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## GENERAL NOTICE

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### NOTICE 165 OF 2014



Council for Quality Assurance in  
General and Further Education and Training

**CALL FOR COMMENTS ON THE NEW GENERAL EDUCATION AND TRAINING CERTIFICATE FOR ADULTS (GETCA). A QUALIFICATION AT NQF LEVEL 1, PROPOSED FOR REGISTRATION ON THE GENERAL AND FURTHER EDUCATION AND TRAINING QUALIFICATIONS SUB-FRAMEWORK**

I, Mafu S Rakometsi, CEO of Umalusi, hereby publish the *General Education and Training Certificate, the GETCA, a qualification at Level 1 on the NQF*, for public comment in terms of section 27 (h)(iv) of the National Qualifications Framework Act, 2008.

In terms of the NQF Act, Umalusi, the Quality Council for General and Further Education and Training, is required to ensure the development of qualifications necessary for its sector.

The draft of the new General Education and Training Certificate for Adults (GETCA), a qualification at Level 1 of the National Qualifications Framework, has been published on Umalusi's website, [www.umalusi.org.za](http://www.umalusi.org.za)

The GETCA is a substantive reworking of the GETC: ABET (NQF Level 1) which it will ultimately replace. The new qualification is curriculum-based, and requires adults to pass a minimum of four subjects.

All stakeholders and members of the public with an interest in adult education and training are invited to provide their comments and inputs on the draft GETCA. Written comments should reach Umalusi by 30 April 2014.

Written comments about the GETCA can be e-mailed to [helen@umalusi.org.za](mailto:helen@umalusi.org.za) or sent to:

The CEO,  
Postnet Suite 102  
Private Bag X1  
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**For attention: Ms Helen Matshoba.**

Hard copies of the draft GETCA will be available upon request from the address provided above

A handwritten signature in black ink, appearing to read "Mafu S Rakometsi".

**Dr Mafu S Rakometsi**  
**Chief Executive Officer**



Council for Quality Assurance in  
General and Further Education and Training

**Policy for the  
General Education and Training Certificate  
for Adults:  
A Qualification at Level 1 on  
The National Qualifications Framework (NQF)**

**Draft 5: February 2014**

DRAFT

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**Fifth draft: February 2014 Umalusi**

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|       |                                                       |
|-------|-------------------------------------------------------|
| ABET  | Adult Basic Education and Training                    |
| AET   | Adult Education and Training                          |
| GET   | General Education and Training                        |
| GETC  | General Education and Training Certificate            |
| GETCA | General Education and Training Certificate for Adults |
| NASCA | National Senior Certificate for Adults                |
| NQF   | National Qualifications Framework                     |
| NSC   | National Senior Certificate                           |
| QC    | Quality Council                                       |
| RPL   | Recognition of Prior Learning                         |
| SAQA  | South African Qualifications Authority                |

## CHAPTER 1

### **Introduction to Policy for the *General Education and Training Certificate for Adults: A qualification at Level 1 on the National Qualifications Framework***

#### **1. Policy Framework**

1. The state has a constitutional responsibility to make adult and continuing education available and accessible, and to that effect, the Minister of Higher Education and Training shall in terms of *section 41(B) (4)(f) of the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)<sup>1</sup> as amended by the Higher Education and Training Laws Amendment Act, Act No. 25 of 2010 and the Further Education and Training Colleges Amendment Act, Act No. 3 of 2012*, determine national policy for curriculum frameworks, core syllabuses and continuing education and training programmes, learning standards, examinations and the certification of qualifications, subject to the provisions of any law establishing a national qualifications framework or a certifying or accrediting body.
2. This policy document forms the basis for the Minister of Higher Education and Training to prescribe, in accordance with *section 43(1) of the Further Education and Training Colleges Act, 2006*, the minimum norms and standards, and a national process for assessment of learner achievement. The policy pertains only to adults who do not attend public or independent schools as contemplated in *Chapters 3 and 5 of the South African Schools Act, 1996 (Act No. 84 of 1996)*.
3. This policy document stipulates the following:
  - a. Programme requirements;
  - b. Conditions for the issuing of a *General Education and Training Certificate for Adults: A qualification at level 1 on the NQF*;
  - c. Rules of combination for the issuing of a *General Education and Training Certificate for Adults: A qualification at level 1 on the NQF*.
4. The norms and standards set out in this document must be given effect to by public and accredited private learning institutions and/or accredited

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<sup>1</sup> The name of the Further Education and Training Colleges Act (FET Colleges Act) changed to the Continuing Education and Training Act after the Further Education and Training Colleges Amendment Act, Act No 1 of 2013, was promulgated.

providers offering the *General Education and Training Certificate for Adults: A qualification at Level 1 on the National Qualifications Framework (NQF)*.

5. The outcomes and standards underpinning the curriculum, as well as the processes and procedures for the assessment of student achievement stipulated in this document, will be translated into regulations.
6. This policy document must be read in conjunction with the following policy and guideline documents:
  - a. General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001), as amended, the National Qualifications Framework Act, 2008 (Act No. 67 of 2008), as amended, and the *Further Education and Training Colleges Act, (Act No. 16 of 2006), as amended*.
  - b. *The General and Further Education and Training Qualifications Sub-framework* (August 2013).
  - c. Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013)
  - d. Curriculum documents for the various subjects to be offered for the *General Education and Training Certificate for Adults*, listed in this document.
  - e. Assessment Guidelines, which form an integral part of the subject curriculum, for the various subjects to be offered for the *General Education and Training Certificate for Adults*, listed in this document.
  - f. Policy and regulations pertaining to the conduct, administration and management of assessment for the *General Education and Training Certificate for Adults* (to be developed after the regulation of the qualification by the DHET).
  - g. Umalusi's *Directives for certification for the General Education and Training Certificate for Adults* (to be developed after the regulation of the qualification by the DHET).
  - h. *Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements*
7. This policy, and the policy and regulations pertaining to the conduct, administration and management of assessment for the *General Education*

*and Training Certificate for Adults: A qualification at Level 1 on the NQF (to be developed), describe the rules and provisos for the awarding of the GETCA at Level 1 on the NQF. The GETCA is awarded to successful adult learners for the achievement of the exit level outcomes in terms of the rules of combination stipulated in the qualification and curriculum documents underpinning the GETCA.*

8. *The Policy for the General Education and Training Certificate for Adults: A qualification at Level 1 on the National Qualifications Framework, shall be reviewed after a period of five years from the first date of implementation. It may also be necessary for the policy to be reviewed if, during implementation of the policy, serious problems are noted that inhibit the effective implementation of the policy.*

