

22658VIC Course in Policing Recruitment Pathway

Version 1.0

**This course has been accredited under Part 4.4 of the
*Education and Training Reform Act 2006.***

Accredited for the period: 1st July 2024 to 30th June 2029

Version History:		Date
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Section A – Copyright and course classification information

1. Copyright owner of the course	© State of Victoria 2024 Department of Jobs, Skills, Industry and Regions
2. Address	Deputy CEO Victorian Skills Authority Department of Jobs, Skills, Industry and Regions (DJSIR) GPO Box 4509 Melbourne Vic 3001 Organisational Contact: Manager, Training and Learning Products Unit Engagement Branch Victorian Skills Authority Telephone: 131 823 Email: course.enquiry@djsir.vic.gov.au Day-to-day contact: Service Industries Curriculum Maintenance Manager, General Studies and Further Education Victoria University Polytechnic PO Box 14428 Melbourne, VIC 8001 Ph: (03) 9919 5300 / 5302 Email: sicmm.generalstudies@vu.edu.au
3. Type of submission	This submission is for re-accreditation of: 22512VIC Course in Policing Recruitment Pathway
4. Copyright acknowledgement	The following unit of competency: <ul style="list-style-type: none">HLTAID011 Provide First Aid has been imported from the HLT Health Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia The following unit of competency: <ul style="list-style-type: none">CHCDIV001 Work with diverse people has been imported from the CHC Community Services Training



	<p>Package administered by the Commonwealth of Australia.</p> <p>© Commonwealth of Australia</p> <p>The following unit of competency:</p> <ul style="list-style-type: none">FNSINC413X Apply codes and standards of ethical practice to own role <p>has been imported from the FNS Financial Services Training Package administered by the Commonwealth of Australia.</p> <p>© Commonwealth of Australia</p>
5. Licensing and franchise	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions) 2024.</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see Creative Commons for more information).</p> <p>You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Jobs, Skills, Industry and Regions), provide a link to the licence, indicate if changes were made, and comply with all other licence terms. You must not distribute modified material. Request for other use should be addressed to:</p> <p>Deputy CEO Victorian Skills Authority Department of Jobs, Skills, Industry and Regions (DJSIR) GPO Box 4509 Melbourne Vic 3001 Email: course.enquiry@djsir.vic.gov.au</p> <p>Copies of this publication can be downloaded free of charge from the Victorian Government website.</p>
6. Course accrediting body	Victorian Registration and Qualifications Authority
7. AVETMISS information	<p>ANZSCO Code – GEN19 General Education – not occupationally specific</p> <p>ASCED Code – 1205 Employment Skills programs</p> <p>National course code: 22658VIC</p>
8. Period of accreditation	1 July 2024 to 30 June 2029



Section B – Course information

1. Nomenclature	Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses
1.1 Name of the qualification	22658VIC Course in Policing Recruitment Pathway
1.2 Nominal duration of the course	273 hours
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
2.1 Outcome(s) of the course	<p>The Course in Policing Recruitment Pathway is intended to equip participants from culturally and linguistically diverse backgrounds with the skills, knowledge and capabilities to manage an extended law enforcement recruitment process. This includes knowledge and skills to:</p> <ul style="list-style-type: none"> • develop literacy skills, including digital literacy and numeracy skills to support successful completion of the police entrance exam • develop oral communication skills to respond to oral texts and participate in oral exchanges • work towards the development of physical fitness and swimming skills to the level required for entry into Victoria Police
2.2 Course description	<p>The Course in Policing Recruitment Pathway has been developed to support participants from culturally and linguistically diverse backgrounds to participate in and manage the initial Victoria Police recruitment process and the transition to the Victoria Police Academy as either a Police Officer, a Protective Services Officer (PSO) or a Police Custody Officer (PCO). The course outcomes may also be applicable to other law enforcement agencies and / or jurisdictions.</p> <p>Completion of this Course does not result in acceptance to the Victoria Police Academy, as there are additional requirements that are determined and assessed by Victoria Police. More information is available here</p>
3. Development of the course	Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses
3.1 Industry, education, legislative, enterprise or community needs	<p>This is the second iteration of the Course in Policing Recruitment Pathway which was first accredited in 2019 following a successful pilot program based on a scoping study by the African Australian Multicultural Employment and Youth Services (AAMEYS) and Victoria Police. The study focused on the continued lack of success of applicants to Victoria Police from African and refugee backgrounds, often despite their higher level qualifications and the barriers and challenges faced by African Australians in joining Victoria Police. Being able to increase the number of African Australians working within</p>

Victoria Police was identified as one way through which two-way understanding, trust and communication between African Australian Communities and Victoria Police could be improved. The course has since been offered to other Culturally and Linguistically Diverse (CALD) communities and Aboriginal and/or Torres Strait Islander, Pasifika and Afghan communities.

Victoria Police is conducting a major recruitment drive to recruit a significant number of police officers to meet increasing workforce needs and address increasing rates of attrition. This includes recruiting Police Officers and Protective Services Officers from CALD backgrounds.

This supported pathway course forms the basis of the Victoria Police Diversity Recruitment Program. It is a pivotal part of ongoing Victoria Police initiatives to improve CALD employee recruitment and inclusion in the police force to reflect the diversity of the Victorian community.

