Adult, Community and
Further Education

22213VIC
Course in Recognised Informal Learning

Version 1, 17 December 2012

Accredited for the period: 1st January 2013 to 31st December 2017

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Course documentation for accreditation

Section A: Copyright and course classification information

1. Copyright owner of the course	Copyright of this document is held by the Department of Education and Early Childhood Development, Victoria. © State of Victoria Day to day contact: Adult Community and Further Education (ACFE) Verna Kearney Phone: (03) 9637-3767 kearney.verna.l@edumail.vic.gov.au
2. Address	Department of Education and Early Childhood Development Higher Education and Skills, Victoria Executive Director, Operations and Standards Unit, Victoria, GPO Box 266 Melbourne 3001
3. Type of submission	The course is submitted for re-accreditation replacing course 21896 Course in Recognised Informal Learning.
4. Copyright acknowledgement	Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Early Childhood Development) 2012. This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence http://creativecommons.org/licenses/by-nd/3.0/au/
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6. Course accrediting body	Victorian Registration and Qualifications Authority Level 6, 35 Spring Street Melbourne VIC 3002 Tel: 03 9637 2806 Website: www.vrqa.vic.gov.au		
7.AVETMISS information			
	ANZSCO	242211 Vocational education teacher (aus)/ polytechnic teacher (nz)	
	ANZSIC code	8440 – Other Education Programs	
	ASCED	1201 – General Education Programs	
	National course code	22213VIC.	
8. Period of accreditation	1 January 2013 to 31 December 2017		

Section B: Course information

1. Nomenclature	*Standard 1 for Accredited Courses*
1.1 Name of the qualification	Course in Recognised Informal Learning
1.2 Nominal duration of the course	15 hours
2. Vocational or educational outcomes of the course	The course is developed to meet the needs of clients, from groups characterised by educational disadvantage, by providing a point of entry into educational pathways or employment. The course has educational outcomes resulting in no specific vocational outcomes from the course. This course aims to provide a way of: • providing national recognition for informal learning • potentially incorporating informal learning in accredited courses • describing the four levels of informal learning gain acquired based on skills and knowledge, autonomy, issues and context of the learning granting formal recognition for informal learning
3. Development of the course	
3.1 Industry /enterprise/ community needs	The definition of informal learning from the Australian Qualifications Framework Council report: *Strengthening the AQF: A Framework for Australia's Qualifications, Consultation Paper, July 2010*, is adopted for the course: • Informal learning is learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal and non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support. • Formal learning is the learning that takes place through a structured program of learning and assessment that leads to the full or partial attainment of a formally recognised qualification. • Non-formal learning refers to learning that takes place through a structured program of learning but does not lead to a formally recognised qualification.

The Course in Recognised Informal Learning is intended to identify informal learning acquired by learners through work, social, family, hobby or leisure activities. Informal learning refers to the building of personal and employment capacity that occurs outside the formal education recognition system. In Victoria, this is any learning that does not lead directly to a full qualification (or credit towards a qualification) endorsed in a training package or accredited by the VRQA or higher education providers.

As such, informal learning is obtained through:

- working (which includes paid employment, voluntary work and work which leads to the attainment of meaningful community outcomes)
- participating in community activities
- pursuing activities and interests as individuals or in groups
- engaging in non-course based learning activities, such as discussion groups, meetings and workshops (provided in response to the expressed or potential interests and needs of individuals and communities).

Informal learning is often incidental and generally unplanned. It has been indicated that about 80% of learning, understanding and skill acquisition occurs informally.

The Course in Recognised Informal Learning is designed to provide:

- the bridge from informal to formal learning
- a starting point for recognition of acquired skills and knowledge
- an experience of success in an educational environment.

The course addresses the themes of:

- engagement with learning and/or employment
- recognition of personal, learning and/or employment capabilities attained by a learner
- learner ability to identify and address issues in a range of circumstances.

Enrolments in the Course in Recognised Informal Learning (21896VIC) have continued to increase over the last five years as displayed in the table below:

Course	2008	2009	2010	2011	2012 to 1/7/12	Total
Recognition in Informal Learning - 21896VIC		1	87	681	1171	1940

In the report by the Organisation for Economic Cooperation and Development (OECD), *Recognition of Non formal and Informal Learning – Pointers for Policy development (2010),* the benefits of recognising informal learning are divided into four categories:

- economic benefits by reducing the direct and opportunity costs of formal learning and allowing human capital to be used more productively
- educational benefits that can underpin lifelong learning and career development
- social benefits by improving equity and strengthening access to both further education and the labour market
- psychological benefits by making individuals aware of their capabilities and validating their worth.

The benefits of informal learning identified in the literature review and the stakeholders consultation by Centre of Adult Education included: meeting labour market requirements, skills matching, getting 'learners' to appreciate the knowledge, skills and competencies they already have, increasing workforce participation and mobility, saving money (as learners don't have to undertake courses for which they've already mastered the content) as well as reaching members of the adult population who do not currently utilise the formal training system. (*Centre of Adult Education*: *Future Direction in Recognised Informal Learning: Summary Report of Stakeholder Consultation Report 2012).*

A search of training.gov.au, the database on Vocational Education and Training in Australia, confirmed that there are no equivalent courses or units of competency that meet the requirements for this course.

