 – Integrating Literacy and Numeracy

### Other sample tasks to support this theme

#### Sample task 2

The two sample tasks below are related to this theme but have not been fully developed. They provide further ideas on how numeracy can be integrated into this theme.

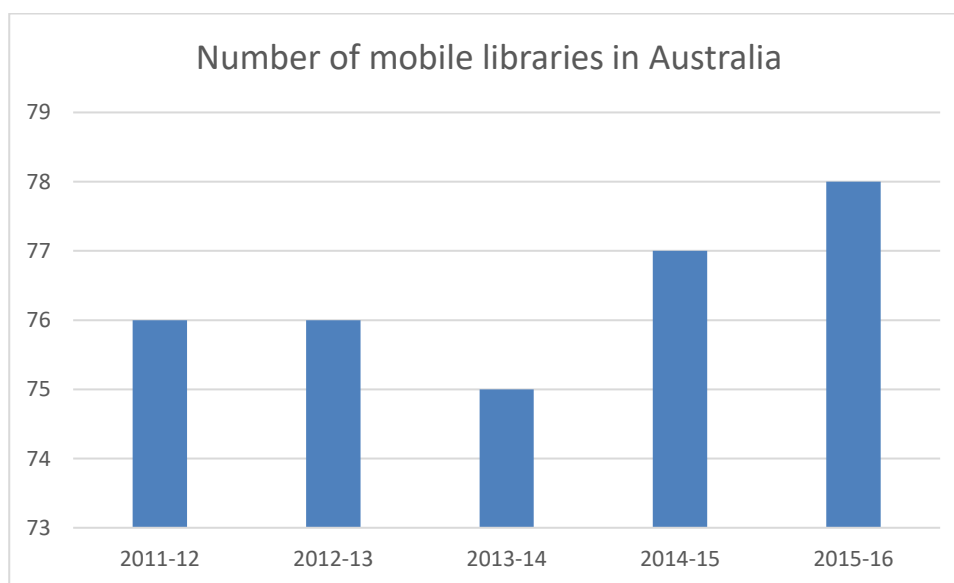
The following simple graph has been developed using information from the Australian Public Library Statistics 2015-2016 which can be accessed [here](#). It shows the number of mobile libraries in Australia (accessed 24 May 2018).

The table and graph below can be used to integrate assessment of the unit VU22357 *Recognise and locate numerical information in simple, highly familiar tables and graphs*, with other tasks developed to assess the learner's ability to recognise and locate numerical information in simple highly familiar graphs. Tasks can include:

- Recognising the features and the number values in the table and graph
- Locating specific numerical information in the table and graph
- Reporting on the numerical information

