



**SEMESTER 2: PLEASE NOTE – Due to a change of teaching staff midway through term 2, a review of units delivered was undertaken. This document has been altered to reflect these changes. (Changes made: 08/06/21)**

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| <b>Name of RTO</b>                                  | Angliss Neighbourhood House   |
| <b>TOID</b>   | 6389  |
| <b>Address</b>                                      | 2/11 Vipont Street<br>Footscray 3011  |
| <b>Training Package or Curriculum</b>               | EAL Framework   |
| <b>Code and Title of Qualification(s)</b>           | 22484VIC Certificate I in EAL(Access)   |
| <b>Accreditation Period</b>                         | Accredited for the period: January 1 2019 to December 31 2023   |
| <b>Course accrediting body</b>                      | Victorian Registration and Qualification Authority (VRQA)   |
| <b>Entry Requirements and Recognition Processes</b> | <p>The EAL Framework was developed to prepare adults learning English as an Additional Language for a range of educational and vocational pathways. The qualifications are designed for the diverse range of adult learners of English as an additional language needing to develop their English language proficiency skills in order to access a wide range of further education, training, employment and community participation contexts.</p> <p>The language proficiency and cultural knowledge and skills levels at the different AQF levels reflect the developmental nature of English language learning and acknowledge that learners may need to access one or more courses in the Framework to develop and consolidate English language skills, cultural knowledge and prepare for entry to education or employment. The courses enable participants with a mixed language skill profile, for example, with strong speaking and listening skills but no or limited literacy skills to focus on specific areas of need through flexible packaging rules.</p> <p>Certificate I in EAL (Access) outcomes focus on the development of English language speaking, listening, reading and writing skills directly related to immediate personal and social needs together with electives selected to develop relevant social, settlement and numeracy skills and knowledge. The purpose of this qualification is preparation for participation in further English language study or vocational training which may include English language support or employment.</p> <p>Participants enroll in a qualification at the level appropriate to their needs and skills.</p> |

Participants may complete more than one qualification in the Framework. Prior to enrolment in the Certificate I in EAL (Access), a Pre-Training Review/Assessment will be conducted to determine the most suitable and appropriate course for the individual to be placed into. The Pre-training review/assessment will consider -

Entry to each Certificate I in EAL Frameworks (Access) must be determined according to the following criteria:

- a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level)
- a participant's prior formal education experience, both overseas and in Australia
- any prior EAL learning
- a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs.
- an informal assessment of identified participants who require additional assistance (learning or wellbeing).

At the pre training interview students will receive an Individual Training Plan which gives an overview of the course. The following details are included:

- The course code and title
- The training contract start date
- The teacher
- The delivery mode and assessment methods
- The units/elements and when they are being delivered
- Nominal hours and duration
- Acknowledgment of student needs if applicable

Pre-training Review assessors use Appendix B (Adult Language and Literacy Curricula – A Guide to Exit and Entry Level alignments and alignment with the ACSF) and Appendix C (Overview of EAL Framework) on pp. 65-68 of the EAL Framework to assist them in determining the most appropriate placement. The table below is from Appendix C of the curriculum -

| Course Title: Certificate I in EAL Frameworks (Access) |                 |   |   |   |   |
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| Entry Level ACSF                                       | Exit level ACSF | Purpose   | Context of language use   | Linguistic complexity                                 | Level of support  |
| 1  | 1               | For participants who need to develop English language skills beyond immediate personal and predictable social needs and who may progress to further study or employment options | Familiar and personal and immediate, predictable social, study, and work contexts.<br>Listening and speaking with familiar others in short, simple conversations<br>Read short simple texts.<br>Write simple and compound sentences | Uses familiar conventions<br>Simple and limited range | Require strong support, especially with unfamiliar cultural references and when communicating with unfamiliar others. Will require bilingual support at times and strong contextual support |