Although Victoria Police has noted a marked improvement in CALD employee recruitment, the number of Victoria Police employees that are from CALD backgrounds remains low (15.5% across the organisation) compared to their representation in the general community as listed in the Victoria Police CALD Inclusion Action Plan 2023-2024¹

The Victoria Police CALD Inclusion Action Plan 2023-2024 which is part of the Victoria Police Workforce Diversity and Inclusion Framework 2023–2030², identifies a vision in which Victoria Police’s workforce composition reflects the diversity in the community enabling strengthened community engagement and policing.

This course addresses barriers to recruitment into Victoria Police for under-represented CALD and Aboriginal and/or Torres Strait Islander communities. The experience of many CALD people wishing to join Victoria Police is that they encounter significant systemic barriers and cultural biases in accessing and navigating the challenging recruitment process related to their lack of familiarity with Australian workplace culture, professional networks and support and specific job readiness skills. Because of the nature of policing, the police recruitment process is challenging and involves a number of detailed steps.

This course is aligned to the Victoria Police recruitment process including entrance exam components, oral communication tasks and

¹ Victoria Police, *Victoria Police CALD Inclusion Action Plan 2023-2024* (page 12), © State of Victoria (Victoria Police) 2023 accessed March 13 2023, < <https://www.police.vic.gov.au/victoria-police-cald-inclusion-action-plan-2023-2024#about-the-victoria-police-cald-inclusion-action-plan-2023-2024>>

² Victoria Police, *Victoria Police Workforce Diversity and Inclusion Framework 2023–2030*, © State of Victoria (Victoria Police) 2023 accessed March 13 2023, <<https://www.police.vic.gov.au/victoria-police-workforce-diversity-and-inclusion-framework-2023-2030>>

fitness requirements. The learning coverage within the course provides essential skills, knowledge and capabilities required to successfully complete the Victorian Police Entrance Exam and supports learners in the next stages of the recruitment process before being eligible to enter the Victoria Police Academy.

This course is unique to Australia and is the only accredited course that specifically supports people from CALD backgrounds in the police recruitment process.

Course consultation and validation

A number of consultation and validation activities were undertaken to contribute to the development of the course including:

- steering committee meetings to discuss Victoria Police requirements for the police recruitment process
- development of a skills and knowledge profile for course outcomes
- analysis of enrolment data for the period 2019 to 2023
- discussions with and feedback from provider staff currently delivering the course
- consultation with a representative from Africause
- consultation with mentors supporting learners in the current course
- review of Victoria Police policies and frameworks focusing on inclusion of CALD employees in the Victoria Police workforce
- review of the components of the Victoria Police entrance exam to support the development of relevant skills and knowledge

Exit survey feedback gathered from program participants indicates the value of the course in improving:

- understanding and appreciation of police and policing
- awareness of cultural diversity
- physical fitness
- time management and other personal, communication, literacy and numeracy skills

The exit data included some qualitative data from participants who stated the course enabled them to build understanding and bridge the communication gap between their own communities and Victoria Police.

The target group for the Course in Policing Recruitment Pathway is people from CALD backgrounds and any applicant who identifies as Aboriginal and/or Torres Strait Islander.

Development of the course was guided by a Project Steering Committee (PSC) comprising:

Acting Senior Sgt Amanda Fahey	Manager for Foundation Program Delivery at the Victoria Police Academy and Chairperson of the Professional Development Command (PDC) CALD student network.
Stephen Mutton	Jesuit Social Services. Course Mentor and former long serving police officer with valuable insights into Victoria police procedures and recruitment requirements.
Kayla Kiriakou	Senior Employment Program Manager within the Recruitment and Deployment portfolio, Human Resources Command at Victoria Police
Dr Berhan Ahmed	CEO: Africause, a not for profit-community based organisation supporting African Australian youth, and their families in areas including education and participation in the labour market/employment,
Kate Bonusiak	Relationship and Operations Manager - Corporate Diversity Partnerships at Jesuit Social Services
Kate Savage	Teacher / Coordinator - Victoria Police Diversity Recruitment Program: Community Learning, Victoria University Polytechnic
Mimi Craig	Co-ordinator of sport facilities, programs and services for Victoria University Sport

This course:

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

3.2 Review for re- accreditation

The review and redevelopment of the Course in Policing Recruitment Pathway was based on extensive monitoring and evaluation, research, consultation and validation processes to ensure the course remains relevant and reflects current requirements of the police recruitment

process.

A mid cycle review of the 22512VIC Course in Policing Recruitment Pathway was conducted in October 2021 by the Curriculum Maintenance Manager General Studies and Further Education on behalf of the copyright owner, the Department of Jobs, Skills, Industry and Regions. This occurred via a trainer questionnaire and follow up discussions.