Number of mobile libraries in Australia

2011-12	2012-13	2013-14	2014-15	2015-16
76	76	75	77	78

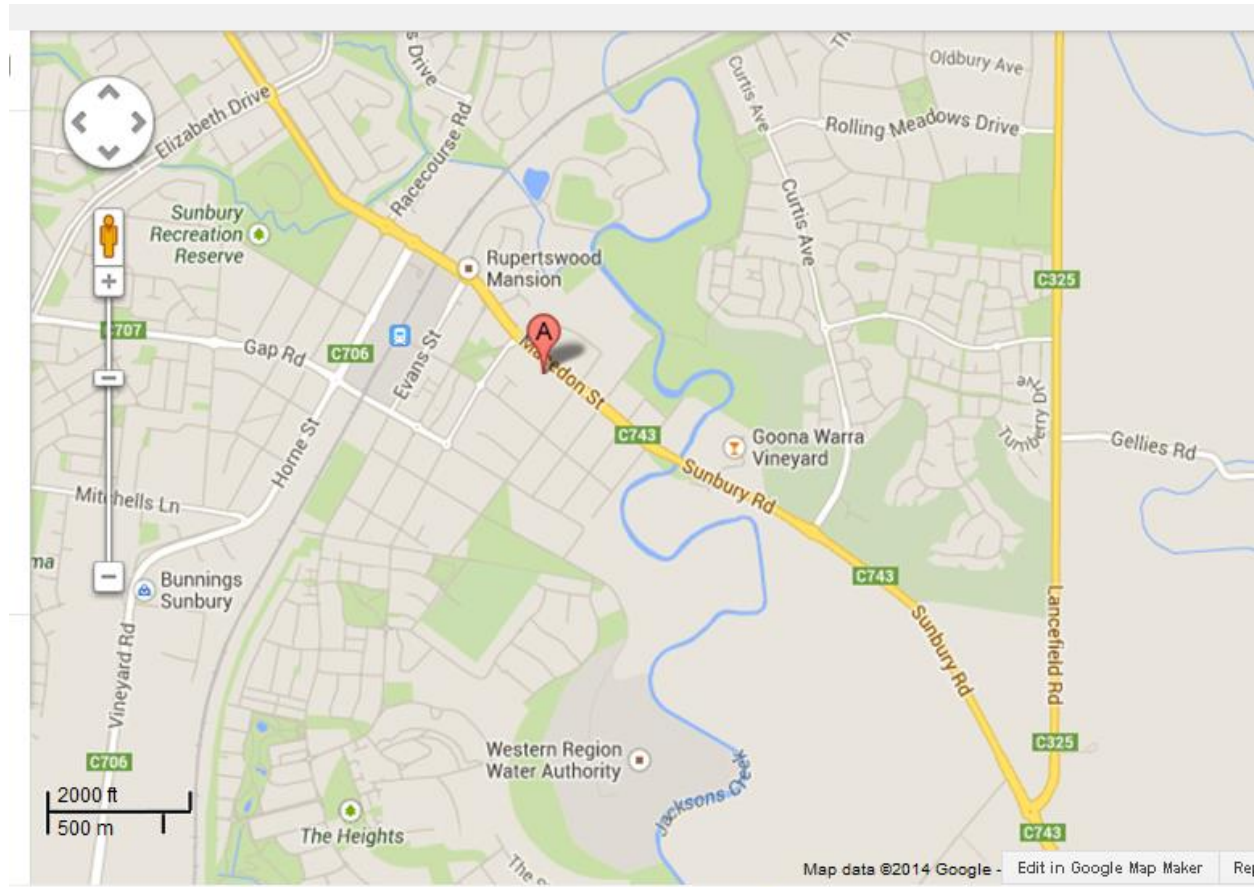


## Sample 3 – Integrating Literacy and Numeracy

### Sample task 3

The following map shows the location of the Sunbury library and can be used as the basis for a task to integrate assessment of the unit VU22353 Recognise, give and follow simple and familiar directions.

A task can be developed in which learners are asked to identify explicit locations using simple concepts of position and location and follow and give simple, familiar directions to other learners.



## Sample 4: Using numeracy units

### Sample 4: Using Numeracy units

The following sample shows an example of a skills based approach to the development of targeted numeracy skills by using the unit VU22373 Work with and interpret simple statistical information in familiar texts from the 22476VIC Certificate I in General Education for Adults (Introductory):

The sample assessment task forms one component of assessment for this unit and assesses the following numeracy skills:

- interpreting simple statistical information
- constructing simple graphs based on whole value data

#### Context

This sample assessment task is part of a food/health unit where students first explore healthy eating, how much they eat and how much salt, fat and sugar they consume.

The assessment task requires students to:

- use information on the number of junk food advertisements shown on commercial free to air television at different times to:
  - construct a simple bar graph from the data
  - interpret the data to answer simple questions about junk food advertising on television.

The information should be provided by teachers who can compile it from their own television watching or from relevant websites such as:

- <https://onlinelibrary.wiley.com/doi/epdf/10.1111/jpc.13929>  
<https://academic.oup.com/heapro/article/20/2/105/827431>  
<http://medicalrepublic.com.au/children-really-swamped-junk-food-ads/14059>

Note: when accessing data from websites the information will need to be presented in a way that is accessible to learners undertaking the Certificate I in General Education for Adults (Introductory).

## Sample 4: Using numeracy units

### Assessor Instructions

#### Conditions of assessment

- Teacher to determine appropriate time frame for conduct of the assessment and advise students orally and/or in writing
- The assessment task is to be completed individually.
- Calculators can be used.
- Students can ask for assistance to clarify questions.

#### Setting up the assessment task:

- Instructions to be given to students orally and / or in writing.
- Students can use a calculator if required
- Teacher can assist students with clarification of questions about the requirements of the assessment task

#### Prepare assessment tools:

- Instructions for learners and assessment task.
- Teacher prepared data that students will use to complete the task
- Calculators if required

#### Conducting the assessment: (What are the instructions for the task?).

In order to be assessed as satisfactory for this assessment task students must:

- Accurately record the number of junk food and healthy food advertisement in the relevant time slots from information provided by the teacher
- Use the information they have recorded to draw an accurate graph noting the number of each type of advertisement in each 1 hour time slot
- Answer questions 1 and 2 accurately
- Give an opinion for questions 3 and 4.

