

# EAL Framework Certificate III in EAL (Access)

# EAL Framework

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Further unit information is available in the EAL Framework curriculum document:  
[VIC EAL Framework \(education.vic.gov.au\)](http://education.vic.gov.au)

<p><b>Elements* covered</b> describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p> <p>* AMEPOne units may not cover all the elements and performance criteria.</p>	<p><b>Performance criteria</b> describe the required performance needed to demonstrate achievement of the element — they identify the standard for the element. Assessment of performance is to be consistent with the evidence guide.</p>
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### Certificate III in EAL (Access) (Core Unit) – My Story, My Settlement Goals/Certificate I in General Education for Adults

Develop and document a learning plan and portfolio [VU22384]

AMEPOne **Unit Title:** *Zeeba wants to do a course*

AMEPOne **Level:** Level 5

In this unit we meet Zeeba, a student and Mark, a teacher. Mark helps Zeeba to develop a learning plan to achieve her goal of becoming a hairdresser in Australia.

Elements* covered	Performance criteria	In this AMEPOne unit Students will learn:
1. Identify and clarify own goals	1.1 Identify and prioritise goals 1.2 Review and compare current skills and knowledge with identified goals 1.3 Identify any additional skills requirements to meet identified goals 1.4 Identify previous experience that may impact on achieving identified goals 1.5 Identify and access support resources to achieve goals	<ul style="list-style-type: none"> <li>• to identify your goals</li> <li>• to identify skills needed to achieve your goals</li> <li>• to identify resources</li> <li>• to identify the purpose of a learning plan</li> <li>• to identify information in a learning plan</li> <li>• to identify factors which contribute to success</li> </ul>
4. Write a simple narrative text	4.3 Note barriers to success in meeting goals 4.4 Identify strategies to address barriers	<ul style="list-style-type: none"> <li>• to identify barriers to learning</li> <li>• to identify strategies to overcome barriers</li> </ul>

## Certificate III in EAL (Access) (Core Unit)

### Read and write straightforward informational and instructional texts [VU22613]

AMEPOnline **Unit Title:** *Asad learns to read and write instructions*

AMEPOnline **Level:** Level 5

In this unit we meet Jeremy, a teacher and Asad, a student. Asad and his classmates will be learning to read and write instructional texts.

Elements* covered	Performance criteria	In this AMEPOnline unit Students will learn:
1. Respond to a straightforward written process	1.6 Identify conventions of instructional texts 1.7 Identify the context and purpose of a set of straightforward written instructions 1.8 Analyse the structure and discourse features of the instructions 1.9 Scan text to locate specific information	<ul style="list-style-type: none"><li>to understand purposes of instructional texts</li><li>to identify features of instructional texts</li><li>to identify language used in instructional texts</li><li>to plan and draft an instructional text</li><li>to write an instructional text</li></ul>
2. Describe a straightforward process in writing	2.1 Plan and draft a written description of a straightforward process	