A Steering Committee comprising industry representatives was

	established to determine the currency and validity of the course content, with the aim of discovering areas requiring alteration and improvement.
	Steering Committee members
	The re-accreditation and improvement of the curriculum of the Course in Recognition of Informal Learning is supported by a Project Steering Committee, listed below:
	Linda Smart: Senior Project Manager, Brotherhood of St Laurence **Jan Simmons:** CEO, Morrison House Inc **Michael Henderson:** Skills Development Coordinator and Acting Education Operations Coordinator, Chisholm TAFE **May Lam:** Deputy Director, Jobs Australia **Tricia O'Hara:** Project Officer, ACFE Eastern Metropolitan Region, Higher Education and Skills Group **Stuart Webster:** Small Business Mentor, Box Hill TAFE, Small Business Unit.
3.2 Review for re-accreditation	A review of the course was conducted in mid-2012, with a range of methods used to collect as much information on international best practice; the current status of the course; the range of ways the training and courses are being used by organisations across Adult Community Education (ACE), TAFE and private Registered Training Organisations (RTO) areas; and to identify future industry and workforce needs.
	During 2009 the CMM General Studies & Further Education reviewed the Course in Recognised Informal Learning. The outcomes of that review were used in the consultation that formed part of the review undertaken by the Centre for Adult Education (CAE) in May/June 2012. *(Future Direction in Recognised Informal Learning: Summary Report of Stakeholder Consultation Report 2012)*
	The methods of review and consultation included:
	- Literature review of informal learning - Enrolment data review - Telephone interviews - Online surveys - Focus group.

Literature review of informal learning

- There has been a large amount of research published since the original course was written including:
    - updates to definitions
    - research on effective assessment techniques
    - barriers to uptake
    - linkages to skills supply
    - changes in national policy or training frameworks that may impact the re-accreditation of the courses.

Review of enrolment data

- Available enrolment figures for both Course in Recognising Informal Learning (RIL) and Course in Assessment of Informal Learning (CAIL) up to June 2012.

Telephone interview survey

- With teachers and managers of training organisations (RTOs and Learn Local) with one or both courses on scope.

Online survey of training organisations who do not have the course on scope in April-May 2012:

- ACE and TAFE providers in metro and regional Victoria
- Private registered training organisations in Victoria.

Focus groups

- With qualified teachers in assessing informal learning with a focus on information gathering to inform curriculum re-development.

Modification History

The course is equivalent with the accredited course 21896VIC Course in Recognised Informal Learning.

Modification

No major modifications were identified in the review.

The main changes have been to the length of the unit names to conform with the maximum of 100 characters. Minor changes have been made to the range statements, reference to the credit matrix

has been removed, references to unit codes have been updated and required assessor and trainer qualifications have been updated.

Unit of competency/ unit code	Original unit of competency/ unit title	Updated unit of competency/ unit title
VU20899	VPAU399 - Apply informal learning to enhance personal and/or employment capabilities in a narrow range of highly familiar and predictable contexts	Apply informal learning for personal/work goals in a narrow range of familiar/predictable contexts
VU20900	VPAU400 - Apply informal learning to enhance personal and/or employment capabilities in a range of familiar and predictable contexts	Apply informal learning for personal/work purposes in a range of familiar/ predictable contexts.
VU20901	VPAU401 - Apply informal learning to enhance personal and/or employment capabilities in a range of contexts with some unfamiliar or unpredictable aspects	Apply informal learning for personal/work purposes in sometimes unfamiliar/ unpredictable contexts
VU20902	VPAU402 - Apply informal learning to enhance personal and/or employment capabilities in a range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects	Apply informal learning for personal/work purposes in mostly unpredictable/ unfamiliar contexts

	Transition
	Enrolments in the reaccredited 22213VIC Course in Recognised Informal Learning may commence any time from the beginning date of the accreditation period, that is, 1 January 2013. There must be no new enrolments in the 21896VIC Course in Recognised Informal Learning after 31 December 2012.
	Students enrolled in the previous course prior to 31 December 2012 can complete that course and be issued with a Statement of Attainment. Wherever possible, training providers should give students the opportunity to transfer to the current qualification.
4. Course outcomes	
4.1 Qualification level	The course does not align with any specific level of the Australian Qualifications Framework.
4.2 Employability skills	See Appendix 1 for the Employability Skills Summary
4.3 Recognition given to the course (if applicable)	Not Applicable
4.4 Licensing/ regulatory requirements (if applicable)	Not Applicable
5. Course rules	

5.1 Course structure

To be awarded a Statement of Attainment for the Course in Recognised Informal Learning, participants must successfully complete one of the units detailed in the table below.

There are four levels of complexity. (Note: the concept underpinning the level of complexity in this submission is quite distinct from 'qualification level' – used in this pro-forma to refer to the AQF qualification guidelines).

Complexity of learning at each level is differentiated in terms of the:

- nature and complexity of the skills and knowledge that underpins the learning
- application of the skills and knowledge
- way problems, issues or difficulties are addressed and identified
- degree of independence the person has in applying the learning.

Learners who attain a unit in the Course in Recognised Informal Learning will have acquired a learning gain (i.e. personal and employment capabilities) through informal learning.

The range statements and evidence guides for each unit describe the level of complexity of the learning gain stemming from informal learning experience/s.

