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**22554VIC Course in Initial Adult Literacy and Numeracy**  
**22555VIC Certificate I in Initial Adult Literacy and Numeracy**

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

**Accredited for the period: 1 July 2020 to 30 June 2025**

**Version 1.1**



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**Version 1.1 – January 2022**

- Copyright owner and contact details updated
- Typographical errors corrected

**Version 1 – July 2020**

Accreditation of the:

- Course in Initial Adult Literacy and Numeracy
- Certificate I in Initial Adult Literacy and Numeracy

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## Section A: Copyright and course classification information

<b>1. Copyright owner of the course</b>	<p>Copyright of this course is held by the Department of Jobs, Skills, Industry and Regions</p> <p>© State of Victoria 2023</p>
<b>2. Address</b>	<p><b>Executive Director</b></p> <p>Deputy CEO</p> <p>Victorian Skills Authority</p> <p>Department of Jobs Skills, Industry and Regions (DJSIR)</p> <p>GPO Box 4509</p> <p>Melbourne Vic 3001</p> <p><b>Organisational Contact:</b></p> <p>Manager, Training and Learning Products Unit</p> <p>Engagement Branch</p> <p>Victorian Skills Authority</p> <p>Email: <a href="mailto:course.enquiry@djsir.vic.gov.au">course.enquiry@djsir.vic.gov.au</a></p> <p><b>Day-to-Day Contact</b></p> <p>Service Industries Curriculum Maintenance Manager</p> <p>Victoria University Polytechnic</p> <p>PO Box 14428</p> <p>Melbourne, VIC 8001</p> <p>Ph: (03) 9919 5300 / 99195302</p> <p>Email: <a href="mailto:sicmm.generalstudies@vu.edu.au">sicmm.generalstudies@vu.edu.au</a></p>
<b>3. Type of submission</b>	<p>Reaccreditation</p>
<b>4. Copyright acknowledgement</b>	<p>The following units of competency:</p> <ul style="list-style-type: none"> <li>- VU22109 Complete forms</li> <li>- VU22099 Recognise and interpret safety signs and symbols</li> </ul> <p>are from the 22447VIC Certificate I in Mumgu-dhal tyama-tiyt</p> <p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria 2023.</p> <p>The following units of competency</p> <ul style="list-style-type: none"> <li>- VU22342 Identify learning objectives</li> <li>- VU22344 Engage with short simple texts for learning purposes</li> <li>- VU22349 Create short simple texts for learning purposes</li> </ul> <p>are from 22471VIC Course in Initial General Education for Adults</p> <p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria 2023.</p>

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<b>6. Course accrediting body</b>	<b>Victorian Registration and Qualifications Authority</b>
<b>7. AVETMISS information</b>	<p><b>ANZSCO code:</b> GEN19 General Education – not occupationally specific</p> <p><b>ASCED Code:</b> 1201 General Education</p> <p><b>National course codes</b></p> <p>22554VIC 22555VIC</p>
<b>8. Period of accreditation</b>	1 July 2020 to 30 June 2025

## Section B: Course information

<b>1. Nomenclature</b>		Standard 1 AQTF Standards for Accredited Courses
<b>1.1 Name of the qualification</b>	Course in Initial Adult Literacy and Numeracy Certificate I in Initial Adult Literacy and Numeracy	
<b>1.2 Nominal duration of the course</b>	22554VIC Course in Initial Adult Literacy and Numeracy: 225-360 hours 22555VIC Certificate I in Initial Adult Literacy and Numeracy: 225-610 hours	
<b>2. Vocational or educational outcomes</b>		Standard 1 AQTF Standards for Accredited Courses
<b>2.1 Purpose of the course</b>	<p>The Course in Initial Adult Literacy and Numeracy is intended to support development of initial literacy and numeracy skills for learners with intellectual disabilities.</p> <p>The Certificate I in Initial Adult Literacy and Numeracy is intended to support development of simple literacy and numeracy skills for learners with intellectual disabilities.</p>	
<b>3. Development of the course</b>		Standards 1 and 2 AQTF Standards for Accredited Courses
<b>3.1 Industry / enterprise/ community needs</b>	<p>The Course in and Certificate I in Initial Adult Literacy and Numeracy (CIALN) have been accredited since 1996. The courses support learners with significant cognitive disabilities or impairments to develop beginning skills in reading, writing and numeracy. These skills facilitate the learner's ability and confidence to participate in the community.</p> <p>The accredited courses are used with learners who have varying degrees of intellectual disabilities and whose disabilities inhibit access to education, training and employment. Many learners come from specialist development schools while others re-engage with learning after having been in the care of family or other care providers.</p> <p>Both courses are included in the State Wide Advisory Group's suite of courses to support learners to participate in learning and personal development. The group supports the accreditation of these courses as part of its representation of learner interests and the provision of vital support for learners.</p> <p>The Victorian Disability Act 2006 advances the inclusion and participation of people with a disability in the community. This is supported by "Absolutely Everyone" the Victorian State Disability Plan 2017 – 2020. The Plan identifies a range of priorities and actions under four pillars. One of these pillars, 'Contributing lives', aims to ensure that people with a disability can participate easily in education, training, community participation and decision making. More information can be found <a href="#">here</a></p> <p>The National Disability Strategy 2010–2020 represents a unified national approach to supporting people with disabilities to maximise their potential and participate in Australian society as</p>	



equal citizens. One of the six interrelated policy action areas identifies responsiveness to learning needs and opportunities for lifelong learning as a key goal. More information is available [here](#)

Literacy and numeracy have a central role in the lives of people with intellectual disabilities. Research has shown that these skills significantly enhance quality of life for these individuals (Moni, Jobling 2000, 2001, 2011, Erikson 2005). Ongoing development of literacy and numeracy skills builds the capacity of individuals with intellectual disabilities to engage in a range of meaningful multimodal texts through the development of reading, writing and oracy and contributes to the development of problem solving and social networks to negotiate daily life in the community.

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

The findings of a longitudinal study into post-school literacy learning outcomes for young adults with intellectual disabilities (Moni, Jobling, Baffour, (2018) concluded that there is strong support for providing ongoing opportunities for literacy learning for young adults with intellectual disabilities as these opportunities for learning provide evidence of progress in literacy development. (pg.164).

Moni and Jobling (2014) also investigated the notion of “literate invisibility” in relation to young adults particularly those with Down syndrome. They argue that there has been a deep seated historical, community and educational misconception of Down syndrome and that literate invisibility is a denial of literacy education and literate citizenship for individuals with Down syndrome. This perpetuates the belief that people with intellectual disabilities are unable to learn literacy and this has led to a lack of suitable literacy education programs.

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

An analysis of enrolment data shows that since the redesign and reaccreditation of the courses in 2015, enrolments have increased steadily from 2016 to 2019 particularly for the Certificate I and have remained largely consistent across this period with the exception of a decline in enrolments for the 22294VIC Course in Initial Adult Literacy and Numeracy in 2018. The data below shows enrolments between 2016 and 2019. Based on these enrolment trends, demand is expected to remain steady.

	2016	2017	2018	2019*
22294VIC Course in in Initial Adult Literacy and Numeracy	242	272	166	38*
22293VIC Certificate I in Initial Adult Literacy and Numeracy	241	497	427	196*
<b>Total</b>	<b>483</b>	<b>769</b>	<b>593</b>	<b>234</b>

Source: Victorian Department of Education and Training

\*Incomplete data

A number of activities were undertaken to establish the current and projected need for the courses and included:

- analysis of enrolment data for the period 2016 to 2019
- review of relevant Federal and State Government policy for people with disability
- desktop review of literature
- review of provider websites
- check Training.gov.au to identify providers with the courses on their scope of registration
- feedback from providers as part of a mid cycle review

The reaccreditation of these courses was guided by a Project Steering Committee(PSC) who provided advice on and validated the skills and knowledge requirements for each course. PSC members consisted of:

- Kathy Kondekas Chair of State Wide Advisory Group
- Sarah Gibson Further Education Co-ordinator and literacy and numeracy expert, Avenue Neighbourhood House (Community provider)
- Martin Chua Executive Director & Operations Manager Latrobe Lifeskills (NDIS Registered Service Provider)
- Ro O'Dwyer Down Syndrome Victoria
- Judith Price Training Manager, Inclusion Melbourne (Provider of services for adults with an intellectual disability)
- Robyn York Provider of Disability Education Sunraysia Institute (regional representative)

A Skills and Knowledge Profile was developed to guide the outcomes of the courses. The skills and knowledge outcomes include:

22554VIC Course in Initial Adult Literacy and Numeracy

- Knowledge of:
  - letters as the building blocks of words
  - simple highly familiar words related to pictures and symbols
  - simple strategies to relate pictures or symbols to words
  - simple strategies to identify words
  - non verbal strategies to assist communication
  - whole numbers and simple fractions and simple strategies to recognise and use them
- Skills to:
  - use a limited range of decoding strategies to recognise:
    - words
    - numbers time
    - money
  - select and organise words
  - read and write simple words and follow word and visual instructions
  - use whole numbers for highly familiar purposes such as counting and sequencing

22555VIC Certificate I in Initial Adult Literacy and Numeracy

Knowledge of:

- simple letter combinations and phrases as components of sentences
- high frequency vocabulary including mathematical vocabulary
- word separation in phrases and sentences
- small range of strategies to identify, read and use phrases and sentences related to highly familiar activities
- strategies to identify the meaning of words, phrases and sentences
- non verbal communication strategies
- numbers up to 1000
- simple multiples and their uses in highly familiar activities
- simple mathematical processes and symbols
- techniques to perform simple calculations

Skills to:

- communicate orally, visually and non-verbally
- read and write simple phrases and sentences
- follow simple instructions
- record numbers
- read numerical information
- select appropriate phrases and sentences to describe highly familiar activities

	<ul style="list-style-type: none"> <li>- interpret the meaning of phrases and sentences</li> <li>- use whole numbers for simple purposes</li> <li>- undertake simple one step calculations</li> <li>- check calculations</li> <li>- calculate simple weight, liquid and linear measures</li> </ul> <p>The 22554VIC Course in Initial Adult Literacy and Numeracy and the 22555VIC Certificate I in Initial Adult Literacy and Numeracy</p> <ul style="list-style-type: none"> <li>• do not duplicate, by title or coverage, the outcomes of an endorsed training package qualification</li> <li>• are not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set</li> <li>• do not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification</li> <li>• do not comprise units that duplicate units of competency of a training package qualification</li> </ul> <p>References</p> <p>Moni, K., Jobling, A., &amp; Baffour, B. (2018). Literacy Learning Outcomes in a Longitudinal Study of a Post School Literacy Education Program for Young Adults With Intellectual Disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i>. 15(2), 155-165. ·</p> <p>Moni, K. and Jobling, A. (2014) Challenging literate invisibility: continuing literacy education for young adults and adults with Down Syndrome in R Faragher and B. Clarke (Eds) <i>Educating Learners with Down Syndrome: Research, theory, and practice with children and adolescents</i>. Abingdon, Oxon, U.K.: Routledge. pp. 221-237.</p> <p>Moni, K. Jobling, A. Morgan, M. &amp; Lloyd, J. (2011) <i>Promoting literacy for adults with intellectual disabilities in a community-based service organisation</i> in Australian Journal of Adult Learning vol.51, no. 3, pp. 456-478</p> <p>Morgan, M., &amp; Moni, K. (2013) Literacy strategies used by adults with intellectual disability in negotiating their everyday community environments. <i>Australian Journal of Adult Learning</i>. 53(3), 411 -435</p> <p>Morgan, M., Cuskelly, M., &amp; Moni, K. (2011) Broadening the Conceptualisation of Literacy in the lives of Adults with Intellectual Disability. <i>Research &amp; Practice for Persons with Severe Disabilities</i>. 36(3), 112-120</p> <p>Wilson, A., &amp; Hunter, K. (2010). Realizing a Social Practices Approach in Literacy Learning: Engaging with the Everyday Lives of Adults with Learning Difficulties. <i>Journal of Adult and Continuing Education</i>. 16(1), 41–62.</p>
<p><b>3.2 Review for re-accreditation</b></p>	<p>A mid cycle review of the 22294VIC Course in in Initial Adult Literacy and Numeracy and the 22293VIC Certificate I in Initial Adult Literacy and Numeracy was conducted in 2018. The purpose</p>

