

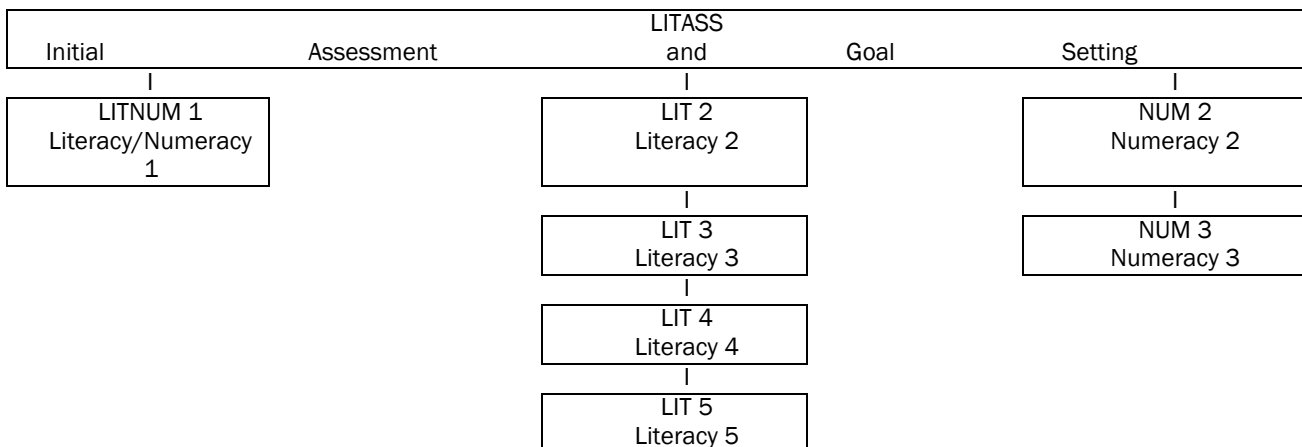
30719QLD Course in Adult Literacy and Numeracy

Course Delivery

The Course in Adult Literacy and Numeracy is designed to provide a learner with enhanced literacy and numeracy skills to enable more effective participation in vocational, educational and community environments. As a training product, the Course in Adult Literacy and Numeracy is an accredited short course.

Course Structure

As an accredited short course, the Course in Adult Literacy and Numeracy has a modular format. After initial assessment of a learner's existing language, literacy and numeracy skills, the following modules can be undertaken according to the learner's literacy or numeracy goals.



Initial Assessment

The course allows for initial assessment of a person's language, literacy and numeracy (LLN) skills and needs in light of their individual personal or employment goals. The module LITASS Initial Assessment and Goal Setting has 10 hours nominated. A learner works through an initial assessment of their LLN abilities with an LLN professional before the course begins and (sometimes for the first time in their life) identifies personal and/or employment goals and the steps that will help them reach those goals.

The learner then negotiates a pathway of learning depending on their identified goals.

Learning Pathways

The course also allows for different pathways for the learner. Pathways could be Literacy only, Numeracy only or a combined Literacy and Numeracy pathway using the following modules:

Module Number	Module Name	Nominal Hours
LITASS	Initial Assessment and Goal Setting	10
LITNUM 1	Literacy/Numeracy 1	100
LIT 2	Literacy 2	50
LIT 3	Literacy 3	50
LIT 4	Literacy 4	50
LIT 5	Literacy 5	50
NUM 2	Numeracy 2	50
NUM 3	Numeracy 3	50

A learner accessing the Literacy only pathway and depending on their competence in language and literacy, will access the modules *LIT 2 Literacy 2*, *LIT 3 Literacy 3*, *LIT 4 Literacy 4* or *LIT 5 Literacy 5*.

For a Numeracy only pathway, the learner would access *NUM 2 Numeracy 2* or *NUM 3 Numeracy 3*. For a combined Literacy and Numeracy pathway with increased hours, the learner would access *LITNUM 1 Literacy/Numeracy 1*.