Unit of competency/ unit code	Field of Education code (6-digit)	Original Unit of competency/ unit title	Updated unit of competency/ unit title	Pre-requisite	Nominal hours
VU20899	120105	VPAU399 Apply informal learning to enhance personal and/or employment capabilities in a narrow range of highly familiar and predictable contexts	Apply informal learning for personal/work goals in a narrow range of familiar/ predictable contexts	Nil	15
VU20900	120105	VPAU400 Apply informal learning to enhance personal and/or employment capabilities in a range of familiar and predictable contexts	Apply informal learning for personal/work purposes in a range of familiar/ predictable contexts.	Nil	15
VU20901	120105	VPAU401 Apply informal learning to enhance personal and/or employment capabilities in a range of contexts with some unfamiliar or unpredictable aspects	Apply informal learning for personal/work purposes in sometimes unfamiliar/ unpredictable contexts	Nil	15
VU20902	120105	VPAU402 Apply informal learning to enhance personal and/or employment capabilities in a range	Apply informal learning for personal/work purposes in mostly unpredictable/	Nil	15

		of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects	unfamiliar contexts		
			Total nominal hours		**15**

5.2 Entry requirements	Entry to the course is open to every learner who wishes to have their informal learning recognised in a formal qualification. There are no specific entry requirements for this course.
6. Assessment	
6.1 Assessment strategy	All assessments must be consistent with the Standard 1 Element 1.5 of the AQTF: Essential Conditions and Standards for Continuing Registration. To ensure that assessment is consistent with this standard, and appropriate for informal learners, the VRQA has developed an Assessor Guide, *Learning From Experience*, for the course. This can be used and downloaded from: http://trainingsupport.skills.vic.gov.au/ (Teacher and Training Resources/ Service Industries-General Studies and Further Education/ TAE40110). The Assessor Guide provides information and tools for an assessor of informal learning. All assessors conducting assessments against the units of competence, for the purposes of national recognition, must complete the Course in Assessment of Informal Learning. This course includes training in discussion-based assessment methodology, use of the discussion-based assessment process and the associated assessment tools. The units of competency, and the associated discussion-based assessment processes, have been designed to streamline the process of providing formal recognition for informal learning. They provide a recognition pathway for learners who may not be able to demonstrate full competencies as required in the existing RPL process. Assessment against the units of competency will enable learners to

	gain formal recognition for personal and employment capabilities attained through: • participating in work including paid employment, voluntary work and work which leads to the attainment of meaningful community outcomes • engaging in community activities • pursuing activities and interests as individuals or in groups engaging in non-course-based learning activities, such as discussion groups, meetings and workshops, provided in response to the expressed or potential interests and needs of individuals and communities • taking part in non-recognised but planned and structured programs, such as short courses. There are no mandatory workplace assessment requirements for the course.
6.2 Assessor competencies	Staff involved in the assessment of the program must meet the requirements of Standard 1.4 of the *AQTF Essential Conditions and Standards for Registration.* Assessors must hold (or have the relevant vocational competencies at least to the level being delivered or assessed): • TAEASS401B Plan assessment activities and processes • TAEASS402B Assess competence • TAEASS403B Participate in assessment validation. And in addition assessors must have completed: • Course in Assessment of Informal Learning.
7. Delivery	
7.1 Delivery modes	This course can be delivered through a variety of modes, including: • group sessions with individual debriefs with learners • individual or group contexts in organisational, community, education and training providers or workplace settings • negotiated, individual programs with mentor support • use of appropriate new learning technologies that facilitate discussion-based assessment • self-directed activities in combination with the above delivery methods.

The delivery strategy may incorporate any combination of group/individual, on-the-job/off-the-job, on-/off-campus or community based activity.

There is no set mode of delivery but course delivery may include:

- self-paced learning
- mentoring
- work/community based activity.

The selection of delivery modes will be influenced by factors such as the:

- personal needs of participants
- availability of support resources
- number of participants.

The length of time taken to deliver the course (unit of competency) will vary depending on the following factors:

- delivery methods
- knowledge and skill at entry
- participant's objectives
- individual's specific abilities.

Initially the student will be enrolled in the course but specific unit selection cannot be allocated until the completion of the assessment process when a complexity level is identified.

In order to maximise learner completion of a unit the providers must ensure that:

- learners have access to teacher/mentor support
- the teacher and the learner agree on the way in which the activities will be undertaken and the desired outcomes
- mechanisms are established for learner and teacher to regularly review and revise progress
- learners have access to language, literacy and other support as required
- the way the assessment is conducted is suitable for the specific learner.

The units in this course are often imported into another course (if

	allowed in the packaging rules of the other course) as well as delivered as a stand-alone unit.
7.2 Resources	No specialised equipment or facilities are required for the delivery of this course or unit of competency.

The focus of delivery is on assessing the learner's 'capacity to learn' and level of acquisition of different generic, technical and academic capabilities rather than acquiring specific technical or vocational competencies.

Qualifications of trainers

Consistent with Standards 1.4 and 1.5 of the AQTF Essential Conditions and Standards for Continuing Registration and the National Skills and Standards Council Communiqués, all organisations delivering the course must ensure that it is delivered by a person who:

- holds the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Assessment Training Package as a minimum qualification or be able to demonstrate equivalence of competencies; and

- is able to demonstrate vocational competencies at least to the level being delivered and assessed; and

- holds Course in Assessment of Informal Learning; and

- is able to demonstrate how they are continuing to develop their VET knowledge and skills, as well as maintaining their industry currency and trainer/ assessor competence.

Persons delivering training under the supervision of a trainer must:

- work under the supervision of a trainer with the TAE40110 Certificate IV in Training and Assessment or of a person who has demonstrated equivalence of competencies; and

- hold the TAE10 Enterprise Trainer Skill Set or be able to demonstrate equivalence of competencies within two years of commencing to deliver training while under supervision; and

- be able to demonstrate vocational competencies at least to the level being delivered and assessed as well as maintaining their industry currency. |
| **8. Pathways and articulation** | There are no implicit or explicit limitations to the pathways through which the unit of competency may be obtained. |

	At this stage there are no formal articulation and credit transfer arrangements for the course. The units of competency may be incorporated into other courses (if allowed under the associated packaging rules).
9. Ongoing monitoring and evaluation	Course monitoring and maintenance will be the responsibility of the Adult Community and Further Education Board (ACFEB). Included in the monitoring and evaluation is: - ongoing maintenance of the curricula - annual survey of training organisations that have the course on scope - monitoring the need for changes and aspects of the course that work well - answering content enquiries from training organisations and industry - annual network meeting organised for teachers and assessors of the course. The outcome of the above stakeholder feedback will be relayed to the VRQA.