The following issues emerged as a result of discussion and feedback:

- clarity required around the required outcomes of the fitness and swimming units:
 - some learners enter the program with no swimming or fitness skills at all and struggle to meet the Victoria Police requirements by the end of the relevant unit
 - the outcomes of the swimming and fitness units should focus on progressive development of these skills
- access to fitness resources and swimming facilities as a result of the expansion of the program to other areas, including regional areas which do not always have access to these facilities
- need to review all enterprise units in this course to ensure the needs of the broader cohort of CALD students are met
- need to review all units to ensure they align with components of the police recruitment process
- need to maintain some flexibility to allow for units to be adapted to meet the changing requirements of the police entrance exam, as this happens on a semi-regular basis
- course coverage does not currently include verbal reasoning or abstract reasoning which are part of the Victoria Police entrance exam
- digital literacy skills need to be strengthened as the police exam is now conducted online

These issues were addressed during this reaccreditation by:

- reviewing swimming and fitness units to include development of an action plan that includes further practice and skill development to achieve outcomes of swimming a minimum of 100 metres within a specified time frame and development of fitness requirements
- reviewing all enterprise units against requirements of the current police entrance exam
- including verbal reasoning in unit VU23646 Respond to a range of communications
- including abstract reasoning in VU23647 Develop and apply numeracy skills

- reviewing inclusion of digital skills across enterprise units
 - inclusion in performance criteria and foundation skills of VU23646 Respond to a range of communications
 - inclusion in performance criteria and foundation skills of VU23647 Develop and apply numeracy skills

Enrolment data

Enrolment data from 2019 to June 2023 indicates that this course is delivered by one provider through both government subsidised and Fee for Service activity with increasing government subsidised activity noted in 2021 and 2022. Progressive data for 2023 suggests continuing and increasing demand. Although there was some fee for service activity in 2019 and 2020, there has been no fee for service activity in the following years, which coincides with the completion of the original funded project. The overall demand for the course remains consistent with a slight increase each year. It is anticipated that, as the course is offered to more culturally and linguistically diverse communities, demand for the course may increase.

	2019	2020	2021	2022	2023*
Fee For Service	24	23			
Government Funded		12	40	49	50*

Source: Victorian Department of Jobs, Skills, Industry and Regions (*As of June 2023)

As of the end of July 2023, provider data indicates that 213 Participants have participated in the Program since its inception in 2019 with 159 participants having completed the course. Of these:

- 73 participants successfully passed the Victoria Police Entrance Exam
- 13 participants who originally failed the Victoria Police Entrance Exam, successfully passed the exam on completion of the course
- 25 participants are currently active in the Victoria Police recruitment process
- 37 places at the Academy have been offered to participants in Police, PSO or PCO roles
- 24 have graduated from the academy and are now stationed across Victoria
- 60 program applicants were referred or supported into alternative pathways such as custodial and enforcement fields, Job-Actives, foundation courses, professional health care support

- a number of participants have also secured work through alternative pathways including the Army Reserve, Australian Federal Police, Border Force, SES and Corrections services.
- 55 cultures have been represented across the program.

Transition and Equivalence

The course 22658VIC Course in Policing Recruitment Pathway supersedes and is Not Equivalent to 22512VIC Course in Policing Recruitment Pathway.

The following table identifies the relationship between the current and previous units in the Course in Policing Recruitment Pathway.

Units in 22658VIC Course in Policing Recruitment Pathway	Units in 22512VIC Course in Policing Recruitment Pathway	Relationship
VU23646 Respond to a range of communications	VU22726 Respond to a range of communications	Not equivalent
VU23647 Develop and apply numeracy skills	VU22727 Develop and apply numeracy skills	Not equivalent
VU23648 Develop swimming skills	VU22728 Develop swimming skills	Not equivalent
VU23649 Develop and maintain personal fitness	VU22729 Develop and maintain personal fitness	Equivalent
HLTAID011 Provide First Aid	HLTAID011 Provide First Aid	Same unit
CHCDIV001 Work with diverse people	CHCDIV001 Work with diverse people	Same unit
FNSINC413X Apply codes and standards of ethical practice to own role		Newly imported
	CHCLEG001 Work legally and ethically	Deleted from this course

4. Course outcomes

Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses

4.1 Qualification level

This course meets an identified need, but does not have the breadth, depth or volume of learning of an Australian Qualification Framework (AQF) qualification.

4.2 Foundation skills	Foundation skills essential to performance are detailed in each unit of competency within this course. Foundation skill requirements, where not explicit in the performance criteria, are stated in the 'Foundation Skills' field of the units of competency.
4.3 Recognition given to the course (if applicable)	Not Applicable
4.4 Licensing/regulatory requirements (if applicable)	Not Applicable

5. Course rules	Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses
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5.1 Course structure	<p>To be eligible for the award of 22658VIC Course in Policing Recruitment Pathway learners must successfully complete a total of 7 core units.</p> <p>Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.</p>
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Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
Core units				
VU23646	Respond to a range of communications	120599	NIL	45
VU23647	Develop and apply numeracy skills	120599	NIL	45
VU23648	Develop swimming skills	120599	NIL	45
VU23649	Develop and maintain personal fitness	120599	NIL	40
HLTAID011	Provide First Aid	080301	NIL	18
FNSINC413X	Apply codes and standards of ethical practice to own role	069907	NIL	40
CHCDIV001	Work with diverse people	120505	NIL	40
Total nominal hours				273

Standard 5.11 AQTF 2021 Standards for Accredited Courses

5.2 Entry requirements	<p>There are no entry requirements for the Course in Policing Recruitment Pathway. However, law enforcement agencies stipulate agency specific requirements and RTOs are advised to investigate these additional requirements and advise potential learners prior to enrolment.</p> <p>More information on the Victoria Police entrance requirements is available here</p> <p>Learners enrolling in the 22658VIC Course in Policing Recruitment Pathway are best equipped to successfully undertake the course if they have minimum language, literacy and numeracy skills that align to exit Level 2 of the Australian Core Skills Framework (ACSF). More information on the ACSF can be accessed here</p> <p>Learners with language, literacy and numeracy skills at lower levels than those suggested may require additional support to successfully</p>
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undertake the course.

