

22512VIC Course in Policing Recruitment Pathway

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

Accredited for the period: 1 July 2019 to 30 June 2024





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Table of Contents

Section A: Copyright and course classification information	1
1. Copyright owner of the course.....	1
2. Address.....	1
3. Type of submission	1
4. Copyright acknowledgement	1
5. Licensing and franchise.....	1
6. Course accrediting body.....	2
7. AVETMISS information.....	2
Section B: Course information.....	3
1. Nomenclature.....	3
1.1 Name of the qualification	3
1.2 Nominal duration of the course.....	3
2. Vocational or educational outcomes	3
2.1 Purpose of the course	3
3. Development of the course.....	3
3.1 Industry / enterprise/ community needs	3
3.2 Review for re- accreditation.....	5
4. Course outcomes	5
4.1 Qualification level	5
4.2 Employability skills	5
4.3 Recognition given to the course (if applicable)	5
4.4 Licensing/ regulatory requirements (if applicable).....	5
5. Course rules.....	5
5.1 Course structure.....	5
5.2 Entry requirements	6
6. Assessment.....	6
6.1 Assessment strategy	6
6.2 Assessor competencies.....	7
7. Delivery	7
7.1 Delivery modes	7
7.2 Resources.....	7
8. Pathways and articulation.....	8
9. Ongoing monitoring and evaluation	8
Section C: Units of Competency	9
VU22726 Respond to a range of communications	10
VU22727 Develop and apply numeracy skills	18
VU22728 Develop swimming skills	25
VU22729 Develop and maintain personal fitness.....	29

Section A: Copyright and course classification information

1. Copyright owner of the course	<p>Copyright of this course is held by the Department of Education and Training, Victoria</p> <p>© State of Victoria (Department of Education and Training) 2019.</p>
2. Address	<p>Executive Director Engagement, Participation and Inclusion Higher Education and Skills Group Department of Education and Training (DET) GPO Box 4367 Melbourne Vic 3001</p> <p>Organisational Contact: Manager Training Products Higher Education and Skills Group Telephone: (03) 7022 1619 Email: course.enquiry@edumail.vic.gov.au</p> <p>Day-to-Day Contact Service Industries Curriculum Maintenance Manager Victoria University Polytechnic PO Box 14428 Melbourne, VIC 8001 Ph: (03) 9919 5302 / 5300 Email: sicmm.generalstudies@vu.edu.au cheryl.bartolo@vu.edu.au</p>
3. Type of submission	<p>Accreditation</p>
4. Copyright acknowledgement	<p>Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia and can be accessed from Training.gov. (More information is available here)</p> <p>© Commonwealth of Australia</p> <ul style="list-style-type: none"> • CHC Community Services Training Package <ul style="list-style-type: none"> - CHCLEG001 Work legally and ethically - CHCDIV001 Work with diverse people • HLT Health Training Package <ul style="list-style-type: none"> - HLTAID003 Provide first aid
5. Licensing and franchise	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2019.</p>



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<p>6. Course accrediting body</p>	<p>Victorian Registration and Qualifications Authority (VRQA)</p>
<p>7. AVETMISS information</p>	<p>ANZSCO Code: GEN19 General education not occupationally specific ASCED Code: 1205 Employment Skills Programs National course code: 22512VIC</p>
<p>8. Period of accreditation</p>	<p>1 July 2019 to 30 June 2024</p>



Section B: Course information

1. Nomenclature		Standard 1 AQTF Standards for Accredited Courses
1.1 Name of the qualification	Course in Policing Recruitment Pathway	
1.2 Nominal duration of the course	273 nominal hours	
2. Vocational or educational outcomes		Standard 1 AQTF Standards for Accredited Courses
2.1 Purpose of the course	<p>The Course in Policing Recruitment Pathway is intended to support participants from diverse backgrounds to manage an extended law enforcement recruitment process. The course has been developed to support the initial Victoria Police recruitment process and the transition to the Victoria Police Academy, as either a sworn police officer or a Protective Services Officer. The course outcomes may also be applicable to other law enforcement agencies and / or jurisdictions.</p> <p>Completion of this Course does not result in acceptance to the Victoria Police Academy, as there are additional requirements that are determined and assessed by Victoria Police. More information is available here.</p>	
3. Development of the course		Standards 1 and 2 AQTF Standards for Accredited Courses
3.1 Industry / enterprise/ community needs	<p>Victoria Police will recruit 5000 police between 2017 and 2021 and is seeking to increase the proportion of people from Culturally and Linguistically Diverse (CALD) backgrounds to better reflect the diversity of the Victorian community. The proposed course supports the implementation of the Victoria Police Capability Plan 2016 – 2025. The Capability Plan progresses key elements of <i>The Blue Paper: A Vision for Victoria Police in 2025</i>, which identified current and emerging challenges and transformation pathways to support achievement of the Victoria Police vision. The proposed course supports in part, the transformation pathway of <i>Gender, diversity and flexibility</i>, which includes the goal of attracting and recruiting more diverse applicants to Victoria Police while maintaining existing standards.</p> <p>A consortium established by the African Australian Multicultural Employment and Youth Services (AAMEYS) and Victoria Police investigated the continued lack of success of applicants to Victoria Police from African and refugee backgrounds, often despite their higher level qualifications. AAMEYS and Victoria Police undertook a scoping study, with support from Jesuit Social Services, to investigate the barriers and challenges faced by African Australians in joining Victoria Police.</p> <p>This study contributed to the Victoria Police and Protective Services Cultural Inclusion Employment Initiative (VicPol CIEI), which included development of a pilot course in conjunction with Victoria University comprising accredited and non-accredited components. The VicPol</p>	

