



<b>Name of RTO</b>	Angliss Neighbourhood House
<b>TOID</b>	6389
<b>Address</b>	2/11 Vipont Street Footscray 3011
<b>Training Package or Curriculum</b>	EAL Framework
<b>Code and Title of Qualification(s)</b>	22485VIC Certificate II 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 II in EAL (Access) outcomes focus on the development of English language speaking, listening, reading and writing skills together with electives selected to develop relevant knowledge and skills for simple everyday communication and community participation and to enable participants to move into further English language education or vocational training or a combination of both, or employment. Participants enroll in a qualification at the level appropriate to their needs and skills.</p> <p>Participants may complete more than one qualification in the Framework. Prior to enrolment in the Certificate II 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 -</p>

Entry to each Certificate II 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 Trainer
- 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 II in EAL Frameworks (Access)					
Entry Level ACSF	Exit level ACSF	Purpose	Context of language use	Linguistic complexity	Level of support
1	2	For participants who need to develop English language skills to participate in everyday familiar and routine social and community contexts	Everyday familiar routine social listening and speaking in simple conversations and transactions about familiar personal, community, social and topical matters Read simple texts for detail Write a series of simple, compound and complex sentences	Uses routine conventions	May need some support with unfamiliar cultural references

In the context of learner placement RTOs should take into consideration that 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.		
<b>Pre-requisites</b>	No limitations to entry based on age, gender, physical ability, social or educational background.		
<b>Qualification Requirements / Packaging Rules</b>	<p>To be eligible for the award of 22485VIC Certificate II 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 which can be selected from Speaking and Listening and / or Reading and Writing units which have not been previously completed from:</p> <ul style="list-style-type: none"> <li>• this qualification</li> <li>• Certificate I, II and / or III qualifications in this EAL Framework.</li> </ul> <p>3 electives which can be selected from the:</p> <ul style="list-style-type: none"> <li>• General Electives listed in this qualification</li> <li>• General Electives listed in Certificate I, II and / or III qualifications in this EAL Framework</li> <li>• units / modules which are first packaged in AQF level 2 or 3 qualifications in other accredited curricula and / or endorsed training packages.</li> </ul>		
<b>Units of Competency</b>	<b>Code</b>	<b>Title</b>	<b>Core/Elective</b>
	VU22358	Develop learning goals	Core
	VU22601	Participate in simple conversations and transactions	Speaking and Listening Units
	VU22602	Give and respond to simple spoken information and directions	Speaking and Listening Units
	VU22603	Read and write simple personal communications and transactional texts	Reading and Writing Units
	VU22604	Read and write simple instructional and informational texts	Reading and Writing Units
	VU22605	Read and write simple descriptive and narrative texts	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>			

	VU22606	Access the internet and email to develop language	Elective
	VU22607	Explore community services	Elective
	VU22608	Explore transport options	Elective
	VU22609	Explore current issues	Elective
	BSBITU201A	Produce simple word processed documents	Elective
	VU22395	Work with a range of numbers and money in familiar and routine situations	Elective
	VU22397	Work with measurement in familiar and routine situations	Elective
	VU22400	Work with and interpret numerical information in familiar and routine texts	Elective
	VU22385	Plan and undertake a project	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 Exit Level ACSF level 2</p> <p>The target group of Angliss Neighbourhood House includes members of CALD communities residing in the City of Maribyrnong. The Certificate II 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 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.</p>		
<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>		

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.

In keeping with effective practice all units should be appropriately contextualised.

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.

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.

This program is delivered at Angliss Neighbourhood House through a combination of face-to-face Trainer led classes which include sessions involving small group and individual activities. The majority of delivery is classroom based.