Learners who access *LITNUM 1 Literacy/Numeracy 1* tend to have very low literacy and numeracy levels. These learners generally will need a longer module so 100 nominal hours are available for this module. Texts (spoken, written and viewed) and numeracy used in this module are directly related to the learner's everyday activities. Texts are short, simple, heavily contextualised and explicit and extensive support and structure are available to assist the learner interpret or produce these texts.

Adult learners and the choice of texts

The Course in Adult Literacy and Numeracy has been written for use in a non-institutional community setting where varying degrees of support can be given for the duration of the program. Many learners who access community adult literacy programs are often nervous and have a tendency to draw on past bad experiences of unsuccessful learning. It is imperative the adult learner doesn't see the learning environment as a school classroom.

Adult learners have a clear perspective on what they would like to achieve by accessing a program. It is important for them to feel responsible for their learning, so negotiation of learning activities and the use of real life adult literacy and numeracy tasks, relevant to their stated goals, are important. Texts (spoken, written and viewed) used with the learner should be everyday materials drawn from the learner's real life situation and must align to their personal and employment goals.

Each Literacy module of the Course in Adult Literacy and Numeracy contains a list of the types of texts that may be interpreted or produced according to the learner's needs, goals and the level of the module.

For example, in *LIT2 Literacy 2* written texts could include cards, timetables, recipes, menus, maps, safety signs, simple computer commands and emails that are routine, simple, explicit and directly related to the learner's goals. Spoken texts could include personal recounts, following verbal instructions, making telephone enquiries and viewed texts could include television programs and/or videos or DVDs.

In *LIT3 Literacy 3* written, spoken and viewed texts require more detail. Written texts could include forms, meeting minutes and agendas, accident report forms, council newsletters, newspaper articles, internet searches and internet banking. Spoken texts could include oral recounts, telephone enquiries, participation at

meetings and stating opinions about local issues or television programs. At Literacy 3 level, these texts will be produced and interpreted where access to advice/modelling is available.

Student centred assessment

Assessment within the Course in Adult Literacy and Numeracy is competency based and must assess the competence of each individual learner. Assessment should occur after many opportunities for practice with any task and should involve a variety of assessment methods. Fair and equitable opportunities for all learners should be provided to demonstrate competence at the standards expressed in the learning outcomes and assessment criteria. Assessment tasks may be developed to assess more than one learning outcome at a time in an integrated, holistic manner.

Details of assessment are outlined very specifically in each module in learning outcomes and assessment criteria. The learning outcomes define the level of competence a learner must attain and progression according to the complexity and support given.

Literacy learners will demonstrate an understanding and ability to produce texts (spoken, written and viewed) against the six aspects of communication ie personal, cooperative, systems, public, procedural and technical. Competence at any given level will depend on the complexity of literacy and numeracy tasks, the level of the module and the degree of support given to a learner.

Learning outcomes for the Numeracy modules relate to a learner's competence with whole number operations used in everyday life.

Assessment criteria specify the details to be made in assessing a learner against each learning outcome. Assessment criteria accompany each learning outcome of each module and vary according to each level of complexity and the support required.

In group assessment, it is difficult to collate sufficient details of the competence of each learner. So whilst spoken activities occur in conversations and group work, it is often difficult to assess the details of an individual's abilities. It can be done, but adequate records must be kept.

Assessment methods in the Course in Adult Literacy and Numeracy include but are not limited to the following methodologies. Please note that strategies for maintaining records of these methods are outlined at the end of this information sheet.

