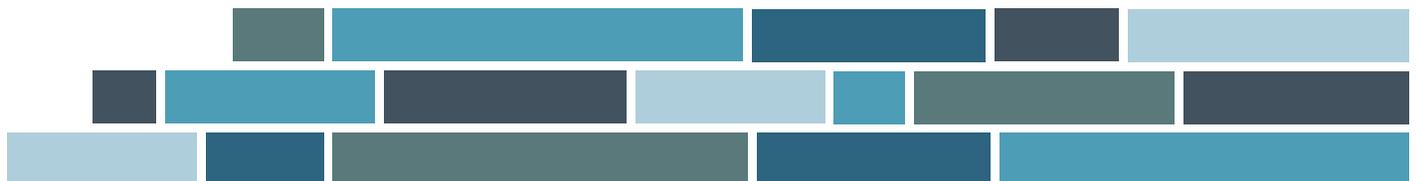




Underpinning Skills for Industry Qualifications

Essential information about the
USIQ Business Rules



Contents

- 1 Essential information about the Course in Underpinning Skills for Industry Qualifications (USIQ) Business Rules (including Teacher's Diary)
- 2 USIQ reaccreditation 2017 - USIQ course document including Section C – Module information (TAC approved)
- 3 USIQ Pro forma 1 - TAFE delivery agreement form
- 4 USIQ Pro forma 2 - Application for private RTOs
- 5 USIQ Pro forma 3 - Program outcomes report



Government of **Western Australia**
Department of **Training**
and **Workforce Development**

ESSENTIAL INFORMATION

ABOUT THE

BUSINESS RULES FOR

52832WA

COURSE IN UNDERPINNING SKILLS FOR
INDUSTRY QUALIFICATIONS

EFFECTIVE: AUGUST 2017

About this document

This document is intended to accompany the USIQ Business Rules 2017. It provides information for USIQ teachers, managers, vocational lecturers and administrative support staff about how to prepare for and deliver USIQ

The 52832WA *Course in Underpinning Skills for Industry Qualifications* is an accredited course developed by the Western Australian Department of Training and Workforce Development to improve outcomes for students enrolled in vocational qualifications.

These Business Rules provide information for:

- managers;
- USIQ teachers;
- trainers and assessors;
- data administration personnel;
- administrative support staff and
- internal auditors.

The Business Rules may also be used by VET regulators and funding agencies to audit training delivery.

In the context of Western Australian Invalid Enrolment audits, compliance with the Business Rules will help ensure that RTOs submit evidence in appropriate and standard formats for USIQ which has different rules to the majority of vocational training products.

The Business Rules include references to the information management systems established for different funding programs managed by the Department. Providers using other data management systems should use equivalent processes that comply with the Australian Vocational Education and Training Management Information Statistical Standard.

The Business Rules also outline the conditions to be met by TAFE colleges when approving funding for USIQ with their vocational qualifications; as well as the requirements for private registered training organisations, contracted by the Department, when applying for funds to deliver USIQ.

Permission to deliver USIQ

All RTOs must apply, in writing to South Metropolitan TAFE (SMT) for permission to deliver USIQ.

To request permission, please contact the Manager VET Curriculum and Quality Assurance, via RAC@smtafe.wa.edu.au or telephone (08) 9442 8337.

Please note, approval by SMT to deliver USIQ does not guarantee the Department of Training and Workforce Development will fund an RTO to deliver the course. RTOs must apply to the Department for funding in accordance with the Business Rules (see Section 2).

USIQ delivery outside of Western Australia

For RTOs delivering USIQ outside of Western Australia, changes to the Business Rules may be negotiated, where necessary, to meet local systems, including student management, finance and auditing requirements. Where this is the case, RTOs should contact:

Manager, Training Curriculum Services

T: 08 6551 5362

E: trainingpackages@dtwd.wa.gov.au

For further information regarding resources to support USIQ delivery contact:

Senior Program Officer

Foundation Skills

Department of Training and Workforce Development

Locked Bag 16, Osborne Park Delivery Centre WA 6916

T: 08 6212 9715

E: literacy@dtwd.wa.gov.au

For further information regarding funding for USIQ contact:

Training Markets

Department of Training and Workforce Development

E: training.markets@dtwd.wa.gov.au

TABLE OF CONTENTS

Introduction to USIQ	1
Business Rules for USIQ	4
Section 1: Course rules	13
Rule 1: Student enrolment	13
Rule 2: Planning	14
Rule 3: Course design	16
Rule 3.1 Identifying student need	16
Rule 3.2 Delivery models	16
Rule 3.3 Module selection	18
Rule 3.4 Skill gap analysis	18
Rule 4: Delivery	25
Rule 4.1 Selecting USIQ teachers	25
Rule 4.2 Teaching hours	25
Rule 4.3 Web-conferencing	26
Rule 4.4 Structured workplace learning	26
Rule 4.5 Teaching resources	26
Rule 5: Assessment	29
Section 2: Eligibility criteria for funding to deliver USIQ	30
Rule 6: Eligible qualifications	30
Rule 7: Maximum hours and subsequent enrolments	31
Rule 8: Applying for funding to deliver USIQ – private RTOs	33
Section 3: Reporting rules for funded RTOs	34
Rule 9: Planning evidence	34
Rule 10: Delivery mode and location	35
Rule 11: Enrolments	36
Rule 12: Class rolls	37
Rule 13: USIQ teacher's diary	38
Rule 14: Recording student results	39
Rule 15: Reporting	40
Appendices	
Appendix 1 USIQ teacher's diary	42

Introduction

There are many different categories of students who may require additional time and specialised teaching if they are to successfully complete a vocational qualification and become competitive in the job market. Each group of students has unique characteristics and requires special consideration.

The Course in Underpinning Skills for Industry Qualifications is an accredited course designed to improve outcomes for students enrolled in vocational qualifications. USIQ enables registered training organisations in receipt of public funding to access funds to provide specialised teaching and additional time for students undertaking vocational qualifications who have been identified as having additional educational support needs.

USIQ provides additional tuition for students to develop, consolidate and apply a range of social, communication, mathematical, technological, cultural, cognitive and problem-solving skills required to develop competence in the workplace.

Each USIQ course is customised to focus on the gaps that exist between those skills that the student possesses and those that are required to demonstrate competence in the vocational qualification.

Defining ‘additional educational support needs’

There are a number of factors that can indicate that a person will benefit from additional educational support. These factors can be linguistic or cultural; associated with life events or life chances; connected to a disability, a mental illness or an acquired injury; or be a result of a person’s lack of familiarity with the kind of cognitive, social or other practices that provide a grounding for learning and employment in a complex, technological Western society. In many instances, these factors are inter-related.

The content of the USIQ modules clearly nominates the kinds of cognitive, linguistic, technical, technological and social processing skills that different people may lack, but everyone needs. Reference to the content of the modules may be helpful in identifying those students who may have additional educational needs. The particular learning environment may also place particular students at a disadvantage, for example students whose location prevents them from easily accessing face-to-face training or who are dependent on web-based or self-paced delivery methods.

Course content

All of the modules in this course are electives. There are 73 modules divided among 10 streams:

- cognitive behaviours;
- cultural behaviours;
- reading and comprehension;
- writing;

- numeracy;
- oral communication;
- collaborating with others;
- using implements;
- using digital interfaces; and
- adult study.

Structuring course delivery

While this course must always be delivered in a face-to-face mode, there is no one prescribed method of delivery. Each course will need to be designed with due regard to the industry or vocational qualification with which it is paired and in response to the particular needs of the students who are to be enrolled.

The modules are a guide to what may need to be explicitly taught. The vocational qualification determines the outcomes of the USIQ program. The USIQ teacher must construct a program of learning in response to an in-depth understanding of student needs and an in-depth understanding of the requirements of the vocational qualification.

The USIQ modules are all designed to be delivered concurrently, if required. Course designers are at liberty to combine modules from different streams in ways that best suit their students' learning profiles and learning contexts. Modules are chosen with reference to the demands of the vocational qualification, the means by which the qualification is delivered and the skills that the students possess.

Course hours

Students enrolled in USIQ courses funded by the Department are entitled to a maximum of 250 hours of USIQ delivery in any one six month period. There is no requirement to enrol students in the maximum number of hours. Maximum hours should be used for groups of students where very high or multiple disadvantage can be demonstrated. In a six month period, students may be enrolled in any number of modules from one to 10 (if 25 hour modules are used) or one to 12 (if a combination of 10 and 25 hour modules are used).

Delivery models

All USIQ teaching hours must be scheduled for face-to-face delivery with a group of students, which may include simulated workplace set-ups.

There are four delivery models permitted for USIQ and each will necessitate different planning approaches and different approaches to teaching:

- additional tutorial program;
- expanded vocational program;
- preparation program; and
- team-teaching program.

Resources for teaching USIQ

The central element of USIQ is the provision of an additional teacher with specialised knowledge. Teaching and learning materials should be drawn from the parent vocational qualification, or developed with reference to the content and competencies required for the vocational qualification.

Where USIQ is flexible and where it is not

USIQ is flexible in the following attributes:

- students may be enrolled in any number of modules up to a total of 250 course hours;
- delivery may be applied to any training package or other vocational qualification at any AQF level;
- students are eligible for re-enrolment in USIQ, subject to the Business Rules;
- USIQ may be customised to meet the learning needs of students with different linguistic, cultural, intellectual and social profiles if these indicate that they may be at educational risk; and
- USIQ may be used in combination with CAVSS.

USIQ is not flexible in respect of the following requirements:

- students must be enrolled in a vocational qualification;
- USIQ may not be delivered as a support program for any course appearing on the *Foundation Skills List* or with qualifications nominated as pathway qualifications on the *Equity Course List*, published by the Department;
- only teachers with skills and qualifications matched to the needs of the student group may be employed to teach USIQ;
- the USIQ curriculum hours must be fully utilised in delivering a face-to-face teaching program using one of the prescribed models.

Future Skills WA and USIQ

Under *Future Skills WA* eligible students enrolled in Certificate II, III and IV vocational qualifications are prioritised for access to USIQ. Eligible students enrolled in Certificate I, Diploma or Advanced Diploma qualifications are also eligible for USIQ where the budget permits.

Fees and charges

To avoid students being unable to afford this additional service, course fees are not charged for USIQ. Training providers funded by the Department of Training and Workforce Development must apply the current *VET Fees and Charges Policy WA*.

Business Rules for USIQ

Section 1: Course rules

The course rules identify all of the critical course implementation features that constitute compliance with the requirements and principles for delivery of USIQ. The course rules must be adhered to by all registered training organisations granted permission to deliver USIQ.

Rule 1 – Student enrolment

1.1 A student can only be enrolled in USIQ when they are also enrolled in a nationally recognised training package qualification or accredited course that leads to a vocational outcome; and are deemed to have additional educational support needs.

Additional educational support needs may be indicated by any one or combination of the following factors:

- educational and learning profile of the student;
- linguistic, cultural, intellectual or social resources available to the student;
- delivery mode used for the vocational qualification; and
- the opportunity afforded the student to develop educational skills in lower level qualifications.

Students' linguistic, cultural, intellectual, technical, technological or social resources and their educational or learning profiles may be assessed with reference to one or more of the following indicators:

- second language or second dialect speaker;
- identification as Indigenous;
- refugee or recent migrant from a non-English speaking background;
- low educational achievement;
- no recent history of engagement in education or participation in the labour market;
- TAFE Entry Requirement Benchmark Level 1 or below;
- acquired brain injury;
- intellectual disability;
- sensory impairment; and/or
- history of mental illness.

Rule 2 – Planning

- 2.1 The manager responsible for the USIQ program must make a determination that delivering USIQ is viable and the most educationally appropriate and cost-effective strategy to provide students with the resources they need to successfully complete their vocational qualification.
- 2.2 In determining if USIQ is the most viable and educationally appropriate strategy, managers responsible for USIQ and the vocational trainer and assessor must ensure that:
- a substantial proportion of the nominal hours for the vocational qualification are utilised for the delivery of face-to-face training;
 - there is capacity to timetable the USIQ hours as part of the schedule for the vocational program;
 - a USIQ teacher, with the appropriate skills set and specialist knowledge required to effectively address the needs of the students, is available; and
 - there is capacity for the USIQ teacher and the vocational trainer and assessor to work collaboratively to plan the USIQ program.

Rule 3 – Course design

3.1 Identifying student need

USIQ programs must be designed to meet the specific, identified needs of particular groups of students. The needs of students are defined by what it is they need to do in order to complete their vocational qualification and what skills they will need to develop and achieve work related competencies.

3.2 Delivery models

Teachers must design the course using one of the prescribed face-to-face delivery models:

- **Additional tutorial program** – addresses specific skills required by a vocational course. It must be timetabled and delivered in a way that provides an incentive for students to attend. To be viable, this option requires a sufficient number of students with similar needs and/or enrolled in the same vocational qualification.

Indicators of an efficient and effective additional tutorial program include:

- high attendance rates: meeting a benchmark of 70% of the students in the group attending 70% of the scheduled sessions;
- students reporting satisfaction in relation to their performance in the vocational qualification; and
- vocational trainers and assessors report that students, potentially at risk, are performing well.

- **Expanded vocational program** – where USIQ is being delivered to a highly disadvantaged group of students, USIQ curriculum hours may be used to expand the scheduled teaching time for the vocational qualification in a fully integrated program delivered over 12 months.

Indicators of an efficient and effective expanded vocational program include:

- high attendance rates: meeting a benchmark of 80% of the students in the group attending 80% of the scheduled sessions;
 - vocational trainers and assessors report that students are performing well and student module completion rates are exceeding the norm for cohorts with substantial disadvantage; and
 - student transitions to employment or further training exceeding the norm for cohorts with substantial disadvantage.
- **Preparation program** – a preparation program delivered as the first component of a vocational course. Such a program must utilise innovative, experiential learning strategies designed to produce work-readiness behaviours and capacities needed for a particular industry and learning context.

This program must only be used when:

- students are assessed as being able to benefit and achieve success from highly experiential, innovative forms of learning;
- the teaching and learning focus covers a range of non-academic work-readiness skills including self-management, readiness to learn, communication and teamwork;
- a high degree of experiential, hands-on, project-based learning is utilised that is linked to the vocational qualification;
- all of the sub-skills that constitute competence for the required work-readiness skills are explicitly taught;
- the program is scheduled to provide a smooth transition on exit into the parent vocational qualification's schedule of delivery.

This program should not be used when the sole intention is to develop reading, writing or maths skills in a short intensive program.

Indicators of an efficient and effective preparation program include:

- high attendance rates: meeting a benchmark of 80% of the students in the group attending 80% of the scheduled sessions;
- 100% of students transitioning into the vocational program; and
- student module completion rates for the vocational course meeting the state average.

- **Team-teaching program** – a USIQ team-teaching program can only be scheduled for a maximum of 50 hours in any six month period and must be delivered in compliance with the Business Rules for the Course in Applied Vocational Study Skills, with the exception of rules 3.1 and 7.1.

Team-teaching is two teachers teaching the same group of students in the same place, at the same time.

Students must be assessed as being able to benefit and achieve success from a team-teaching approach where they do not have extra time for learning.

CAVSS should be used in preference to USIQ when the support needs only relate to literacy and numeracy.

Indicators of an efficient and effective team- teaching program include:

- improved student module completion rates for the vocational qualification;
- students reporting satisfaction in relation to their performance in the vocational qualification; and
- vocational trainers and assessors reporting that students, potentially at risk, are performing well.

3.3 **Module selection**

USIQ modules must be selected based on the requirements of the units, modules or elements of competency in the vocational qualification and the skills of the students. USIQ modules are designed to be clustered with each other as appropriate for the student cohort.

3.4 **Skills gap analysis**

The selection of the delivery model and the modules must be based on an analysis of the gap that exists between the demands of the vocational course and the existing skills of the students.

Rule 4 – Delivery

4.1 **Selecting USIQ teachers**

The required skills for USIQ teachers will vary according to the identified needs of the students.

To be selected as a USIQ teacher the candidate must be able to demonstrate an extensive knowledge of the proposed USIQ course content as well as a high level of professional teaching skill. Where a candidate does not meet these conditions, alternative evidence must be provided which demonstrates their experience, skills and knowledge.

Relevant content knowledge may be demonstrated through alternative professional qualifications.

The following specialisations may apply to particular groups :

- special education;
- Aboriginal education; literacy or numeracy education;
- TESOL; or
- Aboriginal English.

Where bilingual or bidialectal students are being trained, teachers will need qualifications and skills in these areas.

Other alternative professional qualifications may include:

- social or youth work;
- educational psychology; or
- speech therapy.

In some instances, the USIQ may be delivered by vocational trainers and assessors who have appropriate additional skills and knowledge to address the specific learning needs of students in their vocational course. In other instances, it may be important to select staff who are, by virtue of their own life experience and skills, able to provide role models for students. In all situations, candidates must be able to demonstrate they meet the required skills for USIQ teachers.

The dispositions, attitudes and behaviour of teachers towards students are also critical factors in the selection of USIQ teachers.

4.2 **Teaching hours**

Teaching hours generated by enrolments in USIQ must be fully utilised in the delivery of face-to-face delivery to a group of students.

USIQ cannot be delivered:

- as a one-to-one support program to individual learners; or
- with non-face-to-face delivery modes such as text-based, distance (external) or online delivery.

4.3 **Web-conferencing**

Face-to-face delivery can include web-conferencing (virtual classroom) defined as synchronous interaction between a teacher and a number of students.

Only one 25 hour module may be delivered to a student in any six month period in a web-based conferencing mode. Students must be given the opportunity to attend the full number of module hours of tuition in the virtual classroom.

4.4 Structured workplace learning

A component of any USIQ course may be delivered as learning in the workplace through structured work placement if this mode of delivery is one component of a structured, face-to-face teaching and learning program and does not exceed two USIQ modules or 20% of the USIQ course hours, whichever is lower.

4.5 Teaching resources

Teachers must develop resources that uniquely link the content of the vocational training program and the learning needs of the particular group of students.

Rule 5 – Assessment

5.1 USIQ modules are non-assessable. Students must not be required to undertake end of training literacy/numeracy assessments as part of the USIQ delivery.

5.2 USIQ teachers can choose to administer an initial or diagnostic assessment which may provide information for the purposes of designing a learning program with USIQ modules.

Section 2: Eligibility criteria for funding to deliver USIQ

These rules outline the eligibility criteria to allocate or receive funding from the Department of Training and Workforce Development to deliver USIQ.

Rule 6 – Eligible qualifications

6.1 To be eligible for funding to deliver USIQ, the course must be co-delivered with a nationally recognised vocational qualification, funded by the Department (excluding foundation skills and equity pathway courses).

Rule 7 – Maximum hours and subsequent enrolments

7.1 Students are eligible for up to 500 USIQ hours at any one AQF level.

7.2 Students can only be enrolled in the same USIQ module once in any six-month period.

7.3 Eligible full-time students may be enrolled in up to 12 modules (to a maximum of 250 course hours) of USIQ in any one six month period.

Eligible part time students are expected to be enrolled in fewer modules than full time students.

- 7.4 Where a RTO can show that a positive outcome would be achieved by offering an additional 500 hours of USIQ delivery to support a qualification at the same AQF level as one a student has already completed, the RTO must document the circumstances and submit the request to the Department via training.markets@dtwd.wa.gov.au for approval.

The training provider must show that the decision is based on evidence of:

- severe educational or other disadvantage experienced by the student;
- the student's capacity to benefit from additional vocational training at the same level with USIQ support;
- the student's successful completion of a vocational qualification delivered with USIQ support; and
- a defined, realisable pathway to a higher level qualification or a direct employment outcome.

- 7.5 Students are eligible for second and subsequent enrolments in USIQ.

Applications for funding to enrol the same students(s) in subsequent USIQ programs must be supported with evidence that the student has benefitted from the prior USIQ program.

Rule 8 – Applying for funding to deliver USIQ – private RTOs

- 8.1 Private RTOs contracted by the Department to deliver vocational education and training can apply for funding to deliver USIQ using the USIQ Request for funding–private RTOs (Proforma 2, see Attachment 2).

Section 3 Reporting rules for funded registered training organisations

These rules identify the reporting requirements that must be met by RTOs in receipt of funding from the Department of Training and Workforce Development to deliver USIQ.

Rule 9 – Planning evidence

- 9.1 Outcomes of planning activity between the USIQ teacher(s) and vocational trainer and assessor must be documented.

For RTOs in receipt of funding from the Department, evidence of delivery justification, planning and course viability for the purposes of complying with a quality audit is provided via the:

- USIQ Delivery agreement form for TAFE colleges (Proforma 1, see Attachment 1); and
- USIQ request for funding–private RTOs (Proforma 2, see Attachment 2).

Rule 10 – Delivery mode and location

10.1 Enrolments for USIQ class groups must be identified as either Local Class or Self-paced Scheduled as all USIQ delivery must be face-to-face.

Rule 11 – Enrolments

11.1 USIQ enrolments must be created as non-assessable.

Rule 12 – Class rolls

12.1 A USIQ class roll must be created in compliance with an AVETMISS compliant enrolment system.

12.2 This roll is maintained by the USIQ teacher for each session they teach and must include the:

- the parent qualification code and title;
- roll number(s) for the vocational units of competency/modules;
- USIQ module(s) numbers/names for the period of enrolment;
- date, start and finish times of each lesson delivered by the USIQ teacher;
- student attendance hours; and
- lecturer's signature.

13 – USIQ teacher's diary

13.1 USIQ teachers must keep a diary for each class which identifies the vocational qualification and roll number/s co-delivered with a group of USIQ modules.

The following must be recorded in the diary for each USIQ lesson delivered for the class:

- a brief record of the main teaching points or purpose for each USIQ lesson; and
- the date of the delivery.

Rule 14 – Recording student results

14.1 The usual process for recording student outcomes apply, even though USIQ is non-assessable and no academic results or grades are given.

14.2 RTOs must indicate when a student:

- is participating in a USIQ course;
- has completed;
- has formally or informally withdrawn; or
- has failed to engage in learning.

Rule 15 – Reporting

- 15.1 Managers responsible for the USIQ program must arrange for the outcomes of the USIQ program delivery to be documented on the Program outcomes report (Proforma 3, see Attachment 3).
- 15.2 Managers responsible for the USIQ program must ensure that the report is used as part of an improvement loop leading to increased efficiency and effectiveness of USIQ supported vocational training.

Evidence appropriate for the Program outcomes report includes:

- course completion data comparing the rate of completion of courses with and without USIQ support;
 - unit/module outcome data comparing module completion rates (successful outcomes as a percentage of all outcomes) of enrolments with and without USIQ support;
 - evidence that the course achieved the nominated attendance percentage;
 - qualitative feedback from the vocational trainer and assessor;
 - data from the students' evaluation of the course; and
 - industry or employer feedback (if appropriate).
- 15.3 Program outcome reports must be forwarded to the Department upon request. These will be used to assess second and subsequent requests for funding for USIQ; and when reviewing and evaluating the overall effectiveness of USIQ.

SECTION 1: COURSE RULES

Rule 1 – Enrolment

1.1 A student can only be enrolled in USIQ when they are also enrolled in a nationally recognised training package qualification or accredited course that leads to a vocational outcome; and are deemed to have additional educational support needs.

Additional educational support needs may be indicated by any one or combination of the following factors:

- educational and learning profile of the student;
- linguistic, cultural, intellectual or social resources available to the student;
- delivery mode used for the vocational qualification; and
- the opportunity afforded the student to develop educational skills in lower level qualifications.

Students' linguistic, cultural, intellectual, technical, technological or social resources and their educational or learning profiles may be assessed with reference to one or more of the following indicators:

- second language or second dialect speaker;
- identification as Indigenous;
- refugee or recent migrant from a non-English speaking background;
- low educational achievement;
- no recent history of engagement in education or participation in the labour market;
- TAFE Entry Requirement Benchmark Level 1 or below;
- acquired brain injury;
- intellectual disability;
- sensory impairment; and/or
- history of mental illness.

EXPLANATION:

Additional educational support needs

Factors related to the student's attributes may be linguistic or cultural; associated with life events or life chances; connected to a disability, a mental illness or an acquired injury; or be a result of a person's lack of familiarity with the kind of cognitive, social or other practices that provide a grounding for learning and employment in a complex, technological Western society.

The other factors that may indicate a need to deliver USIQ relate to the structure and delivery mode used for the vocational qualification which can afford limited opportunities for individual students to build their foundation or educational skills.

Rule 2 – Planning

- 2.1 The manager responsible for the USIQ program must make a determination that delivering USIQ is viable and the most educationally appropriate and cost-effective strategy to provide students with the resources they need to successfully complete their vocational qualification.
- 2.2 In determining if USIQ is the most viable and educationally appropriate strategy, managers responsible for USIQ and the vocational trainer and assessor must ensure that:
- a substantial proportion of the nominal hours for the vocational qualification are utilised for the delivery of face-to-face training;
 - there is capacity to timetable the USIQ hours as part of the schedule for the vocational program;
 - a USIQ teacher, with the appropriate skills set and specialist knowledge required to effectively address the needs of the students, is available; and
 - there is capacity for the USIQ teacher and the vocational trainer and assessor to work collaboratively to plan the USIQ program.

EXPLANATION:

In order to justify a request for additional funding for face-to-face teaching, course, contract or program managers must be able to demonstrate that the funding provided for the vocational qualification limits their capacity to offer all the training their students need and will be able to participate in. It is not justifiable to request additional funding for USIQ unless a substantial proportion of the nominal hours of the vocational qualification have been utilised as scheduled tuition.

Any number of factors could contribute to a student's lack of success. An appropriate response to some of these factors may be to provide students with a specialist teacher and additional time for learning. Some factors may require other responses from the training provider or require the provision of external resources. Some factors may be solely within the control of the individual student. Managers responsible for USIQ should make a decision to use USIQ only when they have evidence that the solution to the identified problem is to provide additional teaching.

Evidence that USIQ is an appropriate strategy to employ may be drawn from:

- analysis of students' attributes;
- analysis of course content;
- review of delivery modes and existing support infrastructure;
- analysis of course completion and drop-out rates for the course in previous years or for courses with similar students;
- analysis of staff skills;

- potential for the organisation to deliver relevant, face-to-face training by an appropriately skilled teacher; and
- willingness and capacity of students to regularly attend the additional face-to-face tuition provided through USIQ.

Managers with responsibility for USIQ who enrol a student(s) in a second or subsequent USIQ course must justify this with reference to student outcomes recorded on the Program outcomes report (Proforma 3, see Attachment 3.).

Conditions for successful delivery

Before requesting or endorsing expenditure for USIQ delivery, the manager with responsibility for USIQ should be satisfied that the conditions necessary for the successful delivery of USIQ can be met within the organisation.

These conditions include:

- a delivery environment where students can be taught as a group in a face-to-face mode;
- a delivery schedule that creates incentives for students to attend additional training sessions;
- an environment that enables and fosters close collaboration between vocational trainers and assessors and USIQ teachers;
- clear understanding and acceptance from all parties that USIQ delivery fosters the development of underpinning skills for industry;
- availability of staff with the relevant knowledge, skills and attitudes to teach the skills required by the students who have additional educational needs;
- an appropriately designed program explicitly teaching underpinning skills; and
- appropriate accountability processes.

The completion of the Delivery agreement form/Request for funding–private RTOs provides evidence that these conditions can be met.

Rule 3 – Course design

3.1 Identifying student need

USIQ programs must be designed to meet the specific, identified needs of particular groups of students. The needs of students are defined by what it is they need to do in order to complete their vocational qualification and what skills they will need to develop and achieve work related competencies.

3.2 Delivery models

Teachers must design the course using one of the prescribed face-to-face delivery models:

- **Additional tutorial program** – addresses specific skills required by a vocational course. It must be timetabled and delivered in a way that provides an incentive for students to attend. To be viable, this option requires a sufficient number of students with similar needs and/or enrolled in the same vocational qualification.

Indicators of an efficient and effective additional tutorial program include:

- high attendance rates: meeting a benchmark of 70% of the students in the group attending 70% of the scheduled sessions;
- students reporting satisfaction in relation to their performance in the vocational qualification; and
- vocational trainers and assessors report that students, potentially at risk, are performing well.

- **Expanded vocational program** – where USIQ is being delivered to a highly disadvantaged group of students, USIQ curriculum hours may be used to expand the scheduled teaching time for the vocational qualification in a fully integrated program delivered over 12 months.

Indicators of an efficient and effective expanded vocational program include:

- high attendance rates: meeting a benchmark of 80% of the students in the group attending 80% of the scheduled sessions;
- vocational trainers and assessors report that students are performing well and student module completion rates are exceeding the norm for cohorts with substantial disadvantage; and
- student transitions to employment or further training exceeding the norm for cohorts with substantial disadvantage.

- **Preparation program** – a preparation program delivered as the first component of a vocational course. Such a program must utilise innovative, experiential learning strategies designed to produce work-

readiness behaviours and capacities needed for a particular industry and learning context.

This program must only be used when:

- students are assessed as being able to benefit and achieve success from highly experiential, innovative forms of learning;
- the teaching and learning focus covers a range of non-academic work-readiness skills including self-management, readiness to learn, communication and teamwork;
- a high degree of experiential, hands-on, project-based learning is utilised that is linked to the vocational qualification;
- all of the sub-skills that constitute competence for the required work-readiness skills are explicitly taught;
- the program is scheduled to provide a smooth transition on exit into the parent vocational qualification's schedule of delivery.