## **2. Rationale**

1. *The General Education and Training Certificate for Adults (GETCA): a qualification at Level 1 on the NQF services an identifiable need for adult learners in the education system not currently met by other qualifications on the NQF. It is designed to provide opportunities for adults who have had limited or no access to other forms of formalised learning. The qualification is intended to engage adult learners in a way which will assist them to value their own learning. The qualification is a general education qualification which is not specific to a particular economic or social sector.*
2. *The GETCA forms the basis for the adult pathway in the General and Further Education and Training Qualifications Sub-framework. Its aim, through the introduction of subject/content-based curriculum documents, is to build a reliable general education underpinned by the necessary cognitive, affective and psychomotor proficiencies to enhance meaningful learning as expected of a NQF Level 1 qualification, and to support further study. The curriculum documents that underpin the GETCA therefore provide the basis to develop proficiencies for working with knowledge.*
3. *Achievement of the GETCA will indicate that the successful adult learner has studied for and achieved competence in a general educational qualification at Level 1 on the NQF, which is quality assured and certified by Umalusi Council.*
4. *The GETCA will be delivered in public and accredited private learning institutions.*

5. In order for candidates to enrol for the examination of a subject, they need to register with an examination centre that is registered through the DHET or an accredited assessment body.
6. The structure of the *GETCA* accommodates a variety of learning delivery options— face-to-face, distance as well as the possibility of private tuition and self-study, for example, through electronic technology-assisted teaching. Full-time and part-time study can be accommodated by the qualification structure and design.

### 3. Purpose

1. The *General Education and Training Certificate for Adults: A qualification at Level 1 on the NQF* is suitable for adult learners, providing them with an opportunity to acquire the first, critical milestone in a general education.
2. The *GETCA* aims to equip adult learners with a sufficiently substantial basis of knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for continuing education and training and/or more specialist learning, and to enhance the likelihood of employment and/or career development. In these respects, the *GETCA* promotes the holistic development of adult learners. The intention is also that the quality of the learning offered by the *GETCA* will reinvigorate an interest in learning for many who have had negative experiences in schools or were denied such opportunities in the past.
3. The *GETCA* aims to service an identifiable need for adults in the continuing education system not currently met by other qualifications on the NQF, and to create pathways to continuing education and training.
4. The exit level outcomes for the *GETCA* are defined as:

Adult learners successfully completing the qualification will be able to:

- (a) Identify, select, understand and apply knowledge effectively to the intended purpose and identify workable solutions to problems in the field of study;
- (b) Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject guidelines.
- (c) Demonstrate knowledge and skills gained for purposes of formal communication and basic numerical operations;
- (d) Reflect on their own learning in order to promote an interest in learning and further study.

5. The capabilities expressed in the exit level outcomes for the qualification will be developed through—and during—the achievement of the outcomes for the individual subjects which the adult learner studies. The breadth and depth of learning as well as the levels of cognitive demand associated with the exit level outcomes are explicated in greater detail in the individual subject curricula.
6. The Critical Cross-field Outcomes and the Developmental Outcomes inform the learning presupposed by this qualification, and are embodied in the outcomes for every subject offered in the *GETCA*. These outcomes are captured in Annexure B.
7. Awarding the *GETCA* confirms that a successful adult learner has been deemed competent—through the assessment of the required combination of subjects—in the capabilities expressed in the exit level outcomes, and is consequently granted a general education qualification that is nationally recognized and internationally comparable.

#### 4. General Requirements

1. The *General Education and Training Certificate for Adults: A qualification at Level 1 on the NQF* is designed for adult learners not enrolled at a public or independent school, or learning through other modes of education (such as home education) that are referred to in the *National Education Policy Act, 1996 (Act No. 27 of 1996)* and the *South African Schools Act, 1996 (Act No. 84 of 1996)*.
2. Adult learners may register for the qualification in terms of the *Further Education and Training Colleges Act, (Act No. 16 of 2006)* as amended at:
  - (a) Public adult learning institutions, registered with the Department of Higher Education and Training, and
  - (b) Private adult learning institutions that are accredited by Umalusi and registered as examination centres through an assessment body that is accredited by Umalusi.
3. Adult learners not wishing to enrol for a *GETCA* at a learning institution may study independently, and may then register at an examination centre, which is registered with an accredited assessment body, prior to the examination sitting.

4. Learners registered at public and independent schools, as contemplated in the *South African Schools Act, 1996 (Act No. 84 of 1996)*, **may not enrol** for this qualification.
5. For the purposes of this policy, a learner is deemed to be an adult learner if, on the date of registration for the GETCA examination, he/she is 18 years of age or older.
6. The Head of Department of the DHET or the accredited assessment body concerned may consider a concession in the event that a person does not meet the age entry requirement (being younger than 18 years but older than 15 years). In the event that a person wishes to access the qualification at an age younger than 18, the case will be judged on its merit by the Head of Department of the DHET or assessment body concerned.
7. A South African identity document is compulsory for all South African adult learners registering for the GETCA examination; alternatively, a valid study/work permit for foreign nationals is compulsory for registration for the GETCA examination by an adult learner.

## 5. Type of qualification

1. The *General Education and Training Certificate for Adults (GETCA)* is a qualification at NQF Level 1 on the National Qualifications Framework. It replaces the *General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET)*, ID No. 71751 and comes into effect at a date as determined in a Government Gazette.
2. The *General Education and Training Certificate for Adults (GETCA)*: A qualification at Level 1 on the NQF, like its predecessor, has three preparatory steps as building blocks that may be used to prepare learners for entry into the qualification. They are as follows:

| <b>Old qualification</b>                | <b>New qualification</b> |
|-----------------------------------------|--------------------------|
| ABET Level 1                            | AET 1                    |
| ABET Level 2                            | AET 2                    |
| ABET Level 3                            | AET 3                    |
| ABET level 4 - GETC: ABET Qualification | GETCA Qualification      |

For the GETCA, these preparatory steps are known as AET 1, AET 2 and AET 3, a terminology in keeping with current developments and these replace ABET Levels 1 - 3. Even though the AET preparatory steps below the GETCA can

serve as preparation into the GETCA, they are not the only route for gaining access into the GETCA.

3. The *General Education and Training Certificate for Adults: A qualification at Level 1 on the NQF* is a 120-credit qualification registered at Level 1 on the General and Further Education and Training Qualifications Sub-Framework.
4. Fulfilling the minimum requirements of the GETCA leads to the award of the *General Education and Training Certificate for Adults* as contemplated in paragraphs 10 – 12 of this policy.
5. The GETCA is underpinned by curricula for all subjects. The national assessment is externally moderated and quality assured according to Umalusi's quality assurance policies. It is certified by Umalusi according to Umalusi's directives for the certification of the GETCA.
6. In accordance with regulation 8(1) of the *Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)*, *Government Gazette No. 18787, Notice No. R452*, of 28 March of 1998, the *General Education and Training Certificate for Adults: A qualification at Level 1 on the NQF*:
  - (a) represents a planned combination of Learning Outcomes that has a defined purpose or purposes, and is intended to provide qualifying adult learners with applied competence and a basis for further learning;
  - (b) adds value to the qualifying adult learner;
  - (c) provides benefits to society and the economy;
  - (d) complies with the objectives of the NQF; and
  - (e) indicates the rules governing the award of the qualification.