	<p>CIEI identified the need for a targeted, sustainable approach to developing the skills and knowledge that support successful management of the extended recruitment process.</p> <p>While the initial target group for the Course is those from an African Australian background, the outcomes are intended to support all aspiring applicants to Victoria Police.</p> <p>Development of the course was guided by a Project Steering Committee (PSC) comprising:</p> <p>Superintendent Mark Porter (Chair) Deployment Victoria Police Inspector Geraldine Porter Victoria Police Academy Dr Berhan Ahmed African Australian Multicultural Employment and Youth Services (AAMEYS) Stephen Ward Executive Director, Education Training and Employment, Jesuit Social Services Kerry O'Neill Associate Director Engagement Initiatives, Engagement & Government Relations, Victoria University Jennifer Lees Senior Manager, Transitions Education, Victoria University Polytechnic Frank Krasovec Training and Administration Manager, Jesuit Social Services</p> <p>A Skills and Knowledge Profile was developed and validated by the PSC and identified the following broad outcomes:</p> <ul style="list-style-type: none"> • Knowledge of: <ul style="list-style-type: none"> - the policing environment and its broad legal and ethical framework - techniques to meet and maintain required fitness and swimming standards - strategies to support personal well being - English language vocabulary and grammar to the level required for entry into Victoria Police or Protective Services Officer training - mathematical language and operations to a level required for entry into Victoria Police or Protective Services Officer training - oral communication techniques to support verbal reasoning and non verbal communication - examination strategies • Skills to the standard required by the recruitment process in: <ul style="list-style-type: none"> - physical fitness and swimming - verbal and written communication - numeracy • Communication skills to communicate effectively in diverse situations • Self management skills to manage own personal well being <p>Endorsed training products were examined to identify any existing qualifications that could meet the identified outcomes. The POL Police Training Package contains qualifications that are aligned to</p>
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	specific sworn and unsworn policing environments, however there are no units or qualifications that support an entry pathway.			
3.2 Review for re-accreditation	Not Applicable			
4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses			
4.1 Qualification level	This course meets an identified need, but does not have the breadth, depth or volume of learning of a qualification.			
4.2 Employability skills	Not Applicable			
4.3 Recognition given to the course (if applicable)	Not Applicable			
4.4 Licensing/ regulatory requirements (if applicable)	Not Applicable			
5. Course rules	Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses			
5.1 Course structure				
The 22512VIC Course in Policing Recruitment Pathway has an all core structure due to the focussed nature of the outcomes and the application context.				
To be eligible for the 22512VIC Course in Policing Recruitment Pathway learners must complete a total of 7 core units.				
Where the course is not completed, a Statement of Attainment will be issued for any completed units.				
Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
Core units				
VU22726	120599	Respond to a range of communications	Nil	40
VU22727	120599	Develop and apply numeracy skills	Nil	40
VU22728	120599	Develop swimming skills	Nil	40
VU22729	120599	Develop and maintain personal fitness	Nil	40
HLTAID003	069907	Provide first aid	Nil	18
CHCLEG001	090513	Work legally and ethically	Nil	55
CHCDIV001	120505	Work with diverse people	Nil	40
Total nominal hours				273