This program should not be used when the sole intention is to develop reading, writing or maths skills in a short intensive program.

Indicators of an efficient and effective preparation program include:

- high attendance rates: meeting a benchmark of 80% of the students in the group attending 80% of the scheduled sessions;
- 100% of students transitioning into the vocational program; and
- student module completion rates for the vocational course meeting the state average.

- **Team-teaching program** – a USIQ team-teaching program can only be scheduled for a maximum of 50 hours in any six month period and must be delivered in compliance with the Business Rules for the Course in Applied Vocational Study Skills, with the exception of rules 3.1 and 7.1.

Team-teaching is two teachers teaching the same group of students in the same place, at the same time.

Students must be assessed as being able to benefit and achieve success from a team-teaching approach where they do not have extra time for learning.

CAVSS should be used in preference to USIQ when the support needs only relate to literacy and numeracy.

Indicators of an efficient and effective team-teaching program include:

- improved student module completion rates for the vocational qualification;
- students reporting satisfaction in relation to their performance in the vocational qualification; and
- vocational trainers and assessors reporting that students, potentially at risk, are performing well.

3.3 **Module selection**

USIQ modules must be selected based on the requirements of the units, modules or elements of competency in the vocational qualification and the skills of the students. USIQ modules are designed to be clustered with each other as appropriate for the student cohort.

3.4 **Skills gap analysis**

The selection of the delivery model and the modules must be based on an analysis of the gap that exists between the demands of the vocational course and the existing skills of the students.

EXPLANATION:

USIQ has been designed so that training providers can be highly responsive to their students' needs and more flexible in the design and delivery of vocational courses. There is recognition that a one-size fits all approach to teaching and learning is inappropriate, particularly where students are from different backgrounds and educational experiences or have special needs. USIQ provides an opportunity for teachers to focus on the needs of students as well as the demands of the 'parent' vocational qualification.

The purpose of USIQ is to provide funding so that students who have more to learn have more time to learn it with the support of a highly skilled and effective teacher.

Selection of modules

Program designers should select USIQ modules that provide an indication of the likely course content that the targeted group will benefit from. All of the modules in this course are electives. There are 73 modules divided among 10 streams. Neither the streams nor the modules are sequenced, nor are the learning outcomes written in a sequence within each module. The modules are designed to be clustered with each other as deemed appropriate for each group of learners by each program designer.

Relevant modules are selected with reference to the demands of the vocational qualification, the means by which this qualification is delivered, and the skills that the students possess.

The decision about how many modules are used is made with reference to:

- the duration of the vocational qualification;
- the difficulties that the students are likely to experience; and
- the availability of funding.

The selection of modules is a matter for the USIQ teacher who will design and deliver the program in consultation with the vocational trainer and assessor. The selection of modules is made with reference to:

- the characteristics and learning needs of the students who will be enrolled;
- creative design principles - combining modules to develop innovative teaching and learning programs; and
- the intention to maximise learning opportunities for students and create success in the vocational qualification.

Structure of modules

The USIQ modules have been designed to enable the teaching of language, literacy and numeracy and employability skills at any AQF level. The learning outcomes in each module are to be understood as describing the codes and conventions of intellectual, technical and social discourses. In order to become a competent discourse user, an individual must learn to recognise the symbols (alphabet, numbers, social signals); learn to use them within accepted conventions; learn to distinguish between situations where different conventions are at play; and learn how to create transformative new knowledge and skill within existing codes and conventions. Learning a new discourse requires all of these dimensions of discourse to be in operation simultaneously. Therefore, it is not appropriate to see the module outcomes as a list of discrete components, or a hierarchical progression.

In more simple or controlled contexts (typically in lower level AQF qualifications) there is less need or opportunity for a student to demonstrate, practice or develop the discourse dimensions that are more sophisticated (those that involve critique, evaluation and creativity and assume a high level of existing discourse knowledge and skill).

Where the modules are selected to support students at lower levels of the AQF, there is likely to be more focus on the acquisition of knowledge of codes and conventions and the skills to operate them effectively.

Equally, the structure of the USIQ modules enables the more sophisticated discourse dimensions to be explicitly taught when these are required in the context of higher AQF qualifications, or job requirements.

Course design

Both the *course structure* and the *module structure* provide freedom for the USIQ teacher to develop a teaching and learning program that uniquely meets the needs of their particular group of students. The needs of students are defined by what it is they will need to do in order to complete their vocational qualification and what skills they will need to develop and apply to achieve work related competence.

The module content reminds teachers about all of the dimensions that comprise competence in, for example, reading and comprehension, but they do not constitute a 'check list' of skills in the way that most vocational training products do.

The modules are there as a guide to what may need to be explicitly taught. The vocational qualification determines the outcomes of the USIQ program. The USIQ teacher must construct the program of learning in response to an in-depth understanding of student needs and an in-depth understanding of the requirements of the vocational qualification.

The provision of freedom for teachers to respond to their students' needs and preferred ways of learning, rather than being driven to produce outcomes demanded by a curriculum, also confers additional responsibilities. The teacher will not be able to rely on formulaic ways of teaching, ready-made, generic learning materials or methods of teaching de-contextualised skills. A certain amount of creativity is demanded of the teacher and sanctioned by the course rules. Any planning or compliance procedures required by the training provider's internal quality and compliance procedures must support teachers' creativity, flexibility and inventiveness.

Course delivery models

The Course Accreditation Document identifies four different face-to-face delivery models and each of these models will necessitate different planning approaches and different approaches to teaching.

Teaching and learning activities should be structured so that there are opportunities for students to:

- participate in structured interaction in pairs or small groups;
- perform real tasks associated with classroom management or projects (induction of new students, in-class social functions, critiquing each other's' work, involvement of the group in activities undertaken by individual students outside the classroom); and
- access printed and web-based learning resources to practice and master technical skills.

USIQ provides flexibility to design very different types of delivery to meet access and participation needs without the need to accredit new programs each time. Examples of the four permitted face-to-face delivery models are provided below.

1. Additional tutorial program

This delivery model may be used where there are cohorts of students with similar needs. For example, for some qualifications it is possible to identify discrete components which create particular challenges for many students and which can be addressed by additional teaching, for example the maths components in enrolled nursing or engineering qualifications.

For example, Maths sessions are integrated into nursing courses with high Maths demands that are difficult for students with poor previous mathematical performance. The USIQ class is timetabled as part of the usual program and those students who do not pass the mandatory maths tests are referred to the course.

Another example is where students for whom English is not their first language need additional support. are timetables to have extra A specialist English as an Additional Language (EAL) teacher can offer a USIQ class focused on the technical language and the learning demands of the vocational program.

It is not appropriate to run a single, additional tutorial program to meet the diverse needs of students facing different learning challenges enrolled in a range of vocational qualifications. The distinguishing feature of USIQ is that it requires foundation skills training to be **contextualised by an industry application** and for the purposes of undertaking authentic job roles.

The conditions under which the additional tutorial delivery model should be selected include:

- sufficient number of students with similar needs and/or enrolled in the same vocational qualification to make a viable learning group;
- capacity to timetable the additional tutorial sessions as an integral part of the schedule for the vocational qualification;
- a substantial proportion of the course hours for the vocational qualification are utilised for the delivery of face-to-face training;
- capacity for the USIQ teacher and the vocational trainer and assessor to work collaboratively to plan the USIQ tutorials; and
- availability of a USIQ teacher with the appropriate skills set and specialist knowledge required to effectively address the particular needs of the student cohort.

2. Expanded vocational program

This delivery model may be used where a training provider delivers training programs for an identified group with substantial learning needs. Such students may require a longer time in which to achieve mastery of new skills involving a great deal of repetition and rehearsal of skill and a high degree of teacher support. The additional needs of such students can derive from intellectual, cultural or linguistic deficits or difference.

For example, a team of teachers trained in special education offer an expanded USIQ program to students with intellectual disabilities who work in supported retail enterprises. The students are undertaking retail qualifications but require additional content such as using assistive technology and reinforcement of content previously learned. They study part-time over two

years, enrolling in more USIQ hours than the hours from the vocational qualification in the Training Package.

The conditions under which the expanded vocational program delivery model should be selected include:

- students assessed as being able to benefit from and achieve success in the expanded program;
- a substantial proportion of the course hours for the vocational qualification are utilised for the delivery of face-to-face training;
- capacity to timetable the USIQ hours as part of the schedule for the vocational qualification;
- availability of a USIQ teacher with the appropriate skills set and specialist knowledge required to effectively address the particular needs of the student cohort as well as meet the requirements of the vocational trainer and assessor; and
- capacity for the USIQ teacher and the vocational trainer and assessor to work collaboratively to plan the USIQ program.

3. Preparation program

This delivery model may be used when the training provider has the capacity to design and deliver an innovative program with a smooth transition from the preparation program to a vocational qualification. For example, Aboriginal ranger students enrolled in USIQ do an on-country orientation to their qualification allowing a sharing of knowledge in an outdoor environment where students have the best opportunity to show their strengths. This allows staff to identify which work-readiness behaviours and capacities needed for a particular industry and learning context are already within the group much sooner. Teaching staff tune into the local language and cultural practices before they return to formal learning environments where more UQIQ hours are allocated for assistance with acquiring drivers licences, becoming skilled in using technology and further developing work readiness skills. In this case, the USIQ teacher will require experience in work readiness training as well as understanding of the particular cross cultural issues applying to Aboriginal workers functioning in multi-cultural environments.

The conditions under which the preparation program delivery model should be selected include:

- students are assessed as being able to benefit and achieve success from highly experiential, innovative forms of learning;
- the teaching and learning focus covers a range of non-academic work-readiness skills including self-management, readiness to learn, communication skills and team-work;
- the program utilises a high degree of experiential, hands-on, project-based learning that is linked authentically to the vocational qualification;

- all of the sub-skills that constitute competence for the required work-readiness skills are explicitly taught;
- the program is scheduled to provide a smooth transition into the vocational qualification schedule of delivery;
- the subsequent vocational qualification will utilise a substantial proportion of the course hours as scheduled tuition;
- availability of a USIQ teacher with the appropriate skills set and specialist knowledge required to effectively address the particular needs of the student cohort; and
- capacity for the USIQ teacher and the vocational trainer and assessor to work collaboratively to plan the USIQ program.

4. Team-teaching program

This delivery model may be used when in-class support is required for students who have minimal additional education support needs and thus do not need the longer hours allowed under the other models of USIQ. A USIQ team-teaching program can only be scheduled for a maximum of 50 hours in any six month period.

CAVSS should be used in preference to USIQ when the support needs are purely those relating to literacy and numeracy. A USIQ team-teaching approach may be used for example, where the skills of an EAL teacher are required because of the characteristics of the learner cohort. Some cohorts of students may benefit from having a cultural broker as a team-teacher. All of the CAVSS rules must be applied in delivering this program, with the exception of CAVSS Rule 3.1 specifying teacher skills as the purpose of the teaching is something other than literacy and numeracy and CAVSS Rule 7.1 which allows for 100 hours per semester .

For example, students doing an education support course will benefit from an experienced Aboriginal educator who is skilled in local languages (including Kriol and Aboriginal English). The USIQ hours can be used to focus on teaching linguistic and cross cultural issues for both students and other staff.

Conditions under which the team-teaching program model should be selected:

- students assessed as being able to benefit and achieve success from a team-teaching approach where they do not have extra time for learning;
- a substantial proportion of the course hours of the vocational qualification are utilised in delivery of face-to-face training;
- availability of a USIQ teacher with the appropriate skills set and specialist knowledge required to effectively address the particular needs of the student cohort; and
- capacity for the USIQ teacher and the vocational trainer and assessor to work collaboratively to plan the USIQ program.

The indicators of an efficient and effective team-teaching program include:

- an increase in the student module completion rates for the vocational qualification;
- students reporting satisfaction in relation to their performance in the vocational qualification; and
- vocational trainers and assessors reporting that students potentially at risk are performing well.

Rule 4 – Delivery

4.1 Selecting USIQ teachers

The required skills for USIQ teachers will vary according to the identified needs of the students.

To be selected as a USIQ teacher the candidate must be able to demonstrate an extensive knowledge of the course content as well as a high level of professional teaching skill. Where a candidate does not meet these conditions, alternative evidence must be provided which demonstrates their experience, skills and knowledge.

Relevant content knowledge may be demonstrated through alternative professional qualifications.

The following specialisations may apply to particular groups:

- special education;
- Aboriginal education; literacy or numeracy education;
- TESOL; or
- Aboriginal English.

Where bilingual or bidialectal students are being trained, teachers will need qualifications and skills in these areas.

Other alternative professional qualifications may include:

- social or youth work;
- educational psychology; or
- speech therapy.

In some instances, the USIQ may be delivered by vocational trainers and assessors who have appropriate additional skills and knowledge to address the specific learning needs of students in their vocational course. In other instances, it may be important to select staff who are, by virtue of their own life experience and skills, able to provide role models for students. In all situations, candidates must be able to demonstrate they meet the required skills for USIQ teachers.

The dispositions, attitudes and behaviour of teachers towards students are also critical factors in the selection of USIQ teachers.

4.2 Teaching hours

Teaching hours generated by enrolments in USIQ must be fully utilised in the delivery of face-to-face delivery to a group of students.

USIQ cannot be delivered:

- as a one-to-one support program to individual learners; or
- with non-face-to-face delivery modes such as text-based, distance (external) or online delivery.

4.3 **Web-conferencing**

Face-to-face delivery can include web-conferencing (virtual classroom) defined as synchronous interaction between a teacher and a number of students.

Only one 25 hour module may be delivered to a student in any six month period in a web-based conferencing mode. Students must be given the opportunity to attend the full number of module hours of tuition in the virtual classroom.

4.4 **Structured workplace learning**

A component of any USIQ course may be delivered as learning in the workplace through structured work placement if this mode of delivery is one component of a structured, face-to-face teaching and learning program and does not exceed two USIQ modules or 20% of the USIQ course hours, whichever is lower.

4.5 **Teaching resources**

Teachers must develop resources that uniquely link the content of the vocational training program and the learning needs of the particular group of students.

EXPLANATION:

Selecting teachers

The most important resource for this course is the provision of a skilled teacher. A skilled teacher is one who can demonstrate content specialisation relevant to the students' needs and also demonstrate a high level of professional teaching skill. Where a person does not hold a higher level teaching qualification with relevant content specialisation, alternative evidence that they have the required professional knowledge and skill in teaching must be available. Peer assessments may be used to provide evidence that higher level skills are demonstrated when formal qualifications are missing.

The skills, knowledge and experience of the teacher should be matched to the learning needs of the students, and this implies that teachers with different sets of skills will be needed to meet the requirements of different groups of students.

The underlying principle is that the skills and qualities that USIQ teachers must have can be identified by the skills and knowledge that USIQ students need to be taught. Some examples include:

- students who need to learn English as an additional language will require a USIQ teacher holding an appropriate TESOL qualification;
- students who have an intellectual disability will require a USIQ teacher with the appropriate skills and experience in special education; or

- students who need to learn anger management or another kind of interpersonal skill will require a USIQ teacher with a background in psychology or experience as a life-skills coach.

A USIQ teacher must hold a post-graduate teaching qualification with a content specialisation relevant to the students' needs or be able to demonstrate that they have acquired equivalent professional teaching skills by some other method. Relevant content knowledge may be demonstrated through alternative professional qualifications but selected teachers must also be able to demonstrate that they have a high level of teaching skill and knowledge if they do not hold a post-graduate teaching qualification.

In some circumstances, it may be important to select staff who are, by virtue of their own life experience and skills, able to provide role models for students. The dispositions, attitudes and behaviour of teachers towards students are also critical in generating positive course outcomes.

Staff must be able to demonstrate the following professional and personal attributes used in teaching:

- able to appropriately recognise and celebrate the skills that learners are demonstrating as a means of engendering well-founded confidence in learning;
- know how to adapt teaching to the particular needs of learners and the skills they have already mastered or partially learnt;
- able to scaffold learners' learning through appropriate teaching interaction, negotiation, teaching strategies, activities, materials and feedback;
- value diverse and relevant methodologies, resources, technologies and teaching activities;
- provide systematic and sustained evidence to learners of their capacity to learn successfully;
- value and respect the diverse socio-linguistic practices learners bring to learning;
- recognise that adults bring a wealth of skills and knowledge to formal learning;
- recognise that adults learn best when the learning is purposeful and related to the individual's goals and motivation for learning;
- recognise the value of interpersonal relationships in the learning environment;
- know how to structure interactive learning activities that promote trust and generate self-confidence in learners;
- recognise the importance of making opportunities to provide valid, positive feedback to learners on all aspects of their learning;
- understand how learners' experiences, knowledge and prior learning shape their present learning and development; and

- know how to design learning experiences that utilise the texts and discourses that learners need to accomplish their vocational and educational goals.

In some instances the vocational trainer and assessor will have the necessary skills, knowledge and dispositions to deliver the USIQ program. Where the USIQ teacher is not the vocational trainer and assessor, the USIQ teacher needs to develop a knowledge of the vocational qualification and establish close working relationships with the vocational staff.

Evidence that the USIQ teacher has the appropriate skills must be recorded on the USIQ Delivery agreement form/Request for funding—private RTOs.

USIQ hours

USIQ teaching hours are to be scheduled for face-to-face teaching only. This must take the form of traditional group-based delivery which may include simulated workplace arrangements. The USIQ curriculum hours must be fully utilised as a program of additional teaching and learning. For example if a student is enrolled in two modules of USIQ amounting to 50 curriculum hours, all of these hours must be scheduled for delivery in a program of learning. Attendance rolls must be raised and kept as evidence of full scheduling of the course curriculum hours.

USIQ cannot be delivered as a one-to-one support program to individual students or delivered as distance or self-paced learning. USIQ teaching hours may not be used for developing assessment tools, or relieving vocational trainers and assessors to plan their delivery, or promoting the course or any other non-teaching activity.

Collaboration between vocational trainers and assessors and USIQ teachers should be given priority when deciding how to use the non-teaching time generated by USIQ enrolments.

Rule 5 – Assessment

- 5.1 USIQ modules are non-assessable. Students must not be required to undertake end of training literacy/numeracy assessments as part of the USIQ delivery.
- 5.2 USIQ teachers can choose to administer an initial or diagnostic assessment which may provide information for the purposes of designing a learning program with USIQ modules.

EXPLANATION:

USIQ delivery must not impose extra assessment burdens on students. There is no credential to award for USIQ, so there is no necessity to deliver assessments to determine competence and, by extension, no requirement to develop an Assessment Plan. USIQ will be a component of the Delivery and Assessment Plan for the vocational qualification. Therefore, the assessment instruments necessary to prove that competence has been achieved are those that relate to the vocational qualification.

This requirement results in USIQ not being shown on academic records, with the benefit of avoiding concerns some students may have about being identified as requiring additional educational support.

Training providers or individual USIQ teachers may choose to administer initial assessments that are designed to produce information that will inform the development of a program of teaching and learning. It may be counterproductive to deliver paper or web-based tests with disadvantaged clients at the start of their course. Formal skills assessments are one way to gather information about students. Alternative means of gathering information should be explored particularly those that utilise group interaction.

As there are no separate and discrete assessments for USIQ, the training provider must be able to provide other proof that students have been effectively engaged in learning. This proof is demonstrated through carefully maintained attendance rolls and any records the USIQ teacher keeps concerning the delivery of USIQ lessons. This evidence is particularly important because this course will come under greater scrutiny since USIQ modules are almost always clustered, delivered concurrently and produce no assessment outcome.

Information describing program outcomes must be collected for the purposes of completing the Program outcomes report. It is the responsibility of all participating staff to produce information for this report.

SECTION 2: ELIGIBILITY CRITERIA FOR FUNDING TO DELIVER USIQ

These rules outline the eligibility criteria to allocate or receive funding from the Department of Training and Workforce Development to deliver USIQ.

Rule 6 – Eligible qualifications

6.1 To be eligible for funding to deliver USIQ, the course must be co-delivered with a nationally recognised vocational qualification, funded by the Department (excluding foundation skills and equity pathway courses).

EXPLANATION:

A vocational qualification is a qualification that leads to credentials for engaging in any occupation, employment or trade. USIQ may not be delivered as the support program for any course appearing on the *Foundation Skills List* published by the Department of Training and Workforce Development. USIQ may be delivered with the qualifications on the Department's *Equity Course List* that are NOT nominated as pathway qualifications.

Rule 7 – Maximum hours and subsequent enrolments

- 7.1 Students are eligible for up to 500 USIQ hours at any one AQF level.
- 7.2 Students can only be enrolled in the same USIQ module once in any six-month period.
- 7.3 Eligible full-time students may be enrolled in up to 12 modules (to a maximum of 250 course hours) of USIQ in any one six month period.

Eligible part time students are expected to be enrolled in fewer modules than full time students.

- 7.4 Where a RTO can show that a positive outcome would be achieved by offering an additional 500 hours of USIQ delivery to support a qualification at the same AQF level as one a student has already completed, the RTO must document the circumstances and submit the request to the Department via training.markets@dtwd.wa.gov.au for approval.

The training provider must show that the decision is based on evidence of:

- severe educational or other disadvantage experienced by the student;
- the student's capacity to benefit from additional vocational training at the same level with USIQ support;
- the student's successful completion of a vocational qualification delivered with USIQ support; and
- a defined, realisable pathway to a higher level qualification or a direct employment outcome.

- 7.5 Students are eligible for second and subsequent enrolments in USIQ.

Applications for funding to enrol the same students(s) in subsequent USIQ programs must be supported with evidence that the student has benefitted from the prior USIQ program.

EXPLANATION:

Students are eligible for second and subsequent enrolments in USIQ. This means that where necessary, USIQ can be used to support students in their on-going training.

Full-time students may be enrolled in **up to** 250 hours of USIQ in a six month period. Students may only be enrolled in the same USIQ module once in any six month period. Students are eligible for up to a total of 500 USIQ hours as a co-enrolment with a vocational qualification at any one AQF level. When a student moves from a lower level to a higher level AQF vocational qualification, they are again entitled to up to 500 hours of USIQ hours, but no more than 250 hours in any one six month period.

There may be individual cases where the training provider can show that a positive outcome can be achieved by offering the student up to an additional 500 hours of USIQ delivery to support a qualification at the same AQF level as one the student has already successfully completed. If a training provider, exercising careful judgment, decides that it is in the student's best interests to provide USIQ tuition for an additional qualification at the same AQF level, this should be documented and under some circumstances will need to be submitted to the Department for funding or auditing purposes.

The training provider must show that the decision is based on evidence of:

- severe educational or other disadvantage experienced by the student;
- the student's capacity to benefit from additional vocational training at the same level with USIQ support;
- the student's successful completion of a vocational qualification delivered with USIQ support; and
- a defined, realisable pathway to a higher level qualification or a direct employment outcome.

Resources to provide additional support are strictly limited and the decision to enrol the same student in second or subsequent USIQ programs must be supported with evidence that the student has benefitted from the previous USIQ program and its associated expenditure.

Rule 8 – Applying for funding to deliver USIQ – private RTOs

8.1 Private RTOs contracted by the Department to deliver vocational education and training can apply for funding to deliver USIQ using the USIQ Request for funding–private RTOs (Proforma 2, see Attachment 2).

EXPLANATION:

Funding for USIQ will only be approved by the Department when it has evidence that the proposed training program has been designed to provide a learning experience likely to maximise outcomes for the student group.

Before requesting funding for USIQ delivery the course, program or contract manager should be satisfied that the conditions necessary for the successful delivery of USIQ can be met within the organisation.

Should training providers decide to deliver USIQ before funding approval has been obtained, they do so at their own risk.

The conditions for successful delivery include:

- a delivery environment where students can be taught as a group in a face-to-face mode;
- a delivery schedule that creates incentives for students to attend additional training sessions;
- an environment that enables and fosters close collaboration between vocational trainers and assessors and USIQ teachers;
- a clear understanding and acceptance from all parties that USIQ delivery fosters the development of underpinning skills for industry;
- availability of staff with the relevant knowledge, skills and attitudes to teach the skills required by the students who have additional educational needs;
- an appropriately designed program explicitly teaching underpinning skills; and
- appropriate accountability processes.

The completion of the Request for funding–private RTOs provides evidence, to indicate that these conditions can be met.

SECTION 3 REPORTING RULES FOR FUNDED REGISTERED TRAINING ORGANISATIONS

These rules identify the reporting requirements that must be met by RTOs in receipt of funding from the Department of Training and Workforce Development to deliver USIQ.

Rule 9 – Planning evidence

9.1 Outcomes of planning activity between the USIQ teacher(s) and vocational trainer and assessor must be documented.

For RTOs in receipt of funding from the Department, evidence of delivery justification, planning and course viability for the purposes of complying with a quality audit is provided via the:

- USIQ Delivery agreement form for TAFE colleges (Proforma 1, see Attachment 1); and
- USIQ request for funding–private RTOs (Proforma 2, see Attachment 2).

EXPLANATION:

The USIQ Delivery agreement form/Request for funding–private RTOs, documents the decision to deliver USIQ. The forms perform a number of functions:

- provide evidence of planning and demonstration of need to deliver USIQ;
- provide evidence that a substantial proportion of the nominal hours in the parent vocational qualification have been utilised in scheduled tuition;
- nominate the number of students to be enrolled in the program;
- identify the underpinning skills that will be the focus of the program;
- identify the USIQ modules that will be used to design the program;
- provide evidence that the USIQ teacher has appropriate skills/qualifications;
- document the request for additional hours/expenditure; and
- record a management decision that the additional expenditure is justified and the program is viable and likely to produce improved outcomes for students.

The USIQ Delivery agreement form/Request for funding – private RTOs provides the basis for the design of the course and for the Program outcomes report that will demonstrate that USIQ delivery has been effective.

Rule 10 – Delivery mode and location

10.1 Enrolments for USIQ class groups must be identified as either Local Class or Self-paced Scheduled as all USIQ delivery must be face-to-face.

EXPLANATION:

External (correspondence) rolls are not appropriate for USIQ even if the vocational qualification is created as Flexible Delivery, because USIQ must be delivered face-to-face.

Rule 11 – Enrolments

11.1 USIQ enrolments must be created as non-assessable.

EXPLANATION:

USIQ is a model for providing educational support as part of a vocational qualification; there is no separate education qualification associated with USIQ delivery. Because no qualification is awarded for USIQ, there is no necessity to create USIQ assessments.

The Course Accreditation Document stipulates that USIQ delivery must not impose extra assessment burdens on VET students. Students enrolled in USIQ undergo only those assessments required by the vocational course. USIQ enrolments must therefore be created as 'Non-assessable'.

This requirement results in USIQ not being shown on academic records, with the benefit of avoiding concerns some students may have about being identified as requiring additional educational support.

Rule 12– Class rolls

- 12.1 A USIQ class roll must be created in compliance with an AVETMISS compliant enrolment system.
- 12.2 This roll is maintained by the USIQ teacher for each session they teach and must include the:
- the parent qualification code and title;
 - roll number(s) for the vocational units of competency/modules;
 - USIQ module(s) numbers/names for the period of enrolment;
 - date, start and finish times of each lesson delivered by the USIQ teacher;
 - student attendance hours; and
 - lecturer’s signature.

EXPLANATION:

Different data and administration systems have been designed to meet the needs of different funding regimes and to comply with the AVETMIS Standard.

Attendance records for USIQ class groups are the primary source of documentary evidence to support the claim of engagement in learning and also to demonstrate that the training provider has scheduled and delivered as face-to-face team-teaching all of the USIQ curriculum hours associated with the modules that the students are enrolled in.

Where students are enrolled in more than one USIQ module, these modules may often be delivered concurrently. In these cases, a group attendance roll is the most practical way to maintain adequate attendance records. Where enrolment systems produce a separate, hard copy attendance roll for each module, this involves stapling all of the attendance rolls together and keeping a record of attendance at each USIQ session on **only** the uppermost roll, regardless of the nominated module. The USIQ teacher should make a note on the uppermost roll that the record is for the ‘following modules’ and list all the relevant USIQ module numbers and/or USIQ roll numbers.

A single record of all teacher/student contact time for that group can be kept on one form. Include as a reference the name and location of the vocational qualification and the date and time of each USIQ contact.

In some cases rolls are now kept electronically. An electronic system such as the Lecturer Portal implemented in some TAFE colleges will automatically produce a master attendance roll when the module enrolments are entered as ‘clustered’.

Rule 13 – USIQ teacher’s diary

13.1 USIQ teachers must keep a diary for each class which identifies the vocational qualification and roll number/s co-delivered with a group of USIQ modules.

The following must be recorded in the diary for each USIQ lesson delivered for the class:

- a brief record of the main teaching points or purpose for each USIQ lesson; and
- the date of the delivery.

EXPLANATION:

Teacher’s diary

In the absence of assessment records, other documentary evidence is required to demonstrate engagement in learning. Teachers are able to provide an electronic or paper-based record of engagement in learning by means of two types of documents. The first is the class roll and the second is the teacher's diary.

Teachers should keep a diary recording the main teaching points of each USIQ lesson. There is no necessity, in keeping a diary, to record teaching points with individual students in the class or to create written evidence that every student was specifically taught something from each module in every session. A brief record of the main points or purpose of each lesson should be recorded.