Section C: Units of competency

Unit code **VU20899**	**Unit title** **Apply informal learning for personal/work goals in a narrow range of familiar/predictable contexts**
Unit descriptor	This unit of competency recognises the personal and/or employment capabilities people gain through informal learning. This includes knowledge, skills and capabilities gained through participation in paid/non-paid work, social, family, hobby or leisure activities and experiences, non-accredited/non-recognised but planned and structured learning programs. As the learner has already acquired knowledge, skills and capabilities informally (and applied it in their personal, work and community life) this unit focuses solely on gathering, reflecting on and assigning a level of complexity to evidence of the learning gain. Personal and/or employment capabilities are generally applied in activities that are set in a narrow range of highly familiar and predictable contexts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability skills	Employability skills are included in this unit.
Application of the Unit	This unit of competency provides assessment of, and recognition for, informal learning. This is the acquisition of personal and/or employment capabilities gained through work and other informal learning environments. Work in this case is taken to include paid employment, non-paid work, work experience, voluntary activities and engagement in community activities that have meaningful outcomes. Learning acquired in such settings may include generic, employability and technical skills as well as the knowledge and capabilities required to perform a wide range of workplace tasks and activities.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information 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. Participate in informal learning activity	1.1 Personal involvement in ***informal learning activity*** is identified. 1.2 ***Skills and knowledge*** that are manual/concrete/ factual and/or operational in nature, required for involvement in informal learning activity, are safely practised and applied in a specific ***context*** in line with participant's ***degree of independence.*** 1.3 Key tasks and activities, using appropriate technology where relevant, are safely and successfully completed in a specific context with very close support, guidance or supervision, requiring minimum judgement and/or discretion. 1.4 ***Problems, issues or difficulties*** related to straightforward, routine issues encountered in informal learning activity are addressed by following set rules, guidelines or procedures in line with participant's degree of independence.
2. Reflect on informal learning.	2.1 Personal and/or employment capabilities attained through involvement in informal learning activity are identified. 2.2 ***Evidence*** of acquisition of personal and/or employment capabilities is identified. 2.3 Pathways to employment or further learning are identified and follow up activity planned, where appropriate.

REQUIRED SKILLS AND KNOWLEDGE

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

Skills:

- apply knowledge directly related to the personal and/or employment capabilities attained by the learner, this will generally be manual/ concrete/ factual and/or operational in nature
- address straightforward, routine issues by following set rules, guidelines or procedures

- utilise personal and/or employment capabilities attained in activities in a narrow range of highly familiar and predictable contexts
- apply personal and/or employment capabilities in conditions where there is very close support, guidance or supervision; with a minimum of judgement/ direction needed.

Knowledge:

- engage with learning and/or employment
- identify informal learning attained in a personal and/or employment context.

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.

Informal learning activity may include but is not limited to:	- learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal and non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support - work including paid employment, non-paid work, workplace experience, voluntary activities and engagement in community activities that have meaningful outcomes - community activities, projects and programs - individual or group activities and interests - non course-based learning activities, such as discussion groups, meetings and workshops, provided in response to the expressed or potential interests and needs of individuals and communities - non-recognised but planned and structured learning programs, such as short courses, but does not lead to a formally recognised qualification, also called non-formal learning.
Skills and knowledge include but are not limited to:	personal and/or employment capabilities attained by the learner. These skills and knowledge will generally be manual/ concrete/ factual and/or operational in nature.
Context includes but is not limited to:	personal and/or employment capabilities that are generally applied in activities that are set in a narrow range of highly familiar and predictable contexts.

Degree of independence may involve**:**	informal learning activities through which individuals attain personal and/or employment capabilities undertaken in conditions where there is: • very close support, guidance or supervision • minimum judgement/discretion needed.
Problems, issues or difficulties include:	personal and/or employment capabilities that are generally developed and applied in activities that require the ability to address straightforward, routine issues by following a set of rules, guidelines or procedures.
Evidence may include but is not limited to:	• personal account captured in notes taken during discussion-based assessment • third party report • samples • review by learner and facilitator/assessor • diary or personal journal • reflection during or after activity • recorded observations • recorded responses to assessor questioning • portfolio.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the 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 | The evidence required to demonstrate competence for this unit of competency at this level must confirm that the learner has acquired personal and/or employment capabilities required to:

 • successfully perform tasks and activities in a limited range of highly familiar and predictable contexts
 • successfully perform activities and tasks in conditions where there is very close support, guidance or supervision and minimum judgement/discretion is needed
 • address straightforward, routine issues by following set rules, guidelines or procedures
 • apply relevant skills and knowledge that are manual/ concrete/ factual and/or operational in |

	nature in the performance of tasks and activities.
Context of and specific resources for assessment	This unit of competency may be assessed in a workplace, educational, community or other informal learning setting.
	The learner and assessor require access to resources that are relevant to the personal and employment capabilities attained by the learner.
Method of assessment	The background and experience of the target group of learners indicates a specific approach to gathering and generating evidence that provides support, guidance and insight to assist the learner.
	Discussion-based assessment involves assessors in leading a purposeful conversation with learners focused on the personal and/or employment capabilities developed through informal learning.
	In this process learners are able to cite evidence or provide artefacts to illustrate their acquisition of personal and/or employment capabilities. Such evidence may include:
	- samples of work - third party reports - personal reflection - daily diary or personal journal - host organisation records - action plan - attendance records - reports or portfolio - recordings of work/activities.
	In addition, assessors may use opportunities presented by the discussion-based assessment process to identify evidence that confirms learner's achievement of the unit of competency.
	This may involve assessors in:
	looking for evidence during the discussion which confirms that learning has occurred. For example, does the learner's use of correct terminology confirm the development of relevant underpinning knowledge? Does the learner's response to questions confirm the development

<table>
<tr><td></td><td>of effective communication skills? Does the learner's participation in the discussion show the development of interpersonal and presentation skills?