<p>5.2 Entry requirements</p>	<p>Standard 9 AQTF Standards for Accredited Courses</p> <p>There are no entry requirements for the Course in Policing Recruitment Pathway. Law enforcement agencies stipulate agency specific requirements and RTOs are advised to investigate these additional requirements and advise potential learners prior to enrolment.</p> <p>More information on the Victoria Police entrance requirements is available here.</p> <p>Learners enrolling in the 22512VIC Course in Policing Recruitment Pathway are best equipped to successfully undertake the course if they have minimum language, literacy and numeracy skills that align to Level 2 of the Australian Core Skills Framework (ACSF). More information on the ACSF can be accessed here.</p> <p>Learners with language, literacy and numeracy skills at lower levels than those suggested may require additional support to successfully undertake the course.</p>
<p>6. Assessment Standards 10 and 12 AQTF Standards for Accredited Courses</p>	
<p>6.1 Assessment strategy</p>	<p>Standard 10 AQTF Standards for Accredited Courses</p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>In order to support achievement of meaningful outcomes, an integrated approach to assessment is recommended to:</p> <ul style="list-style-type: none"> • maximise opportunities for holistic skill development and evidence gathering • reduce likelihood of over assessment and duplication of evidence collection • make the evidence gathering more efficient for learners and assessors. <p>A variety of assessment methods and evidence gathering techniques may be used, with the overriding consideration being that the combined assessment must enable demonstrable performance by the student. Assessment tools must take into account the requirements of units in terms of skills, knowledge and performance.</p>



	Assessment of units of competency from nationally endorsed training packages must comply with the assessment requirements detailed in the source training package.
6.2 Assessor competencies	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment.
7. Delivery	Standards 11 and 12 AQTF Standards for Accredited Courses
7.1 Delivery modes	<p>Standard 11 AQTF Standards for Accredited Courses</p> <p>There are no mandatory delivery modes for this course.</p> <p>Delivery strategies should reflect, as far as is possible, the varying learning needs, educational backgrounds and experiences of the individual learner and be culturally sensitive to any specific learner needs.</p> <p>Where areas of content are common to more than one unit, integrated delivery may be appropriate.</p> <p>All delivery modes should allow for active participation of all learners.</p> <p>In keeping with effective practice all units should be appropriately contextualised to the relevant law enforcement agency setting. It is recommended that representatives of the relevant law enforcement agency be involved in delivery to provide learners with an understanding of the context in which skills are applied and the demands of the extended recruitment process.</p>
7.2 Resources	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p>

	<ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Delivery of the unit VU22728 Develop swimming skills will require access to a suitable facility to instruct the swimming skills and enable participants to practise.</p> <p>Delivery of the unit VU22729 Develop and maintain personal fitness will require access to a suitable facility and equipment to instruct the fitness skills and enable participants to practise.</p>
8. Pathways and articulation Standard 8 AQTF Standards for Accredited Courses	
	<p>There are no formal articulation arrangements in place at the time of accreditation.</p> <p>Learners who complete the units of competency imported from endorsed training packages will be eligible for credit into other qualifications that contain those units.</p>
9. Ongoing monitoring and evaluation Standard 13 AQTF Standards for Accredited Courses	
	<p>The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of the course.</p> <p>A formal review will take place once during the period of accreditation. The review will be informed by feedback from users of the curriculum and will consider at a minimum:</p> <ul style="list-style-type: none"> any changes required to meet emerging or developing needs changes to and/or updates of any units of competency from nationally endorsed training packages. <p>Any significant changes to the courses will be notified to the VRQA.</p>

Section C: Units of Competency

The following units of competency developed for this course are contained in Section C:

Code	Title
VU22726	Respond to a range of communications
VU22727	Develop and apply numeracy skills
VU22728	Develop swimming skills
VU22729	Develop and maintain personal fitness

The following imported units of competency can be accessed from the National Register (More information is available [here](#))

Code	Title
CHCLEG001	Work legally and ethically
CHCDIV001	Work with diverse people
HLTAID003	Provide first aid

Unit Code	VU22726
Unit Title	Respond to a range of communications
Unit Descriptor	<p>This unit describes the skills and knowledge to respond to a range of communications including written and oral texts for different exam contexts and requirements.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who wish to develop their communication skills and exam strategies to meet a specific employment related requirement such as entry to a law enforcement training program.
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify the exam context of the communications	<p>1.1 Identify the <i>purpose of the exam</i></p> <p>1.2 Identify the <i>components of the exam</i></p> <p>1.3 Identify the <i>communication skills</i> to be applied</p> <p>1.4 Identify the <i>conditions</i> under which the skill must be demonstrated</p> <p>1.5 Identify <i>strategies</i> to support effective skill demonstration</p>
2 Read the text	<p>2.1 Identify the <i>purpose</i> and audience of the text</p> <p>2.2 Use a range of <i>strategies to comprehend the text</i></p> <p>2.3 Determine the main ideas in the text</p> <p>2.4 Identify supporting details in the text</p> <p>2.5 Distinguish between fact and opinion</p> <p>2.6 Record main ideas and supporting details in <i>note form</i></p>