## Sample 4: Using numeracy units

### Instructions for the Learner

This assessment task is part of your assessment for the unit VU22373 Work with and interpret simple statistical information in familiar texts

For this assessment task you must complete Part 1 and Part 2.

### Part 1

Use the information on food advertising provide by your teacher to record:

- Number of junk food ads shown during each 1 hour time slot
- Number of healthy food ads shown during each 1 hour time slot

Use the information you have recorded to draw a bar graph that shows the following information:

- total number of junk food ads in each time slot
- total number of health food ads in each time slots

### Part 2

Answer 4 questions about the information you have recorded and graphed:

- Answer questions 1 and 2 accurately
- Give your own opinion for questions 3 and 4

## Sample 4: Using numeracy units

### Assessment task 1 – VU22373 Work with and interpret simple statistical information in familiar texts



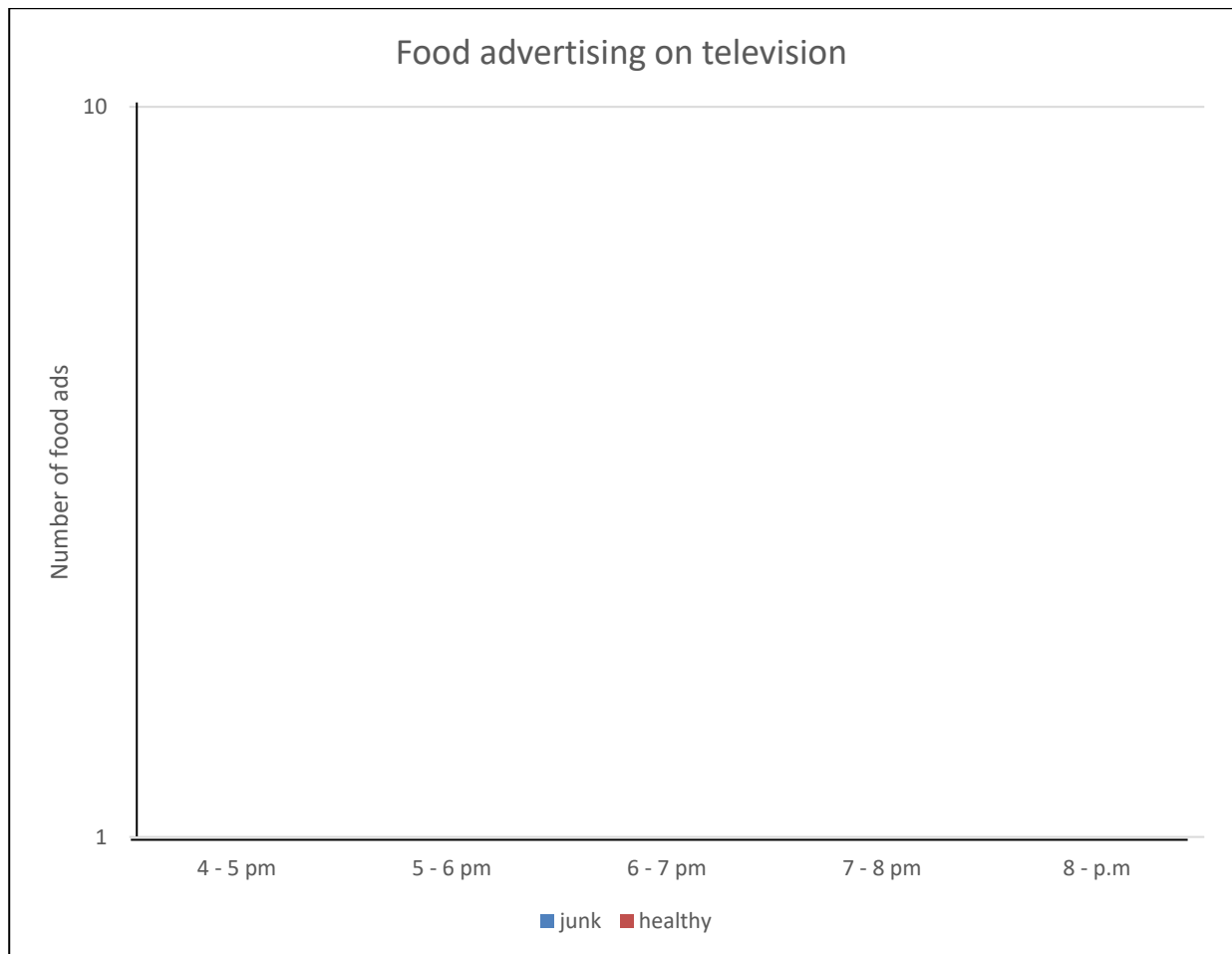
## Part 1

1. Complete this assessment task using the information on food advertising given to you by your teacher
2. Record the number of each type of food ad for each 1 hour time slot in the table below.

Time Slot	Number of junk food ads	Number of healthy food ads

3. Use the axes below to produce a bar graph using the information you have recorded. Draw columns to show these numbers. Use red for healthy foods and blue for junk foods.

## Sample 4: Using numeracy units



### Part 2: Answer the following questions

1. Are there more healthy food ads or junk food ads on television?
2. When are more junk food ads shown?
3. Who do you think would be watching television during these times?
4. Do you think junk food should be advertised when children are more likely to be watching television. Explain why/why not?



### **Sample 5: Engage with short simple texts (community focus)**

The following sample relates to assessment of the unit VU22346 Engage with short simple texts to participate in the community from the 22471VIC Course in Initial General Education for Adults.

This sample assessment task uses information sourced from the Casey Aquatic and Recreation Centre (ARC). More information is available [here](#).

The task can be contextualised using information of similar complexity from any local community based facility.

#### **Context**

This task is part of a Course in Initial General Education for Adults program. The students live locally and the majority are women. The students have been engaging with information about different local places and services in their local area to assist them to become more familiar with the services offered in their local community. They have engaged with different texts about places and services such as the library, the Council, a sports club and a park in the local area.

Casey Aquatic and Recreation Centre (ARC) emerged as being a service of interest due to news reports about drownings at beaches occurring in migrant communities.

