

22447VIC Certificate I in Mumgu-dhal tyama-tiyt
22448VIC Certificate II in Mumgu-dhal tyama-tiyt
22449VIC Certificate III in Mumgu-dhal tyama-tiyt



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

Accredited for the period: 1 January 2018 to 31 December 2022





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- Naming of the Certificates

The name of the certificates *Mumgu-dhal tyama-tiyt* translates as '*Message stick of knowledge*'. The name reflects the intention of the qualifications to provide skills and knowledge for Aboriginal and/or Torres Strait Islander Australians to enter a range of education and / or employment options. The name comes from two Victorian Aboriginal languages: the Woiwurrung words 'mumgu-dhal' meaning 'message stick-of' in partnership with the Keeraywooroong word 'tyama-tiyt' meaning 'knowledge'. Permission to use the words has been given by the Wurundjeri Council and South West Aboriginal Languages Committee.

Cover design Acknowledgement – River Spirits - Artist: Arbup Ash Peters, Wurunjeri / Yorta Yorta © 2006.

'We are forever walking the pathway of knowledge with the guidance of our elders and spirits. We walk in the footprints of our elders who in turn receive the guidance of our ancestors.'

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Section A: Copyright and course classification information

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|---|---|
| 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) 2018.</p> |
| 2. Address | <p>Executive Director Industry Engagement and VET Systems 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) 9637 3092 Email: course.enquiry@edumail.vic.gov.au</p> <p>Day-to-Day Contact General Studies & Further Education Curriculum Maintenance Manager Victoria Polytechnic PO Box 14428 Melbourne, VIC 8001 Ph: (03) 9919 5300 / 5302 Email: sicmm.generalstudies@vu.edu.au cheryl.bartolo@vu.edu.au</p> |
| 3. Type of submission | <p>Reaccreditation</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 at www.training.gov.au</p> <p>© Commonwealth of Australia</p> <ul style="list-style-type: none"> • AHC Agriculture, Horticulture and Conservation Land Management Training Package <ul style="list-style-type: none"> – AHCWHS101 Work safely • BSB Business Services Training Package <ul style="list-style-type: none"> – BSBWHS201 Contribute to health and safety of self and others – BSBITU102 Develop keyboard skills – BSBITU101 Operate a personal computer |

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| | <ul style="list-style-type: none"> - BSBITU202 Create and use spreadsheets - BSBITU201 Produce simple word processed documents - BSBIND201 Work effectively in a business environment - BSBWOR301 Organise personal work priorities and development - BSBATSIM412 Implement a businesslike approach • CHC Community Services Training Package <ul style="list-style-type: none"> - CHCDIS007 Facilitate the empowerment of people with disability - CHCAGE001 Facilitate the empowerment of older people - CHCCDE004 Implement participation and engagement strategies - CHCDIV001 Work with diverse people - CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety - CHCEDS002 Assist in implementation of planned educational programs - CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker - CHCCOM005 Communicate and work in health or community services • CPC Construction Plumbing and Services Training Package <ul style="list-style-type: none"> - CPCCWHS1001 Prepare to work safely in the construction industry • CPC08 Construction Plumbing and Services Training Package <ul style="list-style-type: none"> - CPCCCM1012A Work effectively and sustainably in the construction industry • CPP07 Property Services <ul style="list-style-type: none"> - CPPDSM4041A Contribute to development of a tenancy mix strategy • CUA Creative Arts and Culture Training Package <ul style="list-style-type: none"> - CUAATS101 Develop understanding of own Aboriginal or Torres Strait Islander identity - CUARES202 Source and use information relevant to own arts practice • HLT Health Training Package <ul style="list-style-type: none"> - HLTAID003 Provide first aid • ICP Printing and Graphic Arts Training Package <ul style="list-style-type: none"> - ICPSUP281 Use computer systems • ICT Information and Communications Technology Training Package <ul style="list-style-type: none"> - ICTWEB201 Use social media tools for collaboration and engagement - ICTICT108 Use digital literacy skills to access the internet - ICTICT103 Use, communicate and search securely on the internet - ICTICT308 Use advanced features of computer applications - ICTICT203 Operate application software packages - ICTICT201 Use computer operating systems and hardware • MSM Manufacturing Training Package <ul style="list-style-type: none"> - MSMSUP102 Communicate in the workplace - MSMPCI101 Adapt to work in industry • PSP Public Sector Training Package |
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| | <ul style="list-style-type: none"> - PSPGEN035 Provide workplace mentoring - PSPGEN017 Work in and with small, regional and remote organisations - PSPGEN019 Use workplace communication strategies • SHB Hairdressing and Beauty Training Package <ul style="list-style-type: none"> - SHBBCCS001 Advise on beauty products and services - SHBXCCS002 Provide salon services to clients - SHBXIND001 Comply with organisational requirements within a personal services environment - SHBXIND002 Communicate as part of a salon team - SHBXCCS003 Greet and prepare clients for salon services • SIR Retail Services Training Package <ul style="list-style-type: none"> - SIRXIND001 Work effectively in a service environment - SIT Tourism Hospitality and Travel Training Package - SITTGDE007 Research and share general information on Australian Indigenous cultures - SITXFSA001 Use hygienic practices for food safety - SITHIND002 Source and use information on the hospitality industry • TAE Training and Education Training Package <ul style="list-style-type: none"> - TAEDEL301 Provide work skill instruction - TAEDEL402 Plan, organise and facilitate learning in the workplace - TAEDES401 Design and develop learning programs • TLI Transport and Logistics Training Package <ul style="list-style-type: none"> - TLILIC2001 Licence to operate a forklift truck - TLIE1005 Carry out basic workplace calculations - TLILIC2014 Licence to drive a light rigid vehicle - TLIL1001 Complete workplace orientation/induction procedures <p>Copyright of the following units of competency from accredited curricula is held by the Department of Education and Training, Victoria © State of Victoria. The following curricula can be downloaded free of charge from the Victorian Department of Education and Training website at: http://www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx <u>2</u></p> <ul style="list-style-type: none"> • 22236VIC Certificate I in General Education for Adults <ul style="list-style-type: none"> - VU21351 Investigate driving and owning a car • 22237VIC Certificate II in General Education for Adults <ul style="list-style-type: none"> - VU21356 Engage with a range of complex texts for learning purposes - VU21360 Create a range of complex texts for learning purposes - VU21363 Investigate and interpret shapes and measurements and related formulae in a range of contexts - VU21364 Investigate numerical and statistical information in a range of contexts - VU21365 Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts • 22280VIC Certificate I in Employment Pathways |
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|-----------------------------------|---|--|--|
| | <ul style="list-style-type: none"> - VU21664 Prepare for employment • 22313VIC Certificate IV in Tertiary Preparation <ul style="list-style-type: none"> - VU21864 Set study goal and plan education pathway - VU21865 Prepare for tertiary reading and writing - VU21866 Communicate verbally in a further study context • 22317VIC Certificate IV in Liberal Arts <ul style="list-style-type: none"> - VU21881 Apply essential further study skills | | |
| 5. Licensing and franchise | <p>Copyright of this material is reserved to the Crown in the right of the State of Victoria.</p> <p>© State of Victoria (Department of Education and Training) 2017.</p> <p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (http://creativecommons.org/licenses/by-nd/3.0/au/).</p> <p>You are free to use copy and distribute to anyone in its original form as long as you attribute Higher Education and Skills Group, Department of Education and Training (DET) as the author and you license any derivative work you make available under the same licence.</p> <p>Request for other use should be addressed to:</p> <p>Executive Director Industry Engagement and VET Systems Higher Education and Skills Group Department of Education and Training (DET)</p> <p>Email: course.enquiry@edumail.vic.gov.au</p> <p>Copies of this publication can be downloaded free of charge from the DET website at: www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx</p> | | |
| 6. Course accrediting body | Victorian Registration and Qualifications Authority | | |
| 7. AVETMISS information | ANZSCO <i>[Australian and New Zealand Standard Classification of Occupations]</i> ASCED Code – 4 digit <i>(Field of Education)</i> National course code | GEN19 General education - not occupationally specific 1201 General Education Programmes 22447VIC 22448VIC 22449VIC | |
| 8. Period of accreditation | 1 January 2018 to 31 December 2022 | | |

Section B: Course information

| 1. Nomenclature | | Standard 1 AQTF Standards for Accredited Courses |
|--|--|---|
| 1.1 Name of the qualification | Certificate I in Mumgu-dhal tyama-tiyt Certificate II in Mumgu-dhal tyama-tiyt Certificate III in Mumgu-dhal tyama-tiyt | |
| 1.2 Nominal duration of the course | Certificate I in Mumgu-dhal tyama-tiyt – 329 – 500 Certificate II in Mumgu-dhal tyama-tiyt – 338 – 570 Certificate III in Mumgu-dhal tyama-tiyt – 525 – 680 | |
| 2. Vocational or educational outcomes | | Standard 1 AQTF Standards for Accredited Courses |
| 2.1 Purpose of the course | <p>The Certificate I enables learners to explore their Aboriginal and/or Torres Strait Islander identity and community and develop or strengthen personal connections. It also enables learners to develop language, literacy and numeracy skills and personal confidence to engage more broadly with society.</p> <p>The Certificate II enables the development of personal connections with community and provides the opportunity to develop vocational skills to pathway into further training or employment.</p> <p>The Certificate III enables the development of skills to participate more fully in community activities and develop vocational and study skills to pathway into further training, study or employment.</p> | |
| 3. Development of the course | | Standards 1 and 2 AQTF Standards for Accredited Courses |
| 3.1 Industry / enterprise/ community needs | <p>The Certificates in Mumgu-dhal tyama-tiyt have a history of accreditation and reaccreditation dating from 1998.</p> <p>The Council of Australian Governments' (COAG) has made a commitment through the National Indigenous Reform Agreement (NIRA) to 'closing the gap' between Aboriginal and non-Aboriginal Australians by establishing targets across health, education, life expectancy, early childhood development, and employment</p> <p>The National Aboriginal and Torres Strait Islander Education Strategy 2015 guides the education of all Aboriginal and Torres Strait Islander children and young people from birth through to further education and employment pathways. It includes as one of its seven priority areas "Aboriginal and Torres Strait Islander children and young people are supported at critical stages of their education to improve engagement, retention and attainment and develop the skills to participate fully in schooling, society and work."</p> <p>The Marrung: Aboriginal Education Plan 2016 – 2026, launched in Victoria in 2016, sets out a 10 year vision and identifies the significant actions for its achievement. It is a long-term plan which aims to underpin Victoria's commitment to close the gap in educational outcomes between Koorie and non-Koorie Victorians. Actions in the plan contribute to commitments in the Victorian Aboriginal Affairs Framework 2013–2018 and national Closing the Gap targets. The Plan</p> | |

| | <p>includes as one of its further actions to actively support Koorie young people to transition from education into an education, training or employment pathway.</p> <p>The Certificates in Mumgu-dhal tyama-tiyt support these policies by providing an opportunity for Aboriginal and/or Torres Strait Islander learners to develop or strengthen community connections, develop their vocational and/or study skills to support transitions into employment, and/or further training or study.</p> <p>The following table details training activity in the Certificates from 2013 to 2016. Note that complete data for 2016 was not available at the time of reaccreditation. (Source: Victorian Department of Education and Training)</p> <table><tr><th></th><th></th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr><tr><td>22215VIC</td><td>Certificate I in Mumgu-dhal tyama-tiyt</td><td>142</td><td>153</td><td>99</td><td>221</td></tr><tr><td>22217VIC</td><td>Certificate II in Mumgu-dhal tyama-tiyt</td><td>175</td><td>341</td><td>396</td><td>286</td></tr><tr><td>22218VIC</td><td>Certificate III in Mumgu-dhal tyama-tiyt</td><td>348</td><td>23</td><td>4</td><td>0</td></tr></table> <p>While training activity in the Certificate III has declined, consultations undertaken as part of the reaccreditation process indicated that the qualification is viewed as valuable to maintain a pathway for learners into higher level VET qualifications and further study.</p> <p>The reaccreditation was guided by a Project Steering Committee comprised of:</p> <table><tr><td>Neville Atkinson (Chair)</td><td>Wurreker Unit Manager, Victorian Aboriginal Education Association Inc.</td></tr><tr><td>Arbup Peters</td><td>Koori Recruitment Employment Advisor, Department of Justice and Regulation</td></tr><tr><td>Ashlee Rodgers</td><td>Aboriginal Liaison Officer, Aboriginal Education Centre, Federation University</td></tr><tr><td>Chris Christoforou</td><td>ACFE Projects Leader, Box Hill Institute</td></tr><tr><td>Rowena Price</td><td>Mumgu-dhal Community Liaison Officer, Victoria Polytechnic</td></tr></table> <p>A Skills and Knowledge Profile was developed following discussion with, advice from and validation by the PSC. The profile was used to guide the redevelopment of the qualifications.</p> <p>The Certificates do not duplicate by title or coverage the outcomes of an endorsed training package qualification.</p> | | | 2013 | 2014 | 2015 | 2016 | 22215VIC | Certificate I in Mumgu-dhal tyama-tiyt | 142 | 153 | 99 | 221 | 22217VIC | Certificate II in Mumgu-dhal tyama-tiyt | 175 | 341 | 396 | 286 | 22218VIC | Certificate III in Mumgu-dhal tyama-tiyt | 348 | 23 | 4 | 0 | Neville Atkinson (Chair) | Wurreker Unit Manager, Victorian Aboriginal Education Association Inc. | Arbup Peters | Koori Recruitment Employment Advisor, Department of Justice and Regulation | Ashlee Rodgers | Aboriginal Liaison Officer, Aboriginal Education Centre, Federation University | Chris Christoforou | ACFE Projects Leader, Box Hill Institute | Rowena Price | Mumgu-dhal Community Liaison Officer, Victoria Polytechnic |
|---------------------------------|---|------|------|------|------|------|------|----------|--|-----|-----|----|-----|----------|---|-----|-----|-----|-----|----------|--|-----|----|---|---|--------------------------|--|--------------|--|----------------|--|--------------------|--|--------------|--|
| | | 2013 | 2014 | 2015 | 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22215VIC | Certificate I in Mumgu-dhal tyama-tiyt | 142 | 153 | 99 | 221 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22217VIC | Certificate II in Mumgu-dhal tyama-tiyt | 175 | 341 | 396 | 286 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22218VIC | Certificate III in Mumgu-dhal tyama-tiyt | 348 | 23 | 4 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Neville Atkinson (Chair) | Wurreker Unit Manager, Victorian Aboriginal Education Association Inc. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Arbup Peters | Koori Recruitment Employment Advisor, Department of Justice and Regulation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ashlee Rodgers | Aboriginal Liaison Officer, Aboriginal Education Centre, Federation University | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chris Christoforou | ACFE Projects Leader, Box Hill Institute | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rowena Price | Mumgu-dhal Community Liaison Officer, Victoria Polytechnic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.2 Review for re-accreditation | <p>A mid cycle review was conducted by the General Studies & Further Education Curriculum Maintenance Manager in July 2015 to monitor the implementation of the qualifications and identify any required modifications. Enrolment data was reviewed and training providers surveyed via a questionnaire. Training providers considered that the course structures provided the flexibility to enable a range of outcomes to meet student needs.</p> <p>The 22447VIC Certificate I in Mumqu-dhal tyama-tiyt replaces and is</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>equivalent to the 22215VIC Certificate I in Mumgu-dhal tyama-tiy</p> <p>The 22448VIC Certificate II in Mumgu-dhal tyama-tiyt replaces and is equivalent to the 22217VIC Certificate II in Mumgu-dhal tyama-tiy</p> <p>The 22449VIC Certificate III in Mumgu-dhal tyama-tiyt replaces and is equivalent to the 22218VIC Certificate III in Mumgu-dhal tyama-tiyt</p> <p>The following table identifies the relationship between the current and previous units.</p> |
|--|---|

| Units from 22215VIC, 22217VIC, 22218VIC | Units from 22447VIC, 22448VIC, 22449VIC | Relationship |
|--|--|---------------------|
| VU20936 Develop a personal learning plan | VU22090 Develop a personal learning plan | Equivalent |
| VU20938 Explore your story | VU22094 Explore your story | Equivalent |
| VU20937 Read and write simple information | VU22097 Read and write simple information | Equivalent |
| VU20940 Recognise and use basic mathematical symbols and processes | VU22098 Recognise and use basic mathematical symbols and processes | Equivalent |
| VU20941 Support others to complete a small scale community project | VU22112 Support others to complete a small scale community project | Equivalent |
| VU20942 Investigate the influence of Indigenous history on the current environment | VU22113 Investigate the influence of Aboriginal and/or Torres Strait Islander history | Equivalent |
| VU20939 Recognise and interpret safety signs and symbols | VU22099 Recognise and interpret safety signs and symbols | Equivalent |
| VU20944 Plan for career and learning | VU22120 Plan for career and learning | Equivalent |
| VU21036 Work with Indigenous community members | VU22091 Work with Aboriginal and/or Torres Strait Islander community members | Equivalent |
| VU21037 Apply personal health and wellbeing strategies | VU22092 Apply personal health and wellbeing strategies | Equivalent |
| VU21038 Develop study skills | VU22093 Develop study skills | Equivalent |
| VU21039 Profile an Indigenous person or community organisation | VU22095 Profile an Aboriginal and/or Torres Strait Islander person or community organisation | Equivalent |
| VU21040 Participate in activities related to current Indigenous events of significance | VU22096 Participate in Aboriginal and/or Torres Strait Islander events of significance | Equivalent |

| Units from 22215VIC, 22217VIC, 22218VIC | Units from 22447VIC, 22448VIC, 22449VIC | Relationship |
|--|--|---------------------|
| VU21049 Use basic measuring and calculating skills | VU22101 Use basic measuring and calculating skills | Equivalent |
| VU21048 Complete a basic community project with support | VU22102 Complete a basic community project with support | Equivalent |
| VU21047 Participate in a practical placement with support | VU22103 Participate in a practical placement with support | Equivalent |
| VU21046 Prepare simple budgets | VU22104 Prepare simple budgets | Equivalent |
| VU21045 Use everyday data in the news | VU22105 Use everyday data from the news | Equivalent |
| VU21044 Use recipes to prepare food | VU22106 Use recipes to prepare food | Equivalent |
| VU21043 Calculate and communicate sports scores | VU22107 Calculate and communicate sports scores | Equivalent |
| VU21042 Read and communicate information from newspapers | VU22108 Read and communicate information from newspapers | Equivalent |
| VU21041 Complete forms | VU22109 Complete forms | Equivalent |
| VU21050 Develop a learning pathway | VU22110 Develop a learning pathway | Equivalent |
| VU21051 Work with Indigenous community members to develop mentoring skills | VU22111 Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills | Equivalent |
| VU21052 Investigate and present on features of Indigenous culture | VU22114 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture | Equivalent |
| VU21056 Take part in a practical placement | VU22118 Take part in a practical placement | Equivalent |
| VU21055 Develop job interview skills | VU22117 Develop job interview skills | Equivalent |
| VU21054 Develop written job application skills | VU22116 Develop written job application skills | Equivalent |
| VU21053 Participate in a representative organisation | VU22115 Participate in a representative organisation | Equivalent |
| VU21059 Develop leadership skills as a member of an Indigenous community | VU22119 Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community | Equivalent |
| VU21060 Investigate government structures and decision-making | VU22121 Investigate government structures and decision-making | Equivalent |