**6. Entrance requirements for the *General Education and Training Certificate for Adults: A qualification at Level 1 on the NQF***

1. Subject to the limitations expressed in paragraph 4, sub-paragraphs 4 – 7, adult learners may register for the *General Education and Training Certificate for Adults: A qualification at Level 1 on the NQF* by:
  - (a) Demonstrating competence in basic communication and numeracy skills at AET 3 or equivalent. Such competence will have to be proven through a readiness test for entry into study for the GETCA.
  - (b) Demonstrating competence in basic communication and numeracy skills at AET 3 through a recognition of prior learning process, subject to

the enforcement of quality assurance measures by the relevant assessment body, and in compliance with the recognition of prior learning policy developed by Umalusi as contemplated in section 27 of the *National Qualifications Framework Act (Act No. 67 of 2008)*.

2. Learners with special education needs will be considered for registration in accordance with *White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)*.

## **7. Duration and general enrolment and registration requirements of the General Education and Training Certificate for Adults**

1. Adult learners registering for a *General Education and Training Certificate for Adults: A qualification at Level 1 on the NQF* may enter for one or more subjects per examination sitting.
2. The GETCA qualification can be completed within a minimum period of a single year. However, the GETCA must be completed within a maximum period of six (6) years from the date of initial registration. The duration of six years will be calculated from the time a student registers for the GETCA examinations for the first time. The six years does not include the time taken for an adult learner to complete AET 1 – 3.
3. The six years maximum duration requirement shall not apply to learners who have gained access to the qualification through concessions based on special needs. Such learners will be given an extended duration of 8 years to complete the qualification.

## **8. Articulation**

1. In order to access the GETCA, the successful completion of fundamental subjects/modules passed at AET 3 or in an equivalent qualification will be required.
2. Adult learners who have achieved this qualification are able to access opportunities for further learning and be considered for access to qualifications at NQF Level 2, subject to their meeting the entry requirements of those programmes. The qualification is designed to enable articulation with other qualifications on the General and Further Education and Training Sub-framework as well as the Occupational Qualifications Sub-framework.

## CHAPTER 2

### Structure and Design of the *General Education and Training Certificate for Adults*

#### 9. The structure of the *General Education and Training Certificate for Adults*

1. The *Regulations under the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)* in *Government Gazette No. 18787, Notice No. 457 of 28 March 1998*, state that a minimum of 120 or more credits shall be required for registration of a qualification at NQF Level 1.
2. The *General Education and Training Certificate for Adults (GETCA): A qualification at Level 1 of the NQF* is registered as a minimum 120-credit qualification. The qualification is registered as a whole qualification as it is not unit standards based. The outcomes of the qualification are further defined in the curriculum. The four chosen subjects have equal weighting of 30 credits each.
3. The GETCA uses the twelve Organising Fields of the National Qualifications Framework (NQF) for organising purposes and registration on the NQF. These Organising Fields are linked to various disciplines and occupational fields in the world of work and are therefore designed to provide a framework for organising qualifications in a coherent and co-ordinated manner.
4. The organising fields listed at **Annexure A** are used for classification and grouping purposes.

#### 10. Qualification rules

1. Subject to paragraphs 4 (*General requirements*) and 13 (*Assessment structure*), a *General Education and Training Certificate for Adults: A qualification at Level 1 on the NQF*, shall be issued to an adult learner who has complied with the following requirements:
  - (a) Enrolled for a minimum of four (4) subjects and achieved a minimum of at least 50% in a minimum of four (4) subjects in the national examinations.
  - (b) At least one subject from (i) **and** one subject from (ii) is compulsory:

- (i) One Language, from Organising Field 4, *Communication Studies and Language (30 credits)*
  - (ii) Mathematics from Organising Field 10, *Physical, Mathematical, Computer and Life Sciences (30 credits)*
- (c) At least two (2) subjects, selected from the list of general education subjects and/or vocational subjects listed in tables 1 and 2 below, are compulsory (30 credits per subject selected).
- (d) An adult learner may not register for more than one language from each of the following language groups:
- (i) Nguni languages (IsiNdebele, IsiXhosa, IsiZulu, Siswati);
  - (ii) Sotho languages (Sepedi, Sesotho, Setswana).

**Table 1: General education subjects**

| <b>Subjects</b>                                                                                                                    | <b>Organising Field</b>                                                        |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 11 Official Languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, Siswati, Tshivenda, Xitsonga) | Organising Field 4: Communication Studies and Language                         |
| Natural Sciences                                                                                                                   | Organising Field 10: <i>Physical, Mathematical, Computer and Life Sciences</i> |
| General and Social Sciences                                                                                                        | Organising Field 7, Human and Social Studies;                                  |
| Economic and Management Sciences                                                                                                   | Organising Field 3                                                             |
| Arts and Culture                                                                                                                   | Organising Field 2, Culture and Arts                                           |
| Technology                                                                                                                         | Organising Field 6, Manufacturing, Engineering and Technology                  |
| Life and Learning Skills                                                                                                           | Organising field 7: Human and Social Studies                                   |

**Table 2: Vocational Subjects**

|                                               |                                                                         |
|-----------------------------------------------|-------------------------------------------------------------------------|
| Applied Agriculture and Agricultural Sciences | Organising Field 1: Agriculture and Nature Conservation                 |
| Travel and Tourism                            | Organising Field 11: Services                                           |
| Information and Communication Technology      | Organising Field 10: Physical, Mathematical, Computer and Life Sciences |
| Early Childhood Development                   | Organising Field 5: Education, Training and Development                 |

|                                   |                                                               |
|-----------------------------------|---------------------------------------------------------------|
| Wholesale and Retail              | Organising Field 3: Business, Commerce and Management Studies |
| Small Medium Micro Enterprises    | Organising Field 3: Business, Commerce and Management Studies |
| Ancillary Health Care             | Organising Field 9: Health Sciences and Social Services       |
| Introduction to Basic Engineering | Organising Field 6: Manufacturing, Engineering and Technology |

2. For the GETCA qualification, an adult learner may not register for more than two languages. However, if an adult learner registers for a third language, the subject will be considered as a fifth subject.
3. An adult learner intending to study further must register for at least one language which is used as a language of learning and teaching (LOLT) at institutions of continuing/further education and training.
4. An adult learner may enrol for more than the required minimum of four (4) subjects. Additional subjects are reflected on the certificate.
5. The list of the subjects will be updated from time to time based on the needs of the sector.