	<p>of the review was to consult with providers to confirm that the curriculum is meeting the needs of learners and to identify any issues impacting on implementation. An invitation to participate was extended through the State Wide Advisory group which represents providers of disability curricula including the CIALN. Overall feedback indicated that the courses are meeting the needs of students with intellectual disabilities who mainly wish to better their literacy and numeracy skills in an adult learning environment. The following feedback has been incorporated into the courses:</p> <ul style="list-style-type: none"> <li>• The term “needs” has been replaced with the term “activities” in all applicable performance criteria</li> <li>• The term “functional” has been replaced by or integrated with the term practical throughout all units.</li> <li>• References to participation in group or co-operative activities has been amended to offer this as an option rather than a requirement, to better support the participation of all students</li> </ul> <p>The 22554VIC Course in Initial Adult Literacy and Numeracy replaces and is equivalent to the 22294VIC Course in Initial Adult Literacy and Numeracy</p> <p>The 22555VIC Certificate I in Initial Adult Literacy and Numeracy replaces and is equivalent to the 22293VIC Certificate I in Initial Adult Literacy and Numeracy</p> <p>There can be no new enrolments in the expired courses after June 30 2020.</p>
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Units from 22554VIC Course in Initial Adult Literacy and Numeracy and 22555VICVIC Certificate I in Initial Adult Literacy and Numeracy		Units from 22294VIC Course in Initial Adult Literacy and Numeracy and 22293VIC Certificate I in Initial Adult Literacy and Numeracy		Relationship
VU22892	Recognise and use letters of the alphabet	VU21724	Recognise and use letters of the alphabet	Equivalent
VU22896	Recognise pictures and symbols	VU21725	Recognise pictures and symbols	Equivalent
VU22897	Read simple words	VU21726	Read simple words	Equivalent
VU22898	Communicate using pictures and symbols	VU21727	Communicate using pictures and symbols	Equivalent
VU22899	Write simple words	VU21728	Write simple words	Equivalent
VU22900	Communicate orally using simple words	VU21729	Communicate orally using single words	Equivalent
VU22901	Recognise and use whole numbers up to 20	VU21730	Recognise and use whole numbers from 1 to 10	Unit contents incorporated into VU22901 Not equivalent
		VU21731	Recognise and use whole numbers from 11 to 20	Unit incorporated into VU22901 Not equivalent
VU22902	Recognise and use 2 digit whole numbers from 21	VU21732	Recognise and use whole numbers from 21 to 50	Not equivalent
VU22903	Recognise and use 3 digit whole numbers up to 200	VU21733	Recognise and use whole numbers from 51 to 200	Not equivalent
VU22904	Recognise and use time	VU21734	Recognise and use time	Equivalent
VU22905	Recognise coins and notes	VU21735	Recognise coins and notes	Equivalent
VU22906	Identify and use basic mathematical symbols and processes	VU21736	Recognise basic mathematical symbols and processes	Equivalent
VU22907	Read simple phrases	VU21737	Read phrases	Equivalent



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Units from 22554VIC Course in Initial Adult Literacy and Numeracy and 22555VICVIC Certificate I in Initial Adult Literacy and Numeracy		Units from 22294VIC Course in Initial Adult Literacy and Numeracy and 22293VIC Certificate I in Initial Adult Literacy and Numeracy		Relationship
VU22908	Write simple phrases	VU21738	Write phrases	Equivalent
VU22909	Communicate orally using simple phrases	VU21739	Communicate orally using phrases	Equivalent
VU22910	Read simple sentences	VU21740	Read simple sentences	Equivalent
VU22911	Write simple sentences	VU21741	Write simple sentences	Equivalent
VU22912	Communicate orally using simple sentences	VU21742	Communicate orally using simple sentences	Equivalent
VU22913	Give and follow simple directions	VU21743	Give and follow simple directions	Equivalent
VU22914	Recognise and use simple fractions	VU21744	Recognise and use simple fractions	Equivalent
VU22915	Count and use numbers up to 100	VU21745	Count and use numbers from 1 to 100	Equivalent
VU22916	Use simple multiples up to 100	VU21746	Count to 50 by multiples of 2	Unit contents incorporated into VU22916 Not equivalent
		VU21747	Count to 50 by multiples of 5	Content incorporated into VU22916 Not equivalent
		VU21748	Count to 100 by multiples of 10	Unit contents incorporated into VU22916 Not equivalent



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Units from 22554VIC Course in Initial Adult Literacy and Numeracy and 22555VICVIC Certificate I in Initial Adult Literacy and Numeracy		Units from 22294VIC Course in Initial Adult Literacy and Numeracy and 22293VIC Certificate I in Initial Adult Literacy and Numeracy		Relationship
		VU21749	Count to 100 by multiples of 20	Unit contents incorporated into VU22916 Not equivalent
VU22917	Use simple multiples up to 1000	VU21750	Count to 1000 by multiples of 50	Not equivalent
VU22918	Use simple metric weights	VU21751	Use simple metric weights	Equivalent
VU22919	Use simple liquid measures	VU21752	Use simple liquid measures	Equivalent
VU22920	Use simple linear measures	VU21753	Use simple linear measures	Equivalent
VU22921	Use coins and notes	VU21754	Use coins and notes	Equivalent
VU22922	Use simple addition skills	VU21755	Use simple addition skills	Equivalent
VU22923	Use simple subtraction skills	VU21756	Use simple subtraction skills	Equivalent
VU22109	Complete forms	VU21041	Complete forms	Equivalent
VU22344	Engage with short simple texts for learning purposes	VU21284	Engage with short simple texts for learning purposes	Equivalent
VU22342	Identify learning objectives	VU21282	Develop a learning plan and portfolio with support	Equivalent
VU22349	Create short simple texts for learning purposes	VU21288	Create short simple texts for learning purposes	Equivalent
VU22099	Recognise and interpret safety signs and symbols	VU20939	Recognise and interpret safety signs and symbols	Equivalent



4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses
<p><b>4.1 Qualification level</b></p>	<p>The 22554VIC Course in Initial Adult Literacy and Numeracy meets an identified community need but does not have the breadth, depth or volume of an Australian Qualification Framework (AQF) level qualification.</p> <p>The outcomes of the 22555VIC Certificate I in Initial Adult Literacy and Numeracy are consistent with Australian Qualifications Framework (AQF) Level 1 through:</p> <ul style="list-style-type: none"> <li>• Developing knowledge of strategies to: <ul style="list-style-type: none"> <li>- read and make meaning of words, phrases and sentences and / or</li> <li>- convey personally relevant information orally and / or</li> <li>- write words, phrases and sentences</li> <li>- recognise and count whole number figures and / or</li> <li>- estimate measures of length and / or weight and / or liquids</li> </ul> </li> <li>• Developing skills to: <ul style="list-style-type: none"> <li>- read and write words, phrases and sentences and / or</li> <li>- communicate orally using words, phrases and sentences and / or</li> <li>- use numerical information related to time, money and / or measure of length, weight or liquids</li> </ul> </li> <li>• Application of skills and knowledge in highly structured, familiar and personally relevant contexts.</li> </ul> <p>The volume of learning for a Certificate I level qualification is typically between 0.5 and 1 year and incorporates structured training delivery and opportunities for practice and reinforcement of skills.</p>
<p><b>4.2 Employability skills</b></p>	<p>The following summary reflects the Employability Skills required for the 22555VIC Certificate I in Initial Adult Literacy and Numeracy.</p> <p><b>Communication</b></p> <p>Communication skills to:</p> <ul style="list-style-type: none"> <li>• use verbal and / or non-verbal communication to express simple ideas and opinions related to highly familiar activities</li> <li>• write simple words, phrases and / or sentences</li> </ul> <p><b>Teamwork</b></p> <p>Teamwork skills to:</p> <ul style="list-style-type: none"> <li>• apply appropriate communication skills in highly familiar group activities</li> <li>• confirm understanding of written and / or spoken information with others</li> </ul> <p><b>Problem Solving</b></p> <p>Problem solving skills to:</p>

	<ul style="list-style-type: none"> <li>• recognise and use number figures in personal and practical activities</li> <li>• use a limited range of reading strategies to interpret meaning in simple phrases and / or sentences</li> <li>• use a limited range of writing strategies to construct meaning through simple phrases and / or sentences</li> </ul> <p><b>Initiative and Enterprise</b></p> <ul style="list-style-type: none"> <li>• Initiative and enterprise skills to identify personally relevant activities / items in highly familiar situations</li> </ul> <p><b>Planning and Organising</b></p> <ul style="list-style-type: none"> <li>• Planning and organising to select and organise words and phrases to:             <ul style="list-style-type: none"> <li>– read and write simple sentences</li> <li>– follow simple written instructions</li> </ul> </li> <li>• sequence numbers to count</li> <li>• perform simple addition and subtraction calculations using whole numbers</li> </ul> <p><b>Self – management</b></p> <ul style="list-style-type: none"> <li>• Self-management skills to seek assistance as required</li> </ul> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Learning skills to apply literacy and numeracy skills to highly familiar activities</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Technology skills to use technological aids as required to develop and demonstrate skills and knowledge</li> </ul>
<p><b>4.3 Recognition given to the course (if applicable)</b></p>	<p><i>Not applicable</i></p>
<p><b>4.4 Licensing/ regulatory requirements (if applicable)</b></p>	<p><i>Not applicable</i></p>
<p><b>5. Course rules</b> Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses</p>	
<p><b>5.1 Course structure</b></p> <p>The 22554VIC Course in Initial Adult Literacy and Numeracy and the 22555VIC Certificate I in Initial Adult literacy and Numeracy have been designed to allow for flexible selection of units from a bank of specific literacy and numeracy units. This is to maximise the opportunities for learners with intellectual disabilities to engage with learning, due to the diversity of intellectual disabilities of learners, which can be accompanied by physical disabilities.</p>	

## 22554VIC Course in Initial Adult Literacy and Numeracy

To be eligible for the 22554VIC Course in Initial Adult Literacy and Numeracy, learners must successfully complete a total of 7 units comprising:

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

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

Unit of competency/ module code	Field of Education code	Unit of competency/module title	Pre-requisite	Nominal hours
<b>Literacy units</b>				
VU22892	120103	Recognise and use letters of the alphabet	Nil	40
VU22896	120103	Recognise pictures and symbols	Nil	40
VU22897	120103	Read simple words	Nil	80
VU22898	120103	Communicate using pictures and symbols	Nil	40
VU22899	120103	Write simple words	Nil	80
VU22900	120103	Communicate orally using simple words	Nil	40
<b>Numeracy units</b>				
VU22901	120103	Recognise and use whole numbers up to 20	Nil	30
VU22902	120103	Recognise and use 2 digit whole numbers from 21	Nil	30
VU22903	120103	Recognise and use 3 digit whole numbers up to 200	Nil	20
VU22904	120103	Recognise and use time	Nil	40
VU22905	120103	Recognise coins and notes	Nil	40
VU22906	120103	Identify and use basic mathematical symbols and processes	Nil	25
<b>Total nominal hours</b>			<b>225 – 360</b>	

22555VIC Certificate I in Initial Adult Literacy and Numeracy

To be eligible for the award of 22555VIC Certificate I in Initial Adult Literacy and Numeracy, learners must successfully complete a total of 11 units comprising:

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

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

Unit of competency/ module code	Field of Education code	Unit of competency/module title	Pre-requisite	Nominal hours
<b>Literacy units</b>				
VU22907	120103	Read simple phrases	Nil	85
VU22908	120103	Write simple phrases	Nil	85
VU22909	120103	Communicate orally using simple phrases	Nil	80
VU22910	120103	Read simple sentences	Nil	70
VU22911	120103	Write simple sentences	Nil	70
VU22912	120103	Communicate orally using simple sentences	Nil	35
VU22913	120103	Give and follow simple directions	Nil	25
VU22109	120103	Complete forms	Nil	20
VU22344	120103	Engage with short simple texts for learning purposes	Nil	20
VU22342	120103	Identify learning objectives	Nil	20
VU22349	120103	Create short simple texts for learning purposes	Nil	15
VU22099	120103	Recognise and interpret safety signs and symbols	Nil	10
<b>Numeracy units</b>				
VU22904	120103	Recognise and use time	Nil	40
VU22914	120103	Recognise and use simple fractions	Nil	20
VU22915	120103	Count and use numbers up to 100	Nil	20



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VU22916	120103	Use simple multiples up to 100	Nil	50
VU22917	120103	Use simple multiples up to 1000	Nil	30
VU22918	120103	Use simple metric weights	Nil	25
VU22919	120103	Use simple liquid measures	Nil	25
VU22920	120103	Use simple linear measures	Nil	25
VU22921	120103	Use coins and notes	Nil	25
VU22922	120103	Use simple addition skills	Nil	40
VU22923	120103	Use simple subtraction skills	Nil	40
<b>Total nominal hours</b>			<b>225 – 610</b>	