The teacher's diary is one of a series of documents that will contribute information for the Program outcomes report and can be used for program evaluation purposes. Documentary evidence of this kind is critically important in justifying the efficacy of the program and must be supplied to managers responsible for the USIQ program on a regular basis.

Rule 14 – Recording student results

14.1 The usual process for recording student outcomes apply, even though USIQ is non-assessable and no academic results or grades are given.

14.2 RTOs must indicate when a student:

- is participating in a USIQ course;
- has completed;
- has formally or informally withdrawn; or
- has failed to engage in learning.

EXPLANATION:

There are two possible resulting outcomes that are needed for the AVETMISS collection:

- A student attended to the end of the module in which case the following outcome is recorded: Non-assessable Enrolment – Satisfactorily Completed (AVETMISS code 81.)
- A student withdrew or discontinued in which case the following outcome is recorded:
 - Non-assessable Enrolment - Withdrawn or
 - Not Satisfactorily Completed (AVETMISS code 82.)

In addition, training providers may be required to report other student outcomes as a condition of their funding contract.

In Western Australia, Department funded private RTOs are required to report student outcomes.

Possible options include:

- Students who have never attended the vocational qualification during the time that the USIQ teacher is team-teaching must be entered as 'never commenced – no participation' for USIQ. These students will not be funded.
- Students who leave the vocational qualification early and who were enrolled in a number of USIQ modules covered by a clustered roll must be entered as 'never commenced' against USIQ modules for which no hours have been delivered to the student.

If you would like further information, please refer to the Department's Training Resource Allocation *Guide to reporting VET funded in Western Australia*, available on www.futureskillswa.wa.gov.au.

Rule 15 – Reporting

15.1 Managers responsible for the USIQ program must arrange for the outcomes of the USIQ program delivery to be documented on the Program outcomes report (Proforma 3, see Attachment 3).

15.2 Managers responsible for the USIQ program must ensure that the report is used as part of an improvement loop leading to increased efficiency and effectiveness of USIQ supported vocational training.

Evidence appropriate for the Program outcomes report includes:

- course completion data comparing the rate of completion of courses with and without USIQ support;
- unit/module outcome data comparing module completion rates (successful outcomes as a percentage of all outcomes) of enrolments with and without USIQ support;
- evidence that the course achieved the nominated attendance percentage;
- qualitative feedback from the vocational trainer and assessor;
- data from the students' evaluation of the course; and
- industry or employer feedback (if appropriate).

15.3 Program outcome reports must be forwarded to the Department upon request. These will be used to assess second and subsequent requests for funding for USIQ; and when reviewing and evaluating the overall effectiveness of USIQ.

EXPLANATION:

USIQ is designed to offer training providers increased flexibility in meeting the needs of all students enrolled in their vocational qualifications so that vocational outcomes can be improved. In line with the principles of an outcomes-based rather than compliance-driven AQTF, training providers are required to produce evidence that USIQ delivery produced the required results.

The evidence contained in these documents provides the RTO with the means to review the performance of their USIQ program and to identify opportunities for improvement in program design and delivery.

The Program outcomes report includes:

- course completion data comparing the rate of completion of courses with and without USIQ support;
- unit/module outcome data comparing module completion rates (successful outcomes as a percentage of all outcomes) of enrolments with and without USIQ support;
- evidence that the course achieved the nominated attendance percentage;

- qualitative feedback from the vocational trainer and assessor;
- data from the students' evaluation of the course; and
- industry or employer feedback (if appropriate).

When a manager responsible for USIQ identifies that the USIQ program has failed to deliver positive outcomes for students, then this should trigger an internal evaluation process to determine which components of course delivery need to be modified. Where a USIQ program fails to achieve tangible outcomes, funding should be discontinued.

Program outcomes reports will be used by the Department to review the overall effectiveness and efficiency of the USIQ delivery for the purposes of evaluating and adjusting funding arrangements and policy settings.

USIQ teacher's diary

USIQ: National Code: 52832WA

TAFE ID: XXXX

USIQ teacher:	Vocational trainer and assessor:
Vocational course title:	Vocational roll numbers:
USIQ modules: These modules are delivered holistically.	USIQ clustered roll numbers:

Date	Class activities	Comments



USIQ reaccreditation 2017
– USIQ course document
including Section C –
Module information
(TAC approved)



Course Document – Underpinning Skills for Industry Qualifications

Office use only

Course Code:	52832WA	Course Title:	Course In Underpinning Skills for Industry Qualifications
Accreditation:	From 10/8/17 to 31/8/22		
Agenda Item	244/17/2.2b(i)	TRIM	2017/25112
Version/ Release no.	1	Amended on (if applicable)	

Course Specifications

Application Type: Accreditation
 Re-accreditation: National Code: 52665WA
 Expiry date: 30 April 2017

Section A: Copyright and course classification information

1. Copyright Owner of the Course

Legal Entity/Individual who owns copyright:	South Metropolitan TAFE
Trading name:	As above
Provider number (if RTO):	52787

2. Proponent Contact Details

Name of person:	Jamie Drew
Street address:	1 Fleet Street Fremantle WA 6160
Postal address: (if different from street)	As above
Telephone:	08 9442 8302
Fax:	08 9442 8314
Email address:	Jamie.drew@smtafe.wa.edu.au

Copyright Acknowledgement

N/A

4. Licensing and Franchising

This course is available for use free of charge to all RTOs. A set of protocols and procedures is issued by the Department of Training and Workforce Development under the title of *USIQ Business Rules*. This document provides clarity for RTOs about requirements for:

- determining student eligibility
- delivery models
- staff selection
- requirements to maintain enrolment and completion data

- reporting program outcomes.

RTOs must sign an agreement indicating that the Business Rules will be complied with before they receive permission to deliver the course.

The Business Rules identify all of the critical course implementation features that constitute compliance with the course rules and principles of delivery.

The current versions of these documents will be published on <http://www.dtwd.wa.gov.au> under the Training Providers section

5. AVETMISS Information

ASCED (Field of Education): Refer to codes at http://www.abs.gov.au/ausstats/abs@.nsf/0/F501C031BD9AC9C5CA256AAF001FCA33	0703 Curriculum and Education Studies
	ALL
ANZSIC Code: Refer to codes at http://www.abs.gov.au/ausstats/abs@.nsf/Product+Lookup/5463F15A4D2FCBA0CA25711F00146D77	ALL
ASCO Code: Refer to codes at http://www.abs.gov.au/ausstats/abs@.nsf/0/5C244FD9D252CFC8CA25697E00184D35	ALL

Section B: Course Information

1. Nomenclature (Standard 1 for accredited courses)

Name of course:	Course in Underpinning Skills for Industry Qualifications (USIQ)
-----------------	--

2. Vocational or educational outcomes of the course

This course is designed to be delivered in an integrated manner, in a dual enrolment with a 'parent' vocational training course or Training Package qualification. As a learning program, this course is structured differently each time it is delivered to suit different types of learners, undertaking different vocational qualifications, in different environments, at different AQF levels.

The structure of each module is such that it enables a greater or lesser emphasis to be given to basic or more sophisticated aspects of skills acquisition. The course structure may be customised to enable a teacher to design a program that focuses on the gaps that exist between those skills that the learner possesses and those that are required to demonstrate vocational competence in the 'parent' qualification.

The outcome of this course is to assist candidates enrolled in a vocational qualification to achieve and demonstrate vocational competencies by providing opportunities for them to develop:

1. Vocational outcomes

Providing opportunities for students to develop, consolidate and apply a range of social, communication, mathematical, technological, cultural, cognitive and problem-solving skills required to develop competence in the workplace.

2. Educational outcomes

Providing additional time and specialised teaching to individuals and groups to meet the significant knowledge and skills gaps in basic educational skills; knowledge of culturally appropriate behaviours; language use and communication strategies; capacity to work collaboratively; problem-solving strategies; finance management strategies and use of technologies.

No separate qualification is issued as a result of delivering this course. A learner may only be enrolled in USIQ as a second or 'dual' enrolment with an industry qualification. In Western Australia these qualifications are defined as a “prescribed VET qualification” (Category 1, 2, or 3) in the Vocational Education and Training (Colleges) Regulations 1996. The industry qualification is the 'parent' course with which USIQ is delivered. USIQ may be delivered with industry qualifications at all AQF levels. USIQ may not be delivered as the support course for another Foundation Skills qualification or course. Foundation Skills courses in Western Australia are identified by the 'F' series of the State ANZSCO codes

3. Development of the Course

3.1. Industry/enterprise / community needs: (Standards 1 and 2 for accredited courses)

This course:

- does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification;
- is not a sub-set of a single training package qualification that could be recognised through one or more statements of attainment or a skill set;
- does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification; and
- does not comprise modules that duplicate the units of competency of a training package qualification.

The Department of Training and Workforce Development (DTWD), as the Western Australian State Training Authority, has identified the need for this course. The course addresses a national priority for the vocational, education and training sector to improve language, literacy numeracy and employability outcomes as integral components of vocational training qualifications. This course was established by the Department in 2008 to implement national policy objectives and has been in continuous use since. This course provides the Department with a mechanism to provide scaffolded, contextualized support and resources for embedded foundation skills training across the training market and at the same time, encourage Registered Training Organisations (RTOs) to improve the quality of their teaching and learning practices in vocational programs. The course is currently being used by five TAFE Colleges and thirteen private RTOs in Western Australia. The DTWD predicts that the USIQ will continue to be used more widely as a student entitlement under the Future Skills WA policy.

Each year the enrolments in this course have increased. From its introduction in 2009 there has been a steady growth in USIQ delivery. Course enrolments have increased from 681 in 2009 to 8,510 in 2015

Table 1: Year/Funded Source /Unique USIQ Clients

Year	NTA Clients	FFS Clients	Clients
2009	653	28	681
2010	846	8	854
2011	1,380	18	1,398
2012	1,541	149	1,676
2013	3,208	374	3,582
2014	5,881	818	6,696
2015	7,577	933	8,510

USIQ is currently delivered within a wide range of vocational qualifications. A continual upward trend in USIQ enrolments from Certificate I to Advanced Diploma is evident.

Table 2 All VET collected CE (excluding USIQ course) for USIQ Clients Year/ Level of Education

Table 2b: All VET collected CE (excluding USIQ course) for USIQ clients x Year x Level of education

Year	Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma	Statement of Attainment Not Identifiable by Level	Education not elsewhere classified	Total
2009	172	131	297	140	195	9	298	17	1,259
2010	149	209	564	306	265	6	557	4	2,060
2011	329	379	652	321	273	37	600	46	2,637
2012	352	630	723	318	391	41	596	15	3,066
2013	449	830	1,555	1,445	1,011	112	798	160	6,360
2014	308	1,323	2,779	2,233	2,283	138	1,416	620	11,100
2015	291	1,834	3,955	2,425	2,226	69	2,217	722	13,739
June 2016	137	780	2,375	1,528	1,475	48	1,741	519	8,603

Outcomes data drawn from training organisations that deliver USIQ demonstrate an association of course delivery with an average improvement since 2012 of 7.53 percentage points in the Module Load Completion Rate (MLRC) for the parent qualification.

Table 3 All VET collected MLRC (Excluding USIQ course) for USIQ Clients / Year

Year	Numerator ²	Denominator ³	MLCR ⁴
2009	295,565	395,591	74.71%
2010	419,031	570,810	73.41%
2011	518,214	680,103	76.20%
2012	646,400	859,127	75.24%
2013	1,670,262	2,075,985	80.46%
2014	3,372,705	4,141,358	81.44%
2015	4,103,981	4,901,225	83.73%
June 2016	1,326,976	2,642,075	50.22%

Indication of ongoing need from external stakeholders

There was a consensus among Registered Training Organisations (RTOs) consulted about the ongoing need for USIQ. A majority of respondents indicated that there was the need to provide flexible and innovative styles of delivery and assessment to a diverse range of students that addresses both the academic and non-academic barriers to learning. The respondents also indicated the continued need for this targeted, contextualized program was likely to increase because of the following trends:

- students with poor literacy and numeracy skills who move from school to take up a VET qualification discover that their Literacy, Language and Numeracy (LLN) skills are below the academic levels required.
- students who have an unsuccessful education background and are anxious and fearful in traditional classes for whom USIQ provides a positive educational experience.
- increasingly multi-cultural society and many international students.
- return to education or retraining by adults who need support
- tighter entry requirements to VET qualifications as funding targets skills that lead to employment in areas required by industry.
- opportunities for low-skilled employment significantly reduced.

	<p>Training Package Overlap</p> <p>USIQ serves a different purpose to the recently developed 2012 Foundation Skills and Knowledge (FSK) training package. This training package contains assessable content benchmarked to the Australian Core Skills Framework (ACSF). The FSK training package does not offer contextualised support in the same scaffolded manner that characterises USIQ.</p> <p>The USIQ course conceptualises literacy, numeracy and other employability skills as situated or contextualised practices that are different in each application. This is a point of contrast with the FSK which conceptualises literacy and numeracy as discrete skills that can be taught and measured in isolation. Furthermore, USIQ cannot be compared to the embedding of foundation skills in industry training packages, as co-enrolment in USIQ provides targeted, responsive learning opportunities for students identified as having additional learning needs.</p> <p>The FSK, as with other training packages does not stipulate or provide for, a delivery methodology that fosters a ‘social practice’ approach to literacy and numeracy and employability skills learning.</p> <p>The FSK highlights the need for assessment of individuals and the identification of individual deficiency. This approach can isolate individuals and contribute further damage to their confidence in learning. It can also encourage teaching approaches that focus on weaknesses rather than those that focus on teaching to and building on individuals’ existing strengths. The FSK imposes additional assessment burdens on candidates</p> <p>USIQ also stands apart from many foundation skills courses in that it mandates specialist expertise, or equivalent experience, among lecturers delivering the course. The Certificate IV in Training and Assessment is deemed insufficient according to the Business Rules, a position reinforced by concerns that it does not offer sufficient literacy, language and numeracy (LLN) training for lecturers (Roberts and Wignall, 2010; Bowman and Callan 2012). Hence, the provision of specialist LLN teachers with expertise in foundation skills pedagogy is a significant element of USIQ’s unique, contextualised approach to skills acquisition for those with additional educational needs.</p> <p>A key feature of USIQ is that it comprises co-enrolment in USIQ and the parent course, with a requirement for face-to-face learning delivered in a responsive manner relevant to the requirements of the parent course and demonstrated student need. Delivery of USIQ is highly flexible, allowing for the structure of the course and module selection to be completely customised according to the needs of each individual student, with all eligible students entitled to complete between one and ten modules (to a maximum of 250 hours in any six month period)</p>
<p>3.2. Review for re-accreditation: (Standards 1 and 2 for accredited courses)</p>	<p>All Registered Training Organisations (RTOs) appearing on Training.gov.au as registered to deliver the course were contacted and invited to provide feedback. Six RTOs in Western Australia provided detailed responses. The responses came from large public providers and one private RTOs accessing public funding to deliver the course.</p> <p>The survey instrument was designed to get perspectives from both industry lecturers and USIQ lecturers and managers (see Attachment B). Respondents were invited to provide comments on the efficacy of the course and to consider any changes that may be necessary to the structure or content of the course. The responses have been analysed and a summary is provided below. (Original documents can be made available if required)</p> <p>Feedback about the delivery of USIQ has been received from the following;</p> <ul style="list-style-type: none"> • 55 individual responses were submitted. (see Attachment A). • 20 USIQ teacher/co-ordinators • 35 Vocational trainers <p>Feedback about the Reaccreditation documentation was received from seven stakeholders.</p>

USIQ teachers and vocational trainers feedback

The points included below are those reiterated by both vocational and USIQ lecturers respondents and appear to demonstrate that the delivery of USIQ has a positive impact on building learner resilience and perseverance.

- attendance and retention rates are improved;
- assessments are completed on time;
- module completion rates are improved;
- qualification completion rates are improved;
- learners are provided with time to fully explore and master difficult concepts;
- levels of engagement, participation and collaboration are raised; and
- individuals exhibit increased confidence.

Other comments received from both vocational trainer/assessors and USIQ teachers related to the enhancements in the professional practice offered by USIQ:

- I actually collaborate with other lecturers and developed a very hands on approach
- The collaboration between lecturers was effective in ensuring participants were able to successfully complete the course.
- The quality of student outcomes has improved.
- Lecturers have appreciated having someone else to tag with and to share the load of trying to teach cognitive and employability skills in addition to content.
- Lecturers have given positive feedback and support USIQ because students are ready and willing to learn when they have enjoyed coming together in the support areas.
- I have worked with many vocational lecturers and have had much positive feedback. They often declare that they have needed an LLN expert as they don't have the experience and skills to support the high level of LLN needs. They often state how much their students benefit and that it would not be possible for some students to achieve without the extra support.
- The supportive environment that USIQ classes offer ensures that students can approach lecturers with confidence and seek assistance with various learning needs. This in turn results in better attendance and engagement in the course content and completion of assessments to the required standard.
- Lecturers continually request and embrace this support.
- They (lecturers) find the assistance invaluable and want it to continue.
- The vocational lecturers are very positive with their feedback referring to the amount of improvement that students are achieving .Often they will request tutorials for future classes on the strength of their previous experiences.
- I find USIQ an invaluable addition to our courses, in terms of not only supporting the vocational lecturer, but also providing the support to students, which is definitely reflected in better learning outcomes.

Student feedback

51 responses were submitted by stakeholders regarding student feedback. The responses exhibited four key areas of how USIQ was of benefit to students

- Successful completion of assessments and course work
- Improvements in literacy and numeracy skills
- Greater confidence and engagement in gaining skills for the work place
- The support matched the required learning needs

Feedback from other stakeholders

Other stakeholders, particularly parents and employers recognized the value and benefit in the program outcomes. The following comments highlight the positive effects of the USIQ program

- Industry have commented on the assertive communication skills of the students

	<ul style="list-style-type: none"> Employers understand that the language, literacy and numeracy support the students receive can benefit their organisations when these students enter the work place. Parents in particular have expressed appreciation for the support provided at no cost to their children <p>Suggestions for course modification</p> <p>The majority of respondents did not request a change to the course structure or delivery mode. However, three people suggested the need to look closely at the skill set of staff, who are selected to teach USIQ .The following key points were raised:</p> <ul style="list-style-type: none"> Having staff who are trained teachers Trained teachers require experience in teaching language, literacy and numeracy The course benefits only if the right person with the correct skill set is appointed. <p><i>USIQ Business Rule 4.1 Selecting USIQ teachers</i> addresses this issue and provides clear guidance on the selection of teaching staff to deliver this course.</p> <p>The Department will include this key point in the professional development for USIQ.</p> <p>Equivalence to previous USIQ courses</p> <p>As the course does not require any additional assessment above that required by the parent vocational course, no mapping of equivalence on a module-to-module basis is required.</p>
--	---

4. Course Outcomes (Standards 1, 2 and 3 for accredited courses)	
4.1. Course level:	The Course in Underpinning Skills for Industry Qualifications (USIQ) has no specific AQF level as it is not delivered as a separate entity - a testamur is not issued for USIQ. The AQF level at which USIQ is delivered is determined by the parent qualification delivered in conjunction with USIQ.
4.2. Nominal duration of course:	250 hours
4.3. Volume of Learning:	Not applicable
4.4. Employability Skills: (Standard 4 for accredited courses)	Employability skills are identified within the industry qualifications in which the learners are co enrolled. USIQ is designed to support the development of employability skills.
4.5. Recognition given to the course (if applicable) : (Standard 5 for accredited courses)	Not applicable

<p>4.6. Licensing/regulatory requirements (if applicable) : (Standard 5 for accredited courses)</p>	<p>Not applicable</p>
---	-----------------------

5. Course Rules (Standards 2, 6, 7 and 9 for accredited courses)

<p>5.1. Course structure</p>	<p>This course is designed to be delivered in an integrated manner, in a dual enrolment with a ‘parent’ vocational training course or Training Package qualification. All of the modules in this course are electives and may be used in any combination. Eligible students may be enrolled in up to 250 nominal hours in any six month period. This entitlement is renewed in each six month period over the life of the enrolment in the vocational qualification but limited to 500 hours at each qualification level.</p> <p>Candidates are eligible for re-enrolment in this course.</p> <p>As a learning program, this course will be structured differently each time it is delivered to suit different types of learners, undertaking different vocational qualifications, in different environments, at different AQF levels.</p> <p>It is the responsibility of individual teachers to select appropriate modules and design a program of learning that meets the needs of their learner group and the demands of the vocational qualification in which they are enrolled. (See Business Rule 3: Course Design and Business Rule 4: Delivery). The course must not impose additional assessment burdens on learners.</p> <p>It is the responsibility of managers to ensure that the design and delivery of USIQ programs produce positive outcomes for learners. All staff involved in USIQ delivery are responsible for producing the Program Outcomes Report. (See Business Rule 15: Reporting, and Proforma 3.)</p> <p>RTOs are required to have a process whereby:</p> <ul style="list-style-type: none"> • Each USIQ program is evaluated to identify benefits to learners; • Appropriate information is collected and collated to enable a cost/benefit analysis; and • Inefficient and ineffective programs are redesigned. <p>Course structure</p> <p>All of the modules in this course are electives. There are 73 modules divided among 10 Streams.</p> <p>The Streams are:</p> <ul style="list-style-type: none"> • Cognitive Behaviours; • Cultural Behaviours; • Reading and Comprehension; • Writing; • Numeracy; • Oral Communication; • Collaborating with Others; • Using Implements; • Using Digital Interfaces and
------------------------------	--

- Adult Study.

The final stream, Adult Study, comprises a small number of modules with only 10 nominal hours each, designed to be used for short study support programs and to create administrative flexibility for RTOs.

Neither the streams nor the modules are sequenced, nor are the learning outcomes written in a sequence within each module. The modules are designed to be clustered with each other as considered appropriate by each program designer. Relevant modules are selected with reference to the demands of the 'parent' vocational qualification, the means by which this qualification is delivered, and the skills that the learners possess.

Module structure – underpinning educational theory

The modules in the *communication* streams were designed using the *four resources* theoretical model of literacy competence developed by Luke and Freebody (1992). The *four resources* model, grounded in a theory of language as *social practice*, identifies four separate but interlinked processes or competences simultaneously at work when a reader is making sense of a text (or a writer is composing a text). These processes/competences are nominated as *roles* or *resources* as follows:

- Code Breaker (coding competence);
- Meaning Maker (semantic competence);
- Text User (pragmatic competence); and
- Text Critic (critical competence).

The strength of the *four resources* conceptual model for the purposes of this course is that it acknowledges the multi-dimensional nature of developing and practising complex process-reliant skills and it avoids the use of a sequential or linear structure. The learning outcomes in each module are to be understood as describing the *interlinking dimension of performance*, rather than a check list of discrete components. This conceptual device enables the modules to be used authentically at any AQF level and with learners at different stages of skill development, since the same dimensions of performance are always present. At higher AQF levels, more complex cognitive processing is required with more emphasis on the critical component of the model.

Because each module identifies all four *resources* or *competencies*, the teacher is able to construct learning activities that demand the application of all four *resources* but focus instruction on learning or developing new resources. Candidates are able to work on both strengths and weaknesses at the same time – a model that is used successfully in health services (Waterhouse et al, 2008). Any learner must become a proficient user of all four *resources* to be a competent *user* of any semiotic system. The complexities of using text derive from factors both within and outside of the text. Internal factors include complexity of sentence structure, specialised vocabulary, length, subject matter. External factors are those that are located in the broader social context. The purpose for which the text is being used includes the user's knowledge or competence, user's familiarity with subject matter, user's familiarity with genre, as well as the site or context specificities. The more complex the environment, the more abstract or arcane the subject matter, or the more specialised the genre and vocabulary, the greater deployment of *resources* is required from the text-user to engage meaningfully with the text. Increased levels of complexity, found perhaps at higher AQF levels, are also associated with increased emphasis on the *critical resources* component of the model. (See Section C for Module details.)

This conceptual model is easily applied to the Numeracy Stream since mathematics is also a semiotic system. The same model has been adapted for those Streams that deal with technologies of various kinds – electronic, mechanical and electrical – since a technology can also be understood as a semiotic system. The main adaptation in the technology modules relates to the critical dimension of performance where the key issue is an appreciation of the limitations or possibilities of a technology (tool, machine or implement) particularly in respect of safety and security. The model has also been applied to the Collaborative Behaviours and Cultural Behaviours streams where social and cultural interaction is conceptualised as a

semiotic system, with many complex components.

The modules in the Cognitive Behaviours Stream are structured differently. These modules have been designed to reflect different types of thought processes and have been informed by the work of a range of experts in cognition, philosophy and education. Major influences are Edward de Bono, Mel Levine and Daniel Goleman.

The modules in the Cognitive Behaviours stream describe, in an explicit way, the various judgemental, conceptual and creative thinking strategies that seem to be implicit in many curriculum documents but which candidates may need to be explicitly taught. It is these skills that are in high demand from employers.

References

Levine, M., 2002, *A Mind at a Time*, Simon and Shuster Paperbacks
 Freebody, P., 1992 A socio-cultural approach: "Resourcing four roles as a literacy learner" in Watson, A & Badenhop, A (Eds) *Prevention of reading failure*, Sydney Ashton Scholastic.

Implications for program design

Both the *course structure* and the *module structure* provide freedom for the teacher to develop a teaching and learning program that uniquely meets the needs of their particular group of learners. The needs of learners are defined by what it is they will need to do in order to complete their vocational course and what skills they will need to develop and apply to achieve work related competence. The USIQ module content reminds teachers about all of the dimensions that comprise competence in, for example, reading and comprehension, but they do not constitute a 'check list' of skills in the way that most vocational training products do. The modules are there as a guide to what may need to be explicitly taught. The vocational qualification determines the outcomes. The USIQ teacher must construct the program of learning in response to an in-depth understanding of learner needs and an in-depth understanding of the requirements of the vocational qualification. The USIQ teacher's guide to what to teach should be the learners' needs rather than the content of the USIQ curriculum.

The provision of freedom to teachers to respond to their learners' needs and preferred ways of learning, rather than being driven to produce outcomes demanded by a curriculum, also confers additional responsibilities. The teacher will not be able to rely on formulaic ways of teaching, ready-made, generic learning materials or methods of teaching decontextualised skills. A certain amount of creativity is demanded of the teacher and sanctioned by the course rules.

Any planning or compliance procedures required by RTOs must support teachers' creativity, flexibility and inventiveness and promote a learner-centred approach.

Teaching and learning resources and activities

There are no ready-made teaching and learning resources for USIQ, for the reasons outlined above. Teachers may need to develop resources but these must uniquely link to the content of the vocational training program. They must also be designed with particular learners in mind. Resources can be developed from the learner group's collective strengths, knowledge, capacities and networks.