6. Assessment

Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses

6.1 Assessment strategy

All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:

- Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,

or

- the Standards for Registered Training Organisations 2015 (SRTOs),

or

- the relevant standards and Guidelines for RTOs at the time of assessment.

In order to support achievement of meaningful outcomes, an integrated approach to assessment is recommended to:

- maximise opportunities for holistic skill development and evidence gathering
- reduce likelihood of over assessment and duplication of evidence collection
- make the evidence gathering more efficient for learners and assessors.

Assessment strategies for the course should:

- use assessment tools, tasks and texts grounded in relevant contexts which are not culturally biased and suit the needs of learners
- address skill and knowledge which underpin performance
- gather sufficient evidence to judge achievement of progress towards determining competence
- incorporate feedback of individual progress toward, and achievement of, competencies
- be flexible in regard to the range and type of evidence provided by the learner
- provide opportunity for the learner to challenge assessment provisions and participate in reassessment;
- comprise a clear statement of both the criteria and assessment process including instructions for assessment

- allow sufficient time and appropriate level of support to complete tasks

The assessment strategy should incorporate and utilise a variety of assessment methods as appropriate to the evidence required. The combined assessment must enable demonstrable performance by the student.

Assessment methods and evidence gathering techniques may include:

- portfolio of different responses to written texts and mathematical tasks to assess knowledge and performance
- observation of performance in spoken tasks and swimming and fitness tasks
- practical demonstration of required physical tasks such as application of swimming strokes, techniques and fitness activities
- oral and / or written questioning to assess application of knowledge to performance of tasks such as knowledge of common swimming strokes or methodology for performing calculations

Assessment of units of competency from nationally endorsed training products must comply with the assessment requirements detailed in the source training product.

6.2 Assessor competencies

Assessment must be undertaken by a person or persons in accordance with:

- Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,

or

- the Standards for Registered Training Organisations 2015 (SRTOs),

or

- the relevant standards and Guidelines for RTOs at the time of assessment.

It is a requirement that VU23648 Develop swimming skills be assessed by a swimming instructor who holds appropriate training and assessment qualifications or co-assessed by a swimming instructor and an appropriately qualified trainer and assessor.

It is a requirement that VU23649 Develop and maintain personal fitness be assessed by a fitness instructor who holds appropriate training and assessment qualifications or co-assessed by a fitness instructor and an appropriately qualified trainer and assessor

Units of competency imported from training packages must reflect the requirements for assessors specified in that training package.

7. Delivery	Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses
7.1 Delivery modes	<p>There are no mandatory delivery modes for this course.</p> <p>Delivery strategies should reflect, as far as is possible, the varying learning needs, educational backgrounds and experiences of the individual learner and be culturally sensitive to any specific learner needs. All delivery modes should allow for active participation of all learners. Additional support should also be provided through programs such as mentoring and wrap around support.</p> <p>Where areas of content are common to more than one unit, integrated delivery may be appropriate.</p> <p>In keeping with effective practice, all units should be appropriately contextualised to the relevant law enforcement agency setting. It is recommended that representatives of the relevant law enforcement agency be involved in delivery to provide learners with an understanding of the context in which skills are applied and the demands of the extended recruitment process. It is also recommended that training providers use additional educational support mechanisms to maximise each learner's completion of the course. This could include the use of police mentors.</p> <p>Delivery methods should allow for self-paced development and practice particularly in relation to the progressive development of swimming and fitness skills.</p>
7.2 Resources	<p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Mandated assessment resources apply to the units in this course. Refer to the Assessment Conditions of the individual units.</p> <p>The delivery of units of competency that have been imported from training packages must reflect the requirements for trainers and resources specified in the relevant training package/s.</p>
8. Pathways and articulation	Standard 5.10 AQTF 2021 Standards for Accredited Courses



There are no formal articulation arrangements in place at the time of accreditation.

Learners who complete the units of competency imported from endorsed training products will be eligible for credit into other qualifications that contain those units.

9. Ongoing monitoring and evaluation

Standard 5.15 AQTF 2021 Standards for Accredited Courses

The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of the course.

A formal review will take place once during the period of accreditation. The review will be informed by feedback from users of the course and will consider at a minimum:

- any changes required to meet emerging or developing needs
- changes to and/or updates of any units of competency from nationally endorsed training packages.

Any significant changes to the courses will be notified to the VRQA.



Section C – Units of competency

Units of competency imported from training packages:

- HLTAID011 Provide First Aid
- CHCDIV001 Work with diverse people
- FNSINC413X Apply codes and standards of ethical practice to own role

Units of competency developed for the course, which comply with the AQTF 2021 Standards for Accredited Courses:

- VU23646 Respond to a range of communications
 - VU23647 Develop and apply numeracy skills
 - VU23648 Develop swimming skills
 - VU23649 Develop and maintain personal fitness
-