<p><b>5.2 Entry requirements</b></p>	<p>Entry to the 22554VIC Course in Initial Adult Literacy and Numeracy and the 22555VIC Certificate I in Initial Adult literacy and Numeracy is restricted to post compulsory school age learners with evidence of a permanent cognitive impairment / intellectual disability.</p> <p>Permanent cognitive impairment / intellectual disability may be accompanied by additional conditions such as:</p> <ul style="list-style-type: none"> <li>• Autism Spectrum Disorder</li> <li>• Social and / or emotional issues</li> <li>• Attention Deficit Hyperactivity Disorder</li> <li>• Specific learning disabilities</li> <li>• Mental health conditions</li> <li>• Physical disabilities</li> </ul> <p>Permanent cognitive impairment / intellectual disability must be evidenced. Evidence could include:</p> <ul style="list-style-type: none"> <li>• Formal assessment by a registered medical practitioner</li> <li>• Doctors / specialist reports</li> <li>• Attendance at a Special School / SDS</li> <li>• Integration support at school</li> <li>• Integration support at school with modified curriculum</li> </ul>
<p><b>6. Assessment</b>      Standards 10 and 12 AQTF Standards for Accredited Courses</p>	
<p><b>6.1 Assessment strategy</b></p>	<p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> <li>• Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Wherever possible an integrated approach to assessment should be used to:</p> <ul style="list-style-type: none"> <li>• maximise opportunities for holistic skill development</li> <li>• reduce atomisation and duplication of evidence collection</li> <li>• support authentic assessment by reflecting activities that are personally relevant to the learner.</li> </ul> <p>Assessment strategies for the courses should:</p>

	<ul style="list-style-type: none"> <li>• incorporate feedback of individual progress toward, and achievement of competencies</li> <li>• address the skills and knowledge which underpin performance</li> <li>• gather sufficient evidence to judge achievement of progress towards determining competence</li> <li>• utilise a variety of different processes/sources, such as written, oral, observation, projects appropriate to assess knowledge and performance</li> <li>• recognise achievement of elements/competencies regardless of where the enabling learning took place</li> <li>• foster a collaborative and co-operative relationship between the learner and assessor</li> <li>• be flexible in regard to the range and type of evidence provided by the learner</li> <li>• provide opportunity for the learner to challenge assessment provisions and participate in reassessment</li> <li>• be equitable and fair to all learners</li> <li>• not unnecessarily restrict the progress of a learner through the course</li> <li>• comprise a clear statement of both the criteria and assessment process</li> <li>• use assessment tools to suit the needs of learners.</li> </ul> <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.</p> <p>Assessment methods and tools may include:</p> <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• records of discussion with the learner</li> <li>• oral and / or written questioning to confirm knowledge</li> <li>• oral and / or written evidence completed by the learner.</li> </ul> <p>Assessment of units of competency imported from accredited courses must comply with the assessment requirements detailed in the source training product</p>
<p><b>6.2 Assessor competencies</b></p>	<p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p>

- the Standards for Registered Training Organisations 2015 (SRTOs),

or

- the relevant standards and Guidelines for RTOs at the time of assessment.

**Vocational Competency**

Relevant vocational competency to assess the Course in and / or the Certificate I in Initial Adult Literacy and Numeracy means:

- demonstrable expertise in teaching in the special education field
- in the context of assessing literacy, some experience and / or a qualification in teaching literacy
- in the context of assessing numeracy, some experience and / or a qualification in teaching numeracy.

Expertise in teaching in the special education field can be demonstrated by holding a qualification with a special education specialisation. Appropriate qualifications can include:

- Bachelor of Education with a Special Education specialisation area
- Masters degree which includes a Special Education specialisation such as:
  - Master of Special Education
  - Master of Education (Special Education)

OR

- evidencing relevant knowledge of theories, methods and practices in teaching learners with a range of intellectual disabilities through a combination of activities such as:
  - ongoing relevant professional development
  - engagement with disability teacher networks
  - peer review of teaching / third party report detailing performance
  - documented relevant teaching experience

Appropriate qualifications in teaching literacy and / or numeracy can include undergraduate or postgraduate qualifications which include literacy and / or numeracy development.

Where an assessor does not hold a formal relevant qualification they would need to demonstrate experience in the teaching of literacy and / or numeracy.

- Units of competency imported from accredited courses must comply with the requirements for assessors specified in the source training product

**7. Delivery**

Standards 11 and 12 AQTF Standards for Accredited Courses



<p><b>7.1 Delivery modes</b></p>	<p>The intellectual disabilities of learners enrolled in these courses may be diverse and delivery strategies should be selected to enable learners to develop competence in the skills and knowledge contained in the units. Face to face delivery modes should allow for active involvement of all participants. Additional support should also be provided through programs such as mentoring and peer support where appropriate.</p> <p>Delivery should take into account any cognitive and / or physical constraints of individual learners and ensure delivery methods are adapted to their specific needs.</p> <p>Where there are synergies between unit outcomes integration of delivery can be appropriate. Delivery strategies should actively involve the learner and learning should be related to highly familiar contexts.</p> <p>To achieve quality outcomes for learners and to address complex learning needs, an appropriate ratio of teachers to students is highly recommended. Based on the recommendation of the Project Steering, a ratio of one teacher to six students is optimum to maximise outcomes for learners with an intellectual disability. However this can be varied according to learner needs. Variations such as one teacher and support person to ten learners may also be appropriate.</p>
<p><b>7.2 Resources</b></p>	<p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p><b>Trainer requirements</b></p> <p>To deliver the 22554VIC Course in Initial Adult Literacy and Numeracy and 22555VIC Certificate I in Initial Adult Literacy and Numeracy trainers must have:</p> <ul style="list-style-type: none"> <li>• demonstrable expertise in teaching in the special education field</li> <li>• in the context of teaching literacy, some experience and / or a qualification in teaching literacy</li> <li>• in the context of teaching numeracy, some experience and / or a qualification in teaching numeracy.</li> </ul> <p>Expertise in teaching in the special education field can be demonstrated by holding a qualification with a special education specialisation. Appropriate qualifications can include:</p>

	<ul style="list-style-type: none"> <li>• Bachelor of Education with a Special Education specialisation area</li> <li>• Masters degree which includes a Special Education specialisation such as:</li> <li>• Master of Special Education</li> <li>• Master of Education (Special Education)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• evidencing relevant knowledge of theories, methods and practices in teaching learners with a range of intellectual disabilities through a combination of activities such as:             <ul style="list-style-type: none"> <li>– ongoing relevant professional development</li> <li>– engagement with disability teacher networks</li> <li>– peer review of teaching / third party report detailing performance</li> <li>– documented relevant teaching experience</li> </ul> </li> <li>• Appropriate qualifications in teaching literacy and / or numeracy can include undergraduate or postgraduate qualifications which include literacy and / or numeracy development.</li> <li>• Where a teacher does not hold a formal relevant qualification they would need to demonstrate experience in the teaching of literacy and / or numeracy.</li> <li>• Trainers of units of competency imported from accredited courses must comply with the requirements specified in the source training product.</li> <li>• Specific resources are listed in the relevant units of competency.</li> </ul>
<b>8. Pathways and articulation</b>	Standard 8 AQTF Standards for Accredited Courses
	<p>There are no formal pathways from the 22554VIC Course in or 22555VIC Certificate I in Initial Adult Literacy and Numeracy.</p> <p>The following units provide credit towards the achievement of the 22447VIC Certificate I in Mumgu-dhal tyama-tiyt</p> <ul style="list-style-type: none"> <li>• VU22099 Recognise and interpret safety signs and symbols</li> <li>• VU22109 Complete forms</li> </ul> <p>The following units provide credit towards the achievement of the 22471VIC Course in Initial General Education for Adults</p> <ul style="list-style-type: none"> <li>• VU22342 Identify learning objectives</li> <li>• VU22344 Engage with short simple texts for learning purposes</li> <li>• VU22349 Create short simple texts for learning purposes</li> </ul>
<b>9. Ongoing monitoring and evaluation</b>	Standard 13 AQTF Standards for Accredited Courses

	<p>The Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:</p> <ul style="list-style-type: none"><li>• any changes required to meet emerging or developing needs</li><li>• changes to any units of competency from nationally endorsed training packages or accredited curricula.</li></ul> <p>Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA.</p>
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## Section C: Units of Competency

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

VU22892	Recognise and use letters of the alphabet
VU22896	Recognise pictures and symbols
VU22897	Read simple words
VU22898	Communicate using pictures and symbols
VU22899	Write simple words
VU22900	Communicate orally using simple words
VU22901	Recognise and use whole numbers up to 20
VU22902	Recognise and use 2 digit whole numbers from 21
VU22903	Recognise and use 3 digit whole numbers up to 200
VU22904	Recognise and use time
VU22905	Recognise coins and notes
VU22906	Identify and use basic mathematical symbols and processes
VU22907	Read simple phrases
VU22908	Write simple phrases
VU22909	Communicate orally using simple phrases
VU22910	Read simple sentences
VU22911	Write simple sentences
VU22912	Communicate orally using simple sentences
VU22913	Give and follow simple directions
VU22914	Recognise and use simple fractions
VU22915	Count and use numbers up to 100
VU22916	Use simple multiples up to 100
VU22917	Use simple multiples up to 1000
VU22918	Use simple metric weights
VU22919	Use simple liquid measures
VU22920	Use simple linear measures
VU22921	Use coins and notes
VU22922	Use simple addition skills
VU22923	Use simple subtraction skills

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The following imported units from accredited curricula can be downloaded and can be accessed from the Victorian Department of Education and Training website [here](#):

22447VIC Certificate I in Mumgu-dhal tyama-tiyt

- VU22109 Complete forms
- VU22099 Recognise and interpret safety signs and symbols
- 22471VIC Course in Initial General Education for Adults
- VU22342 Identify learning objectives
- VU22344 Engage with short simple texts for learning purposes
- VU22349 Create short simple texts for learning purposes



<b>Unit Code</b>	<b>VU22892</b>
<b>Unit Title</b>	<b>Recognise and use letters of the alphabet</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to identify letters of the alphabet and their sounds and blend them to recognise simple highly familiar words.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of reading.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Recognise all letters of the alphabet	<p>1.1 <b>Identify</b> letters of the alphabet</p> <p>1.2 Match upper and lower case letters</p>
2 Use letters of the alphabet	<p>2.1 Match different letters to pictures beginning with the letter</p> <p>2.2 Match letters of the alphabet to their sounds</p> <p>2.3 Identify letters of the alphabet in <b>simple highly familiar words</b></p> <p>2.4 Recognise letters of the alphabet in <b>common signs</b> supported by highly familiar visuals</p> <p>2.5 Compile a <b>small bank</b> of simple highly familiar everyday words</p>

### Required Knowledge and Skills

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

Required Skills:

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

Required Knowledge:

- letters as the building blocks of words
- letters are represented in different forms such as upper and lower case

- letters in words are read from left to right
- letters are connected to sounds

## Range Statement

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

**Identify** may include:

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

**Simple highly familiar words** may include:

- own first name
- names of family members
- pet names
- street names
- place names
- familiar objects

**Common signs** may include:

- road signs
- safety signs
- public transport signs

**Small bank** may include:

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

## Evidence Guide

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

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

Assessment must confirm the ability to:

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

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required

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VU22892 Recognise and use letters of the alphabet

- assessment tasks which deal with the familiar and concrete
- At this level the learner:
- may require strong support from the context, including visual cues
- may require extended time to demonstrate skills
- can work alongside an expert / mentor where prompting and advice can be provided

### **Method(s) of assessment**

The following are suggested assessment methods for this unit:

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



<b>Unit Code</b>	<b>VU22896</b>
<b>Unit Title</b>	<b>Recognise pictures and symbols</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to recognise pictures and symbols associated with highly familiar contexts. The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners with intellectual disabilities who are at the beginning stage of reading. Learners at this level will require high levels of teacher / mentor support.
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide</i>
1 Recognise highly familiar pictures and symbols	1.1 Identify <b><i>highly familiar pictures and symbols</i></b> 1.2 Identify the <b><i>features</i></b> of the highly familiar pictures and symbols 1.3 Recognise <b><i>simple words</i></b> associated with the highly familiar pictures and symbols
2 Match pictures and symbols with words	2.1 Identify <b><i>highly familiar practical activities</i></b> 2.2 Match words with pictures and symbols related to highly familiar practical activities

### Required Knowledge and Skills

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

Required Skills:

- problem solving skills to match pictures and symbols to own familiar activities

Required Knowledge:

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

## Range Statement

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

**Highly familiar pictures and symbols** may include:

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

**Features** may include:

- size
- shape
- colour

**Simple words** may include:

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

**Highly familiar practical activities** may include:

- eating
- washing
- dressing
- shopping
- travelling
- social activities
- work interactions
- classroom activities

## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of pictures and symbols that are related to highly familiar practical activities

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

In order to support authentic assessment this unit can be assessed with the unit VU22898 *Communicate using pictures and symbols*.