Teaching and learning activities should be structured so that there are opportunities for learners to:

- participate in structured interaction in pairs or small groups;
- perform real tasks associated with classroom management or projects (induction of new students, in-class social functions, critiquing each other's work, involvement of the group in activities undertaken by individual learners outside the classroom); and
- access to printed and web-based learning resources to practice and master technical

	skills.
5.2. Entry requirements (Standard 9 for accredited courses)	<p>There are two entry requirements (eligibility criteria) for candidates enrolling in this course.</p> <ul style="list-style-type: none"> • The first is that the candidate is already enrolled in a vocational qualification. • The second is that the candidate has been identified as having one or more additional educational support needs. <p>USIQ may not be delivered as the support course for other language, literacy and numeracy or access and bridging courses. This type of course (now called a Foundation Skills course) is identified by the 'F' series in the State ANZSCO codes.</p> <p>Additional educational support needs may be indicated by any one or combination of the following factors:</p> <ul style="list-style-type: none"> • Educational and learning profile of the candidate • Linguistic, cultural, intellectual or social resources available to the candidate • Delivery mode used for the qualification in which the candidate is enrolled • The opportunity afforded the candidate to develop educational skills in lower level qualifications <p>Candidates' linguistic, cultural, intellectual or social resources and their educational or learning profiles may be assessed with reference to one or more of these indicators:</p> <ul style="list-style-type: none"> • Second language or second dialect speaker • Identification as Indigenous • Refugee or recent migrant from a non-English speaking background • Low educational achievement • No recent history of engagement in education or participation in the labour market • TAFE Entry Requirement Benchmark Level 1 or below • Acquired brain injury • Intellectual disability • Sensory impairment • History of mental illness. <p>(See Business Rule 1: Student Enrolment)</p>

6. Assessment (Standards 10 and 12 for accredited courses)

6.1. Assessment requirements	<p>All assessments associated with USIQ are implicit within and identical to the assessments conducted for the vocational qualification with which this course is delivered. Candidates enrolled in the course are required to undertake only those assessment activities required for determining competence in their vocational training course or Training Package qualification.</p> <p>No separate assessments to determine competence against USIQ outcomes are undertaken. (See Business Rule 5: Assessment.)</p> <p>Candidates enrolled in USIQ develop their understanding of, and ability to apply, a range of cognitive, communication, problem-solving, technology-related and decision-making skills as required by the industry competencies in their vocational training course. USIQ enhances candidates' capacity to develop and demonstrate those vocational competencies, as reflected in the assessment procedures for the vocational training course</p>
6.2. Assessor competenc	<p>Assessments for this course will be conducted by assessors for the 'parent' vocational qualification with which this course is co-delivered. The 'parent' vocational qualification</p>

ies (Standard 12 for accredited courses)	determines the assessor's competencies in compliance with Standards for Registered Training Organisations.
---	--

7. Delivery (Standards 11 and 12 for accredited courses)

7.1 Delivery mode (Standards 11 and 12 for Accredited Courses)	<p>USIQ must be delivered in a face-to-face mode. This must take the form of traditional group-based delivery which may include simulated workplace arrangements.</p> <p>The USIQ curriculum hours must be fully utilised as a program of additional teaching and learning. For example if a learner is enrolled in two modules of USIQ amounting to 50 curriculum hours, all of these hours must be scheduled for delivery in a face-to-face program of learning. Attendance rolls must be raised and kept as evidence of full scheduling of the course curriculum hours.</p> <p>The following face-to-face delivery modes may be used:</p> <ul style="list-style-type: none"> • a program of additional tutorial sessions delivered to class groups for specific skills enhancement; • a fully integrated, expanded program of delivery for a vocational qualification for learners with severe disadvantage; • a preparation program designed to prepare candidates for participation in a specified vocational qualification or course; or • a team-teaching program utilising no more than two modules delivered concurrently with vocational tuition where team-teaching is defined as two teachers teaching the same group of learners in the same place at the same time. <p>The team-teaching option may only be utilised where the needs of the group are those other than literacy and numeracy. Where a group needs literacy and numeracy support, and team-teaching is considered the best option, then CAVSS should be used.</p> <p>USIQ cannot be delivered as a one-to-one support program to individual learners.</p> <p>USIQ cannot be delivered in distance or flexible delivery modes.</p> <p>(See Business Rule 3: Course Design)</p> <p>Face-to-face delivery</p> <p>Face-to-face, group-based delivery provides educational advantages to learners. All of the candidates enrolled in this course will be identified as being at an educational disadvantage and will therefore require a high level of support as well as additional time spent in learning. Delivery modes reliant on print-based or technological modes, where candidates are isolated, and must rely on their ability to read and interpret instruction, do not provide the learner with access to additional teacher time.</p> <p>Group-based learning also offers additional advantages to learners through interaction with other learners and the opportunity this provides for collaboration. Collaborative learning can also foster improvements in learner confidence.</p> <p>For the purpose of fostering flexible and innovative delivery, the definition of face-to-face teaching can include web-conferencing (virtual classroom) defined as synchronous interaction between a teacher and a number of learners. No</p>
---	--

	<p>more than one 25 hour module may be delivered to a learner in any six month period in a web-based conferencing mode. The learner must be given the opportunity to attend the full number of module hours of tuition in the virtual classroom.</p> <p>A component of any USIQ course may be delivered as learning in the workplace through structured work placement as long as this mode of delivery is one component of a structured, face-to-face teaching and learning program and does not exceed two USIQ modules or 20% of the USIQ course hours, whichever is lower.</p> <p>NB Where circumstances permit, this course can be delivered in a face-to face mode, even though it is associated with a vocational qualification that is delivered in a flexible mode.</p> <p>Where the teacher of this course is a different person to the teacher/assessor of the vocational course, a close alliance needs to be formed. Evidence suggests that where generic or underpinning skills are being developed in conjunction with vocational training, the outcome for both components of the training is improved if there are very close links between the team of teachers. (NRDC, 2006).</p>
<p>7.2 Trainer competencies (Standard 12 for Accredited Courses)</p>	<p>The most important resource for this course is the provision of a skilled teacher. The skills and experience of the teacher should be matched to the learning needs of the candidates, and this implies that different specialisations will be required. Some of these specialisations may be demonstrated in post-graduate teaching qualifications: special education, Aboriginal education, literacy or numeracy education, TESOL or Aboriginal English specialists. Where bilingual or bidialectal learners are being trained, teachers will need qualifications and skills in these areas of specialist practice.</p> <p>Other specialisations may be demonstrated by alternative professional qualifications: social or youth work, educational psychologists or speech therapists. In other instances, it may be important to select staff who are, by virtue of their own life experience and skills, able to provide role models for candidates. In some instances, the course may be delivered by vocational teachers who have appropriate additional skills and knowledge to address the specific learning needs of learners in their vocational course.</p> <p>The dispositions, attitudes and behaviour of teachers towards learners are also critical in generating positive course outcomes. Staff must be able to demonstrate the following professional and personal attributes, knowledge and skill:</p> <ul style="list-style-type: none"> • appropriately recognise and celebrate the skills that learners are demonstrating as a means of engendering well-founded confidence in learning • know how to adapt teaching to the particular needs of learners and the skills they have already mastered or partially learnt • scaffold learners' learning through appropriate teaching interaction, negotiation, teaching strategies, activities, materials and feedback • value diverse and relevant methodologies, resources, technologies and teaching activities • provide systematic and sustained evidence to learners of their capacity to learn successfully • value and respect the diverse socio-linguistic practices learners bring to learning • recognise that adults bring a wealth of skills and knowledge to formal

	<p>learning</p> <ul style="list-style-type: none"> • recognise that adults learn best when the learning is purposeful and related to the individual's goals and motivation for learning • recognise the value of interpersonal relationships in the learning environment • know how to structure interactive learning activities that promote trust and generate self-confidence in learners • recognise the importance of making opportunities to provide valid, positive feedback to learners on all aspects of their learning • understand how learners' experiences, knowledge and prior learning shape their present learning and development and • know how to design learning experiences that utilise the texts and discourses that learners need to accomplish their vocational and educational goals. <p>If training providers are not confident that their staff have these professional and personal attributes they must provide opportunities for professional development.</p>
<p>7.3 Resources (Standard 12 for Accredited Courses)</p>	<p>The central element of USIQ is the provision of an additional teacher with specialised knowledge. Teaching and learning materials should be drawn from the parent vocational course, developed with reference to the content and competencies required for the vocational course.</p>

8. Pathways and Articulation (Standard 8 for accredited courses)

Not applicable

9. Ongoing Monitoring and Evaluation (Standard 13 for accredited courses)

This course is available for use free of charge to all RTOs. Written guidance on protocols and processes for implementation is issued by the Department of Training and Workforce Development under the title of "USIQ Business Rules." This document provides clarity for RTOs about requirements for:

- determining student eligibility
- delivery models
- staff selection
- requirements to maintain enrolment and completion data
- reporting program outcomes.

A template is provided to RTOs seeking permission to deliver the course. The template requires the Chief Executive Officer of the RTO to provide a signature guaranteeing that the RTO will observe the Business Rules. This process has been in place since 2008. The Business Rules are updated each time the course is accredited and are provided to RTOs when they are advised of the new course numbers. The Business Rules are also available on <http://www.dtwd.wa.gov.au> under the Training Providers and Schools section.

Regular queries are submitted to the AVETMISS database to monitor the effectiveness of the additional expenditure on USIQ support. RTOs are encouraged to conduct internal research that will lead to improved implementation and improved learner outcomes and are required to record the results on the USIQ Program Outcomes Report. All RTOs are subject to the national monitoring and Invalid Enrolment audits.

Workshops are periodically conducted by the Department for staff from training organisations delivering or intending to deliver the course. These workshops provide an opportunity for the Department to receive information about:

- the difficulties experienced by training organisations delivering vocational qualifications to the groups for which USIQ has been designed;
- the design and efficacy of USIQ programs implemented by training organisations;
- suggestions for modifications to the course structure or the Business Rules; and
- the need for further resource development to support course delivery.

Should these processes identify a need to modify the course during the period of accreditation; the Manager VET Curriculum and Quality Assurance within South Metropolitan TAFE will notify the Training Accreditation Council of required changes.

Equivalence mapping of revised units/modules

This course is **Equivalent** to its predecessor, 52665WA Course in Underpinning Skills for Industry Qualifications.

Only minor changes have been made to the modules or the required delivery mode (punctuation and formatting).

The format of the Business Rules document has been revised to clarify and make them easier to understand as requested in the USIQ evaluation. Minor changes have been made to the rules as follows:

Business rule	Change	Rationale
Fees and charges for USIQ enrolments	Removed	Duplicates <i>VET Fees and Charges Policy</i> .
Forms for planning and Teacher's diary (new rule 9)	Modified	Makes duplicated information more consistent and incorporates planning evidence for private RTOs.
Applying for funding to deliver USIQ – private RTOs (new rule 8)	New rule	Previous rules do not cover application requirements for private RTOs.
All	Reordered and renumbered	Improve readability and direct user groups to relevant rules.
All	A concise document containing the 'USIQ Business Rules' has been developed. An additional guide 'Essential information about the USIQ Business Rules' provides users with detailed information about implementing the USIQ Business Rules.	The Business Rules have been separated from the supporting information to make the auditing and monitoring of the rules simpler.

Section C: Units of Competency/Modules contained in the course

1. Units of competency imported from Training Packages/Not applicable
2. Modules of the course- Please see below

Module Stream: Cognitive Behaviours

TAFE ID	Title	Hours
35778	Identify, understand and develop concepts	25
35779	Formulate and verify hypotheses	25
35780	Construct an argument	25
35781	Apply problem-solving thinking process	25
35782	Use personal initiative	25
35783	Gather and assess researched information	25
35784	Develop self-awareness and self-management skills to improve performance	25
35785	Develop social awareness and inter-personal skills to improve interaction with others	25
35786	Develop decision-making skills and responsible behaviours	25
35787	Develop self-awareness to recognise personal strengths and use these to personal advantage	25

Section C – Module Outlines

Module Stream: Cultural Behaviours

TAFE ID	Title-	Hours
35788	Develop cultural competence to establish and maintain personal relationships in a bidialectal/bilingual environment	25
35789	Develop cultural competence to maintain family and community relationships in a multicultural society	25
35790	Develop cultural competence to facilitate formal learning	25
35791	Develop cultural competence to establish and maintain relationships in the workplace	25
35792	Develop cultural competence to establish a career pathway	25
35793	Develop cultural competence to secure a job	25
35794	Develop cultural competence to operate effectively in a bidialectal/bilingual environment	25

Module Stream: Reading and Comprehension

TAFE ID	Title	Hours
35795	Read and comprehend to access information from print	25
35796	Read and comprehend to access information from digital media	25
35797	Read and comprehend to identify and clarify problems	25
35798	Read and comprehend to select and apply options for solving a problem	25
35799	Read and comprehend to acquire new knowledge	25
35800	Read and comprehend to establish and maintain social networks	25
35801	Read and comprehend to research employment options	25
35802	Read and comprehend to undertake formal assessment	25

Section C – Module Outlines

Module Stream: Writing

TAFE ID	Title	Hours
35803	Write to tabulate and record information	25
35804	Write to identify and analyse problems	25
35805	Write to apply solutions to problems	25
35806	Write to demonstrate learning	25
35807	Write to conduct negotiation	25
35808	Write to establish and participate in networks	25
35809	Write to further employment goals	25
35810	Write to further personal goals	25

Module Stream: Numeracy

TAFE ID	Title	Hours
35811	Use numerical constructs to understand and evaluate information	25
35812	Use numerical constructs for record keeping	25
35813	Use numerical constructs to manage finances	25
35814	Use numerical constructs to apply solutions to practical problems	25
35815	Use numerical constructs for organisational purposes	25
35816	Use numerical constructs to perform navigation tasks	25
35817	Use numerical constructs to measure for practical purposes	25
35818	Use numerical constructs to measure, plan and design	25

Section C – Module Outlines

Module Stream: Oral Communication

TAFE ID	Title	Hours
35819	Speak and listen to access and process verbal information	25
35820	Speak and listen to establish and conduct social relationships	25
35821	Speak and listen to establish and conduct work relationships	25
35822	Speak and listen to establish and maintain networks	25
35823	Speak and listen to identify and clarify problems	25
35824	Speak and listen to apply solutions to problems	25
35825	Speak and listen to conduct negotiation	25
35826	Speak and listen to make decisions	25

Module Stream: Collaborating with Others

TAFE ID	Title	Hours
35827	Work with others to establish and prioritise individual tasks	25
35828	Work with others to plan and organise collaborative tasks	25
35829	Work with others to complete collaborative tasks	25
35830	Work with others to identify and analyse problems	25
35831	Work with others to communicate ideas and information	25
35832	Work with others to provide and receive feedback	25
35833	Work with others to evaluate workgroup performance	25

Section C – Module Outlines

Module Stream: Using Implements

TAFE ID	Title	Hours
35834	Use mechanical tools and equipment in an industrial environment	25
35835	Use mechanical tools, utensils and equipment in a domestic environment	25
35836	Use mechanical utensils and equipment in a social environment	25
35837	Use electrical tools and equipment in an industrial environment	25
35838	Use electrical tools, utensils and equipment in a domestic environment	25
35839	Use electrical utensils and equipment in a social environment	25
35840	Conduct appropriate safety checks on tools, equipment and utensils in any environment	25

Module Stream: Using Digital Interfaces

TAFE ID	Title	Hours
35841	Use word processing software to produce documents	25
35842	Use spreadsheet software to produce documents	25
35843	Use the internet to access information	25
35844	Use digital interfaces to communicate with others	25
35845	Use digital interfaces to perform practical tasks	25
35846	Use digital technologies to manage money	25

Module Stream: Adult Study

TAFE ID	Title	Hours
35847	Speak and listen to undertake formal study	10
35848	Use numerical constructs to undertake formal study	10
35849	Write to undertake formal study	10
35850	Read and comprehend to undertake formal study	10

Section C – Module Outlines

No.	Stream	Modules
1	Cognitive Behaviours	10
2	Cultural Behaviours	7
3	Reading and Comprehension	8
4	Writing	8
5	Numeracy	8
6	Oral Communication	8
7	Collaborating with Others	7
8	Using Implements	7
9	Using Digital Interfaces	6
10	Adult Study	4

Module Stream: Cognitive Behaviours

TAFE ID	Title	Hours
	Identify, understand and develop concepts	25
	Formulate and verify hypotheses	25
	Construct an argument	25
	Apply problem-solving thinking process	25
	Use personal initiative	25
	Gather and assess researched information	25
	Develop self-awareness and self-management skills to improve performance	25
	Develop social awareness and inter-personal skills to improve interaction with others	25
	Develop decision-making skills and responsible behaviours	25
	Develop self-awareness to recognise personal strengths and use these to personal advantage	25

Module Stream: Cultural Behaviours

TAFE ID	Title-	Hours
	Develop cultural competence to establish and maintain personal relationships in a bidialectal/bilingual environment	25
	Develop cultural competence to maintain family and community relationships in a multicultural society	25
	Develop cultural competence to facilitate formal learning	25
	Develop cultural competence to establish and maintain relationships in the workplace	25
	Develop cultural competence to establish a career pathway	25
	Develop cultural competence to secure a job	25
	Develop cultural competence to operate effectively in a bidialectal/bilingual environment	25

Module Stream: Reading and Comprehension

TAFE ID	Title	Hours
	Read and comprehend to access information from print	25
	Read and comprehend to access information from digital media	25
	Read and comprehend to identify and clarify problems	25
	Read and comprehend to select and apply options for solving a problem	25
	Read and comprehend to acquire new knowledge	25
	Read and comprehend to establish and maintain social networks	25
	Read and comprehend to research employment options	25
	Read and comprehend to undertake formal assessment	25

Section C – Module Outlines

Module Stream: Writing

TAFE ID	Title	Hours
	Write to tabulate and record information	25
	Write to identify and analyse problems	25
	Write to apply solutions to problems	25
	Write to demonstrate learning	25
	Write to conduct negotiation	25
	Write to establish and participate in networks	25
	Write to further employment goals	25
	Write to further personal goals	25

Module Stream: Numeracy

TAFE ID	Title	Hours
	Use numerical constructs to understand and evaluate information	25
	Use numerical constructs for record keeping	25
	Use numerical constructs to manage finances	25
	Use numerical constructs to apply solutions to practical problems	25
	Use numerical constructs for organisational purposes	25
	Use numerical constructs to perform navigation tasks	25
	Use numerical constructs to measure for practical purposes	25
	Use numerical constructs to measure, plan and design	25

Module Stream: Oral Communication

TAFE ID	Title	Hours
	Speak and listen to access and process verbal information	25
	Speak and listen to establish and conduct social relationships	25
	Speak and listen to establish and conduct work relationships	25
	Speak and listen to establish and maintain networks	25
	Speak and listen to identify and clarify problems	25
	Speak and listen to apply solutions to problems	25
	Speak and listen to conduct negotiation	25
	Speak and listen to make decisions	25

Module Stream: Collaborating with Others

TAFE ID	Title	Hours
	Work with others to establish and prioritise individual tasks	25
	Work with others to plan and organise collaborative tasks	25
	Work with others to complete collaborative tasks	25
	Work with others to identify and analyse problems	25
	Work with others to communicate ideas and information	25
	Work with others to provide and receive feedback	25
	Work with others to evaluate workgroup performance	25

Module Stream: Using Implements

TAFE ID	Title	Hours
	Use mechanical tools and equipment in an industrial environment	25
	Use mechanical tools, utensils and equipment in a domestic environment	25
	Use mechanical utensils and equipment in a social environment	25
	Use electrical tools and equipment in an industrial environment	25
	Use electrical tools, utensils and equipment in a domestic environment	25
	Use electrical utensils and equipment in a social environment	25
	Conduct appropriate safety checks on tools, equipment and utensils in any environment	25

Module Stream: Using Digital Interfaces

TAFE ID	Title	Hours
	Use word processing software to produce documents	25
	Use spreadsheet software to produce documents	25
	Use the internet to access information	25
	Use digital interfaces to communicate with others	25
	Use digital interfaces to perform practical tasks	25
	Use digital technologies to manage money	25

Module Stream: Adult Study

TAFE ID	Title	Hours
	Speak and listen to undertake formal study	10
	Use numerical constructs to undertake formal study	10
	Write to undertake formal study	10
	Read and comprehend to undertake formal study	10

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cognitive Behaviours

Nominal hours: 25

Module no:

Module outcome: Identify, understand and develop concepts

Learning Outcomes	Underpinning skills
Identify, develop and use concrete concepts	<ul style="list-style-type: none"> • Identify the critical attributes or features that belong to concrete concepts • Identify related or embedded concepts • Represent the concept verbally or non-verbally or by creating a mental image
Identify, develop and use abstract concepts	<ul style="list-style-type: none"> • Identify the critical attributes or features that belong to abstract concepts • Identify related or embedded concepts • Represent the concept verbally or non-verbally or by creating a mental image
Identify, develop and use process concepts	<ul style="list-style-type: none"> • Identify the critical steps that takes place in process concepts • Identify related or embedded concepts • Represent the concept verbally or non-verbally or by creating a mental image
Recognise the impact of culture on concept formation and use	<ul style="list-style-type: none"> • Understand that concepts are culturally dependant • Differentiate between conceptualisations located in different cultural practices • Account for the difference between cultural conceptualisations • Identify the values embedded in cultural conceptualisations

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cognitive Behaviours

Nominal hours: 25

Module no:

Module outcome: Formulate and verify hypotheses

Learning Outcomes	Underpinning skills
Identify a situation that requires a hypothesis to be formed	<ul style="list-style-type: none"> • Identify hypotheses • Identify the need to form a hypothesis • Formulate relevant questions • Identify untested assumptions
Collect and consider relevant information	<ul style="list-style-type: none"> • Locate related hypotheses • Compile and assess evidence • Identify vested interests • Examine the operation of cause and effect in information that is collected • Test assertions against alternative or contrary evidence • Locate and consider alternative hypotheses
Formulate hypothesis	<ul style="list-style-type: none"> • Construct the hypothesis using the logic of cause and effect • Construct processes to create evidence • Conduct experiment • Consider evidence and formulate conclusions
Test the hypotheses	<ul style="list-style-type: none"> • Question accuracy, relevance and completeness • Apply the hypothesis to relevant new conditions

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cognitive Behaviours

Nominal hours: 25

Module no:

Module outcome: Construct an argument

Learning Outcomes	Underpinning skills
Identify a situation that requires an argument to be produced	<ul style="list-style-type: none"> • Identify a situation where differences of opinion are possible • Understand that an argument is a tool of persuasion • Identify a purpose for constructing an argument • Identify the opportunity to present an argument
Collect and examine relevant information	<ul style="list-style-type: none"> • Locate multiple sources of information • Recognise different points of view and vested interest • Assess reliability of information • Form an assertion • Discriminate between supported and unsupported assertions • Examine the operation of cause and effect in information that is collected • Test assertions against alternative or contrary evidence • Locate and consider counter-arguments
Construct the argument	<ul style="list-style-type: none"> • Clarify the point and purpose of the argument • Select the facts that can be used to construct the argument • Use the logic of cause and effect to construct supportable assertions • Create appropriate analogies • Produce examples in support of assertions • Utilise the language of persuasion
Evaluate the effectiveness of the argument	<ul style="list-style-type: none"> • Identify response of target audience • Assess whether the intended outcome was produced • Identify any unexpected consequences • Consider the impact of personal factors in delivering the argument • Identify modifications that might have produced a different impact

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cognitive Behaviours

Nominal hours: 25

Module no:

Module outcome: Apply problem-solving thinking process

Learning Outcomes	Underpinning skills
Identify a situation that requires a problem-solving approach	<ul style="list-style-type: none"> • Understand that there is a problem requiring action for resolution • Identify the need to apply a problem-solving thought process
Preview the outcome of the problem-solving act	<ul style="list-style-type: none"> • Estimate the outcome of a problem-solving act • Visualise a preferred result
Assess and mobilise resources	<ul style="list-style-type: none"> • Identify capacity of self to resolve the problem • Recall previous experience and identify analogies in current situation • Make an estimation of the timeframe needed • Identify costs and benefits of solving-problem • Solicit help from others if necessary • Apply the logic of cause and effect
Select the most appropriate strategy	<ul style="list-style-type: none"> • Generate different options for solving the problem • Apply the logic of cause and effect to evaluate options • Select from among self-generated options
Self-monitor the process of applied problem-solving thinking	<ul style="list-style-type: none"> • Regulate starting and pacing of the thinking and acting process • Regularly check progress against outcome visualised • Identify blocks in the process and seek help • Articulate or otherwise represent the steps in the problem-solving thinking process

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cognitive Behaviours

Nominal hours: 25

Module no:

Module outcome: Use personal initiative

Learning Outcomes	Underpinning skills
Identify a situation that presents an opportunity to use initiative	<ul style="list-style-type: none"> • Identify a situation where action is required or could be of benefit • Assess the consequences of doing nothing • Assess the consequences of taking action • Assess the risks and benefits of initiating action
Consider the responses of other people if an action is taken on personal initiative	<ul style="list-style-type: none"> • Appreciate that different people will respond differently to initiative being taken • Predict the likely responses of associates/colleagues • Make judgements about consulting associates/colleagues
Make a decision to take action	<ul style="list-style-type: none"> • Apply problem-solving skills to formulate a course of action • Apply creative thinking skills to formulate a course of action • Assess personal resources/skills to successfully undertake the action • Identify additional resources • Make a decision and act
Evaluate the success of acting with initiative	<ul style="list-style-type: none"> • Assess the consequences of taking action • Identify any unintended consequences • Assess the response of other people • Identify aspects of personal performance that could be improved • Apply new knowledge in reviewing the original situation

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cognitive Behaviours

Nominal hours: 25

Module no:

Module outcome: Gather and assess researched information

Learning Outcomes	Underpinning skills
Apply information literacy skills to research and gather the latest information on a topic	<ul style="list-style-type: none"> • Develop a research strategy • Use library research facilities • Identify key words and different ways of expressing a concept • Use Boolean operators to join concepts together, to better define the search and ensure accuracy • Use internet search engines, web sites, subject directories and data bases • Develop skills for locating books, journals, official publications and/or theses
Consider the influence of context on the researched information	<ul style="list-style-type: none"> • Locate the researched information historically, socially, economically and/or politically • Identify audience • Recognise whose and what interests are served in the information • Identify any conflict of interest
Assess the credibility of the researched information	<ul style="list-style-type: none"> • Consider the credentials of the authors • Examine the evidence they provide • Question accuracy, relevance and completeness • Consider when the information was produced • Integrate and compare perspectives
Communicate researched information to others	<ul style="list-style-type: none"> • Present a summary of researched information • Present own view or position • Justify own view or position • Frame questions on information

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cognitive behaviours

Nominal hours: 25

Module no:

Module outcome: Develop self-awareness and self-management skills to improve performance

Learning Outcomes	Underpinning skills
Recognise and manage one's emotions and behaviour	<ul style="list-style-type: none"> • Describe a range of emotions and the situations that cause them • Recognise how emotion and feeling is linked to behaviour and performance • Develop strategies to manage impulsive feelings and distressing emotions • Identify factors that trigger personal stress reactions • Examine ways to express emotion in a socially acceptable manner • Develop an awareness of the guiding effect of values and goals
Recognise personal qualities and external supports	<ul style="list-style-type: none"> • Identify one's likes and dislikes, needs and wants, strengths and challenges • Describe personal skills and interests to be developed • Recognise how personal qualities influence choices and successes • Identify positive role models and available family, peer, community and/or work support • Develop a plan to build on a strength, meet a need, or address a challenge
Regulate self to achieve personal or work-related goals	<ul style="list-style-type: none"> • Generate ideas for maintaining standards of honesty and integrity • Examine ways of taking responsibility for own performance • Identify ways of improving personal adaptability and innovation

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cognitive behaviours

Nominal hours: 25

Module no:

Module outcome: Develop social awareness and inter-personal skills to improve interaction with others

Learning Outcomes	Underpinning skills
Recognise the feelings and perspectives of others	<ul style="list-style-type: none"> • Examine the similarities and differences between own and others' perspectives • Predict the feelings and perspectives of others in a variety of situations • Determine how to express understanding of a difference of opinion • Identify ways to express empathy for others
Recognise individual and group similarities and differences	<ul style="list-style-type: none"> • Describe the positive qualities in others • Identify the contributions of various social and cultural groups • Identify ways of showing respect for individuals from different social and cultural groups • Analyse the origins and negative effects of stereotyping and prejudice • Understand how advocacy for the rights of others contributes to the common good
Use communication and social skills to interact effectively with others	<ul style="list-style-type: none"> • Identify ways to establish and maintain positive relationships with others • Identify ways of requesting and providing support from others • Identify effective persuasive techniques • Apply effective listening techniques to achieve mutual understandings • Examine ways to work effectively in groups • Evaluate own contribution to group work

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cognitive Behaviours

Nominal hours: 25

Module no:

Module outcome: Develop decision-making skills and responsible behaviours

Learning Outcomes	Underpinning skills
Consider ethical, safety and social factors when making decisions	<ul style="list-style-type: none"> • Identify social norms and safety considerations that guide behaviour • Examine how honesty, respect, fairness and compassion guide decision making • Recognise how social norms and the expectations of authority influence personal decisions and actions • Apply ethical reasoning to evaluate societal practices
Apply decision making skills to deal responsibly with every day situations	<ul style="list-style-type: none"> • Identify a range of decisions that workers and citizens can make • Identify and apply the steps involved in systematic decision-making • Generate alternatives and evaluate consequences in a range of decision-making situations • Evaluate the effectiveness of responsible decision-making on life, work and career choices
Contribute to the well-being of the work environment	<ul style="list-style-type: none"> • Identify ways to contribute to own living and work environment • Identify opportunities to use 'initiative' • Discuss ways to improve own capacity to identify a need, judge risk and act appropriately • Evaluate own participation in efforts to contribute to the well-being of the work environment

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cognitive behaviours

Nominal hours: 25

Module no:

Module outcome: Develop self-awareness to recognise personal strengths and use these to personal advantage

Learning Outcomes	Underpinning skills
Recognise one's personal capacities and achievements	<ul style="list-style-type: none"> • Identify one's likes and dislikes, needs and wants • Identify personal achievements from different aspects of one's life • Identify and validate natural skills, talents and capabilities • Identify sources of personal pride • Identify factors that trigger personal motivation • Develop an awareness of the guiding effect of values and goals
Identify the opportunities and resources to build on personal capacities and achievements	<ul style="list-style-type: none"> • Describe personal skills and interests to be developed • Recognise how personal qualities influence choices and successes • Identify positive role models and available family, peer, community and/or work support • Develop a plan to build on a strength, meet a need, or address a challenge
Identify opportunities to use personal capacities and achievements to advantage	<ul style="list-style-type: none"> • Generate ideas for ensuring that others recognise one's competence, talent and achievement • Develop communication tools find opportunities for personal development • Examine ways of taking responsibility for own performance • Identify ways of improving personal adaptability and innovation

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cultural Behaviours

Nominal hours: 25

Module no:

Module outcome: Develop cultural competence to establish and maintain personal relationships in a bidialectal/bilingual environment

Learning Outcomes	Underpinning skills
Identify and use codes and practices in own and other cultures	<ul style="list-style-type: none"> • Identify different linguistic codes (language and dialect) used by self and others • Identify different social and behavioural codes used by self and others • Identify dress and personal appearance codes in own and other cultures • Identify different social and institutional practices and protocols • Identify codes governing humour
Understand that meaning is culturally determined	<ul style="list-style-type: none"> • Develop concept of culture as source of social norms, conventions, beliefs and practices • Identify cultural conceptualisations governing personal relationships in own culture • Identify cultural conceptualisations governing personal relationships inherent in mainstream Australian culture • Differentiate between conceptualisations located in different cultural practices • Identify values relating to personal relationship in own culture and consider how these align with those in mainstream Australian culture • Consider the role of humour in cross cultural contexts
Apply knowledge of cultural conceptualisations and social codes to establish and maintain personal relationships	<ul style="list-style-type: none"> • Select social and behavioural codes to establish and maintain personal relationships • Select linguistic codes to promote understanding between individuals. • Apply knowledge of different value systems to establish and maintain personal relationships • Identify occasions where cross cultural understanding is compromised and apply strategies to bridge the gap • Accept, accommodate and respond positively to difference in individuals • Discuss ways to respond to stigma and stereotyping aimed at own culture
Apply critical awareness to selecting appropriate codes and practices to establish and maintain personal relationships	<ul style="list-style-type: none"> • Locate self in a set of linguistic and cultural practices that construct identity and are a source of pride • Develop a capacity to critique western systems of language, thought, behaviour and institutional practice • Explain impact of isolation, colonisation, industrialisation and/or globalisation on relevant