In the context of learner placement RTOs should take into consideration that

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|  | <p>EAL learners bring a range of different skills and abilities to the task of learning English and are at varying stages of English language acquisition when they begin learning English or arrive in Australia. EAL learners also have varying literacy skills in their first language/s. Many are well educated and have strong first language skills, which gives them a valuable foundation for building skills in English. Others encounter formal education for the first time in Victoria, and may not have sound literacy skills in any language. Furthermore, some EAL learners may be going through significant trauma resulting from refugee and pre-migration experiences, family separation, and subsequent settlement issues. All of these often overlapping factors affect how EAL learners engage in learning, and the support they need to be successful must be considered in EAL provision across all settings.</p> |   |                              |
| <b>Pre-requisites</b>  | <p>No limitations to entry based on age, gender, physical ability, social or educational background.</p>   |   |                              |
| <b>Qualification Requirements / Packaging Rules</b>  | <p>To be eligible for the award of 22484VIC Certificate I in EAL(Access), learners must successfully complete 8 units, comprising:</p> <p>1 core unit;</p> <p>1 unit from the Speaking and Listening Unit list;</p> <p>1 unit from the Reading and Writing Unit list;</p> <p>2 Language Skills elective units or modules (may be selected from this qualification, Course in EAL and/or Certificate II qualifications in EAL Framework)</p> <p>3 general elective units or modules (may be selected from this qualification, Certificate II qualifications in EAL Framework or units and modules which are first packaged in AQF level 1 and 2 qualifications in other accredited curricula and / or endorsed training packages)</p>   |   |                              |
| <b>Units of Competency</b>   | <b>Code</b>  | <b>Title</b>  | <b>Core/Elective</b>         |
|  | VU22590  | Plan Language Learning with support                                   | Core                         |
|  | VU22591  | Participate in short simple exchanges                                 | Speaking and Listening Units |
|  | VU22592  | Give and respond to short, simple spoken instructions and information | Speaking and Listening Units |
|  | VU22593  | Read and write short simple messages and forms                        | Reading and Writing Units    |
|  | VU22594  | Read and write short, simple informational and instructional texts    | Reading and Writing Units    |
|  | VU22595  | Read and write short, simple descriptive and narrative text           | Reading and Writing Units    |
|  | <b>General Electives</b>   |   |                              |
| <b>Selection of electives can be any of the following according to the needs and interests of the students</b> |  |   |                              |

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|                                  | VU22596  | Use basic digital technology language and skills                       | Elective |
|                                  | VU22597  | Locate health and medical information                                  | Elective |
|                                  | VU22598  | Identify Australian leisure activities                                 | Elective |
|                                  | VU22599  | Identify settlement options  | Elective |
|                                  | VU22600  | Identify and access basic legal information                            | Elective |
|                                  | VU22099  | Recognise and interpret safety signs and symbols                       | Elective |
|                                  | VU22098  | Recognise and use basic mathematical symbols and processes             | Elective |
|                                  | VU22106  | Use recipes to prepare food  | Elective |
|                                  | CHCVOL001  | Be an effective volunteer  | Elective |
|                                  | BSBITU101  | Operate a personal computer  | Elective |
|                                  | HLTAID002  | Provide basic emergency life support                                   | Elective |
|                                  | VU22359  | Conduct a project with guidance  | Elective |
|                                  | VU22369  | Work with simple numbers and money in familiar situations              | Elective |
|                                  | VU22370  | Work with simple measurements in familiar situations                   | Elective |
|                                  | VU22372  | Work with and interpret simple numerical information in familiar texts | Elective |
| <b>Clients / Target Group(s)</b> | <p>This course is designed for adults learning English as an Additional Language, to prepare them for a variety of educational and vocational pathways including but not limited to:</p> <ul style="list-style-type: none"> <li>• CALD learners with little educational experience;</li> <li>• Refugees and “at risk” learners; and</li> <li>• Older migrants who have worked for a number of years in unskilled or semi-skilled occupations and who are seeking to improve English language skills to enter new jobs.</li> </ul> <p>It includes basic language and numeracy units as well as units to develop learner strategies.</p> <p>Entry Level ACSF level 1<br/>Exit Level ACSF level 1</p> <p>The target group of Angliss Neighbourhood House includes members of CALD communities residing in the City of Maribyrnong. The Certificate I in EAL (Access) targets both learners with little educational experience seeking to improve their English language skills and learners who have educational experience but wish to improve their language skills. . The student cohort undertaking the accredited training program are mostly CALD learners from a</p> |  |          |

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|                      | diverse range of nationalities with a few English-speaking mature age learners as well. The majority of the Skills First group are on pensions and their main interest in studying is gaining skills to transition to and live in an Australian community setting. They do not have a vocational focus and only want to study part-time.  |
| <b>Delivery Mode</b> | <p>Teaching and learning strategies are selected to reflect the varying learning needs, educational backgrounds and experiences of the individual learner and ensure delivery modes are culturally sensitive to specific needs.</p> <p>Teaching and learning strategies reflect the specific requirements of each unit. Some areas of content are common to more than one unit and therefore integration may be appropriate.</p> <p>Delivery strategies actively involve the learner and learning should be experiential, relevant and age appropriate. Face to face delivery modes should allow for active involvement of all participants.</p> <p>In keeping with effective practice all units should be appropriately contextualised.</p> <p>Further education learners come from a wide variety of backgrounds with greatly varying life experiences. Where appropriate these experiences may be useful in group discussions and presentations. It should be borne in mind that this always remains the choice of the learner. Some experiences may be embarrassing, traumatic or stressful and should be respected as such.</p> <p>Although there are no explicit units on pronunciation other than the unit in the Course in Initial EAL, these skills should be integrated and contextualised through units which focus on listening and speaking. The goal should be to achieve intelligible pronunciation rather than “native like” proficiency.</p> <p>This program is delivered at Angliss Neighbourhood House through a combination of face-to-face teacher led classes which include sessions involving small group and individual activities. The majority of delivery is classroom based.</p> <p>Delivery modes include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Structured classroom activities</li> <li>• Whole class, group and individual discussions &amp; activities</li> <li>• Appropriate support allowing for full participation</li> <li>• Support through mentoring/peer support.</li> <li>• Audio &amp; Audio-visual sources</li> <li>• Role play</li> <li>• Practical activities</li> <li>• Computer program activities / online</li> <li>• Access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts</li> </ul> <p><b>DELIVERY AMENDMENT – COVID 19 (as of 14/4/20)</b></p> <p>Due to COVID-19 delivery modes have been altered - from the beginning of term 2 2020 student learning will be delivered remotely using the following modes: (Students were contacted via phone call to discuss what technology they have home access to and which modes of learning would be preferable/possible for them. The following delivery modes were chosen post discussion)*</p> <ul style="list-style-type: none"> <li>• Workbooks mailed to students (containing worksheets) – students will be contacted by teacher via phone in case support is needed)</li> </ul> |