#### **11. Certification requirements for the General Education and Training Certificate for Adults : A qualification on level 1 of the NQF**

1. Subject to the provisions of section 17 (A)(6)) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*, and subject to paragraph 10 of this policy, a *General Education and Training Certificate for Adults: A qualification at Level 1 on the NQF* shall be issued to an adult learner who has complied with the following certification requirements:
  - a. Achieved a minimum of at least 50% in four subjects as contemplated in paragraph 10 above.
  - b. Where a candidate has enrolled for more than the minimum of four subjects, a 50% pass in both Mathematics and a Language is nevertheless required.

2. An adult learner achieving a minimum of 50% pass mark in the national examination of a subject is regarded as competent in the outcomes expressed for that subject.
3. The qualification and its assessment have been structured to allow adult learners to demonstrate, whether they have acquired—in a limited number of subjects—a level of general educational competence that is recognized as equivalent to that demonstrated by learners who have successfully completed Grade 9 at a school.

## 12. Rating scale

| Rating Code | Achievement Description | Percentage range |
|-------------|-------------------------|------------------|
| 1           | Not achieved            | 0 - 39%          |
| 2           | Not yet competent       | 40 – 49%         |
| 3           | Competent               | 50 – 69%         |
| 4           | Proficient              | 70 – 79%         |
| 5           | Highly proficient       | 80 – 100%        |

## CHAPTER 3

### ASSESSMENT

#### 13. Assessment structure

1. Assessment of learning for issuing the *General Education and Training Certificate for Adults (GETCA)*: A qualification at Level 1 on the NQF consists only of summative assessment in the form of a nationally-set external examination, quality assured by Umalusi.
2. Only the marks achieved in the nationally-set external examination, moderated and standardized by Umalusi, are considered for the award of the qualification.
3. The nationally-set external examination, as contemplated in paragraph(12)(1) and (2) is set and marked by an accredited assessment body and/or by the Department of Higher Education and Training, and is externally moderated by Umalusi.
4. The assessment should be accommodative of the various learning needs and learning styles of learners with special education needs.
5. The norms and standards to which all assessment bodies must give effect are stipulated in the policy document, *National policy and regulations on the conduct, administration and management of the General Education and Training Certificate for Adults: A qualification at Level 1 on the National Qualifications Framework* (to be developed after the qualification has been registered) . Assessment bodies are also required to adhere to the quality assurance directives issued by Umalusi in respect of this qualification.

## CHAPTER 4

### 14. Transitional arrangements

1. This policy will commence on the day of its promulgation in the Government Gazette and becomes effective in public and accredited private adult learning institutions as determined by the Minister of Higher Education and Training.
2. It will be possible for adult learners to combine *GETC: ABET* subjects with *GETCA* subjects for the purpose of issuing the *GETC: ABET*. However it will not be possible for adult learners to combine *GETC: ABET* subjects with *GETCA* subjects for the purpose of issuing a *General Education and Training Certificate for Adults: A qualification on Level 1 of the NQF*.
3. Once regulated by the Minister of the Department of Higher and Training, the General Education and Training Certificate for Adults: A qualification at Level 1 on the NQF will replace the General Education and Training Certificate: Adult Basic Education and Training (*GETC: ABET Level 4*).

### 15. Short title and commencement

1. This policy may be cited as the **GETCA** policy and/or the *Policy for the General Education and Training Certificate for Adults: A qualification at Level 1 on the National Qualifications Framework (NQF)*, and will come into effect on the date of publication in a Government Gazette.

## Definitions

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Adult</b>                 | For the purposes of this policy, an adult is a person who is eighteen years or older.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Assessment</b>            | Means the process of identifying, gathering and interpreting information about a learner's achievement in order to- <ul style="list-style-type: none"> <li>(a) assist the learner's development and improve the process of learning and teaching; and</li> <li>(b) evaluate and certify competence in order to ensure qualification credibility;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessment Body</b>       | A department of education or any other body accredited by Umalusi, the Council for quality assurance in General and Further Education and Training, as a body responsible for conducting external assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Accreditation</b>         | the recognition of: <ul style="list-style-type: none"> <li>(a) the capacity of an institution to offer a qualification on the General and Further Education and Training Qualifications Sub-framework to adults, its implementation of the curriculum in support of the qualification, at the required standard; and</li> <li>(b) the capacity of a private assessment body to assess a qualification on the General and Further Education and Training Qualifications Framework and the quality and standard of the assessment services and products provided by the private assessment body.</li> </ul> <p>As part of a quality assurance process, accreditation attests to the capacity and the quality of provision in an institution offering a qualification on the General and Further Education and Training Qualifications Sub-framework to adults or in a private assessment body.</p> |
| <b>Basic adult education</b> | The term replaces 'adult basic education and training' and presupposes a general education which covers NQF Levels 1 – 4 on the NQF, aligning adult education with the developments in schooling where 'basic education' covers Grades R – 12. The term supports the notion that lifelong learning is considered a positive goal for all.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Candidate</b>             | An adult learner who has registered for the national external examination of the General Education and Training Certificate for Adults.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Certification</b>         | The formal recognition of a qualification or part-qualification awarded to a successful learner;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Curriculum</b>            | A curriculum is the underpinning policy provided for a qualification to facilitate a more general understanding of its implementation in an educational system. The curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                                                | <p>encompasses three components:</p> <p>a) <b>The intended curriculum:</b> the documented curriculum for a qualification provides the core features and principles of the subject discipline, and includes a more detailed description (syllabus) which covers the topic areas and specifies, in terms of the depth, breadth and level of difficulty and cognitive demand as well as the types of understanding and outcomes required from the candidate for the purpose of the qualification to be fulfilled.</p> <p>b) <b>The enacted curriculum:</b> the responsible, distinctive and creative delivery of the curriculum in an institution which includes leadership and management, the ethos and values, teaching and learning, extra-curricular activities, learner support, institutional performance and the management of quality towards improvement.</p> <p>c) <b>The assessed curriculum:</b> the internal assessment and the external examination of the intended curriculum.</p> <p>The curriculum policy and its syllabi provide the information necessary for the enactment of the curriculum in the institution and the necessary framework for assessment.</p> |
| <b>Department of Higher Education and Training</b>                             | The national department responsible for adult learning and education through continuing education and training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Examination</b>                                                             | The national external examination for the General Education and Training Certificate for Adults, conducted by the Department of Higher Education and Training and/or another Umalusi-accredited assessment body, and quality assured by Umalusi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>General and Further Education and Training Qualifications Sub-framework</b> | One of three qualifications sub-frameworks which comprise the National Qualifications Framework. The General and Further Education and Training Qualifications Sub- Framework is developed and managed by Umalusi, Council for Quality Assurance in General and Further Education and Training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>General Education and Training Certificate for Adults</b>                   | A qualification implemented on a date determined by the Minister of Higher Education and Training by means of a <i>Government Notice</i> in a <i>Government Gazette</i> , and subsequently quality assured and certified by Umalusi. The qualification which replaces the General Education and Training Certificate: Adult Basic Education and Training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Adult learner</b>                                                           | Any person, receiving education at a public or                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                      |                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | independent learning institution linked to an accredited assessment body, or a person engaged in guided self-study directed towards the achievement of the GETCA.                                                                                                                                                      |
| <b>Qualification</b>                 | A planned combination of exit-level learning outcomes, which has a defined purpose and that is intended to provide learners with applied competence and a basis for further learning. This learning culminates in the formal recognition of successful learning achievement through the award of a formal certificate. |
| <b>Subject Assessment Guidelines</b> | Guideline documents, based on the requirements of the subject curricula/syllabi, developed by the Department of Higher Education and Training and/or independent assessment bodies in consultation with Umalusi to specify the pre-requisite assessment requirements for each subject listed for the GETCA.            |
| <b>Umalusi</b>                       | Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the <i>General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)</i> , as amended.                                                                                  |