Representatives from Life Saving Victoria were invited to speak to the students about beach safety. Students wanted to find out where they could get swimming lessons for themselves and/or their children in the local community.

As a result, the “Swimming at Casey ARC” text was selected for this sample task.

**Student Instructions:**

This assessment task is part of your assessment for the following unit:

- VU22346 Engage with short simple texts to participate in the community

For this assessment you are required to:

Read the short text below.

Your teacher will ask you some questions about the text.

Answer the questions about the text.

You can answer the questions verbally or your teacher can write your answers.

You need to answer every question to complete this assessment.

**Swimming at Casey ARC**

10 Patrick Northeast Drive

Narre Warren

Phone: 9705 5000



People can come to Casey ARC to enjoy a swim! Casey ARC has 5 indoor pools, the 50m indoor pool for people who want to get fit, the spa pool, the

toddler pool, the wave pool and the program pool. Casey ARC has pools for everyone.

Casey ARC has swimming lessons for children aged between 6 months and 5+ years. Women and girls of different backgrounds and religions can do the Women's Only Swimming Program.

Opening hours: Monday to Thursday 5:30am – 10:00pm

Friday 5:30am – 8:00pm

Saturday and Sunday 8:00am – 8:00pm

Source of information: [www.caseyarc.ymca.org.au](http://www.caseyarc.ymca.org.au)

**Answer the following questions**

1. In the text, circle the words that are easy for you to read.
2. In the text circle the words that are hard for you to read.
3. How did you work out the words that were hard for you to read?
4. Circle the Casey ARC address and phone number.
5. Circle the days of the week and the times that you can see in the text.
6. How many indoor pools does Casey ARC have?
7. Who can have swimming lessons at Casey ARC?
8. How many days a week is Casey ARC open?
9. What time does Casey ARC close Monday to Thursday?
10. What was this text about?

## 11. Why did you read this text?

### Assessor Instructions

#### Conditions of assessment

- advise students orally and/or in writing of timeframe for assessment
- the assessment task is to be completed individually
- students can ask for assistance to clarify questions and/or task instructions

#### Prepare assessment tools:

- verbal and/or written instructions for learners for the assessment task.
- hard copy of text titled Swimming at Casey ARC
- questions to be answered by students

#### Conducting the assessment: (What are the instructions for the task?).

- provide verbal or written instructions to students about how to complete the task
- ask students to read the text Swimming at Casey ARC. The student can read the text out aloud or silently
- ask questions and record responses. The student can be given the option of reading the questions.