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|---|------------------------------------|---|
| | 2.7 | Evaluate the effectiveness of the text |
| 3 | Produce a response to written text | <p>3.1 Locate key instructional language to complete the response</p> <p>3.2 Analyse the key instructional language</p> <p>3.3 Identify and use the appropriate format and style for the response</p> <p>3.4 Select and organise the information required to produce the response</p> <p>3.5 Plan, sequence and link the content for the response using appropriate structure and grammar</p> <p>3.6 Review response for accuracy and clarity</p> |
| 4 | Respond to an oral text | <p>4.1 Determine the purpose and audience for the oral text</p> <p>4.2 Identify and interpret key details in the oral text</p> <p>4.3 Use a range of strategies to respond to the text</p> <p>4.4 Respond to questions related to the oral text</p> <p>4.5 Provide an opinion of the text</p> |
| 5 | Participate in an oral exchange | <p>5.1 Determine the purpose and audience for the oral exchange</p> <p>5.2 Use an appropriate register for the exchange</p> <p>5.3 Use a range of interaction conventions to participate in and maintain the exchange</p> <p>5.4 Interpret the main ideas in the exchange</p> <p>5.5 Determine the need for additional information</p> <p>5.6 Respond to questions and requests for additional information</p> |

Required Knowledge and Skills

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

Required Knowledge:

- key vocabulary related to a range of topics and issues
- differences between facts and opinions

- interactional strategies to maintain and respond to exchanges
- relationship between register, audience and purpose
- difference between formal and informal registers
- layout related to specific text types
- generic grammatical forms including personal pronouns and a range of tenses
- process of planning, drafting and proofreading
- a wide range of discourse markers, connectives, pronouns and cohesive devices to link ideas and concepts or contrast ideas, such as *in spite of the fact that*
- common cross cultural interpretations of common language concepts

Required Skills:

- communication skills to use pronunciation which does not interfere with meaning
- literacy skills to:
 - identify and select grammatical structures and language related to text response
 - take notes to summarise main points and supporting information according to required format
- problem solving skills to:
 - select appropriate register to respond to written and oral texts
 - apply conventions to establish and maintain exchanges
 - draw on a range of de-coding and meaning-making strategies to make sense of texts
 - draw on prior knowledge to make sense of texts
 - connect ideas and information related to topic of text
 - use grammatical forms for different purposes such as giving explanations and providing opinions
 - respond to cross cultural interpretations of common language concepts
- self management skills to identify appropriate strategies that support effective skill demonstration, such as time management, skimming and scanning, re-reading for meaning, asking questions to clarify where required

Range Statement

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

Purpose of the exam may include:

- to demonstrate competence in reading and comprehending different texts and documents
- to demonstrate competence in communicating oral and written information clearly
- to determine knowledge and / or skill
- to meet an entry benchmark
- to assess additional support required

Components of the exam may include:

- reading
- writing
- listening
- oral communication

Communication skills may include:

- reading for meaning / notetaking
- summary writing
- extended writing
- exchanging oral information
- responding to oral information

Conditions may include:

- examination:
 - on line
 - timed
 - closed book
 - background distractions
- face to face / panel / online interview

Strategies may include:

- reading directions for each task
- identifying the type of task
 - multiple choice
 - true-false, yes/no
 - matching and sentence completion
- scanning and skimming for key information
- identifying patterns in visual information
- managing time
- prioritising questions
- re-reading for meaning
- asking questions to clarify requirements
- identifying key language cues
 - negative phrases for example: Choose the answer which DOESN'T describe)
 - subjective questions for example, Choose the option that BEST describes)

Purpose may include:

- to persuade
- to inform

- to instruct

Strategies to comprehend the text may include:

- meaning-making strategies such as:
 - scanning for key information
 - identifying ways in which the writer chooses words to convey opinions and facts, and the effect of these choices in creating emotions in the reader
 - recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose and audience
 - drawing on a broad bank of personally relevant vocabulary and phrases
 - recognising introductory phrases which indicate an opinion or a fact is being offered
 - clarifying intended meaning by varying speed when reading
 - identifying techniques used by the author to achieve purpose such as tone and words
 - de-coding strategies
 - word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text.
 - punctuation as an aid to understanding such as capitalisation, full stops, commas, exclamation marks, speech marks