**ANNEXURE A**

| <b>No</b> | <b>Organising fields of learning</b>               | <b>Subjects</b>                                                                                                       |
|-----------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1.        | Agriculture and Nature Conservation                | Applied Agriculture and Agricultural Sciences                                                                         |
| 2.        | Culture and Arts                                   | Arts and Culture                                                                                                      |
| 3.        | Business, Commerce and Management Studies          | Economic and Management Sciences;<br>Small, Medium, Micro Enterprises;<br>Wholesale and Retail                        |
| 4.        | Communication Studies and Language                 | All official languages                                                                                                |
| 5.        | Education, Training and Development                | Early Childhood Development                                                                                           |
| 6.        | Manufacturing, Engineering and Technology          | Technology                                                                                                            |
| 7.        | Human and Social Studies                           | Life and Learning Skills (LLS)<br>Human and Social Science                                                            |
| 8.        | Law, Military Science and Security                 | <i>No subject currently offered</i>                                                                                   |
| 9.        | Health Sciences and Social Services                | Ancillary Health                                                                                                      |
| 10.       | Physical, Mathematical, Computer and Life Sciences | Information and Communication Technology;<br>Life Sciences;<br>Mathematics;<br>Physical Sciences;<br>Natural Sciences |
| 11.       | Services                                           | Travel and Tourism                                                                                                    |
| 12.       | Physical Planning and Construction                 | <i>No subject currently offered</i>                                                                                   |

**Annexure B****Critical Outcomes**

- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organisation and community.
- Organise and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

**The developmental outcomes:**

- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national, and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial opportunities.

## International Comparability

### Adult Basic Education Programme – Botswana

Botswana has a very low illiteracy rate. Between 2005 and 2008, the total adult literacy rate was 83%: 83% for males and 82% for females.

The ABEP – known locally as the **Thuto Ga E Golelwe** (i.e. it's never too late to learn) – is a comprehensive, integrated, outcome-based, modularised and fully accredited lifelong educational and skills training programme for out-of-school groups which was officially launched by the Department of Out of School Education and Training (DOSET) in the beginning of 2010. The programme primarily targets out-of-school youth and adults who never went to school or dropped out before completing primary school and therefore, with few literacy and numeracy skills, as well as those who failed to access basic education through the NLP. Special focus is also placed on ethnic minorities and people with special learning needs as well as on disadvantaged and often marginalised rural communities. Rural communities are particularly targeted because half of Botswana's population lives in rural areas with scarce educational opportunities, and thus the highest poverty, unemployment and illiteracy rates in the country. For instance, estimates suggest that illiteracy rates in rural areas stand at 34,5% compared to 14,6% in urban areas.

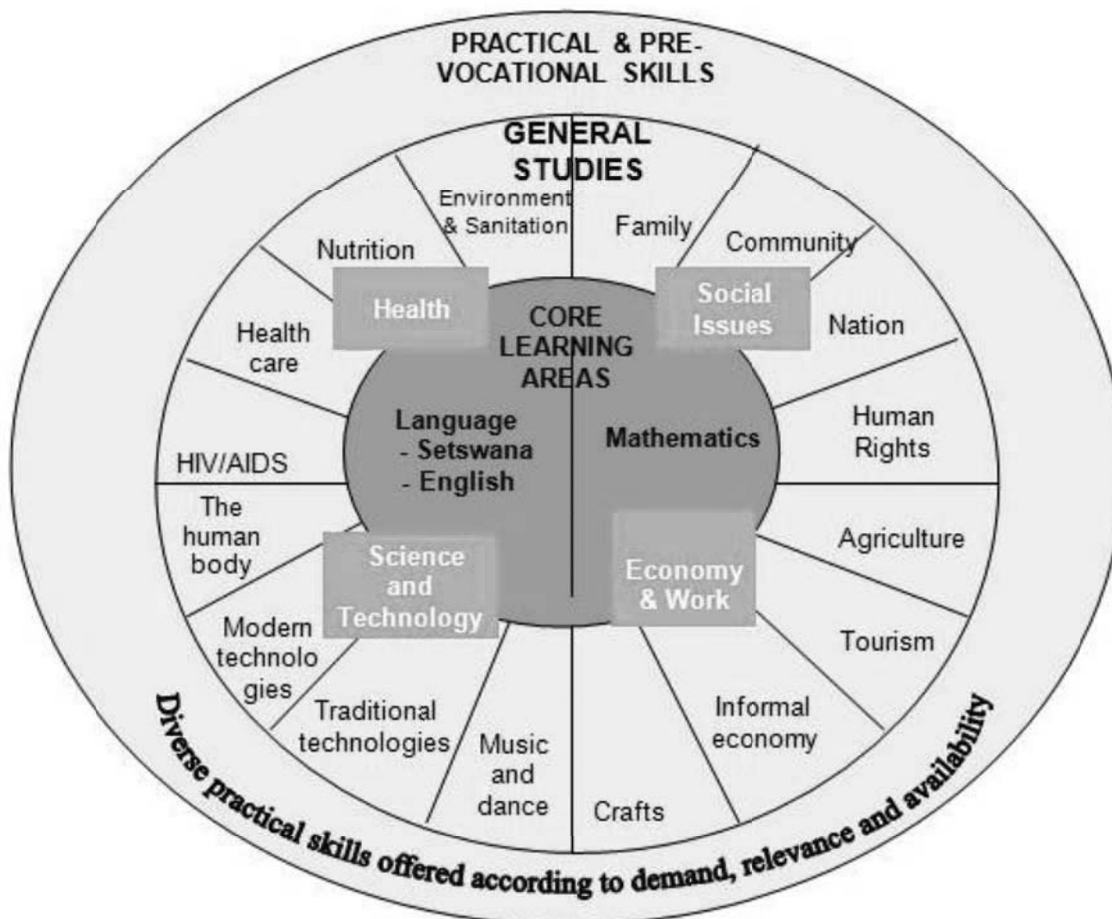
### ABEP Curriculum

The ABEP's comprehensive and integrated curriculum was developed with technical support from the UNESCO Institute for Lifelong Learning (UIL) and aims to offer participants / learners with basic educational training that is equivalent to seven years of learning under Botswana's formal primary school system (i.e. standards 1-7) as well as opportunities for training in a wide range of life skills. To this end, the ABEP curriculum integrates various basic literacy and practical skills training components including (see also diagram below):