Section C – Module Outlines

	<p>cultures</p> <ul style="list-style-type: none">• Identify the social and political codes and conventions used to accommodate cultural diversity within a pluralistic society
--	---

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cultural Behaviours

Nominal hours: 25

Module no:

Module outcome: Develop cultural competence to maintain family and community relationships in a multicultural society

Learning Outcomes	Underpinning skills
Identify and use codes and practices in own and other cultures	<ul style="list-style-type: none"> • Identify different linguistic codes (language and dialect) used by self and others • Identify different social and behavioural codes used by self and others • Identify dress and personal appearance codes in own and other cultures • Identify different social and institutional practices and protocols • Identify codes governing humour
Understand that meaning is culturally determined	<ul style="list-style-type: none"> • Develop concept of culture as source of social norms, conventions, beliefs and practices • Identify cultural conceptualisations governing family relationships in own culture • Identify cultural conceptualisations governing personal relationships in other cultures • Differentiate between conceptualisations located in different cultural practices • Identify values relating to family and community in own culture and consider how these align with the values of societal structures in the wider community • Consider the role of humour in cross cultural contexts
Apply knowledge of cultural conceptualisations and social codes to maintain family and community relationships	<ul style="list-style-type: none"> • Select social and behavioural codes to maintain family and community relationships • Select linguistic codes to promote understanding between individuals, groups and communities • Apply knowledge of own culture value system to maintain family and community relationships • Identify occasions where cross cultural understanding is compromised and apply strategies to bridge the gap • Accept, accommodate and respond positively to difference in individuals • Discuss ways to respond to stigma and stereotyping aimed at own culture

Section C – Module Outlines

<p>Apply critical awareness to selecting appropriate codes and practices to maintain family and community relationships</p>	<ul style="list-style-type: none">• Locate self in a set of linguistic and cultural practices that construct identity and are a source of pride• Develop a capacity to critique western systems of language, thought, behaviour and institutional practice• Explain impact of isolation, colonisation, industrialisation and/or globalisation on relevant cultures• Identify the social and political codes and conventions used to accommodate cultural diversity within a pluralistic society
---	--

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cultural Behaviours

Nominal hours: 25

Module no:

Module outcome: Develop cultural competence to facilitate formal learning

Learning Outcomes	Underpinning skills
Identify and use codes and practices in own and other cultures	<ul style="list-style-type: none"> • Identify different linguistic codes (language and dialect) used by self and others • Identify different social and behavioural codes used by self and others • Identify dress and personal appearance codes in own and other cultures • Identify different social and institutional practices and protocols • Identify codes governing humour
Understand that meaning is culturally determined	<ul style="list-style-type: none"> • Develop concept of culture as source of social norms, conventions, beliefs and practices • Identify cultural conceptualisations relevant to learning in own culture • Identify cultural conceptualisations relevant to formal learning in education institutions and workplaces • Differentiate between conceptualisations about learning located in different cultural practices • Identify values related to learning in own culture and consider how these align with the values of formal learning institutions • Consider the role of humour in cross cultural contexts
Apply knowledge of cultural conceptualisations and social codes to operate effectively in a formal learning environment	<ul style="list-style-type: none"> • Select social and behavioural codes to establish and maintain personal relationships • Select linguistic codes to promote understanding between individuals • Apply knowledge of different value systems to establish and maintain personal relationships • Identify occasions where cross cultural understanding is compromised and apply strategies to bridge the gap • Accept, accommodate and respond positively to difference in individuals • Discuss ways to respond to stigma and stereotyping aimed at own culture

<p>Apply critical awareness to selecting appropriate codes and practices to operate effectively in a formal learning environment</p>	<ul style="list-style-type: none">• Locate self in a set of linguistic and cultural practices that construct identity and are a source of pride• Develop a capacity to critique western systems of language, thought, behaviour and institutional practice• Explain impact of isolation, colonisation, industrialisation and/or globalisation on relevant cultures• Identify the social and political codes and conventions used to accommodate cultural diversity within a pluralistic society
--	--

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cultural Behaviours

Nominal hours: 25

Module no:

Module outcome: Develop cultural competence to establish and maintain relationships in the workplace

Learning Outcomes	Underpinning skills
Identify and use codes and practices in own and other cultures	<ul style="list-style-type: none"> • Identify different linguistic codes (language and dialect) used by self and others • Identify different social and behavioural codes used by self and others • Identify dress and personal appearance codes in own and other cultures • Identify different social, institutional and workplace practices and protocols • Identify codes governing humour
Understand that meaning is culturally determined	<ul style="list-style-type: none"> • Develop concept of culture as source of social norms, conventions, beliefs and practices • Identify cultural conceptualisations governing work relationships in own culture • Identify cultural conceptualisations governing relationships in contemporary Australian workplaces • Differentiate between conceptualisations located in different cultural practices • Identify work-related values in own culture and consider how these align with the values of contemporary Australian workplaces • Consider the role of humour in cross cultural contexts
Apply knowledge of cultural conceptualisations and social codes to establish and maintain workplace relationships	<ul style="list-style-type: none"> • Select social and behavioural codes to establish and maintain workplace relationships • Select linguistic codes to promote understanding in the workplace • Apply knowledge of different value systems to establish and maintain workplace relationships • Identify occasions where cross cultural understanding is compromised and apply strategies to bridge the gap • Accept, accommodate and respond positively to difference in individuals, groups and organisations • Discuss ways to respond to stigma and stereotyping aimed at own culture

<p>Apply critical awareness to selecting appropriate codes and practices to establish and maintain workplace relationships</p>	<ul style="list-style-type: none">• Locate self in a set of linguistic and cultural practices that construct identity and are a source of pride• Develop capacity to critique western systems of language, thought, behaviour and institutional practice• Explain impact of isolation, colonisation, industrialisation and/or globalisation on relevant cultures• Identify the social and political codes and conventions used to accommodate cultural diversity within a pluralistic society
--	--

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cultural Behaviours

Nominal hours: 25

Module no:

Module outcome: Develop cultural competence to establish a career pathway

Learning Outcomes	Underpinning skills
Identify codes and practices in own and other cultures	<ul style="list-style-type: none"> • Identify different linguistic codes (language and dialect) used by self and others • Identify different social and behavioural codes used by self and others • Identify dress and personal appearance codes in own and other cultures • Identify different social and institutional practices and protocols • Identify codes governing humour
Understand that meaning is culturally determined	<ul style="list-style-type: none"> • Develop concept of culture as source of social norms, conventions, beliefs and practices • Identify cultural conceptualisations relating to life plans, goals, aspirations and objectives in own culture • Identify cultural conceptualisations relating to the value and processes of career planning • Differentiate between conceptualisations located in different cultural practices • Identify core values inherent in own culture and consider how these align with the cultural practice of career planning • Consider the role of humour in cross cultural contexts
Apply knowledge of cultural conceptualisations and social codes to plan a career pathway	<ul style="list-style-type: none"> • Select social and behavioural codes to establish and maintain relationships important to the process of career planning • Select linguistic codes and cognitive processes to access and process relevant information • Apply knowledge of different value systems to mediate between cultural differences • Identify occasions where cross cultural understanding is compromised and apply strategies to bridge the gap • Accept, accommodate and respond positively to difference in individuals, groups and organisations • Discuss ways to respond to stigma and stereotyping aimed at own culture
Apply critical awareness to selecting appropriate codes and practices to plan a career pathway	<ul style="list-style-type: none"> • Locate self in a set of linguistic and cultural practices that construct identity and are a source of pride • Develop a capacity to critique western systems of language, thought, behaviour and institutional practice • Explain impact of isolation, colonisation, industrialisation and/or globalisation on relevant

Section C – Module Outlines

	<p>cultures</p> <ul style="list-style-type: none">• Identify the social and political codes and conventions used to accommodate cultural diversity within a pluralistic society
--	---

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cultural Behaviours

Nominal hours: 25

Module no:

Module outcome: Develop cultural competence to secure a job

Learning Outcomes	Underpinning skills
Identify and use codes and practices in own and other cultures	<ul style="list-style-type: none"> • Identify different linguistic codes (language and dialect) used by self and others • Identify different social and behavioural codes used by self and others • Identify dress and personal appearance codes in own and other cultures • Identify different social and institutional practices and protocols • Identify codes governing humour
Understand that meaning is culturally determined	<ul style="list-style-type: none"> • Develop concept of culture as source of social norms, conventions, beliefs and practices • Identify cultural conceptualisations governing the role and value of work in own culture • Identify cultural conceptualisations governing the role and value of work in contemporary Australian workplaces • Differentiate between conceptualisations located in different work-related cultural practices • Identify work values in own culture and consider how these align with those of contemporary Australian workplaces • Consider the role of humour in cross cultural work contexts
Apply knowledge of cultural conceptualisations and social codes to search for and find employment opportunities	<ul style="list-style-type: none"> • Select social and behavioural codes to establish and maintain relationships with a range of people who provide employment services • Select linguistic codes to locate and process information about employment opportunities • Apply knowledge of different value and coding systems to present self as an attractive potential employee • Identify occasions where cross cultural understanding is compromised and apply strategies to bridge the gap • Accept, accommodate and respond positively to difference in individuals, groups and organisations • Discuss ways to respond to stigma and stereotyping aimed at own culture
Apply critical awareness to selecting appropriate codes and practices to search for and find employment opportunities	<ul style="list-style-type: none"> • Locate self in a set of linguistic and cultural practices that construct identity and are a source of pride • Develop a capacity to critique western systems of language, thought, behaviour and institutional practice • Explain impact of isolation, colonisation,

Section C – Module Outlines

	<p>industrialisation and/or globalisation on relevant cultures</p> <ul style="list-style-type: none">• Identify the social and political codes and conventions used to accommodate cultural diversity within a pluralistic society
--	--

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Cultural Behaviours

Nominal hours: 25

Module no:

Module outcome: Develop cultural competence to operate effectively in a bidialectal/bilingual environment

Learning Outcomes	Underpinning skills
Identify and use codes and practices in own and other cultures	<ul style="list-style-type: none"> • Identify different linguistic codes (language and dialect) used by self and others • Identify different social and behavioural codes used by self and others • Identify dress and personal appearance codes in own and other cultures • Identify different social and institutional practices and protocols • Identify codes governing humour
Understand that meaning is culturally determined	<ul style="list-style-type: none"> • Develop concept of culture as source of social norms, conventions, beliefs and practices • Identify cultural conceptualisations governing relationships in own culture • Identify cultural conceptualisations governing relationships in other cultures • Differentiate between conceptualisations located in different cultural practices • Identify values relating to relationships in own culture and consider how these align with those of other cultures • Consider the role of humour in cross cultural contexts
Apply knowledge of cultural conceptualisations and social codes to establish and maintain relationships	<ul style="list-style-type: none"> • Select social and behavioural codes to establish and maintain relationships • Select linguistic codes to promote understanding between individuals, groups and communities • Apply knowledge of different value systems to establish and maintain relationships • Identify occasions where cross cultural understanding is compromised and apply strategies to bridge the gap • Accept, accommodate and respond positively to difference in individuals • Discuss ways to respond to stigma and stereotyping aimed at own culture

<p>Apply critical awareness to selecting appropriate codes and practices to establish and maintain relationships</p>	<ul style="list-style-type: none">• Locate self in a set of linguistic and cultural practices that construct identity and are a source of pride• Develop a capacity to critique western systems of language, thought, behaviour and institutional practice• Explain impact of isolation, colonisation, industrialisation and/or globalisation on relevant cultures• Identify the social and political codes and conventions used to accommodate cultural diversity within a pluralistic society
--	--

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Reading and Comprehension

Nominal hours 25

Module no:

Module outcome: Read and comprehend to access information from print

Learning Outcomes	Underpinning skills
Recognise the grammatical, spelling and punctuation conventions of Standard Australian English when reading to comprehend and access information from print	<ul style="list-style-type: none"> • Relate alphabet and letter combinations to sounds in spoken language (apply phonic knowledge) • Recognise words • Read sentences for meaning • Predict unfamiliar words from sentence structure • Apply rules of grammar, punctuation and capitalisation to aid understanding • Read fluently
Recognise the expected social and structural conventions of the written information and its context	<ul style="list-style-type: none"> • Understand the purpose and function of the written information • Identify audience • Understand the influence of the social conventions used in written materials • Recognise and use organisational and structural features to locate information
Read and make meaning from documents relevant to information required	<ul style="list-style-type: none"> • Identify common sources of information • Use illustrations and captions to locate information • Identify the main points and ideas • Use different reading strategies to find and obtain information, e.g. <i>skimming, scanning</i> • Obtain specific information through detailed reading • Infer meaning from images related to the written information • Summarise information from longer documents
Apply critical awareness to the written language of the text and its influence on interpretation and meaning	<ul style="list-style-type: none"> • Read critically to evaluate and compare information, ideas and opinions from different sources • Compare the vocabulary, tone and style of different texts and understand how they influence interpretation • Identify the use of stereotypes • Identify the use of words with positive and/or negative connotations and understand their effect on interpretation • Identify any linguistic devices that confer authority or status • Consider whose interests are served, and/or left out

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Reading and Comprehension

Nominal hours 25

Module no:

Module outcome: Read and comprehend to access information from digital media

Learning Outcomes	Underpinning skills
Recognise the grammatical, spelling and punctuation conventions of Standard Australian English when reading to comprehend and access information from digital media	<ul style="list-style-type: none"> • Relate alphabet and letter combinations to sounds in spoken language (apply phonic knowledge) • Recognise words • Read sentences for meaning • Predict unfamiliar words from sentence structure • Apply rules of grammar, punctuation and capitalisation to aid understanding • Read fluently
Recognise the expected social and structural conventions of digital information and its context	<ul style="list-style-type: none"> • Understand the purpose and function of the information • Identify audience • Understand the social conventions used in accessing digital materials • Recognise and use digital organisational and structural features to locate information
Read and make meaning from digital documents relevant to information required	<ul style="list-style-type: none"> • Source information from a range of digital media • Use headings and key words to locate information • Use different reading strategies to find and obtain information, e.g. skimming, scanning • Identify the main points and ideas • Access hypertexts to explore other relevant material • Access hypermedia links to aid understanding • Understand and use symbols to link to related information • Obtain specific information through detailed reading • Infer meaning from images related to the written information • Summarise information from longer documents

<p>Apply critical awareness to the written language of the text and its influence on interpretation and meaning</p>	<ul style="list-style-type: none">• Read critically to evaluate and compare information, ideas and opinions from different sources• Compare the vocabulary, tone and style of different texts and understand how they influence interpretation• Identify the use of stereotypes• Identify the use of words with positive and/or negative connotations and understand their effect on interpretation• Identify any linguistic devices that confer authority or status• Consider whose interests are served, and/or left out
---	---

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Reading and Comprehension

Nominal hours 25

Module no:

Module outcome: Read and comprehend to identify and clarify problems

Learning Outcomes	Underpinning skills
Recognise the grammatical, spelling and punctuation conventions of Standard Australian English when reading to identify and clarify problems	<ul style="list-style-type: none"> • Relate alphabet and letter combinations to sounds in spoken language (apply phonic knowledge) • Recognise words • Read sentences for meaning • Predict unfamiliar words from sentence structure • Apply rules of grammar, punctuation and capitalisation to aid understanding • Read fluently
Recognise the expected social and structural conventions of the written information and its context	<ul style="list-style-type: none"> • Understand the purpose and function of the written information • Identify audience • Understand the influence of the social conventions used in written materials • Recognise and use organisational and structural features to locate information
Read and make meaning from information relevant to the problem	<ul style="list-style-type: none"> • Research and/or identify a problem • Locate information relevant to the problem • Use headings, illustrations and captions to locate relevant information • Use different reading strategies to find and obtain relevant information, e.g. <i>skimming, scanning</i> • Identify the main points and ideas • Obtain specific information through detailed reading • Infer meaning from images related to the written information • Summarise information from longer documents
Apply critical awareness to the written language of the text and its influence on interpretation and meaning.	<ul style="list-style-type: none"> • Read critically to evaluate and compare information, ideas and opinions from different sources • Compare the vocabulary, tone and style of different texts and understand how they influence interpretation • Identify the use of stereotypes • Identify the use of words with positive and/or negative connotations and understand their effect on interpretation • Identify any linguistic devices that confer authority or status • Consider whose interests are served, and/or left out

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Reading and Comprehension

Nominal hours 25

Module no:

Module outcome: Read and comprehend to select and apply options for solving a problem

Learning Outcomes	Underpinning skills
Recognise the grammatical, spelling and punctuation conventions of Standard Australian English when reading to select and apply options for solving a problem	<ul style="list-style-type: none"> • Relate alphabet and letter combinations to sounds in spoken language (apply phonic knowledge) • Recognise words • Read sentences for meaning • Predict unfamiliar words from sentence structure • Apply rules of grammar, punctuation and capitalisation to aid understanding • Read fluently
Recognise the expected social and structural conventions of the written information and its context	<ul style="list-style-type: none"> • Understand the purpose and function of the written information • Identify audience • Understand the influence of the social conventions used in written materials • Recognise and use organisational and structural features to locate information
Read and make meaning from documents relevant to selecting and applying options for solving a problem	<ul style="list-style-type: none"> • Research to locate possible solutions to an identified problem • Use headings illustrations and captions to locate possible • Use different reading strategies to find and obtain information, e.g. <i>skimming, scanning</i> • Obtain specific information through detailed reading • Infer meaning from images related to the written information • Summarise information from longer documents • Identify possible consequences and outcomes of applying each solution • Select and justify choice of solution
Apply critical awareness to the written language of the text and its influence on interpretation and meaning	<ul style="list-style-type: none"> • Read critically to evaluate and compare information, ideas and opinions from different sources • Compare the vocabulary, tone and style of different texts and understand how they influence interpretation • Identify the use of stereotypes • Identify the use of words with positive and/or negative connotations and understand their effect on interpretation • Identify any linguistic devices that confer authority or status • Consider whose interests are served, and/or left out

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Reading and Comprehension

Nominal hours 25

Module no:

Module outcome: Read and comprehend to acquire new knowledge

Learning Outcomes	Underpinning skills
Recognise the grammatical, spelling and punctuation conventions of Standard Australian English when reading to acquire new knowledge	<ul style="list-style-type: none"> • Relate alphabet and letter combinations to sounds in spoken language (apply phonic knowledge) • Recognise words • Read sentences for meaning • Predict unfamiliar words from sentence structure • Apply rules of grammar, punctuation and capitalisation to aid understanding • Read fluently
Recognise the expected social and structural conventions of the written information and its context	<ul style="list-style-type: none"> • Understand the purpose and function of the written information • Identify audience • Understand the influence of the social conventions used in written materials • Recognise and use organisational and structural features to locate information
Read and make meaning from documents to acquire new information	<ul style="list-style-type: none"> • Identify questions or information to be answered or sourced • Research relevant materials • Preview to find central idea and its relevance to specified requirements • Use the authors' aids - eg; forewords, summaries, prepared questions • Use different reading strategies to find and obtain information, e.g. <i>skimming, scanning</i> • Obtain specific information through detailed reading • Read with participation – make margin notes, write questions etc • Summarise information from longer documents • Apply techniques for considering consequences and making decisions
Apply critical awareness to the written language of the text and its influence on interpretation and meaning	<ul style="list-style-type: none"> • Read critically to evaluate and compare information, ideas and opinions from different sources • Compare the vocabulary, tone and style of different texts and understand how they influence interpretation • Identify the use of stereotypes • Identify the use of words with positive and/or negative connotations and understand their effect on interpretation • Identify any linguistic devices that confer authority or status • Consider whose interests are served, and/or left out

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Reading and Comprehension

Nominal hours 25

Module no:

Module outcome: Read and comprehend to establish and maintain social networks

Learning Outcomes	Underpinning skills
Recognise the grammatical, spelling and punctuation conventions of Standard Australian English when reading to establish and maintain social networks	<ul style="list-style-type: none"> • Relate alphabet and letter combinations to sounds in spoken language (apply phonic knowledge) • Recognise words • Read sentences for meaning • Predict unfamiliar words from sentence structure • Apply rules of grammar, punctuation and capitalisation to aid understanding • Read fluently
Recognise the expected social and structural conventions of the written information and its context	<ul style="list-style-type: none"> • Understand the purpose and function of social networks • Identify audiences • Understand the influence of the social conventions used in written materials • Recognise and use organisational and structural features to locate information
Read and make meaning from documents to establish and maintain social networks	<ul style="list-style-type: none"> • Outline requirements of a social network • Identify the type of social network required • Research relevant networks • Identify the main focus of the selected social network • Join/participate in a selected social network • Use different reading strategies to find and obtain information, e.g. <i>skimming</i>, <i>scanning</i> • Read and act appropriately on written messages from members of social network • Interpret tone accurately
Apply critical awareness to the written language of the text and its influence on interpretation and participation	<ul style="list-style-type: none"> • Read critically to evaluate and compare information, ideas and opinions from different sources • Compare the vocabulary, tone and style of different texts and understand how they influence interpretation • Identify the use of stereotypes • Identify the use of words with positive and/or negative connotations and understand their effect on interpretation • Identify any linguistic devices that confer authority or status • Consider whose interests are served, and/or left out

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Reading and Comprehension

Nominal hours 25

Module no:

Module outcome: Read and comprehend to research employment options

Learning Outcomes	Underpinning skills
Recognise the grammatical, spelling and punctuation conventions of Standard Australian English when reading to research employment options	<ul style="list-style-type: none"> • Relate alphabet and letter combinations to sounds in spoken language (apply phonic knowledge) • Recognise words • Read sentences for meaning • Predict unfamiliar words from sentence structure • Apply rules of grammar, punctuation and capitalisation to aid understanding • Read fluently
Recognise the expected social and structural conventions of the written information and its context	<ul style="list-style-type: none"> • Understand the purpose and function of the written information • Identify audience • Understand the influence of the social conventions used in written materials • Recognise and use organisational and structural features to locate information
Read and make meaning from documents to research employment options	<ul style="list-style-type: none"> • Identify sources for information on employment options - web sites, newspapers, government agencies etc • Define employment expectations/goals • Research relevant sites/sources • Use headings and keywords to locate information required • Use different reading strategies to find and obtain information, e.g. <i>skimming, scanning</i> • Obtain specific information about work duties, responsibilities, selection criteria and wages or salary range through detailed reading • Summarise information from longer documents • Evaluate the employment options site or resource for usefulness and ease of access • Select employment options for follow-up
Apply critical awareness to the written language of the text and its influence on interpretation and meaning	<ul style="list-style-type: none"> • Read critically to evaluate and compare information, ideas and opinions from different sources • Compare the vocabulary, tone and style of different texts and understand how they influence interpretation • Identify the use of stereotypes • Identify the use of words with positive and/or negative connotations and understand their effect on interpretation. • Identify any linguistic devices that confer authority or status • Consider whose interests are served, and/or left out

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Reading and Comprehension

Nominal hours 25

Module no:

Module outcome: Read and comprehend to undertake formal assessment

Learning Outcomes	Underpinning skills
Recognise the grammatical, spelling and punctuation conventions of Standard Australian English when reading to undertake formal assessment	<ul style="list-style-type: none"> • Relate alphabet and letter combinations to sounds in spoken language (apply phonic knowledge) • Recognise words • Read sentences for meaning • Predict unfamiliar words from sentence structure • Apply rules of grammar, punctuation and capitalisation to aid understanding • Read fluently
Recognise the expected social and structural conventions of the written information and its context	<ul style="list-style-type: none"> • Understand the purpose and structure of the formal assessment process • Identify expectations and timeframes • Identify the marking scheme, distinguishing between questions of higher and lower weighting. • Understand the influence of the social conventions used in written materials • Recognise and use organisational and structural features to locate information
Read and make meaning from documents to undertake formal assessment	<ul style="list-style-type: none"> • Prepare for assessment by reviewing skills and knowledge relevant to the assessment task • Interpret written instructions, requirements and advice relating to formal assessment procedures. • Allocate time for each section of the assessment • Read assessment task actively, making notes, or highlighting key words • Understand and apply the requirements of key assessment process words – eg <i>analyse</i> or <i>explain</i> - and follow instructions • Proofread and revise for clarity and accuracy
Apply critical awareness to the written language of the text and its influence on interpretation and meaning	<ul style="list-style-type: none"> • Evaluate and compare requirements from previous assessments • Compare the vocabulary, tone and style of different assessments and understand how they influence interpretation • Identify the use of stereotypes • Identify the use of words with positive and/or negative connotations and understand their effect on interpretation • Identify any linguistic devices that confer authority or status • Consider whose interests are served, and/or left out

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Writing

Nominal hours 25

Module no:

Module outcome: Write to tabulate and record information

Learning Outcomes	Underpinning skills
Use the grammatical, spelling and punctuation conventions of Standard Australian English when writing to tabulate and record information	<ul style="list-style-type: none"> • Write words and numbers • Spell words accurately • Write legibly • Write simple/complex sentences • Apply rules of grammar and punctuation • Construct paragraphs if required
Recognise the expected social conventions of the context and select appropriate writing mode or mechanism	<ul style="list-style-type: none"> • Understand the purpose and function of the task. • Identify audience • Understand organisational or social requirements and conventions for the task • Understand the structural conventions of the selected writing mode or mechanism
Produce documents relevant to and effective for tabulating and recording information	<ul style="list-style-type: none"> • Gather required information • Plan and draft document/s • Produce document, in keeping with its structural conventions • Present information in logical sequence • Proofread and revise for accuracy and meaning • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective written language to tabulate and record information	<ul style="list-style-type: none"> • Compare the language features of effective and ineffective writing modes or mechanisms for tabulating and recording information • Identify suitable vocabulary, tone and style to achieve desired outcome. • Judge how much to write and the level of detail required • Assess the response of readers • Evaluate the clarity with which information was conveyed • Identify any alternative strategies (structure, layout or vocabulary etc.) to improve clarity of message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Writing

Nominal hours 25

Module no:

Module outcome: Write to identify and analyse problems

Learning Outcomes	Underpinning skills
Use the grammatical, spelling and punctuation conventions of Standard Australian English when writing to identify and analyse problems	<ul style="list-style-type: none"> • Write words and numbers • Spell words accurately • Write legibly • Write simple/complex sentences • Apply rules of grammar and punctuation • Construct paragraphs if required
Recognise the expected social conventions of the context and select appropriate writing mode or mechanism	<ul style="list-style-type: none"> • Understand the purpose and function of the task. • Identify audience • Understand organisational and social requirements and conventions for the task • Understand the structural conventions of the selected writing mode or mechanism
Produce documents relevant to and effective for identifying and analysing problems	<ul style="list-style-type: none"> • Write a clear definition of the problem • Identify the most important influences on the problem • Apply techniques to plan and draft documents • Produce documents in keeping with their structural conventions • Present information in logical sequence • Proofread and revise for accuracy and meaning • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective written language to identify and analyse problems	<ul style="list-style-type: none"> • Compare the language features of effective and ineffective writing modes or mechanisms for identifying and analysing problems • Identify suitable vocabulary, tone and style to achieve desired outcome • Judge how much to write and the level of detail required • Assess the response of readers • Evaluate the clarity with which information was conveyed • Identify any alternative strategies (structure, layout or vocabulary etc.) to improve clarity of message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Writing

Nominal hours 25

Module no:

Module outcome: Write to apply solutions to problems

Learning Outcomes	Underpinning skills
Use the grammatical, spelling and punctuation conventions of Standard Australian English when writing to apply solutions to problems	<ul style="list-style-type: none"> • Write words and numbers • Spell words accurately • Write legibly • Write simple/complex sentences • Apply rules of grammar and punctuation • Construct paragraphs if required
Recognise the expected social conventions of the context and select appropriate writing mode or mechanism	<ul style="list-style-type: none"> • Understand the purpose and function of the task. • Identify audience • Understand organisational and social requirements and conventions for the task • Understand the structural conventions of the selected writing mode or mechanism
Produce documents relevant to and effective for applying solutions to problems	<ul style="list-style-type: none"> • Write down any possible solutions to an identified problem • Identify possible consequences and outcomes of applying each solution • Recommend a solution if required • Apply techniques to plan and draft document • Produce the document, in keeping with its structural conventions • Present information in logical sequence • Proofread and revise for accuracy and meaning • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective written language to apply solutions to problems	<ul style="list-style-type: none"> • Compare the language features of effective and ineffective writing modes or mechanisms for applying solutions to problems • Identify suitable vocabulary, tone and style to achieve desired outcome • Judge how much to write and the level of detail required • Assess the response of readers • Evaluate the clarity with which information was conveyed • Identify any alternative strategies (structure, layout or vocabulary etc.) to improve the clarity of the message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Writing