Note form must include:

- title
- headings / subheadings
- bullet points or numbering
- correct / accepted spelling
- correct grammar and punctuation conventions

Effectiveness of the text may include:

- consideration of:
 - source of text
 - whether it is meeting its purpose
 - whether it is meeting the needs of the audience
 - whether it is presenting valid evidence

Key instructional language may include:

- analyse
- argue
- discuss
- evaluate
- justify

- examine
- compare
- qualifying language such as:
 - select the correct answer
 - select the information that is out of place
 - four of the following are alike in some way. Circle the letters of the other two
 - most nearly the same as

Format and style may include:

- structure:
 - introduction
 - paragraphs
 - conclusion
 - basic structural conventions of text:
 - chronological sequencing of information and supporting information
 - consistent use of grammatically correct
 - complete sentence forms
 - occasional use of complex sentences
 - use of upper and lower case letters
 - selection of register
 - use of vocabulary to convey shades of meaning
 - use of a range of tenses
 - grammatical forms related to specific purposes
- format:
 - length of text
 - handwritten / word processed
 - online
 - multiple choice

Oral text may include:

- video footage with a scenario
- video interviews

Strategies to respond to the text may include:

- using appropriate:
 - vocabulary
 - rhythm, stress and intonation
 - English grammar to describe and explain
 - register
- organising and structuring thoughts and ideas coherently
- intelligible pronunciation

- using visual cues
- Oral exchange** may include:
- interviews for the purpose of :
 - explaining a situation
 - explaining actions in response to the situation .
 - describing the outcome or outcomes of the action
 - drawing on past experiences that demonstrate strengths applicable to a position
- Interaction conventions** may include:
- turn taking
 - rephrasing
 - discourse indicators for introducing an idea or changing a topic
 - identifying cues and non-verbal feedback
 - requesting repetition or clarification
 - using non verbal communication

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 Curriculum.

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

Assessment must confirm the ability to:

- identify the conditions and relevant strategies to support demonstration of skills and knowledge to:
 - apply exam strategies to complete communication tasks
 - read and interpret information in a range of texts
 - respond to written and oral texts using appropriate style and format
 - participate in and maintain oral exchanges using interaction strategies and conventions

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of texts such as persuasive texts and multiple choice texts
- oral visual texts
- participants for an oral exchange

Method(s) of assessment

The following are suggested assessment methods for this unit:

- portfolio of different responses to written texts including a summary and extended piece of writing

- direct observation of the learner participating in spoken exchanges
- direct observation of a learner responding to an oral text

Unit Code	VU22727
Unit Title	Develop and apply numeracy skills
Unit Descriptor	<p>This unit describes the skills and knowledge to develop and apply numeracy skills in exam contexts to respond to recruitment related numeracy assessment.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who wish to develop their numeracy skills and exam strategies to meet a specific employment related requirement such as entry to a law enforcement training program.
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify the exam context of the numeracy skills	<p>1.1 Identify the <i>purpose of the exam</i></p> <p>1.2 Identify the <i>components of the exam</i></p> <p>1.3 Identify the <i>numeracy skills</i> to be applied</p> <p>1.4 Identify the <i>conditions</i> under which the skill must be demonstrated</p> <p>1.5 Identify <i>strategies</i> to support effective skill demonstration</p>
2 Identify different methods for making calculations	<p>2.1 Identify the different <i>methods for making calculations</i></p> <p>2.2 Identify the <i>conventions of making written calculations</i></p> <p>2.3 Identify <i>strategies for making mental calculations</i></p> <p>2.4 Identify the location and purpose of <i>main calculator functions</i></p>
3 Perform multi-step calculations	<p>3.1 Identify and analyse the numerical task</p> <p>3.2 Determine an appropriate mathematical process or calculation to solve the given numerical task</p>

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|----|-----|---|
| | 3.3 | Perform multi step calculations to solve the numerical task |
| | 3.4 | Make an initial estimate when undertaking calculations |
| | 3.5 | Convert between equivalent measures where appropriate |
| 4 | 4.1 | Interpret and calculate with measurement and time
Use and interpret the concepts and units of measurement including using suitable symbols and abbreviations |
| | 4.2 | Convert measures within the metric system |
| | 4.3 | Perform routine and familiar calculations with relevant measurements |
| | 4.4 | Check reasonableness of results and interpret results in terms of original purpose and the context |
| | 4.5 | Read and use time measuring and/or recording devices to interpret, estimate and calculate with time in everyday situations |
| | 4.6 | Use symbols and language related to time to communicate results of calculations involving time |
| | 4.7 | Identify and use the relationship between units of time to convert between units of time |
| 5 | 5.1 | Use ratio, proportion and percent to solve problems
Determine a ratio from information in a practical problem and express it in simplest form |
| | 5.2 | Divide a quantity into a given ratio |
| | 5.3 | Convert between fractions, decimals and percent forms |
| | 5.4 | Calculate a percentage increase or decrease of a quantity |
| 6. | 6.1 | Interpret numerical information in texts
Identify and interpret numerical information in a range of texts |
| | 6.2 | Perform a range of calculations with numerical information |
| | 6.3 | Estimate results of calculations and check in relation to the context |