- **Self-assessment** - Adult learners are generally able to make decisions about their learning. A self assessment involves a learner answering questions like: What did I learn? What was new learning? What can I do now that I couldn't do yesterday? Self assessment allows a learner an opportunity to think about their learning. A self assessment of a learner's reading, writing, speaking, listening, thinking and learning (literacy macro skills) assists in making an initial assessment before planning or continuing a program for that person.
- **Portfolio of evidence** – A portfolio is an excellent method of collating evidence to show a learner's competence in Literacy and Numeracy across a range of activities described in the relevant modules. A portfolio would include examples of a learner's writing, reading comprehension / activities and/or Numeracy activities. Oral evidence that contributes to the assessment process and records of assessment results from observations and interviews may also be included in a portfolio.
- **Written tasks** – Most adult literacy learners attend programs to improve their competence with writing. (Please note that this does not mean handwriting, as it is difficult to change an adult's handwriting style.) Writing is a macro skill of adult literacy and refers to competence in composing documents. It is important to select written tasks reflective of a learner's identified personal and employment goals and aspirations for the future. Completing a range of writing tasks builds a learner's confidence with the written word and

by keeping a record of a person's written tasks provides evidence of progress. The modules of the course contain lists of written tasks to be used with an adult literacy student. These lists differ according to complexity and the level the learner is undertaking. An organisation must remember to give many opportunities with any task before assessment takes place.

Key points include: writing is a cycle of thinking, preparing, drafting and editing; write little and often; it is important to get thoughts down on paper; don't worry about spelling at first; you fix spelling when editing the document; using a dictionary is an aid to writing and not "cheating".

Some good writing assessment tasks include filling in different types of forms, writing lists e.g. for shopping or planning, taking telephone messages, writing notes, letters, incident reports, or personal accounts about familiar topics e.g. holidays, memories etc.

- **Reading tasks** – Adults who attend literacy programs that wish to improve their reading skills are often embarrassed that they have reached adulthood with poor reading skills and are usually very sensitive about their lack of reading ability.

Some important points to remember when assisting a person with reading include:

- Read little and often
- Read a variety of texts
- Build on what a learner knows (i.e. going from the known to the unknown)
- It is more important in making reading assessment, to ascertain what a person understands from what is read, than how much they miscue when reading out aloud.
- Competent readers do not read out loud in everyday life and this of any activity can make an adult literacy learner return to uncomfortable feelings of school.

The modules of the course contain lists of reading tasks that can be relevant to an adult student. Like writing, these lists differ according to the complexity of the reading task and the level the learner is undertaking. An organisation must remember to give many opportunities with any task before assessment takes place.

Common reading matter include simple books, newspaper and magazine articles, safety signs, road signs, place names, public notices, instructions, completing forms etc. Sometimes children's picture books include simple reading text with bright pictures, but some learners may find these demeaning if their goals do not include reading to their children or grandchildren.

Magazine articles make interesting reading if they are about a topic familiar to the reader. There is a variety of magazines about cars, trucks, country living, bands/music, movie stars, computers etc. Local newspapers contain articles about local issues and generally make easier reading than daily or national newspapers. To develop a person's mastery with reading, a combination of reading activities is the best option. Reading skills involve skimming and scanning, close, **5W's and H (Who, What, Why, When, Where and How)**, predicting, reading for meaning and understanding.

- **Numeracy tasks** – The adults that undertake the Numeracy modules do so to improve their skills with numbers. Assessment should occur after many learning opportunities for the learner with numeracy activities. It is important to remember that Numeracy activities are relevant to the learner's stated goals involving simple operations (+ - x ÷) of whole numbers, everyday terms and symbols to describe size, shape, order and direction, commonly used decimals fractions and percentages, using common measurements, mathematical terms and information in routine tasks. Numeracy activities and assessment should not be too difficult to create a situation of failure for the person.
- **Oral questioning** - This method of assessment works well with learners with poor writing skills. Questions are asked orally about real or simulated situations e.g. going to the shop, buying a car, viewing a movie etc. With good questions, learners are given the opportunity to think at a deeper level and to articulate an

opinion on a subject. Best practice would be when oral questioning complements other assessment methodologies to demonstrate a learners' understanding.

- **Group interaction/presentation** - As listening and speaking are literacy macro skills, it is important for the adult literacy learner to experience group interaction. Group activities and group discussion encourage a learner to share ideas and thoughts. Group activities can include completing projects like researching a community issue etc in a small group. Group discussions can be centred on issues that affect the general community like elections/politics, development eg new buildings, traffic flow etc, and shopping etc. Learners should also be given the opportunity to plan and lead a discussion around a given topic. This helps the development of a number of skills that a learner may use in a workplace.