| Units from 22215VIC, 22217VIC, 22218VIC | Units from 22447VIC, 22448VIC, 22449VIC | Relationship |
|--|---|------------------------|
| processes | processes | |
| VU21061 Respond to an advertised job | VU22122 Respond to an advertised job | Equivalent |
| N/A | VU22100 Investigate language acquisition | New unit no equivalent |
| AHCOHS101A Work safely | AHCWHS101 Work safely | Equivalent |
| BSBWHS201 Contribute to health and safety of self and others | BSBWHS201 Contribute to health and safety of self and others | No Change |
| BSBITU102 Develop keyboard skills | BSBITU102 Develop keyboard skills | No Change |
| BSBITU101 Operate a personal computer | BSBITU101 Operate a personal computer | No Change |
| BSBITU202 Create and use spreadsheets | BSBITU202 Create and use spreadsheets | No Change |
| BSBITU201 Produce simple word processed documents | BSBITU201 Produce simple word processed documents | No Change |
| BSBIND201 Work effectively in a business environment | BSBIND201 Work effectively in a business environment | No Change |
| BSBWOR301 Organise personal work priorities and development | BSBWOR301 Organise personal work priorities and development | No Change |
| N/A | BSBATSIM412 Implement a businesslike approach | Newly imported unit |
| CPCCOHS1001A Work safely in the construction industry | CPCCWHS1001 Prepare to work safely in the construction industry | Not Equivalent |
| N/A | CPCCCM1012A Work effectively and sustainably in the construction industry | Newly imported unit |
| N/A | CPPDSM4041A Contribute to development of a tenancy mix strategy | Newly imported unit |
| CHCDIS220B Prepare for disability work | CHCDIS007 Facilitate the empowerment of people with disability | Not Equivalent |
| CHCAC318B Work effectively with older people | CHCAGE001 Facilitate the empowerment of older people | Not Equivalent |
| CHCCD413E Work within specific | CHCCDE004 Implement participation | Not Equivalent |

| Units from 22215VIC, 22217VIC, 22218VIC | Units from 22447VIC, 22448VIC, 22449VIC | Relationship |
|---|---|---------------------|
| communities | and engagement strategies | |
| HLTHIR403C Work effectively with culturally diverse clients and co-workers | CHCDIV001 Work with diverse people | Not Equivalent |
| N/A | CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety | Newly imported unit |
| N/A | CHCCOM005 Communicate and work in health or community services | Newly imported unit |
| N/A | CHCEDS002 Assist in implementation of planned educational programs | Newly imported unit |
| N/A | CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker | Newly imported unit |
| CUVATS101A Develop understanding of own Aboriginal or Torres Strait Islander identity | CUAATS101 Develop understanding of own Aboriginal or Torres Strait Islander identity | Equivalent |
| N/A | CUARES202 Source and use information relevant to own arts practice | Newly imported unit |
| N/A | SHBBCCS001 Advise on beauty products and services | Newly imported unit |
| SIBXCCS202A Provide service to clients | SHBXCCS002 Provide salon services to clients | Equivalent |
| N/A | SHBXIND001 Comply with organisational requirements within a personal services environment | Newly imported unit |
| N/A | SHBXIND002 Communicate as part of a salon team | Newly imported unit |
| N/A | SHBXCCS003 Greet and prepare clients for salon services | Newly imported unit |
| HLTAID003 Provide first aid | HLTAID003 Provide first aid | No Change |
| ICPSUP281 Use computer systems | ICPSUP281 Use computer systems | No Change |
| ICTWEB201 Use social media tools for collaboration and engagement | ICTWEB201 Use social media tools for collaboration and engagement | No Change |

| Units from 22215VIC, 22217VIC, 22218VIC | Units from 22447VIC, 22448VIC, 22449VIC | Relationship |
|---|---|---------------------|
| ICTICT108 Use digital literacy skills to access the internet | ICTICT108 Use digital literacy skills to access the internet | No Change |
| ICTICT103 Use, communicate and search securely on the internet | ICTICT103 Use, communicate and search securely on the internet | No Change |
| ICTICT308 Use advanced features of computer applications | ICTICT308 Use advanced features of computer applications | No Change |
| ICTICT203 Operate application software packages | ICTICT203 Operate application software packages | No Change |
| ICTICT201 Use computer operating systems and hardware | ICTICT201 Use computer operating systems and hardware | No Change |
| MSAPMSUP102A Communicate in the workplace | MSMSUP102 Communicate in the workplace | Equivalent |
| MSMPCI101A Adapt to work in industry | MSMPCI101 Adapt to work in industry | Equivalent |
| PSPGOV414A Provide workplace mentoring | PSPGEN035 Provide workplace mentoring | Equivalent |
| PSPGOV310A Work in and with small, regional and remote organisations | PSPGEN017 Work in and with small, regional and remote organisations | Equivalent |
| PSPGOV312A Use workplace communication strategies | PSPGEN019 Use workplace communication strategies | Equivalent |
| SIRXIND101 Work effectively in a customer service environment | SIRXIND001 Work effectively in a service environment | Not Equivalent |
| SITTGDE306 Research and share general information on Australian Indigenous cultures | SITTGDE007 Research and share general information on Australian Indigenous cultures | Equivalent |
| N/A | SITXFSA001 Use hygienic practices for food safety | Newly imported unit |
| N/A | SITHIND002 Source and use information on the hospitality industry | Newly imported unit |
| TAEDEL301A Provide work skill instruction | TAEDEL301 Provide work skill instruction | Equivalent |
| TAEDEL402A Plan, organise and facilitate learning in the workplace | TAEDEL402 Plan, organise and facilitate learning in the workplace | Equivalent |
| TAEDES401A Design and develop | TAEDES401 Design and develop | Equivalent |

| Units from 22215VIC, 22217VIC, 22218VIC | Units from 22447VIC, 22448VIC, 22449VIC | Relationship |
|---|--|---------------------|
| learning programs | learning programs | |
| TLIE1005A Carry out basic workplace calculations | TLIE1005 Carry out basic workplace calculations | Equivalent |
| TLILIC2001A Licence to operate a forklift truck | TLILIC2001 Licence to operate a forklift truck | Equivalent |
| TLIL1001A Complete workplace orientation/induction procedures | TLIL1001 Complete workplace orientation/induction procedures | Equivalent |
| TLILIC2014B Licence to drive light rigid vehicle | TLILIC2014 Licence to drive light rigid vehicle | Equivalent |
| VU20760 Set study goals and plan education pathway | VU21864 Set study goals and plan education pathway | Not Equivalent |
| VU20761 Prepare for tertiary reading and writing | VU21865 Prepare for tertiary reading and writing | Equivalent |
| VU20762 Communicate verbally in a further study context | VU21866 Communicate verbally in a further study context | Equivalent |
| VU20746 Apply essential further study skills | VU21881 Apply essential further study skills | Equivalent |
| VU21664 Prepare for employment | VU21664 Prepare for employment | Equivalent |
| VU21351 Investigate driving and owning a car | VU21351 Investigate driving and owning a car | No Change |
| N/A | VU21356 Engage with a range of complex texts for learning purposes | Newly imported unit |
| N/A | VU21360 Create a range of complex texts for learning purposes | Newly imported unit |
| N/A | VU21363 Investigate and interpret shapes and measurements and related formulae in a range of contexts | Newly imported unit |
| N/A | VU21364 Investigate numerical and statistical information in a range of contexts | Newly imported unit |
| N/A | VU21365 Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts | Newly imported unit |

| 4. Course outcomes | Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses |
|--------------------------------|---|
| 4.1 Qualification level | <p>The outcomes of the 22447VIC Certificate I in Mumgu-dhal tyama-tiyt meet AQF level 1 criteria through the:</p> <ul style="list-style-type: none"> • development of knowledge of information sources on issues relevant to the learner as an Aboriginal and/or Torres Strait Islander community member, basic reading and writing strategies, simple mathematical skills and personal management strategies • development of skills to read and write simple personally relevant documents and engage in community activities • application of knowledge and skills in highly structured contexts within supported known environments for example, to develop a personal learning plan and participate in Aboriginal and/or Torres Strait Islander community events as part of a team or workgroup. <p>The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and learning activities such as:</p> <ul style="list-style-type: none"> • structured training activities to develop reading and writing strategies and mathematical knowledge and skills to access information and build the skills to participate more effectively in activities relevant to the learner • participation in community events under the guidance of a mentor • development of a learning portfolio over time. <p>The outcomes of the 22448VIC Certificate II in Mumgu-dhal tyama-tiyt meet AQF level 2 criteria through the:</p> <ul style="list-style-type: none"> • development of knowledge of Aboriginal and/or Torres Strait Islander history and culture and its influence on current events and attitudes, education and training options to support identified learning goals and occupational health and safety procedures • development of skills to work with Aboriginal and/or Torres Strait Islander communities to develop as a mentor, contribute to community activities and plan for own further education and training to support personal goals • application of knowledge and skills in supported contexts within the known environment of the local Aboriginal and/or Torres Strait Islander community. <p>The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and learning activities such as:</p> <ul style="list-style-type: none"> • structured training activities to develop knowledge of Aboriginal and/or Torres Strait Islander history and culture, WHS / OHS procedures, basic research skills and language, literacy and numeracy skills • contributing to Aboriginal and/or Torres Strait Islander events and developing mentoring skills over time through working with Aboriginal and/or Torres Strait Islander community members. <p>The outcomes of the 22449VIC Certificate III in Mumgu-dhal tyama-tiyt</p> |

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| | <p>meet AQF level 3 criteria through the:</p> <ul style="list-style-type: none"> development of knowledge of Aboriginal and/or Torres Strait Islander culture, leadership and career options and planning strategies development of skills to support career planning and community leadership, including language, literacy and numeracy skills and personal management capabilities application of knowledge and skills in semi autonomous contexts, for example when planning and evaluating own career and learning pathway and developing leadership skills in community settings. <p>The volume of learning for this qualification is typically between 1 and 2 years and incorporates structured training delivery and learning activities such as:</p> <ul style="list-style-type: none"> structured training delivery to develop language, literacy and numeracy skills that support the learner's preferred learning goals and pathways, evaluate career and learning options and develop knowledge of leaderships styles and strategies appropriate to the Aboriginal and/or Torres Strait Islander community participating in Aboriginal and/or Torres Strait Islander events investigating Aboriginal and/or Torres Strait Islander culture developing leadership skills over time with the support of community members implementing a personal learning plan over sufficient time to enable the plan to be monitored and evaluated. |
| 4.2 Employability skills | <p><i>Standard 4 AQTF Standards for Accredited Courses</i></p> <p>Refer to Appendix A for Employability Skills Summaries for each qualification.</p> |
| 4.3 Recognition given to the course (if applicable) | <p><i>Standard 5 AQTF Standards for Accredited Courses</i></p> <p>Not Applicable</p> |
| 4.4 Licensing/ regulatory requirements (if applicable) | <p><i>Standard 5 AQTF Standards for Accredited Courses</i></p> <p>RTOs intending to deliver the following nationally endorsed training package unit of competency must have written verification from WorkSafe prior to adding the units to their scope of registration.</p> <ul style="list-style-type: none"> TLILIC2001 Licence to operate a forklift truck <p>Information about the WorkSafe approval process is available from www.worksafe.vic.gov.au</p> <p>Assessment of the unit <i>TLILIC2014 Licence to drive a light rigid vehicle</i> must be undertaken within a licensing examination conducted by, or under the authority of VicRoads. Information about licensing and testing requirements is available from https://www.vicroads.vic.gov.au</p> |
| 5. Course rules | Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses |

22447VIC Certificate I in Mumgu-dhal tyama-tiyt

To be eligible for the award of 22447VIC Certificate I in Mumgu-dhal tyama-tiyt, learners must successfully complete a total of 18 units comprising:

- 11 core units
- 7 elective units

Elective units may be selected from:

- the listed electives
- this or any other accredited course or endorsed training package

The selection of elective units should be guided by the vocational, educational and/or personal development needs of learners and support the AQF level of the qualification.

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

| Unit of competency code | Field of Education code | Unit of competency title | Pre-requisite | Nominal hours |
|-------------------------|-------------------------|--|---------------|---------------|
| Core units | | | | |
| VU22090 | 120105 | Develop a personal learning plan | Nil | 35 |
| VU22091 | 120505 | Work with Aboriginal and/or Torres Strait Islander community members | Nil | 35 |
| VU22092 | 120303 | Apply personal health and wellbeing strategies | Nil | 10 |
| VU22093 | 120105 | Develop study skills | Nil | 10 |
| VU22094 | 090311 | Explore your story | Nil | 35 |
| VU22095 | 090311 | Profile an Aboriginal and/or Torres Strait Islander person or community organisation | Nil | 20 |
| VU22096 | 090311 | Participate in Aboriginal and/or Torres Strait Islander events of significance | Nil | 20 |
| VU22097 | 120103 | Read and write simple information | Nil | 25 |
| VU22098 | 120103 | Recognise and use basic mathematical symbols and processes | Nil | 20 |
| VU22099 | 120103 | Recognise and interpret safety signs and symbols | Nil | 10 |
| VU22100 | 090311 | Investigate language acquisition | Nil | 30 |
| Elective units | | | | |

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|----------------------------|--------|---|-----|------------------|
| VU22101 | 120103 | Use basic measuring and calculating skills | Nil | 15 |
| VU22102 | 120505 | Complete a basic community project with support | Nil | 60 |
| VU22103 | 120505 | Participate in a practical placement with support | Nil | 40 |
| VU22104 | 120103 | Prepare simple budgets | Nil | 10 |
| VU22105 | 120103 | Use everyday data from the news | Nil | 10 |
| VU22106 | 120103 | Use recipes to prepare food | Nil | 10 |
| VU22107 | 120103 | Calculate and communicate sports scores | Nil | 10 |
| VU22108 | 120103 | Read and communicate information from newspapers | Nil | 20 |
| VU22109 | 120103 | Complete forms | Nil | 20 |
| VU21664 | 120599 | Prepare for employment | Nil | 30 |
| VU21351 | 120199 | Investigate driving and owning a car | Nil | 20 |
| BSBITU101 | | Operate a personal computer | Nil | 20 |
| BSBITU102 | | Develop keyboard skills | Nil | 40 |
| BSBWHS201 | | Contribute to health and safety of self and others | Nil | 20 |
| CPCCWHS1001 | | Prepare to work safely in the construction industry | Nil | 6 |
| CPCCCM1012A | | Work effectively and sustainably in the construction industry | Nil | 20 |
| HLTAID003 | | Provide first aid | Nil | 18 |
| ICTICT108 | | Use digital literacy skills to access the internet | Nil | 20 |
| ICTWEB201 | | Use social media tools for collaboration and engagement | Nil | 20 |
| MSMSUP102 | | Communicate in the workplace | Nil | 20 |
| TLIE1005 | | Carry out basic workplace calculations | Nil | 20 |
| TLILIC2001 | | Licence to operate a forklift truck | Nil | 40 |
| Total nominal hours | | | | 329 – 500 |

22448VIC Certificate II in Mumgu-dhal tyama-tiyt

To be eligible for the award of 22448VIC Certificate II in Mumgu-dhal tyama-tiyt, learners must successfully complete a total of 13 units comprising:

- 8 core units
- 5 elective units

Elective units may be selected from:

- the listed electives
- this or any other accredited course or endorsed training package

The selection of elective units should be guided by the vocational, educational and/or personal development needs of learners and support the AQF level of the qualification.

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

| Unit of competency code | Field of Education code | Unit of competency title | Pre-requisite | Nominal hours |
|-------------------------|-------------------------|--|---------------|---------------|
| Core units | | | | |
| VU22093 | 120105 | Develop study skills | Nil | 10 |
| VU22110 | 120501 | Develop a learning pathway | Nil | 15 |
| VU22111 | 120505 | Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills | Nil | 25 |
| VU22112 | 120301 | Support others to complete a small scale community project | Nil | 70 |
| VU22113 | 090311 | Investigate the influence of Aboriginal and/or Torres Strait Islander history | Nil | 60 |
| VU22114 | 090311 | Investigate and present on features of Aboriginal and/or Torres Strait Islander culture | Nil | 20 |
| VU22100 | 090311 | Investigate language acquisition | Nil | 30 |
| BSBWHS201 | | Contribute to health and safety of self and others | Nil | 20 |
| Elective units | | | | |
| VU22096 | 090311 | Participate in Aboriginal and/or Torres Strait Islander events of significance | Nil | 20 |
| VU22094 | 090311 | Explore your story | Nil | 35 |

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| VU22115 | 120301 | Participate in a representative organisation | Nil | 20 |
| VU22116 | 120503 | Develop written job application skills | Nil | 20 |
| VU22117 | 120503 | Develop job interview skills | Nil | 20 |
| VU22118 | 120505 | Take part in a practical placement | Nil | 40 |
| VU21664 | 120599 | Prepare for employment | Nil | 30 |
| AHCWHS101 | | Work safely | Nil | 10 |
| BSBIND201 | | Work effectively in a business environment | Nil | 30 |
| BSBITU201 | | Produce simple word processed documents | Nil | 60 |
| BSBITU202 | | Create and use spreadsheets | Nil | 60 |
| CHCAGE001 | | Facilitate the empowerment of older people | Nil | 50 |
| CHCDIS007 | | Facilitate the empowerment of people with disability | Nil | 100 |
| CPCCWHS1001 | | Prepare to work safely in the construction industry | Nil | 6 |
| HLTAID003 | | Provide first aid | Nil | 18 |
| ICPSUP281 | | Use computer systems | Nil | 30 |
| ICTICT103 | | Use, communicate and search securely on the internet | Nil | 50 |
| ICTICT108 | | Use digital literacy skills to access the internet | Nil | 20 |
| ICTWEB201 | | Use social media tools for collaboration and engagement | Nil | 20 |
| MSMPCI101 | | Adapt to work in industry | Nil | 30 |
| SIRXIND001 | | Work effectively in a service environment | Nil | 45 |
| TLIE1005 | | Carry out basic workplace calculations | Nil | 20 |
| TLIL1001 | | Complete workplace orientation/induction procedures | Nil | 30 |
| TLILIC2001 | | Licence to operate a forklift truck | Nil | 40 |

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| TLILIC2014 | | Licence to drive a light rigid vehicle | Nil | 40 |
| SITXFSA001 | | Use hygienic practices for food safety | Nil | 15 |
| CUARES202 | | Source and use information relevant to own arts practice | Nil | 30 |
| SITHIND002 | | Source and use information on the hospitality industry | Nil | 25 |
| SHBXIND001 | | Comply with organisational requirements within a personal services environment | Nil | 45 |
| SHBXIND002 | | Communicate as part of a salon team | Nil | 30 |
| Total nominal hours | | | | 338 – 570 |

22449VIC Certificate III in Mumgu-dhal tyama-tiyt

To be eligible for the award of 22449VIC Certificate III in Mumgu-dhal tyama-tiyt, learners must successfully complete a total of 16 units comprising:

- 8 core units
- 8 elective units

Elective units may be selected from:

- the listed electives
- this or any other accredited course or endorsed training package

The selection of elective units should be guided by the vocational, educational and/or personal development needs of learners and support the AQF level of the qualification.