- Literacy and numeracy (basic and functional literacy and mathematics);
- Languages (for non-Setswana speakers learn Setswana, and English for all);
- General Studies clustered into four broad areas (social issues, health, economy and work, science and technology) which address issues such as civic education, nation-building, human rights, reproductive health, HIV/ AIDS awareness, nutrition and sanitation, agriculture and environmental management and conservation), and,
- Practical and pre-vocational skills training according to demand, relevance and availability.
- In short, the curriculum is designed to provide participants with integrated and holistic learning opportunities which address their basic human development needs related - but not limited - to knowledge, food, health, sanitation, shelter, clothing, work, liberty, identity, reasoning, self-expression, communication, and participation.
- However, apart from the core learning areas (Languages and Mathematics) which are compulsory and are progressively developed throughout the curriculum and across the three learning levels, as well as the compulsory use of the standard teaching-learning materials, the ABEP is generally conceived as having an open curriculum that does not prescribe or detail contents and activities for participants but rather provides broad criteria and guidelines for practical teaching and learning at every learning level and area. For instance, practical skills are optional and may be selected by learners according to their preferences and to the relevance of such skills for their specific context. Essentially therefore, programme facilitators and learners have the latitude to interpret and adapt the curriculum to suit their context-specific developmental needs and aspirations. This openness and flexibility allows communities to actively participate in curriculum development, an aspect which not

only ensures that the programme content is relevant to their daily lives and is culturally sensitive but also fosters greater motivation in learning and promotes social empowerment.

### Curriculum Matrix by content areas



### Learning Levels

The ABEP curriculum has three basic learning levels) which, as noted above, are equivalent to seven years of education in the formal primary school system. Thus, while the formal primary education is split into two levels - Lower Primary (Standard 1-4) and Upper Primary (Standard 5 - 7), the ABEP is organised in three levels: **Level One** (Standard 1 - 2), **Level Two** (Standard 3 - 4), and **Level Three** (Standard 5 - 7), as depicted in the diagram below:

The following skills are emphasised at each learning level:

#### Level One (Standard 1-2)

The focus at this level is placed on basic literacy and numeracy skills through the two Core Learning areas: Languages and Mathematics, with content related to the four areas on General Studies and optional Practical and Pre-vocational Skills. Oral English is gradually introduced and built up according to the learners' motivation and capabilities but the introduction of English writing skills is delayed until the learners have developed foundational literacy skills. At this level, the themes taught in the English curriculum cut across the other learning areas and this way provide a scaffold for teaching these areas through the medium

of instruction in the 3rd level. The use of calculators, cellular phones and SMS is encouraged as supportive learning devices.

#### **Level Two (Standard 3-4)**

The focus at this level is to further strengthen the competencies in the Core Learning areas, while expanding the scope of General Studies and adding one or two Practical and Pre-vocational Skills. At this level, reading and writing in English is introduced and developed in a more systematic way. The use of real life reading materials, such as newspapers, magazines, comics, street signs, calendars, and posters is encouraged.

#### **Level Three (Standard 5-7)**

This level aims to consolidate the skills and competencies acquired in level one, in the three domains: Core Learning, General Studies and Practical and Pre-vocational Skills. Learners have the option to choose available skill training to be further developed into income generation activities. At this stage, English is taught intensively in order to facilitate the transition from using Setswana and/ or minority languages to the use of English as the medium of instruction. In order to facilitate this transition certain concepts will be introduced in the learners' first language as well as in English.

### **Recruitment and Training of Facilitators**

The DOSET has recruited and trained programme facilitators comprising of service graduates or professional teachers, including holders of a diploma in education, retired professional teachers, untrained undergraduates and, in the majority, people with 'O' level and Junior secondary school qualifications. Apart from academic qualifications, the DOSET often appoints as facilitators people with a demonstrable record of social commitment who are therefore ready to become autonomous and lifelong learners themselves. However, regardless of their qualifications, all facilitators are provided with formal induction / formative training and on-going in-service training and mentoring in various aspects of adult education including:

- participatory adult education teaching-learning methodologies,
- the theory and practice of adult education;
- class room management,
- The use of teaching modules to conduct lessons and to moderate the learning process and;
- Assessment and evaluation of learning outcomes.

Each facilitator is engaged on a part-time basis and is, on average, responsible for about eight learners. Facilitators receive a stipend of P3 840 (approx. US\$573) per month. Apart from providing teaching services, programme facilitators also assist the DOSET and the Adult Education Programme Committees with mobilising the communities and potential learners.

### **Teaching-Learning Approaches and Methods**

ABEP facilitators are trained and encouraged to use various learner-centred participatory teaching-learning methods. Accordingly, group debates / discussions; simulations and question and answer strategies are therefore central to the teaching-learning process but are complemented by other approaches such as self-learning. This emphasis on the use of participatory teaching-learning methods is intended to encourage learners to actively participate in the learning process and, in so doing, improve their communication and critical thinking skills. In order to help learners to develop sustainable reading and writing competencies, the teaching and learning process is also facilitated through the use of a

wide range of “real literacy” materials such as newspapers, magazines and audio-visual media. Learners’ own experience, self-discovery and creative text generation are also encouraged to facilitate the recognition of words and phonemes as well as the acquisition of written language.

In addition and unlike the approach used in the implementation of the NLP, facilitators are also encouraged to use the most commonly spoken local language as the medium of instruction in the initial learning stages of the learning process in order to enable learners to effectively acquire basic literacy concepts and skills. Thereafter, Setswana and English (the widely spoken national and official languages, respectively) are progressively introduced as the medium of instruction and as taught subjects so as to create the necessary linkages between the programme and the general (formal) education system.

## **Programme Impact and Challenges**

### **Monitoring and Evaluation**

In keeping with the outcomes-based approach and lifelong learning paradigm which informs the ABEP, ongoing programme monitoring, assessment and evaluation by DOSET field officers are central aspects of the implementation strategy. Ongoing programme monitoring enables implementers to foresee negative outcomes and to make amendments to the programme plans and to rectify deficiencies. It also contributes in helping educators to adjust their teaching methods and to improve curriculum contents.