- posing questions to probe the depth and breadth of the learner's knowledge, ability to solve problems, capacity to function independently and validate that the learning stems from the involvement in the agreed informal learning activity
- documenting their observations during the discussion, including the questions
- using these observations as part of the evidence used in determining the volume and complexity of learning.

This approach to assessment requires assessors to assist learners to reflect on their learning, talk about their learning experience and use effective questioning to confirm that learning has occurred.</td></tr>
<tr><td>Guidance information for assessment</td><td>The learning outcomes are arranged in levels of increased complexity. Specifically, they describe the:

- knowledge, skills and understanding the person should possess
- degree of complexity the person should be able to handle, i.e. the kinds of issues or problems they should be able to address as they apply their knowledge and skills
- degree of direction and support required by the person as they apply their knowledge and skills, their level of autonomy and accountability.</td></tr>
</table>

VU20900	Unit Title **Apply informal learning for personal/work purposes in a range of familiar/predictable contexts**
Unit descriptor	This unit of competency recognises the personal and/or employment capabilities people gain through informal learning. This includes knowledge, skills and capabilities gained through participation in paid/non-paid work, social, family, hobby or leisure activities and experiences, non-accredited/non-recognised but planned and structured learning programs. As the learner has already acquired knowledge, skills and capabilities informally (and applied it in their personal, work and community life) this unit focuses solely on gathering, reflecting on and assigning a level of complexity to evidence of the learning gain. Personal and/or employment capabilities are generally applied in activities in a range of familiar and predictable contexts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability skills	Employability skills are included in this unit.
Application of the Unit	This unit of competency provides assessment of, and recognition for, informal learning. This is the acquisition of personal and/or employment capabilities gained through work and other informal learning environments. Work in this case is taken to include paid employment, non-paid work, workplace experience, voluntary activities and engagement in community activities that have meaningful outcomes. Learning acquired in such settings may include generic, employability and technical skills as well as the knowledge and capabilities required to perform a wide range of workplace tasks and activities.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency*.*	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information 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. Participate in informal learning activity	1.1 Personal involvement in ***informal learning activity*** is identified. 1.2 The ***skills and knowledge*** that will generally be concrete or factual with some theoretical and/or technical elements, required for involvement in informal learning activity, are safely practised and applied in a specific ***context*** in line with participant's ***degree of independence***. 1.3 Key tasks and activities, using appropriate technology where relevant, are safely and successfully completed in a specific context with substantial support, guidance or supervision, using limited judgement and/or discretion. 1.4 ***Problems, issues or difficulties*** related to routine issues encountered in informal learning activity, are identified and addressed by following a number of set rules, guidelines or procedures in line with participant's degree of independence.
2. Reflect on informal learning.	2.1 Personal and/or employment capabilities attained through involvement in informal learning activity are identified. 2.2 ***Evidence*** of acquisition of personal and/or employment capabilities is identified. 2.3 Pathways to employment or further learning are identified and follow up activity planned, where appropriate.

REQUIRED SKILLS AND KNOWLEDGE

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

Skills:

- apply knowledge that is directly related to the personal and/or employment capabilities attained by the learner, this will generally be concrete/factual with some theoretical and/or technical elements.
- address routine issues by selecting from and following a number of set rules, guidelines or procedures
- apply personal and/or employment capabilities attained in activities in a range of highly familiar and predictable contexts
- utilise personal and/or employment capabilities in conditions where there is substantial support, guidance or supervision; with limited judgement/direction needed.

Knowledge:

- engage with learning and/or employment
- identify informal learning attained in a personal and/or employment context.

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.

Informal learning activity may include but is not limited to	- learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal and non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support - work including paid employment, non-paid work, workplace experience, voluntary activities and engagement in community activities that have meaningful outcomes - community activities, projects and programs - individual or group activities and interests - non course-based learning activities, such as discussion groups, meetings and workshops, provided in response to the expressed or potential interests and needs of individuals and communities - non-recognised but planned and structured learning programs, such as short courses, but does not lead to a formally recognised qualification, also called non-formal learning.

Skills and knowledge include but are not limited to:	the personal and/or employment capabilities attained by the learner. These skills and knowledge will generally be concrete/ factual with some theoretical and/or technical elements.
Context includes but is not limited to:	personal and/or employment capabilities that are generally applied in activities that are set in a range of familiar and predictable contexts.
Degree of independence may involve:	informal learning activities through which individuals attain personal and/or employment capabilities undertaken in conditions where there is: • substantial support, guidance or supervision • limited judgement/discretion needed.
Problems, issues or difficulties include:	personal and/or employment capabilities that are generally developed and applied in activities that require the ability to identify and address routine issues by selecting from and following a number of set rules, guidelines or procedures.
Evidence may include but is not limited to:	• personal account in notes taken during discussion-based assessment • third party report • samples • review by learner and facilitator/assessor • diary or personal journal • reflection during or after activity • recorded observations • recorded responses to assessor questioning • portfolio.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the 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	The evidence required to demonstrate competence for this unit of competency must confirm that the learner has acquired personal and/or employment capabilities required to: • successfully perform tasks and activities in a range of familiar and predictable contexts • successfully perform activities and tasks which are

<table>
<tr><td></td><td>undertaken in conditions where there is substantial support, guidance or supervision and limited judgement/discretion needed

• identify and address routine issues by selecting from and following a number of set apply relevant skills and knowledge that are generally concrete/factual with some theoretical and/or technical elements in the performance of tasks and activities.</td></tr>
<tr><td>Context of and specific resources for assessment</td><td>This unit of competency may be assessed in a workplace, educational, community or other informal learning setting.