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner identifying:
  - highly familiar pictures and symbols:
  - the meaning of pictures and symbols
  - the association between symbols or pictures and words

<b>Unit Code</b>	<b>VU22897</b>
<b>Unit Title</b>	<b>Read simple words</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to read simple words in a limited range of highly familiar items and activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of reading.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Read simple words for highly familiar items	<p>1.1 Identify <b><i>highly familiar items</i></b></p> <p>1.2 Recognise <b><i>simple words</i></b> related to the highly familiar items</p> <p>1.3 <b><i>Read</i></b> simple words related to the highly familiar items</p>
2 Read simple words for highly familiar activities	<p>2.1 Identify <b><i>highly familiar activities</i></b></p> <p>2.2 Recognise <b><i>words related to the highly familiar activities</i></b></p> <p>2.3 Read simple words related to the highly familiar activities</p>

### Required Knowledge and Skills

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

Required Skills:

- planning and organising skills to connect highly familiar words

Required Knowledge:

- limited range of strategies used to recognise the meaning of words such as:
  - word attack skills
  - using past experience and knowledge
  - asking questions to clarify meaning
  - left to right reading
- letters of the alphabet to enable reading of simple words

### Range Statement

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

- Highly familiar items** may include:
- foods / beverages
  - clothing
  - people
  - pets
  - personal belongings

- Simple words** may include:
- days of the week
  - months of the year
  - everyday Words
  - expressive words:
    - like and dislike
    - good and bad
  - instructions:
    - no entry
    - no exit

- Read** may include use of:
- printed hard copy material
  - electronic devices (e.g. smart phones, tablets, Kindles)
  - Braille

- Highly familiar activities** may include:
- eating
  - washing
  - dressing
  - shopping
  - travelling

- Words related to the highly familiar activities** may include
- imperatives:
    - exit / entry
    - stop
  - personal comfort / discomfort
  - personal preference
  - hunger / thirst

## Evidence Guide

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

### Critical aspects for assessment and evidence

Assessment must confirm the ability to:

**required to demonstrate competency in this unit**

- use a limited range of strategies to identify and make meaning of simple words related to highly familiar items and activities.

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner:
  - using words in their correct context/setting
  - reading simple words

<b>Unit Code</b>	<b>VU22898</b>
<b>Unit Title</b>	<b>Communicate using pictures and symbols</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to communicate using pictures and symbols associated with highly familiar activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Reading.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of reading.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Select highly familiar pictures and/or symbols	<p>1.1 Select <b><i>simple pictures and/or symbols</i></b> related to <b><i>highly familiar practical activities</i></b></p> <p>1.2 Select pictures and/or symbols related to <b><i>highly familiar group activities</i></b></p>
2 Communicate simple information using pictures and/or symbols	<p>2.1 Communicate <b><i>simple information</i></b> about selected pictures and / or symbols related to highly familiar practical activities</p> <p>2.2 Communicate simple information about selected pictures and / or symbols related to highly familiar group activities</p>

### Required Knowledge and Skills

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

#### Required Skills:

- problem solving skills to communicate simple information using pictures and/or symbols

#### Required Knowledge:

- limited range of strategies to assist in communicating the simple meaning of pictures and symbols such as:
  - using past experience and knowledge
  - relying on visual clues such as shape, colour and size
  - incorporating any partial reading skills to assist in choosing appropriate words and items
  - asking questions to clarify meaning

### 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.*

## OFFICIAL

VU22898 Communicate using pictures and symbols

**Simple pictures and/or symbols** may include:

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

**Highly familiar practical activities** may include:

- eating
- washing
- dressing
- shopping
- travelling

**Highly familiar group activities** may include:

- social activities
- work interactions
- classroom situations

**Simple information** may include:

- colours
- shapes
- like and dislikes
- modes of transport
- food items

### Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to select and communicate the meaning of simple pictures and symbols that are related to highly familiar practical and group activities.



## OFFICIAL

VU22898 Communicate using pictures and symbols

### **Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

In order to support authentic assessment this unit can be assessed with the unit *VU22896 Recognise pictures and symbols*.

### **Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner selecting relevant pictures and / or symbols of highly familiar practical and group activities.
- simple questions to facilitate responses that demonstrate the learner's ability to communicate simple information about pictures and/or symbols related to highly familiar practical and group activities.

<b>Unit Code</b>	<b>VU22899</b>
<b>Unit Title</b>	<b>Write simple words</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to write simple, single words for a limited range of highly familiar items and activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Writing.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of writing.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Write simple words for highly familiar items	<p>1.1 Identify <b><i>highly familiar items</i></b></p> <p>1.2 Recognise <b><i>words related to the highly familiar items</i></b></p> <p>1.3 <b><i>Write</i></b> the names of the highly familiar items</p>
2 Write simple words for highly familiar activities	<p>2.1 Identify <b><i>highly familiar activities</i></b></p> <p>2.2 Recognise <b><i>words related to the highly familiar activities</i></b></p> <p>2.3 Write the names of the highly familiar activities</p>

### Required Knowledge and Skills

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

#### Required Skills:

- problem solving skills to recognise words for highly familiar items and activities

#### Required Knowledge:

- letters of the alphabet and basic rules of spelling to enable writing of simple, single words
- limited range of strategies used to interpret the meaning of words such as:
  - using past experience and knowledge
  - relying on visual clues
  - asking questions to clarify meaning

### Range Statement

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

**Highly familiar items** may include:

- foods / beverages
- clothing
- people
- pets

**Words related to the highly familiar items** may include:

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

**Write** may include the use of:

- pen and paper
- keyboard typing
- touch screen typing
- voice to text

**Highly familiar activities** may include:

- eating
- washing
- dressing
- shopping
- travelling

**Words related to the highly familiar activities** may include:

- imperatives:
  - exit / entry
  - stop
- personal comfort / discomfort
- personal preference
- hunger / thirst

## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to identify and write simple, single words for highly familiar items and activities.

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of electronic writing alternatives where required
- the use of learners' augmentative and alternative communication devices is accommodated where required

- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner writing simple words
- portfolio of simple, single words created by the learner
- questioning for appropriate meaning of written word

<b>Unit Code</b>	<b>VU22900</b>
<b>Unit Title</b>	<b>Communicate orally using simple words</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to communicate orally using words associated with practical and group contexts. Communication may be by way of augmentative and alternative communication devices where the learner has little or no speech.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Oral Communication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of developing oracy.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Communicate orally using simple words for highly familiar items	<p>1.1 Identify <b><i>highly familiar items</i></b></p> <p>1.2 <b><i>Orally communicate</i></b> the names of the highly familiar items</p> <p>1.3 Identify <b><i>words associated with the highly familiar items</i></b></p> <p>1.4 Orally communicate words associated with the highly familiar items</p>
2 Communicate orally using simple words for practical activities and interactions	<p>2.1 Identify <b><i>highly familiar practical activities</i></b></p> <p>2.2 Orally communicate <b><i>words associated with the highly familiar practical activities</i></b></p> <p>2.3 Identify <b><i>highly familiar interactions</i></b></p> <p>2.4 Orally communicate <b><i>words associated with the highly familiar interactions</i></b></p>

### Required Knowledge and Skills

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

Required Skills:

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

Required Knowledge:

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

## Range Statement

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

**Highly familiar items** may include:

- objects
- pictures
- symbols

**Orally communicate** may include:

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

**Words associated with the highly familiar items** may include:

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

**Highly familiar practical activities** may include:

- eating
- washing
- dressing
- shopping
- travelling

**Words associated with the highly familiar practical activities** may include:

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

**Highly familiar interactions** may include:

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

**Words associated with the highly familiar interactions** may include:

- greetings / farewells
- acknowledgements

## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of simple words that are related to highly familiar items, practical activities and interactions;
- orally communicate words that are related to highly familiar items, practical activities and interactions.

**Context of and specific resources for assessment**

Assessment must ensure:

- assessment tasks which deal with the familiar and concrete
- the use of learners' augmentative and alternative communication devices is accommodated where required

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

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

<b>Unit Code</b>	<b>VU22901</b>
<b>Unit Title</b>	<b>Recognise and use whole numbers up to 20</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to recognise and use whole number figures up to 20 in a limited range of highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of number recognition.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Recognise whole number figures up to 20	<p>1.1 <b><i>Recognise</i></b> whole number figures relevant to <b><i>personal activities</i></b></p> <p>1.2 Recognise whole number figures relevant to <b><i>practical activities</i></b></p>
2 Record whole number figures up to 20	<p>2.1 <b><i>Record</i></b> whole numbers for personal activities</p> <p>2.2 Record whole numbers for practical activities</p>
3 Use whole number figures up to 20	<p>3.1 Use whole numbers in personal activities</p> <p>3.2 Use whole numbers in practical activities</p>

### Required Knowledge and Skills

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

#### Required Skills:

- problem solving skills to identify relevant use of whole number figures up to 20 such as recognising a:
  - phone number
  - birth date
- planning and organising skills to recognise, record and use whole number figures up to 20

#### Required Knowledge:

- limited range of strategies to assist in recognising, recording and using whole number figures up to 20 such as:
  - using relevant concrete objects
  - using fingers to verify numbers



## 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.*

**Recognise** may include:

- stating numbers aloud
- pointing to number figures

**Personal activities** may include:

- identifying the number of immediate family members
- selecting clothing / shoes by size
- providing a birth date
- providing a personal phone number
- selecting the desired television station

**Practical activities** may include:

- identifying bus or tram route numbers for a journey
- selecting the correct button in an elevator to go to a specific level
- identifying house numbers to visit someone
- recognising forecast temperatures to select clothing
- identifying calendar dates related to appointments
- marking a relevant date in a calendar
- filling in a form

**Record** may include:

- writing number figures
- tracing number figures
- using objects

## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to recognise and make meaning of whole numbers up to 20
- record and use whole numbers up to 20 in a range of personal and practical activities.

# OFFICIAL

VU22901 Recognise and use whole numbers up to 20

## **Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

## **Method(s) of assessment**

The following assessment methods are suitable for this unit:

- observation of the learner:
  - saying 2 digit whole numbers up to 20 aloud, writing number figures or using objects or number line
  - making meaning of numbers by using them in a range of familiar contexts
  - locating specific number figures on a number chart

<b>Unit Code</b>	<b>VU22902</b>
<b>Unit Title</b>	<b>Recognise and use 2 digit whole numbers from 21</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to recognise and use 2 digit whole numbers from 21 in a limited range of highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of number recognition.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Recognise 2 digit whole number figures from 21	<p>1.1 <b><i>Recognise</i></b> whole number figures relevant to <b><i>personal activities</i></b></p> <p>1.2 Recognise whole number figures relevant to <b><i>practical activities</i></b></p>
2 Record 2 digit whole number figures from 21	<p>2.1 <b><i>Record</i></b> whole numbers for personal activities</p> <p>2.2 Record whole numbers for practical activities</p>
3 Use 2 digit whole number figures from 21	<p>3.1 Use whole numbers in personal activities</p> <p>3.2 Use whole numbers in practical activities</p>

### Required Knowledge and Skills

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

#### Required Skills:

- problem solving skills to recognise relevant use of 2 digit whole number figures from 21 such as recognising :
  - money amounts
  - page numbers
- planning and organising skills to recognise, record and use 2 digit whole number figures from 21

#### Required Knowledge:

- limited range of strategies to assist in recognising, recording and using 2 digit whole number figures from 21 such as:

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VU22902 Recognise and use 2 digit whole numbers from 21

- using relevant concrete objects
- using a number line or ruler to assist with recognition
- asking questions to clarify meaning

## Range Statement

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

**Recognise** may include:

- state numbers aloud
- point to number figures

**Personal activities** may include:

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

**Practical activities** may include:

- selecting the correct floor numbers on elevator control panel to go to a specific level
- identifying page numbers
- finding room numbers
- recording calendar dates related to appointments
- using work / emergency phone number
- identifying bus or tram route numbers for a journey
- recognising forecast temperatures to select clothing

**Record** may include:

- write number figures
- trace number figures
- use objects

## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to recognise and make meaning of 2 digit whole numbers from 21
- record and use 2 digit whole numbers from 21 in a range of personal and practical activities.