It is important that the community based organisation that delivers the training ensures that adequate records are maintained of an individual's performance within a group and that sufficient details of the competence of each learner are collated as assessment results.

- **Practical demonstration /observation** – Adult literacy learners often come to programs with very good skills for “surviving” in the community. As an assessment method, practical demonstration/observation of routine tasks is an excellent way to assess a learner's competence with real life literacy and numeracy tasks. Procedural activities like reading and following written instructions e.g. making telephone calls, taking telephone messages, assembling models, repairing appliances and travelling by public transport etc can be assessed in this way. An observation checklist that contains details of the learner, date of assessment, assessor, learning outcome being assessed, what was observed and comments must accompany the demonstration to maintain a record of a person's competence with that activity.

Practical demonstration /observation can be used to assess a learner's skills on computer e.g. compose a letter, word process a document, use the internet ie research etc. The document produced can provide a hard copy to maintain a record of assessment.

- **Peer-evaluation** – a method of assessment that can effectively complement other forms of assessment especially in group work. Group members are asked to formally comment on a person's participation in an activity or on a project.

Reporting and Assessment

Nominal Hours

As accredited courses are written, hours are apportioned to each module. These hours are defined as “nominal” and meant to be a guide to the length of the module if an average person was to undertake it. An actual student may take a shorter or longer time to complete the module.

The Course in Adult Literacy and Numeracy has modules for student assessment and training in Literacy and Numeracy combined, Literacy alone and Numeracy alone. If a learner completes the *LITASS Initial Assessment and Goal Setting* module and then *LITNUM 1 Literacy/Numeracy 1* they will have completed a nominal 110 hours. *LITASS Initial Assessment and Goal Setting* plus each other module are nominally 60 hours of either literacy or numeracy. A learner may exit on completion of a module or elect to complete another module at a higher level.

It is possible for learners to complete any Literacy or Numeracy modules and then access another module at a higher Literacy or Numeracy level. Once a learner has completed a Literacy only module, that learner may elect to access a Numeracy only module and vice versa.

AVETMISS

Vocational education and training (VET) information throughout Australia is collected and analysed by the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). The AVETMISS Standard for VET providers is a nationally consistent standard and applies to all programs delivered, especially funded programs.

Organisations receiving public funding for delivery of VET programs are required to report for national data collection. In Queensland, community education providers are required to report all publicly funded programs monthly. It is important to stay in contact with the Queensland data management team, who can be contacted on stac@deta.qld.gov.au

Confidentiality of data submitted to AVETMISS is guaranteed with a statistical reporting protocol not to release information that identifies or could be used to identify individual learners or training organisations, that has been agreed to by all states and territories, and endorsed by the National Training Statistics Committee (NTSC).

Enrolment

Organisations accessing the Community Literacy Program need to complete AVETMISS data entry for each learner that enrolls in the Course in Adult Literacy and Numeracy. This is done through AVETMISS enrolment forms or through AVETMISS compliant software.

AVETMISS compliant enrolment forms includes a learner's name; address; phone numbers, including mobile number; date of birth; signature; nationality; schooling and employment status. For those organisations using AVETMISS forms for reporting, please refer to Appendix 1 for instructions for form completion.

Learner information can also be entered onto AVETMISS compliant software for national reporting. A list of AVETMISS compliant software can be obtained by contacting State Training Agency Clearinghouse (STAC, Department of Education and Training, via email: stac@deta.qld.gov.au.

Records of attendance

Evidence of participation is required for the AVETMISS data collection of learners within the Community Literacy Program. Therefore, it is imperative to maintain rolls of attendance and to have attendees sign. Please refer to Appendix 1 for information regarding entering AVETMISS data.

Templates of rolls and sign in sheets have been included in "Course Enrolment form" Templates.