The learner and assessor require access to resources that are relevant to the personal and employment capabilities attained by the learner.</td></tr>
<tr><td>Method of assessment</td><td>The background and experience of the target group of learners indicates a specific approach to gathering and generating evidence that provides support, guidance and insight to assist the learner.

Discussion-based assessment involves assessors in leading a purposeful conversation with learners focused on the personal and/or employment capabilities developed through informal learning.

In this process learners are able to cite evidence or provide artefacts to illustrate their acquisition of personal and/or employment capabilities. Such evidence may include:

• samples of work
• third party reports
• personal reflection
• daily diary or personal journal
• host organisation records
• action plan
• attendance records
• reports or portfolio
• recordings of work/activities.

In addition, assessors may use opportunities presented by the discussion-based assessment process to identify evidence that confirms learner's</td></tr>
</table>

	achievement of the unit of competency.
	This may involve assessors in:
	- looking for evidence during the discussion which confirms that learning has occurred. For example, does the learner's use of correct terminology confirm the development of relevant underpinning knowledge? Does the learner's response to questions confirm the development of effective communication skills? Does the learner's participation in the discussion show the development of interpersonal and presentation skills? - posing questions to probe the depth and breadth of the learner's knowledge, ability to solve problems, capacity to function independently and validate that the learning stems from the involvement in the agreed informal learning activity - documenting their observations during the discussion, including the questions - using these observations as part of the evidence used in determining the volume and complexity of learning.
	This approach to assessment requires assessors to assist learners to reflect on their learning, talk about their learning experience and use effective questioning to confirm that learning has occurred.

Guidance information for assessment	The learning outcomes are arranged in levels of increased complexity. Specifically, they describe the: • knowledge and skills and understanding the person should have • degree of complexity the person should be able to handle, i.e. the kinds of issues or problems they should be able to address as they apply their knowledge and skills • degree of direction and support required by the person as they apply their knowledge and skills, their level of autonomy and accountability.

Unit Code	Unit Title
VU20901	**Apply informal learning for personal/work purposes in sometimes unfamiliar/ unpredictable contexts**
Unit Descriptor	This unit of competency recognises the personal and/or employment capabilities people gain through informal learning. This includes knowledge, skills and capabilities gained through participation in paid/non-paid work, social, family, hobby or leisure activities and experiences, non-accredited/non-recognised but planned and structured learning programs. As the learner has already acquired knowledge, skills and capabilities informally (and applied it in their personal, work and community life) this unit focuses solely on gathering, reflecting on and assigning a level of complexity to evidence of the learning gain. Personal and/or employment capabilities are generally applied in a range of contexts with some unfamiliar or unpredictable aspects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability skills	Employability skills are included in this unit.
Application of the Unit	This unit of competency provides assessment of, and recognition for, informal learning. This is the acquisition of personal and/or employment capabilities gained through work and other informal learning environments. Work in this case is taken to include paid employment, non-paid work, workplace experience, voluntary activities and engagement in community activities that have meaningful outcomes. Learning acquired in such settings may include generic, employability and technical skills as well as the knowledge and capabilities required to perform a wide range of workplace tasks and activities.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information 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. Participate in informal learning activity	1.1 Personal involvement in ***informal learning activity*** is identified. 1.2 The ***skills and knowledge*** demonstrating a balance of theoretical and/or technical with factual required for involvement in informal learning activity are safely practised and applied in a specific ***context*** in line with participant's ***degree of independence.*** 1.3 Key tasks and activities, using appropriate technology where relevant, are safely and successfully completed in a specific context with routine or general guidance and direction, requiring a need for some judgement, planning and organisation of self and/or others. 1.4 ***Problems****, **issues or difficulties*** related to routine and non-routine issues encountered in informal learning activity are identified and addressed by interpreting and/or applying established guidelines or procedures with some variations in line with participant's degree of independence.
2. Reflect on informal learning.	2.1 Personal and/or employment capabilities attained through involvement in informal learning activity are identified. 2.2 ***Evidence*** of acquisition of personal and/or employment capabilities is identified. 2.3 Pathways to employment or further learning are identified and follow up activity planned, where appropriate.

REQUIRED SKILLS AND KNOWLEDGE

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

Skills:

- apply knowledge directly related to the personal and/or employment capabilities attained by the learner, generally with a balance of theoretical and/or technical and factual skills
- address routine and non-routine issues by interpreting and/or applying established guidelines or procedures with some variations
- apply personal and/or employment capabilities attained in activities with some unfamiliar or unpredictable contexts
- utilise personal and/or employment capabilities in conditions where there is routine/general guidance and direction; with some judgement, planning and organisation of self and/or others.

Knowledge:

- engage with learning and/or employment
- identify informal learning attained in a personal and/or employment context.

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.