Unit code	VU23646
Unit title	Respond to a range of communications
Application	<p>This unit describes the skills and knowledge to respond to a range of communications including written and oral texts for different exam contexts and assessment requirements.</p> <p>This unit applies to learners who wish to develop their communication skills and exam strategies to meet a specific employment related requirement such as entry to a law enforcement training program.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Examine the exam context for application of communication skills	1.1	Identify the purpose of the exam
		1.2	Examine the communication components of the exam
		1.3	Determine the communication skills to be applied
		1.4	Identify the conditions under which the skills must be demonstrated
		1.5	Identify strategies to support effective skill demonstration
		1.6	Access and navigate practice communication components of the exam
		1.7	Determine key words in exam instructions
2	Read and interpret texts	2.1	Identify the purpose and audience of the text
		2.2	Use a range of strategies to comprehend the text
		2.3	Determine the main ideas in the text
		2.4	Identify supporting details in the text

		2.5	Distinguish between fact and opinion
		2.6	Record main ideas and supporting details in note form
		2.7	Evaluate the effectiveness of the text
3	Produce critical responses to written texts	3.1	Locate and analyse key instructional language to complete the response
		3.2	Analyse the key arguments in the text
		3.3	Identify and use the appropriate format and style to prepare a critical response
		3.4	Select and organise the information required to produce the response
		3.5	Plan, sequence and link the content for the response using appropriate structure and grammar
		3.6	Review response for accuracy and clarity
4	Respond to oral texts	4.1	Determine the purpose and audience for the oral text
		4.2	Identify and interpret key details in the oral text
		4.3	Use a range of strategies to verbally respond to the text
		4.4	Verbally respond to questions related to the oral text
		4.5	Provide an opinion of the text
5	Participate in oral exchanges	5.1	Determine the purpose and audience for the oral exchange
		5.2	Use an appropriate register for the exchange
		5.3	Use a range of interaction conventions to participate in and maintain the exchange
		5.4	Interpret the main ideas in the exchange
		5.5	Determine the need for additional information
		5.6	Respond to questions and requests for additional information
6	Critically analyse key relationships represented in words	6.1	Examine the types of relationships between words
		6.2	Identify the purpose of determining the relationships between words
		6.3	Investigate the features of word relationships

		6.4	Critically analyse instructional words for tasks
		6.5	Critically analyse word relationships in tasks
		6.6	Identify and apply strategies to develop vocabulary

Range of Conditions

In the context of this unit, communication skills refer to reading for meaning, summary writing and notetaking, extended writing, exchanging oral information and responding to oral information.

Written and oral texts should be routine and include some unfamiliar elements, embedded information and abstraction and some specialised vocabulary. Text types may include but are not limited to factual, persuasive and explanatory texts.

Conditions in which communication skills are applied may include examinations which are online, timed, closed book, face to face / panel / online interview.

Strategies to support effective skill demonstration may include but are not limited to reading directions for each task, identifying the type of task, scanning and skimming for key information, managing time, prioritising questions, identifying key language cues such as use of negative phrases for example: Choose the answer which DOES NOT describe....

Strategies to comprehend texts may include but are not limited to meaning-making strategies such as:

- scanning for key information
- identifying ways in which the writer chooses words to convey opinions and facts, and the effect of these choices in creating emotions in the reader
- recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose and audience
- drawing on a broad bank of personally relevant vocabulary and phrases
- recognising introductory phrases which indicate an opinion or a fact is being offered
- clarifying intended meaning by varying speed when reading
- identifying techniques used by the author to achieve purpose such as tone and words
- using de-coding strategies
- using word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text.
- using punctuation as an aid to understanding such as capitalisation, full stops, commas, exclamation marks, speech marks

Text effectiveness may include but is not limited to source of text, whether it is meeting its purpose, whether it is meeting the needs of the audience, whether it is presenting valid or reliable evidence

Oral texts may include but are not limited to video footage with a scenario, video interviews.

Oral exchanges refer to interviews for the purpose of explaining a situation, explaining actions in response to the situation, describing the outcome or outcomes of the action, drawing on past experiences that demonstrate strengths applicable to a position.

Interaction conventions may include but are not limited to turn taking, rephrasing, discourse indicators for

introducing an idea or changing a topic, identifying cues and non-verbal feedback, requesting repetition or clarification, using nonverbal communication techniques, use of rhythm, stress and intonation.

Types of relationships between words may include but are not limited to word associations, word categories, word similarities, logical word connections.

The features of word relationships may include:

- function or operation such as car is to land as ship is to sea
- meaning such as sort is to organize as clean is to tidy
- being part of a whole
- degree of intensity

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • apply appropriate conventions to respond to written and oral texts • draw on a range of de-coding and meaning-making strategies to make sense of texts • make connections between words
Self-management skills to:	<ul style="list-style-type: none"> • identify and apply appropriate time management strategies that support effective skill demonstration
Technology skills to:	<ul style="list-style-type: none"> • use digital devices to produce written text responses
Digital literacy skills to:	<ul style="list-style-type: none"> • access and navigate practice exam components

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23646 Respond to a range of communications	VU22726 Respond to a range of communications	Not Equivalent