Records of assessment

Records of assessment of an individual's competence must be maintained by organisations delivering the Course in Adult Literacy and Numeracy. Assessment should involve a variety of assessment methods and give fair and equitable opportunities for all learners to demonstrate competence at the levels expressed in the learning outcomes and assessment criteria. Assessment tasks may be developed to assess more than one learning outcome at a time in an integrated, holistic manner.

It is important that assessment evidence/records assess an individual learner, and is valid i.e. relating to learning outcomes, assessment criteria and range statements of the relevant module, sufficient and current.

Details of assessment are outlined very specifically in each module in learning outcomes and assessment criteria. Literacy learners will demonstrate an understanding and ability to produce texts (spoken, written and viewed) against the six aspects of communication i.e. personal, cooperative, systems, public, procedural and

technical. Competence at any given level will depend on the complexity of literacy and numeracy tasks, the level of the module and the degree of support given to a learner.

Learning outcomes for the Numeracy modules relate to a learner's competence with whole number operations used in everyday life.

Methods of Retaining Records

Records of assessment of a learner's competence must be maintained by organisations delivering the Course in Adult Literacy and Numeracy. As well as the electronic data maintained by AVETMISS compliant software, hard copies must be retained of an individual's assessment.

Evidence of assessment for the Course in Adult Literacy and Numeracy may include the following:

- **Initial Assessment** - A self assessment of a learner's reading, writing, speaking, listening, thinking and learning (literacy macro skills) assists in making an initial assessment before planning or continuing a program for that person. Refer to Template 1 for Initial Assessment.
- **Self-assessment** - A self assessment checklist that includes questions like: What did I learn? What was new learning? What can I do now that I couldn't do yesterday? Self assessment allows a learner an opportunity to think about their learning. Refer to Template 2 for Self Assessment checklist.
- **Portfolio of evidence** - A portfolio includes a collation of examples of a learner's writing, reading comprehension/activities and/or Numeracy activities. Oral evidence that contributes to the assessment process and records of assessment results from observations and interviews may also be included in a portfolio. Refer to Template 6 Portfolio Cover Sheet for a cover sheet for a portfolio of evidence.
- **Written tasks** - This includes evidence of a range of writing tasks reflective of a learner's identified personal and employment goals and aspirations for the future. The modules of the course contain lists of written tasks to be used with an adult literacy student like filling in different types of forms, writing lists e.g. for shopping or planning, taking telephone messages, writing notes, letters, incident reports, or personal accounts about familiar topics e.g. holidays, memories etc. Refer to Templates 4 Sample Assessment Record and 5 Tutor Checklists.
- **Reading tasks** - This includes a record of the range of reading tasks that a learner may have completed. Records of reading tasks would include completed exercises, answers to questions or a reading log etc. Refer to Template 4 Sample Assessment Record and 5 Tutor Checklists.
- **Numeracy tasks** - Evidence of Numeracy activities would include a range of simple operations (+ - x ÷) of whole numbers, everyday terms and symbols to describe size, shape, order and direction, commonly used decimals fractions and percentages, using common measurements, mathematical terms and information in routine tasks. Refer to Template 4 Sample Assessment Record and 5 Tutor Checklists.
- **Oral questioning** - Evidence would include a list of questions and proposed answers about real or simulated situations e.g. going to the shop, buying a car, viewing a movie etc. Evidence should also be provided when oral questioning complements other assessment methodologies that demonstrate a learners' understanding of the situation. Refer to Template 4 Sample Assessment Record and 5 Tutor Checklists.
- **Group interaction/presentation** - Evidence of an individual's performance within a group would include a document similar to an observation checklist that provides sufficient details of the competence of each learner, collated as assessment results. Refer to Template 4 Sample Assessment Record and 5 Tutor Checklists.