Required Knowledge and Skills

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

Required Knowledge:

- methodology for conducting calculations
- units of metric measurement and conversions between metric units
- units of time and their representation
- decimals and common fractions in relation to measurement and time
- abbreviations associated with measurement and time
- mathematical vocabulary such as addition / plus; subtraction / minus; multiplication / times
- common cross cultural interpretations of common numerical concepts
- key features, conventions and symbols of data in numerical texts such as scales and axes, columns

Required Skills:

- numeracy skills to perform a range of calculations including:
 - fractions and mixed numbers
 - decimals and directed numbers
- problem solving skills to :
 - select the mathematical process appropriate for each different calculation and to test the accuracy of results
 - estimate to check calculations and reasonableness of outcomes
 - use a range of mathematical symbolism to represent mathematical thinking and processing
 - respond to cross cultural interpretations of common numerical concepts
- self management skills to identify appropriate strategies that support effective skill demonstration, such as time management, skimming and scanning and re-reading for meaning

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.

Purpose of the exam may include:

- to determine numeracy knowledge and / or skill
- to demonstrate competence in the use, application and interpretation of mathematical problems
- meet an entry benchmark
- to assess additional support required

Components of the exam may include

- number
- algebra
- measurement and geometry
- statistics and probability

Numeracy skills may include:

- extracting and interpreting numerical data
- undertaking calculations using a range of mathematical techniques such as:
 - addition
 - subtraction
 - multiplication

Conditions may include:

- on line examination
- timed examination
- closed book examination
- use of calculators / instruments

Strategies may include:

- reading the directions for each task
- identifying the type of task
 - multiple choice
 - true-false, yes/no
 - short numeric responses
- scanning and skimming for key information
- managing time
- prioritising questions
- re-reading for meaning
- identifying key language cues:
 - negative phrases for example: Choose the answer which DOESN'T describe
 - subjective questions for example, Choose the option that BEST describes

Methods for making calculations may include:

- mental
- making notes on paper
- with a calculator

Conventions of making written calculations may include:

- using signs and symbols to make calculations, such as:

$$\begin{array}{r}
 46 \\
 + \\
 \hline
 4 \\
 \hline
 50
 \end{array}$$

Strategies for making mental calculations may include:

- reordering numbers in a calculation
- count forward or back in tens

- partitioning and recombining whole numbers
- Main calculator functions** may include:
- addition
 - subtraction
 - multiplication
 - division
 - equals
 - decimal point
 - percentage
 - clear
- Multi step calculations** may include:
- routine calculations that use more than one operation chosen from +, −, × or ÷ which may be the same operation, and/or include a percentage or fraction calculation as one of the steps)
 - routine multi- step calculations with common fractions or percentages such as 20% of \$45 or $\frac{3}{4}$ of \$56
 - calculations using familiar ‘in head’ methods where appropriate such as × or ÷ by 2, 10, 100 and also by pen and paper and by using a calculator or other technological processes and tools
 - division by decimal values and long division with a calculator
 - rounding off
- Initial estimate** refers to:
- using number facts and rounding to make an initial estimate of an expected result/answer
- Equivalent measures** may include
- common fraction, decimal and percentage forms
- Concepts and units of measurement** may include:
- measurements for:
 - temperature
 - length
 - height
 - mass
 - volume capacity
 - distance
- Suitable symbols and abbreviations** may include:
- centimetre (cm)
 - millimetre (mm)