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|                              | <ul style="list-style-type: none"> <li>• Facebook groups (students to post videos, comments, answer quizzes and participate in discussion)</li> <li>• Video calls (platform will vary depending on student needs/preference/circumstance and may be group calls or one-on-one with teacher)</li> <li>• As many students do not have home computer access but do have access to smart phones, a variety of applications will be used such as facebook messenger and kahoot, quizizz, quiz on Facebook</li> <li>• Delivery modes are subject to change as circumstances develop</li> </ul> <p><b>In the event that restrictions are reintroduced due to COVID19, delivery modes established in 2020 will be utilised in the 2021 school year.</b></p>  |
| <b>Program Duration</b>      | *The program is delivered over a period of 40 weeks funded by the Skills First program.  |
| <b>Nominal Duration</b>      | 382 – 500 hours  |
| <b>Delivery Period</b>       | February 2021 – December 2021  |
| <b>Delivery Site</b>         | Angliss Neighbourhood House<br>2/11 Vipont St. Footscray 3011  |
| <b>Pathways</b>              | This qualification has pathways into 22485VIC Certificate II in EAL (Access) and further study. ANH also delivers pre accredited courses which students are able to access.  |
| <b>Training Arrangements</b> | <p>Duration: 9 hours over 2 days each week for 40 weeks</p> <p>This course is taught as an integrated course over a period of one year. Since the nominal hours allocated to this course (382-500) exceed the number of course hours allocated for the current year, it is expected that students will need more than one year to achieve the full course. Course hours may vary due to student needs.</p> <p>Certificate I in EAL (Access) is consistent with the criteria and specifications of the AQF Level I as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:</p> <p><b>Knowledge:</b> Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through:</p> <ul style="list-style-type: none"> <li>• resources and strategies to support own English language learning</li> <li>• English language structures and conventions to enable participation in short simple verbal transactions and exchanges, and to read and write short simple printed and digital texts relevant to own purposes</li> <li>• knowledge of Australian culture to enable participation in short simple verbal transactions and exchanges, and to read and write short simple printed and digital texts, relevant to own purposes and appropriate to context</li> <li>• basic communication technologies</li> </ul> <p><b>Skills:</b> Graduates at this level will have foundational cognitive, technical and</p> |

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|                                       | <p>communication skills to:</p> <ul style="list-style-type: none"> <li>• identify, develop and review a language learning plan with a support person</li> <li>• participate in short simple verbal transactions and exchanges</li> <li>• use a limited range of reading strategies to create meaning from short simple texts</li> <li>• construct short simple texts with support</li> <li>• use learning/ communication technology to communicate in English</li> </ul> <p><b>Application of knowledge and skills</b></p> <p>Graduates at this level will apply knowledge and skills to demonstrate some autonomy in highly structured and stable contexts and within narrow parameters through:</p> <ul style="list-style-type: none"> <li>• identifying current language learning skills and planning future language skills development with an appropriate support person</li> <li>• participating in short simple verbal transactions and exchanges in English</li> <li>• locating, reading and interpreting specific information in short simple texts</li> <li>• writing short simple texts with support</li> <li>• applying digital literacy skills</li> </ul> <p>This qualification incorporates structured and unstructured learning activities such as:</p> <ul style="list-style-type: none"> <li>• structured activities to develop English language listening and speaking, reading and writing knowledge and skills at ACSF Level 1 to enable more effective participation in those activities relevant to the learner</li> <li>• implementation of a language learning plan over time to enable learning goals to be reviewed and amended.</li> </ul> |
| <p><b>Assessment Arrangements</b></p> | <p>Assessment processes and tools satisfy the following Principles of Assessment:</p> <ul style="list-style-type: none"> <li>• <b>Validity:</b> concerned with the extent to which an assessment decision, based on the evidence of performance by the student, is justified</li> <li>• <b>Reliability:</b> an estimate of how accurate or precise the task is as a measurement instrument - concerned with how much error is included in the evidence</li> <li>• <b>Flexibility:</b> assessment should reflect the student's needs</li> <li>• <b>Fairness:</b> requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them</li> </ul> <p>The following are referred to when developing assessment tasks:</p> <ul style="list-style-type: none"> <li>• Employability skills (refer to summary on Page 61 of the EAL framework)</li> <li>• Required Knowledge and Skills (the essential skills and knowledge and</li> </ul>  |