- **Practical demonstration/observation** – To maintain a record of a person’s competence with a practical activity like making telephone calls, taking telephone messages, skills on computer e.g. word processing a document, use the internet etc, assembling models, repairing appliances and travelling by public transport etc, an organisation should use an observation checklist. This should contain details of the learner, date of assessment, assessor, learning outcome being assessed, what was observed and comments. Refer to Template 4 Sample Assessment Record and 5 Tutor Checklists.
- **Peer-evaluation** – Evidence of peer evaluation would include a formal record of a person’s performance/competence with an activity made by group members. Refer to Template 4 Sample Assessment Record and 5 Tutor Checklists.

Reporting

Funding for the Community Literacy Program is linked to satisfactory reporting of all enrolments, module completion and exits from 30719QLD Course in Adult Literacy and Numeracy, as per the memorandum of understanding with the Department of Employment and Industrial Relations. This is done through AVETMISS compliant software. Please contact Department of Education and Training via stac@deta.qld.gov.au and refer to Appendix 1 for information as to how to complete AVETMISS form/data.

Issue of a Statement

Once a person has satisfied all requirements of assessment of the module they were enrolled in, a statement of attainment can be issued to them by a registered training organisation (RTO) or statement of attendance by a community based organisation (CBO).

Further Reference

- Please refer to “30719QLD Issuing Statement of Attainment” document.
- *The Course in Adult Literacy and Numeracy*, Department of Employment, Economic Development and Innovation 2009.
- *Literacy Face to Face: A Resource for Volunteer Adult Literacy Tutors*, Commonwealth of Australia 2006
- *Tutors’ Tips*, Queensland Council for Adult Literacy www.qcal.org.au/tutortips.php
- AQTF 2007 *Essential Standards for Registration*
- A support resource for Training Packages, available via www.resourcegenerator.gov.au/loadpage.asp?page=TPAG.htm
- *Vocational Language and Literacy Activities to Support Certificate I in Business*, MW Training Vocational Language, Literacy and Numeracy Guides 2004

Useful Websites

- Queensland Data Management (Department of Education and Training (DET)) www.training.qld.gov.au or email stac@deta.qld.gov.au
- National Centre for Vocational Education Research (NCVER), including AVETMISS Standard information and assistance www.ncver.edu.au/avetmiss/21059.html

APPENDIX 1

PLEASE READ AND FOLLOW GUIDELINES CAREFULLY BEFORE FILLING OUT ENROLMENT FORMS

INSTRUCTIONS FOR THE COMPLETION OF THE VET ENROLMENT FORM

The following instructions are designed to assist Training Organisations to complete the VET (Vocational Education and Training) Enrolment Form in accordance with the *Australian Vocational Education and Training Management Information Statistical Standard* (AVETMISS) and contractual standards. The VET Enrolment Form is a generic form that is used by Providers to report AVETMISS data to the Department of Education and Training (DET).

Please ensure that forms are forwarded to the correct Funding Program

When completing the VET Enrolment Form **use one (1) form for each client. If a client is doing more than one course/qualification, a separate enrolment form must be used for each course/qualification.**

There are three parts to each enrolment form. The enrolment form is to be completed by the provider (and the client) in the following way:

Your Provider Code Is:

The Old Fund Source Code for your program is:

Your Contract Number is:

When should you disburse the triplicate VET Enrolment Form?

Blue

The first page (blue) provides the department with notification that the training has commenced. The blue form should be forwarded to the relevant Funding Program officer, **fully completed** with a known or expected end date for each module/competency.

Yellow

The second page (yellow) is to advise of the student's **completion** of the course/qualification (the correct end of study date **must be completed**), how the training took place (see Delivery Type Identifier table) and the outcomes (see Outcome Code table). Any changes to modules are included at this stage.

White

The third page (white) should be retained by the provider as documentary evidence.

INFORMATION ON EACH OF THE FIELDS ON THE ENROLMENT FORM

<u>SECTION 1:</u> Details of Training Provider	<u>SECTION 4:</u> Course and contract information
<u>SECTION 2:</u> Personal and statistical information	<u>SECTION 5:</u> Enrolment details and study reason
Student and Training Provider signature and date	

SECTION 1: DETAILS OF THE TRAINING PROVIDERS AND CLIENTS

This information **must be provided** for the Contract and AVETMISS standards.