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

| Unit of competency code | Field of Education code | Unit of competency title | Pre-requisite | Nominal hours |
|-------------------------|-------------------------|--|---------------|---------------|
| Core units | | | | |
| VU22093 | 120105 | Develop study skills | Nil | 10 |
| VU22096 | 090311 | Participate in Aboriginal and/or Torres Strait Islander events of significance | Nil | 20 |
| VU22120 | 120103 | Plan for career and learning | Nil | 60 |
| VU22119 | 120505 | Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community | Nil | 25 |
| VU22121 | 120505 | Investigate government structures and decision-making processes | Nil | 15 |
| VU22100 | 090311 | Investigate language acquisition | Nil | 30 |
| SITTGDE007 | | Research and share general information on Australian Indigenous cultures | Nil | 80 |
| BSBWHS201 | | Contribute to health and safety of self and others | Nil | 20 |
| Elective units | | | | |
| General | | | | |
| VU22094 | 090311 | Explore your story | Nil | 35 |

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| VU22122 | 120503 | Respond to an advertised job | Nil | 20 |
| HLTAID003 | | Provide first aid | Nil | 18 |
| BSBWOR301 | | Organise personal work priorities and development | Nil | 30 |
| BSBATSIM412 | | Implement a businesslike approach | Nil | 30 |
| CPPDSM4041A | | Contribute to development of a tenancy mix strategy | Nil | 30 |
| Education Support Orientation | | | | |
| CHCDIV002 | | Promote Aboriginal and/or Torres Strait Islander cultural safety | Nil | 25 |
| CHCEDS010 | | Work effectively as an Aboriginal or Torres Strait Islander education worker | Nil | 40 |
| CHCEDS002 | | Assist in implementation of planned educational programs | Nil | 40 |
| Education and Training Orientation | | | | |
| TAEDEL301 | | Provide work skill instruction | Nil | 40 |
| TAEDEL402 | | Plan, organise and facilitate learning in the workplace | Nil | 25 |
| TAEDS401 | | Design and develop learning programs | | 50 |
| Further Study Orientation | | | | |
| VU21881 | 120199 | Apply essential further study skills | Nil | 90 |
| VU21866 | 120199 | Communicate verbally in a further study context | Nil | 40 |
| VU21865 | 120199 | Prepare for tertiary reading and writing | Nil | 80 |
| VU21864 | 120199 | Set study goals and plan education pathway | Nil | 50 |
| Community Services Orientation | | | | |
| CHCCDE004 | | Implement participation and engagement strategies | Nil | 85 |
| CHCDIV001 | | Work with diverse people | Nil | 40 |
| CHCCOM005 | | Communicate and work in health or community services | Nil | 30 |

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|--|--------|---|-----|-----|
| Information Communication Technology Orientation | | | | |
| ICTICT201 | | Use computer operating systems and hardware | Nil | 60 |
| ICTICT203 | | Operate application software packages | Nil | 60 |
| ICTICT308 | | Use advanced features of computer applications | Nil | 40 |
| ICTWEB201 | | Use social media tools for collaboration and engagement | Nil | 20 |
| Community Orientation | | | | |
| PSPGEN017 | | Work in and with small, regional and remote organisations | Nil | 30 |
| PSPGEN019 | | Use workplace communication strategies | Nil | 30 |
| PSPGEN035 | | Provide workplace mentoring | Nil | 40 |
| CUAATS101 | | Develop understanding of own Aboriginal or Torres Strait Islander identity | Nil | 150 |
| Personal Service Orientation | | | | |
| SHBBCCS001 | | Advise on beauty products and services | Nil | 30 |
| SHBXCCS002 | | Provide salon services to clients | Nil | 40 |
| SHBXCCS003 | | Greet and prepare clients for salon services | Nil | 10 |
| SHBXIND001 | | Comply with organisational requirements within a personal services environment | Nil | 45 |
| Literacy Development Orientation | | | | |
| VU21356 | 120103 | Engage with a range of complex texts for learning purposes | Nil | 30 |
| VU21360 | 120103 | Create a range of complex texts for learning purposes | Nil | 30 |
| Numeracy Development Orientation | | | | |
| VU21363 | 120103 | Investigate and interpret shapes and measurements and related formulae in a range of contexts | Nil | 50 |

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| VU21364 | 120103 | Investigate numerical and statistical information in a range of contexts | Nil | 50 |
| VU21365 | 120103 | Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts | Nil | 50 |
| Total nominal hours | | | | 525 – 680 |

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| 5.2 Entry requirements | <p>There are no entry requirements for any of the Certificates in Mumgu-dhal tyama-tiyt.</p> <p>The following is a general guide to entry in relation to the language, literacy and numeracy skills of learners aligned to the Australian Core Skills Framework (ACSF), details of which can be accessed from https://www.education.gov.au/download-acsf</p> <p>Learners enrolling in the Certificate I in Mumgu-dhal tyama-tiyt are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 1 of the ACSF.</p> <p>Learners enrolling in the Certificate II in Mumgu-dhal tyama-tiyt are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 2 of the ACSF.</p> <p>Learners enrolling in the Certificate III in Mumgu-dhal tyama-tiyt are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 3 of the ACSF.</p> <p>Learners with language, literacy and numeracy skills at lower levels than those suggested may require additional support to successfully undertake the qualifications.</p> |
| 6. Assessment Standards 10 and 12 AQTF Standards for Accredited Courses | |
| 6.1 Assessment strategy | <p>All assessment will be consistent with the AQTF Essential Conditions and Standards for Initial/Continuing Registration Standards 1.2/1.5.</p> <p>or</p> <p>Standard 1: Clauses 1.1 and 1.8 of the Standards for Registered Training Organisations (SRTOs) 2015</p> <p>See http://www.asqa.gov.au/about/australias-vet-sector/standards-forregistered-training-organisations-(rtos)-2015.html</p> <p>Consistent with Standard 1, Element 5 of the Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration, RTOs must ensure that Recognition of Prior Learning (RPL) is offered to all applicants in determining competency for Credit.</p> <p>Assessment strategies for the courses should:</p> <ul style="list-style-type: none"> • incorporate feedback of individual progress toward, and achievement of competencies • address skill and knowledge which underpin performance • gather sufficient evidence to judge achievement of progress towards determining competence • utilise a variety of different processes/sources, such as written, oral, observation, projects appropriate to assess knowledge |

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| | <p>and performance</p> <ul style="list-style-type: none"> • recognise achievement of elements/competencies regardless of where the enabling learning took place • foster a collaborative and co-operative relationship between the learner and assessor • be flexible in regard to the range and type of evidence provided by the learner • provide opportunity for the learner to challenge assessment provisions and participate in reassessment • be equitable and fair to all learners • not unnecessarily restrict the progress of a learner through the course • comprise a clear statement of both the criteria and assessment process • use assessment tools to suit the needs of learners. <p>A variety of assessment methods and evidence gathering techniques may be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the student. Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance. The Evidence Guide of each unit provides information specific to the outcomes of each unit.</p> <p>Assessment methods and tools may include:</p> <ul style="list-style-type: none"> • observation of the learner's performance • verbal / visual / performance presentations of cultural histories and stories • review of drafts and written evidence developed by the learner • oral or written questioning to assess knowledge which underpins performance • third party reports from Elders / Aboriginal and/or Torres Strait Islander community members / supervisors detailing specific performance of the learner <p>Evidence may include:</p> <ul style="list-style-type: none"> • interview records / checklists • audio / visual records • assessment records • student portfolios <p>Assessment of units of competency from accredited courses and nationally endorsed training packages must comply with the assessment requirements detailed in the source training product.</p> <p>In Victoria, assessment of the unit <i>TLILIC2014 Licence to drive a light rigid vehicle</i> must be undertaken within a licensing examination conducted by, or under the authority of Vicroads. Information about licensing and testing requirements is available</p> |
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| | from https://www.vicroads.vic.gov.au |
| 6.2 Assessor competencies | <p>Assessor competencies are consistent with the Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration, Standard 1.4 states the requirements for the competence of persons assessing the course. See AQTF User guides to the Essential Conditions and Standards for Continuing (or Initial) Registration: http://www.vrqa.vic.gov.au/registration/Pages/vetqualitydef.aspx</p> <p>or</p> <p>Standard 1: Clauses 1.13, 1.14, 1.15, 1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015</p> <p>Assessors of the imported units of competency must meet the guidelines of the relevant Training Package and/or accredited Course Documentation.</p> <p>Where assessment requires the involvement of Elders or Aboriginal and/or Torres Strait Islander community members a partnership approach with a trainer and assessor who holds the required competencies is appropriate.</p> |
| 7. Delivery | Standards 11 and 12 AQTF Standards for Accredited Courses |
| 7.1 Delivery modes | <p>The following units must be assessed in a real work or community placement where the learner can develop and demonstrate the practical components of the units:</p> <ul style="list-style-type: none"> • VU22103 Participate in a practical placement with support • VU22118 Take part in a practical placement. <p>All other units of competency in the courses may be delivered in a variety of modes.</p> <p>Delivery options, including grouping of learners and learning activities, should recognise the varying learning needs, cultural and educational backgrounds, preferred learning styles and constraints of the individual learner and the specific requirements of each unit.</p> <p>Some areas of content may be common to more than one unit and therefore integrated delivery may be appropriate. Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate.</p> <p>Delivery of the courses will be enhanced by the involvement of Elders / Aboriginal and/or Torres Strait Islander community members. This may be by delivery of components of the course, co-delivery of components of the course and involvement of community members as guest speakers and as mentors and support persons for participants in the courses. Where the involvement of Elders or Aboriginal and/or Torres Strait Islander community members is a requirement this is stated in the relevant units.</p> <p>Wherever relevant the delivery of the courses may be within the community. This may include undertaking community and work-</p> |

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| | based projects within Aboriginal and/or Torres Strait Islander organisations and enterprises. Field trips, excursions, visits, and guest speakers are encouraged. |
| 7.2 Resources | <p>Resources include teachers/trainers who meet the Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration Standard 1.4. See AQTF User guides to the Essential Conditions and Standards for Continuing (or Initial) Registration: http://www.vrqa.vic.gov.au/registration/Pages/vetqualitydef.aspx</p> <p>or</p> <p>Standard 1: Clauses 1.13,1.14,1.15,1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015</p> <p>Where the involvement of Elders or Aboriginal and/or Torres Strait Islander community members is required to support delivery and assessment of particular units this is clearly identified in the relevant unit. This requirement is based on outcomes that can only be developed and assessed through Aboriginal and/or Torres Strait Islander community involvement.</p> <p>Physical resources for these courses include access to:</p> <ul style="list-style-type: none"> • Aboriginal and/or Torres Strait Islander community events • Aboriginal and / or Torres Strait Islander community organisations and / or groups sources of a range of information • computer hardware and software where relevant. <p>Units of competency imported from accredited curriculum or endorsed training packages must reflect the requirements for trainers specified in the accredited curriculum or endorsed training package.</p> |
| 8. Pathways and articulation | Standard 8 AQTF Standards for Accredited Courses |
| | <p>The Certificate I in Mumgu-dhal tyama-tiyt provides a pathway into the Certificate II in Mumgu-dhal tyama-tiyt for those learners who wish to further develop their skills and knowledge to support engagement with employment, vocational or community participation.</p> <p>The Certificate II in Mumgu-dhal tyama-tiyt provides a pathway into the Certificate III in Mumgu-dhal tyama-tiyt for those learners who wish to further develop their skills and knowledge to support engagement with employment, vocational or community participation. The core unit <i>BSBWHS201 Contribute to health and safety of self and others</i>, from the BSB Business Services Training Package, provides credit into a range of vocational qualifications from a range of nationally endorsed training packages.</p> <p>The Certificate III in Mumgu-dhal tyama-tiyt provides a pathway into employment, vocational or further education pathways. The core units <i>SITTGDE007 Research and share general information on Australian Indigenous cultures</i>, from the SIT Tourism, Travel and Hospitality Training Package, and <i>BSBWHS201 Contribute to health and safety of self and others</i>, from the BSB Business</p> |

| | |
|---|---|
| | Services Training Package, provide credit into a range of vocational qualifications from nationally endorsed training packages. |
| 9. Ongoing monitoring and evaluation Standard 13 AQTF Standards for Accredited Courses | |
| | <p>The Curriculum Maintenance Manager General Studies and Further Education has responsibility for the ongoing monitoring and maintenance of the qualifications.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:</p> <ul style="list-style-type: none"> • any changes required to meet emerging or developing needs • changes to any units of competency from nationally endorsed training packages or accredited curricula. <p>Any significant changes to the courses will be notified to the VRQA.</p> |

Appendix A: Employability Skills Summaries

22447VIC Certificate I in Mumgu-dhal tyama-tiyt

| Employability Skill | This qualification includes the requirement to: |
|---------------------------|---|
| Communication | <p>Discuss and share information / ideas /opinions with others</p> <p>Ask questions appropriately when gathering / clarifying information</p> <p>Listen to others to gain specific information</p> <p>Present information to a selected group</p> <p>Read information from a range of sources</p> <p>Take written notes to record information / experiences</p> <p>Write simple personal messages, appropriate to audience and purpose</p> <p>Convey mathematical information</p> |
| Team work | <p>Work as a member of a team to identify and complete tasks required to complete projects</p> <p>Give and receive feedback, with support</p> <p>Act on suggestions from others</p> |
| Problem solving | <p>Identify possible barriers to participation</p> <p>Identify sources of information</p> <p>Carry out simple mathematical calculations to solve problems</p> |
| Initiative and enterprise | <p>Contribute to identifying community project tasks</p> <p>Adapt to changes, including working with a mentor</p> <p>Suggest alternative approaches to solving problems</p> |
| Planning and organising | <p>Clarify own purposes in participating in the program with teacher / mentor</p> <p>Collect, organise and evaluate information related to own work, life and study experiences, with support</p> <p>Plan activities / events with the support of others</p> |
| Self-management | <p>Identify and address own personal lifestyle issues</p> <p>Monitor and review own performance, making changes when necessary</p> |
| Learning | <p>Plan to address own identified learning goals with support</p> <p>Identify ways that learning strategies applied in one context can be adapted to another context</p> <p>Accept opportunities to learn new ways of doing things</p> |
| Technology | <p>Use a range of media for research purposes and to present information</p> |

| Employability Skill | This qualification includes the requirement to: |
|----------------------------|--|
| Communication | <p>Discuss ideas and information with others</p> <p>Listen to instructions and act on these</p> <p>Gather information by listening to others</p> <p>Use effective questioning to gain desired information / clarify meaning</p> <p>Read and interpret information from a range of sources</p> <p>Record discussions and outcomes of research</p> <p>Produce texts relevant to purpose and audience</p> <p>Present results of research to others</p> <p>Use mathematical information to communicate with others</p> |
| Team work | <p>Seek / provide assistance from / to other team members when necessary</p> <p>Provide and act on feedback appropriately</p> <p>Contribute to the mentoring of others</p> |
| Problem solving | <p>Analyse information and determine its influence on current events and attitudes impacting on the Indigenous community</p> <p>Identify issues that may impact on own learning and possible strategies to minimise the impact of these</p> <p>Identify problems that may be a barrier to successful completion of projects and steps to overcome these</p> <p>Use mathematical calculations to solve problems</p> |
| Initiative and enterprise | <p>Make changes to activities if required</p> <p>Adapt to changes in working arrangements, such as working with a mentor</p> <p>Suggest alternatives / changes to others</p> |
| Planning and organising | <p>Plan activities to meet goals and timelines</p> <p>Evaluate and adjust plans as required</p> |
| Self-management | <p>Carry out allocated tasks according to instructions</p> <p>Prioritise tasks to meet goals</p> <p>Manage own time to complete tasks according to project plan requirements</p> |
| Learning | <p>Clarify own learning goals</p> <p>Identify own learning strengths, and opportunities to apply them</p> <p>Identify pathways and support mechanisms</p> |
| Technology | <p>Use a range of media to research information and present findings</p> |

| Employability Skill | This qualification includes the requirement to: |
|----------------------------|--|
| Communication | <p>Share ideas and information with others including wider group</p> <p>Lead discussion on familiar topic</p> <p>Give / listen to instructions</p> <p>Gather information by listening to others</p> <p>Use effective questioning to gain desired information / clarify meaning</p> <p>Read and interpret information from a wide range of sources</p> <p>Record discussions and outcomes of research</p> <p>Produce texts relevant to purpose and audience</p> <p>Use mathematical language to communicate with others</p> |
| Team work | <p>Seek / provide assistance from / to other team members when appropriate</p> <p>Provide and respond to feedback appropriately</p> <p>Identify strengths of other team members, and provide encouragement / opportunities to develop those strengths</p> |
| Problem solving | <p>Identify issues that may impact on own and others learning and possible strategies to minimise the impact of these</p> <p>Identify problems that may be a barrier to successful completion of projects and steps to overcome these</p> <p>Use mathematical knowledge and skills to solve problems</p> |
| Initiative and enterprise | <p>Adapt to changes in working arrangements, such as working as a mentor</p> <p>Suggest alternatives / changes to others</p> <p>Initiate evaluation of own work, and assess suggested improvements</p> |
| Planning and organising | <p>Gather and organise information and evidence of own skills</p> <p>Plan activities to meet goals and timelines</p> <p>Evaluate whether planning has been successful and initiates changes if necessary</p> |
| Self-management | <p>Prioritise tasks to meet goals</p> <p>Manage own portfolio / record of activities</p> |
| Learning | <p>Clarify own learning goals</p> <p>Identify own learning strengths, and wider opportunities to use them</p> <p>Identify pathways and support mechanisms</p> |
| Technology | <p>Use a range of media to research information and present findings</p> |

Section C: Units of Competency

The following units of competency developed for these courses are contained in Section C:

VU22090 Develop a personal learning plan

VU22094 Explore your story

VU22097 Read and write simple information

VU22098 Recognise and use basic mathematical symbols and processes

VU22112 Support others to complete a small scale community project

VU22113 Investigate the influence of Aboriginal and/or Torres Strait Islander history

VU22099 Recognise and interpret safety signs and symbols

VU22120 Plan for career and learning

VU22091 Work with Aboriginal and/or Torres Strait Islander community members

VU22092 Apply personal health and wellbeing strategies

VU22093 Develop study skills

VU22095 Profile an Aboriginal and/or Torres Strait Islander person or community organisation

VU22096 Participate in Aboriginal and/or Torres Strait Islander events of significance

VU22101 Use basic measuring and calculating skills

VU22102 Complete a basic community project with support

VU22103 Participate in a practical placement with support

VU22104 Prepare simple budgets

VU22105 Use everyday data from the news

VU22106 Use recipes to prepare food

VU22107 Calculate and communicate sports scores

VU22108 Read and communicate information from newspapers

VU22109 Complete forms

VU22110 Develop a learning pathway

VU22111 Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills

VU22114 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture

VU22118 Take part in a practical placement

VU22117 Develop job interview skills

VU22116 Develop written job application skills

VU22115 Participate in a representative organisation

VU22119 Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community

VU22121 Investigate government structures and decision-making processes

VU22122 Respond to an advertised job

VU22100 Investigate language acquisition

The following imported units can be downloaded from <http://training.gov.au>

AHCWHS101 Work safely

BSBWHS201 Contribute to health and safety of self and others

BSBITU102 Develop keyboard skills

BSBITU101 Operate a personal computer

BSBITU202 Create and use spreadsheets

BSBITU201 Produce simple word processed documents

BSBIND201 Work effectively in a business environment

BSBWOR301 Organise personal work priorities and development

BSBATSIM412 Implement a businesslike approach

CPCCWHS1001 Prepare to work safely in the construction industry

CPCCCM1012A Work effectively and sustainably in the construction industry

CPPDSM4041A Contribute to development of a tenancy mix strategy

CHCDIS007 Facilitate the empowerment of people with disability

CHCAGE001 Facilitate the empowerment of older people

CHCCDE004 Implement participation and engagement strategies

CHCDIV001 Work with diverse people

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

CHCEDS002 Assist in implementation of planned educational programs

CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker

CHCCOM005 Communicate and work in health or community services

CUAATS101 Develop understanding of own Aboriginal or Torres Strait Islander identity

CUARES202 Source and use information relevant to own arts practice

SHBBCCS001 Advise on beauty products and services

SHBXCCS002 Provide salon services to clients

SHBXIND001 Comply with organisational requirements within a personal services environment

SHBXIND002 Communicate as part of a salon team

SHBXCCS003 Greet and prepare clients for salon services

HLTAID003 Provide first aid

ICPSUP281 Use computer systems

ICTWEB201 Use social media tools for collaboration and engagement

ICTICT108 Use digital literacy skills to access the internet

ICTICT103 Use, communicate and search securely on the internet

ICTICT308 Use advanced features of computer applications

ICTICT203 Operate application software packages

ICTICT201 Use computer operating systems and hardware

MSMSUP102 Communicate in the workplace

MSMPCI101 Adapt to work in industry
 PSPGEN035 Provide workplace mentoring
 PSPGEN017 Work in and with small, regional and remote organisations
 PSPGEN019 Use workplace communication strategies
 SIRXIND001 Work effectively in a service environment
 SITTGDE007 Research and share general information on Australian Indigenous cultures
 SITXFSA001 Use hygienic practices for food safety
 SITHIND002 Source and use information on the hospitality industry
 TAEDEL301 Provide work skill instruction
 TAEDEL402 Plan, organise and facilitate learning in the workplace
 TAEDES401 Design and develop learning programs
 TLILIC2001 Licence to operate a forklift truck
 TLIE1005 Carry out basic workplace calculations
 TLILIC2014 Licence to drive a light rigid vehicle
 TLIL1001 Complete workplace orientation/induction procedures

The following imported units can be downloaded from
<http://www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx?2>

- 22236VIC Certificate I in General Education for Adults
 - VU21351 Investigate driving and owning a car
- 22237VIC Certificate II in General Education for Adults
 - VU21356 Engage with a range of complex texts for learning purposes
 - VU21360 Create a range of complex texts for learning purposes
 - VU21363 Investigate and interpret shapes and measurements and related formulae in a range of contexts
 - VU21364 Investigate numerical and statistical information in a range of contexts
 - VU21365 Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts
- 22280VIC Certificate I in Employment Pathways
 - VU21664 Prepare for employment
- 22313VIC Certificate IV in Tertiary Preparation
 - VU21864 Set study goal and plan education pathway
 - VU21865 Prepare for tertiary reading and writing
 - VU21866 Communicate verbally in a further study context
- 22317VIC Certificate IV in Liberal Arts
 - VU21881 Apply essential further study skills

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| Unit Code | VU22090 |
| Unit Title | Develop a personal learning plan |
| Unit Descriptor | <p>This unit describes the skills and knowledge to identify personal learning pathways and develop a personal learning plan that supports the achievement of learning, employment or community participation goals.</p> <p>No licensing, legislation, 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 | <p>This unit applies to Aboriginal and Torres Strait Islander learners who wish to re-engage with learning as a pathway to entering or re-entering formal education, employment or community participation activities.</p> <p>Skill development at this level will generally require assistance from a support person.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify learning goals | <p>1.1 Identify and prioritise <i>own learning goals</i></p> <p>1.2 Identify current skills and knowledge</p> <p>1.3 Compare current skills and knowledge with those required to support learning goals and identify <i>required skill development</i></p> <p>1.4 Identify any <i>potential barriers</i> that may impact on achievement of learning goals</p> |
| 2 Clarify factors impacting on own learning | <p>2.1 Discuss previous learning experiences with an <i>appropriate person</i></p> <p>2.2 Identify <i>preferred learning styles</i></p> <p>2.3 Gather and organise information about past work, life and study experiences</p> |
| 3 Identify available education support | <p>3.1 Gather information about education and training support and guidance schemes available to Aboriginal and</p> |

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| schemes | Torres Strait Islander Peoples |
| | 3.2 Determine suitability of different schemes in relation to own learning goals and required skill development |
| | 3.3 Clarify eligibility for relevant schemes |
| 4 Develop an individual learning plan | 4.1 Clarify the <i>purposes of an individual learning plan</i> with an appropriate person |
| | 4.2 Identify the <i>features of a learning plan</i> |
| | 4.3 Complete the individual learning plan and <i>review</i> with an appropriate person |
| | 4.4 Monitor <i>progress</i> and update the plan as required |
| 5 Develop a learning portfolio | 5.1 Discuss the <i>purposes of a learning portfolio</i> with an appropriate person |
| | 5.2 Clarify the <i>purpose and types of evidence</i> with an appropriate audience |
| | 5.3 Determine the <i>format of the portfolio</i> with an appropriate person |
| | 5.4 Collect and organise relevant evidence |

Required Knowledge and Skills

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

Required Knowledge:

- sources of information on education and training support and guidance schemes available to Aboriginal and/or Torres Strait Islander Peoples

Required Skills:

- literacy skills to:
 - read and understand available education support schemes
 - document a learning plan and portfolio following an established model
- numeracy skills to identify and monitor and adjust timeframes for the achievement of learning goals
- oral communication skills to discuss learning goals, skill needs and barriers with an appropriate person and to clarify eligibility requirements of education support schemes
- organisational skills to evaluate and organise relevant information to enable the development, monitoring and review of the learning plan
- self management skills to:
 - identify barriers to learning achievement

- determine previous experiences impacting on learning success

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.