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|                                | <p>their level required for this unit)</p> <ul style="list-style-type: none"> <li>• The Range Statement (relates to the unit of competency as a whole, allowing for different work environments and situations which may affect performance)</li> <li>• The Evidence Guide (critical aspects for assessment and evidence required to demonstrate competency in this unit, context of and specific resources and methods of assessment)</li> </ul> <p>Evidence of assessment meets the rules of evidence:</p> <ul style="list-style-type: none"> <li>• Sufficiency: relates to the quality and quantity of evidence assessed</li> <li>• Validity: concerned with the extent to which an assessment decision, based on the evidence of performance by the student, is justified</li> <li>• Authenticity: evidence presented for assessment is the candidate's own work</li> <li>• Currency: competency requires demonstration of current performance – the present or the very recent past</li> </ul> <p><b>Assessment methods</b> for each unit may include a combination of:</p> <ul style="list-style-type: none"> <li>• Practical Tasks</li> <li>• Written Tasks</li> <li>• Oral Tasks</li> </ul> <p>These may consist of one or more of:</p> <ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Oral Questioning</li> <li>• Documented Evidence</li> <li>• Third Party Feedback</li> <li>• Checklist</li> <li>• Portfolio</li> <li>• Verbal Presentations</li> <li>• Roleplay</li> <li>• Written Evidence</li> <li>• Interviews</li> <li>• Real time activities</li> <li>• Self-Assessment</li> </ul> <p>On completion of each assessment task, students will be provided with qualitative feedback as well as a “satisfactory /not yet satisfactory”. Once the unit is completed students will be issued with either “competent/not yet competent’ outcome.</p> |
| <p><b>Learning Support</b></p> | <p>The following support will be available to learners:</p> <p><b>Pre-training interview</b></p> <p>At the pre-training interview, an initial assessment is made of the prospective learner's language, literacy and numeracy (LLN) skills, to:</p> <ul style="list-style-type: none"> <li>• determine the appropriate EAL course level to place the learner in,</li> <li>• support the judgement that this course is suitable and appropriate for the learner, and</li> <li>• determine the type of support they may need throughout the course.</li> </ul>  |



### **Ongoing learning support**

Support with learning and the completion of assessment tasks is readily available from the trainer, course coordinator and teaching aide

### **Reasonable adjustment**

Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else. Student needs are identified at enrolment. Trainers are informed of the requirements and will make reasonable adjustments to maximise a student's opportunity to demonstrate their competence

Reasonable adjustments will be made to teaching and assessment processes wherever possible, to ensure that a learner with a disability has the same educational opportunities as everyone else. Reasonable adjustment may mean:

- Modifying or providing equipment
- Modifying premises
- Changing assessment procedures or course delivery (e.g. providing learning or assessment materials in a larger font, or electronic rather than hard copy; or using oral questioning rather than written assessments)

To be 'reasonable', adjustments must:

- Be appropriate for that person,
- Not create undue hardship for the training organisation,
- Be allowable within rules defined by the Training Package or Accredited Curriculum.

Learners are encouraged to talk to their teacher if they need a reasonable adjustment to be made to the training or assessment processes. Students are also welcome to speak with their teacher outside of class time and all learners have the opportunity to provide feedback on the effectiveness of the support that they receive. Learners at risk – Those students who are unable to maintain the course progress requirement would be considered as Learners at risk. Learning Support – Individual students will be monitored according to their individual academic progress. The admin will maintain records of units assessed and completed according to the training plan by entering it into the student management system. When a student is identified as being on risk, any additional support requirement is identified. The Trainer will identify methods to support the learner to make the required course progress. Some of the methods of support include:

Providing alternate training plan with new submission dates for the assessment

- Arranging catch up session during term breaks
- Additional support in the class
- Providing additional learning material to address the learning gap