In addition, ABEP learners are continuously assessed at all learning levels through a range of formative strategies including class tests, oral presentations and self and peer assessments. Ongoing diagnostic assessments also enable facilitators to ascertain the learners’ literacy skills and competencies as well as to recognise learning difficulties in order to respond with appropriate support such as remedial lessons and personalized teaching-learning strategies. The DOSET also encourages programme implementers to actively involve all participants and stakeholders in the implementation of the monitoring, assessment and evaluation processes. For instance, because village or community education committees play a critical role in the implementation of the programme, they should be involved in its evaluation. This strategy allows the stakeholders and especially the beneficiaries / learners to critically reflect on their experiences, the strengths and weaknesses of the programme and its significance in their lives as well as in the community.

**Accessed on the 2 April 2013 from [www.unesco.org/uil/litbase/?menu](http://www.unesco.org/uil/litbase/?menu)**

## **Preparation for Work and Study – Australia**

**Qualification: Certificate I**

**Duration (nominal hours) 340**

### **Course Description**

This is one of four courses at AQF level 1, for adults who want to improve their literacy and numeracy skills in order to go on to further education and training or to get a job. If you have experienced barriers to education or if you did not finish school, this may be the best course for

you. When you enrol, a teacher will help you determine the most appropriate level of training

### **Career Opportunities**

This course helps you go on to further education or training and to get a job.

### **Articulation**

When you finish this course, you can enrol in:

- Certificate II in Skills for Work and Study;
- Certificate I in Access to Work and Training;
- Certificate II in Skills for Work and Training.

### **Entry Requirements**

There are no formal educational requirements for this course

### **Course structure**

#### Student Assessment Guide – Course

### **What you must do to complete the course**

The course structure below shows what you must do to complete this course. Units/modules are arranged in groups and sometimes also in subgroups.

You must complete each group as specified as well as following the course completion instructions. If a course contains optional groups there will be a statement at the top of the course indicating how many you must do. At the top of any group containing optional subgroups there will be a statement saying how many you must do.

This course has been designed to reflect the requirements for 10097NAT Certificate I in Preparation for Work and Study. The rules of the course are set out below:

To be awarded the Certificate I in Preparation for Work and Study, competency must be achieved in 340-360 hours of units of competency.

This TAFE NSW course has been structured as follows:

### **Group 1 - Core Units**

Completion of all eight (8) core units of competency.

**Group 2 - Elective Units**

At least 75 hours of units must be selected from Subgroups 1 and/or 2.

Subgroup 1 - AEET Framework Units of Competency - at least 50 hours must be selected from this subgroup.

Subgroup 2 - Additional Electives

**Course Elective Completion:**

At least 75 hours of elective module/units must be completed. These may be chosen from group 2

Group 1 CORE UNITS

All module/units must be completed

| Modules/Units      | Name                                                       | Hrs | National Module(s) |
|--------------------|------------------------------------------------------------|-----|--------------------|
| <u>NSWTLRN106B</u> | Identify own essential skills                              | 5   |                    |
| <u>NSWTNMY109B</u> | Use number skills in familiar and some unfamiliar contexts | 40  |                    |
| <u>NSWTNMY110B</u> | Use measurement in familiar and some unfamiliar contexts   | 40  |                    |
| <u>NSWTRDG104B</u> | Apply basic critical literacy skills                       | 40  |                    |
| <u>NSWTRDG105B</u> | Read and interpret a range of familiar texts               | 40  |                    |
| <u>NSWTCH109A</u>  | Demonstrate literacy skills using computer software        | 20  |                    |
| <u>NSWTWTG106B</u> | Write for creative purposes in a familiar context          | 40  |                    |
| <u>NSWTWTG108B</u> | Write texts to convey information in everyday contexts     | 40  |                    |

**Group 2 ELECTIVE UNITS**

Subgroup 1 must be completed

At least 75 hours of module/units must be completed

Subgroup 1 AEET FRAMEWORK UNITS

At least 50 hours of module/units must be completed

| Modules/Units      | Name                                                                        | Hrs | National Module(s) |
|--------------------|-----------------------------------------------------------------------------|-----|--------------------|
| <u>NSWTABL101B</u> | Provide information on Aboriginal cultural values                           | 30  |                    |
| <u>NSWTABL102B</u> | Investigate local Aboriginal community issues                               | 36  |                    |
| <u>NSWTABL103B</u> | Present information on the impact of invasion and colonisation of Australia | 36  |                    |
| <u>NSWTCOM101B</u> | Participate in small informal group discussions                             | 20  |                    |
| <u>NSWTCOM102B</u> | Communicate orally with others about routine matters                        | 20  |                    |
| <u>NSWTCOM106B</u> | Use basic information literacy                                              | 20  |                    |
| <u>NSWTCOM116B</u> | Present information to a small group                                        | 20  |                    |
| <u>NSWTDY103B</u>  | Access adaptive technology                                                  | 30  |                    |
| <u>NSWTHMN101B</u> | Apply basic historical methods                                              | 40  |                    |
| <u>NSWTHMN102A</u> | Identify current issues in Australia                                        | 20  |                    |
| <u>NSWTHMN103A</u> | Identify geographical features of Australia                                 | 20  |                    |
| <u>NSWTHMN104A</u> | Identify significant people and events in Australia's history               | 20  |                    |
| <u>NSWTHMN105A</u> | Identify key aspects of government in Australia                             | 20  |                    |
| <u>NSWTINT102B</u> | Identify job opportunities                                                  | 20  |                    |
| <u>NSWTINT108A</u> | Develop and implement an individual learning plan                           | 20  |                    |
| <u>NSWTLRN104B</u> | Identify link between current study and broader learning environment        | 20  |                    |
| <u>NSWTLSG101B</u> | Listen and respond in everyday contexts                                     | 20  |                    |
| <u>NSWTNMY111B</u> | Use maps, shape and space in familiar and some unfamiliar contexts          | 20  |                    |
| <u>NSWTNMY112B</u> | Use data handling in familiar and some unfamiliar contexts                  | 20  |                    |