Own learning goals may include:

- gaining employment
- participating in the community
- undertaking further study or training
- improving literacy and/or numeracy skills

Required skill development may include:

- reading, writing and/or numeracy skills
- oral communication skills
- skills
- new or improved technical social skills

Potential barriers may include:

- lack of social support
- financial constraints
- time constraints
- family responsibilities

Appropriate person may include:

- Aboriginal and/or Torres Strait Islander community members
- teachers
- career development advisors
- literacy and/or numeracy specialists

Preferred learning styles may include:

- auditory
- visual
- kinaesthetic
- tactile
- left/right brain
- global/analytical
- activist
- pragmatist
- reflective

Purposes of an individual

- a tool to:

learning plan may include:

- identify systematic attainment of goals
- monitor progress
- assist the learner in transitioning to their preferred pathway

Features of a learning plan may include:

- short and long term goals and indicators of success
- actions and activities to be undertaken:
 - submission of an application for an education and training support and guidance scheme
 - achievement of a work related or personal licence
- monitoring arrangements and adjustments
- responsibilities and timelines
- issues and strategies

Review may include:

- accuracy of information
- achievable goals and timelines
- additional support required
- additional strategies to assist the learner

Progress may include:

- adjustments to timelines
- barriers to success and ways to overcome these

Purposes of a learning portfolio may include:

- a record of achievement
- to support future RPL applications
- support a curriculum vitae
- a record of progress against learning goals
- a record of successful learning strategies

Purpose and types of evidence may include:

- samples of learner's own work to document progress toward goals
- journal/log book to evidence development of personal attributes

Format of the portfolio may include:

- paper based
- e-portfolio

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify and organise information relevant to the learner's own needs and goals
- prepare and monitor a learning plan
- prepare a learning portfolio

Context of and specific resources for assessment

Assessment must ensure:

- evidence of performance requirements is collected over the course of the program to enable the learner to demonstrate:
 - their competence in monitoring, reviewing and updating their personal development plan
 - longitudinal evidence to support achievement of their learning portfolio
- access to sources of information on education and training support and guidance schemes available to Australian Aboriginal and Torres Strait Islander Peoples
- access to appropriate support person/s

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- oral or written questioning to assess the ability to identify learning goals, previous learning experiences and potential barriers to learning
- portfolios including:
 - a learning plan with evidence of monitoring, review and updates
 - a learning portfolio containing evidence of achievement related to learning goals
- third party reports from support persons detailing progress of the learner

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| Unit Code | VU22091 |
| Unit Title | Work with Aboriginal and/or Torres Strait Islander community members |
| Unit Descriptor | <p>This unit describes the skills and knowledge to draw on the support of significant Aboriginal and/or Torres Strait Islander community members as mentors to support the development of learning and career pathways.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners engaged in learning in a range of contexts including for employment, further education or community participation. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Participate in a mentoring program / activity with Aboriginal and/or Torres Strait Islander community members / Elders | <p>1.1 Select a mentor through negotiation with course personnel and potential mentors</p> <p>1.2 Discuss <i>issues relevant to education, training or matters of personal concern</i> with mentor</p> <p>1.3 Maintain <i>records</i> of meetings with mentor</p> <p>1.4 Discuss and review with mentor any actions taken following discussions</p> |
| 2 Monitor the mentoring arrangements | <p>2.1 Identify opportunities to review mentoring</p> <p>2.2 Review the mentoring arrangements with support of Aboriginal and/or Torres Strait Islander community members / Elders and any other relevant personnel</p> |

Required Knowledge and Skills

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

Required Knowledge:

- the role of mentoring in the learning context

Required Skills:

- communication skills to:
 - negotiate selection of a mentor
 - discuss and explore issues with a mentor
- literacy skills to keep a record of meetings
- self management skills to undertake actions as agreed with a mentor.

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.

- Issues relevant to education, training or matters of personal concern*** may include:
- possible career and learning pathway
 - issues which impact on participation in the course:
 - family or community responsibilities
 - financial concerns
 - personal conflict with other course participants or teachers

- Records** may include:
- written journal
 - audio / visual recordings
 - photos

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:

- select and work with an appropriate mentor to support participation in an educational program
- maintain a record of meetings and review the mentoring arrangements.

Context of and specific resources for assessment

Assessment must ensure access to:

- appropriate Aboriginal and/or Torres Strait Islander community members to undertake mentoring of learners
- appropriate facilities to enable learners to meet with mentors.

Method(s) of assessment

Assessment of this unit must be culturally appropriate and must accommodate, wherever possible, variations that

occur between remote, rural and urban environments and the people from these locations.

The following suggested methods of assessment are suitable for this unit:

- portfolio of meeting records detailing issues raised, discussions and any actions agreed between the learner and the mentor
- written or oral questioning to assess knowledge of the role of mentoring in the learning context and ways of reviewing the mentoring arrangements
- third party reports from the mentor detailing the way in which the learner has engaged in the process.

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| Unit Code | VU22092 |
| Unit Title | Apply personal health and wellbeing strategies |
| Unit Descriptor | <p>This unit describes the skills and knowledge to support the development of a healthy and well balanced personal life style.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners who wish to develop skills to assist in re-engaging in work, training or community life. |
| 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 Investigate a healthy and well balanced lifestyle | <p>1.1 Determine components of a <i>healthy and well balanced lifestyle</i></p> <p>1.2 Identify <i>negative influences</i> on physical and mental health and well being of <i>Aboriginal and/or Torres Strait Islander communities</i></p> <p>1.3 Locate <i>health agencies</i> which support Aboriginal and/or Torres Strait Islander communities in the local area</p> |
| 2 Identify recreational and relaxation activities | <p>2.1 Identify <i>physical recreational activities</i></p> <p>2.2 Identify activities focussing on <i>relaxation therapies</i></p> <p>2.3 Select recreational and / or relaxation activities of interest</p> |
| 3 Investigate strategies for maintaining and enhancing own health and wellbeing | <p>3.1 Investigate a personally relevant <i>lifestyle issue</i></p> <p>3.2 Identify strategies for responding to the lifestyle issue</p> <p>3.3 Develop a plan to apply strategies</p> |

Required Knowledge and Skills

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

Required Knowledge:

- common health issues influenced by lifestyle factors, such as smoking related respiratory illnesses, type 2 diabetes, obesity
- role and importance of nutrition and exercise in maintaining a healthy lifestyle

Required Skills:

- literacy skills to locate and interpret information
- personal management skills to identify and address own personal lifestyle issues

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.

Healthy and well balanced lifestyle may include:

- balanced diet
- balance of sleep
- physical activity

Negative influences may include:

- substance abuse
- depression
- lack of exercise
- eating disorders
- chronic stress

Aboriginal and/or Torres Strait Islander communities may include:

- rural
- urban

Health agencies may include:

- those dealing with specific health areas:
 - women's or children's health
 - workplace and injury related issues
 - mental health
 - chronic disease
 - infectious disease
 - alcohol and drug abuse

Physical recreational activities may include:

- team sports
- gym-based activities
- exercise programs such as dance, walking

Relaxation therapies may include:

- yoga
- tai chi
- meditation therapies
- music related activities

Lifestyle issue may include:

- lack of exercise / sleep
- diet
- tobacco / alcohol use

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify lifestyle related health issues and their impact on own health and well-being to develop a plan for applying personal health and well being strategies

Context of and specific resources for assessment

Assessment must ensure:

- access to sources of information on health and well-being issues

Method(s) of assessment

Assessment of this unit must be culturally appropriate and must accommodate, wherever possible, variations that occur between remote, rural and urban environments and the people from these locations.

The following suggested assessment methods are appropriate for this unit:

- written plan for implementation of personal health and wellbeing strategies
- oral or written questioning to assess knowledge of common lifestyle related health issues and strategies and local health agencies
- portfolio of information on common lifestyle related health issues and health and well being strategies

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| Unit Code | VU22093 |
| Unit Title | Develop study skills |
| Unit Descriptor | <p>This unit describes the skills and knowledge to establish a range of study strategies and develop study skills.</p> <p>No licensing, legislation, 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 | <p>This unit applies to learners who are seeking to re-engage with learning as a pathway to entering or re-entering formal education, employment or community participation activities. The unit is intended to be delivered over time to enable development, application and assessment of the outcomes.</p> |
| Element | Performance Criteria |
| <p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p> | <p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p> |
| 1 Develop effective study strategies | <p>1.1 Identify and analyse the key elements of an <i>effective study environment</i></p> <p>1.2 Source information about <i>effective study strategies</i></p> <p>1.3 Identify <i>tools</i> to aid study</p> |
| 2 Develop note-taking skills | <p>2.1 Use a range of techniques to highlight key information</p> <p>2.2 Use a range of <i>note-taking techniques and methods</i></p> <p>2.3 Take accurate notes</p> |
| 3 Apply study skills | <p>3.1 Source information on preparing for a range of <i>study tasks</i></p> <p>3.2 Apply <i>study skills and techniques</i> to relevant study tasks</p> |

Required Knowledge and Skills

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

Required Knowledge:

- sources of information on effective study strategies

Required Skills:

- organisational skills to identify and apply effective study strategies
- literacy skills to take accurate notes
- problem solving skills to manage time and prioritise tasks and information

Range Statement

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

Effective study environment may include:

- an area free of noise and interruption
- desk and chair with adjustable height
- access to appropriate lighting

Effective study strategies may include:

- time management
- prioritising work loads
- listening and reading techniques
- record keeping, organising information

Tools may include:

- study diary
- weekly planner
- online organising tools, file management methods

Note-taking techniques and methods may include:

- note-taking from classes (aural) and text references
- highlighting, underlining, abbreviations, acronyms and short cuts, paraphrasing, skimming and summarising, key words

Study tasks may include:

- essay writing
- report writing
- verbal presentations / talks
- tests and examinations

Study skills and techniques may include:

- essay planning and writing:
 - brainstorming, mind maps, key structure (introduction, body, conclusion), supporting statements, referencing, bibliography
- exam revision:
 - memorising, prompt cards, lists, posters, note taking

- practice exams

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify and apply study strategies and use tools and techniques to aid effective study for a range of study tasks relevant to the learner

Context of and specific resources for assessment

Assessment must ensure:

- allowance of sufficient time for learners to develop and apply their study skills to a range of tasks
- access to sources of information on study strategies

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of notes used to complete essays or reports drafts showing evidence of drafts and revisions
- oral or written questioning to assess knowledge of effective study environments and study strategies
- third party reports from teachers confirming the learner's ability to apply study skills relevant to specific outcomes

| | |
|---|---|
| Unit Code | VU22094 |
| Unit Title | Explore your story |
| Unit Descriptor | <p>This unit describes the skills and knowledge to investigate, collate, record and present information on the history of an Aboriginal or Torres Strait Islander clan/mob relevant to the learner.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners and will require the support of Elders, community members or family members |
| 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 Investigate the history of own clan/mob | 1.1 Identify <i>own clan / mob</i> with <i>appropriate support</i> 1.2 Determine protocols within the Aboriginal and/or Torres Strait Islander community for seeking <i>information</i> related to own history 1.3 Gather information from community members 1.4 Investigate <i>other sources of information</i> 1.5 Record information in <i>appropriate format/s</i> |
| 2 Investigate the language of own mob/clan | 2.1 Identify the language of own clan / mob 2.2 Investigate the <i>history of the language</i> 2.3 Identify the future of the language |
| 3 Make a simple presentation on your story | 3.1 Identify the <i>presentation requirements</i> 3.2 Determine <i>presentation format</i> 3.3 Develop and organise <i>content of presentation</i> 3.4 Deliver a presentation using <i>appropriate strategies</i> |

3.5 Seek **feedback** from peers on own presentation

Required Knowledge and Skills

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

Required Knowledge:

- appropriate processes for determining protocols for interacting with Aboriginal and/or Torres Strait Islander communities
- cultural considerations related to the use of imagery
- oral presentation techniques
- appropriate sources of information on Aboriginal and/or Torres Strait Islander history and language

Required Skills:

- communication skills to:
 - gather information from community members using appropriate protocols
 - make clear oral presentations
 - seek feedback from peers
- written and / or visual literacy skills to present information
- organisational skills to sequence information for a presentation

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.

Own clan / mob may include:

- any relevant Aboriginal and/or Torres Strait Islander family group / clan / mob of interest

Appropriate support may include:

- elders
- family members
- community members

Information may include:

- pre colonial history
- contemporary events
- local historical events
- history of local Aboriginal and/or Torres Strait Islander community members

Other sources of information may include:

- historical records
- dreamtime stories

- genealogy records
- Appropriate format/s** may include:
- notes
 - audio recordings
 - photographs
 - video recordings
- History of the language** may include:
- areas in which the language was spoken
 - loss or maintenance of the language over time
 - current speakers
- Presentation requirements** may include:
- cultural considerations when using images
 - intended audience
 - purpose of presentation
 - length of presentation
- Presentation format** may include:
- oral and / or visual
 - notes
 - PowerPoint slides
- Content of presentation** may include:
- factual or anecdotal information from community or family members
 - historical records
 - own or community members opinions and views
- Appropriate strategies** may include:
- presenting content in a logical sequence
 - varying voice tone to maintain audience attention
 - making culturally appropriate eye contact
 - responding to questions and involving audience members as appropriate
- Feedback** may include:
- suggestions on improving:
 - vocal skills
 - structure of content
 - length of presentation
 - appropriate use of technology

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Certificates in Mumgu-dhal tyama-tiyt Version 1
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Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify and apply appropriate protocols to seek information within the Aboriginal and/or Torres Strait Islander community
- collect and organise information from a range of sources
- make a presentation using the information collected

Context of and specific resources for assessment

Assessment must ensure:

- access to Aboriginal and/or Torres Strait Islander community members
- access to sources of information on Aboriginal and/or Torres Strait Islander history

Method(s) of assessment

Assessment of this unit must be culturally appropriate. The following suggested assessment methods are suitable for this unit:

- direct observation of the learner making a presentation to a group on the history and language of their own clan/mob
- portfolio of information on the history and language of the learner's clan/mob gathered from community members and other sources
- oral or written questioning to assess understanding of the protocols that apply when seeking and using information from the Aboriginal and/or Torres Strait Islander community.

| | |
|---|--|
| Unit Code | VU22095 |
| Unit Title | Profile an Aboriginal and / or Torres Strait Islander person or community member |
| Unit Descriptor | <p>This unit describes the skills and knowledge to profile an Aboriginal and/or Torres Strait Islander person of significance or a community organisation. Significant people in the Aboriginal and/or Torres Strait Islander community cover a wide range of fields, and can include those involved in politics, music, art, sport, theatre or film.</p> <p>Community organisations include community controlled organisations.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners who wish to re-engage with learning as a pathway to entering or re-entering formal education, employment or community participation activities. |
| 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 Research information about the activities and experiences of an Aboriginal and/or Torres Strait Islander person or community organisation | <p>1.1 Identify <i>sources of information</i> on Aboriginal and/or Torres Strait Islander people and community organisations</p> <p>1.2 Clarify <i>appropriate protocols</i> for investigating information related to the history of Aboriginal and/or Torres Strait Islander peoples</p> <p>1.3 Investigate information on significant Aboriginal and/or Torres Strait Islander people or community organisations</p> <p>1.4 Select an Aboriginal and/or Torres Strait Islander person or community organisation to profile</p> <p>1.5 Research selected Aboriginal and/or Torres Strait Islander person or community organisation, following established protocols</p> |

- | | |
|----------------------------------|--|
| 2 Gather and present information | 2.1 Determine <i>method of presentation</i> |
| | 2.2 Prepare presentation using <i>appropriate media</i> |
| | 2.3 Present information to a <i>selected group</i> |

Required Knowledge and Skills

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

Required Knowledge:

- features and uses of a limited range of presentation methods such as, short talk, poster, digital story
- cultural considerations related to the use of imagery
- simple research skills such as interview techniques to gather information from

Required Skills:

- communication skills to seek information from community members using appropriate protocols
- written and / or visual literacy skills to present information
- organisational skills to sequence information for a presentation

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.

Sources of information may include:

- Aboriginal and/or Torres Strait Islander community members
- libraries
- cultural centres
- electronic media

Appropriate protocols may include:

- discussions with:
 - Elders
 - other community members

Method of presentation may include:

- oral
- visual
- digital

Appropriate media may include:

- PowerPoint
- video

- photographs

Selected group may include:

- fellow learners
- own family
- local community

Evidence Guide

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

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

Assessment must confirm the ability to:

- locate and research information on Aboriginal and/or Torres Strait Islander persons or community organisations according to appropriate protocols
- organise and present information to a group

Context of and specific resources for assessment

Assessment must ensure access to:

- Aboriginal and/or Torres Strait Islander persons or community organisations
- appropriate media to enable the presentation of information

Method(s) of assessment

Assessment of this unit must be culturally appropriate.