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|                                     | <p><b>Policies and procedures</b></p> <p>Support for learners at Angliss Neighbourhood House is guided by the following policies and associated procedures:</p> <ul style="list-style-type: none"> <li>• <i>Access and Equality Policy</i></li> <li>• <i>A-Frame Policy</i></li> <li>• <i>Assessment Appeals Policy</i></li> <li>• <i>Complaints and Appeals Policy</i></li> <li>• <i>Cultural Diversity Policy</i></li> <li>• <i>Disability Policy</i></li> <li>• <i>Dissemination of Information Policy</i></li> <li>• <i>Enrolment Policy</i></li> <li>• <i>Equal Opportunity Policy</i></li> <li>• <i>Fees, Charges and Refunds Policy</i></li> <li>• <i>Foundation Skills Pre-Training Policy</i></li> <li>• <i>Privacy Policy</i></li> <li>• <i>Recognition of Prior Learning Policy</i></li> <li>• <i>Statement of Purpose Policy</i></li> <li>• <i>Student Conduct Policy</i></li> <li>• <i>Student Safety and Welfare Policy</i></li> <li>• <i>Training and Assessment Policy</i></li> </ul> <p>Students in Australia are protected by a number of laws which protect from discrimination and breaches of human rights. For further information see <i>Your Rights as a Student in Australia</i> documented in the <i>Angliss Neighbourhood House Student Handbook</i></p>   |
| <p><b>Industry Consultation</b></p> | <p>The EAL Framework of accredited courses has been designed to prepare adults who are learning English as an additional language for a range of educational and vocational pathways. The courses provide skill development in English speaking, listening, reading and writing as well as knowledge and skills in a range of areas related to the Australian education, training and work environment.</p> <p>Consultations have identified that learners enrol in EAL qualifications to consolidate their English language skills before accessing further study or employment, or to improve their participation in the community.</p> <p>The 2012 National Foundation Skills Strategy for Adults (NFSS) recognises the importance of developing foundation skills to improve employment opportunities and highlights the need for individuals to continually build and adapt their foundation skills for new contexts, technologies and purposes. It found that LLN skills typically decrease with age; are higher for more educated people; and are lower for people born in a non-English speaking country or community.</p> <p>The Angliss Neighbourhood House (ANH) is located in a public housing estate situated in Footscray within the City of Maribyrnong. The estate has few services and a high level of socio-economic disadvantage as indicated by the socio-economic disadvantage index of 827. Demographic characteristics of the Angliss community include 47% non-English speaking background, compared with 25.8% MSD, 20% unemployment rate compared with 12.6% for the City of Maribyrnong and 6.2% for Victoria, 70% public housing compared with 6.4%</p> |

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|  | <p>for the City of Maribyrnong. This is reflected in the demand for Foundation English Language classes. The 2016 census states the percentage of languages other than English spoken is 48.6% in the City of Maribyrnong, compared with 25.8% MSD. SEIFA 2016 data states that the City of Maribyrnong has an IRSED index score of 995. Footscray has a score of 961.7, making it one of the lowest IRSED index scores (The lower the IRSED score, the higher the disadvantage in the area).</p> <p>The Learn Local Data Report for the South Western Victorian Region area 2017 provides information on the current trends in training for our region. This includes the DET Training Market report and the Jobs and Training Needs Report.</p> <p>Consultation is carried out with the Curriculum Maintenance Managers who support the strategic objectives of the Victorian Government by providing advice on the implementation of national Training Packages and curricula to all RTOs in Victoria. Contact for General Studies and Further Education:</p> <p>Nadia Casarotto<br/>9919 5300<br/><a href="mailto:sicmm.generalstudies@vu.edu.au">sicmm.generalstudies@vu.edu.au</a></p> <p>Consultation with Industry is also developed through Professional Development workshops and Professional Development reading including:<br/>ANHLC Newsletter<br/>VELG – E – Newsletter;<br/>VALBEC Newsletter &amp; Fine Print journal<br/>NCVER Alerts;<br/>MV Victorian Multicultural Commission<br/>OHS Reps<br/>Network West<br/>VPRN – VET Practitioner Research Network<br/>ASQA<br/>Refugee Council of Australia Reports<br/>VMC E-News; Victorian Multicultural Commission<br/>Vic TESOL e Bulletin;<br/>Horizon e-News Scope Australia<br/>RTO Advice Group<br/>AQTF Compliance Network/CoP Compliance Network;<br/>VRQA e-news;<br/>Adult Learning Australia’s Member News; and<br/>General Studies and Further Education Curriculum Updates.</p> <p>Consultation also occurs through meetings with ACFE, ACFE provider meetings, Centrelink, Job Services Australia, local job agencies and the Service Industries Curriculum Maintenance Manager.</p> <p>Angliss Neighbourhood House is a member of the thinkWest Cluster – a cluster of six community education centres located in the Western Suburbs of Melbourne. This Cluster meets regularly to develop Professional Development across the Cluster including Validation/Moderation sessions.</p> |
| <p><b>Legislative requirements</b></p> | <p>General legislative, regulatory and workplace requirements apply to these units. The ANH’s Access and Equity, Occupational Health &amp; Safety and Privacy policies and procedures will be adhered to.</p>   |

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| <b>Risk Management for assessment</b>         | <p>Potential risk:            High = H                            Moderate = M                            Low = L</p> <p>Risk<br/>Trainer not available L</p> <p>ANH has access to qualified emergency teachers who are called in to replace absent teachers.</p>  |
| <b>Course Structure and Delivery Sequence</b> | <p>See Appendix 1 of this document</p>   |
| <b>Validation Processes</b>                   | <p>Validation is defined by the National Skills Standards Council (NSSC) as a quality review process. It involves checking that the assessment tool produces valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes. ANH is currently undertaking to develop a validation and moderation tool that will better document process.</p> <p>Moderation is defined by the National Skills Standards Council (NSSC) as the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.</p> <p>All Teachers and Trainers of accredited training will participate in Moderation, Validation and/or Quality Assurance as required by the training package and/or curriculum twice a year. Educations coordinators participate in scheduled validation of the unit tasks.</p> <p>Assessment validation and moderation must be conducted according to the assessment validation schedule developed for every qualification. Units of Competency that have been identified by industry/trainers/teachers as having a high risk component will be prioritised on this schedule.</p> <p>The schedule will be reviewed annually/as required following changes to training packages and /or curriculum.</p> <p>ANH uses a range of validation processes:</p> <ul style="list-style-type: none"> <li>• Limited staffing requires external moderation meetings with teachers/coordinators to ensure consistency of assessment tasks across the classes.</li> <li>• Verification by outside organisation of selected files – Pre training assessments and ongoing assessments</li> </ul> |