In order to be assessed as satisfactory for this assessment task students must:

- answer every question to complete this assessment(see sample recording sheet to support judgement of competence)
- For questions 3 and 10, note the reading strategies used by the student to identify the meaning of the text: Strategies could include:
  - drawing on a bank of known words or phrases
  - word attack skills such as 'sounding out'
  - re-reading
  - predicting meaning based on previous knowledge of the context or personal experience
  - following the orientation of the text correctly
  - looking at the picture
  - reading the text aloud

The following table provides the assessor with guidance to assist in making a judgement as to whether a learner meets the requirements of the above task.

Question	Learner response (record)	Evidence required
1 In the text, circle the words that are easy for you to read.	Learner circles or indicates at least 2 words which are easy to read	Learner identifies words which are highly familiar as easy to read for example children, families, days of the week, name of suburb
2 In the text circle the words that are hard for you to read.	Learner circles or indicates at least 2 words which are difficult to read	Learner identifies words which are unfamiliar as difficult to read for example abbreviation ARC, compound words such as background or unfamiliar vocabulary such as lap pool specific to swimming
3. How did you work out the words that were hard for you to read?	Learner refers to reading strategies such as: <ul style="list-style-type: none"> <li>– looking at the picture</li> <li>– reading the text aloud</li> <li>– sounding out the word</li> </ul>	Observation of reading strategies such as: <ul style="list-style-type: none"> <li>– drawing on a bank of known words or phrases</li> <li>– word attack skills such as ‘sounding out’,</li> <li>– re-reading,</li> <li>– predicting meaning based on previous knowledge of the context or personal experience,</li> <li>– following the orientation of the text correctly,</li> <li>– looking at the picture</li> <li>– reading the text aloud</li> </ul>
4.Circle the Casey ARC address and phone number.	Learner circles address 10 Patrick Northeast Drive Narre Warren and Phone number: 9705 5000	Learner demonstrates familiarity with conventions used for addresses such as number, street name and suburb and number sequences in telephone numbers
5.Circle the days of the week and the times that you can see in the text.	Learner circles or indicates Monday to Thursday 5:30am - 10:00pm Friday 5:30am – 8:00pm Saturday and Sunday 8:00am – 8:00pm	Learner identifies opening hours for different days of the week Locates and extracts simple numerical information related to time Demonstrates familiarity with am and pm
6.How many indoor pools does Casey ARC have?	5 indoor pools	Learner locates numerical information in the text

Question	Learner response (record)	Evidence required
7. Who can have swimming lessons at Casey ARC	children aged between 6 months and 5+ years  Women and girls of different backgrounds and religions	Learner locates key information in the text such as: Children Women Girls Learner may use visual to support response Learner identifies numerical meaning of 5+
8. How many days a week is Casey ARC open?	7 days a week	Learner identifies days of the week and adds number of days.
9. What time does Casey ARC close Monday to Thursday?	10:00pm	Learner identifies numerical information related to time. Learner recognises concept of opening and closing times Recognises pm
10. What was this text about?	Learners can provide responses such as: <ul style="list-style-type: none"> <li>– “It gives people information about swimming at Casey ARC.</li> <li>– information about swimming programs and who they are for</li> <li>– information about address and opening times .”</li> </ul>	Learner shows evidence of strategies to make meaning from the text such as: <ul style="list-style-type: none"> <li>– title of text</li> <li>– layout of text including features such as address and times</li> <li>– use of visual to support meaning</li> <li>– drawing on a bank of known words or phrases, word attack skills such as ‘sounding out’, re-reading, predicting</li> </ul>
11. Why did you read this text?	Learner provides responses such as : <ul style="list-style-type: none"> <li>– to find out about where and when I can go for a swim</li> <li>– to find out where and when I can learn to swim</li> <li>– to find out where and when my children can learn to swim</li> </ul>	Recognises and locates information such as: <ul style="list-style-type: none"> <li>– name of facility,</li> <li>– address,</li> <li>– opening times and information about swimming programs</li> </ul>

## Assessment Validation

Validation is a mandatory requirement of both the AQTF Standards of Registration and the Standards for Registered Training Organisations 2015 (SRTOs). Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.(SRTOs)

Accessed May 14<sup>th</sup> 2018

The following sample Assessment Tool validation checklist is an example of how assessment tools can be validated. It contains key considerations across all components of the assessment tool not just the assessment task. The Comments column should be used to note any improvements which can be made to the assessment tool.