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner presenting a profile of an Aboriginal and/or Torres Strait Islander person or community organisation
- portfolio of information on an Aboriginal and/or Torres Strait Islander person or community organisation researched by the learner
- oral or written questioning to assess understanding of the protocols that apply when seeking and using information from the Aboriginal and/or Torres Strait Islander community.

| | |
|---|--|
| Unit Code | VU22096 |
| Unit Title | Participate in Aboriginal and/or Torres Strait Islander events of significance |
| Unit Descriptor | <p>This unit describes the skills and knowledge to participate in an Aboriginal and/or Torres Strait Islander event with others.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners who wish to develop their planning, organisational and team work skills and their engagement with community by working with others to participate in an Aboriginal and/or Torres Strait Islander event. |
| 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 Investigate and select current events of significance | <p>1.1 Identify <i>sources of information</i> on <i>Aboriginal and/or Torres Strait Islander events</i></p> <p>1.2 Investigate information on significant Aboriginal and/or Torres Strait Islander events</p> <p>1.3 Select an event in which to participate</p> <p>1.4 Identify activities appropriate to the event</p> |
| 2 Participate in activities | <p>2.1 Plan activities with others</p> <p>2.2 Evaluate activities and own participation with others</p> <p>2.3 Maintain a <i>record</i> of participation to support <i>personal purposes</i></p> |

Required Knowledge and Skills

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

Required Knowledge:

- cultural protocols related to participation in the selected event

Required Skills:

- literacy skills to record own participation in activities
- problem solving skills to analyse event information and select an appropriate event
- organisational skills to plan activities
- team work skills to plan, participate in and evaluate activities with others

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.

Sources of information may include:

- Elders
- community organisations
- Aboriginal and/or Torres Strait Islander media

Aboriginal and/or Torres Strait Islander events may include:

- NAIDOC events
- cultural, community or sporting awards
- one off events of significance to the local Aboriginal and/or Torres Strait Islander community

Record may include:

- personal written journal
- photographic or film
- musical

Personal purposes may include:

- to support a job or study application
- to share with family or community
- to encourage others to participate in events

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:

- select an event and plan, participate in and evaluate related activities with others
- record participation in an appropriate format relevant to own purposes

Context of and specific resources for assessment

Assessment must ensure access to:

- an Aboriginal and/or Torres Strait Islander event of

significance

- resources required to plan and participate in activities

Method(s) of assessment

Assessment of this unit must be culturally appropriate.

The following assessment methods are suitable for this unit:

- observation of the learner participating in activities as part of an Aboriginal and/or Torres Strait Islander event
- portfolio of planning activities showing evidence of working with others
- review of the learner's record of participation activities
- third party report from others involved in organising Aboriginal and/or Torres Strait Islander events or activities detailing the performance of the learner

| | |
|---|--|
| Unit Code | VU22097 |
| Unit Title | Read and write simple information |
| Unit Descriptor | <p>This unit describes the skills and knowledge to read, comprehend and write simple information.</p> <p>No licensing, legislation, 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 require support to develop their comprehension and writing skills to engage with and create simple texts. |
| 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 Select relevant texts | <p>1.1 Identify <i>personal reading purpose</i></p> <p>1.2 Identify and select <i>relevant texts</i> with assistance from a <i>support person</i></p> |
| 2 Interpret the texts | <p>2.1 Apply <i>reading strategies</i> to read texts</p> <p>2.2 Identify the main ideas and key features of the texts</p> <p>2.3 Evaluate the <i>effectiveness of the texts</i></p> |
| 3 Write simple texts | <p>3.1 Identify the <i>purpose of written texts</i></p> <p>3.2 Select the appropriate <i>text type</i></p> <p>3.3 Identify <i>features of the text</i></p> <p>3.4 Plan the content and sequence of the text to complete a draft</p> <p>3.5 Review the draft with a support person for <i>readability and accuracy</i></p> <p>3.6 Make any required changes to produce the final copy of the text</p> |

Required Knowledge and Skills

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

Required Knowledge:

- de-coding and meaning-making reading strategies to enable the interpretation and evaluation of simple texts
- basic structural convention of texts such as chronological sequencing of events and character development to enable the interpretation of texts

Required Skills:

- literacy skills to identify and select texts for different purposes
- planning and organising skills to plan the content and sequencing of information for different types of texts
- problem solving skills to interpret the main ideas and key features of texts and evaluate their effectiveness

Range Statement

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

Personal reading purpose may include:

- factual information
- entertainment
- knowledge development
- general interest

Relevant texts may include:

- brochures
- advertisements
- fiction
- online texts
- magazines

Support person may include:

- fellow learners
- teachers and assistants
- Aboriginal and/or Torres Strait Islander community members

Reading strategies may include:

- de-coding strategies:
 - using a range of word identification strategies including phonic and visual letter patterns; syllabification; background knowledge of text
- meaning-making strategies:

- drawing on a bank of personally relevant words and phrases
- clarifying intended meaning by varying speed when reading
- recognising meaning of conventional punctuation, font and layout (semi-colons, brackets, italics)
- identifying ways in which the author chooses words to convey feelings and experiences, 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

Effectiveness of the texts may include:

- the usefulness of the text in meeting its purpose
- the layout of the text in supporting readability
- the way in which the text influenced the reader

Purpose of written texts may include:

- recording messages
- taking notes
- writing a personal letter
- writing a formal letter

Text type may include:

- phone message
- note
- email
- short letter

Features of the text may include:

- date and/or time
- recipient's address
- greetings, openings, closings
- abbreviations, acronyms, symbols

Readability and accuracy may include:

- layout and register
- sentence structure
- grammatical accuracy
- spelling
- appropriate vocabulary

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:

- select and interpret a minimum of two different text types
- produce a minimum of two text types, each for a different purpose, including evidence of planning content and sequencing information

Context of and specific resources for assessment

At this level the learner may:

- require additional time to complete written tasks
- depend on the teacher/support person/model text
- depend on a personal dictionary

Assessment must ensure access to:

- a range of texts suited to the interests of learners
- writing materials and or electronic communication methods.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio containing a draft and final copy of each text type written by the learner
- oral or written questioning to assess the learner's ability to interpret texts and to evaluate their effectiveness
- third party feedback from a support person on the progress of the learner

| | |
|---|--|
| Unit Code | VU22098 |
| Unit Title | Recognise and use basic mathematical symbols and processes |
| Unit Descriptor | <p>This unit describes the skills and knowledge to recognise and use basic mathematical symbols and whole and half numbers to make basic mathematical calculations.</p> <p>No licensing, legislation, 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 require support to develop their knowledge of mathematical symbols and processes and their meaning and use. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify mathematical symbols | <p>1.1 Identify the four main <i>mathematical symbols</i></p> <p>1.2 Identify the mathematical function of each symbol</p> |
| 2 Identify different methods for making calculations | <p>2.1 Identify the different <i>methods for making simple calculations</i></p> <p>2.2 Become familiar with the <i>conventions of making simple written calculations</i></p> <p>2.3 Become familiar with <i>simple strategies for making mental calculations</i></p> <p>2.4 Become familiar with the location and usage of <i>basic calculator functions</i></p> |
| 3 Use mathematical processes to make simple calculations | <p>3.1 Identify <i>ways in which mathematical processes are applied</i> in everyday life</p> <p>3.2 Select the most appropriate process for the required calculation</p> <p>3.3 Apply the most appropriate method for making the calculation</p> |

- 3.4 Perform **simple calculations** using whole and half numbers
- 3.5 Use an alternative method to test the accuracy of calculations

Required Knowledge and Skills

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

Required Knowledge:

- simple mathematical vocabulary such as addition / plus; subtraction / minus; multiplication / times
- the link between addition and subtraction

Required Skills:

- problem solving skills to select the mathematical process appropriate for each different basic calculation and to test the accuracy of results

Range Statement

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

Mathematical symbols

include:

- addition
- subtraction
- multiplication
- division

Methods for making simple calculations may include:

- mental
- on paper
- with a calculator

Conventions of making simple written calculations may include:

- using signs and symbols to make calculations, such as

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

Simple strategies for making mental calculations may include:

- reordering numbers in a calculation
- count forward or back in tens
- partitioning and recombining whole numbers

Basic calculator functions

include:

- addition
- subtraction
- multiplication
- division
- equals
- decimal point
- clear

Ways in which mathematical processes are applied

may include:

- to calculate:
 - money tendered for goods and expected change
 - number of people attending a meal and amount of food required
 - cost and amount of fabric required to complete a garment
 - travel distance and estimated time taken

Simple calculations

may include:

- adding the cost of individual items to determine the total cost
- subtracting the total cost of items from a fixed amount to determine expected change
- multiplying the cost of a single item by the number of items required to calculate the total cost
- dividing the number of cakes by the number of guests to calculate how many cakes each person can have

Evidence Guide

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

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

Assessment must confirm the ability to:

- recognise and apply basic mathematical symbols and processes to make simple calculations related to the learner's everyday life
- use mental, written and/or electronic methods to make basic calculations and test their accuracy

Context of and specific resources for assessment

Assessment must ensure access to:

- to calculators
- calculations that relate to the everyday life of the learner

Method(s) of assessment

The following suggested assessment methods are

suitable for this unit:

- observation of the learner making mental, written and electronic calculations and recording accurate results
- portfolio of written calculations showing methodology
- oral or written questioning to assess the learners knowledge of mathematical vocabulary

| | |
|---|--|
| Unit Code | VU22099 |
| Unit Title | Recognise and interpret safety signs and symbols |
| Unit Descriptor | <p>This unit describes the skills and knowledge to recognise and interpret safety signs and symbols commonly found in workplace and community settings.</p> <p>No licensing, legislation, 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 basic knowledge of safety signage to prepare for work or community participation. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify features of common safety signs and symbols | <p>1.1 Identify common safety signs and symbols</p> <p>1.2 Identify the purpose of common safety signs and symbols</p> <p>1.3 Identify features of common safety signs and symbols</p> |
| 2 Recognise common safety signs and symbols | <p>2.1 Use navigation skills to recognise the type of signs and symbols</p> <p>2.2 Use reading strategies to interpret common safety signs and symbols</p> <p>2.3 Confirm understanding with others</p> |

Required Knowledge and Skills

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

Required Knowledge:

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

- colours and shapes used in the main categories of safety signage

Required Skills:

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

Range Statement

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

Common safety signs and symbols may include:

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

Purpose may include:

- to warn
- to advise
- to instruct

Features may include:

- shape
- colour
- text
- visuals

Navigation skills may include:

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

Reading strategies may include:

- using text features to predict content
- making connections between prior knowledge and text

content

- making connections between high frequency words, symbols and pictures
- sounding out letters and syllables
- simple strategies to assist with word and symbol identification and extend vocabulary

Others may include:

- peers / team members
- trainers
- supervisors

Evidence Guide

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

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

Assessment must confirm the ability to:

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

Context of and specific resources for assessment

Assessment must ensure access to:

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

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

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

| | |
|---|--|
| Unit Code | VU22101 |
| Unit Title | Use basic measuring and calculating skills |
| Unit Descriptor | <p>This unit describes the skills and knowledge to measure quantities in standard units and carry out basic calculations involving these quantities.</p> <p>No licensing, legislation, 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 basic numeracy skills to support re-engagement with learning as a pathway to entering or re-entering formal education, employment or community participation activities. Skill development at this level will generally require assistance from a support person. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Select appropriate measurement method | 1.1 Confirm measurement requirements 1.2 Determine correct unit of quantity to apply to measurement 1.3 Select appropriate equipment or materials |
| 2 Obtain measurements | 2.1 Use measuring technique appropriate to task 2.2 Obtain correct measurements |
| 3 Carry out simple calculations with measurements | 3.1 Determine information according to requirements 3.2 Complete calculations involving quantities 3.3 Check accuracy of calculations 3.4 Communicate or record information as required |

Required Knowledge and Skills

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

Required knowledge:

- measurements of quantities such as time, length, volume, using common measuring instruments
- mathematical processes:
 - addition / subtraction / multiplication / division
 - fractions and decimals
- basic functions of calculators:
 - addition / subtraction / multiplication / division
 - equals
 - decimal point
 - clear
- basic measuring instruments:
 - rulers / tape measures
 - thermometers
 - scales

Required Skills:

- problem solving skills to:
 - interpret the measurement requirements
 - apply the appropriate mathematical method to make required calculations
 - check the accuracy of calculations

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.

Requirements may include:

- verbal or written instructions
- manuals
- diagrams

Unit of quantity may include:

- whole numbers
- fractions / decimals
- degrees Celsius
- imperial and metric measurements

Measurement may include:

- length / distance
- mass
- capacity
- time taken
- temperature

- Equipment** may include:
- rules / measuring tapes
 - scales
 - protractors / set squares
 - thermometers

- Information** may include:
- dimensions
 - diagrammatical or visual results
 - projections

- Calculations** may include:
- 'in the head' methods
 - pen and paper
 - using a calculator

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:

- select and apply appropriate mathematical processes to make correct calculations for a range of purposes such as determining quantities and measuring distance
- use measuring devices such as rulers and scales to make accurate measurements

Context of and specific resources for assessment

Assessment must ensure access to:

- measuring equipment

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner using equipment to take accurate measurements and make correct calculations
- portfolio of a range of measurements and calculations showing the application of mathematical processes
- third party reports from a mentor or supervisor detailing the ability of the learner to measure and calculate

| | |
|---|---|
| Unit Code | VU22102 |
| Unit Title | Complete a basic community project with support |
| Unit Descriptor | <p>This unit describes the skills and knowledge to plan, undertake, monitor and review a basic Aboriginal and/or Torres Strait Islander community project with the support of others.</p> <p>No licensing, legislation, 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 | <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who wish to engage with the Aboriginal and/or Torres Strait Islander community. The unit is designed to be undertaken in a community setting. A basic community project might be a display, open day, presentation in a school, participation in a festival, delivery of a skill or information session to the community.</p> <p>Skill development at this level will generally require assistance from a support person.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Plan a basic community project | <p>1.1 Outline team work strategies to support the project</p> <p>1.2 Participate in the development of the planning process</p> <p>1.3 Develop a draft plan as part of the team</p> <p>1.4 Contribute to the review of the plan with other team members and project leader/s and adjust as required</p> |
| 2 Undertake the project | <p>2.1 Identify project tasks, roles and responsibilities with other team members and project leader/s</p> <p>2.2 Collect required information to undertake tasks</p> <p>2.3 Undertake basic community project tasks under guidance of project leader(s)</p> |

- | | |
|------------------------------------|---|
| 3 Monitor the project | 3.1 Contribute to identifying discrete tasks for <i>monitoring the project</i> under the guidance of project leader(s) and with others in the project team 3.2 Gather required information for completion of project monitoring tasks 3.3 Undertake project monitoring tasks |
| 4 Contribute to the project review | 4.1 Participate in planning the project <i>review process</i> under the guidance of project leader(s) 4.2 Gather required information for undertaking review process 4.3 Undertake the review process with others |

Required Knowledge and Skills

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

Required Knowledge:

- conflict resolution strategies to recognise and address team conflict
- main features of a project plan

Required Skills:

- team work skills to contribute to project activities and outcomes
- communication skills to contribute to project planning, implementation, monitoring and review such as
 - offering suggestions and responding to feedback
 - seeking assistance when required
 - recording information as required
- problem solving skills to:
 - recognise and respond to conflict within the team
 - identify issues affecting the successful completion of the project
 - prioritise tasks

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.

Team work strategies may include:

- understanding the benefits of undertaking a project in a team
- recognising signs of conflict in a team
- applying strategies to minimise and deal with conflict

- Planning process** may include:
- identifying the purpose and benefits of a plan
 - developing the elements of the plan
 - determining record keeping requirements
- Draft plan** may include:
- group and individual tasks
 - timelines
 - contingency plans
 - safety requirements
- Review of the plan** may include:
- confirming team member understandings
 - noting the process
- Project tasks, roles and responsibilities** may include:
- recording project tasks, and monitoring and reporting on their progress
 - supporting others to complete tasks
 - discrete tasks with single responsibility
 - group tasks with multiple responsibility
- Required information** may include:
- outcomes / issues
 - photographic or video recording of the project
 - journal or log book records
- Monitoring the project** may include:
- discussing progress
 - attending project meetings
 - recording notes, diagrams and other records
- Review process** may include:
- formal review of written records of project progress
 - discussion of project outcomes and issues

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:

- work as part of a team to plan, implement, monitor and review a basic community project

Context of and specific

Assessment must ensure access to:

resources for assessment

- Aboriginal and/or Torres Strait Islander community members for support and advice
- a team comprising sufficient members to enable the project to be planned, undertaken, monitored and reviewed collaboratively.

Method(s) of assessment

Assessment of this unit must be culturally appropriate.

The following suggested assessment methods are suitable for this unit:

- observation of the learner interacting with other project team members to assess the application of team work, communication, self management and problem solving skills
- portfolio containing notes and records made by the learner to plan, monitor and review their contribution to the project and the overall conduct of the project. This may include visual evidence.
- third party reports from a project leader or supervisor detailing the overall performance of the learner, including their contribution to planning, monitoring and review processes and their ability to interact with and support other team members.

| | |
|---|--|
| Unit Code | VU22103 |
| Unit Title | Participate in a practical placement with support |
| Unit Descriptor | <p>This unit describes the skills and knowledge to select, negotiate and participate in a practical work or community placement.</p> <p>No licensing, legislation, 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 | <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who wish to re-engage with learning as a pathway to education, employment or community participation. This unit must be conducted and assessed in a real work or community placement.</p> <p>Skill development at this level will generally require assistance from a support person.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Plan own practical placement with support | <p>1.1 Identify own preferences and priorities in relation to practical placement</p> <p>1.2 Investigate placement options</p> <p>1.3 Identify placement requirements</p> <p>1.4 Identify potential barriers or problems</p> <p>1.5 Agree an appropriate practical placement with support person</p> |
| 2 Negotiate practical placement arrangements, with support | <p>2.1 Organise a time to meet with appropriate personnel in the workplace</p> <p>2.2 Confirm skills, experience, needs and preferred options</p> <p>2.3 Identify documents and information required by both parties</p> <p>2.4 Identify employer expectations</p> |

| | | |
|--|-----|---|
| | 2.5 | Establish workplace routine and any required documentation |
| | 2.6 | Identify and address cultural safety issues |
| 3 Communicate in the workplace | 3.1 | Identify roles and responsibilities of workplace personnel |
| | 3.2 | Identify reporting procedures |
| | 3.3 | Identify a range of workplace communications |
| 4 Participate as a member of the workplace under supervision | 4.1 | Complete workplace tasks in accordance with Occupational / Work Health and Safety requirements |
| | 4.2 | Follow work routine |
| | 4.3 | Work as part of a team where appropriate |
| | 4.4 | Document work routine and maintain a record of experiences as appropriate |
| 5 Review own performance | 5.1 | Assess personal strengths and weaknesses |
| | 5.2 | Re-establish goals for enhancement of work related skills |
| | 5.3 | Formulate an action plan for meeting career goals |

Required Knowledge and Skills

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

Required Knowledge:

- sources of information on placement options
- OHS / WHS rights and responsibilities as they apply to own role

Required Skills:

- communication skills to:
 - negotiate placement
 - participate in a work placement

literacy skills to:

- complete required documentation
- read and interpret workplace documents / signage and procedures relevant to work performed
- personal management skills to assess personal strengths and weaknesses

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Placement options may include:

- community organisation
- community housing / support programs
- volunteer organisations

Placement requirements may include:

- completing required forms
- obtaining permission signatures
- complying with OHS / WHS requirements

Support person may include:

- trainer / teacher
- community member
- relative

Employer expectations may include:

- attendance times and punctuality
- breaks
- personal presentation
- advising absence
- reporting relationships

Workplace communications may include:

- memos
- letters
- notices/signage
- email
- personal communication
- operating procedures
- equipment manuals

Occupational / Work Health and Safety requirements may include:

- OHS /WHS legislation
- codes of practice
- anti discrimination / anti harassment
- industrial relations
- manual handling
- hazard identification
- personal protective equipment (PPE)
- dangerous goods
- personal safety requirements

Record of experiences may include:

- log book
- employer report
- statement of duties

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:

- source information on, select and negotiate a practical placement
- undertake and review a practical placement

Context of and specific resources for assessment

Assessment must ensure access to:

- a workplace / community organisation or field placement
- sources of information on placement options

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner undertaking duties in a practical placement
- portfolio recording practical placement experiences and their review
- third party reports from a supervisor or mentor in the practical placement detailing the learner's conduct and performance

Unit Code VU22104

Unit Title Prepare simple budgets

Unit Descriptor

This unit describes the basic mathematical and arithmetical skills and knowledge to compare prices, calculate quantities and costs, and to gather relevant information to prepare a simple balanced budget.

No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to learners who wish to re-engage with learning as a pathway to education, employment or community participation activities.

Skill development at this level will generally require assistance from a support person.