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

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VU22902 Recognise and use 2 digit whole numbers from 21

At this level the learner:

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

### **Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner:
  - saying 2 digit whole numbers from 21 aloud, writing number figures or using objects or number line
  - making meaning of numbers by using them in a range of familiar contexts
  - locating specific number figures in a number chart
- portfolio recording the ways in which the learner has used 2 digit whole numbers from 21 in a range of contexts

<b>Unit Code</b>	<b>VU22903</b>
<b>Unit Title</b>	<b>Recognise and use 3 digit whole numbers up to 200</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to recognise and use 3 digit whole number figures up to 200 in a limited range of highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of number recognition.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Recognise 3 digit whole number figures up to 200	<p>1.1 <b><i>Recognise</i></b> whole number figures relevant to <b><i>personal activities</i></b></p> <p>1.2 Recognise whole number figures relevant to <b><i>practical activities</i></b></p>
2 Record 3 digit whole number figures up to 200	<p>2.1 <b><i>Record</i></b> whole numbers for personal activities</p> <p>2.2 Record whole numbers for practical activities</p>
3 Use 3 digit whole number figures up to 200	<p>3.1 Use whole numbers in personal activities</p> <p>3.2 Use whole numbers in a practical activities</p>

### Required Knowledge and Skills

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

Required Skills:

- problem solving skills to recognise relevant use of 3 digit whole number figures up to 200, such as recognising:
  - money amounts
  - page numbers
- planning and organising skills to recognise, record and use 3 digit whole number figures up to 200

**Required Knowledge:**

- limited range of strategies to assist in recognising and recording 3 digit whole number figures up to 200, such as:
  - using relevant concrete objects
  - using a number line or ruler
  - asking questions to clarify meaning

**Range Statement**

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

**Recognise** may include:

- state numbers aloud
- point to number figures

**Personal activities** may include:

- paying bills
- making bank counter or ATM withdrawals
- managing own money
- receiving wages
- shopping
- recreational activities
- social events

**Practical activities** may include:

- assisting in catering for a group
- participating in a group activity
- participating in a game
- work tasks
- leisure activities and costs
- education / training activities and costs
- work / emergency phone number
- identifying bus or tram route numbers for a journey
- making purchases

**Record** may include:

- write number figures
- trace number figures
- use objects

**Evidence Guide**

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

## OFFICIAL

VU22903 Recognise and use 3 digit whole numbers up to 200

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

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of 3 digit whole numbers up to 200
- recognise, record and use 3 digit whole numbers up to 200 in a range of personal and practical activities.

### **Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

### **Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner:
  - saying 3 digit whole numbers up to 200 aloud, writing number figures or using objects or number line
  - making meaning of numbers by using them in a range of familiar contexts
  - locating specific number figures in a number chart
- portfolio recording the ways in which the learner has used 3 digit whole numbers up to 200 in a range of contexts



**Unit Code** VU22904

**Unit Title** `Recognise and use time

**q** This unit describes the skills and knowledge to recognise and use digital or clock face time in highly familiar personal, practical and group contexts.

The outcomes described in this unit contribute to the achievement of ACSF Pre-Level 1 Numeracy.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.  
Learners at this level will require high levels of teacher / mentor support.

### Element

*Elements describe the essential outcomes of a unit of competency.*

### Performance Criteria

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

1 Identify and record digital or clock face time

1.1 Identify and record ***digital or clock face time*** related to ***personal activities***

1.2 Identify and record digital or clock face time related to ***practical activities***

2 Apply time to highly familiar activities

2.1 Use digital or clock face time in a ***personal context***

2.2 Use digital or clock face time in a ***practical context***

### Required Knowledge and Skills

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

#### Required Skills:

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

#### Required Knowledge:

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

### Range Statement

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

**Digital or clock face time** includes:

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

**Personal activities** may include:

- waking time
- time of favourite television shows
- meal times
- attending appointments at the right time
- setting a personal alarm
- being ready to leave the house at a specific time

**Practical activities** may include:

- work or activity start and finish times
- rest breaks
- arrival / departure time of bus / train
- start and finish times for a social activity
- arriving / leaving work / study at the required time
- taking breaks at the specified time/s
- start and finish times for a sporting activity
- telling others what time they are expected

**Personal context** may include:

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

**Practical context** may include:

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

## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to identify and record digital or clock face time either verbally or in writing
- use hours, half hours and quarter hours for highly familiar personal and practical activities.
- identify the meaning of am and pm as morning and afternoon/evening

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete
- access to relevant equipment, e.g. digital and clock face devices and/or images

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

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

<b>Unit Code</b>	<b>VU22905</b>
<b>Unit Title</b>	<b>Recognise coins and notes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to recognise single coins and notes related to highly familiar items and activities.</p> <p>The outcomes of this unit do not include any mathematical functions.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide</i>
1 Recognise monetary symbols	<p>1.1 Recognise the symbol for cents</p> <p>1.2 Recognise the symbol for dollars</p> <p>1.3 Recognise the common written form of dollars and cents</p>
2 Identify monetary amounts and values	<p>2.1 Identify coins and their monetary value</p> <p>2.2 Identify notes and their monetary value</p> <p>2.3 Match monetary amounts to <b><i>highly familiar items</i></b></p> <p>2.4 Match monetary amounts to <b><i>highly familiar activities</i></b></p>

### Required Knowledge and Skills

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

Required Skills:

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

Required Knowledge:

- limited range of strategies to assist in recognising coins and notes such as:
  - using size, shape and colour
  - picture representation
  - prior knowledge of numbers

## Range Statement

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

***Highly familiar items*** may include:

- food / drinks
- clothes
- transport tickets

***Highly familiar activities*** may include:

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

## Evidence Guide

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

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

Assessment must confirm the ability to:

- recognise number figures written as monetary amounts
- recognise coins and notes and their monetary value
- identify symbols for dollars and cents

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

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete
- access to relevant equipment e.g. sets of paper notes and plastic coins, images of notes and coins

At this level the learner:

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

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner:
  - recognising monetary symbols
  - matching round number figures to their corresponding coins and notes
  - matching coins and notes with highly familiar, personally relevant items
  - locating specific round number figures in shopping catalogues or price lists

<b>Unit Code</b>	<b>VU22906</b>
<b>Unit Title</b>	<b>Identify and use basic mathematical symbols and processes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge required to identify and use the basic mathematical symbols and processes of addition and subtraction using whole numbers up to 10 without carrying over.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Pre Level 1 Numeracy.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Identify mathematical functions	<p>1.1 Identify the mathematical symbols for addition and subtraction</p> <p>1.2 Identify the mathematical function of each symbol</p>
2 Perform basic mathematical processes	<p>2.1 Select <b><i>familiar items</i></b></p> <p>2.2 Perform an <b><i>addition calculation</i></b> using familiar items and whole numbers up to 10</p> <p>2.3 Perform a <b><i>subtraction calculation</i></b> using familiar items and whole numbers up to 10</p>

### Required Knowledge and Skills

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

#### Required Skills:

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

#### Required Knowledge:

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

# OFFICIAL

VU22906 Identify and use basic mathematical symbols and processes

## Range Statement

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

***Familiar items*** may include:

- utensils
- clothing items
- food / beverage items
- money

***Addition calculation*** may include:

- using:
  - concrete objects
  - pen and paper
  - a calculator
  - in the head method

***Subtraction calculation*** may include:

- using:
  - concrete objects
  - pen and paper
  - a calculator
  - in the head method

## ***Evidence Guide***

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

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

Assessment must confirm the ability to:

- recognise the basic mathematical symbols and processes of addition and subtraction
- perform a simple addition and subtraction calculation using whole numbers up to 10 without carrying over.

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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



## OFFICIAL

VU22906 Identify and use basic mathematical symbols and processes

### **Method(s) of assessment**

The following are suggested assessment methods for this unit:

- oral questioning to confirm recognition of addition and subtraction symbols
- observation of the learner performing an addition and subtraction calculation

**Unit Code** VU22907

**Unit Title** Read simple phrases

**Unit Descriptor** This unit describes the skills and knowledge to read and understand short, simple phrases related to a limited range of highly familiar contexts.

The outcomes described in this unit contribute to the achievement of ACSF Level 1 Reading.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to learners with intellectual disabilities who are at the early stage of reading.

Learners at this level may require the support of a teacher / mentor.

### Element

*Elements describe the essential outcomes of a unit of competency.*

### Performance Criteria

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

- |   |  |     |  |
|---|--|-----|--|
| 1 | Read simple phrases for highly familiar items      | 1.1 | Identify <b><i>highly familiar items</i></b>   |
|   |  | 1.2 | Identify <b><i>highly familiar settings</i></b> related to items   |
|   |  | 1.3 | Read <b><i>highly familiar phrases</i></b> related to items  |
| 2 | Read simple phrases for highly familiar activities | 2.1 | Identify <b><i>highly familiar activities</i></b>  |
|   |  | 2.2 | Identify <b><i>simple phrases for highly familiar activities</i></b>   |
|   |  | 2.3 | Use a <b><i>limited range of reading strategies</i></b> to make meaning of phrases related to highly familiar activities |
|   |  | 2.4 | Follow a <b><i>simple written instruction</i></b> related to a highly familiar activity                                  |

### Required Knowledge and Skills

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

Required Skills:

- problem solving skills to use a limited range of reading strategies to assist in interpreting meaning

**Required Knowledge:**

- limited range of strategies used to interpret meaning such as:
  - prior knowledge of words and context
  - diagrams / symbols / illustrations
  - asking questions to clarify meaning
- basic features of written phrases such as:
  - left to right orientation
  - use of lower case
  - simple punctuation
  - use of related words

**Range Statement**

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

***Highly familiar items*** may include:

- foods/beverages
- clothing
- people
- pets
- possessions
- a piece of equipment

***Highly familiar settings*** may include:

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

***Highly familiar phrases*** may include:

- instructional related to:
  - operating a piece of equipment
  - preparing a simple recipe
- informative related to simple descriptions of:
  - favourite foods
  - favourite clothing items
  - favourite shops
  - items required for a task
  - a place or person

**Highly familiar activities** may include:

- personal, practical, group activities such as:
  - recreational activities
  - travel / mobility
  - completing forms
  - choosing meals from a menu
  - preparing simple foods
  - work activities / task
  - everyday tasks

**Simple phrases for highly familiar activities** may include:

- information related to a task
  - travel
  - cooking
  - leisure
  - using technology
- instructions for participating in an activity
- instruction for travel such as “touch on”
- simple message

**Limited range of reading strategies** may include:

- using prior knowledge and experience
- using the context of the phrase
- using non-linguistic support:
  - diagrams
  - symbols
  - illustrations / photos
  - shape
- asking questions to clarify meaning
- using phonetics

**Simple written instruction** may include:

- simple recipe
- short message
- simple work task

## Evidence Guide

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

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

Assessment must confirm the ability to:

- apply a limited range of strategies to read and make meaning of short, simple phrases related to highly familiar items and activities

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

In order to support authentic assessment this unit can be assessed with the unit VU22908 Write simple phrases as both units relate to familiar phrases that are personally relevant to the learner

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

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

**Unit Code** VU22908

**Unit Title** Write simple phrases

**Unit Descriptor** This unit describes the skills and knowledge to write short, simple phrases in a limited range of highly familiar contexts.  
The outcomes described in this unit contribute to the achievement of ACSF Level 1 Writing.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to learners with intellectual disabilities who are at the early stage of writing.  
Learners at this level may require the support of a teacher / mentor.

### Element

*Elements describe the essential outcomes of a unit of competency.*

### Performance Criteria

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

- |  |   |
|--|---|
| 1 Write simple phrases for highly familiar items       | 1.1 Identify <b><i>highly familiar items</i></b>  |
|  | 1.2 Identify <b><i>highly familiar settings</i></b> related to the items  |
|  | 1.3 Write <b><i>highly familiar phrases</i></b> related to items  |
| 2 Write simple phrases, for highly familiar activities | 2.1 Identify <b><i>highly familiar activities</i></b>   |
|  | 2.2 Identify simple phrases for highly familiar activities  |
|  | 2.3 Use a <b><i>limited range of writing strategies</i></b> to <b><i>write</i></b> a phrase related to activities |
|  | 2.4 <b><i>Confirm understanding</i></b> of the written phrases with an <b><i>appropriate person</i></b>           |

### Required Knowledge and Skills

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

#### Required Skills:

- planning and organising skills to sequence words into phrases

#### Required Knowledge:

- spatial arrangement, word separation and alignment of phrase
- small bank of highly familiar words
- basic features of written phrases such as:
  - left to right orientation

- use of lower case
- simple punctuation
- use of related words

## Range Statement

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

***Highly familiar items*** may include:

- foods / beverages
- clothing
- people
- pets
- possessions
- a piece of equipment

***Highly familiar settings*** may include:

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

***Highly familiar phrases*** may include:

- instructional related to:
  - operating a piece of equipment
- informative related to descriptions of:
  - favourite foods
  - favourite clothing items
  - favourite shops
  - items required for a task
  - a place or person

***Highly familiar activities*** may include:

- personal, practical, group activities such as:
  - recreational activities
  - travel / mobility
  - completing forms
  - choosing meals from a menu
  - preparing simple foods
  - work activities / task
  - everyday tasks

***Limited range of writing strategies*** may include:

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

- asking questions to clarify meaning of words
- Write** may include:
- hand writing
  - typing using a computer or tablet
  - using a touch screen
  - using a mobile phone
  - voice to text

- Confirm understanding** may include:
- answering a question about the phrase
  - following a written instruction

- Appropriate person** may include:
- teacher
  - mentor
  - workplace supervisor
  - friend / classmate

## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to write at least two simple, phrases related to highly familiar items and activities
- confirm understanding of the written phrases

### Context of and specific resources for assessment

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

In order to support authentic assessment this unit can be assessed with the unit *VU22907 Read simple phrases* as both units relate to familiar phrases that are personally relevant to the learner



**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner using a limited range of strategies to write simple phrases related to highly familiar items and activities
- a portfolio of simple, phrases written by the learner.