- kilometre (km)
 - metre(m)
 - millilitre (ml)
 - \$/L
 - \$/kg
- Measures** may include:
- length
 - mass
 - capacity/volume
 - distance
- Routine and familiar calculations** may include:
- familiar/routine calculations that use one or two operations chosen from +, −, x or ÷
 - calculations using familiar ‘in head’ methods where appropriate and also by pen and paper and by using a calculator
 - division by small whole numbers only
 - division by decimal values and long division which may be worked out on a calculator
 - simple common routine rates related to measurement such as \$/kg, \$/m
- Reasonableness of results** may include:
- comparing final result to:
 - expected result
 - initial estimate
- Time measuring and/or recording devices** may include:
- digital and analogue time pieces
 - paper based or electronic calendars
- Symbols and language related to time** may include:
- oral and written language of time such as:
 - hours, minutes and their abbreviations
 - days, weeks, fortnight, months, years and their respective abbreviations
- Relationship between units of time** may include:
- minutes and hours where 60min =1hr, 30min =1/2hr
 - weeks in a month or hours in a day
 - days in a year
- Numerical information** may include:
- whole numbers
 - percentages

- money
- ratios

Texts may include:

- graphs
- advertisements
- instructions
- tables
- timetables
- charts
- diagrams

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 Curriculum.

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

Assessment must confirm the ability to:

- identify the exam conditions and relevant strategies to support demonstration of numeracy skills and knowledge
- apply mathematical concepts, techniques and language to solve mathematical problems including using:
 - ratio and proportion
 - fractions, decimals and percent forms
 - measurement and time

Context of and specific resources for assessment

Assessment must ensure access to:

- mathematical tasks requiring the application of mathematical processes to perform calculations
- materials and texts to support completion of tasks

The learner can use a blend of “in the head” methods, pen and paper methods and calculators

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of the learner making mental, written and / or electronic calculations and recording accurate results within required timeframes
- portfolio of written calculations showing methodology

Unit Code	VU22728
Unit Title	Develop swimming skills
Unit Descriptor	<p>This unit describes the knowledge and skills required to identify the ways in which swimming skills are applied in an occupational context and to use one or more swimming strokes to swim a minimum of 100 metres.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to those who wish to develop their swimming skills to meet a specific requirement, such as entry to a law enforcement training program.
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Identify the context for application of swimming skills	<p>1.1 Identify the <i>potential application</i> of swimming skills</p> <p>1.2 Identify the <i>bodies of water</i> where swimming skill may be applied in an occupational context</p> <p>1.3 Identify <i>safety implications</i> of different bodies of water</p>
2 Identify the required swimming level	<p>2.1 Identify <i>own level</i> of swimming skill</p> <p>2.2 Identify the <i>swimming skill</i> to be developed</p> <p>2.3 Discuss and agree an appropriate <i>program</i> with a swimming instructor</p>
3 Undertake a swimming program	<p>3.1 Confirm and apply any <i>safety requirements</i></p> <p>3.2 Assemble <i>required items</i></p> <p>3.3 Follow instructions of swimming instructor</p> <p>3.4 Clarify instructions as required</p> <p>3.5 Undertake the agreed program</p>

- | | | | |
|---|-----------------|-----|--|
| 4 | Review progress | 4.1 | Review own progress in consultation with swimming instructor |
| | | 4.2 | Adjust program as required |
| | | 4.3 | Implement adjustments as required |

Required Knowledge and Skills

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

Required Knowledge:

- safety requirements when undertaking a swimming program

Required Skills:

- communication skills to:
 - agree and confirm own requirements
 - identify safety requirements
 - clarify and follow instructions
- self management skills to:
 - identify own level of swimming skill
 - undertake any required practice sessions agreed in program
 - review own progress and seek assistance when required

Range Statement

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

- Potential application*** may include:
- to rescue
 - to apprehend

- Bodies of water*** may include:
- ocean
 - river
 - lake
 - dam

- Safety implications*** may include:
- swimming in clothing and equipment
 - negotiating rips
 - checking for submerged obstacles
 - avoiding reeds / soft bottoms

- Own level*** may include:
- lack of familiarity with water

- novice
- beginner

Swimming skill may include:

- one or more swimming strokes
- meeting a distance and time requirement

Program may include:

- timing and number of lessons
- amount of practice
- progressive skill development:
 - stroke
 - breathing
 - kicking
- water familiarisation
- safe entry

Safety requirements may include:

- water safety
- sun safety
- safe use of facilities and / or equipment
- level of supervision
- self monitoring

Required items may include:

- appropriate swimwear
- swimming goggles / caps
- sunscreen
- footwear
- towels

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:

- agree, review and adjust a personal swimming program under the direction of a swimming instructor
- undertake the swimming program to swim a minimum of 100 metres within a specified time frame.