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| <p><b>Facilities and resources required</b></p> | <p><b>Courseware for this program includes:</b></p> <ul style="list-style-type: none"> <li>• EAL Framework Curriculum document – accredited for the period: January 1 2019 to December 31 2023</li> <li>• Training and Assessment Strategy</li> <li>• Individual Training Plan</li> <li>• Course Planner</li> <li>• Unit of Competency Summary record Sheet</li> <li>• Task bank for UoC</li> <li>• Course information for students</li> </ul> <p><b>Facilities &amp; Equipment at Angliss Neighbourhood House:</b></p> <ul style="list-style-type: none"> <li>• Appropriately fitted classrooms;</li> <li>• EAL resources such as learner dictionaries</li> <li>• Access to digital technology</li> <li>• Bilingual resources and support as appropriate</li> <li>• Multimedia equipment for a range of audio visual resources such as to view documentaries, listen to the news; and</li> <li>• appropriate resources to assist in the delivery of the program and to assist students in their learning.</li> </ul>  |
| <p><b>Training and Assessment Staff</b></p>     | <p>As per AQTF and VRQA requirements, all teachers and assessors are required to meet each of the following:</p> <ol style="list-style-type: none"> <li>1. Hold <b>one</b> of the following qualifications: <ul style="list-style-type: none"> <li>• The TAE40116 Certificate IV in Training and Assessment (or its successor)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• The TAE40110 Certificate IV in Training and Assessment <b>and one of the following:</b> <ul style="list-style-type: none"> <li>– TAELLN411 Address adult language literacy and numeracy skills (or its successor); or</li> <li>– TAELLN401A Address adult language literacy and numeracy skills</li> </ul> <b>and one of the following:</b> <ul style="list-style-type: none"> <li>– TAEASS502 Design and develop assessment tools (or its successor); or</li> <li>– TAEASS502A Design and develop assessment tools; or</li> <li>– TAEASS502B Design and develop assessment tools; or</li> </ul> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• A diploma or higher level qualification in adult education*</li> </ul> </li> <li>2. Demonstrate current knowledge and skills in vocational training and learning that informs their training and assessment.</li> <li>3. Hold vocational competencies at least to the level being delivered and assessed.</li> <li>4. Demonstrate current industry skills directly relevant to the training and assessment being provided (for each unit that is to be delivered / assessed) via industry experience and professional development.</li> </ol> <p>* Individuals who hold a diploma or higher level qualification in adult education may not need to hold or maintain the currency of a Certificate IV in Training and Assessment. However, RTOs should confirm that their trainers and assessors have proficiency and relevant VET skills. This can be developed in a document</p> |

which maps a diploma or higher qualification in adult education against the TAE40116, and shows the relevant VET competence.

In addition, all teachers delivering and assessing the Certificate I in EAL (Access) are required to hold an appropriate initial teacher education qualification that includes at least 22 days of supervised teaching practicum in TESOL. This practicum must involve at least 60 hours of class observation and classroom teaching in TESOL. This will typically include an average of 2-3 hours teaching and observation each day.

Appropriate qualifications include but are not limited to:

- A four-year Bachelor of Education, with TESOL as a method
- An undergraduate bachelor degree plus a Master of Teaching with TESOL as a method
- An undergraduate bachelor degree plus Graduate Diploma of Education with TESOL as a method
- An initial teacher education qualification plus a postgraduate qualification that includes a 22-day supervised teaching practicum in TESOL, such as a:
  - Graduate Certificate in Education (TESOL)
  - Graduate Certificate in TESOL
  - Graduate Diploma in TESOL
  - Master of TESOL / Master of Applied Linguistics / Master of Arts (TESOL)

Documentary evidence of the above is held on the teachers' file. This includes verified copies of qualifications, along with the following documents that are updated annually and signed by the teacher:


- CV
- Skills Matrix
- Professional Development log

These documents are held on file and stored at **2/11 Vipont Street, Footscray.**

Current teachers and assessors for delivery of this course (sufficient for the number of enrolments) are:

| Staff                                | Qualifications   | Program Area  |
|--------------------------------------|--|---|
| Susan Keogh<br><br>Michael Hennessey | Teacher and assessor<br>See individual staff matrix<br><br>The number of staff is sufficient for the number of enrolments. | All units in 22484VIC Certificate I in EAL(Access)<br><br>(see above units of competency) |