<b>Unit Code</b>	<b>VU22909</b>
<b>Unit Title</b>	<b>Communicate orally using simple phrases</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to communicate orally using simple phrase type statements for highly familiar activities. The outcomes described in this unit contribute to the achievement of ACSF Level 1 Oral Communication.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners with intellectual disabilities who are at the early stage of developing oracy. Learners at this level will require high levels of teacher / mentor support.
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Identify simple phrases	1.1 Identify <b><i>highly familiar activities</i></b> 1.2 Identify <b><i>highly familiar settings</i></b> 1.3 Identify <b><i>simple phrases</i></b> related to activities
2 Communicate orally using simple phrases	2.1 <b><i>Orally communicate</i></b> simple phrases associated with the highly familiar activities 2.2 Use identified phrases to orally communicate a <b><i>simple statement</i></b> about the activities 2.3 Use phrases to orally communicate in <b><i>highly familiar interactions</i></b>

### Required Knowledge and Skills

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

#### Required Skills:

- problem solving skills to identify simple phrases for highly familiar activities
- listening skills to participate in oral interactions

#### Required Knowledge:

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

# OFFICIAL

VU22909 Communicate orally using simple phrases

## Range Statement

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

**Highly familiar activities** may include:

- personal, practical, group activities such as:
  - travel / mobility needs
  - health needs
  - purchasing clothing / food
  - recreational / social activities

**Highly familiar settings** may include:

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

**Simple phrases** may include:

- greetings
- personal inquiries and responses:
  - How are you? Good
- invitations:
  - come in / sit down.
- requests
- introductions
- personal details such as name and address
- one or two word instructions related to:
  - operating a piece of equipment
  - leaving a short message
- information related to:
  - giving information
  - describing a place or person
  - requesting information
- personal / work related to:
  - a simple message
  - task to be completed

**Orally communicate** may include:

- responding verbally to questions
- uttering phrases that are intelligible to the listener
- speaking words face to face or into a recording device
- using augmentative and alternative communication devices

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## OFFICIAL

VU22909 Communicate orally using simple phrases

**Simple statement** may include:

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

**Highly familiar interactions** may include:

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

### Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to identify and make meaning of simple phrases that are related to highly familiar activities
- orally communicate phrases that are related to highly familiar activities

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner using simple phrases to communicate orally about highly familiar activities
- recording of the learner speaking a range of simple phrases related to highly familiar items, activities and interactions

<b>Unit Code</b>	<b>VU22910</b>
<b>Unit Title</b>	<b>Read simple sentences</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to read and make meaning of simple sentences for a limited range of highly familiar activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Reading.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities s who are at the early stage of reading.</p> <p>Learners at this level may require the support of a teacher/mentor.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Read simple, highly familiar sentences for personal activities	<p>1.1 Identify <b><i>highly familiar activities</i></b></p> <p>1.2 Identify <b><i>highly familiar settings</i></b></p> <p>1.3 Identify <b><i>simple sentences related to highly familiar activities</i></b></p> <p>1.4 Locate specific information within the sentence</p> <p>1.5 Use a limited <b><i>range of strategies to make meaning of simple sentences</i></b> related to highly familiar activities</p> <p>1.6 Express a simple opinion about the information in the sentences</p>
2 Read simple sentences for practical activities	<p>2.1 Identify <b><i>highly familiar practical activities</i></b></p> <p>2.2 Identify <b><i>simple sentences related to practical activities</i></b></p> <p>2.3 Locate specific information within the sentence</p> <p>2.4 Use a limited range of strategies to make meaning of simple sentences related to highly familiar practical activities</p> <p>2.5 Express a simple opinion about the information in the sentences</p>

## Required Knowledge and Skills

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

- simple high frequency vocabulary related to needs in highly familiar, contexts

### Required Skills:

- problem solving skills to identify personal and practical activities and use a limited range of reading strategies to interpret meaning in simple sentences associated with those activities
- communication skills to convey a simple opinion about information related to activities

### Required Knowledge:

- reading strategies to interpret information in simple sentences
  - using past experience and knowledge
  - relying on visual clues such as photos or digital images
  - using surrounding words and phrases to predict words
  - decoding meaning
  - asking questions to clarify meaning

## Range Statement

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

- Highly familiar activities*** may include:
- health
  - safety
  - recreational/sporting activities
  - travel / mobility
  - shopping
  - completing forms

- Highly familiar settings*** may include:
- home
  - school
  - social situations
  - community settings
  - group settings

- Simple sentences related to highly familiar activities*** may include:
- simple sentences from a personal diary
  - simple descriptive sentences about local landmarks or places of interest
  - simple sentences from local newspapers or simple stories
  - simple sentences from an email/ text message
  - simple descriptive sentences about various topics:
    - sporting teams

- friends and family
- social and group activities
- simple sentences in a form

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

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

**Highly familiar practical activities** may include:

- workplace activities
- travel / mobility
- banking
- gardening tasks
- using equipment/tools in the workplace or home

**Simple sentences related to practical activities** may include:

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

## Evidence Guide

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

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

Assessment must confirm the ability to:

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

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

In order to support authentic assessment this unit can be assessed with the unit *VU22911 Write simple sentences* as both units relate to familiar sentences that are personally relevant to the learner.

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner:
  - reading simple sentences
  - applying limited strategies to make meaning from simple sentences
- questioning to facilitate responses about simple sentences related to highly familiar activities



<b>Unit Code</b>	<b>VU22911</b>
<b>Unit Title</b>	<b>Write simple sentences</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to write simple sentences for a limited range of highly familiar activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Writing.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the early stage of writing.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Write simple sentences for personal activities	<p>1.1 Identify <b>highly familiar activities</b></p> <p>1.2 Identify <b>features</b> of <b>simple sentences</b></p> <p>1.3 Prepare the <b>content</b> for the sentences related to highly familiar activities</p> <p>1.4 <b>Write</b> simple sentences related to highly familiar activities</p> <p>1.5 Check the sentences with <b>support person</b></p>
2 Write simple sentences for practical activities	<p>2.1 Identify <b>highly familiar practical activities</b></p> <p>2.2 Prepare the content for sentences related to practical activities</p> <p>2.3 Write <b>simple sentences related to practical activities</b></p> <p>2.4 Check sentences with support person</p>

### Required Knowledge and Skills

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

- Required Skills:
- organisational skills to construct short written text of one or two phrases / sentences with support

- literacy skills to write mostly legible script
- problem solving skills to recognise the parts of a sentence

#### Required Knowledge:

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

### Range Statement

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

- Highly familiar activities** may include:
- health
  - safety
  - recreational activities
  - travel / mobility
  - completing forms
  - communicating with family and friends

- Features** may include:
- who?
  - what( action)
  - where

- Simple sentences** may include:
- descriptive sentences
    - family/friends
    - sports/hobbies
    - foods
  - simple sentences offering a simple opinion
  - diary entry
  - email/SMS text
  - birthday message

- Content** may include:
- individual words
  - phrases
  - supporting visuals such as photos

- Write** may include:
- hand writing
  - typing
  - using a touch screen such as an ipad
  - using other augmentative devices
  - using a mobile phone
  - voice to text

- Support person** may include:
- teacher
  - mentor
  - friend / classmate

- Highly familiar practical activities** may include:
- workplace activities
  - travel / mobility
  - cooking
  - shopping
  - using equipment/tools in the workplace or home
  - group activities

- Simple sentences related to practical activities** may include:
- completing forms:
    - memberships
  - writing simple messages
  - writing a shopping list

## Evidence Guide

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

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

Assessment must confirm the ability to:

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

### **Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required

- assessment tasks which deal with the familiar and concrete
- access to a bank of words

At this level the learner:

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

In order to support authentic assessment this unit can be assessed with the unit VU22910 *Read simple sentences* as both units relate to familiar sentences that are personally relevant to the learner

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner using a limited range of strategies to write simple, highly familiar sentences
- a portfolio of simple, highly familiar sentences written by the learner

<b>Unit Code</b>	<b>VU22912</b>
<b>Unit Title</b>	<b>Communicate orally using simple sentences</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to communicate using highly familiar sentence type statements for a limited range of highly familiar activities.</p> <p>Communication may be by way of augmentative and alternative communication devices where the learner has little or no speech.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Oral Communication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the early stage of developing oracy.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Communicate orally for personal activities	<p>1.1 Identify <b><i>highly familiar activities</i></b></p> <p>1.2 Use <b><i>simple sentence statements</i></b> to <b><i>orally communicate</i></b> information about highly familiar activities</p> <p>1.3 Use simple sentence statements to respond to questions related to activities</p> <p>1.4 Respond to requests for repetition or clarification</p>
2 Communicate orally for practical activities	<p>2.1 Identify highly familiar <b><i>practical activities</i></b></p> <p>2.2 Use simple sentence statements to orally communicate information for practical activities</p> <p>2.3 Use simple sentence statements to respond to questions related to practical activities</p> <p>2.4 Respond to requests for repetition or clarification</p>
3 Communicate orally in highly familiar interactions	<p>3.1 Identify <b><i>highly familiar interactions</i></b></p> <p>3.2 Use simple sentence statements to orally communicate in a highly familiar interaction</p>

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- 3.3 Use simple sentence statements to orally communicate an opinion as part of an interaction
- 3.4 Use simple sentence statements to respond to questions related to the interaction
- 3.5 Respond to requests for repetition or clarification in relation to the interaction

### Required Knowledge and Skills

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

#### Required Skills:

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

#### Required Knowledge:

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

### Range Statement

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

***Highly familiar activities*** may include:

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

***Simple sentence statements*** may include:

- providing specific information about and/or describing:
  - objects
  - pictures/symbols
  - signs
  - places
  - people

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- likes/dislikes
- for personal needs:
  - asking for directions
- for practical activities:
  - instructions for the use of specific tools or completion of tasks
  - requests for assistance
  - health and safety instructions
  - workplace rosters
  - goods and services transactions
  - identifying a problem
- for highly familiar group interactions:
  - instructions for an interaction
  - questions about an interaction
  - information related to an interaction
  - expressing an opinion / making a suggestion
  - introducing oneself
  - instructions for a group activity

**Orally communicate** may include:

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

**Practical activities** may include:

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

**Highly familiar interactions** may include:

- communicating orally with:
  - class mates
  - family members
  - friends / social groups
  - work colleagues
- using simple oral communication conventions such as
  - greetings
  - introducing oneself
  - taking turns
- participating in a small group discussion
- presenting a group project or report
- participating in a role play

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## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to assist oral communication that is related to personal and practical activities and highly familiar interactions
- orally communicate information about personal and practical activities and interactions by using simple sentences

### **Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

### **Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner using simple sentences to communicate orally about familiar activities
- observation of the learner using simple strategies to assist in oral communication exchanges.



**Unit Code** VU22913

**Unit Title** Give and follow simple directions

**Unit Descriptor** This unit describes the skills and knowledge to give and follow simple directions in a limited range of highly familiar contexts.

The outcomes described in this unit contribute to the achievement of ACSF Level 1 Reading.

For learners who are able to verbalise their responses, the outcomes described in this unit contribute to the achievement of ACSF Level 1 Oral Communication.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to learners with intellectual disabilities who are at the early stages of developing reading skills.

Learners at this level may require the support of a teacher / mentor.

**Element** **Performance Criteria**

*Elements describe the essential outcomes of a unit of competency.*

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

- |   |   |     |  |
|---|---|-----|--|
| 1 | Follow simple and familiar directions in highly familiar situations | 1.1 | Identify <b><i>simple concepts of position and location</i></b>  |
|   |   | 1.2 | Read and use <b><i>simple diagrams and maps of highly familiar locations</i></b> to identify an explicit and relevant location |
|   |   | 1.3 | Follow simple <b><i>highly familiar directions</i></b> for moving between known locations                                      |
| 2 | Give simple and familiar directions in highly familiar situations   | 2.1 | Describe the relative location of two or more objects using <b><i>highly familiar, informal language of position</i></b>       |
|   |   | 2.2 | Use simple, highly familiar, informal language of position to give directions in a <b><i>highly familiar situation</i></b>     |

### Required Knowledge and Skills

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

Required Skills:

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

Required Knowledge:

- signs / prints / symbols used in signs, diagrams and maps

- informal language of position and location to give and follow simple and familiar directions

## Range Statement

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

***Simple concepts of position and location*** may include:

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

***Simple diagrams and maps*** may include:

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

***Highly familiar locations*** may include;

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

***Highly familiar directions*** may include:

- short, clear steps with only one given at a time
- teacher prompting if required
- use of common, every day, informal language and gestures

***Highly familiar, informal language of position*** may include:

- over/under
- in front/behind
- up/down
- through
- opposite
- on the corner

- next to
- first / second
- between

**Highly familiar situation** may include:

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

## Evidence Guide

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

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

Assessment must confirm the ability to:

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

### Context of and specific resources for assessment

Assessment must ensure:

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

At this level the learner:

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

### Method(s) of assessment

The following are suggested assessment methods for this unit:

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

**Unit Code** VU22914

**Unit Title** Recognise and use simple fractions

**Unit Descriptor** This unit describes the skills and knowledge to recognise and understand the use of familiar simple fractions of  $\frac{1}{2}$  and  $\frac{1}{4}$  in highly familiar personal and practical activities. The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.  
Learners at this level will require high levels of teacher / mentor support.