Element

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

Performance Criteria

Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Determine prices of a selection of goods for a specified budget

1.1 Select items for inclusion in ***budget***

1.2 Compare available prices of the selected ***items***

1.3 Determine quantities required and enter data correctly into set formulae on calculator

1.4 Use ***strategies to check accuracy***

2 Prepare a simple budget

2.1 Investigate ***information*** to establish income and expenditure

2.2 Develop a balanced budget

2.3 Check balanced budget meets all users' needs

Required Knowledge and Skills

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

Required Knowledge:

- four operations of arithmetic applied to money, quantities and measurement

- estimation
- comparisons using number skills
- simple percentages and fractions
- basic functions of calculators:
 - addition / subtraction / multiplication / division
 - equals
 - decimal point
 - clear

Required Skills:

- problem solving skills to compare prices and determine quantities

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.

- Budget*** may include:
- personal – income and expenditure weekly or monthly
 - project, such as a small community picnic

- Items*** may include:
- food
 - clothes and make-up
 - electricity, gas, phone
 - rent
 - equipment hire or purchase
 - entertainment costs

- Strategies to check accuracy*** may include:
- estimation
 - doing calculations twice to check answers
 - consulting others
 - use of spreadsheet software

- Information*** may include:
- advertising material
 - newspapers
 - magazines

Evidence Guide

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

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

Assessment must confirm the ability to:

- apply the four operations of arithmetic to prepare a simple budget for personal or project use.

Context of and specific resources for assessment

Assessment must ensure access to:

- a calculator
- reference material such as household incomes, rentals, household expenses

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learning using a calculator to prepare a budget
- portfolio of budget workings.

| | |
|---|--|
| Unit Code | VU22105 |
| Unit Title | Use everyday data from the news |
| Unit Descriptor | <p>This unit describes the skills and knowledge to interpret arithmetical and statistical data from newspapers and magazines.</p> <p>No licensing, legislation, 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 | <p>This unit applies to learners who are seeking to re-engage with learning as a pathway to entering or re-entering formal education, employment or community participation activities.</p> <p>Skill development at this level will generally require assistance from a support person.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Locate numerical information in relevant newspaper and magazine articles | <p>1.1 Identify newspapers and magazines relevant to own areas of interest</p> <p>1.2 Select articles containing numerical and statistical data</p> |
| 2 Read and interpret arithmetical and statistical data in newspapers and magazines | <p>2.1 Interpret the numerical and statistical data in the selected articles</p> <p>2.2 Determine the value of statistical data</p> |

Required Knowledge and Skills

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

Required Knowledge:

- format of numerical and statistical data
- percentages with graduations of tens
- fractions to halves, quarters and thirds

Required Skills:

- numeracy skills to identify and interpret numerical and statistical data

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.

- Articles** may include:
- issues of current interest:
 - line graphs of water storage levels over time
 - pie- chart showing support for political parties
 - general interest articles:
 - % of people who view / listen to different television programs
 - table showing football scores over the course of a game
 - workplace related articles such as production tables

- Numerical and statistical data** may include:
- graphs
 - tables
 - diagrams
 - percentages and fractions

- Value of statistical data** may include:
- providing evidence for viewpoints
 - providing data of interest on a particular topic

Evidence Guide

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

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

Assessment must confirm the ability to:

- recognise and interpret numerical and statistical data contained in articles of interest to the learner

Context of and specific resources for assessment

Assessment must ensure:

- access to articles containing numerical and statistical data

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- use of statistical data
- portfolio of statistical interpretation of data that is of interest to the learner

| | |
|---|--|
| Unit Code | VU22106 |
| Unit Title | Use recipes to prepare food |
| Unit Descriptor | <p>This unit describes the skills and knowledge to read and follow simple recipes.</p> <p>No licensing, legislation, 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 | <p>This unit applies to learners who wish to re-engage with learning as a pathway to education, employment or community participation activities.</p> <p>Skill development at this level will generally require assistance from a support person.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Prepare to cook | <p>1.1 Select a recipe</p> <p>1.2 Identify <i>requirements</i> and <i>quantities</i></p> <p>1.3 Check <i>information</i> on ingredients</p> <p>1.4 Select required ingredients</p> <p>1.5 Assemble selected ingredients and equipment</p> |
| 2 Produce food | <p>2.1 Follow required <i>order of operations</i></p> <p>2.2 Apply <i>hygiene practices</i> to food handling</p> <p>2.3 Serve food</p> <p>2.4 Store food items appropriately</p> <p>2.5 Clean up dishes, utensils, other equipment and preparation areas used for cooking</p> |

Required Knowledge and Skills

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

Required knowledge:

- food handling and hygiene procedures to enable safe handling and storage
- nutrition information to identify basic measures of fat, protein and carbohydrate in foodstuffs and / or recipes
- basic mathematical processes of addition of whole and half, quarter and third numbers

Required Skills:

- literacy skills to read and interpret simple recipes
- numeracy skills to enable accurate measuring of ingredients and temperatures
- planning and organising skills to follow recipe steps

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.

Requirements may include:

- ingredients
- equipment
- nutrition information

Quantities may include:

- solid or liquid measures
- volume or weight measures

Information may include:

- allowable substitutions of ingredients
- nutritional information

Order of operations may include:

- pre-heating oven
- preparing utensils / equipment
- preparing ingredients

Hygiene practices may include:

- storage conditions of ingredients
- cross contamination of ingredients
- hand washing
- cleaning

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 must confirm the ability to:

assessment and evidence required to demonstrate competency in this unit

- read and interpret a simple recipe to prepare and serve food
- apply hygiene procedures to food preparation, storage and cleaning

Context of and specific resources for assessment

Assessment must ensure access to:

- simple recipes
- ingredients, equipment and utensils required to prepare, serve and store food according to hygiene procedures

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner:
 - reading and following a simple recipe to prepare food
 - handling and storing food stuffs safely
 - cleaning utensils, equipment and preparation area
- oral or written questioning to assess knowledge of nutritional information and hygiene procedures
- third party reports detailing the learner's ability to prepare and serve food from recipes.

| | |
|---|--|
| Unit Code | VU22107 |
| Unit Title | Calculate and communicate sports scores |
| Unit Descriptor | <p>This unit describes the skills and knowledge to use numeracy skills related to recording and communicating sports scores to team officials and making calculations related to sport and recreational pursuits.</p> <p>No licensing, legislation, 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 | <p>This unit applies to learners who wish to re-engage with learning as a pathway to education, employment or community participation activities.</p> <p>Skill development at this level will generally require assistance from a support person.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Keep score in sporting or recreational events | <p>1.1 Confirm rules of sporting games and recording process</p> <p>1.2 Record scores</p> <p>1.3 Total scores both progressively and at end of game</p> <p>1.4 Calculate differences in scores at end of game</p> <p>1.5 Communicate scores to team officials</p> |
| 2 Calculate comparative place | <p>2.1 Gather scores of all teams in the competition</p> <p>2.2 Calculate order of teams</p> |
| 3 Communicate numerical information relating to sports competitions | <p>3.1 Explain processes used to construct given data</p> <p>3.2 Present scoring information in an appropriate format</p> |

Required Knowledge and Skills

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

Required Knowledge:

- rules of the chosen sport and scoring system to enable scores to be kept accurately
- mathematical processes of addition and subtraction to keep accurate scores and determine positions on a table based on results

Required Skills:

- communication skills to provide clear and accurate information to officials
- literacy skills to accurately record scores
- numeracy skills to calculate the order of teams

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.

- Sporting games*** may include:
- competition or recreational matches
 - any game that requires a score be kept

- Record*** may include:
- using an official score sheet
 - keeping an informal scores sheet

- Communicate*** may include:
- via a score sheet
 - via a manual or electronic scoreboard

- Calculate order of teams*** may include:
- total of wins and losses
 - using margins of wins and losses

- Appropriate format*** may include:
- table or spread sheet
 - verbal report

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:

- accurately score for a sporting event and communicate results to an official
- construct a table showing the position of teams according to their results

Context of and specific

Assessment must ensure:

resources for assessment

- access to a sporting game or recreational event
- recording format appropriate to the sporting game or recreational event

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner scoring a sporting game or recreational event and communicating results to an official
- portfolio of scoring and calculation of table positions completed by the learner
- third party reports from sporting officials detailing performance by the learner.

| | |
|---|--|
| Unit Code | VU22108 |
| Unit Title | Read and communicate information from newspapers |
| Unit Descriptor | <p>This unit describes the skills and knowledge to read and use information from newspapers to support a range of different activities.</p> <p>No licensing, legislation, 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 | <p>This unit applies to learners who wish to re-engage with learning as a pathway to education, employment or community participation activities.</p> <p>Skill development at this level will generally require assistance from a support person.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Select and review newspaper items | <p>1.1 Obtain newspapers</p> <p>1.2 Locate key sections of newspapers</p> <p>1.3 Identify purpose of key sections</p> <p>1.4 Determine purpose of headlines, titles and visual components</p> |
| 2 Use information from newspapers | <p>2.1 Clarify use of information</p> <p>2.2 Select relevant newspaper items</p> <p>2.3 Use reading strategies to understand main ideas</p> <p>2.4 Apply knowledge and ideas gained to selected tasks</p> |

Required Knowledge and Skills

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

Required knowledge:

- de-coding and meaning making strategies to enable identification and interpretation of different types of newspaper information

Required Skills:

- literacy skills to interpret information
- organisational skills to identify key sections of newspapers

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.

- Newspapers*** may include:
- hard copy
 - online
 - community news
 - Aboriginal and/or Torres Strait Islander publications

- Key sections*** may include:
- front page
 - editorial / opinion / letter to the editor
 - local / national / international
 - sports
 - features
 - careers
 - entertainment
 - classifieds

- Use of information*** may include:
- job seeking
 - community activities
 - research into local history or culture
 - finding accommodation

- Reading strategies*** may include:
- de-coding strategies:
 - using a range of word identification strategies, including: phonic and visual letter patterns; syllabification and background knowledge of text
 - using punctuation as an aid to understanding, such as capitalisation, full stops, commas, exclamation marks, speech marks
 - meaning-making strategies:
 - drawing on a broad bank of personally relevant words and phrases
 - recognising meaning of conventional punctuation, font

and layout (semi-colons, brackets, italics)

- identifying ways in which the author chooses words to convey feelings and experiences, 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

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify the key sections of newspapers and their purpose
- use information from newspapers for personal purposes

Context of and specific resources for assessment

Assessment must ensure access to:

- hard copy or online newspapers

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner locating relevant information from the appropriate section of a newspapers
- oral or written questioning to assess understanding of the meaning of newspaper information relevant to the learner
- portfolio showing the use of newspaper information relevant to the learner.

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| Unit Code | VU22109 |
| Unit Title | Complete forms |
| Unit Descriptor | <p>This unit describes the skills and knowledge to complete a range of everyday routine forms.</p> <p>No licensing, legislation, 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 | <p>This unit applies to learners who wish to re-engage with learning as a pathway to education, employment or community participation activities.</p> <p>Skill development at this level will generally require assistance from a support person.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Prepare to complete a range of forms | <p>1.1 Access forms relevant to own purposes</p> <p>1.2 Identify key sections of the form</p> <p>1.3 Clarify purposes of sections</p> |
| 2 Complete documentation | <p>2.1 Enter information into correct sections of the form</p> <p>2.2 Review all entries for accuracy</p> <p>2.3 Submit forms according to the required process</p> |

Required Knowledge and Skills

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

Required knowledge:

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

Required Skills:

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

Range Statement

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

- Forms** may include:
- community organisation membership
 - employment related
 - further study related
 - banking
 - federal / state government applications
 - paper based
 - electronic

- Key sections** may include:
- personal information
 - past educational experiences
 - past employment experiences

- Information** may include:
- records
 - certificate
 - bank statements

- Accuracy** may include:
- spelling
 - punctuation
 - all required information included

- Required process** may include:
- posting
 - counter submission
 - online submission
 - designated timeframes

Evidence Guide

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

Critical aspects for assessment and evidence

Assessment must confirm the ability to:

required to demonstrate competency in this unit

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

Context of and specific resources for assessment

Assessment must ensure access to:

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

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

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

| | |
|---|---|
| Unit Code | VU22110 |
| Unit Title | Develop a learning pathway |
| Unit Descriptor | <p>This unit describes the skills and knowledge necessary to investigate options and plan for further education and training to support employment and/or community participation. It includes the skills to conduct and document a self audit of current skills.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners who wish to develop a structured learning pathway to enter or re-enter formal education. |
| 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 Plan learning pathway and career direction | <p>1.1 Identify the potential personal benefits of participating in further education, training</p> <p>1.2 Identify training support schemes</p> <p>1.3 Identify and prioritise learning goals in relation to career or personal aspirations</p> <p>1.4 Identify issues that have the potential to impact on implementing the plan</p> |
| 2 Conduct a self audit of skills | <p>2.1 Identify generic skills required for participation in work and training</p> <p>2.2 Discuss personal past work, life and study experiences with appropriate person/s to identify existing skills</p> <p>2.3 Gather and organise information and evidence of own skills</p> |
| 3 Develop a learning action plan | <p>3.1 Discuss possible learning options with an appropriate person/s</p> |

- 3.2 Identify **strategies** to minimise impact of possible barriers
- 3.3 Develop a **learning action plan**
- 3.4 Review the action plan with an appropriate person and make any agreed adjustments
- 3.5 Document the action plan

Required Knowledge and Skills

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

Required knowledge:

- sources of information on:
- education and training options
- support schemes including those for Australian Aboriginal and Torres Strait Islander Peoples

Required Skills:

- literacy skills to document a learning action plan
- self management skills to reflect on own experiences and identify potential barriers and current skills
- communication skills to seek support from an appropriate person and respond to suggestions

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.

Further education, training may include:

- return to study programs
- adult VCAL programs
- vocational qualifications in specific industry areas
- apprenticeships and traineeships

Learning goals may include:

- employment related
- personal development
- community involvement

Issues may include:

- personal, family or community commitments
- financial or time constraints
- access to training locations

Generic skills may include:

- communication
- team work
- problem solving
- organisational

Past work, life and study experiences may include

- paid or volunteer work
- involvement in sporting clubs
- family life
- formal training courses

Evidence may include:

- letters of thanks
- photographs
- certificates
- work samples

Appropriate person/s may include:

- Elders / community members
- teacher
- mentor
- peers

Strategies may include:

- increased family support for specific periods of time
- peer support
- part time study options

Learning action plan may include:

- endorsed / accredited qualifications
- endorsed / accredited unit/s of competency
- work experience
- time frames / costs
- strategies to address any identified barriers

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:

- determine own learning goals, relevant training support schemes and appropriate training options to develop a learning action plan in consultation with an

| | |
|---|---|
| | <p>appropriate person</p> <ul style="list-style-type: none"> review and determine own generic skills and potential barriers to learning |
| Context of and specific resources for assessment | <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> access to an appropriate person to provide support and guidance to the learner |
| Method(s) of assessment | <p>Assessment must be culturally appropriate.</p> <p>The conditions of assessment should take into consideration, wherever possible, variations that may occur between remote, rural and urban environments and the people from these locations.</p> <p>The following suggested assessment methods are suitable for this unit:</p> <ul style="list-style-type: none"> oral or written questioning to assess the ability to identify learning goals, previous learning experiences and potential barriers to learning portfolios including: <ul style="list-style-type: none"> a learning action plan with evidence of drafts and adjustments in response to review evidence of review and identification of generic skills developed by the learner third party reports from an appropriate person who has provided support to the learner and can detail the learner's progress. |

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|---|--|
| Unit Code | VU22111 |
| Unit Title | Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills |
| Unit Descriptor | <p>This unit describes the skills and knowledge to develop as a mentor, with the support of Aboriginal and/or Torres Strait Islander community members/ elders.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners who wish to develop their personal capabilities as mentors. |
| 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 Clarify the role of a mentor | <p>1.1 Identify the benefits of being a mentor</p> <p>1.2 Determine the characteristics of a mentor program</p> <p>1.3 Identify positive behaviours</p> <p>1.4 Discuss findings with a more experienced Aboriginal and/or Torres Strait Islander community mentor</p> |
| 2 Provide support to others | <p>2.1 Model positive behaviours</p> <p>2.2 Identify community resources and support persons to assist with mentoring role</p> <p>2.3 Conduct mentoring activities</p> |
| 3 Review support activities | <p>3.1 Maintain record of support activities</p> <p>3.2 Review the outcomes of support activities at regular intervals</p> <p>3.3 Make changes to support activities in response to feedback as required</p> |

Required Knowledge and Skills

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

Required Knowledge:

- sources of information on:
 - mentoring features and benefits of being a mentor
 - characteristics of mentoring programs
 - community support resources
- the importance of maintaining the confidentiality of others personal information
- methods of maintaining a record of activities such as written and digital methods

Required Skills:

- communication skills to provide mentoring support to others and respond to feedback on own activities
- self management skills to model positive behaviours
- literacy skills to maintain records, which may include written, visual and/or digital literacy

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.

Benefits may include:

- increased confidence
- developing broader networks

Characteristics of a mentor program may include:

- clear roles, responsibilities and boundaries
- clear expectations of commitment:
 - time
 - energy
 - flexibility
 - confidentiality
- cultural and social sensitivity, and acceptance of individual differences
- referral points for other support services

Positive behaviours may include:

- respectful communication
- maintaining confidentiality
- respecting the time of others
- positive reinforcement

Aboriginal and/or Torres

- Elder

Strait Islander community mentor may include:

- community member

Community resources may include:

- career resource information
- internet search programs for careers, pathways
- support agencies related to health or financial support

Record may include:

- journal
- log book
- photographic / digital story

Changes to support activities may include:

- revising meeting duration and/or location
- referring mentee to another mentor

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify and model positive behaviours to conduct, review and revise mentoring activities with the guidance of a more experienced Aboriginal and/or Torres Strait Islander community mentor

Context of and specific resources for assessment

Assessment must be culturally sensitive and ensure access to:

- an Aboriginal and/or Torres Strait Islander community mentor
- a mentee
- suitable locations and time for mentors and mentees to meet

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of records of mentoring activities
- oral or written questioning to assess knowledge of the characteristics of mentoring programs
- third party reports from an experienced Aboriginal and/or Torres Strait Islander community member detailing the performance of the learner

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|---|--|
| Unit Code | VU22112 |
| Unit Title | Support others to complete a small scale community project |
| Unit Descriptor | <p>This unit describes the skills and knowledge to support others to plan, undertake, monitor and review a small scale community project.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners who wish to develop their organisational and team skills by working as part of a team undertaking a community project such as a display, open day or as part of a festival. |
| 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 Support others to plan a small scale community project | <p>1.1 Contribute to and support others to develop the <i>planning process</i> for a <i>small scale community project</i></p> <p>1.2 Contribute to the development of a draft <i>project plan</i></p> <p>1.3 Provide feedback on the draft plan</p> <p>1.4 Adjust project plan with support of other project members as required</p> |
| 2 Support others to undertake the project | <p>2.1 Confirm own and others <i>tasks, roles and responsibilities</i> as part of the project team</p> <p>2.2 <i>Consult</i> with others as required to undertake own tasks</p> <p>2.3 Offer assistance to others if possible</p> |
| 3 Support others to monitor the project | <p>3.1 Contribute to development of <i>project monitoring processes</i></p> <p>3.2 Monitor completion of own tasks</p> |

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| | 3.3 | Support others to gather required information to enable ongoing project monitoring |
| 4 | Support others to review the project | 4.1 Contribute to development of project review processes |
| | 4.2 | Contribute to the development of project review criteria |
| | 4.3 | Contribute to and support others to review the project |

Required Knowledge and Skills

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

Required Knowledge:

- features of small scale project plans to enable contribution to the development of a draft plan
- conflict resolution techniques to enable appropriate responses to conflicts within the team
- time management strategies, such as prioritising work and seeking assistance to enable timely completion of own tasks,

Required Skills:

- communication skills to contribute to project planning, implementation, monitoring and review such as:
 - offering suggestions to team members and responding to feedback
 - seeking assistance when required
 - recording information as required
- planning and organising skills to manage own time to complete tasks according to project plan requirements
- problem solving skills to:
 - recognise and respond to conflict within the team
 - identify issues affecting the successful completion of the project

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.