Assessment Requirements Template

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23646 Respond to a range of communications</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to work within identified conditions and apply exam strategies to complete communication tasks including:</p> <ul style="list-style-type: none"> • accessing and navigating communication practice components of the exam • reading and interpreting information in two extended texts including note-taking for each and producing two extended written responses using appropriate style and format. <p>Notetaking form must include:</p> <ul style="list-style-type: none"> ○ title, headings / subheadings ○ bullet points or numbering ○ correct / accepted spelling, correct grammar and punctuation conventions • responding to two oral texts using appropriate style and format • participating in and maintaining two oral exchanges using appropriate interaction strategies and conventions
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • key vocabulary related to a range of topics and issues • difference between fact and opinion • interactional strategies to maintain and respond to exchanges • relationship between register, audience and purpose • digital terminology and features to navigate exam components • structure related to specific text types such as introduction, body, conclusion • basic structural conventions of text including: <ul style="list-style-type: none"> ○ chronological sequencing of information and supporting information ○ complete sentence forms and occasional use of complex sentences ○ use of upper and lower case letters ○ selection of register ○ use of vocabulary to convey shades of meaning ○ use of a range of tenses ○ grammatical forms related to specific purposes • format

	<ul style="list-style-type: none"> ○ length of text ○ handwritten / word processed ○ online ○ multiple choice ● generic grammatical forms including sentence structures and a range of tenses ● process of planning, drafting and proofreading ● discourse markers, connectives, pronouns and cohesive devices to link ideas and concepts or contrast ideas, such as in spite of the fact that ● types of relationships between words ● common cross cultural interpretations of common language concepts
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ● a range of texts types such as persuasive texts and multiple choice texts ● oral visual texts ● digital devices to access and complete tasks ● participants for an oral exchange ● dictionaries and/or references <p>Written responses to texts must be in typed form.</p> <p>Assessment must ensure support for the learner takes into consideration that the learner may need:</p> <ul style="list-style-type: none"> ● contextual support, for example related to unfamiliar cultural references ● time to work out meaning or requirements of texts ● support to proofread and incorporate comments on drafts <p>Assessor requirements</p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

Unit code	VU23647
Unit title	Develop and apply numeracy skills
Application	<p>This unit describes the skills and knowledge to develop and apply numeracy skills in exam contexts to respond to recruitment related numeracy assessment.</p> <p>This unit applies to learners who wish to develop their numeracy skills and exam strategies to meet a specific employment related requirement for entry to a law enforcement training program.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify the exam context for application of numeracy skills	1.1	Identify the purpose of the exam
		1.2	Examine the numeracy components of the exam
		1.3	Determine the numeracy skills to be applied
		1.4	Identify the conditions under which the skills must be demonstrated
		1.5	Identify strategies to support effective skill development
		1.6	Access and navigate practice numeracy components of the exam
		1.7	Examine key words in exam instructions
2	Identify methods for making calculations	2.1	Identify common processes for making calculations
		2.2	Identify the conventions of making written calculations
		2.3	Examine strategies for making mental calculations
		2.4	Determine the location and purpose of main calculator

			functions
3	Perform multi-step calculations	3.1	Examine the numerical task
		3.2	Determine an appropriate mathematical process or calculation to solve the given numerical task
		3.3	Perform multi-step calculations to solve the numerical task
		3.4	Make an initial estimate when undertaking calculations
		3.5	Use simple formulas to make a calculation
4	Interpret and calculate with measurement and time	4.1	Interpret and use the concepts and units of measurement including using suitable symbols and abbreviations
		4.2	Convert measures within the metric system
		4.3	Perform routine and familiar calculations with relevant measurements
		4.4	Check reasonableness of results and interpret results in terms of original purpose and the context
		4.5	Use symbols and language related to time to communicate results of calculations involving time
5	Use ratio, proportion and percent to solve problems	5.1	Determine a ratio from information in a practical problem
		5.2	Divide a quantity into a given ratio
		5.3	Convert between fractions, decimals and percent forms
		5.4	Calculate a percentage value for a given task
6	Interpret numerical information in texts	6.1	Identify, extract and analyse numerical information in text
		6.2	Perform a range of calculations with numerical information
		6.3	Estimate results of calculations and check in relation to the context
7	Analyse shapes and diagrams	7.1	Describe and classify common two-dimensional and three-dimensional shapes
		7.2	Identify different relationships between shapes and diagrams
		7.3	Identify and apply strategies to analyse the relationships

between shapes and diagrams

Range of Conditions

In this context, numeracy skills may include but are not limited to extracting and interpreting numerical data, undertaking calculations using a range of mathematical techniques such as addition, subtraction, multiplication, identifying patterns and logical rules in shapes and diagrams.

Strategies to support effective skill development may include:

- reading the directions for each task
- identifying the type of task
 - multiple choice
 - true-false, yes/no
 - short numeric response
- scanning and skimming for key information
- managing time
- prioritising questions
- re-reading for meaning
- identifying key language cues such as:
 - negative phrases for example: Choose the answer which DOES NOT describe
 - subjective questions for example, choose the option that BEST describes

Equivalent measures may include common fraction, decimal and percentage forms.

Multi-step calculations may include:

- routine calculations that use more than one operation chosen from +, −, × or ÷ which may be the same operation, and/or include a percentage or fraction calculation as one of the steps)
- routine multi-step calculations with common fractions or percentages such as 20% of \$45 or $\frac{3}{4}$ of \$56
- calculations using familiar 'in head' methods where appropriate such as × or ÷ by 2,10,100 and also by pen and paper and by using a calculator or other technological processes and tools
- division by decimal values and long division with a calculator
- rounding off
- simple common routine rates related to measurement such as \$/kg, \$/m

Measures may include area, length, mass, capacity/volume, distance

Reasonableness of results may include comparing final result to expected result or initial estimate

Texts with numerical information may include but are not limited to graphs, instructions, tables, timetables, charts, diagrams.