Informal learning activity may include but is not limited to	- learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal and non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support - work including paid employment, non-paid work, workplace experience, voluntary activities and engagement in community activities that have meaningful outcomes - community activities, projects and programs - individual or group activities and interests - non course-based learning activities, such as discussion groups, meetings and workshops, provided in response to the expressed or potential interests and needs of individuals and communities - non-recognised but planned and structured learning programs, such as short courses, but does not lead to a formally recognised qualification, also called non-

	formal learning.
Skills and knowledge include but are not limited to:	the personal and/or employment capabilities attained by the learner. This will generally be a balance of theoretical and/or technical and factual skills and knowledge.
Context includes but is not limited to:	personal and/or employment capabilities that are generally applied in activities that are set in contexts with some unfamiliar or unpredictable aspects.
Degree of independence may involve:	informal learning activities through which individuals attain personal and/or employment capabilities undertaken in conditions where there is: • routine/general guidance and direction • some judgement, planning and organisation of self and/or others needed.
Problems, issues or difficulties include:	personal and/or employment capabilities that are generally developed and applied in routine and non-routine issues identified and addressed by interpreting and/or applying established guidelines or procedures with some variations.
Evidence may include but is not limited to:	• personal account in notes taken during discussion-based assessment • third party report • samples • review by learner and facilitator / assessor • diary or personal journal • reflection during or after activity • recorded observations • recorded responses to assessor questioning • portfolio.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the 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	The evidence required to demonstrate competence for this unit of competency must confirm that the learner has acquired personal and/or employment capabilities required to: • successfully perform tasks and activities in contexts with some unfamiliar or unpredictable aspects • successfully perform activities and tasks which involve some judgement, planning and coordination of self and/or others • successfully perform activities and tasks in conditions where there is routine/general guidance and direction • identify and address routine and non-routine issues by interpreting and/or applying established guidelines or procedures with some variations • apply a balance of relevant theoretical and/or technical and factual skills and knowledge in the performance of tasks and activities.
Context of and specific resources for assessment	This unit of competency may be assessed in a workplace, educational, community or other informal learning setting. The learner and assessor require access to resources that are relevant to the personal and employment capabilities attained by the learner.
Method of assessment	The background and experience of the target group of learners indicates a specific approach to gathering and generating evidence that provides support, guidance and insight to assist the learner. Discussion-based assessment involves assessors in leading a purposeful conversation with learners focused on the personal and/or employment capabilities developed through informal learning. In this process learners are able to cite evidence or provide artefacts to illustrate their acquisition of

personal and/or employment capabilities. Such evidence may include:

- samples of work
- third party reports
- personal reflection
- daily diary or personal journal
- host organisation records
- action plan
- attendance records
- reports or portfolio
- recordings of work/activities.

In addition, assessors may use opportunities presented by the discussion-based assessment process to identify evidence that confirms learner's achievement of the unit of competency.

This may involve assessors in:

- looking for evidence during the discussion which confirms that learning has occurred. For example, does the learner's use of correct terminology confirm the development of relevant underpinning knowledge? Does the learner's response to questions confirm the development of effective communication skills? Does the learner's participation in the discussion show the development of interpersonal and presentation skills?
- posing questions to probe the depth and breadth of the learner's knowledge, ability to solve problems, capacity to function independently and validate that the learning stems from the involvement in the agreed informal learning activity
- documenting their observations during the discussion, including the questions
- using these observations as part of the evidence used in determining the volume and complexity of learning.

This approach to assessment requires assessors to assist learners to reflect on their learning, talk about

	their learning experience and use effective questioning to confirm that learning has occurred.
Guidance information for assessment	The learning outcomes are arranged in levels of increased complexity. Specifically, they describe the: - knowledge and skills and understanding the person should have - degree of complexity the person should be able to handle, i.e. the kinds of issues or problems they should be able to address as they apply their knowledge and skills - degree of direction and support required by the person as they apply their knowledge and skills, their level of autonomy and accountability.

Unit Code **VU20902**	Unit Title **Apply informal learning for personal/work purposes in mostly unpredictable/ unfamiliar contexts**
Unit Descriptor	This unit of competency recognises the personal and/or employment capabilities people gain through informal learning. This includes knowledge, skills and capabilities gained through participation in paid/non-paid work, social, family, hobby or leisure activities and experiences, non-accredited/non-recognised but planned and structured learning programs. As the learner has already acquired knowledge, skills and capabilities informally (and applied it in their personal, work and community life) this unit focuses solely on gathering, reflecting on and assigning a level of complexity to evidence of the learning gain. Personal and/or employment capabilities are generally applied in a range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability skills	Employability skills are included in this unit.
Application of the Unit	This unit of competency provides assessment of, and recognition for, informal learning. This is the acquisition of personal and/or employment capabilities gained through work and other informal learning environments. Work in this case is taken to include paid employment, non-paid work, workplace experience, voluntary activities and engagement in community activities that have meaningful outcomes. Learning acquired in such settings may include generic, employability and technical skills as well as the knowledge and capabilities required to perform a wide range of workplace tasks and activities.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency*.*	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information 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. Participate in informal learning activity	1.1 Personal involvement in *informal learning activity* is identified. 1.2 The *skills and knowledge* that will mainly be theoretical and/or technical or abstract with significant depth in one or more areas, required for involvement in informal learning activity are safely practiced and applied in a specific *context* in line with participant's *degree of independence*. 1.3 Key tasks and activities, using appropriate technology where relevant, are safely and successfully completed in a specific context given broad guidance and direction, and requiring a degree of judgement, planning and organisation of self and/or others in line with participant's degree of independence*.* 1.4 *Problems, issues or difficulties* related to largely non-routine issues encountered in informal learning activity are identified and addressed using guidelines or procedures which require interpretation and/or adaptation in line with participant's degree of independence.
2. Reflect on informal learning.	2.1 Personal and/or employment capabilities attained through involvement in informal learning activity are identified. 2.2 *Evidence* of acquisition of personal and/or employment capabilities is identified. 2.3 Pathways to employment or further learning are identified and follow up activity planned, where appropriate.