You should refer to your own training organisation for more information on the organisational approach to, and requirements for, assessment validation.

## Sample Assessment Tool – Validation Checklist

**Qualification:**

**Unit / s:**

Review the assessment tools against the following:	Yes	No	Comment:
Does the assessment address the Elements and Performance Criteria?			
Does the assessment obtain evidence to meet requirements of the Evidence Guide?			
Does the assessment allow the learner to demonstrate the Required Skills and Knowledge of the unit?			
Is it clear which Elements and Performance Criteria are being assessed? If a task does not cover all Elements / Performance Criteria, it needs to indicate which elements and Performance Criteria are not being covered.			
Is the assessment designed to produce valid evidence? (Is it asking for more than is required? Can every aspect of the task be related back to the unit?)			
Does the assessment task produce sufficient evidence?			
Can evidence be gathered over time?			
Can the evidence be authenticated? (e.g. group assessment)			
Does the assessment comply with the principles of fairness?			
Is there enough guidance for the assessor to make a judgement?			
Are the assessment instructions and conditions clear and accessible to the learner? Is the level of support required provided?			
Is the material used in the assessment culturally appropriate?			
Are all sign off requirements included 'Unit /s details Date and signatures			

**Date:** \_\_\_\_\_



## Frequently Asked Questions

Q. Is the CGEA a Training Package?	A. No the CGEA is a set of accredited curricula (sometimes called accredited courses)
Q. What is the difference between a training package and accredited curricula?	A. Training packages are developed and endorsed nationally while the CGEA is developed and accredited within Victoria. Both are recognised nationally and can be delivered anywhere in Australia.
Q. Can I get the CGEA from the Training.gov.au website?	A. No this website only provides access to training packages.
Q. Where can I get the CGEA?	A. The CGEA can be downloaded free of charge from the Victorian Department of Education and training <a href="#">here</a>
Q. Do I have to get written permission from the copyright owner before I can get the CGEA on my Scope of Registration?	A. The copyright owner licences the curriculum under a Creative Commons Licence which permits use, copying and distribution in its original form. Information about the licence is available <a href="#">here</a>
Q. What does the CMM do?	A. The CMM maintains the curriculum on behalf of the copyright owner and can provide advice on its implementation.
Q. What qualifications do I have to have to deliver and assess the CGEA?	A. Refer to Section B6.2 of the CGEA curriculum for further information on the vocational competence of teachers and assessors. Teachers and assessors can evidence their vocational competence in a number of different ways, including holding formal teaching qualifications in literacy and / or numeracy or through demonstrable experience and expertise.
Q. Can I purchase prepared resources for the CGEA?	A. In support of using authentic texts relevant to learners' interests and needs training providers tend to develop resources based on the local environment, which can be adapted to suit the needs of different learner cohorts.

## Further Information

Following is a list of resources which may be useful in implementing the CGEA. All web addresses were correct at time of publication.

Resource
<p>The General Studies and Further Education Curriculum Maintenance Manager (CMM) maintains the curriculum on behalf of the copyright owner and provides advice on its implementation.</p> <p>Nadia Casarotto: (03) 9919 5300</p> <p>Cheryl Bartolo: (03) 9919 5302</p> <p>Email contact for SICMM is available: <a href="#">here</a></p>
<p>Training.gov.au (TGA) is the national register of all endorsed training packages and accredited curricula. Note that while accredited curricula is listed on TGA its content is not available from the website. The website can be accessed <a href="#">here</a></p>
<p>The Department of Education and Training DET website houses Victorian Crown Copyright curriculum owned by the Department. The CGEA can be downloaded from this site free of charge <a href="#">here</a></p> <p>This website also houses Victorian Purchasing Guides for all nationally endorsed Training Packages.</p>
<p>Victorian Adult Literacy and Basic Education Council (VALBEC) is a not for profit, volunteer managed, professional organisation that has represented the adult literacy, numeracy and basic education fields in Victoria for over 30 years. The VALBEC website can be accessed <a href="#">here</a></p>
<p>The Australian Council for Adult Literacy (ACAL) promotes adult literacy and numeracy policy and practice. The website can be accessed <a href="#">here</a></p>
<p>CGEA Champions Network is open to all CGEA practitioners and meets 3 times per year in Melbourne. Contact details of the Network Convenor are available <a href="#">here</a></p>