Nominal hours 25

Module no:

Module outcome: Write to demonstrate learning

Learning Outcomes	Underpinning skills
Use the grammatical, spelling and punctuation conventions of Standard Australian English when writing to demonstrate learning	<ul style="list-style-type: none"> • Write words and numbers • Spell words accurately • Write legibly • Write simple/complex sentences • Apply rules of grammar and punctuation • Construct paragraphs if required
Recognise the expected social conventions of the context and select appropriate writing mode or mechanism	<ul style="list-style-type: none"> • Understand the purpose and function of the task • Identify audience • Understand organisational and social requirements and conventions for the task • Understand the structural conventions of the selected writing mode or mechanism
Produce documents relevant to and effective for demonstrating learning	<ul style="list-style-type: none"> • Research the information required • Where possible, apply techniques to plan and draft document • Write succinct and relevant answers to short-answer questions • Produce essays and/or reports in keeping with their structural conventions • Avoid plagiarism • Provide references and bibliography as appropriate • Present information in logical sequence • Proofread and revise for accuracy and meaning • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective written language to demonstrate learning	<ul style="list-style-type: none"> • Compare the language features of effective and ineffective writing modes or mechanisms to demonstrate learning • Identify suitable vocabulary, tone and style to achieve desired outcome. • Judge how much to write and the level of detail required • Assess the response of assessor • Evaluate the clarity with which information was conveyed • Identify any alternative strategies (structure, layout or vocabulary etc.) to improve the clarity of the message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Writing

Nominal hours 25

Module no:

Module outcome: Write to conduct negotiation

Learning Outcomes	Underpinning skills
Use the grammatical, spelling and punctuation conventions of Standard Australian English when writing to conduct negotiation	<ul style="list-style-type: none"> • Write words and numbers • Spell words accurately • Write legibly • Write simple/complex sentences • Apply rules of grammar and punctuation • Construct paragraphs if required
Recognise the expected social conventions of the context and select appropriate writing mode or mechanism	<ul style="list-style-type: none"> • Understand the purpose and function of the task • Identify audience • Understand organisational and social requirements and conventions for the task • Understand the structural conventions of the selected writing mode or mechanism
Produce documents relevant to and effective for conducting negotiation.	<ul style="list-style-type: none"> • Identify preferred negotiation outcome • Identify priority items • Identify negotiables • Apply techniques to plan and draft document • Produce a document, in keeping with its structural conventions • Present information in logical sequence • Proofread and revise for accuracy and meaning
Apply critical awareness to selecting appropriate and effective written language to conduct negotiation	<ul style="list-style-type: none"> • Compare the language features of effective and ineffective writing modes or mechanisms to conduct negotiations • Identify suitable vocabulary, tone and style to achieve desired outcome • Judge how much to write and the level of detail required • Assess the response of the negotiators • Evaluate the clarity with which information was conveyed • Identify any alternative strategies (structure, layout or vocabulary etc.) to improve the clarity of the message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Writing

Nominal hours 25

Module no:

Module outcome: Write to establish and participate in networks

Learning Outcomes	Underpinning skills
Use the grammatical, spelling and punctuation conventions of Standard Australian English when writing to establish and maintain networks	<ul style="list-style-type: none"> • Write words and numbers • Spell words accurately • Write legibly • Write simple/complex sentences • Apply rules of grammar and punctuation • Construct paragraphs if required
Recognise the expected social conventions of the context and select appropriate writing mode or mechanism	<ul style="list-style-type: none"> • Understand the purpose and function of the task. • Identify audience • Understand organisational and social requirements and conventions for the task • Understand the structural conventions of the selected writing mode or mechanism
Produce documents relevant to and effective for establishing and maintaining networks	<ul style="list-style-type: none"> • Clarify the purpose for establishing a network • Clarify roles and requirements • Establish a program of regular contact • Apply techniques to plan and draft documents • Produce documents to initiate interaction • Respond appropriately to written messages • Present information in logical sequence • Proofread and revise for accuracy and meaning • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective written language to establish and maintain networks	<ul style="list-style-type: none"> • Compare language features of effective and ineffective writing modes or mechanisms to establish and maintain networks • Identify suitable vocabulary, tone and style to achieve desired outcome • Judge how much to write and the level of detail required • Assess the response of members of network • Evaluate the clarity with which information was conveyed • Identify any alternative strategies (structure, layout or vocabulary etc.) to improve the clarity of the message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Writing

Nominal hours 25

Module no:

Module outcome: Write to further employment goals

Learning Outcomes	Underpinning skills
Use the grammatical, spelling and punctuation conventions of Standard Australian English when writing to further employment goals	<ul style="list-style-type: none"> • Write words and numbers • Spell words accurately • Write legibly • Write simple/complex sentences • Apply rules of grammar and punctuation • Construct paragraphs if required
Recognise the expected social conventions of the context and select appropriate writing mode or mechanism	<ul style="list-style-type: none"> • Understand the purpose and function of the task. • Identify audience • Understand organisational and social requirements and conventions for the task • Understand the structural conventions of the selected writing mode or mechanism
Produce documents relevant to and effective for furthering employment goals	<ul style="list-style-type: none"> • Gather relevant qualification and previous experience documentation • Describe work skills • Define work goals • Identify training or educational requirements to achieve goals • Identify potential referees • Apply techniques to plan and draft document • Produce relevant documents, in keeping with their structural conventions • Present information in logical sequence • Proofread and revise for accuracy and meaning • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective written language to further employment goals	<ul style="list-style-type: none"> • Compare language features of effective and ineffective writing modes or mechanisms to further employment goals • Identify suitable vocabulary, tone and style to achieve desired outcome. • Judge how much to write and the level of detail required • Assess the response of readers • Evaluate the clarity with which information was conveyed • Identify any alternative strategies (structure, layout or vocabulary etc.) to improve the clarity of the message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Writing

Nominal hours 25

Module no:

Module outcome: Write to further personal goals

Learning Outcomes	Underpinning skills
Use the grammatical, spelling and punctuation conventions of Standard Australian English when writing to further personal goals	<ul style="list-style-type: none"> • Write words and numbers • Spell words accurately • Write legibly • Write simple/complex sentences • Apply rules of grammar and punctuation • Construct paragraphs if required
Recognise the expected social conventions of the context and select appropriate writing mode or mechanism	<ul style="list-style-type: none"> • Understand the purpose and function of the task. • Identify audience • Understand organisational and social requirements and conventions for the task • Understand the structural conventions of the selected writing mode or mechanism
Produce documents relevant to and effective for furthering personal goals	<ul style="list-style-type: none"> • Define personal goals • Prioritise personal goals • Break down goals to smaller achievable parts if appropriate • Establish a timeframe to achieve goals • Apply techniques to plan, draft and produce a personal goal plan • Present information in logical sequence • Proofread and revise for accuracy and meaning • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective written language to further personal goals	<ul style="list-style-type: none"> • Compare language features of effective and ineffective writing modes or mechanisms to further personal goals • Identify suitable vocabulary, tone and style to achieve desired outcome • Assess the response of the reader • Evaluate the clarity with which information was conveyed • Identify any alternative strategies (structure, layout or vocabulary etc.) to improve the clarity of the message

Course in Underpinning Skills for Industry Qualifications

Module Stream: Numeracy

Nominal hours: 25

Module no:

Module outcome: Use numerical constructs to understand and evaluate information

Learning Outcomes	Underpinning skills
<p>Recognise the digits, numbers, mathematical symbols and mathematical language used to denote quantity and order, location and design</p>	<ul style="list-style-type: none"> • Recognise whole numbers ranging from single digits to large numbers • Recognise the numbers, symbols and language of time and money • Recognise the symbols required for the four basic arithmetic processes, (+, -, x and ÷) • Recognise mathematical language related to four processes: equals, sum, total, subtract, divide, share • Recognise notation of decimals, fractions and percentages • Recognise the language and the conventions of the metric system: decimal point, abbreviations (e.g. \$, cm) and their placement • Recognise language of location in maps and design in drawing plans • Recognise symbols, language and conventions in more complex mathematical processes: ratio, square roots, indices, algebraic equations, formulae and graphs if applicable • Recognise tools required for calculations: calculators, graphic calculators and software applications • Recognise tools required for measurement: scales, tapes etc
<p>Identify mathematical processes most applicable to understand evaluate the required information</p>	<ul style="list-style-type: none"> • Talk with others about the context and purpose of the task and decide what methods will be used: use both informal language and mathematical language • Experiment with different approaches to the problem • Estimate the result of a calculation using rounding off, working backwards, drawing pictures, talking with others and any other strategies • Understand that there is not one 'right way' to problem- solve and present information, there is often a choice of methods and solutions • Discuss the implications of making errors in terms of time and cost and relationships • Link the context of the problem to the process and mathematical symbols required: changing from one currency to another
<p>Apply strategies and processes to successfully complete the mathematical</p>	<ul style="list-style-type: none"> • Read, count and order whole numbers ranging from single digits to large numbers

<p>task required</p>	<ul style="list-style-type: none"> • Round off whole numbers, fractions, decimals and percentages • Read time and money correctly and make calculations with both • Use decimals, fractions and percentages in calculations • Use percent, decimals and fractions interchangeably if needed • Use ideas of proportion and ratio if applicable • Use the language, notation and conventions of the metric system correctly converting between widely used units if necessary • Take accurate measurements: use the metric or imperial system as required and best tools available • Use mathematical language related to four processes: equals, sum, total, subtract, divide, share • Do calculations using four processes using order of operations if necessary • Estimate frequently • Recognise language of location in maps and drawing plans • Use mathematical formulae for measuring: perimeter, area and volume • Use mathematical formulae in more complex areas: rates, algebra, geometry and statistics • Collect and make sense of data using a variety of methods: do surveys, analyse using measures of central tendency and present results in graphs, tables, charts and reports • Use symbols, language and conventions in more complex mathematical processes such as ratio, square roots, indices, algebraic equations, formulae and graphs if applicable • Use tools for calculating: scientific calculators, graphic calculators and software applications • Use mental maths frequently • Use tools required for measurement: scales, tapes etc. • Use a diary with notes and observations of learning • Seek assistance: ask others, use the internet, use books and videos • Check results in terms of common sense and accuracy • Present information or results in a clear manner using an appropriate format
<p>Apply critical awareness to the evaluation of mathematical information that is intended to influence</p>	<ul style="list-style-type: none"> • Identify the limitations and weaknesses of the mathematical model that was used • Assess the appropriateness of the mathematical model for producing the desired outcomes

Section C – Module Outlines

decision making	<ul style="list-style-type: none">• Test the reliability of the meaning generated by the mathematical model by relating it to other factors in the environment (social, political, domestic etc)• Identify opportunities to improve performance
-----------------	--

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Numeracy

Nominal hours: 25

Module no:

Module outcome: Use numerical constructs for record keeping

Learning Outcomes	Underpinning skills
<p>Recognise the digits, numbers, mathematical symbols, language and conventions</p>	<ul style="list-style-type: none"> • Recognise contexts for record keeping: budgeting, workplace, family records, taxation, government agencies and business records • Recognise language of record keeping: receipts, lists, columns, tables, carry forward, archive, journal entry, audit, bills and statements • Recognise the role of time and date records: calendars and diary • Recognise the numbers, symbols and language of time and money • Recognise the symbols required for the four basic arithmetic processes: (+, -, x and ÷) • Recognise mathematical language related to the four basic arithmetic processes: equals, sum, total, subtract, divide, share • Recognise notation of decimals, fractions and percentages
<p>Identify mathematical processes most applicable to keeping the specified records</p>	<ul style="list-style-type: none"> • Talk with others about alternative methods of keeping records • Identify who will read and use them • Link context of record keeping (shopping, family management, taxation, running a business) to the method (a simple list, diary, logbook, software applications) • Experiment with different approaches • Discuss the implications of making errors in terms of time and cost and relationships: i.e. work backwards

<p>Apply strategies and processes to successfully keep records</p>	<ul style="list-style-type: none"> • Keep original receipts, documents and certificates: source documents related to law, family health and education, workplace, taxation, government, hobbies and business • File source documents straight away in clearly marked envelopes or files • Develop a routine for record keeping • Use a reference system: simple lists with ticks and crosses, comprehensive recording in software application (e.g. Excel) • Make a financial record timeline to show when payments are due • Back up computer records once a month • Read, count and order whole numbers ranging from single digits to large numbers • Round off whole numbers, fractions, decimals and percentages • Read time and money correctly and make calculations with both • Use mathematical language related to four processes, e.g. equals, sum, total, subtract, divide and share • Do calculations using the four basic arithmetic processes • Estimate frequently using 'rounding off', 'grouping numbers for adding', mental maths and other strategies • Use tools for calculating: scientific calculators, graphic calculators and software applications • Use/ practise mental maths frequently • Seek assistance: ask others, use the internet, books and videos • Check results in terms of common sense and accuracy • Present information or results in a clear manner using an appropriate format
<p>Apply critical awareness to the evaluation of mathematical information that is intended to influence decision making</p>	<ul style="list-style-type: none"> • Identify the limitations and weaknesses of the mathematical model that was used • Assess the appropriateness of the mathematical model for producing the desired outcomes • Test the reliability of the meaning generated by the mathematical model by relating it to other factors in the environment (social, political, domestic etc) • Identify opportunities to improve performance

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Numeracy

Nominal hours: 25

Module no:

Module outcome: Use numerical constructs for managing finances

Learning Outcomes	Underpinning skills
Recognise the digits, numbers, mathematical symbols and mathematical language used to denote quantity and order	<ul style="list-style-type: none"> • Recognise contexts and language for managing finances: counting change, savings, budgets, phone plans, credit cards, managing government agencies, borrowing money, super, retirement, insurance and health funds etc • Recognise whole numbers ranging from single digits to large numbers • Recognise tools for managing finances: mental maths, calculators, record keeping and software applications • Recognise the role of time and date records: calendar, logbook, filing and reference systems • Recognise the numbers, symbols and language of time and money • Recognise the symbols and language required for the four basic arithmetic processes: (+, -, x and ÷) and equals, sum, total, subtract, divide and share • Recognise notation of decimals and percentages and fractions
Identify mathematical processes most applicable to managing finances	<ul style="list-style-type: none"> • Talk with others about alternative ways to manage finances • Link context of managing finances: counting change, savings, budgets, phone plans, credit cards, etc. to the mathematical processes required • Experiment with different approaches • Discuss the implications of making errors in terms of time and cost and relationships: i.e. work backwards
Apply strategies and processes to successfully manage money	<ul style="list-style-type: none"> • Count, round off and give change using money • Calculate with money using the four arithmetic processes • Make a budget: set financial goals, record income and expenses in a table, average expenses over time periods, calculate savings required • Use language of managing finances: e.g. receipts, budget, saving, investment, debt, simple and compound, interest, mortgage, hire purchase, • Use a list, table or matrix to compare complex information such as mobile phone plans • Calculate simple and compound interest if applicable • Use time and date records • Use a reference system: simple lists with ticks and crosses, comprehensive recording in software

	<p>application (e.g. Excel)</p> <ul style="list-style-type: none"> • Make a financial record timeline to show when payments are due • Back up computer records once a month • Estimate frequently: 'rounding off', 'grouping numbers for adding', mental maths and other strategies • Use tools for calculating e.g. scientific calculators and software applications • Seek assistance: ask others, use the internet, use books and videos • Check results in terms of common sense and accuracy • Present information or results in a clear manner using an appropriate format
<p>Apply critical awareness to the selection of mathematical information used to make financial decisions</p>	<ul style="list-style-type: none"> • Identify the limitations and weaknesses of the mathematical model that was used • Assess the appropriateness of the mathematical model for producing the desired outcomes • Test the reliability of the meaning generated by the mathematical model by relating it to other factors in the environment (social, political, domestic etc) • Identify opportunities to improve performance

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Numeracy

Nominal hours: 25

Module no:

Module outcome: Use numerical constructs to apply solutions to practical problems

Learning Outcomes	Underpinning skills
<p>Recognise the digits, numbers, mathematical symbols and mathematical language used to denote quantity and order, location and design</p>	<ul style="list-style-type: none"> • Recognise contexts for problem solving: painting, cooking, gardening • Recognise the need to collect information to solve a practical problem • Recognise whole numbers ranging from single digits to large numbers • Recognise the numbers, symbols and language of time and money • Recognise the symbols required for the four basic arithmetic processes, (+, -, x and ÷) • Recognise mathematical language related to the four processes: equals, sum, total, subtract, divide and share • Recognise notation of decimals, fractions and percentages • Recognise the language and the conventions of the metric system: the decimal point, abbreviations (e.g. \$, cm) and their placement • Recognise language of location in maps and design in drawing plans • Recognise symbols, language and conventions in more complex mathematical processes such as ratio, square roots, indices, algebraic equations, formulae and graphs
<p>Identify mathematical processes most applicable to solving the specified problem</p>	<ul style="list-style-type: none"> • Talk with others about alternative ways to approach the problem considering all elements: predictable, measurable and non-predictable, non-measurable • Link the context of the problem solving activity: painting, cooking, gardening etc. to the most effective mathematical methods • Experiment with different approaches • Discuss the implications of making errors in terms of time and cost and relationships: i.e. work backwards
<p>Apply strategies and processes to successfully solve the problem</p>	<ul style="list-style-type: none"> • Collect accurate measurements and figures for the project • Do calculations involving the four processes • Use mathematical language related to four processes: equals, sum, total, subtract, divide and share • Use tools for problem solving: mental maths, calculators, record keeping and software

	<p>applications</p> <ul style="list-style-type: none"> • Use a list, table or matrix to compare information such as costs per person • Use communication skills required for problem solving: negotiation, time, stress and people management • Count and order whole numbers from single digits to large numbers • Round off whole numbers, fractions, decimals and percentages • Read time and money correctly and make calculations with both • Use ideas of proportion and ratio if applicable • Estimate frequently: 'rounding off', 'grouping numbers for adding', using mental maths and other strategies • Use tools for calculating: scientific calculators, graphic calculators and software applications • Seek assistance: ask others, read labels, the internet, books and videos
<p>Apply critical awareness to the selection of mathematical information to solve problems</p>	<ul style="list-style-type: none"> • Identify the limitations and weaknesses of the mathematical model that was used • Assess the appropriateness of the mathematical model for producing the desired outcomes • Test the reliability of the meaning generated by the mathematical model by relating it to other factors in the environment (social, political, domestic etc) • Identify opportunities to improve performance

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Numeracy

Nominal hours: 25

Module no:

Module outcome: Use numerical constructs for organisational purposes

Learning Outcomes	Underpinning skills
<p>Recognise the digits, numbers, mathematical symbols and mathematical language used to denote quantity and order, location and design</p>	<ul style="list-style-type: none"> • Recognise contexts for organisational purposes: planning an event, etc • Recognise that organisation usually involves unpredictable elements such as cost rises, supply shortages, weather and human behaviour • Recognise whole numbers ranging from single digits to large numbers • Recognise the numbers, symbols and language of time and money • Recognise the symbols and language required for the four basic arithmetic processes, (+, -, x and ÷) • Recognise notation of decimals, fractions and percentages • Recognise the language and the conventions of the metric system: the decimal point, abbreviations (e.g. \$, cm) and their placement • Recognise tools required for measurement (scales, tapes etc.) • Recognise language of location in maps and design in drawing plans • Recognise symbols, language and conventions in more complex mathematical processes such as a ratio, algebraic equations, formulae and graphs in a time/cost study • Recognise tools required for calculations e.g. calculators, graphic calculators and software applications
<p>Identify mathematical processes most applicable to the specified organisational purpose</p>	<ul style="list-style-type: none"> • Talk with others about the best way to incorporate all the elements: predictable, measurable and non - predictable non-measurable • Link the context of the organising to the most effective methods • Experiment with different approaches • Discuss the implications of making errors in terms of time and cost and relationships: i.e. work backwards
<p>Apply strategies and processes to perform the organisational task</p>	<ul style="list-style-type: none"> • Collect near accurate measurements and figures for the project • Do the calculations and use mathematical language related to four processes, e.g. equals, sum, total, subtract, divide, share • Use tools for organising mathematically: mental maths, pen and pencil, calculators, record keeping

	<p>and software applications</p> <ul style="list-style-type: none"> • Use a list, table or matrix to compare simple and/ or complex information such as costs per person • Use more complex skills: budgeting averaging, measuring, applying ratio and proportion, using formulae if applicable • Use communication skills required for organising an event: negotiation, management skills, time and stress management etc • Count and order whole numbers ranging from single digits to large numbers • Round off whole numbers, fractions, decimals and percentages • Read time and money correctly and make calculations with both • Use ideas of proportion and ratio if applicable • Estimate frequently: 'round off', 'group numbers for adding', using mental maths and other strategies • Use tools for calculating e.g. scientific calculators, graphic calculators and software applications • Seek assistance: ask others, read labels, use the internet, use books and videos
<p>Apply critical awareness to the selection of mathematical information to perform organisational tasks</p>	<ul style="list-style-type: none"> • Identify the limitations and weaknesses of the mathematical model that was used • Assess the appropriateness of the mathematical model for producing the desired outcomes • Test the reliability of the meaning generated by the mathematical model by relating it to other factors in the environment (social, political, domestic etc) • Identify opportunities to improve performance

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Numeracy

Nominal hours: 25

Module no:

Module outcome: Use numerical constructs to perform navigation tasks

Learning Outcomes	Underpinning skills
<p>Recognise the digits, numbers, mathematical symbols and mathematical language used to denote quantity and order, location and design</p>	<ul style="list-style-type: none"> • Read whole numbers ranging from single digits to large numbers • Recognise the numbers symbols and language of time and money • Recognise the symbols and language required for the four basic arithmetic processes, (+, -, x and ÷) • Recognise notation of decimals, fractions and percentages • Recognise the language and the conventions of the metric system: the decimal point, abbreviations (e.g. \$, cm) and their placement • Recognise language of location in maps and drawing plans • Recognise symbols, language and conventions of scales, rates, ratio, speed and distance • Recognise tools required for calculations: calculators, including graphic, and software applications • Recognise tools required for measurement: scales, tapes etc
<p>Identify mathematical processes most applicable to performing the navigational task</p>	<ul style="list-style-type: none"> • Talk with others about how to do the task and what methods will be used: use informal, mathematical and navigation language • Understand that there is not one 'right way' to problem - solve and present information, there is often a choice of methods and solutions • Discuss the implications of making errors in terms of time, cost and relationships: i.e. work backwards • Link the context of the problem to the navigational processes required: what type of map to use and how to read it
<p>Apply strategies and processes to successfully complete the navigational task required</p>	<ul style="list-style-type: none"> • Read maps using place names, standard symbols, key landmarks and legends • Use directional language such as left and right, further on, through intersection, North and South etc • Draw a mud map and give verbal directions • Use scale bar on maps to calculate distance in kilometres and metres • Use grids to pinpoint location on map • Use lines of longitude and latitude to gain bearings • Use contour lines if applicable • Read, count and order whole numbers ranging from single digits to large numbers • Estimate frequently: round off whole numbers,

	<p>fractions, decimals and percentages</p> <ul style="list-style-type: none"> • Read time and distance correctly and make calculations with both • Use decimals, fractions and percentages in calculations • Use the language and the conventions of the metric system correctly converting between widely used units if necessary • Use tools required for measurement and navigation: scales, compass • Do calculations using four processes • Recognise symbols, language and conventions in more complex mathematical processes such as rates, ratio, speed per distance • Use tools for calculating e.g. scientific calculators, graphic calculators and software applications • Use mental maths frequently • Seek assistance: ask others, read labels, the internet, books and videos • Check results in terms of common sense and accuracy
<p>Apply critical awareness to the selection of mathematical information to perform navigational task</p>	<ul style="list-style-type: none"> • Identify the limitations and weaknesses of the mathematical model that was used • Assess the appropriateness of the mathematical model for producing the desired outcomes • Test the reliability of the meaning generated by the mathematical model by relating it to other factors in the environment (social, political, domestic etc) • Identify opportunities to improve performance

Course in Underpinning Skills for Industry Qualifications USIQ)

Module Stream: Numeracy

Nominal hours: 25

Module no:

Module outcome: Use numerical constructs to measure for practical purposes

Learning Outcomes	Underpinning skills
<p>Recognise the digits, numbers, mathematical symbols and mathematical language used to denote quantity and order, location and design</p>	<ul style="list-style-type: none"> • Recognise the purpose of the measuring task: cooking, travelling, constructing • Read whole numbers ranging from single digits to large numbers • Recognise the numbers symbols and language of time and money • Recognise the symbols required for the four basic arithmetic processes, (+, -, x and ÷) • Recognise mathematical language related to four processes: equals, sum, total, subtract, divide, share • Recognise notation of decimals, fractions and percentages • Recognise the language and the conventions of the metric system: the decimal point, abbreviations (e.g. \$, cm) and their placement • Recognise language of location in maps and design in drawing plans • Recognise symbols, language and conventions of scales, rates, ratio, speed / distance • Recognise tools required for calculations: calculators, graphic calculators and software applications • Recognise tools required for measurement: scales, tapes etc
<p>Identify mathematical processes most applicable to measuring for a practical purpose</p>	<ul style="list-style-type: none"> • Talk with others about how to do the task and what tools and methods will be used: use informal language and mathematical language • Understand that measuring for practical purposes requires very accurate measurements • Discuss the implications of making errors in terms of time, cost and relationships: i.e. work backwards • Link the context of the problem to the measuring units required: metric (cm or mm) or imperial (inches)
<p>Apply strategies and processes to successfully complete the measuring task required</p>	<ul style="list-style-type: none"> • Read count and order whole numbers ranging from single digits to large numbers • Estimate and measure temperature, length, mass, perimeter and volume • Use a range of measuring tools • Convert between different metric units • Use formula to calculate area, perimeter and volume • Apply estimation skills to practical situations • Estimate frequently: round off whole numbers,

	<p>fractions, decimals and percentages</p> <ul style="list-style-type: none"> • Read time and distance correctly and make calculations with both • Use decimals, fractions and percentages in calculations • Use the language and the conventions of the metric system correctly converting between widely used units if necessary • Use tools required for measurement (scales, tapes etc.) • Do calculations using 4 processes • Recognise symbols, language and conventions in more complex mathematical processes such as rates, ratio, speed per distance • Use tools for calculating e.g. scientific calculators, graphic calculators and software applications • Use mental maths frequently • Seek assistance: ask others, read labels, use the internet, books and videos • Check results in terms of common sense and accuracy
<p>Apply critical awareness to the selection of mathematical information to perform measuring task</p>	<ul style="list-style-type: none"> • Identify the limitations and weaknesses of the mathematical model that was used • Assess the appropriateness of the mathematical model for producing the desired outcomes • Test the reliability of the meaning generated by the mathematical model by relating it to other factors in the environment (social, political, domestic etc) • Identify opportunities to improve performance

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Numeracy

Nominal hours: 25

Module no:

Module outcome: Use numerical constructs to measure, plan and design

Learning Outcomes	Underpinning skills
<p>Recognise the digits, numbers, mathematical symbols and mathematical language used to denote quantity and order, location and design</p>	<ul style="list-style-type: none"> • Recognise contexts for planning and designing: gardening, landscaping, sewing clothes and upholstery, artistic decoration, cakes, and brochures • Recognise symbols and language of drawings, designs, shapes, and plans • Recognise whole numbers ranging from single digits to large numbers • Recognise the numbers, symbols and language of time and money • Recognise the symbols and language required for the four basic arithmetic processes, (+, -, x and ÷) • Recognise notation of decimals, fractions and percentages • Recognise the language and the conventions of the metric system: the decimal point, abbreviations (e.g. \$, cm) and their placement • Recognise tools required for design and measurement: template, scales and tapes etc
<p>Identify mathematical processes most applicable to the specifications of the design brief</p>	<ul style="list-style-type: none"> • Talk with others about the purpose of the task: how to do it and what methods will be used: use informal and mathematical language • Understand that there is not one 'right way' to achieve an effective plan or design: there is often a choice of methods and solutions • Recognise the implications of making errors in terms of time and cost and relationships: i.e. work backwards • Link the context of the problem to the mathematical processes required for measuring and calculating in correct unit of measure,
<p>Apply strategies and processes to successfully complete the design and measurement task required</p>	<ul style="list-style-type: none"> • Decide on purpose of plan and design activity: vegetable or flower garden, fabric for a cushion or chair • Draw a rough plan or visualise the project • Measure accurately: length, width perimeter using correct tools • Calculate area and volume • Transfer to graph or computer software application: use proportion and ratio to enlarge or make smaller • Match template to material maximising and optimising material • Read packaging for mathematical instructions and

	<p>information: charts, quantities, rates, time and size</p> <ul style="list-style-type: none"> • Estimate frequently: round off whole numbers, fractions, decimals and percentages • Read time and distance correctly and make calculations with both • Use decimals, fractions and percentages in calculations • Use the language and the conventions of the metric system correctly converting between widely used units if necessary • Use tools required for measurement (scales, tapes etc.) • Do calculations using 4 processes • Use tools for calculating e.g. scientific calculators, graphic calculators and software applications • Use mental maths frequently • Seek assistance: ask others, read labels, use the internet, books, DVDs and videos • Check results in terms of common sense and accuracy
<p>Apply critical awareness to the selection of mathematical information to perform the design task</p>	<ul style="list-style-type: none"> • Identify the limitations and weaknesses of the mathematical model that was used • Assess the appropriateness of the mathematical model for producing the desired outcomes • Test the reliability of the meaning generated by the mathematical model by relating it to other factors in the environment (social, political, domestic etc) • Identify opportunities to improve performance