**Recognition of** Students can apply for Recognition of Prior Learning for this qualification, and

|  |   |   |
|--|---|---|
| <b>Prior Learning</b>                      | <p>all students will be offered this option upon enrolment into the course. An RPL guide and application is available upon request.</p> <p>Students who have previously completed units from 22250VIC Certificate I in EAL (Access) are eligible for Credit transfer</p>  |   |
| <b>Feedback and continuous improvement</b> | <p>Feedback and input from students and other stakeholders in relation to course delivery and assessment will be sought, analysed and acted upon on a regular basis. Information gained will form part of any review of materials. Feedback will be sought and acted upon through the following processes:</p> <ul style="list-style-type: none"> <li>• Formal validation and moderation processes</li> <li>• Findings from internal and external audits</li> <li>• Students are encouraged to provide informal feedback at any time, whether through discussions with their teacher/s or by contacting the Education Coordinator or Coordinator.</li> <li>• Formal feedback from students is gathered via the National Quality Indicator Learner Satisfaction Survey.</li> <li>• Feedback from teachers is gathered through staff meetings throughout the year.</li> </ul> <p>Issues raised are added to the Continuous Improvement Register with actions and outcomes recorded as they occur. The Continuous Improvement Register is monitored at monthly staff meetings.</p> |   |
| <b>Review of TAS</b>                       | <p>This TAS will be reviewed as required by changes to the Training Package/Curriculum, organisational resources, Skills First compliance requirements, student feedback and client needs. A systematic approach will also be used to review the TAS on an annual basis and any recommended changes will be discussed by teachers, the Education Coordinator and the Coordinator. These changes will be implemented when/if approved.</p> <p>The default timeframe for review of the TAS is November each year, in preparation for the following calendar year's course delivery.</p>   |   |
| <b>RTO Endorsement</b>                     | Managers Title:   | Coordinator   |
|  | Signature:  |  |
|  | Print Name:   | Meg Higgins   |
|  | Date:   | 08/06/2021  |

| Appendix 1 – Course Structure and Course Delivery Plan for Certificate I in EAL Frameworks (Access) 22484VIC |                             |                     |                     |           |           |                        |          |                  |            |                      |                 |
|--|-----------------------------|---------------------|---------------------|-----------|-----------|------------------------|----------|------------------|------------|----------------------|-----------------|
| ASSESSMENT GUIDE LEGEND: <b>Assessment Evidence Style</b>  |                             |                     |                     |           |           |                        |          |                  |            |                      |                 |
| Direct observation   | Oral questioning/discussion | Documented evidence | Third party reports | Checklist | Portfolio | Oral talk/presentation | Roleplay | Written evidence | Interviews | Real time Activities | Self assessment |
| A  | B                           | C                   | D                   | E         | F         | G                      | H        | I                | J          | K                    | L               |

| <b>Unit Code &amp; Title</b><br><b>Course Topics</b>                  |   | Core/<br>R&W/S&L/<br>General<br>Elective | Nominal<br>Hours | Term             | Assessment<br>Evidence Style |
|---|---|--|------------------|------------------|------------------------------|
| <b>Elements</b>   |   |  |                  |                  |                              |
| VU22590   | Outline personal language learning needs  | Core                                     | 30               | Semester 1 and 2 | B C J L                      |
| Plan language learning with support                                   | Develop a language learning plan<br><br>Monitor and update the language learning plan |  |                  |                  |                              |
| <b>Speaking and Listening Units</b>                                   |   |  |                  |                  |                              |
| VU22591   | Exchange greetings and personal information   | Speaking & Listening                     | 80               | Semester 2       | A B H                        |
| Participate in short simple exchanges                                 | Make and respond to simple requests or inquiries                                      |  |                  |                  |                              |
| VU22592   | Respond to short, simple everyday spoken instructions or directions                   | Speaking & Listening                     | 80               |                  | A B H I                      |
| Give and respond to short, simple spoken instructions and information | Give short, simple everyday spoken instructions or directions<br><br>Follow simple    |  |                  |                  |                              |



|   |  |                   |    |            |     |
|---|--|-------------------|----|------------|-----|
|   | spoken texts<br><br>Give simple information  |                   |    |            |     |
| <b>Reading and Writing Units</b>  |  |                   |    |            |     |
| VU22593<br><br>Read and write short simple messages and forms                     | Read short simple written messages for immediate everyday purposes<br><br>Write short simple messages for immediate personal and social purposes<br><br>Read short simple forms for immediate personal and social purposes<br><br>Complete short simple forms for immediate personal and social purposes | Reading & Writing | 80 |            | B I |
| VU22594<br><br>Read and write short, simple informational and instructional texts | Respond to short simple written directions or instructions<br><br>Write short simple instructional texts for immediate personal and social purposes<br><br>Read short, simple informational texts<br><br>Writes short simple informational texts   | Reading & Writing | 80 | Semester 1 | B I |
| VU22595<br>Read and write short, simple descriptive                               | Read short simple descriptive texts<br><br>Write short simple  | Reading & Writing | 80 | Semester 2 | B I |