**Element** **Performance Criteria**

*Elements describe the essential outcomes of a unit of competency.*

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

- |  |   |
|--|---|
| 1 Identify and record simple fractions | 1.1 Identify and record <b><i>simple fractions</i></b> related to <b><i>personal activities</i></b> |
|  | 1.2 Identify and record simple fractions related to <b><i>practical activities</i></b>              |
| 2 Use simple fractions                 | 2.1 Apply strategies to use simple fractions in a personal activity                                 |
|  | 2.2 Apply strategies to use simple fractions in a practical activity                                |

### Required Knowledge and Skills

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

Required Skills:

- problem solving skills to recognise halves and quarters
- numeracy skills to record simple fractions

Required Knowledge:

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

### Range Statement

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

***Simple fractions*** include: •  $\frac{1}{2}$

- $\frac{1}{4}$

**Personal activities** may include:

- sharing items with others
- learning about time
- identifying when an item is on sale:
  - $\frac{1}{2}$  off
- sharing a cake equally between 2 or 4 people
- identifying halves and quarters in sporting contests
- preparing recipes

**Practical activities** may include:

- purchasing  $\frac{1}{2}$  or  $\frac{1}{4}$  quantities of items
- taking breaks of specified time such as  $\frac{1}{2}$  an hour
- identifying quantities such as  $\frac{1}{2}$  teaspoon for dosages
- identifying quantities such as  $\frac{1}{4}$  cup for recipes
- sharing items with others equally in halves or quarters
- splitting group members into twos or fours
- taking medicines
- sharing items with others in work or social groups

## Evidence Guide

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

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

Assessment must confirm the ability to:

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

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

### Context of and specific resources for assessment

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner:
  - identifying  $\frac{1}{2}$  and  $\frac{1}{4}$  fraction figures from a list of fraction figures
  - identifying halves and quarters of a number of items such as biscuits, cups
- portfolio of examples of the correct identification and use of simple fractions in highly familiar contexts matching  $\frac{1}{2}$  and  $\frac{1}{4}$  fraction figures to corresponding concrete objects such as  $\frac{1}{2}$  a bottle of water, a  $\frac{1}{4}$  of an orange.

**Unit Code** VU22915

**Unit Title** Count and use numbers up to 100

**Unit Descriptor** This unit describes the skills and knowledge to count whole number figures up to 100 and apply this knowledge to a limited range of highly familiar personal and practical activities.

The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.

Learners at this level will require high levels of teacher / mentor support.

### Element

*Elements describe the essential outcomes of a unit of competency.*

### Performance Criteria

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

- |   |   |
|---|---|
| 1 Identify whole number figures from 1 to 100                       | 1.1 Identify number figures relevant to <b><i>personal activities</i></b><br>1.2 Identify number figures relevant to <b><i>practical activities</i></b>                           |
| 2 Count and record whole number figures by multiples of 1 up to 100 | 2.1 Apply simple strategies to <b><i>count and record</i></b> numbers for personal activities<br>2.2 Apply simple strategies to count and record numbers for practical activities |
| 3 Use whole numbers up to 100                                       | 3.1 Use numbers up to 100 for personal activities<br>3.2 Use numbers up to 100 for practical activities   |

### Required Knowledge and Skills

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

#### Required Skills:

- problem solving skills to identify relevant use of whole number figures up to 100 such as recognising :
  - money amounts
  - clothes sizes
- planning and organising skills to count whole number figures up to 100 in sequence
- numeracy skills to record numbers

#### Required Knowledge:

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

## Range Statement

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

***Personal activities*** may include:

- bill payments
- savings deposits
- wages
- age
- birthday
- clothes size
- shoe size
- calendar dates related to appointments
- work / emergency phone number
- shopping
- dining out
- family
- social
- recreational
- sporting

***Practical activities*** may include:

- items to be purchased
- speed limits
- assisting in catering for a group
- participating in a group activity
- participating in a game
- work tasks
- travel costs
- leisure activities and costs
- education / training activities and costs

***Count and record*** may include:

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



- record numbers as money

## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to identify, count and record in sequence whole numbers up to 100
- use whole numbers up to 100 for a range of familiar personal and practical activities

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

### Context of and specific resources for assessment

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete

access to counting aids

At this level the learner:

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

### Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of the learner:
  - counting items sequentially up to 100 by saying numbers aloud, writing number figures or using a number line
  - locating specific number figures in a number chart
  - making meaning of numbers up to 100 in a range of familiar contexts

**Unit Code** VU22916

**Unit Title** Use simple multiples up to 100

**Unit Descriptor** This unit describes the skills and knowledge to use simple multiples up to 100 and apply this to highly familiar personal and practical activities. The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.  
Learners at this level will require high levels of teacher / mentor support.

**Element** **Performance Criteria**

*Elements describe the essential outcomes of a unit of competency.*

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

- |   |  |
|---|--|
| 1 Identify simple multiples up to 100         | 1.1 Identify <b><i>simple multiples</i></b> relevant to <b><i>personal activities</i></b><br>1.2 Identify simple multiples relevant to <b><i>practical activities</i></b>  |
| 2 Count and record simple multiples up to 100 | 2.1 <b><i>Count and record</i></b> simple multiples for personal activities<br>2.2 Count and record simple multiples for practical activities<br>2.3 Apply a limited range of simple strategies to count in simple multiples up to 100 |
| 3 Use simple multiples up to 100              | 3.1 Use simple multiples up to 100 for personal activities<br>3.2 Use simple multiples up to 100 for practical activities  |

### Required Knowledge and Skills

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

Required Skills:

- problem solving skills to identify relevant use of simple multiples up to 100 such as for recognising money amounts
- planning and organising skills to count in simple multiples up to 100 in sequence
- numeracy skills to record simple multiples up to 100

Required Knowledge:

- limited range of strategies to assist in counting simple multiples up to 100 such as:
  - using relevant concrete objects

- using a number line or number chart to assist in counting
- asking questions to clarify meaning
- simple mathematical language of 'plus' and 'times' to use simple multiples

## Range Statement

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

- Simple multiples*** may include:
- 2
  - 5
  - 10
  - 20

- Personal activities*** may include:
- paying bills
  - depositing or withdrawing money
  - recognising or keeping appointments
  - working out time allowances

- Practical activities*** may include:
- purchasing items
  - counting number of items required for a task
  - grouping items
  - counting items to be packed at work
  - counting out change
  - keeping to time limits for activities
  - following the score in a game
  - working out the frequency of public transport

- Count and record*** may include:
- count multiples aloud
  - write number figures
  - use objects or number line
  - record multiples as money

## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to count, record and use simple multiples up to 100 for personal and practical activities

Assessment should take into account the integration of types of activities where this is relevant to the needs of the learner, for example identifying money amounts may apply to both personal and practical activities

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete
- access to counting aids

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner using simple multiples to count items up to 100 by:
  - saying numbers aloud and / or
  - writing number figures and / or
  - using a number line or concrete objects
- oral, written or visual record of the learner making meaning of simple multiples up to 100 by using them in highly familiar activities

<b>Unit Code</b>	<b>VU22917</b>
<b>Unit Title</b>	<b>Use simple multiples up to 1000</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to use simple multiples up to 1000 and apply this knowledge in a limited range of familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the beginning stage of numeracy skill development.</p> <p>Learners at this level will require high levels of teacher / mentor support.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Identify simple multiples up to 1000	<p>1.1 Identify <b><i>simple multiples</i></b> relevant to <b><i>personal activities</i></b></p> <p>1.2 Identify simple multiples relevant to <b><i>practical activities</i></b></p>
2 Count and record simple multiples up to 1000	<p>2.1 <b><i>Count and record</i></b> simple multiples for personal activities</p> <p>2.2 Count and record simple multiples for practical activities</p> <p>2.3 Apply a limited range of simple strategies to count in simple multiples up to 1000</p>
3 Use simple multiples up to 1000	<p>3.1 Use simple multiples up to 1000 for personal activities</p> <p>3.2 Use simple multiples up to 1000 for practical activities</p>

### Required Knowledge and Skills

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

#### Required Skills:

- problem solving skills to identify relevant use of simple multiples up to 1000 such as recognising money amounts
- planning and organising skills to count simple multiples up to 1000 in sequence
- numeracy skills to record simple multiples for personal and practical activities

#### Required Knowledge:

- limited range of strategies to assist in counting simple multiples up to 1000 such as:

- using relevant concrete objects
- using a number line or number chart to assist in counting
- asking questions to clarify meaning
- simple mathematical language of 'plus' and 'times' to use simple multiples

### Range Statement

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

- Simple multiples*** may include:
- 10
  - 50
  - 100

- Personal activities*** may include:
- paying bills
  - checking savings
  - checking wages
  - participating in a social / recreational activity
  - recognising own or others score in a game
  - leisure
  - education/training
  - sporting

**Practical activities** may include:

- purchasing items
- counting number of items required for a task
- counting items to be packed at work
- recognising weights / measures
- keeping to time limits for activities
- recognising distances to be travelled
- completing work tasks
- shopping
- dining
- banking
- cooking
- travel

**Count and record** may include:

- count multiples aloud
- write number figures
- use objects or number line
- record multiples as money

## Evidence Guide

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

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

Assessment must confirm the ability to:

- use a limited range of strategies to identify, use, count and record simple multiples up to 1000 for personal and practical activities.

Assessment should take into account the integration of types of activities where this is relevant to the needs of the learner, for example identifying money amounts may apply to both personal and practical activities

### **Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete
- access to counting aids

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner:
  - count items using simple multiples up to 1000 up by saying numbers aloud, writing number figures, using a number line or concrete objects
- oral, written or visual record of the learner making meaning of simple multiples up to 1000 by using them in highly familiar activities.



**Unit Code** VU22918

**Unit Title** Use simple metric weights

**Unit Descriptor** This unit describes the skills and knowledge to use simple metric weights for a limited range of highly familiar personal and practical activities.

The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to learners with intellectual disabilities who are at the early stage of numeracy development.

Learners at this level may require the support of a teacher / mentor.

### Element

*Elements describe the essential outcomes of a unit of competency.*

### Performance Criteria

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

1 Use simple metric weights for personal activities

1.1 Recognise whole numbers into the hundreds related to weights

1.2 Identify ***highly familiar personal activities*** that require the use of weights

1.3 Use whole numbers to estimate the weight of familiar everyday objects related to highly familiar activities

1.4 ***Use simple metric weights*** to carry out a familiar personally relevant activity

1.5 Use ***common words for comparing weights***

2 Use simple metric weights for practical activities

2.1 Identify ***highly familiar practical activities*** that require the use of weights

2.2 Use whole numbers to estimate the weight of familiar everyday objects related to practical activities

2.3 Use simple metric weights to carry out a highly familiar practical activity

2.4 Use common words for comparing weights

### Required Knowledge and Skills

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

**Required Skills:**

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

**Required Knowledge:**

- common units used to measure weight such as grams and kilograms and their differences
- abbreviations associated with highly familiar weights such as kg and g
- a small bank of commonly used words to compare weights

**Range Statement**

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

**Highly familiar personal activities** may include:

- shopping
- cooking
- gardening

**Use simple metric weights** may include:

- weighing:
  - fruits and vegetables
  - ingredients for a recipe
  - oneself

**Common words for comparing weights** may include:

- heavier
- lighter

**Highly familiar practical activities** may include:

- checking the weight of a product at work
- estimating the weight of an item before moving it
- weighing ingredients to cook food for a group
- purchasing food items by weight

**Evidence Guide**

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

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

Assessment must confirm the ability to:

- recognise and apply appropriate metric units to estimate the weight of products/items
- apply a limited range of problem solving strategies to use simple metric weights in a limited range of highly familiar activities

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

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete
- access to weighing equipment such as digital weight scales

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner weighing items for a limited range of highly familiar personal and practical activities
- verbal and/or written questioning to assess knowledge of strategies to estimate weights
- oral, written or visual records of matching estimated weights to familiar items.