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Oral Communication

Nominal hours: 25

Module no:

Module outcome: Speak and listen to access and process verbal information

Learning Outcomes	Underpinning skills
Use the grammatical and pronunciation conventions of Standard Australian English, and other English dialects used in Australia to access and process verbal information	<ul style="list-style-type: none"> • Pronounce English words clearly • Hear and interpret English words accurately • Use and understand English syntax in speech • Take meaning from speech intonation • Use and interpret body language and non-verbal signals accurately
Recognise the expected social conventions of the context and select appropriate spoken language options	<ul style="list-style-type: none"> • Understand the purpose and function of the verbal communication • Adapt contributions to discussions to suit audience, context, purpose and situation • Use suitable greetings and interactive modes • Understand and use appropriate social conventions to suit the occasion
Apply oral communication skills to access and process verbal information	<ul style="list-style-type: none"> • Speak clearly to be heard and understood using appropriate clarity, speed and phrasing • Use appropriate listening skills to identify relevant information and new information from discussions, explanations and presentations • Ask questions to clarify • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective language choices to access and process verbal information	<ul style="list-style-type: none"> • Listen critically to evaluate and compare information, ideas and opinions from different speakers • Compare the dialect choice, vocabulary, tone and style of different speakers and understand how they influence interpretation • Select appropriate tone and vocabulary for the situation or context • Assess the response of listener • Evaluate the clarity with which information was conveyed • Identify any alternative strategies to improve clarity of message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Oral Communication

Nominal hours: 25

Module no:

Module outcome: Speak and listen to establish and conduct social relationships

Learning Outcomes	Underpinning skills
Use the grammatical and pronunciation conventions of Standard Australian English, and other English dialects used in Australia to access and process verbal information	<ul style="list-style-type: none"> • Pronounce English words clearly • Hear and interpret English words accurately • Use and understand English syntax in speech • Take meaning from speech intonation • Use and interpret body language and non-verbal signals accurately
Recognise the expected social conventions of the context and select appropriate spoken language options	<ul style="list-style-type: none"> • Understand the purpose and function of the verbal communication. • Adapt contributions to discussions to suit the social relationship - audience, context, purpose and situation • Use suitable greetings and interactive modes • Understand and use appropriate social conventions to suit the social relationship and the occasion
Apply oral communication skills to establish and conduct social relationships	<ul style="list-style-type: none"> • Speak clearly to be heard and understood using appropriate clarity, speed and phrasing • Follow and contribute to discussions • Respect the turn-taking rights of others during conversations and discussions • Use appropriate phrases for interruption • Use appropriate listening skills, including using body language and facial expressions to encourage others to speak • Ask questions to clarify • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective language choices to conduct social relationships	<ul style="list-style-type: none"> • Listen critically to evaluate and compare information, ideas and opinions from different speakers • Compare the dialect choice, vocabulary, tone and style of different speakers and understand how they influence interpretation • Select appropriate tone and vocabulary for the situation or context • Assess the response of listener • Evaluate the clarity with which information was conveyed • Identify any alternative strategies to improve clarity of message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Oral Communication

Nominal hours: 25

Module no:

Module outcome: Speak and listen to establish and conduct work relationships

Learning Outcomes	Underpinning skills
Use the grammatical and pronunciation conventions of Standard Australian English, and other English dialects used in Australia to access and process verbal information	<ul style="list-style-type: none"> • Pronounce English words clearly • Hear and interpret English words accurately • Use and understand English syntax in speech • Take meaning from speech intonation • Use and interpret body language and non-verbal signals accurately
Recognise the expected social conventions of the context and select appropriate spoken language options	<ul style="list-style-type: none"> • Understand the purpose and function of the verbal communication • Adapt contributions to discussions to suit the workplace, audience, purpose and situation • Use suitable greetings and interactive modes • Use formal language and register when appropriate • Understand and use appropriate social conventions to suit a workplace relationship
Apply oral communication skills to establish and conduct work relationships	<ul style="list-style-type: none"> • Speak clearly to be heard and understood using appropriate clarity, speed and phrasing • Present yourself and your work positively • Present information and ideas in logical sequence • Listen attentively when participating in discussions, explanations and presentations • Give and receive feedback as required • Ask questions to clarify • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective language choices to establish and conduct work relationships	<ul style="list-style-type: none"> • Listen critically to evaluate and compare information, ideas and opinions from different speakers • Compare the dialect choice, vocabulary, tone and style of different speakers and understand how they influence interpretation • Select appropriate tone and vocabulary for the situation or context • Assess the response of listener • Evaluate the clarity with which information was conveyed • Identify any alternative strategies to improve clarity of message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Oral Communication

Nominal hours: 25

Module no:

Module outcome: Speak and listen to establish and maintain networks

Learning Outcomes	Underpinning skills
Use the grammatical and pronunciation conventions of Standard Australian English, and other English dialects used in Australia to access and process verbal information	<ul style="list-style-type: none"> • Pronounce English words clearly • Hear and interpret English words accurately • Use and understand English syntax in speech • Take meaning from speech intonation • Use and interpret body language and non-verbal signals accurately
Recognise the expected social conventions of the context and select appropriate spoken language options	<ul style="list-style-type: none"> • Understand the purpose and function of networks. • Adapt contributions to suit the network - the audience, purpose and situation • Use suitable greetings and interactive modes • Understand and use appropriate social conventions to suit the network
Apply oral communication skills to establish and maintain networks	<ul style="list-style-type: none"> • Outline the requirements of a network • Identify the type of network required • Research other relevant networks • Identify the main focus of the selected network • Speak clearly to be heard and understood using appropriate clarity, speed and phrasing • Present yourself positively • Listen attentively when participating in discussions, explanations and presentations • Identify tone accurately • Ask questions to clarify • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective language choices to establish and maintain networks.	<ul style="list-style-type: none"> • Listen critically to evaluate and compare information, ideas and opinions from different speakers • Compare the dialect choice, vocabulary, tone and style of different speakers and understand how they influence interpretation • Select appropriate tone and vocabulary for the situation or context • Assess the response of listener • Evaluate the clarity with which information was conveyed • Identify any alternative strategies to improve clarity of message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Oral Communication

Nominal hours: 25

Module no:

Module outcome: Speak and listen to identify and clarify problems

Learning Outcomes	Underpinning skills
Use the grammatical and pronunciation conventions of Standard Australian English, and other English dialects used in Australia to access and process verbal information	<ul style="list-style-type: none"> • Pronounce English words clearly • Hear and interpret English words accurately • Use and understand English syntax in speech • Take meaning from speech intonation • Use and interpret body language and non-verbal signals accurately
Recognise the expected social conventions of the context and select appropriate spoken language options	<ul style="list-style-type: none"> • Understand the purpose and function of the verbal communication • Adapt contributions to discussions to suit audience, context, purpose and situation • Use suitable greetings and interactive modes • Understand and use appropriate social conventions to suit the occasion
Apply oral communication skills to identify and clarify problems	<ul style="list-style-type: none"> • Research and/or identify a problem • Identify the most important influences affecting the problem • Understand the importance of these influences on the problem • Speak clearly to be heard and understood using appropriate clarity, speed and phrasing • Use appropriate listening skills to clarify the problem and understand relevant information • Ask questions to clarify • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective language choices to identify and clarify problems	<ul style="list-style-type: none"> • Listen critically to evaluate and compare information, ideas and opinions from different speakers • Compare the dialect choice, vocabulary, tone and style of different speakers and understand how they influence interpretation • Select appropriate tone and vocabulary for the situation or context • Assess the response of listener • Evaluate the clarity with which information was conveyed • Identify any alternative strategies to improve clarity of message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Oral Communication

Nominal hours: 25

Module no:

Module outcome: Speak and listen to apply solutions to problems

Learning Outcomes	Underpinning skills
Use the grammatical and pronunciation conventions of Standard Australian English, and other English dialects used in Australia to access and process verbal information	<ul style="list-style-type: none"> • Pronounce English words clearly • Hear and interpret English words accurately • Use and understand English syntax in speech • Take meaning from speech intonation • Use and interpret body language and non-verbal signals accurately
Recognise the expected social conventions of the context and select appropriate spoken language options	<ul style="list-style-type: none"> • Understand the purpose and function of the verbal communication • Adapt contributions to discussions to suit audience, context, purpose and situation • Use suitable greetings and interactive modes • Understand and use appropriate social conventions to suit the occasion
Apply oral communication skills to apply solutions to problems	<ul style="list-style-type: none"> • Research and identify possible solutions to the identified problem • Discuss possible consequences and outcomes of each solution • Argue your choice of solutions • Speak clearly to be heard and understood using appropriate clarity, speed and phrasing • Use appropriate listening skills to clarify the selected solution and understand relevant information • Ask questions to clarify • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective language choices to apply solutions to problems	<ul style="list-style-type: none"> • Listen critically to evaluate and compare information, ideas and opinions from different speakers • Compare the dialect choice, vocabulary, tone and style of different speakers and understand how they influence interpretation • Select appropriate tone and vocabulary for the situation or context • Assess the response of listener • Evaluate the clarity with which information was conveyed • Identify any alternative strategies to improve clarity of message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Oral Communication

Nominal hours: 25

Module no:

Module outcome: Speak and listen to conduct negotiations

Learning Outcomes	Underpinning skills
Use the grammatical and pronunciation conventions of Standard Australian English, and other English dialects used in Australia to access and process verbal information	<ul style="list-style-type: none"> • Pronounce English words clearly • Hear and interpret English words accurately • Use and understand English syntax in speech • Take meaning from speech intonation • Use and interpret body language and non-verbal signals accurately
Recognise the expected social conventions of the context and select appropriate spoken language options	<ul style="list-style-type: none"> • Understand the purpose and function of the negotiation • Adapt contributions to negotiation to suit audience, context, purpose and situation • Use suitable greetings and interactive modes • Understand and use appropriate social conventions to suit the negotiation
Apply oral communication skills to conduct negotiations	<ul style="list-style-type: none"> • Identify preferred negotiation outcome • Identify priority items • Identify negotiables • Plan what to say • Speak clearly to be heard and understood using appropriate clarity, speed and phrasing • Use appropriate listening skills to clarify and understand relevant information • Ask questions to clarify • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective language choices to conduct negotiations	<ul style="list-style-type: none"> • Listen critically to evaluate and compare information, ideas and opinions from different speakers • Compare the dialect choice, vocabulary, tone and style of different speakers and understand how they influence interpretation • Select appropriate tone and vocabulary for the negotiation situation or context • Assess the response of listener • Evaluate the clarity with which information was conveyed • Identify any alternative strategies to improve clarity of message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Oral Communication

Nominal hours: 25

Module no:

Module outcome: Speak and listen to make decisions

Learning Outcomes	Underpinning skills
Use the grammatical and pronunciation conventions of Standard Australian English, and other English dialects used in Australia to access and process verbal information	<ul style="list-style-type: none"> • Pronounce English words clearly • Hear and interpret English words accurately • Use and understand English syntax in speech • Take meaning from speech intonation • Use and interpret body language and non-verbal signals accurately
Recognise the expected social conventions of the context and select appropriate spoken language options	<ul style="list-style-type: none"> • Understand the purpose and function of the decision making process • Adapt contributions to suit audience, context, purpose and situation • Use suitable greetings and interactive modes • Understand and use appropriate social conventions to suit the situation
Apply oral communication skills to make decisions	<ul style="list-style-type: none"> • Gather information on the decision • Discuss alternatives • Discuss possible outcomes from implementing alternatives • Apply decision making techniques • Speak clearly to be heard and understood using appropriate clarity, speed and phrasing • Use appropriate listening skills to clarify and understand relevant information • Ask questions to clarify • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective language choices to make decisions	<ul style="list-style-type: none"> • Listen critically to evaluate and compare information, ideas and opinions from different speakers • Compare the dialect choice, vocabulary, tone and style of different speakers and understand how they influence interpretation and decisions • Select appropriate tone and vocabulary for the decision making situation or context • Assess the response of listener • Evaluate the clarity with which information was conveyed • Identify any alternative strategies to improve clarity of message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Collaborating with Others

Nominal hours: 25

Module no:

Module outcome: Work with others to establish and prioritise individual tasks

Learning Outcomes	Underpinning skills
Communicate effectively with peers, subordinates and/or super-ordinates	<ul style="list-style-type: none"> • Listen attentively, respectfully and actively • Speak clearly, thoughtfully and respectfully • Use non-pejorative language • Accept, accommodate and respond positively to difference in individuals • Acknowledge the contribution of others
Recognise and understand the requirements of the task within the social conventions of its context	<ul style="list-style-type: none"> • Clarify goals and objectives of the task • Identify purpose and audience • Identify personal resources needed to undertake the task • Identify an appropriate strategy for task management and resource allocation • Identify constraints: time, social/institutional conventions, reporting mechanisms, external demands • Assess the extent to which values are shared
Clarify and prioritise with others tasks to be undertaken alone	<ul style="list-style-type: none"> • Clarify the tasks and identify required outcomes • Ascribe values to the outcomes of different tasks • Identify the need to sequence tasks and consider sequencing options • Create a personal plan to assist with time management • Identify need for and negotiate access to additional resources, including help from others • Demonstrate commitment to producing the required outcomes • Produce documents relevant to the task
Evaluate the quality of the collaboration and the success of the identification and prioritising process	<ul style="list-style-type: none"> • Identify criteria for assessing the success of the collaborative process • Identify criteria for assessing the success of the identification and prioritising process • Produce an evaluation using both sets of criteria • Evaluate own contribution to the process

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Collaborating with Others

Nominal hours: 25

Module no:

Module outcome: Work with others to plan and organise collaborative tasks

Learning Outcomes	Underpinning skills
Communicate effectively with peers, subordinates and/or super-ordinates	<ul style="list-style-type: none"> • Listen attentively, respectfully and actively • Speak clearly, thoughtfully and respectfully • Use non-pejorative language • Accept, accommodate and respond positively to difference in individuals • Acknowledge the contribution of others
Recognise and understand the requirements of the task within the social conventions of its context	<ul style="list-style-type: none"> • Clarify goals and objectives of the task • Identify resources needed to undertake the task (human and other) • Clarify individual and group strengths, limitations and preferences • Identify an appropriate strategy for task management and resource allocation • Identify constraints: time, social/institutional conventions, reporting mechanisms, external demands • Assess the extent to which values are shared
Work in a team to plan and organise a task as a group	<ul style="list-style-type: none"> • Produce a plan that identifies outcomes, timelines, and risks and includes contingency arrangements • Anticipate problems and possible • Negotiate commitment from team-members • Allocate roles and responsibilities • Maintain appropriate communication strategies • Undertake organising activities • Demonstrate commitment to achieving the objectives of the task, including meeting deadlines • Produce documents relevant to the collaborative task
Evaluate the quality of the collaboration and the success of the planning and organising process	<ul style="list-style-type: none"> • Identify criteria for assessing the success of the collaborative process • Identify criteria for assessing the success of the planning and organising process • Produce an evaluation using both sets of criteria • Evaluate own contribution to the process

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Collaborating with Others

Nominal hours: 25

Module no:

Module outcome: Work with others to complete collaborative tasks

Learning Outcomes	Underpinning skills
Communicate effectively with peers, subordinates and/or super-ordinates	<ul style="list-style-type: none"> • Listen attentively, respectfully and actively • Speak clearly, thoughtfully and respectfully • Use non-pejorative language • Accept, accommodate and respond positively to difference in individuals • Acknowledge the contribution of others
Recognise and understand the requirements of the task within the social conventions of its context	<ul style="list-style-type: none"> • Clarify goals and objectives of the task • Identify resources needed to undertake the task (human and other) • Identify an appropriate strategy for task management and resource allocation • Identify constraints: time, social/institutional conventions, reporting mechanisms, external demands • Assess the extent to which values are shared
Work in a team to undertake a task as a group	<ul style="list-style-type: none"> • Work to a plan that identifies outcomes, timelines, risks and includes contingency arrangements • Negotiate commitment from team-members to work to the plan • Establish an appropriate strategy for task management and manage the task • Allocate roles, responsibilities and resources, taking into account the skills and preferences of individuals • Undertake allocated tasks as a team member to produce required outcome within required timeframe • Collaborate to maintain productive and positive relationships • Produce documents relevant to the group task
Evaluate the quality of the collaboration and the success of the identification and prioritising process	<ul style="list-style-type: none"> • Identify criteria for assessing the success of the collaborative process • Identify criteria for assessing the success of the task • Produce an evaluation using both sets of criteria • Evaluate own contribution to the process

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Collaborating with Others

Nominal hours: 25

Module no:

Module outcome: Work with others to identify and analyse problems

Learning Outcomes	Underpinning skills
Communicate effectively with peers, subordinates and/or super-ordinates	<ul style="list-style-type: none"> • Listen attentively, respectfully and actively • Speak clearly, thoughtfully and respectfully • Use non-pejorative language • Accept, accommodate and respond positively to difference in individuals • Acknowledge the contribution of others
Recognise and understand the requirements of the task within the social conventions of its context	<ul style="list-style-type: none"> • Identify a situation where a problem exists • Acknowledge that a problem is jointly owned • Encourage co-operative working by anticipating the needs of others, informing others on progress and contributing to group decisions • Identify an appropriate strategy for task management and resource allocation • Identify constraints: time, social/institutional conventions, reporting mechanisms, external demands • Assess the extent to which values are shared
Identify and analyse problems collaboratively	<ul style="list-style-type: none"> • Explore all possible causes of the problem • Attribute cause and effect relationships and identify primary cause • Generate ideas for possible solutions • Identify the effects of applying different solutions • Distinguish between realistic and unrealistic proposals • Create options for action • Allocate roles and responsibilities • Produce documents relevant to the collaborative task
Evaluate the quality of the collaboration and the success of the identification and analysis process	<ul style="list-style-type: none"> • Identify criteria for assessing the success of the collaborative process • Identify criteria for assessing the success of the task • Produce an evaluation using both sets of criteria • Evaluate own contribution to the process

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Collaborating with Others

Nominal hours: 25

Module no:

Module outcome: Work with others to communicate ideas and information

Learning Outcomes	Underpinning skills
Communicate effectively with peers, subordinates and/or super-ordinates	<ul style="list-style-type: none"> • Listen attentively, respectfully and actively • Speak clearly, thoughtfully and respectfully • Use non-pejorative language • Accept, accommodate and respond positively to difference in individuals • Acknowledge the contribution of others
Recognise and understand the requirements of the task within the social conventions of its context	<ul style="list-style-type: none"> • Identify resources needed to undertake the task (human and other) • Generate co-operation by anticipating the needs of others, openly participating in discussion and keeping others informed • Identify an appropriate strategy for task management and resource allocation • Identify constraints: time, social/institutional conventions, reporting mechanisms, external demands • Assess the extent to which values are shared
Communicate ideas and information to and with others	<ul style="list-style-type: none"> • Clarify goals and objectives of the task • Identify purpose and audience • Agree to the details of the information or ideas to be communicated • Choose an appropriate communication method • Identify own and group communication strengths • Allocate roles and responsibilities, taking into account the strengths, preferences, and limitations of individuals in the group • Negotiate working methods and rules for managing the group's work • Communicate ideas and information accurately and coherently • Produce documents relevant to the collaborative task
Evaluate the quality of the collaboration and the success of the communication process	<ul style="list-style-type: none"> • Identify criteria for assessing the success of the collaborative process • Identify criteria for assessing the success of the task • Produce an evaluation using both sets of criteria • Evaluate own contribution to the process

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Collaborating with Others

Nominal hours: 25

Module no:

Module outcome: Work with others to provide and receive feedback

Learning Outcomes	Underpinning skills
Communicate effectively with peers, subordinates and/or super-ordinates	<ul style="list-style-type: none"> • Listen attentively, respectfully and actively • Speak clearly, thoughtfully and respectfully • Use non-pejorative language • Accept, accommodate and respond positively to difference in individuals • Acknowledge the contribution of others
Recognise and understand the requirements of the task within the social conventions of its context	<ul style="list-style-type: none"> • Acknowledge the rights or responsibility of others to give or receive feedback • Conceptualise the process of giving and receiving feedback as contributing positively to learning and performance • Identify constraints: time, social/institutional conventions, reporting mechanisms, external demands • Assess the extent to which values are shared
Give and receive feedback to and from others	<ul style="list-style-type: none"> • Clarify the specific purpose for giving or receiving feedback • Negotiate or select appropriate time, place and circumstances to give feedback • Construct feedback in positive terms, acknowledging achievement and offering precise descriptions for alternative approaches • Empathise with others and respect need for privacy • Receive feedback as an act of generosity, control defensiveness and suspend judgment • Listen to understand, and ask questions to clarify • Summarise and reflect what is heard • Check with others to determine the reliability of the feedback • Produce documents relevant to the collaborative task
Evaluate the quality of the collaboration and the success of the feedback process	<ul style="list-style-type: none"> • Identify criteria for assessing the success of the collaborative process • Identify criteria for assessing the success of the task • Produce an evaluation using both sets of criteria • Evaluate own contribution to the process

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Collaborating with Others

Nominal hours: 25

Module no:

Module outcome: Work with others to evaluate workgroup performance

Learning Outcomes	Underpinning skills
Communicate effectively with peers, subordinates and/or super-ordinates	<ul style="list-style-type: none"> • Listen attentively, respectfully and actively • Speak clearly, thoughtfully and respectfully • Use non-pejorative language • Accept, accommodate and respond positively to difference in individuals • Acknowledge the contribution of others
Recognise and understand the requirements of the task within the social conventions of its context	<ul style="list-style-type: none"> • Clarify goals and objectives of the task • Identify purpose and audience • Identify resources needed to undertake the task (human and other) • Identify an appropriate strategy for task management and resource allocation • Identify constraints: time, social/institutional conventions, reporting mechanisms, external demands • Assess the extent to which values are shared
Design and apply performance evaluation process	<ul style="list-style-type: none"> • Identify criteria and tools for measuring group output • Identify criteria and tools for measuring group input, including time • Collect evidence • Analyse evidence • Draw conclusions and make recommendations if appropriate • Produce documents as necessary
Evaluate the quality of the collaboration and the success of the performance measurement process	<ul style="list-style-type: none"> • Identify criteria for assessing the success of the collaborative process • Identify criteria for assessing the success of the performance measurement process • Produce an evaluation using both sets of criteria • Evaluate own contribution to the process

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Implements

Nominal hours: 25

Module no:

Module outcome: Use mechanical tools and equipment in an industrial environment

Learning Outcomes	Underpinning skills
Recognise selected mechanical tools or equipment designed for use in an industrial context and identify appropriate use	<ul style="list-style-type: none"> • Name the tool or piece of equipment • Identify different parts and functions of tool or piece of equipment • Identify uses for tool or equipment
Recognise the requirements of the task and select the most appropriate mechanical tool or piece of equipment for that task in an identified environment	<ul style="list-style-type: none"> • Analyse the requirements of the industrial task • Understand the purpose and function of the industrial task • Identify safety requirements • Establish a timeframe • Understand the environmental requirements and conventions for the task • Apply in industry as appropriate
Use a tool or piece of equipment to produce an identified result	<ul style="list-style-type: none"> • Plan to complete the task • Handle the tool or piece of equipment safely • Operate according to the manufacturer's instructions • Perform action with manual dexterity • Produce the intended result
Evaluate and review the result of using the chosen tool or equipment for the task.	<ul style="list-style-type: none"> • Identify factors impacting on satisfactory performance of tool/equipment • Check task result with task plan • Make adjustments if required • Evaluate use of safety precautions • Evaluate the result

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Implements

Nominal hours: 25

Module no:

Module outcome: Use mechanical tools, utensils and equipment in a domestic environment

Learning Outcomes	Underpinning skills
Recognise selected mechanical tools or equipment designed for use in a domestic environment and identify appropriate use	<ul style="list-style-type: none"> • Name the tool or piece of equipment • Identify different parts and functions of tool or piece of equipment • Identify uses for tool or equipment
Recognise the requirements of the task and select the most appropriate mechanical tool or piece of equipment for that task in an identified environment	<ul style="list-style-type: none"> • Analyse the requirements of the domestic task • Understand the purpose and function of the domestic task • Identify safety requirements • Establish a timeframe • Understand the environmental requirements and conventions for the task • Apply in a domestic environment or simulated domestic environment
Use a tool or piece of equipment to produce an identified result	<ul style="list-style-type: none"> • Plan to complete the task • Handle the tool or piece of equipment safely • Operate according to the manufacturer's instructions • Perform action with manual dexterity • Produce the intended result
Evaluate and review the result of using the chosen tool or equipment for the domestic task.	<ul style="list-style-type: none"> • Identify factors impacting on satisfactory performance of tool/equipment • Check task result with task plan • Make adjustments if required • Evaluate use of safety precautions • Evaluate the result

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Implements

Nominal hours: 25

Module no:

Module outcome: Use mechanical utensils and equipment in a social environment

Learning Outcomes	Underpinning skills
Recognise selected mechanical tools or equipment designed for use in a social context and identify appropriate use	<ul style="list-style-type: none"> • Name the tool or piece of equipment • Identify different parts and functions of tool or piece of equipment • Identify uses for tool or equipment
Recognise the requirements of the task and select the most appropriate mechanical tool or piece of equipment for that task in an identified environment	<ul style="list-style-type: none"> • Analyse the requirements of the social task • Understand the purpose and function of the social task • Identify safety requirements • Establish a timeframe • Understand the environmental requirements and social conventions for the task • Apply in a social environment or simulated social environment
Use a tool or piece of equipment to produce an identified result	<ul style="list-style-type: none"> • Plan to complete the task • Handle the tool or piece of equipment safely • Operate according to the manufacturer's instructions • Perform action with manual dexterity • Produce the intended result
Evaluate and review the result of using the chosen tool or equipment for the social task.	<ul style="list-style-type: none"> • Identify factors impacting on satisfactory performance of tool/equipment • Check task result with task plan • Make adjustments if required • Evaluate use of safety precautions • Evaluate the result

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Implements

Nominal hours: 25

Module no:

Module outcome: Use electrical tools and equipment in an industrial environment

Learning Outcomes	Underpinning skills
Recognise selected electrical tools or equipment designed for use in an industrial context and identify appropriate use	<ul style="list-style-type: none"> • Name the tool or piece of equipment • Identify different parts and functions of tool or piece of equipment • Identify uses for tool or equipment
Recognise the requirements of the task and select the most appropriate electrical tool or piece of equipment for that task in an identified environment	<ul style="list-style-type: none"> • Analyse the requirements of the industrial task • Understand the purpose and function of the industrial task • Identify safety requirements • Establish a timeframe • Understand the environmental requirements and conventions for the industrial task. • Apply in industry as appropriate
Use an electrical tool or piece of equipment to produce an identified result	<ul style="list-style-type: none"> • Plan to complete the task • Handle the tool or piece of equipment safely • Operate according to the manufacturer's instructions • Perform action with manual dexterity • Produce the intended result
Evaluate and review the result of using the chosen electrical tool or equipment for the task.	<ul style="list-style-type: none"> • Identify factors impacting on satisfactory performance of tool/equipment • Check task result with task plan • Make adjustments if required • Evaluate use of safety precautions • Evaluate the result

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Implements

Nominal hours: 25

Module no:

Module outcome: Use electrical tools, utensils and equipment in a domestic environment

Learning Outcomes	Underpinning skills
Recognise selected electrical tools or equipment designed for use in a domestic environment and identify appropriate use	<ul style="list-style-type: none"> • Name the tool or piece of equipment • Identify different parts and functions of tool or piece of equipment • Identify uses for tool or equipment
Recognise the requirements of the task and select the most appropriate electric tool or piece of equipment for that task in an identified environment	<ul style="list-style-type: none"> • Analyse the requirements of the domestic task • Understand the purpose and function of the domestic task • Identify safety requirements • Establish a timeframe • Understand the environmental requirements and conventions for the task • Apply in a domestic environment or simulated domestic environment
Use an electrical tool or piece of equipment to produce an identified result	<ul style="list-style-type: none"> • Plan to complete the task • Handle the tool or piece of equipment safely • Operate according to the manufacture’s instructions • Perform action with manual dexterity • Produce the intended result
Evaluate and review the result of using the chosen electrical tool or equipment for the task.	<ul style="list-style-type: none"> • Identify factors impacting on satisfactory performance of tool/equipment • Check task result with task plan • Make adjustments if required • Evaluate use of safety precautions • Evaluate the result

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Implements

Nominal hours: 25

Module no:

Module outcome: Use electrical utensils and equipment in a social environment

Learning Outcomes	Underpinning skills
Recognise selected electrical utensils or equipment designed for use in a social context and identify appropriate use	<ul style="list-style-type: none"> • Name the utensil or piece of equipment • Identify different parts and functions of tool or piece of equipment • Identify uses for utensil or equipment
Recognise the requirements of the task and select the most appropriate electrical utensil or piece of equipment for that task in an identified environment	<ul style="list-style-type: none"> • Analyse the requirements of the social task • Understand the purpose and function of the social task • Identify safety requirements • Establish a timeframe • Understand the environmental requirements and conventions for the task • Apply in a social environment or simulated social environment
Use an electrical utensil or piece of equipment to produce an identified result	<ul style="list-style-type: none"> • Plan to complete the task • Handle the utensil or piece of equipment safely • Operate according to the manufacture’s instructions • Perform action with manual dexterity • Produce the intended result
Evaluate and review the result of using the chosen utensil or equipment for the task	<ul style="list-style-type: none"> • Identify factors impacting on satisfactory performance of tool/equipment • Check task result with task plan • Make adjustments if required • Evaluate use of safety precautions • Evaluate the result