- Planning process** may include:
- number and timing of planning meetings
 - conflict management strategies within the team
 - roles and responsibilities of team members
 - contingency planning should a team member become unavailable

Small scale community project may include:

- Aboriginal and/or Torres Strait Islander health day
- activities for NAIDOC week

Project plan may include:

- details of project including date, times and location
- roles and responsibilities of project team members
- timelines for each activity
- authorisations or permissions required
- invitations
- equipment required

Tasks, roles and responsibilities may include:

- recording project tasks, and monitoring and reporting on their progress
- supporting others to complete tasks
- discrete tasks with single responsibility
- group tasks with multiple responsibility

Consult may include:

- confirming task requirements and timeframes
- seeking assistance if problems are encountered
- offering suggestions on more efficient ways to complete tasks
- responding to feedback from others

Project monitoring processes may include:

- formal team meetings
- informal progress checks
- brief written or verbal progress reports

Support may include:

- contributing to the group discussion by putting forward on own ideas and listening to the ideas of others
- responding to requests for information
- recording information as required

Project review processes may include:

- formal review of written records of project progress
- discussion of project outcomes and issues

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:

- work as part of a team to complete a small scale community project
- manage own time to complete tasks
- make a positive contribution to the project by offering and accepting feedback on project and personal progress

Context of and specific resources for assessment

Assessment must ensure:

- access to other project team members
- information and documentation relevant to the conduct of a project such as local council requirements
- provision of a safe environment

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner interacting with other project team members to assess the application of team work, communication, self management and problem solving skills
- portfolio containing notes and written or visual records made by the learner to plan, monitor and review their contribution to the project.
- third party reports from a project leader or supervisor detailing the overall performance of the learner, including their contribution to planning, monitoring and review processes and their ability to interact with and support other team members.

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| Unit Code | VU22113 |
| Unit Title | Investigate the influence of Aboriginal and/or Torres Strait Islander history |
| Unit Descriptor | <p>This unit describes the skills and knowledge to gather information on Aboriginal and/or Torres Strait Islander and related history and analyse its impact on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners and may relate to the history of their own clan/mob or to the broader Aboriginal and/or Torres Strait Islander history of Australia. |
| 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 Source information | <p>1.1 Determine <i>sources of information</i> on <i>Aboriginal and/or Torres Strait Islander history</i> with support of Aboriginal and/or Torres Strait Islander community members</p> <p>1.2 Determine sources of information on <i>related history</i></p> <p>1.3 <i>Examine</i> information for relevance</p> <p>1.4 <i>Record</i> relevant information</p> |
| 2 Analyse information | <p>2.1 Determine the importance of the information collected in relation to its impact on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community</p> <p>2.2 Compare information from different sources to consider a range of perspectives</p> <p>2.3 Determine the influence of the historical information on the <i>contemporary Aboriginal and/or Torres Strait Islander environment</i></p> |

- | | | | | | | | | | | | | |
|-----|---|--|-----|---|-----|--|-----|--------------------------|-----|-------------------------|-----|---|
| | 2.4 | Analyse the impact of Aboriginal and/or Torres Strait Islander history on current events and attitudes | | | | | | | | | | |
| 3 | Present the information | <table border="0"> <tr> <td>3.1</td> <td>Determine the most appropriate <i>presentation format</i> for the information and analysis</td> </tr> <tr> <td>3.2</td> <td>Access any <i>resources</i> required to present the information</td> </tr> <tr> <td>3.3</td> <td>Prepare the presentation</td> </tr> <tr> <td>3.4</td> <td>Present the information</td> </tr> <tr> <td>3.5</td> <td>Obtain <i>feedback</i> on the presentation</td> </tr> </table> | 3.1 | Determine the most appropriate <i>presentation format</i> for the information and analysis | 3.2 | Access any <i>resources</i> required to present the information | 3.3 | Prepare the presentation | 3.4 | Present the information | 3.5 | Obtain <i>feedback</i> on the presentation |
| 3.1 | Determine the most appropriate <i>presentation format</i> for the information and analysis | | | | | | | | | | | |
| 3.2 | Access any <i>resources</i> required to present the information | | | | | | | | | | | |
| 3.3 | Prepare the presentation | | | | | | | | | | | |
| 3.4 | Present the information | | | | | | | | | | | |
| 3.5 | Obtain <i>feedback</i> on the presentation | | | | | | | | | | | |

Required Knowledge and Skills

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

Required Knowledge:

- sources of information on Aboriginal and/or Torres Strait Islander and related history to enable information to be gathered and analysed
- cultural considerations related to the use of imagery
- different presentation formats to enable the most appropriate format to be used

Required Skills:

- communication skills to access relevant information
- problem solving skills to analyse information and determine its influence on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community
- literacy skills to access information from written and/or digital sources

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.

Sources of information may include:

- Elders
- community members
- family members
- historical archives
- libraries
- museums
- websites

Aboriginal and/or Torres

- pre and post 1788

Strait Islander history may include:

- contemporary
- local / regional / national

Related history may include:

- English:
 - influences and events in pre 1788 England that impacted on European settlement of Australia
 - the concept of ‘terra nullius’
- European / Asian:
- events contributing to migratory patterns

Examine may include:

- listening to Elders and Aboriginal and/or Torres Strait Islander community members
- organising information from own knowledge and experiences
- watching television, videos and films
- reading books and other references
- searching the internet

Record may include:

- audio and/or visual recording
- written or printed copy
- bookmarked websites

Contemporary Aboriginal and/or Torres Strait Islander environment may include:

- the Aboriginal and/or Torres Strait Islander voice in Australian politics
- Aboriginal and/or Torres Strait Islander policy initiatives
- place of Aboriginal and/or Torres Strait Islander culture in contemporary Australian society
- effect of the ‘stolen generations’ on Aboriginal and/or Torres Strait Islander people and communities
- effect of the Mabo decision

Presentation format may include:

- audio visual presentation
- cultural considerations when using images
- oral presentation with visual aids
- written presentation
- poster display
- visual or dance art form

Resources may include:

- audio visual equipment

- computer and projector
- art or dance space

Feedback may include:

- verbal or written
- from peers, teachers or the community

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:

- gather information from a range of sources including the Aboriginal and/or Torres Strait Islander community
- analyse the influence of Aboriginal and/or Torres Strait Islander and related history on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community
- collate, organise and present the information

Context of and specific resources for assessment

Assessment must ensure access to:

- sources of information
- relevant resources required to present the information in the learner's preferred format

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner making a presentation detailing their investigation of Aboriginal and/or Torres Strait Islander and related history and its impact on present day events and attitudes
- a portfolio of information and analysis of Aboriginal and/or Torres Strait Islander and related history, which may include written, audio and/or visual information
- third party reports from Aboriginal and/or Torres Strait Islander community members and/or peers detailing their feedback on information and analysis presented.

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|---|--|
| Unit Code | VU22114 |
| Unit Title | Investigate and present on features of Aboriginal and/or Torres Strait Islander culture |
| Unit Descriptor | <p>This unit describes the skills and knowledge to identify and compare features of Aboriginal and/or Torres Strait Islander and other cultures.</p> <p>No licensing, legislation, 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 | <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who wish to gain a greater understanding of the way in which belief systems and culture impact on day-to-day life.</p> <p>This unit requires the support of Elders and Aboriginal and/or Torres Strait Islander community members</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Identify significant elements of Aboriginal and/or Torres Strait Islander culture | <p>1.1 Compare and contrast the <i>features of culture of different cultural groups</i>, with input from Elders and Aboriginal and/or Torres Strait Islander community members</p> <p>1.2 Identify the <i>significant elements of Aboriginal and/or Torres Strait Islander culture</i> with input from Elders and Aboriginal and/or Torres Strait Islander community members</p> |
| 2 Examine ways in which belief systems impact on day-to-day life | <p>2.1 Discuss the <i>belief systems</i> of the Aboriginal and/or Torres Strait Islander community with input from elders and Aboriginal and/or Torres Strait Islander community members</p> <p>2.2 Describe the <i>impact of belief systems</i> on the day-to-day life of the Aboriginal and/or Torres Strait Islander community</p> |
| 3 Investigate the impact of | 3.1 Examine <i>impact of cultural differences</i> , with input from elders and Aboriginal and/or Torres Strait Islander |

cultural differences

community members

3.2 **Record** information gathered

4 Present results of investigations

4.1 Select **audience** and **presentation** format

4.2 Select and arrange appropriate content

4.3 Deliver presentation

4.4 **Review** presentation

Required Knowledge and Skills

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

Required Knowledge:

- sources of information on Australian Aboriginal and/or Torres Strait Islander and other cultures to enable information to be gathered and analysed
- cultural considerations related to the use of imagery
- different presentation formats to enable the most appropriate format to be used

Required Skills:

- communication skills to gather and interpret information from Elders and Aboriginal and/or Torres Strait Islander community members
- problem solving skills to analyse information and determine its impact on day to day life
- literacy skills to access and interpret information from written and/or digital sources

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.

Features of culture may include:

- belief systems
- rituals
- relationships within cultures:
 - men and women
 - old and young
 - children and parents

Different cultural groups may include:

- Aboriginal and/or Torres Strait Islander
- Anglo / European
- Arabic
- Asian

Significant elements of Aboriginal and/or Torres Strait Islander culture may include:

- belief systems
- rituals
- relationships

Belief systems may include:

- belief systems
- rituals
- relationships

Impact of belief systems may include:

- occasions in day-to-day life in which religious/health and well-being belief systems might clash for both Aboriginal and/or Torres Strait Islander people and another culture
- occasions in day-to-day life in which religious/health and well-being belief systems might support both Aboriginal and/or Torres Strait Islander people and another culture

Impact of cultural differences may include:

- positive and negative impacts on:
 - communication
 - behaviours
 - perceptions

Record may include:

- written notes
- audio visual material
- visual or practical representation

Audience may include:

- local community groups
- Elders
- family
- class / peers group
- local schools

Presentation may include:

- video / audio
- power point presentation
- performing or visual arts
- commemorative walk
- group or individual

Review may include:

- discussion with Elders or Aboriginal and/or Torres Strait Islander community members

- peer feedback
- audience feedback

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:

- engagement with Elders or Aboriginal and/or Torres Strait Islander community members to identify significant elements of Aboriginal and/or Torres Strait Islander culture and belief systems
- the ability to analyse the impact of different cultural beliefs and practices on day to day life
- the ability to present and review information

Context of and specific resources for assessment

Assessment must be culturally appropriate and ensure access to:

- Elders or Aboriginal and/or Torres Strait Islander community members
- sources of information
- relevant resources required to present the information in the learner's preferred format

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner making a presentation detailing their analysis of the impact of cultural clashes on day to day life
- a portfolio of information and analysis of Aboriginal and/or Torres Strait Islander and other cultural features, beliefs and practices, which may include written, audio and/or visual information
- third party reports from Aboriginal and/or Torres Strait Islander community members and/or peers detailing their feedback on information and analysis presented.

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|---|---|
| Unit Code | VU22118 |
| Unit Title | Take part in a practical placement |
| Unit Descriptor | <p>This unit describes the skills and knowledge to plan, select, negotiate and participate in a practical work or community placement to develop work skills.</p> <p>No licensing, legislation, 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 | <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who wish to engage with work and community life. The unit must be assessed in a real work or community placement where the learner can develop and demonstrate all required outcomes of the unit.</p> |
| Element Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1 Plan own practical placement | 1.1 Identify preferences and priorities in relation to practical placement 1.2 Investigate placement options 1.3 Identify placement requirements 1.4 Identify potential barriers or problems 1.5 Select an appropriate practical placement |
| 2 Negotiate practical placement options | 2.1 Organise a time to meet with appropriate personnel in the placement 2.2 Confirm skills, experience, needs and preferred options 2.3 Identify documents and information required by both parties 2.4 Identify employer / placement expectations 2.5 Establish placement routine and any required documentation |

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| | 2.6 | Identify and address cultural safety issues |
| 3 Participate as a member of the workplace under supervision | 3.1 | Identify roles and responsibilities of placement personnel |
| | 3.2 | Identify reporting procedures |
| | 3.3 | Identify relevant workplace communications |
| | 3.4 | Complete tasks according to relevant Work / Occupational Health and Safety requirements |
| | 3.5 | Follow work routine |
| | 3.6 | Work as part of a team where appropriate |
| | 3.7 | Maintain a record of performance and experience |
| 4 Evaluate own performance | 4.1 | Assess personal strengths and weaknesses |
| | 4.2 | Re-establish goals for enhancement of work related skills |
| | 4.3 | Formulate an action plan for meeting career goals |

Required Knowledge and Skills

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

Required Knowledge:

- sources of information on placement options and requirements of specific placements
- relevant Work / Occupational Health and Safety requirements to enable placement to be conducted safely
- expected standards of dress, punctuality and reporting procedures relevant to the specific placement

Required Skills:

- literacy skills to access information, complete required workplace documentation and maintain a record of placement
- communication skills to negotiate and participate effectively in a placement
- planning and organisational skills to plan and participate in own placement
- self management skills to participate in a placement and evaluate own performance

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.

Options may include:

- community organisations
- community housing / support programs
- volunteer organisations
- workplaces, including educational organisations

Placement requirements may include:

- required forms
- permission signatures
- WHS / OHS requirements
- minimum age requirement
- drivers licence
- working with children check

Expectations may include:

- attendance times
- breaks
- advising absence
- duties
- reporting relationships

Workplace communications may include:

- memos / letters
- notices / signage
- email
- personal communication
- operating procedures
- equipment manuals

Work / Occupational Health and Safety requirements may include:

- own rights and responsibilities under WHS / OHS legislation and codes of practice
- manual handling
- hazard identification
- use of Personal Protective Equipment (PPE)
- dangerous goods
- anti discrimination legislation

Record may include:

- log book
- journal
- supervisor / employer feedback
- statement of duties

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:

- plan, source and negotiate a practical placement
- participate in, record and review a practical placement according to all safety and placement requirements

Context of and specific resources for assessment

Assessment of this unit should be conducted over time to enable the learner to participate in a practical placement.

Assessment must ensure:

- access to sources of information on practical placements
- support in accessing practical placements where required
- all reasonable steps are taken to safeguard learners

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner participating in a practical placement
- portfolio of research into practical placements including their particular requirements
- journal or log book detailing the learner's work performance and experiences
- third party reports from a supervisor or employer detailing the performance of the learner.

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|---|--|
| Unit Code | VU22117 |
| Unit Title | Develop job interview skills |
| Unit Descriptor | <p>This unit describes the skills and knowledge to prepare for and participate in job interviews.</p> <p>No licensing, legislation, 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 skills to participate more fully in work and community life and can apply to interviews for employment, volunteering or acceptance into study programs. |
| 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 opportunities for job interviews | <p>1.1 Identify opportunities for job interviews</p> <p>1.2 Determine features of different types of interviews</p> <p>1.3 Identify specific details of job interviews</p> |
| 2 Prepare for job interviews | <p>2.1 Gather details of job and interview requirements</p> <p>2.2 Identify appropriate methods of responding to job criteria</p> <p>2.3 Prepare relevant information</p> |
| 3 Attend and participate in job interview | <p>3.1 Attend the interview punctually</p> <p>3.2 Respond promptly, accurately and effectively to interview questions</p> <p>3.3 Ask relevant questions during the interview</p> |
| 4 Review performance | <p>4.1 Identify positive aspects of own performance and note any areas for improvement</p> <p>4.2 Discuss interview participation with relevant people and gather constructive feedback</p> |

4.3 Analyse feedback to improve interview effectiveness

Required Knowledge and Skills

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

Required Knowledge:

- sources of information on job interviews
- features of references and resumes

Required Skills:

- literacy skills to access and interpret information and prepare required documentation
- personal management skills to attend interviews punctually
- communication skills to participate effectively in interviews and seek feedback

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.

Opportunities may include:

- newspaper search
- job agencies
- web search
- networks / community organisations

Features of different types of interviews may include:

- group
- one-on-one
- interviews that include tests or demonstration of skills

Details of job interviews may include:

- location and time
- items to bring
- selection criteria

Relevant information may include:

- references / resume
- evidence of skills
- qualifications
- portfolio

Relevant people may include:

- interviewer
- family member / friend
- teacher

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify different features of job interviews and apply interview skills
- review and discuss own interview performance to identify potential improvements

Context of and specific resources for assessment

Assessment must be culturally appropriate and ensure access to:

- sources of information on job interviews
- opportunities to demonstrate interview skills.

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner participating in interview role plays to assess application of communication skills
- portfolio of information relevant to sourcing, planning and reviewing job interviews
- third party report from an interviewer detailing the performance of the learner.

| | |
|---|--|
| Unit Code | VU22116 |
| Unit Title | Develop written job application skills |
| Unit Descriptor | <p>This unit describes the skills and knowledge to produce a written job application in response to an advertised position, which can relate to advertised positions in employment, community or volunteering settings or further study programs.</p> <p>No licensing, legislation, 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 participate more fully in work and community life. |
| 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 Plan a written application | <p>1.1 Identify elements of a written job application</p> <p>1.2 Develop an outline for an application</p> <p>1.3 Obtain feedback</p> <p>1.4 Adjust outline as a result of feedback</p> |
| 2 Complete an application | <p>2.1 Identify relevant applications</p> <p>2.2 Obtain information and documentation required to complete job application</p> <p>2.3 Collate and sort information and documentation according to outline</p> <p>2.4 Write application</p> |
| 3 Check and submit application | <p>3.1 Check application for accuracy of spelling and grammar</p> <p>3.2 Check that application meets criteria in relation to relevance</p> <p>3.3 Check that application meets any other set criteria</p> <p>3.4 Adjust application as required</p> |

Required Knowledge and Skills

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

Required Knowledge:

- elements of written job applications to enable accurate and relevant information to be supplied:
 - personal details
 - technical and generic skills
 - relevant experience
 - referees
- conventions of written job applications:
 - accuracy of spelling, grammatical expression and punctuation
 - relevance to criteria
 - concise expression

Required Skills:

- literacy skills to interpret and address requirements of written job applications
- planning and organisational skills to complete and submit applications in required time and format

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.

Elements may include:

- name
- address
- education history
- qualifications and other certificates / licences
- work experience
- volunteer experience
- specific interests
- other roles and responsibilities
- other relevant experience
- referees

Feedback may include:

- written or verbal feedback from:
 - teachers
 - community members
 - family members

Information and**documentation** may include:

- copies of qualifications / statements of attainment
- letters / references
- statements of participation
- contact details of referees

Set criteria may include:

- word processed / formatted
- addressing specific aspects of a job role:
 - statements addressing each selection criteria
- submission requirements:
 - printed and posted
 - electronic

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:

- interpret and address the requirements of applications for positions which can relate to employment, volunteering, community participation or entry into a study or training program
- prepare and review accurate and concise applications that meet stated criteria for format and submission

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of job applications for purposes relevant to the learner
- word processing and printing equipment as required

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- review of applications prepared by the learner which address job and format requirements
- portfolio of drafts of applications showing revision and correction
- oral or written questioning to assess knowledge of the different elements of job applications.

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|---|--|
| Unit Code | VU22115 |
| Unit Title | Participate in a representative organisation |
| Unit Descriptor | <p>This unit describes the skills and knowledge to participate in an organisation that may represent the views of students, community members or a social group.</p> <p>No licensing, legislation, 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 skills to engage more fully in employment, community and / or educational life. |
| 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 Investigate requirements for representative organisation | 1.1 Clarify needs to be met by representative organisation 1.2 Identify organisation goals 1.3 Explain processes which guide the operations of the organisation 1.4 Clarify structure of the organisation 1.5 Develop a plan for the organisation with others |
| 2 Support the organisation | 2.1 Participate in activities consistent with the goals of the organisation 2.2 Communicate information about the representative organisation to others |
| 3 Participate in organisational review | 3.1 Review processes and structures of the organisation to ensure they are compatible with cultural practices, needs and traditions 3.2 Support modifications to processes, structures and activities as necessary 3.3 Plan to meet current and future needs of the organisation |

Required Knowledge and Skills

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

Required Knowledge:

- features of organisations to enable determination of a structure relevant to specific organisational goals
- communication protocols relevant to organisations of different types and size to enable appropriate protocols to be applied to the specific organisation

Required Skills:

- communication skills to interact with and support organisation members and to provide clear and accurate information about the organisation to others
- teamwork skills to participate in organisational activities with other members
- planning and organisational skills to plan and review the activities and structure of the organisation

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.