Relationships between shapes and diagrams may include but are not limited to:

- shapes or diagrams that:
 - are alike or different
 - are missing
 - complete a pattern
 - have an order

Strategies to analyse relationships may include but are not limited to considering:

- specific details about the shapes such as types of shapes, number of shapes, number of sides,
- position of shapes, shading, patterns or colour, type of lines such as broken or continuous
- rules and patterns such as changes in:
 - orientation or movement in the diagram
 - number of sides
 - shading or patterns
 - size of shapes

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Problem-solving skills to:	<ul style="list-style-type: none"> • select and apply mathematical processes appropriate for different calculations • estimate to check calculations and reasonableness of outcomes
Self-management skills to:	<ul style="list-style-type: none"> • support own effective numeracy skill development
Technology skills to:	<ul style="list-style-type: none"> • use devices to access practice numeracy tasks
Digital literacy skills to:	<ul style="list-style-type: none"> • complete numeracy tasks online

Unit Mapping Information	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23647 Develop and apply numeracy skills	VU22727 Develop and apply numeracy skills	Not equivalent

Assessment Requirements Template

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23647 Develop and apply numeracy skills</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to work within identified conditions to apply exam strategies to complete numeracy tasks including:</p> <ul style="list-style-type: none"> • applying mathematical concepts, techniques and processes to solve two mathematical problems for each of the bullet points listed below: <ul style="list-style-type: none"> ○ ratio and proportion ○ fractions, decimals and percent forms ○ measurement and time ○ shapes and diagrams • analysing and using numerical information in two texts to respond to two mathematical problems in each text
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • methodology for performing calculations • units of metric measurement and conversions between metric units • decimals and common fractions in relation to measurement and time • abbreviations associated with measurement and time • conventions of making written calculations such as using signs and symbols • strategies for making mental calculations • mathematical vocabulary such as addition / plus; subtraction / minus; multiplication / times • key features, conventions and symbols of data in numerical texts such as scales and axes, columns • digital terminology and features to navigate numeracy exam components
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • mathematical tasks requiring the application of mathematical processes to perform calculations • texts containing numerical information • materials to support completion of tasks • calculators

The learner can use a blend of “in the head” methods, pen and paper methods and calculators.

Assessor requirements

No specialist vocational competency requirements for assessors apply to this unit.

Unit code	VU23648
Unit title	Develop swimming skills
Application	<p>This unit describes the knowledge and skills required to identify the ways in which swimming skills are applied in an occupational context It includes the development and use of one or more swimming strokes as well as the development of an action plan to further develop swimming skills to the required level.</p> <p>This unit applies to those who wish to develop their swimming skills to meet a specific requirement, such as entry to a police recruitment training program.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify the context for application of swimming skills in a policing context	1.1	Identify the potential application of swimming skills
		1.2	Identify and compare the bodies of water where swimming skills may be applied in an occupational context
		1.3	Identify safety implications of different bodies of water
		1.4	Identify the level of swimming required for police recruitment
2	Identify swimming skills to be developed	2.1	Determine own level of swimming skills
		2.2	Confirm the swimming skills to be developed with a swimming instructor as part of a swimming program
		2.3	Discuss and agree an appropriate program with a swimming instructor

3	Undertake a swimming program	3.1	Confirm and apply any safety requirements when swimming
		3.2	Assemble required swimming apparel and equipment
		3.3	Follow instructions of swimming instructor
		3.4	Clarify instructions as required with swimming instructor
		3.5	Participate in the agreed swimming program
4	Develop an action plan for ongoing development of own swimming skills	4.1	Review and record own progress and swimming skill in consultation with swimming instructor on completion of the swimming program
		4.2	Identify any gaps with own current swimming skills to the level of swimming required for police recruitment
		4.3	Develop an action plan to achieve required swimming level for police recruitment in consultation with swimming instructor and/or teacher.

Range of Conditions

In the context of this unit, the required swimming level for police recruitment refers to the ability to swim 100 metres in less than 4 minutes. The swimming skills developed in this unit are at a level for people with beginner level or no swimming skills. Further development, post completion of this unit, may be required by a learner to achieve the required swimming level to meet police recruitment requirements. Learners who already have some swimming ability and can demonstrate the ability to swim 100 metres in less than 4 minutes are still required to provide evidence of development of an action plan to maintain swimming skills and times and the required knowledge evidence.

The minimum swimming level and strokes to be developed may include a basic survival stroke such as a backstroke and / or side stroke, and a simple stroke or kicking for propulsion such as breast stroke, freestyle, backstroke, a dog paddle, flutter kick, scissor kick and/or dolphin kick.

In the context of this unit, safety requirements when participating in a program for developing swimming skills may include but are not limited to a person's own safety, safe use of facilities and / or equipment, level of supervision required and will be dependent on the type of water where the swimming is being performed. Different bodies of water such as pool, dam, river, lake, sea have different constraints which need to be considered before entering the water. These may include but are not limited to ways to enter the water, depth of water, movement of water, temperature, visibility of obstructions and/or risks, water contaminates.