Delivery modes include (but are not limited to):

- Structured classroom activities
- Whole class, group and individual discussions & activities
- Appropriate support allowing for full participation
- Support through mentoring/peer support.
- Audio & Audio-visual sources
- Role play
- Practical activities
- Computer program activities / online
- Access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- Projects

#### **COVID-19 Pandemic Delivery Response:**

In the event that restrictions are re-introduced due to COVID19, remote learning delivery modes established in 2020 will be utilised, as appropriate, in the 2022 school year and include (but are not limited to):

- Workbooks sent to students (containing worksheets) - students will be contacted by Trainer via phone in case support is needed
- Facebook groups (students to post videos, comments, answer quizzes and participate in discussion)
- Video calls (platform will vary depending on student needs/preference/circumstance and may be group calls or one-on-one with Trainer)
- 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
- Delivery modes are subject to change as circumstances develop/change

<b>Program Duration</b>	The program is delivered over a period of 40 weeks funded by the Skills First program.
<b>Nominal Duration</b>	412-505 hours
<b>Delivery Period</b>	February 2022- December 2022
<b>Delivery Site</b>	Angliss Neighbourhood House 2/11 Vipont St. Footscray 3011
<b>Pathways</b>	This qualification has pathways into 22486VIC Certificate III in EAL (Access) and further study. ANH also delivers pre accredited courses which students are able to access.
<b>Training Arrangements</b>	<p>Duration: 3 hours on a single day, weekly for 40 weeks (according to Victorian School Term dates)</p> <p>Normally, this course is taught as an integrated course over a period of one year. Since the nominal hours allocated to this course (412-505) exceed the number of course hours allocated for the current year, students will need more than one year to complete the full course. Course hours may vary due to student needs. In 2022, due to the lockdowns and restrictions caused by the COVID 19 pandemic, following consultation with Trainers and Students, 22484VIC, Certificate I in EAL Frameworks (Access) will not be offered.</p> <p>Delivery is up to 3 hours for these students studying at Foundation Level; the time period consolidates skills developed.</p> <p>Certificate II in EAL (Access) is consistent with the criteria and specifications of the AQF Level 2 as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:</p> <p><b>Knowledge:</b> Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning through knowledge of:</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 simple verbal transactions and conversations, and to read and write simple printed and digital texts, relevant to own purposes and appropriate to audience</li> <li>• knowledge of Australian culture to enable participation in simple verbal transactions and conversations, and to read and write 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 basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to:</p>

	<ul style="list-style-type: none"> <li>• identify, develop and review a language learning plan, and maintain a portfolio, with guidance from a support person</li> <li>• participate in simple verbal transactions and exchanges in English</li> <li>• give and respond to simple instructions and information</li> <li>• locate, read and interpret simple texts</li> <li>• write simple texts with support</li> <li>• use learning/ communication technology to communicate in English</li> </ul> <p><b>Application of knowledge and skills:</b> Graduates at this level will apply knowledge and skills to demonstrate some autonomy and limited judgement in structured and stable conditions and within narrow parameters through:</p> <ul style="list-style-type: none"> <li>• planning and monitoring future English language skills development with guidance from an appropriate support person</li> <li>• participating in simple transactions and conversations in English</li> <li>• locating, reading and interpreting specific information in simple texts</li> <li>• writing 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 2 to enable more effective participation in those activities relevant to the learner</li> <li>• implementation and monitoring 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 54 of the EAL framework)</li> <li>• Required Knowledge and Skills (the essential skills and knowledge and their level required for this unit)</li> <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</li> </ul>

resources and methods of assessment)

Evidence of assessment meets the rules of evidence:

- Sufficiency: relates to the quality and quantity of evidence assessed
- Validity: concerned with the extent to which an assessment decision, based on the evidence of performance by the student, is justified
- Authenticity: evidence presented for assessment is the candidate's own work
- Currency: competency requires demonstration of current performance – the present or the very recent past

**Assessment methods** for each unit may include a combination of:

- Practical Tasks
- Written Tasks
- Oral Tasks

These may consist of one or more of:

- Direct observation
- Oral Questioning
- Documented Evidence
- Third Party Feedback
- Checklist
- Portfolio
- Verbal Presentations
- Roleplay
- Written Evidence
- Interviews
- Real time activities
- Self Assessment

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.