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Implements

Nominal hours: 25

Module no:

Module outcome: Conduct appropriate safety checks on tools, equipment and utensils in any environment

Learning Outcomes	Underpinning skills
Recognise selected utensils, tools or equipment designed for use in an identified environment, and identify appropriate use	<ul style="list-style-type: none"> • Name the tool or piece of equipment • Identify different parts and functions of tool or piece of equipment • Identify uses for tool or equipment
Identify the components of a safety check appropriate for the selected utensil, tool or piece of equipment	<ul style="list-style-type: none"> • Understand the purpose and function of the safety check • Identify the hazardous components of the utensil/tool/equipment • Identify manufacturer’s safety check recommendations for utensil/tool/ equipment • Identify an appropriate safety checklist • Understand the environmental requirements and conventions for the safety check • Apply in a range of environments
Conduct appropriate safety checks on utensil/tool or piece of equipment	<ul style="list-style-type: none"> • Identify relevant safety procedures • Plan to complete the safety check • Handle the tool or piece of equipment safely • Follow instructions to complete safety checklist
Evaluate and review the result of conducting the safety check on the chosen utensil/tool or equipment	<ul style="list-style-type: none"> • Review safety procedures • Complete a safety report if required • Make adjustments or recommendations as required • Evaluate use of safety checklist

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Digital Interfaces

Nominal hours: 25

Module no:

Module outcome: Use word processing software to produce documents

Learning Outcomes	Underpinning skills
Recognise and use computers to access word-processing applications	<ul style="list-style-type: none"> • Identify, name and describe the different features and their functions of the computer and its parts • Logon and start up system including monitor • Check that all connections are functional: keyboard, monitor, hard drive, power and mouse • Find out what or who can provide assistance: online help, supervisor, colleague and manual • Operate mouse and keyboard efficiently
Select appropriate document type for specified purpose	<ul style="list-style-type: none"> • Identify the audience and purpose of the document • Select the appropriate document template: letter, memo, table, list and note • Use formatting functions of word processing program to produce appropriate style • Utilise spell-check and grammar checks • Access and use toolbars effectively
Produce an electronic document	<ul style="list-style-type: none"> • Identify and name the features of word processing software • Select appropriate word processing application • Perform following tasks effectively: open, create, save (to appropriate drive), name, retrieve and edit a word processing document • Preview document and check for accuracy before printing • Recognise document type from file name or icon: .doc, jpg and Excel • Exit and shut down system • Use the correct terminology with the word processing package • Operate printer (including accessing Control Panel) if necessary • Use relevant occupational health and safety practices: lighting, seating and keyboard operation
Assess the effect of the document on the target audience for the purpose specified	<ul style="list-style-type: none"> • Identify the limitations and weaknesses of the document type selected • Assess the appropriateness of the selected styles to produce the desired outcomes • Identify problems with meaning and interpretation • Identify opportunities to improve performance

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Digital Interfaces

Nominal hours: 25

Module no:

Module outcome: Use spreadsheet software to produce documents

Learning Outcomes	Underpinning skills
Recognise and use computers to access spreadsheet applications	<ul style="list-style-type: none"> • Identify, name and describe the different features and their functions of the computer and its parts • Logon and start up system including monitor • Check that all connections are functional: keyboard, monitor, hard drive, power and mouse • Find out what or who can provide assistance; e.g. online help, supervisor, colleague, manual • Operate mouse, arrow keys and keyboard efficiently
Recognise the purpose of the spreadsheet and select the appropriate design	<ul style="list-style-type: none"> • Identify the purpose for the spreadsheet • Use numeracy functions within the spreadsheet program appropriate to the aims of the document: percentages, decimal points, currency and autosum • Design the spreadsheet taking into consideration number of rows, columns, heading style, width of columns and general appearance • Use functions within the spreadsheet program appropriate to aims of document: justifying, font style, font size, spell check, line spacing and bullets • Use formulae effectively • Use toolbars effectively including how to access them
Use software applications to produce an identified result	<ul style="list-style-type: none"> • Select appropriate spread sheet application • Perform following tasks effectively: open, create, save (to appropriate drive), name, retrieve and edit a spreadsheet document • Select multiple cells • Preview document and check for accuracy before printing • Select specific spreadsheet sections to print • Recognise spreadsheet documents based on name • Exit and shut down system • Use the terminology associated with the spreadsheet package correctly • Operate printer (including accessing Control Panel) if necessary • Use relevant occupational health and safety practices: lighting, seating and keyboard operation

<p>Assess the effect of the document on the target audience for the purpose specified</p>	<ul style="list-style-type: none">• Identify the limitations and weaknesses of the spreadsheet application• Assess the appropriateness of the spreadsheet application to produce the desired outcomes• Identify problems with meaning and interpretation• Identify problems with data integrity• Identify opportunities to improve performance
---	--

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Digital Interfaces

Nominal hours: 25

Module no:

Module outcome: Use the internet to access information

Learning Outcomes	Underpinning skills
Use computers to access the internet	<ul style="list-style-type: none"> • Identify, name and describe the different features and functions of the computer: keyboard, monitor, mouse and hard drive • Identify desktop, cursor, icons, start menu • Locate and identify web-browser
Identify the purpose of internet sites providing information	<ul style="list-style-type: none"> • Identify the range of information accessible via the internet: maps, phonebook, directions, TV, public transport and shopping • Identify vested interest in owners of information on internet sites • Check currency of information
Use the internet for a specified result	<ul style="list-style-type: none"> • Logon and start up system including monitor • Check that all connections are functional (keyboard, monitor, hard drive, power, mouse) • Find out what or who can provide assistance: online help, supervisor, colleague and manual • Operate mouse (both buttons), arrow keys and keyboard efficiently • Open an internet application: Internet Explorer, Mozilla Firefox etc • Open up an appropriate search engine: Google • Select effective keywords for your search • Navigate web pages using hyperlinks and bookmarks and Back keys or close other application: Adobe, pop-ups • Use Favourites to save and access URLs • Use dropdown menus • Use toolbars effectively including how to access them • Evaluate sites based on URL and domain levels: .com, .edu, .gov, .au • Exit and shut down system • Use the terminology associated with the internet package correctly • Operate printer (including accessing Control Panel) if necessary • Use relevant occupational health and safety practices: lighting, seating and keyboard operation

<p>Critically evaluate information gained from internet sites</p>	<ul style="list-style-type: none">• Validate information from other sources• Consider risks in trusting outdated, partial, skewed or deliberately misleading information• Assess reliability of information by means of comparisons, analyses, application of logic etc• Evaluate self-performance in locating and verifying information being sought
---	--

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Digital Interfaces

Nominal hours: 25

Module no:

Module outcome: Use digital interfaces to communicate with others

Learning Outcomes	Underpinning skills
Recognise digital communication devices	<ul style="list-style-type: none"> • Recognise, name and describe the functions of communication technology: email sites, mobile phones and social networking sites • Recognise, name and describe the features of communication technology: keypads, screens, mouses, buttons and cords
Recognise the context and purpose of digital interfaces to communicate effectively	<ul style="list-style-type: none"> • Recognise that different interfaces (email, social networking, phone texting) are used in various ways for a number of purposes • Decide on purpose for specific task
Use the digital interface for a specified result	<ul style="list-style-type: none"> • Logon and start up system • Check that all connections are functional (keyboard, monitor, hard drive, power, mouse) • Find out what or who can provide assistance: online help, supervisor, colleague, manual • Operate mouse (both buttons), arrow keys and keyboard efficiently • Manage phone: switch on and off, keep recharged, adjust volume, lock phone and set settings etc • Operate phone: access menus, multimedia devices, manage address book, operate calculator, time and date, calendar, etc • Use message function: create and reply, abbreviate and punctuate, include predictive text if applicable • Set up email account with public provider: yahoo, gmail, hotmail • Use spam control • Manage email site: access in Favourites, search engine and/or URL, address book and store username and password • Manage messages: send message to multiple recipients (CC), reply to all, forward • Manage attachments • Follow instructions for using blogs and social networking sites • Input appropriate information: text, photos, videos • Use tone, language and subject appropriate for recipient/s and aim of message/site • Apply privacy, ethical and security standards
Apply critical awareness to the quality of the communication	<ul style="list-style-type: none"> • Identify and assess risk factors in using communication technologies • Utilise security and protection devices and processes

	<ul style="list-style-type: none">• Conduct a cost/benefit analysis of spending time communicating through communication technologies• Assess the quality of relationships established and maintained using communication technologies.• Identify ethical issues and problems and suggest and consider possible resolution
--	--

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Digital Interfaces

Nominal hours: 25

Module no:

Module outcome: Use digital interfaces to perform practical tasks

Learning Outcomes	Underpinning skills
Recognise digital technology or machine used for performing practical tasks	<ul style="list-style-type: none"> • Recognise functions of the digital machines to be accessed for practical purposes (ticketing devices, public transport, Medicare, banks) • Recognise the features and their functions of the machines: keypads, screens, cards, receipts
Recognise the context and purpose of digital interfaces to perform practical tasks	<ul style="list-style-type: none"> • Know where to find machine • Decide on purpose of machine being operated • Discuss how different interfaces have varied operating procedures and therefore terminologies
Use a variety of digital machines for a variety of practical purposes	<ul style="list-style-type: none"> • Operate a range of different keypads/screens with awareness of common features • Know where to seek assistance if required (or use alternate method) • Follow instructions carefully • Discern when to use screen or keypad • Wait until final receipt or docket is released from machine • Remove card and keep in safe location • Have understanding of privacy and ethical issues: queuing etiquette, privacy of PIN • Operate ticketing machine: insert correct money and get change if needed, choose correct ticket • Operate price scanner machine: place barcode appropriately and understand result • Operate queuing device: remove ticket, select appropriate queue, understand when and where to approach teller or shopkeeper
Apply critical awareness of the quality of the task	<ul style="list-style-type: none"> • Identify and assess risk factors in using technologies to perform specific tasks • Utilise security and protection devices and processes • Conduct a cost/benefit analysis of spending using technologies to conduct tasks • Assess the quality of outcome for specified task • Identify opportunities for improving performance

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Using Digital Interfaces

Nominal hours: 25

Module no:

Module outcome: Use digital technologies to manage money

Learning Outcomes	Underpinning skills
Recognise digital technology or machine to manage money	<ul style="list-style-type: none"> • Recognise the features and the functions of the different machines: telephone, ATM and internet • Locate technology and machines
Recognise the context and purpose of digital interfaces to manage money	<ul style="list-style-type: none"> • Decide on exact purpose of using digital technology to manage money • Identify differences between operating procedures for machines that provide similar functions • Identify fees that may be applicable • Identify advantages and disadvantages of using different technologies
Use a variety of digital machines to manage money	<ul style="list-style-type: none"> • Logon and start up system including monitor • Check that all connections are functional • Find out what or who can provide assistance • Operate mouse, arrow keys and keyboard efficiently • Open appropriate internet site: bank or organisation • Login using PIN, account number and/or username • Manage internet banking: navigate menus, follow instructions, transfer money, understanding different accounts, check balances, pay bills, logout, protect PIN and username • Manage phone banking: dial number, set up account if necessary, use PIN, follow instructions use voice recognition, use phone keypad phone, understand terminology (e.g.: hash key), keep record of receipt number, complete transaction • Operate ATM: locate machine, insert card, follow instructions, maintain privacy, transfer money, check balances, withdraw and deposit, request receipts, finish transaction
Evaluate the contribution of technology and machines to achieving outcomes for managing money	<ul style="list-style-type: none"> • Identify and assess risk factors in using technologies and machines • Utilise security and protection devices and processes • Conduct a cost/benefit analysis of using technologies to manage money • Assess the quality of services received using technologies and machines • Identify opportunities for improved performance

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Adult Study

Nominal hours: 10

Module no:

Module outcome: Speak and listen to undertake formal study

Learning Outcomes	Underpinning skills
Use the grammatical and pronunciation conventions of Standard Australian English, and other English dialects used in Australia to undertake formal study	<ul style="list-style-type: none"> • Pronounce English words clearly • Hear and interpret English words accurately • Use and understand English syntax in speech • Take meaning from speech intonation • Use and interpret body language and non-verbal signals accurately
Recognise the expected social conventions of the context and select appropriate spoken language options	<ul style="list-style-type: none"> • Understand the purpose and function of the verbal communication • Adapt contributions to discussions to suit audience, context, purpose and situation • Use suitable greetings and interactive modes • Understand and use appropriate social conventions to suit the occasion
Apply oral communication skills to undertake formal study	<ul style="list-style-type: none"> • Speak clearly to be heard and understood using appropriate clarity, speed and phrasing • Use appropriate listening skills to identify relevant information and new information from discussions, explanations and presentations • Ask questions to clarify • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective language choices to undertake formal study	<ul style="list-style-type: none"> • Listen critically to evaluate and compare information, ideas and opinions from different speakers • Compare the dialect choice, vocabulary, tone and style of different speakers and understand how they influence interpretation • Select appropriate tone and vocabulary for the situation or context • Assess the response of listener • Evaluate the clarity with which information was conveyed • Identify any alternative strategies to improve clarity of message

Course in Underpinning Skills for Industry Qualifications

Module Stream: Adult Study

Nominal hours: 10

Module no:

Module outcome: Use numerical constructs to undertake formal study

Learning Outcomes	Underpinning skills
<p>Recognise the digits, numbers, mathematical symbols and mathematical language used to denote quantity and order, location and design</p>	<ul style="list-style-type: none"> • Recognise whole numbers ranging from single digits to large numbers • Recognise the numbers, symbols and language of time and money • Recognise the symbols required for the four basic arithmetic processes, (+, -, x and ÷) • Recognise mathematical language related to four processes: equals, sum, total, subtract, divide, share • Recognise notation of decimals, fractions and percentages • Recognise the language and the conventions of the metric system: decimal point, abbreviations (e.g. \$, cm) and their placement • Recognise language of location in maps and design in drawing plans • Recognise symbols, language and conventions in more complex mathematical processes: ratio, square roots, indices, algebraic equations, formulae and graphs if applicable • Recognise tools required for calculations: calculators, graphic calculators and software applications • Recognise tools required for measurement: scales, tapes etc.
<p>Identify mathematical processes most applicable to undertake formal study</p>	<ul style="list-style-type: none"> • Talk with others about the context and purpose of the task and decide what methods will be used: use both informal language and mathematical language • Experiment with different approaches to the problem • Estimate the result of a calculation using rounding off, working backwards, drawing pictures, talking with others and any other strategies • Understand that there is not one 'right way' to problem- solve and present information, there is often a choice of methods and solutions • Discuss the implications of making errors in terms of time and cost and relationships • Link the context of the problem to the process and mathematical symbols required: changing from one currency to another
<p>Apply strategies and processes to successfully complete the mathematical task required</p>	<ul style="list-style-type: none"> • Read, count and order whole numbers ranging from single digits to large numbers • Round off whole numbers, fractions, decimals and percentages • Read time and money correctly and make

	<p>calculations with both</p> <ul style="list-style-type: none"> • Use decimals, fractions and percentages in calculations • Use percent, decimals and fractions interchangeably if needed • Use ideas of proportion and ratio if applicable • Use the language, notation and conventions of the metric system correctly converting between widely used units if necessary • Take accurate measurements: use the metric or imperial system as required and best tools available • Use mathematical language related to four processes: equals, sum, total, subtract, divide, share • Do calculations using four processes using order of operations if necessary • Estimate frequently • Recognise language of location in maps and drawing plans • Use mathematical formulae for measuring: perimeter, area and volume • Use mathematical formulae in more complex areas: rates, algebra, geometry and statistics • Collect and make sense of data using a variety of methods: do surveys, analyse using measures of central tendency and present results in graphs, tables, charts and reports • Use symbols, language and conventions in more complex mathematical processes such as ratio, square roots, indices, algebraic equations, formulae and graphs if applicable • Use tools for calculating: scientific calculators, graphic calculators and software applications • Use mental maths frequently • Use tools required for measurement: scales, tapes etc. • Use a diary with notes and observations of learning • Seek assistance: ask others, use the internet, use books and videos • Check results in terms of common sense and accuracy • Present information or results in a clear manner using an appropriate format
<p>Apply critical awareness to the evaluation of mathematical information that is intended to influence decision making</p>	<ul style="list-style-type: none"> • Identify the limitations and weaknesses of the mathematical model that was used • Assess the appropriateness of the mathematical model for producing the desired outcomes • Test the reliability of the meaning generated by the mathematical model by relating it to other factors in the environment (social, political, domestic etc) • Identify opportunities to improve performance

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Adult Study

Nominal hours 10

Module no:

Module outcome: Write to undertake formal study

Learning Outcomes	Underpinning skills
Use the grammatical, spelling and punctuation conventions of Standard Australian English when writing to undertake formal study	<ul style="list-style-type: none"> • Write words and numbers • Spell words accurately • Write legibly • Write simple/complex sentences • Apply rules of grammar and punctuation • Construct paragraphs if required
Recognise the expected social conventions of the context and select appropriate writing mode or mechanism	<ul style="list-style-type: none"> • Understand the purpose and function of the task • Identify audience • Understand organisational and social requirements and conventions for the task • Understand the structural conventions of the selected writing mode or mechanism
Produce documents relevant to and effective for undertaking formal study	<ul style="list-style-type: none"> • Research the information required • Where possible, apply techniques to plan and draft document • Write succinct and relevant answers to short-answer questions • Produce essays and/or reports in keeping with their structural conventions • Avoid plagiarism • Provide references and bibliography as appropriate • Present information in logical sequence • Proofread and revise for accuracy and meaning • Evaluate performance and identify any opportunities for improvement
Apply critical awareness to selecting appropriate and effective written language to undertake formal study	<ul style="list-style-type: none"> • Compare the language features of effective and ineffective writing modes or mechanisms to demonstrate learning • Identify suitable vocabulary, tone and style to achieve desired outcome • Judge how much to write and the level of detail required • Assess the response of assessor • Evaluate the clarity with which information was conveyed • Identify any alternative strategies (structure, layout or vocabulary etc.) to improve the clarity of the message

Course in Underpinning Skills for Industry Qualifications (USIQ)

Module Stream: Adult Study

Nominal hours 10

Module no:

Module outcome: Read and comprehend to undertake formal study

Learning Outcomes	Underpinning skills
Recognise the grammatical, spelling and punctuation conventions of Standard Australian English when reading to undertake formal study	<ul style="list-style-type: none"> • Relate alphabet and letter combinations to sounds in spoken language (apply phonic knowledge) • Recognise words • Read sentences for meaning • Predict unfamiliar words from sentence structure • Apply rules of grammar, punctuation and capitalisation to aid understanding • Read fluently
Recognise the expected social and structural conventions of the written information and its context	<ul style="list-style-type: none"> • Understand the purpose and function of the written information • Identify audience • Understand the influence of the social conventions used in written materials • Recognise and use organisational and structural features to locate information
Read and make meaning from documents to undertake formal study	<ul style="list-style-type: none"> • Identify questions or information to be answered or sourced • Research relevant materials • Preview to find central idea and its relevance to specified requirements • Use the authors' aids – e.g. forewords, summaries, prepared questions • Use different reading strategies to find and obtain information, e.g. skimming, scanning • Obtain specific information through detailed reading • Read with participation – make margin notes, write questions etc. • Summarise information from longer documents • Apply techniques for considering consequences and making decisions

<p>Apply critical awareness to the written language of the text and its influence on interpretation and meaning</p>	<ul style="list-style-type: none">• Read critically to evaluate and compare information, ideas and opinions from different sources• Compare the vocabulary, tone and style of different texts and understand how they influence interpretation• Identify the use of stereotypes• Identify the use of words with positive and/or negative connotations and understand their effect on interpretation• Identify any linguistic devices that confer authority or status• Consider whose interests are served, and/or left out
---	---



USIQ Pro forma 1 –
TAFE delivery
agreement form





USIQ Delivery agreement form for TAFE colleges

Instructions

This form must be completed by the **manager** responsible for the USIQ program when requesting funds to deliver USIQ. This document forms the first part of the Program outcomes report and must be made available for audits and quality assurance monitoring, upon request.

Application to deliver USIQ

PART A CONTACT DETAILS

Manager responsible for USIQ		Tel:	
USIQ teacher		Tel:	

PART B VOCATIONAL QUALIFICATION DETAILS

Vocational qualification title	
National code	
Nominal hours (listed on STARS)	
Location for delivery	

Vocational program summary:

1. Start date	
2. Finish date	
3. Duration of the course in weeks	
4. Expected number of students	
5. Scheduled number of class-based teaching hours per week	
6. Scheduled number of other face-to-face teaching hours per week	
7. Estimated number of work placement days per student	

PART C USIQ PROGRAM DETAILS

1. USIQ program summary:

Number of hours planned for USIQ delivery	
Number of students to be enrolled	
Start date	
Finish date	

2. Which program model do you plan to use:

Additional tutorial program	
Preparation program	
Expanded vocational program	
Team-teaching program	

3. List the USIQ modules you plan to deliver:

USIQ module number	Module outcome	Hours
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

4. Please indicate the eligibility indicator(s) which apply to the student cohort:

Eligibility indicator	√	Details
Educational and learning profile of the student		Provide details in question 5
Linguistic, cultural, intellectual or social resources available to the student.		Provide details in question 5
Delivery mode used for the qualification in which the student is enrolled		
The opportunity afforded the student to develop educational skills in lower level qualifications		

5. Please indicate the number of students the following indicators apply to:

Eligibility indicator	Number	Eligibility indicator	Number
Second language or second dialect speaker		Identification as Indigenous	
Refugee or recent migrant from a non-English speaking background		Low educational achievement	
No recent history of engagement in education or participation in the labour market		TAFE Entry Requirement Benchmark Level 1 or below	
Acquired brain injury		Intellectual disability	
Sensory impairment		History of mental illness	

6. Staff skills

Please provide evidence that the teacher(s) selected to deliver the USIQ program have the specialised skills and knowledge to address the additional educational needs of the students in the program. **Please attach additional documentary evidence as required.**

a) Formal qualifications

b) Teaching experience

c) Relevant professional learning

d) Peer recognition for applicants without formal qualifications

e) Selection process

Certification

Name and signature of person completing this form

Signature: _____ Date: _____

Name: _____

Position: _____

Authorisation

Manager responsible for allocating funding

This is to certify that this organisation agrees to comply with the requirements specified in the USIQ Accreditation Document and *Business Rules for USIQ*; and that the information contained in this request form is true and correct.

Number of **USIQ modules approved** for this group (1-12): _____

Signature: _____ Date: _____

Name: _____

Position: _____



USIQ Pro forma 2 –
Application for private
RTOs





Course in Underpinning Skills for Industry Qualifications – Request for funding – private registered training organisations

Instructions

This form is for private registered training organisations, to request funding to deliver *Course in Underpinning Skills for Industry Qualifications*.

Before a training provider can apply for funding they must be contracted by the Department of Training and Workforce Development and have permission to deliver USIQ.

To request permission to deliver USIQ, please contact the Manager, VET Curriculum and Quality Assurance via email at RAC@smtafe.wa.edu.au or telephone on (08) 9442 8337.

This form must be completed by the **manager responsible for the USIQ program**.

RTOs must complete this application for each:

- vocational qualification for which USIQ delivery is required; and
- time a cohort is enrolled in the vocational qualification and requires USIQ support.

Please email your completed application to: training.markets@dtwd.wa.gov.au.

Application

PART A CONTACT DETAILS

RTO name		
Manager responsible for USIQ		Tel:
Contact person to discuss application	Name: 	
	Position: 	Tel:

PART B VOCATIONAL QUALIFICATION DETAILS

Vocational qualification title	
National code	
Nominal hours (listed on STARS)	
Course delivery location	

If you intend to partner, please provide the name of the RTO registered to deliver USIQ:

RTO national ID	
Legal name	
Trading name	

Vocational program summary:

1. Start date	
2. Finish date	
3. Duration of the course in weeks	
4. Expected number of students	
5. Scheduled number of class-based teaching hours per week	
6. Scheduled number of other face-to-face teaching hours per week	
7. Estimated number of work placement days per student	

PART C USIQ PROGRAM DETAILS

1. USIQ program summary:

Number of hours planned for USIQ delivery	
Number of students to be enrolled	
Start date	
Finish date	

2. Which program model do you plan to use:

Additional tutorial program	
Preparation program	
Expanded vocational program	
Team-teaching program	

3. List the USIQ modules you plan to deliver:

USIQ module number	Module outcome	Hours
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

4. Please indicate the eligibility indicator(s) which apply:

Eligibility indicator	√	Details
Educational and learning profile of the student		Provide details in question 5
Linguistic, cultural, intellectual or social resources available to the student		Provide details in question 5
Delivery mode used for the qualification in which the student is enrolled		
The opportunity afforded the student to develop educational skills in lower level qualifications		

5. Please indicate the number of students the following indicators apply to:

Eligibility indicator	Number	Eligibility indicator	Number
Second language or second dialect speaker		Identification as Indigenous	
Refugee or recent migrant from a non-English speaking background		Low educational achievement	
No recent history of engagement in education or participation in the labour market		TAFE Entry Requirement Benchmark Level 1 or below	
Acquired brain injury		Intellectual disability	
Sensory impairment		History of mental illness	

6. Staff skills

Please provide evidence that the teacher(s) selected to deliver the USIQ program have the specialised skills and knowledge to address the additional educational needs of the students in the program. **Please attach additional documentary evidence as required.**

a) Formal qualifications
b) Teaching experience

c) Relevant professional learning

d) Peer recognition for applicants without formal qualifications

e) Selection process

Certification

This is to certify that this organisation agrees to comply with the requirements specified in the *USIQ Accreditation Document* and *Business Rules for USIQ*; and that the information contained in this request form is true and correct.

Manager responsible for the USIQ program

Signature: _____ Date: _____

Name: _____

Position: _____

Authorisation

Chief Executive Officer

Signature: _____ Date: _____

Name: _____

Position: _____



USIQ Pro forma 3 –
Program outcomes
report





USIQ program outcomes report

Instructions

Upon completion of a USIQ program, managers responsible for the USIQ program must arrange for the outcomes of the USIQ delivery to be documented on the Program outcomes report.

The report is to be used by managers as part of a continuous improvement process to increase the efficiency and effectiveness of USIQ supported vocational training.

The reports will also be used by the Department to assess subsequent requests for funding for USIQ (in the case of private registered training organisations); and when reviewing and evaluating the overall effectiveness and efficiency of the USIQ course and its delivery.

This Report must be made available to the Department upon request.

Report

PART A VOCATIONAL QUALIFICATION SUMMARY

Vocational qualification title	
Vocational qualification national code	
Nominal hours (listed on STARS)	
Scheduled number of other face-to-face teaching hours per week	
Number of students enrolled	
Number of students gaining an exit code of NA, 4 or 81	
Percentage of students attending benchmark proportion of scheduled tuition as per the delivery program	

Please attach a copy of the attendance roll.

Student eligibility for USIQ

Please:

- indicate the number of students for each eligibility indicator(s) that applies; and
- **attach** student statistical information.

Eligibility indicator	Number of students
Educational and learning profile of the student	
Linguistic, cultural, intellectual or social resources available to the student	
<ul style="list-style-type: none"> ○ Second language or second dialect speaker 	
<ul style="list-style-type: none"> ○ Identification as Indigenous 	
<ul style="list-style-type: none"> ○ Refugee or recent migrant from a non-English speaking background 	
<ul style="list-style-type: none"> ○ Low educational achievement 	
<ul style="list-style-type: none"> ○ No recent history of engagement in education or participation in the labour market 	
<ul style="list-style-type: none"> ○ TAFE Entry Requirement Benchmark Level 1 or below 	
<ul style="list-style-type: none"> ○ Acquired brain injury 	
<ul style="list-style-type: none"> ○ Intellectual disability 	
<ul style="list-style-type: none"> ○ Sensory impairment 	
<ul style="list-style-type: none"> ○ History of mental illness 	
Delivery mode used for the qualification in which the student is enrolled	
The opportunity afforded the student to develop educational skills in lower level qualifications	

PART B PROGRAM EVALUATION

1. Provide details of the features of the USIQ program design and delivery that were the most successful.

Design
Staff skills
Teaching and learning resources
Timetabling
Other

2. Which other support services were provided?

3. Provide details of the features of the design and delivery of the USIQ Program that were the least successful.

4. Provide evidence that the delivery of the USIQ program improved quality and outcomes for the vocational qualification.

Evidence may include:

- statistical outcomes data from the vocational qualification
- student satisfaction data from either course
- feedback from vocational trainers and assessors
- other relevant information

Certification

This is to certify that the information contained in this report provides an accurate summary of the USIQ program outcomes.

Manager responsible for the USIQ program

Signature: _____ Date: _____

Name: _____

Position: _____

Chief Executive Officer or Manager responsible for approving funding

Signature: _____ Date: _____

Name: _____

Position: _____