FULL TRADING NAME

This field identifies who is undertaking the training. For the Community Literacy Program this may be the **incorporated organisation OR the sponsor who is incorporated.**

PROVIDER CODE

The reason for this field is to identify the training organisation with VET activities throughout Australia. This unique number is provided by the Department of Education and Training. It has been supplied for you on the first page of these instructions. **This number is allocated to your training organisation and is to be used for all future data collections.**

STUDENT NUMBER

This is the unique student number allocated by the Training Organisation. It could be 1, 2, 3...or SKILO1, TRAIN01 etc. **Each student/client must have a different number.**

LEARNER UNIQUE IDENTIFIER (LUI)

This is an identifier which is generated by the Queensland Studies Authority (QSA) and is issued to a young person when they register with the QSA to identify their participation within the Queensland education and training sector.

A VET provider will be able to access a young person's LUI from the young person or the QSA *Registration of Young People System*. VET providers will need to register with the QSA by telephoning 07 3864 0269 or via the website at www.qsa.qld.gov.au.

Training organisations delivering vocational education and training to 15-17 year olds have obligations to report this data to DET. Using the LUI, the data for these students will be banked into their Learning Accounts by DET on your behalf, and will contribute towards the achievement of the Queensland Certificate of Education (QCE).

For more information on the learning providers' obligation relating to 15-17 year olds visit DET's Training website at www.training.qld.gov.au or call 1800 600 039.

SECTION 2: PERSONAL AND STATISTICAL INFORMATION

TITLE

This refers to the student-preferred title (e.g. Mr/Mrs/Miss/Ms/Dr). This will assist the training provider in the addressing of correspondence.

FAMILY NAME / FIRST NAME / OTHER GIVEN NAME

The name of the student is to be included in these fields. Students are not to list more than three names. The AVETMISS standard only requires student's surnames *but additional data fields have been included on the form for training provider internal records*. When the information is entered into the Queensland data collection, the name of the client is encrypted so that privacy details are enforced.

GENDER

The reason for this field is to allow the analysis of VET activities and outputs by gender. The gender of a client will be either male or female.

DATE OF BIRTH

The Australian standard for recording the date of birth is to be used e.g. the 28th of July 1978 is **to be entered as 28/07/1978.**

HOME ADDRESS / SUBURB OR TOWN / POST CODE

The Post Code is required for the AVETMISS standard. *The home address is not part of the AVETMISS standard and is used by training providers for their information only. This allows for any correspondence to be forwarded to the student by the training provider.* Suburb may also relate to a town.

HOME PHONE / WORK PHONE / MOBILE PHONE

Required for training provider information only (not part of the AVETMISS standard).

LABOUR FORCE STATUS

This field is used to identify the employment status of VET clients. This client is to tick the most appropriate box.

SCHOOLING

This field is to identify the formal schooling background of VET clients. If the client ticks "YES" proceed to Prior Educational Achievements. Where the client left school without completing the full program for the year, the highest school level achieved is that for the previous year.

PRIOR EDUCATIONAL ACHIEVEMENT

There is a need to identify whether any prior education achievements have been successfully completed. If the client ticks "NO" proceed to PLACE OF BIRTH. If the client ticks "YES" then one or more boxes describing the client's prior education achievements should be ticked.

PLACE OF BIRTH

This information is used to identify the country of birth of the client or whether the client is of Aboriginal and/or Torres Strait Islander origin. Aboriginal or Torres Strait Islander information is required to identify the cultural background of clients and ensure that the progress towards equity goals can be measured.

LANGUAGE

This field identifies the language backgrounds of VET clients. If the client ticks "NO" proceed to Medical Condition/Disability. If "YES", specify the language most commonly spoken at home. Please specify how well the client speaks English by ticking the appropriate box.