|                    |                                                                      |    |  |
|--------------------|----------------------------------------------------------------------|----|--|
| <u>NSWTNMY113B</u> | Make informed personal financial decisions                           | 40 |  |
| <u>NSWTNMY116B</u> | Apply a limited range of mathematical problem solving strategies     | 20 |  |
| <u>NSWTNMY128A</u> | Use basic functions of a scientific calculator                       | 20 |  |
| <u>NSWTPBL101B</u> | Use basic problem solving strategies                                 | 20 |  |
| <u>NSWTPLG101B</u> | Gather, organise and record information                              | 20 |  |
| <u>NSWTPLG103B</u> | Plan a short project                                                 | 20 |  |
| <u>NSWTPLG104B</u> | Review a short project                                               | 20 |  |
| <u>NSWTPLG105B</u> | Carry out a short project                                            | 20 |  |
| <u>NSWTPLG106B</u> | Set realistic personal goals                                         | 20 |  |
| <u>NSWTPLG107A</u> | Plan for education and employment                                    | 20 |  |
| <u>NSWTPSS101B</u> | Read basic safety signs                                              | 20 |  |
| <u>NSWTPSS102B</u> | Apply safety awareness and literacy skills for driving               | 20 |  |
| <u>NSWTPSS103B</u> | Respond to common accidents                                          | 20 |  |
| <u>NSWTSCN101B</u> | Work safely in a science learning environment                        | 4  |  |
| <u>NSWTSCN102B</u> | Carry out science investigations into aspects of personal health     | 40 |  |
| <u>NSWTSCN103B</u> | Investigate science concepts related to familiar everyday activities | 40 |  |
| <u>NSWTSCN104B</u> | Use science concepts to develop an action plan to minimise waste     | 40 |  |
| <u>NSWTSFM101B</u> | Use effective personal presentation skills                           | 20 |  |
| <u>NSWTSFM102B</u> | Prepare and write job application documents                          | 20 |  |
| <u>NSWTSFM103B</u> | Prepare for an interview                                             | 20 |  |
| <u>NSWTSFM105B</u> | Identify job opportunities and training pathways                     | 20 |  |

|                    |                                                                          |    |  |
|--------------------|--------------------------------------------------------------------------|----|--|
| <u>NSWTSFM110B</u> | Access community service providers                                       | 20 |  |
| <u>NSWTSPG201B</u> | Speak effectively in a range of contexts                                 | 20 |  |
| <u>NSWTSPG202B</u> | Give and respond to instructions in a range of contexts                  | 20 |  |
| <u>NSWTSUS115A</u> | Investigate environmentally sustainable practices in a range of contexts | 10 |  |
| <u>NSWTTCH102B</u> | Apply skills to use emerging technology                                  | 20 |  |
| <u>NSWTTCH103B</u> | Use everyday technology                                                  | 20 |  |
| <u>NSWTTCH104B</u> | Prepare to access the Internet                                           | 25 |  |
| <u>NSWTTCH106B</u> | Prepare for word processing                                              | 25 |  |
| <u>NSWTTCH107B</u> | Prepare to use email                                                     | 25 |  |
| <u>NSWTTCH110A</u> | Prepare to use a simple spreadsheet                                      | 25 |  |
| <u>NSWTTMW102B</u> | Identify basic teamwork skills                                           | 20 |  |
| <u>NSWTWTG102B</u> | Apply basic spelling strategies                                          | 30 |  |

### Subgroup 2 ADDITIONAL ELECTIVES - TRAINING PACKAGE UNITS

You may choose electives from this group

| Modules/Units     | Name                                    | Hrs | National Module(s) |
|-------------------|-----------------------------------------|-----|--------------------|
| <u>ACMGAS201A</u> | Work in the animal care industry        | 20  |                    |
| <u>ACMGAS202A</u> | Participate in workplace communications | 20  |                    |
| <u>ACMGAS203A</u> | Complete animal care hygiene routines   | 20  |                    |
| <u>ACMGAS205A</u> | Assist in health care of animals        | 20  |                    |

|                   |                                                      |    |  |
|-------------------|------------------------------------------------------|----|--|
| <u>AHCNSY203A</u> | Undertake propagation activities                     | 20 |  |
| <u>AHCPGD201A</u> | Plant trees and shrubs                               | 20 |  |
| <u>AHCPGD202A</u> | Prepare and maintain plant displays                  | 20 |  |
| <u>BSBITU102A</u> | Develop keyboard skills                              | 30 |  |
| <u>BSBITU201A</u> | Produce simple word processed documents              | 40 |  |
| <u>BSBWOR204A</u> | Use business technology                              | 20 |  |
| <u>CHCORG202C</u> | Work with others                                     | 18 |  |
| <u>CUVACD101A</u> | Use basic drawing techniques                         | 54 |  |
| <u>CUVCER201A</u> | Develop ceramic skills                               | 50 |  |
| <u>CUVDRA201A</u> | Develop drawing skills                               | 50 |  |
| <u>CUVPAI201A</u> | Develop painting skills                              | 75 |  |
| <u>CUVPRI201A</u> | Develop printmaking skills                           | 75 |  |
| <u>CUVSCU201A</u> | Develop sculptural skills                            | 50 |  |
| <u>HLTFA211A</u>  | Provide basic emergency life support                 | 8  |  |
| <u>ICAICT101A</u> | Operate a personal computer                          | 15 |  |
| <u>ICAICT102A</u> | Operate word-processing applications                 | 15 |  |
| <u>ICAICT103A</u> | Use, communicate and search securely on the internet | 30 |  |
| <u>ICAICT105A</u> | Operate spreadsheet applications                     | 15 |  |
| <u>ICAICT106A</u> | Operate presentation packages                        | 15 |  |
| <u>MEM07003B</u>  | Perform machine setting (routine)                    | 36 |  |
| <u>MEM07024B</u>  | Operate and monitor machine/process                  | 36 |  |
| <u>MEM07032B</u>  | Use workshop machines for basic operations           | 18 |  |

|                   |                                                                         |    |  |
|-------------------|-------------------------------------------------------------------------|----|--|
| <u>MEM12023A</u>  | Perform engineering measurements                                        | 45 |  |
| <u>MEM16006A</u>  | Organise and communicate information                                    | 18 |  |
| <u>MEM18001C</u>  | Use hand tools                                                          | 18 |  |
| <u>IDMME1107A</u> | Contribute to effective communications and teamwork on a coastal vessel | 10 |  |

### Requirements to receive the qualification

To achieve the 10097NAT Certificate I in Preparation for Work and Study (TAFE NSW Course number 10758), learners are required to complete:

- \* All units in Group 1
- \* At least 75 hours of elective units from Group 2, consisting of:
  - \* At least 50 hours of units from Subgroup 1
  - \* The balance to complete the required 75 hours (i.e. 0-25 hours), may be selected from the remaining units in Subgroup 1 and/or Subgroup 2.

### NOTES FOR STUDENTS

#### 1. LEARNER SUPPORT

Students who require support to meet their learning goals may co-enrol in the Learner Support course (TAFE Course Number 9999). Talk to your teacher if you think you may require learner support.

#### 2. SELECTION OF ELECTIVES

Talk to your teacher and/or workplace trainer, to ensure that your combination of electives provides you with a suitable vocational outcome.

#### 3. RECOGNITION

If you have completed other relevant training, you may be eligible to have units of competency from previous training counted towards completion for this course. Talk to your teacher or workplace trainer if you think you may be eligible for recognition of units previously completed.

#### 4. PREREQUISITE UNITS

Some units in this course may have prerequisites that must be completed in lower level qualification or selected as part of this course. Consult your teacher for information about prerequisites to elective units

**Accessed on the 10 April 2013 from [www.tafensw.edu.au](http://www.tafensw.edu.au)**

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