|  |  |                  |    |            |           |
|--|--|------------------|----|------------|-----------|
| and narrative texts  | <p>descriptive texts</p> <p>Read short, simple narrative texts</p> <p>Write short simple narrative texts</p>   |                  |    |            |           |
| <b>General Electives</b>   |  |                  |    |            |           |
| <b>Selection of electives can be any of the following according to the needs and interests of the students</b> |  |                  |    |            |           |
| VU22596<br><br>Use basic digital technology language and skills  | <p>Use correct digital technology terminology</p> <p>Perform a simple task using a digital device</p> <p>Use digital technology for language learning</p>  | General Elective | 50 |            | A B I     |
| VU22597<br><br>Locate health and medical information   | <p>Locate information about common health conditions</p> <p>Locate information about healthy living</p> <p>Read information on common household medicines</p> <p>Access information on medical support in the local area</p> <p>Identify appropriate actions in the event of a medical emergency</p> | General Elective | 50 |            | B F I     |
| VU22598<br><br>Identify Australian   | Identify the features of leisure activities in Australia   | General Elective | 50 | Semester 1 | A B F I G |

|   |   |                  |    |            |         |
|---|---|------------------|----|------------|---------|
| leisure activities  | Describe an example of one Australian leisure activity<br><br>Give a simple presentation on selected leisure activity                                 |                  |    |            |         |
| VU22599<br>Identify settlement options                                | Access information on a range of settlement options<br><br>Access key services in the local community   | General Elective | 50 |            | B F I   |
| VU22600<br>Identify and access basic legal information                | Access information on a personally relevant legal issue<br><br>Access information on key legal services in the local community                        | General Elective | 50 | Semester 1 | A B I   |
| VU22099<br>Recognise and interpret safety signs and symbols           | Identify features of common safety signs and symbols<br><br>Recognise common safety signs and symbols   | General Elective | 10 | Semester 2 | B F I   |
| VU22098<br>Recognise and use basic mathematical symbols and processes | Identify mathematical symbols<br><br>Identify different methods for making calculations<br><br>Use mathematical processes to make simple calculations | General Elective | 20 |            | A B F I |
| VU22106<br>Use recipes to prepare food                                | Prepare to cook<br><br>Produce food   | General Elective | 10 | Semester 2 | A B I   |

|   |   |                  |    |  |           |
|---|---|------------------|----|--|-----------|
|   |   |                  |    |  |           |
| CHCVOL001<br>Be an effective volunteer            | Prepare for volunteer work<br><br>Work as a volunteer<br><br>Check and complete work in consultation with supervisor  | General Elective | 25 |  | NA        |
| BSBITU101<br>Operate a personal computer          | Start computer, system information and features<br><br>Navigate and manipulate desktop environment<br><br>Organise files using basic directory and folder structures<br><br>Print information<br><br>Shut down computer | General Elective | 20 |  | NA        |
| HLTAID002<br>Provide basic emergency life support | Respond to an emergency situation<br><br>Apply appropriate first aid procedures<br><br>Communicate details of the incident  | General Elective | 12 |  | NA        |
| VU22359<br>Conduct a project with guidance        | Propose a project<br><br>Plan the project<br><br>Carry out the plan<br><br>Review the conduct of the project  | General Elective | 20 |  | A B D F I |
| VU22369<br>Work with simple numbers and money in  | Identify and compare whole numbers and money into the thousands in simple, familiar   | General Elective | 30 |  | A B F I   |

|   |   |                  |    |  |         |
|---|---|------------------|----|--|---------|
| familiar situations   | <p>situations</p> <p>Identify and compare simple everyday fractions, decimals and percentages, in simple, familiar situations</p> <p>Perform simple, onestep calculations with numbers and money into the thousands</p>           |                  |    |  |         |
| VU22370<br>Work with simple measurements in familiar situations                   | <p>Recognise and compare simple, highly familiar metric measurements</p> <p>Recognise time in simple, highly familiar situations</p>  | General Elective | 30 |  | A B I   |
| VU22372<br>Work with and interpret simple numerical information in familiar texts | <p>Interpret and work with simple numerical information partially embedded in simple familiar texts</p> <p>Undertake simple, onestep calculations with numbers into the thousands partially embedded in simple familiar texts</p> | General Elective | 30 |  | A B F I |
| VU22606<br>Access the internet and email to develop language                      | <p>Identify a range of information on the internet</p> <p>Access and use internet to develop digital communication skills</p> <p>Communicate using simple email</p>   | General Elective | 50 |  | A B F I |

|                                      |  |                  |    |  |       |
|--------------------------------------|--|------------------|----|--|-------|
|                                      | messages   |                  |    |  |       |
| VU22608<br>Explore transport options | Identify local public transport options<br><br>Describe the requirements for driving and riding in Australia | General Elective | 50 |  | B G I |
| <b>Nominal duration: 382-500</b>     |  |                  |    |  |       |

Total hours: 390 hours 2021