Representative organisation may include:

- student organisation / club
- social club
- community organisation

Goals may include:

- formal and written into a constitution
- informal and written as a list of points
- social to support community engagement
- educational to support communities of practice
- political to campaign around an issue of significance
- to link with other bodies nationally or internationally

Processes may include:

- membership rules:
 - eligibility
 - fees
- ways of raising issues for discussion
- decision making processes
- record keeping:
 - meeting agendas and minutes
 - financial records

- communication methods:
- interactive website / email contact / newsletter / noticeboard / social networking tools and applications

Structure may include:

- office-bearers, executive officers
- roles and responsibilities of office-bearers
- committees and sub committees

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify an appropriate structure for a representative organisation relevant to specific goals
- participate in and review the operation of a representative organisation

Context of and specific resources for assessment

Assessment must ensure access:

- technology and a suitable meeting area to enable the unit outcomes to be evidenced

Method(s) of assessment

Assessment of this unit must be culturally appropriate and must accommodate, wherever possible, variations that occur between remote, rural and urban environments and the people from these locations.

The following suggested assessment methods are suitable for this unit:

- observation of the learner participating in the activities of a representative organisation and the review of operations
- portfolio of organisational planning that includes evidence of the relationship between organisational goals and structure
- third party reports from other members of a representative organisation detailing the performance of the learner.

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|---|---|
| Unit Code | VU22120 |
| Unit Title | Plan for career and learning |
| Unit Descriptor | <p>This unit describes the skills and knowledge to identify personal career and educational pathways and develop a learning plan to support these goals. Career aspirations may be related to employment, further study or community participation areas.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners who wish to further their career options by developing a learning plan. The unit outcomes are intended to be implemented over time to enable learners to develop, monitor and evaluate a learning portfolio. |
| 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 Clarify career goals | <p>1.1 Analyse the <i>broader meaning of career</i> as it relates to <i>own circumstances</i></p> <p>1.2 Assess own skills and interests</p> <p>1.3 Identify possible <i>career options</i></p> <p>1.4 Identify the <i>main features</i> of the preferred career sectors</p> <p>1.5 Determine preferred career destination</p> |
| 2 Develop a learning plan to support career goals | <p>2.1 Identify and prioritise <i>learning goals</i> in relation to preferred career destination</p> <p>2.2 Evaluate <i>own skills and knowledge</i> to identify any potential gaps related to preferred career destination</p> <p>2.3 Evaluate own <i>learning styles/s</i> to inform <i>study options</i></p> <p>2.4 Identify relevant education and training support and guidance schemes available to Aboriginal and Torres</p> |

Strait Islander Peoples

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| | 2.5 | Identify relevant Aboriginal and Torres Strait Islander employment related services |
| | 2.7 | Develop and document a personal learning plan |
| 3 Implement the learning plan | 3.1 | Clarify the purpose, audience/s and uses of a learning portfolio |
| | 3.2 | Determine the most appropriate portfolio format for recording progress against the learning plan |
| | 3.3 | Determine the types of evidence to be collected |
| | 3.4 | Collect and document evidence of learning and progress |
| 4 Monitor the learning plan | 4.1 | Undertake ongoing evaluation of the learning plan |
| | 4.2 | Identify any barriers and factors contributing to success in achieving goals |
| | 4.3 | Evaluate and revise the learning plan as required |
| | 4.4 | Provide feedback on personal progress to interested person/s as required |

Required Knowledge and Skills

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

Required Knowledge:

- sources of information on:
 - education and training support and guidance schemes available to Aboriginal and Torres Strait Islander Peoples
 - Aboriginal and/or Torres Strait Islander employment related services

Required Skills:

- literacy skills to:
 - interpret information on career sectors and options
 - document and revise personal learning plan
 - develop and maintain a portfolio
- numeracy skills to determine and monitor timelines for skill development and achievement
- personal management skills to:
 - assess own skills and knowledge
 - determine preferred learning style/s
 - evaluate own progress

- organisational skills to:
 - prioritise learning goals
 - develop, monitor and evaluate a personal learning plan

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.

Broader meaning of career may include:

- employment related
- personal development
- community involvement
- community advocacy

Own circumstances may include:

- stage of life
- family / community responsibilities

Career options may include:

- trades
- professions
- volunteering
- short or long term

Main features may include:

- employment opportunities
- full time or part time employment arrangements
- qualification and skill requirements
- promotional opportunities
- time commitment of voluntary / community work

Learning goals may include:

- completion of specific qualification/s
- completion of individual units of competency or skill sets to meet specific industry need
- language, literacy and/or numeracy development
- personal skill development such as time management, conflict resolution

Own skills and knowledge may include:

- technical
- computer
- interpersonal

- Learning styles/s** may include:
- auditory
 - visual
 - kinaesthetic
 - tactile
 - left/right brain
 - theoretical
 - activist
- Study options** may include:
- individual or collaborative learning environment
 - face to face or on line learning
 - proportion of practical and theoretical learning
 - full time or part time
- Personal learning plan** may include:
- short and long term goals and indicators of success
 - actions and activities to be undertaken
 - eligibility for education and training support and guidance schemes
 - timelines and responsibilities
 - potential issues and remedial strategies
- Purpose** may include:
- to assist the learner to plan and monitor progress
 - to evidence attainment of goals
 - to support transition to career or further learning destinations
- Audience/s** may include:
- employers or employment agencies
 - educational institution admissions officers
 - community organisations
 - self
- Uses** may include:
- documenting progress
 - evidencing skills development
 - evidencing the development of personal attributes, including employability skills
 - providing support for a job application
 - enabling personal reflection on progress and recording changes to goals and / or strategies

- Portfolio format** may include:
- hard copy or electronic portfolio
- Types of evidence** may include:
- collection of samples of the learner's work:
 - audio / visual samples
 - written samples
 - statements of attainment for individual units of competency
 - certificates
 - reflective and / or descriptive journal
 - log book
- Evidence of learning and progress** may include:
- formal evidence of skill attainment
 - self reflection on issues encountered and remedial strategies used
 - changes to the learning plan
- Ongoing evaluation** may include:
- seeking feedback from:
 - peers
 - teachers
 - employers
 - regularly reviewing goals
 - regularly updating the portfolio
- Barriers** may include:
- current life circumstances
 - cultural differences
 - financial and / or time constraints
- Factors contributing to success** may include:
- peer, family, community, employer support
 - regular feedback
 - incremental achievement
 - transferrable learning
- Interested person/s** may include:
- teacher
 - peers
 - employers
 - community members

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:

- assess own skills, knowledge and interests to determine a preferred career pathway
- develop, document, implement and monitor a learning plan that supports achievement of career goals

Context of and specific resources for assessment

Assessment must ensure:

- allowance of sufficient time for learners to implement their personal learning plan so that it can be monitored and evaluated
- access to appropriate technology where learners use an e-portfolio format

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- review of the learner's personal learning plan and the alignment between skills, knowledge and interests and the preferred career destination
- oral or written questioning to assess the ability to assess own skills, knowledge and interests and determine an appropriate career pathway
- review of the learning portfolio, including evidence of monitoring and evaluation.

| | |
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| Unit Code | VU22119 |
| Unit Title | Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community |
| Unit Descriptor | <p>This unit describes the skills and knowledge to develop personal leadership skills and to act as a role model as a member of an Aboriginal and/or Torres Strait Islander community.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners who wish to develop their community involvement and support positive community outcomes. |
| 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 Develop positive behaviours | <p>1.1 Identify community goals, standards and values</p> <p>1.2 Identify positive behaviours that contribute to leadership role</p> <p>1.3 Reflect on own behaviours</p> <p>1.4 Provide support for others based on identified positive behaviours</p> |
| 2 Investigate leadership styles | <p>2.1 Identify a range of leadership styles</p> <p>2.2 Select leadership style appropriate to the community environment</p> <p>2.3 Demonstrate leadership style appropriate to the community environment</p> |
| 3 Influence others | <p>3.1 Use interpersonal skills to model positive behaviours and encourage others</p> <p>3.2 Explain ideas and information in a clear and persuasive</p> |

- manner to gain the acceptance and support of others
- 3.3 Recognise and encourage efforts and contributions of other community members
- 4 Establish community resources to assist with leadership role
- 4.1 Investigate **resources** to support role
- 4.2 Draw on the range of **services** available through identified community resources

Required Knowledge and Skills

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

Required Knowledge:

- community sources for accessing information on relevant services
- leadership styles and their application to different contexts to enable a leadership style/s appropriate to the individual and the community to be applied
- local community characteristics to select a leadership style appropriate to the community
- Aboriginal and/or Torres Strait Islander role models and their characteristics and contribution to the broader Aboriginal and/or Torres Strait Islander community

Required Skills

- self management skills to:
 - identify and analyse own behaviours
 - model positive behaviours
- communication skills to gain the support of and influence others
- problem solving skills to select leadership styles appropriate to the environment

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.

Community goals, standards and values may include:

- those related to:
 - local family groups or networks
 - a specific Aboriginal and/or Torres Strait Islander group
 - other communities
- contrasting / conflicting with own goals, standards and values

Leadership styles may include:

- telling
- selling
- analysing

- consulting
- democratic
- laissez - faire

Interpersonal skills may include:

- democratic approach
- communication based on collaboration
- persuasive style
- recognising individual and group contributions
- establishing clear expectations

Resources may include:

- Elders / Aboriginal and/or Torres Strait Islander community members to discuss mentoring role
- teachers
- career advisers
- career, training and education information such as websites, government and community organisations, libraries

Services may include:

- educational organisations including schools, TAFE, university and community providers
- local libraries
- community programs
- using the Internet, local directories and networks

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:

- develop and model positive behaviours as a member of an Aboriginal and/or Torres Strait Islander community
- determine and apply appropriate leadership styles to contribute to an Aboriginal and/or Torres Strait Islander community

Context of and specific resources for assessment

Assessment must ensure access to:

- Aboriginal and/or Torres Strait Islander community members
- sources of information on leadership styles, resources

and services

Method(s) of assessment

Assessment of this unit must be culturally appropriate and must accommodate, wherever possible, variations that occur between remote, rural and urban environments and the people from these locations.

The following suggested assessment methods are suitable for this unit:

- observation of the learner modelling positive behaviours
- oral or written questioning to assess knowledge of leadership styles and positive behaviours
- third party reports from Elders and / or Aboriginal and/or Torres Strait Islander community members detailing the performance of the learner.

| | |
|---|---|
| Unit Code | VU22121 |
| Unit Title | Investigate government structures and decision-making processes |
| Unit Descriptor | <p>This unit describes the skills and knowledge to investigate and report on government structures and decision-making processes.</p> <p>No licensing, legislation, 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 Aboriginal and Torres Strait Islander learners who wish to develop their participation in employment, community or further study activities |
| 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 Investigate government structures in Australia | <p>1.1 Outline the <i>levels of government</i> in Australia, and their related <i>responsibilities</i></p> <p>1.2 Describe how government policies are determined</p> <p>1.3 Identify the <i>government structures</i> through which policies are put into effect</p> <p>1.4 Analyse the impact of each level of government on Aboriginal and/or Torres Strait Islander people</p> |
| 2 Examine the structures and processes of a range of government organisations | <p>2.1 Select Australian government organisation for investigation</p> <p>2.2 Define <i>structures</i> of government organisations</p> <p>2.3 Define <i>processes</i> of government organisations</p> |
| 3 Investigate individual participation in government or other organisations | <p>3.1 Describe the <i>processes to participate in government</i></p> <p>3.2 Investigate examples of <i>Aboriginal and/or Torres Strait Islander participation</i></p> |
| 4 Investigate the | 4.1 Select a <i>major Aboriginal and/or Torres Strait</i> |

| | | |
|--|-----|---|
| structures and processes of an Aboriginal and/or Torres Strait Islander organisation | | <i>Islander organisation</i> for investigation |
| | 4.2 | Identify the purpose and structure of the organisation |
| | 4.3 | Identify the organisation's <i>decision making process</i> and how it is influenced by the structure and purpose |

Required Knowledge and Skills

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

Required Knowledge:

- structure of the Australian political system to enable:
- identification of the levels of government
- broad responsibilities of each tier of government
- implementation mechanisms for policy implementation
- structure and purpose of an Aboriginal and/or Torres Strait Islander organisation to enable analysis of the ways in which this influences decision making processes

Required Skills:

- research skills to access, evaluate and organise relevant information
- literacy skills to interpret information

Range Statement

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

Levels of government may include:

- local
- State / Territory
- Commonwealth

Responsibilities may include:

- Local:
 - aged and disability services; building and planning; environment; libraries; traffic management; parks, pools and recreation; roads, footpaths and neighbourhood issues; and waste and recycling
- State / territory:
 - schools; hospitals; public transport; roads
- Commonwealth:
 - Aboriginal and/or Torres Strait Islander affairs, immigration, social welfare; defence and international relations

Government structures may

- Local councils

- include:
- State and territory departments and statutory authorities
 - Commonwealth departments and statutory authorities
- Structures** may include:
- ministerial responsibility
 - hierarchical structure
 - defined responsibilities
 - committee / board / council
- Processes** may include:
- consulting with stakeholders
 - standard operating procedures
- Processes to participate in government** may include:
- voting
 - lobbying
 - joining political parties or advocacy groups
- Aboriginal and/or Torres Strait Islander participation** may include:
- elected representatives
 - lobbying through representative organisations
 - protest such as the Tent Embassy
- Major Aboriginal and/or Torres Strait Islander organisation** may include:
- those at local, state and national level
 - business, sporting, educational, special interest or community groups
- Decision making process** may include:
- conduct of meetings
 - voting
 - chairing, minute taking
 - role in relation to other bodies
 - power and influence of organisation

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:

- investigate information relevant to the levels and responsibilities of Australian government and the ways in which individuals and Aboriginal and/or Torres Strait Islander organisations can interact with and influence government

Context of and specific resources for assessment

Assessment must ensure access to:

- sources of information on the levels, roles and responsibilities of Australian government and on Aboriginal and/or Torres Strait Islander organisations
- Aboriginal and/or Torres Strait Islander community members and / or Elders

Method(s) of assessment

Assessment of this unit must be culturally appropriate and must accommodate, wherever possible, variations that occur between remote, rural and urban environments and the people from these locations.

The following suggested assessment methods are suitable for this unit:

- report detailing findings and analysis of the ways in which individuals and Aboriginal and/or Torres Strait Islander organisations can interact with and influence government
- portfolio of research findings into Aboriginal and/or Torres Strait Islander organisations and the way in which their purpose and structure influence their decision making processes
- oral or written questioning to assess knowledge of levels of government and their responsibilities.

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| Unit Code | VU22122 |
| Unit Title | Respond to an advertised job |
| Unit Descriptor | <p>This unit describes the skills and knowledge to produce letters of application and supporting information to respond to advertised positions.</p> <p>No licensing, legislation, 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 Aboriginal and/or Torres Strait Islander learners who wish to develop their skills to apply for advertised jobs. |
| 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 Plan a letter of application in response to an advertised job | <p>1.1 Source and review sample letters of application for advertised jobs</p> <p>1.2 List the features of a letter of application</p> <p>1.3 Analyse requirements of the advertised job</p> <p>1.4 Draft content outline for a letter of application</p> <p>1.5 Obtain and analyse feedback on the draft outline and make any required amendments</p> |
| 2 Compose a letter of application in response to an advertised job | <p>2.1 Obtain information and documentation required to complete letter of application</p> <p>2.2 Collate and sort information and documentation according to outline letter of application</p> <p>2.3 Complete final draft of letter of application</p> |
| 3 Review and submit letter of application and supporting documents | <p>3.1 Check letter of application for accuracy of spelling, grammar and presentation</p> <p>3.2 Check that letter of application is relevant to advertised job and that relevant selection criteria are addressed</p> |

- 3.3 Review letter of application against any other set criteria and make final adjustments
- 3.4 Submit all documentation to relevant person / organisation in the required format and by the due date

Required Knowledge and Skills

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

Required Knowledge:

- features of text related to letters of application:
 - layout
 - style
 - language
- conventions of written job applications:
 - accuracy of spelling, grammatical expression and punctuation
 - relevance to position advertised
 - concise expression
- sources of information on job advertisements

Required Skills:

- literacy skills to access, interpret and address job advertisements
- planning and organisational skills to:
 - produce drafts
 - sequence information
 - complete and submit application within required time and in required format

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.

Source may include:

- text books
- online sources
- mentors
- peers

Features may include:

- appropriate forms of address
- opening and closing lines
- format
- formal language
- appropriate content

Requirements may include:

- part time / full time
- qualifications
- experience
- additional requirements / restrictions:
 - drivers license / own car
 - working with children check
- location

Information may include:

- names and contact details for referees
- dates of work experience
- correct names of organisations

Documentation may include:

- copies of qualifications
- resumé
- referee reports

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:

- prepare application letters for advertised jobs and collate and organise all required supporting documentation
- submit completed documentation in response to an advertised job

Context of and specific resources for assessment

Assessment must ensure access to:

- sources of information on advertised jobs and sample application letters
- word processing and printing equipment as required

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- review of applications prepared by the learner which address advertised requirements
- portfolio of drafts of applications showing revision and correction based on analysis of feedback.

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| Unit Code | VU22100 |
| Unit Title | Investigate language acquisition |
| Unit Descriptor | <p>This unit describes the skills and knowledge to investigate opportunities to develop Aboriginal and/or Torres Strait Islander language/s.</p> <p>No licensing, legislation, 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 knowledge of available options for developing an Aboriginal and/or Torres Strait Islander language of personal interest or significance. |
| 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 Explore Aboriginal and/or Torres Strait Islander languages | <p>1.1 Identify the <i>place of language</i> in Aboriginal and / or Torres Strait Islander identity</p> <p>1.2 Identify the approximate number of languages in Victoria and Australia</p> <p>1.3 Identify the <i>target language</i></p> <p>1.4 Identify the location of the traditional lands where the target language is or was used</p> <p>1.5 Identify <i>current usage</i> of the target language</p> |
| 2 Identify opportunities to develop language acquisition | <p>2.1 Identify <i>organisations</i> that promote language acquisition</p> <p>2.2 Investigate the availability of <i>language programs</i></p> <p>2.3 Identify the <i>purpose</i> of the available programs</p> <p>2.4 Identify <i>program details</i></p> <p>2.5 Determine the most appropriate option for own further language development</p> |

2.6 Identify any **barriers** to own further language development and any **potential solutions**

Required Knowledge and Skills

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

Required Knowledge:

- sources of information on Aboriginal and/or Torres Strait Islander languages

Required Skills:

- literacy skills to interpret information
- problem solving skills to:
 - evaluate information for its relevance to own needs
 - identify barriers and potential solutions

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.

Place of language may include:

- importance in cultural identity
- contribution to cultural empowerment
- strengthened connections between elders and young people
- improved outcomes in general educational

Target language may include:

- language of personal significance
- language significance to the local area
- dialect or individual language within a larger language group

Current usage may include:

- written / spoken
- speaking or writing in whole texts or individual words
- language reclamation
- language revitalisation
- context:
 - family life
 - community
 - education
 - public such as Welcome to country
 - performance

- Organisations** may include:
- Victorian Aboriginal Corporation for Language
 - Victorian Aboriginal Education Association Inc.
 - Network for Linguistic Diversity
 - local community organisations
- Language programs** may include:
- Yirruk-Tinnor Gunnai / Kurnai Language Program
 - South West Aboriginal Language Program
 - Boonwurrung Language Program
 - Taungurung Language Program
 - Wathaurong Language Program
 - local community / school based programs
- Purpose** may include:
- language reclamation
 - language revitalisation
 - language research
 - component of cross cultural education
 - developing knowledge of individual's heritage language
- Program details** may include:
- time / duration of classes
 - location
 - delivery methods:
 - workshops
 - practice
 - online
 - availability of resources
 - costs
- Barriers** may include:
- time
 - cost
 - location
 - availability
- Potential solutions** may include:
- distance learning
 - the use of communication technologies

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:

- explore the role of language in Aboriginal and/or Torres Strait Islander identity
- identify and evaluate options for own language development

Context of and specific resources for assessment

Assessment must ensure access to:

- sources of information on Aboriginal and/or Torres Strait Islander languages
- Aboriginal and / or Torres Strait Islander organisations and / or groups and / or individuals

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- oral or written report detailing language/s of interest, their current usage and opportunities to develop language acquisition
- oral and / or written questioning to assess the ability to determine the most appropriate option for own further language development.