In the context of this unit, the development of an action plan should support a learner to continue to develop and/or maintain their swimming skills to meet police recruitment requirements. The action plan content will be dependent on a learners swimming ability. The plan may include but is not limited to further swimming instruction for skill or technique development or a practice based maintenance plan, to enable achievement of the level required for police recruitment.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

	Description
Self-management skills to:	<ul style="list-style-type: none"> undertake any required additional practice agreed to in program review own progress and seek assistance when required
Problem-solving skills to:	<ul style="list-style-type: none"> review and adjust swimming skills when required

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23648 Develop swimming skills	VU22728 Develop swimming skills	Not equivalent

Assessment Requirements Template

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23648 Develop swimming skills</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • agree, review and adjust a personal swimming program under the direction of a swimming instructor • undertake a swimming program which includes demonstration of: <ul style="list-style-type: none"> ○ safe entry into and exit from water ○ water familiarisation ○ breathing while in water ○ floating ○ simple stroke and/or kicking for propulsion ○ basic survival stroke • develop an action plan that includes further practice and skill development requirements to achieve outcomes of swimming a minimum of 100 metres within a specified time frame
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • current police recruitment swimming requirements • sources of information on: <ul style="list-style-type: none"> ○ safety requirements when undertaking a swimming program ○ unsafe swimming environments and risks • purpose of an action plan to support swimming goals • common swimming strokes and techniques.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • an appropriate swimming instructor to advise and instruct a program • a suitable facility to develop and demonstrate swimming skills. • information and resources on swimming and water safety <p>Consultation between the Assessor and Swimming instructor (if not the same person) is undertaken to ensure technical aspects of swimming skills of the candidate are achieved against required competency as outlined in this unit.</p> <p>Assessor requirements</p> <p>It is a requirement that this unit be assessed by a swimming instructor who holds appropriate training and assessment qualifications or co-assessed by a</p>

swimming instructor and an appropriately qualified trainer and assessor.

Unit code	VU23649
Unit title	Develop and maintain personal fitness
Application	<p>This unit describes the skills and knowledge to develop and maintain personal fitness levels.</p> <p>This unit applies to learners who wish to develop their personal fitness levels to meet a specific requirement, such as entry to a police recruitment training program</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Determine fitness requirements	1.1	Determine current fitness levels in conjunction with a fitness instructor
		1.2	Discuss previous training or exercise history with a fitness instructor
		1.3	Identify fitness level requirements for police recruitment
		1.4	Identify any additional parameters that are required
2	Determine a fitness program	2.1	Discuss and agree an appropriate fitness program with a fitness instructor
		2.2	Identify required equipment to be used
		2.2	Demonstrate safe use of equipment in the fitness program
		2.3	Identify and discuss safety requirements when participating in a fitness program
3	Implement and review a	3.1	Follow instructions of fitness instructor

	fitness program	3.2	Clarify instructions as required
		3.3	Undertake the agreed program
		3.4	Seek assistance from fitness instructor as required
		3.5	Adjust fitness program in conjunction with fitness instructor as required to maintain fitness development to required level
4	Develop a fitness maintenance plan	4.1	Identify the components that support fitness maintenance
		4.2	Investigate the factors that can impact personal fitness, including nutrition and injury
		4.3	Develop a fitness maintenance plan
		4.4	Review the plan in conjunction with a fitness instructor to ensure it can be actioned and make any required adjustments

Range of Conditions

In the context of this unit, safety requirements when participating in a program for developing and maintaining fitness may include but are not limited to a person's own safety, safety of others using the facility, using and operating equipment, self-monitoring of injuries and/ or overtraining.

Additional parameters of fitness training may include but are not limited to time, distance, repetitions, obstacles.

Fitness instructors may include strength and conditioning coaches, personal trainers, exercise physiologists

Fitness programs may include but not limited to:

- timing and number of lessons
- amount of practice
- resistance training such as whole body or compound exercises for specific muscle groups
- aerobic endurance
- anaerobic endurance such as high intensity short interval training
- flexibility such as stretching

Fitness maintenance plans may be hand-written or digital and may include but not limited to:

- number, duration and content of training sessions
- review points
- stress management strategies
- nutritional support
- sleep requirements

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

	Description
Self-management skills to:	<ul style="list-style-type: none"> • undertake any required additional practice agreed to in the fitness program • review own progress and seek assistance when required
Problem-solving skills to:	<ul style="list-style-type: none"> • perform training and fitness regime in safe ways to prevent injuries to self or others.

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23649 Develop and maintain personal fitness	VU22729 Develop and maintain personal fitness	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU23649 Develop and maintain personal fitness
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • consult with a fitness instructor to: <ul style="list-style-type: none"> ○ develop, implement and review a fitness plan that supports personal fitness goals ○ develop and review a fitness maintenance plan.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • current police recruitment fitness level requirements • safety requirements when undertaking a fitness program • the impact of factors such as sleep patterns, nutrition, injuries and exercise on physical fitness • purpose of a fitness maintenance plan
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a facility with the required equipment to implement a fitness program • access to an appropriate fitness instructor to advise and instruct a program • sufficient time for a program to be implemented and reviewed <p>Consultation between the Assessor and Fitness instructor (if not the same person) is undertaken to ensure technical aspects of fitness skills are achieved and the maintenance plan of the candidate is appropriate against required competency as outlined in this unit.</p> <p>Assessor requirements</p> <p>It is a requirement that this unit be assessed by a fitness instructor who holds appropriate training and assessment qualifications or co-assessed by a fitness instructor and an appropriately qualified trainer and assessor.</p>