## Learning Support

The following support will be available to learners:

### Pre-training interview

At the pre-training interview, an initial assessment is made of the prospective learner's language, literacy and numeracy (LLN) skills, to:

- determine the appropriate EAL course level to place the learner in,
- support the judgement that this course is suitable and appropriate for the learner, and
- determine the type of support they may need throughout the course.

### 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 Trainer if they need a reasonable adjustment to be made to the training or assessment processes. Students are also welcome to speak with their Trainer 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

	<p>student management system. When a student is identified as being at 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:</p> <p>Providing alternate training plan with new submission dates for the assessment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arranging catch up session during term breaks</li> <li><input type="checkbox"/> Additional support in the class</li> <li><input type="checkbox"/> Providing additional learning material to address the learning gap</li> </ul> <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</p>

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.

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% 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).

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.

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:

Nadia Casarotto 9919 5300 [sicmm.generalstudies@vu.edu.au](mailto:sicmm.generalstudies@vu.edu.au)  
[nadia.casarotto@vu.edu.au](mailto:nadia.casarotto@vu.edu.au)

Consultation with Industry is also developed through Professional Development workshops and Professional Development reading including:  
ANHLC Newsletter  
VELG – E – Newsletter;  
VALBEC Newsletter & Fine Print journal  
NCVER Alerts;  
MV Victorian Multicultural Commission  
OHS Reps  
Network West  
VPRN – VET Practitioner Research Network  
ASQA  
Refugee Council of Australia Reports  
VMC E-News; Victorian Multicultural Commission  
Vic TESOL e Bulletin;  
Horizon e-News Scope Australia  
RTO Advice Group  
AQTF Compliance Network/CoP Compliance Network;  
VRQA e-news;  
Adult Learning Australia's Member News; and  
General Studies and Further Education Curriculum Updates.

	<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>
<b>Legislative requirements</b>	<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>
<b>Risk Management for assessment</b>	<p>Potential risk:                      High = H                      Moderate = M                      Low = L</p> <p>Risk: Trainer not available L</p> <p>ANH has access to qualified emergency Trainers who are called in to replace absent Trainers.</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.</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 Trainers 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/Trainers 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>ThinkWest Cluster is undertaking the creation and implementation of a Validation and Moderation tool that will improve processes.</p> <p>ANH uses a range of validation processes:</p> <ul style="list-style-type: none"> <li>• Limited staffing requires external moderation meetings with Trainers/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>
<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 Trainers 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> <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> <p><b>and one of the following:</b></p> <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> <p><b>OR</b></p> <li>• A diploma or higher level qualification in adult education*</li> </li> </li></ol>

2. Demonstrate current knowledge and skills in vocational training and learning that informs their training and assessment.
3. Hold vocational competencies at least to the level being delivered and assessed.
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.

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

In addition, all Trainers delivering and assessing the Certificate II in EAL (Access) are required to hold an appropriate initial Trainer 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 Trainer 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 Trainers' file. This includes verified copies of qualifications, along with the following documents that are updated annually and signed by the Trainer:

- CV
- Skills Matrix
- Professional Development log

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

	Current Trainers and assessors for delivery of this course (sufficient for the number of enrolments) are:		
	Staff	Qualifications	Program Area
	Michael Hennessy	Trainer and assessor - See individual staff matrix  The number of staff is sufficient for the number of enrolments	Selected units in 22485VIC Certificate II in EAL(Access)  (see above units of competency)
<b>Recognition of Prior Learning</b>	<p>Students can apply for Recognition of Prior Learning for this qualification, and 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 22251VIC Certificate II 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 Trainer/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 Trainers 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 Trainers, 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:	18/01/2022	

**Appendix 1 – Course Structure and Course Delivery Plan for Certificate II in EAL Frameworks (Access) 22485VIC**

**ASSESSMENT GUIDE LEGEND: Assessment Evidence Style**

Direct observation	Oral questioning/discussion	Documented evidence	Third party reports	Checklist	Portfolio	Oral talk/presentation	Roleplay	Written evidence	Interviews	Real time Activities	Self assessment
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>