REQUIRED SKILLS AND KNOWLEDGE

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

Skills:

- apply knowledge that is directly related to the personal and/or employment capabilities attained by the learner, and is mainly theoretical and/or technical or abstract with significant depth in one or more areas
- address largely non-routine issues using guidelines or procedures which require interpretation and/or adaptation
- apply personal and/or employment capabilities attained in activities of which most involve a number of unfamiliar and/or unpredictable contexts
- utilise personal and/or employment capabilities in conditions where there is broad guidance and direction; with judgement, planning and organisation of self and/or others.

Knowledge

- engage with learning and/or employment
- identify informal learning attained in a personal and/or employment context.

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.

Informal learning activity may include but is not limited to	• Informal learning is learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal and non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support
	• work including paid employment, non-paid work, workplace experience, voluntary activities and engagement in community activities that have meaningful outcomes
	• community activities, projects and programs
	• individual or group activities and interests
	• non course-based learning activities, such as discussion groups, meetings and workshops, provided in response to the expressed or potential interests and needs of individuals and communities
	• non-recognised but planned and structured learning programs, such as short courses, but does not lead to a formally recognised qualification, also called

	non-formal learning.
Skills and knowledge include but are not limited to:	personal and/or employment capabilities attained by the learner. This will mainly be theoretical and/or technical or abstract with significant depth in one or more areas.
Context includes but is not limited to:	personal and/or employment capabilities that are applied in activities that are set in a range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects.
Degree of independence may involve:	informal learning activities through which individuals attain personal and/or employment capabilities undertaken in conditions where there is: • broad guidance and direction • judgement, planning and coordination of self and / or others needed.
Problems, issues or difficulties include:	personal and/or employment capabilities that are generally developed and applied in largely non-routine problems, issues or difficulties associated with informal learning activity identified and addressed using guidelines or procedures which require interpretation and adaptation.
Evidence may include but is not limited to:	• personal account in notes taken during discussion-based assessment • third party report • samples • review by learner and facilitator/assessor • diary or personal journal • reflection during or after activity • recorded observations • recorded responses to assessor questioning • portfolio.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the 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	The evidence required to demonstrate competence for this unit of competency must confirm that the learner has acquired personal and/or employment capabilities required to: • successfully perform tasks and activities in a range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects. • successfully perform activities and tasks in which judgement, planning and coordination of self and/or others is needed • identify and address largely non routine problems, issues or difficulties associated with informal learning activity using guidelines or procedures which require interpretation and/or adaptation. • apply skills and knowledge that are mainly theoretical and/or technical or abstract with significant depth in one or more areas in the performance of tasks and activities.
Context of and specific resources for assessment	This unit of competency may be assessed in a workplace, educational, community or other informal learning setting. The learner and assessor require access to resources that are relevant to the personal and employment capabilities attained by the learner.
Method of assessment	The background and experience of the target group of learners indicates a specific approach to gathering and generating evidence that provides support, guidance and insight to assist the learner. Discussion-based assessment involves assessors in leading a purposeful conversation with learners focused on the personal and/or employment capabilities developed through informal learning. In this process learners are able to cite evidence or provide artefacts to illustrate their acquisition of personal

and/or employment capabilities. Such evidence may include:

- samples of work
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- recordings of work/activities.

In addition, assessors may use opportunities presented by the discussion based assessment process to identify evidence that confirms learners achievement of the unit of competency.

This may involve assessors in:

- looking for evidence during the discussion which confirms that learning has occurred. For example, does the learner's use of correct terminology confirm the development of relevant underpinning knowledge? Does the learner's response to questions confirm the development of effective communication skills? Does the learner's participation in the discussion show the development of interpersonal and presentation skills?
- posing questions to probe the depth and breadth of the learner's knowledge, ability to solve problems, capacity to function independently and validate that the learning stems from the involvement in the agreed informal learning activity
- documenting their observations during the discussion, including the questions
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This approach to assessment requires assessors to assist learners to reflect on their learning, talk about their learning experience and use effective questioning to confirm that learning has occurred.

Guidance information for assessment	The learning outcomes are arranged in levels of increased complexity. Specifically, they describe the: • knowledge and skills and understanding the person should have • degree of complexity the person should be able to handle, i.e. the kinds of issues or problems they should be able to address as they apply their knowledge and skills • degree of direction and support required by the person as they apply their knowledge and skills, their level of autonomy and accountability.

Appendix 1: Employability Skills Summary

Communication skills	- Speaking, listening, reading, writing and numeracy - Seek and respond to and clarify information - Reflect on previous activities - Participate in discussion and seek information to clarify learning goals - Discuss and share information/ ideas/ opinions with others - Compile skills portfolios and action plans.
Teamwork skills	- Work collaboratively with others - Participate in meetings and consultative activities - Work with support persons to develop and review an action plan related to learning and employment - Give and receive feedback to and from others.
Problem solving	- Identify strategies to increase self-confidence - Work out ways to do things - Match own learning needs to vocational, employment and community interests - Identify and access support resources - Clarify and confirm learning and/or employment goals with the teacher.
Initiative and enterprise	- Try new things, be creative, follow up ideas - Follow-up on vocational and work options
Planning and organising	- Make decisions, organise things - Collect and organise information to develop a portfolio to document skills - Develop an action plan for identified employment and/or learning opportunities.
Self-management	- Take responsibility, organise yourself - Identify barriers - Identify future goals in work and learning for self - Clarify work and learning goals.
Technology	Use a range of learning/ communication technology to access information.