MEDICAL CONDITION / DISABILITY

The reason for the collection of this data is to permit the analysis of access to VET by clients with disabilities. If a client identifies as having a number of disabilities please tick the appropriate boxes.

SECTION 3: STUDENT AND TRAINING PROVIDER SIGNATURE AND DATE

This information **must be provided** for the AVETMISS standard.

STUDENT SIGNATURE

There is a legal requirement for students to sign that they are enrolled in the course designated on the form.

DATE

This is the date that the student signs the form.

TRAINING PROVIDER SIGNATURE

There is a legal requirement for training providers to sign that the training listed on the enrolment form is taking/has taken place.

SECTION 4: COURSE INFORMATION AND CONTRACTUAL INFORMATION

COURSE / QUALIFICATION CODE

This code is used to identify a course within a training organisation. The training organisation is required to use **the national code for the accredited course/qualification** that is being delivered.

COURSE / QUALIFICATION NAME

The full name that describes the course/qualification as used by the training organisation is required here. If a national course/qualification, the national description is to be used here.

SECTION 5: MODULE / UNIT OF COMPETENCY INFORMATION

MODULE / UNIT OF COMPETENCY CODE

This is the code that uniquely identifies a module within a training organisation. A unique module identifier is required for each module that has client enrolments. The national code is to be used where available (see included course reports). In CNLITNUM the codes to use are the levels of each module e.g. LITNUM1, LITNUM2 or LITNUM3. Each module that a student has attended or has completed one piece of work should be reported.

MODULE / UNIT OF COMPETENCY NAME

This is the title of the module code.

POSTCODE OF DELIVERY LOCATION

This is where the training physically takes place e.g. If you were to be delivering the training in Brisbane City it would be 4001, if you are delivering the training in Cairns it would be 4870 etc.

MODULE / UNIT OF COMPETENCY ATTENDED HOURS

This is the actual student contract hours (SCH) for the module as per actual attendance.

START DATE

This is the date the client's training commences for **each** module.

END DATE

This is the date the client's training was completed for **each** module.

DELIVERY TYPE IDENTIFIER

This code is used to uniquely identify the category best describing how the training was conducted. Choose **one** of the following codes:

CODE	DESCRIPTION
10	Classroom based
20	Electronic based
30	Employment based
40	Other delivery (e.g. correspondence)
90	Not applicable – recognition of prior learning/recognition of current competency/credit transfer

OUTCOME CODE (Result)

A code that uniquely identifies the type of result or outcome a student has achieved in a subject/module i.e. result codes most relevant to the CLP are 20, 30 and 40. *Please refer to your Contract for specific requirements i.e. some training is done on a non-assessable basis. Your contract may indicate which is applicable.*

CODE	DESCRIPTION
20	Competency achieved/passed
30	Competency not achieved/failed
40	Withdrawn (before activity end date)
51	Recognition of Prior Learning granted
52	Recognition of Prior Learning not granted
53	Recognition of current competency granted
54	Recognition of current competency not granted
60	Credit transfer
70	Continuing (to next calendar year)
81	Non-assessable enrolments – satisfactorily completed
82	Non-assessable enrolments – withdrawn or not satisfactorily completed
90	Result not available

QLD FUND SOURCE CODE

Non-AVETMISS funding codes have been formulated to identify training activities by funding authorities.

STUDY REASON

PLEASE Select the most appropriate reason for undertaking this training activity.

SECTION 6: AWARD (QUALIFICATION)

COMPLETION OF A QUALIFICATION

This is to identify whether the client **has completed the Award/Qualification reported on the enrolment form**. It may be a Statement of Attainment for an accredited short course or a Statement of Attendance. If the student has not completed the requirements of the full qualification, please tick NO.

PLEASE RETURN COMPLETED FORMS TO:

Data Management Team
Training System Information
LMB 527 GPO
BRISBANE QLD 4001

FOR ENQUIRIES REGARDING THE COMPLETION OF THE VET ENROLMENT FORM PLEASE CONTACT:

stac@deta.qld.gov.au