Context of and specific

Assessment must ensure access to:

resources for assessment

- an appropriate swimming instructor to advise and instruct a program
- a suitable facility to demonstrate the required level of swimming skill

Method(s) of assessment

The following are suggested assessment methods for this unit:

- oral and / or written questioning to assess knowledge of the ways in which swimming skills are applied in an occupational context
- observation of the learner taking instruction and seeking clarification as required to safely undertake the swimming program
- observation of the learner swimming the required distance within the required time frame

Unit Code	VU22729
Unit Title	Develop and maintain personal fitness
Unit Descriptor	<p>This unit describes the skills and knowledge to develop and maintain personal fitness levels and to identify strategies to support personal well being.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who wish to develop their personal fitness levels to meet a specific requirement, such as entry to a law enforcement training program.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Determine fitness requirements	<p>1.1 Determine current fitness levels in conjunction with a fitness instructor</p> <p>1.2 Determine previous training or exercise history</p> <p>1.3 Identify fitness level requirements</p> <p>1.4 Identify any additional parameters that are required</p>
2 Determine a fitness program	<p>2.1 Discuss and agree an appropriate program with a fitness instructor</p> <p>2.2 Identify required equipment to be used</p> <p>2.3 Identify safety requirements</p>
3 Implement and review a fitness program	<p>3.1 Follow instructions of fitness instructor</p> <p>3.2 Clarify instructions as required</p> <p>3.3 Undertake the agreed program</p> <p>3.4 Seek assistance from fitness instructor as required</p> <p>3.5 Adjust program in conjunction with fitness instructor as required to maintain fitness development to required</p>

level

- | | | | |
|---|----------------------------|-----|---|
| 4 | Develop a maintenance plan | 4.1 | Identify the components that support fitness maintenance |
| | | 4.2 | Investigate the factors that can impact on personal wellbeing |
| | | 4.3 | Identify strategies that can assist in maintaining personal well being |
| | | 4.4 | Develop a fitness maintenance plan |
| | | 4.5 | Review the plan in conjunction with a fitness instructor to ensure it can be actioned and make any required adjustments |

Required Knowledge and Skills

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

Required Knowledge:

- the impact of factors such as sleep patterns, nutrition and exercise on physical and personal wellbeing
- the potential psychological impacts of working in law enforcement or as a first responder

Required Skills:

- communication skills to:
 - discuss and agree a fitness program with a fitness instructor
 - follow and clarify instructions as required
 - review and adjust a maintenance plan as required
- self management skills to recognise potential factors affecting personal wellbeing

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.

Current fitness levels may include:

- aerobic
- strength
- endurance
- core stability
- flexibility

Fitness instructor may include:

- strength and conditioning coach

- personal trainer
- exercise physiologist

Training or exercise history may include:

- type of training or exercise program
- length of recent participation
- level of intensity
- familiarity with exercise technique/s

Requirements may include:

- finger, hand and forearm strength
- upper body strength
- core strength
- cardiovascular and aerobic fitness
- speed and agility

Parameters may include:

- time
- distance
- repetitions
- obstacles

Program may include:

- timing and number of lessons
- amount of practice
- resistance training:
 - whole body or compound exercises for specific muscle groups
- aerobic endurance
- anaerobic endurance:
 - high intensity short interval training
- flexibility:
 - stretching

Safety requirements may include:

- personal safety
- safety of others using the facility
- safe equipment operation and use
- self monitoring of injuries / overtraining

Components may include:

- exercise type, duration and frequency
- sleep

- nutrition
- Factors** may include:
- traumatic incidents
 - stress management
 - shift work
 - alcohol / drug consumption
- Strategies** may include:
- identifying appropriate supports / social or family networks
 - self review to recognise chronic / incidental stress
 - physical activity
 - meditation
 - reviewing and adjusting diet
 - reducing or eliminating alcohol / nicotine intake
- Fitness maintenance plan** may include:
- written / electronic plan
 - number, duration and content of training sessions
 - review points
 - stress management strategies
 - nutritional support
 - sleep requirements

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 Curriculum.

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

Assessment must confirm the ability to:

- consult with a fitness instructor to:
 - develop, implement and review a fitness plan that supports personal fitness goals
 - develop and review a fitness maintenance plan
- identify strategies to support personal well being.

Context of and specific resources for assessment

Assessment must ensure:

- access to a facility with the required equipment to implement a fitness program
- access to an appropriate fitness instructor to advise and instruct a program

- sufficient time for a program to be implemented and reviewed

Method(s) of assessment

The following are suggested assessment methods for this unit:

- oral and / or written questioning to assess knowledge of the factors that can impact personal fitness and wellbeing and appropriate support strategies
- review of a documented fitness plan and a maintenance plan
- observation of the learner implementing the fitness plan and achieving the stated benchmarks.