<b>Unit Code</b>	<b>VU22919</b>
<b>Unit Title</b>	<b>Use simple liquid measures</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to use simple metric liquid measures for a limited range of highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the early stage of numeracy.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Use simple metric liquid measures for personal activities	<p>1.1 Identify <b><i>highly familiar personal activities</i></b> that require the use of liquid measures</p> <p>1.2 Recognise whole numbers into the hundreds related to liquids on <b><i>everyday containers</i></b></p> <p>1.3 Use whole numbers to estimate the volume of liquid for everyday containers</p> <p>1.4 <b><i>Use simple metric liquid measures</i></b> to carry out a highly familiar personal activity</p> <p>1.5 Use <b><i>common words for comparing liquid measures</i></b></p>
2 Use simple metric liquid measures for practical activities	<p>2.1 Identify <b><i>highly familiar practical activities</i></b></p> <p>2.2 Recognise whole numbers into the hundreds related to liquids on everyday containers</p> <p>2.3 Use whole numbers to estimate the volume of liquid for everyday containers related to practical activities</p> <p>2.4 Use simple metric liquid measures to carry out a highly familiar practical activity</p> <p>2.5 Use common words for comparing liquid measures</p>

**Required Knowledge and Skills**

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

**Required Skills:**

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

**Required Knowledge:**

- common units used to measure liquids such as litres and millilitres and their differences
- abbreviations associated with highly familiar liquid measurements such as l and ml
- small bank of commonly used words to compare liquid measures

**Range Statement**

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

***Highly familiar personal activities*** may include:

- shopping
- health
- cooking
- gardening

***Everyday containers*** may include:

- milk cartons
- drink bottles
- medicine bottles

***Use simple metric liquid measures*** may include:

- measuring liquids to:
  - cook a meal
  - prepare a medication
  - prepare a liquid fertiliser
  - prepare a drink

***Common words for comparing liquid measures*** may include:

- less
- more
- half
- a quarter

**Highly familiar practical activities** may include:

- measuring liquids for a work task
- estimating the liquid volume of a container before moving it
- measuring liquid for a cleaning task
- measuring liquid ingredients to cook food for a group

## Evidence Guide

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

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

Assessment must confirm the ability to:

- recognise and apply appropriate metric units to measure the liquid volume of everyday containers
- apply a limited range of problem solving strategies to use simple liquid measures in a limited range of highly familiar activities

Assessment should take into account the integration of contexts where this is relevant to the needs of the learner, for example using liquid measures may apply to both personal and practical activities.

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete
- access to measuring equipment for liquid

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner:
  - measuring liquid volume for a limited range of highly familiar personal and practical activities
- verbal and/or written questioning to assess knowledge of strategies to estimate liquid volume
- portfolio of written or visual exercises:
  - recording liquid measurements for specific activities
  - matching liquid measurements to products

**Unit Code** VU22920

**Unit Title** Use simple linear measures

**Unit Descriptor** This unit describes the skills and knowledge to use simple metric linear measures for a limited range of highly familiar personal and practical activities.

The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to learners with intellectual disabilities who are at the early stage of numeracy.

Learners at this level may require the support of a teacher / mentor.

### Element

*Elements describe the essential outcomes of a unit of competency.*

### Performance Criteria

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

- |   |  |     |  |
|---|--|-----|--|
| 1 | Use simple metric linear measures for personal activities  | 1.1 | Identify <b><i>highly familiar personal activities</i></b> that require the use of linear measures         |
|   |  | 1.2 | Recognise whole numbers into the hundreds related to length  |
|   |  | 1.3 | Use whole numbers to estimate <b><i>simple linear measures</i></b> related to familiar personal activities |
|   |  | 1.4 | Use whole numbers to carry out simple linear measures related to a familiar personal activity              |
|   |  | 1.5 | Use <b><i>common words for comparing linear measures</i></b>   |
| 2 | Use simple metric linear measures for practical activities | 2.1 | Identify <b><i>highly familiar practical activities</i></b>  |
|   |  | 2.2 | Use whole numbers to estimate <b><i>linear measurements related to familiar practical activities</i></b>   |
|   |  | 2.3 | Use whole numbers to carry out simple linear measures related to a familiar practical activity             |

### Required Knowledge and Skills

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



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

#### Required Knowledge:

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

### Range Statement

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

#### ***Highly familiar personal activities*** may include:

- shopping
- travel
- gardening

#### ***Simple linear measures*** may include:

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

#### ***Common words for comparing linear measures*** may include:

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

#### ***Highly familiar practical activities*** may include:

- checking the length of materials for a workplace task
- arranging household items to fit in a given space
- checking the distance from one location to another

**Linear measurements related to familiar practical activities** may include:

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

## Evidence Guide

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

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

Assessment must confirm the ability to:

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

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

### **Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete
- access to simple measurement equipment such as rulers and tape measures

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner:
  - carrying out linear measurements for a limited range of highly familiar personal and practical I activities
- verbal and/or written questioning to assess knowledge of strategies to estimate distance between two places
- written or visual portfolio of recording linear measurements for specific activities

**Unit Code** VU22921

**Unit Title** Use coins and notes

**Unit Descriptor** This unit describes the skills and knowledge to identify and use single coins and notes to estimate rounded amounts for everyday purchases for highly familiar personal and practical activities.

The outcomes of this unit do not include any mathematical functions.

The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to learners with intellectual disabilities who are at the early stage of numeracy skill development.

Learners at this level will require high levels of teacher / mentor support.

**Element** **Performance Criteria**

*Elements describe the essential outcomes of a unit of competency.*

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

1 Identify monetary amounts and values

1.1 Identify the range of Australian coins and their monetary value

1.2 Identify the range of Australian notes and their monetary value

1.3 Match monetary amounts to ***highly familiar items***

2 Estimate rounded amounts

2.1 ***Estimate the amount*** required for items related to ***personal activities***

2.2 Estimate the amount required for items related to ***practical activities***

### Required Knowledge and Skills

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

Required Skills:

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

Required Knowledge:

- common representations of monetary amounts:

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

## Range Statement

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

***Highly familiar items*** may include:

- food / drinks
- clothes
- entertainment items

***Estimate the amount*** may include:

- identifying approximate amounts:
  - around 50c for a piece of fruit
  - around \$4 for a coffee
  - around \$20 for a tee shirt
- using round figures

***Personal activities*** may include:

- buying food or drinks
- buying clothes
- paying for a haircut
- using a vending machine
- participating in a social activity
- contributing to a group activity
- buying a raffle ticket

***Practical activities*** may include:

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

## Evidence Guide

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

**Critical aspects for assessment and evidence**

Assessment must confirm the ability to:

**required to demonstrate competency in this unit**

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

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

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete
- access to coins and notes

At this level the learner:

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

**Method(s) of assessment**

The following are suggested assessment methods suitable for this unit:

- observation of the learner:
  - locating specific round number figures in shopping catalogues or price lists
  - estimating the cost of highly familiar, items and / or activities
- oral, written or visual records of the learner:
  - matching round number figures to their corresponding coins and notes
- matching coins and notes with the cost of highly familiar items.

<b>Unit Code</b>	<b>VU22922</b>
<b>Unit Title</b>	<b>Use simple addition skills</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to use simple addition skills, which may involve the use of a calculator, with simple whole number amounts for a limited range of highly familiar personal and practical activities.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the early stage of numeracy development.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Use simple addition for personal activities	<p>1.1 Identify <b><i>highly familiar personal activities</i></b></p> <p>1.2 Recognise and locate simple whole numbers related to own immediate personal activities</p> <p>1.3 Use whole numbers to perform a limited range of simple <b><i>addition tasks related to own immediate personal activities</i></b></p> <p>1.4 Use a <b><i>limited range of strategies</i></b> to undertake simple addition tasks related to highly familiar personal activities</p> <p>1.5 <b><i>Check</i></b> the addition result</p>
2 Use simple addition for practical activities	<p>2.1 Identify <b><i>highly familiar practical activities</i></b></p> <p>2.2 Recognise and locate simple whole numbers related to own immediate practical activities</p> <p>2.3 Use whole numbers to perform a limited range of simple addition tasks related to own immediate/practical activities</p> <p>2.4 Use a limited range of strategies to undertake simple <b><i>addition tasks related to own immediate practical activities</i></b></p> <p>2.5 Check the addition result</p>

## Required Knowledge and Skills

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

### Required Skills:

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

### Required Knowledge:

- whole numbers into the hundreds
- mathematical symbol used for addition
- simple mathematical vocabulary such as addition/plus and equals

## Range Statement

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

### ***Highly familiar personal activities*** may include:

- cooking
- shopping
- using transport
- paying bills
- social activities
- workplace activities

### ***Addition tasks related to own immediate personal activities*** may include:

- adding the cost of two items to determine cost
- using addition to calculate increases in price of goods
- adding number of people per table for a group function
- adding scores in games (sport, board games, video games and apps)
- adding quantities for cooking and sharing food
- packing quantities of goods in a workplace setting

### ***Limited range of strategies*** may include:

- use of:
  - concrete objects
  - informal “in the head” methods
  - coins and notes
  - fingers
  - personal experience and prior knowledge
- asking questions to clarify meaning
- non-linguistic cues such as body language, facial expressions and gestures to support meaning



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- alternative communication aids, supports and systems
- using technology:
  - calculators
  - tablets
  - smart phones

**Check** may include:

- making rough estimates
- counting to verify result

**Highly familiar practical activities** may include:

- purchasing goods
- paying bills
- performing workplace tasks
- participating in sports teams
- working in groups
- participating in social activities
- preparing and sharing food

**Addition tasks related to own highly immediate practical activities** may include:

- Using addition to:
- add money amounts for:
  - purchasing lunch
  - purchasing transport fares
  - paying bills
- add number of items as part of task at work
- calculate differences in prices for similar items
- add scores in a sporting event
- add own scores in a game
- purchase items for a number of people for a group activity
- calculate number of people required to complete a workplace task
- calculate the quantities required to prepare a meal for self/ family/ friends

### Evidence Guide

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

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

Assessment must confirm the ability to:

- apply a limited range of problem solving strategies to undertake simple addition calculations for a limited range of highly familiar activities

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**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete
- access to aids to assist with addition activities

At this level the learner:

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

Assessment should take into account the integration of activities where this is relevant to the needs of the learner, for example undertaking addition activities may apply to both personal and practical activities. In order to support authentic assessment this unit can be assessed with the unit *VU22923 Use simple subtraction skills*

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner undertaking simple addition activities for a limited range of highly familiar personal and practical activities
- questioning to assess knowledge of strategies to undertake addition calculations

<b>Unit Code</b>	<b>VU22923</b>
<b>Unit Title</b>	<b>Use simple subtraction skills</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to use simple subtraction skills with simple whole number amounts for a limited range of highly familiar personal and practical activities. This may involve the use of a calculator.</p> <p>The outcomes described in this unit contribute to the achievement of ACSF Level 1 Numeracy.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners with intellectual disabilities who are at the early stage of numeracy development.</p> <p>Learners at this level may require the support of a teacher / mentor.</p>
<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
1 Use simple subtraction for personal activities	<p>1.1 Identify <b><i>highly familiar personal activities</i></b></p> <p>1.2 Recognise and locate simple whole numbers related to own immediate personal activities</p> <p>1.3 Use whole numbers to perform a limited range of simple <b><i>subtraction tasks related to own personal activities</i></b></p> <p>1.4 Use a <b><i>limited range of strategies</i></b> to undertake simple subtraction tasks related to highly familiar personal activities</p> <p>1.5 <b><i>Check</i></b> the subtraction result</p>
2 Use simple subtraction for practical activities	<p>2.1 Identify <b><i>highly familiar practical activities</i></b></p> <p>2.2 Recognise and locate simple whole numbers related to own practical activities</p> <p>2.3 Use whole numbers to perform a limited range of simple <b><i>subtraction tasks related to own practical activities</i></b></p> <p>2.4 Use a limited range of strategies to undertake simple subtraction tasks related to highly familiar practical activities</p> <p>2.5 Check the subtraction result</p>

## Required Knowledge and Skills

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

### Required Skills:

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

### Required Knowledge:

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

## Range Statement

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

### ***Highly familiar personal activities*** may include:

- cooking
- shopping
- using transport
- paying bills
- social activities
- workplace activities

### ***Subtraction tasks related to own personal activities*** may include:

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

### ***Limited range of strategies*** may include:

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

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- smart phones

**Check** may include:

- making rough estimates
- counting to verify result

**Highly familiar practical activities** may include:

- purchasing goods
- paying bills
- checking personal budget
- performing workplace tasks
- preparing and sharing food

**Subtraction tasks related to own practical activities** may include:

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

### Evidence Guide

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

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

Assessment must confirm the ability to:

- apply a limited range of problem solving strategies to undertake simple subtraction calculations for a limited range of highly familiar, activities

**Context of and specific resources for assessment**

Assessment must ensure:

- the use of learners' augmentative and alternative communication devices is accommodated where required
- assessment tasks which deal with the familiar and concrete
- access to aids to assist with subtraction activities

At this level the learner:

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

Assessment should take into account the integration of activities where this is relevant to the needs of the learner, for example undertaking subtraction activities may apply to both personal and practical activities. In order to support authentic assessment this unit can be assessed with the unit *VU22922 Use simple addition skills*

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner undertaking subtraction tasks for a limited range of highly familiar personal and practical activities
- questioning to assess knowledge of strategies to undertake subtraction calculations.