<b>Unit Code &amp; Title Course Topics</b>		<b>Core/ S&amp;L/R&amp;W/ General Elective</b>	<b>Nominal Hours</b>	<b>Term</b>	<b>Assessment Evidence Style</b>
<b>Elements</b>					
VU22358 Identify learning goals Develop learning goals	Plan and implement learning goals Review learning goals	Core	20		A B C F I J
<b>Speaking and Listening Units</b>					
VU22601 Participate in simple conversations and transactions	Participate in simple conversations Make requests and respond to complete short everyday transactions	Speaking & Listening	80		A B H I



VU22602	<p>Identify the main features of a simple informational spoken text</p> <p>Convey simple spoken information on a personal and familiar topic</p> <p>Follow simple everyday spoken instructions or directions</p> <p>Give a set of simple spoken instructions or directions</p>	Speaking & Listening	80		A B I G
<b>Reading and Writing Units</b>					
VU22603	<p>Read simple personal communications</p> <p>Write simple personal communications</p> <p>Read simple everyday transactional texts</p> <p>Complete simple everyday transactional texts</p>	Reading & Writing	80	SEMESTER 2 2022	B I

VU22604	Respond to simple written directions or instructions  Write a simple instructional text  Read simple information texts  Write a simple information text	Reading & Writing	80		B I
VU22605	Read simple routine descriptive texts  Write a simple descriptive text  Read simple narrative texts  Write a simple narrative text	Reading & Writing	80		B I
<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	Use correct digital technology terminology  Perform a simple task using a digital device  Use digital technology for language learning	General Elective	50		A B I
HLTAID002	Respond to an emergency situation	General Elective	12		Not Offered
	Provide basic emergency life support				

	<p>Apply appropriate first aid procedures</p> <p>Communicate details of the incident</p>				
VU22395	<p>Interpret and compare whole numbers, decimals, routine fractions and percentages</p> <p>Perform routine, multistep calculations with numbers and money in familiar situations</p>	General Elective	30		A B I
VU22397	<p>Estimate, measure and calculate routine quantities</p> <p>Interpret, use and calculate with time in familiar and routine situations</p>	General Elective	30		A B I
VU22400	<p>Interpret numerical information partly embedded in familiar and routine texts</p> <p>Perform routine, multistep calculations with numbers partly embedded in familiar and routine texts</p>	General Elective	30		A B I
VU22385	Propose a project	General Elective	30		A B F I

Plan and undertake a project	Design and plan the project Carry out the plan Review the conduct of the project				
VU22606 Access the internet and email to develop language	Identify a range of information on the internet Access and use internet to develop digital communication skills Communicate using simple email messages	General Elective	50		A B F I
VU22607 Explore community services	Locate self in the local area Identify features of the local transport system Investigate community services in the local area Investigate recreation options in the local area	General Elective	50	SEMESTER 1 2022	B I G
VU22608 Explore transport options	Identify local public transport options Describe the requirements for driving and riding in Australia	General Elective	50		B G I
ICTICT103 Use, communicate	Connect to and access the internet	General Elective	50		Not offered

and search securely on the internet	<p>Use email for communications</p> <p>Search the internet</p> <p>Access and use consumer specific sites on the internet</p> <p>Undertake online transactions</p> <p>Conduct an advanced search</p> <p>Use information that has been located</p>				
VU22609 Explore current issues	<p>Identify information on a current issue of local or international significance</p> <p>Discuss the current issue</p> <p>Write a simple text about the issue</p>	General Elective	55		B F I
BSBITU201	<p>Prepare to produce documents</p> <p>Produce documents</p> <p>Finalise documents</p>	General Elective	60		Not offered
VU22598 Identify Australian leisure activities	<p>Identify the features of leisure activities in Australia</p> <p>Describe an example of one</p>	General Elective	50		A B F I G

	Australian leisure activity  Give a simple presentation on selected leisure activity				
VU22099  Recognise and interpret safety signs and symbols	Identify features of common safety signs and symbols  Recognise common safety signs and symbols	General Elective	10		B F I
<b>Nominal Duration: 412-505</b>					

**Total: 130 hours - 2022**