

Practical English

LEVEL 1	10 TCE CREDIT POINTS
COURSE CODE	ENG110114
COURSE SPAN	2014 — 2022
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use [A-Z Courses](#) to find the current version (if available).

Practical English is designed for learners who need to develop their skills in reading, writing and oral communications in order to achieve their educational and vocational goals

On successful completion of this course, learners will: read simple text, identify and interpret information from simple text, understand and respond to simple text, write simple text, review and finalise simple text, participate in conversations and discussions, evaluate their success in conversations and discussions, and apply these skills in everyday adult settings, including the workplace.

Rationale

This course is designed for learners who need to develop their skills in reading, writing and oral communications in order to achieve their educational and vocational goals.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. read simple text
2. identify and interpret information from simple text
3. understand and respond to simple text
4. write simple text
5. review and finalise simple text
6. participate in conversations and discussions
7. evaluate their success in conversations and discussions and apply these skills in everyday adult settings, including the workplace.

Access

There are no access restrictions or prerequisite requirements for entry into this course.

Learners can successfully complete this course using the assistance of learning aides and technological devices used by the visually impaired and the hearing impaired. Learners requiring speech communication assistance can use relevant learning aides and technical devices.

Pathways

This course can lead on to Essential Skills: Reading and Writing Level 2 or English Applied Level 2.



Resource Requirements

This course requires learners to have access to computers (desk and/or laptops) with connection to the internet and email, and a printer.

Course Size And Complexity

This course has a complexity level of 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 10.



Course Content

This course has three sections. All three sections are compulsory. The order in which sections are completed is not prescribed. Sections may be delivered in isolation or using a holistic approach. Some learning activities may cover more than one section.

This course requires the learner to read, write, and participate in oral communications using simple texts. Simple texts are those that are familiar and have a clear purpose. Simple texts use commonly known words and commonly used abbreviations.

PART A: READING

Learners will read and respond to simple text. They will identify and demonstrate understanding of information from simple text, and respond. A wide range of simple text types typical of everyday adult settings, including the workplace, will be read. These may include:

- newspaper and magazine articles
- daily news sheets, notices and bulletins
- Workplace Health and Safety (WHS) signage, posters, policies and instructions
- guides for television, events, festivals, sporting events
- phone book, white pages, yellow pages, websites, web addresses, electronic search engines
- instructions for recipes, service manuals, job task sheets
- letters, messages, notes, texts, simple emails
- job descriptions and application forms
- brochures, advertisements, catalogues
- street directory, road maps, Google maps
- duty rosters and shift timetables
- staff roles and responsibilities information
- pay advices, salary scales and payslips
- simple documents with terminology, abbreviations and specific language appropriate to a workplace.

PART B: WRITING

Learners will write simple text for different audiences and purposes. They will use appropriate layout and format, correct spelling, punctuation and grammar. They will edit and finalise text. A wide range of simple text types typical of everyday adult settings, including the workplace, will be written. These may include:

- completing incident and accident forms
- filling in timesheets, vehicle log, petty cash claims
- writing a brief dot-point CV/resume and basic job applications
- making notes, messages, short letters, simple emails and SMSs
- filling in forms, questionnaires, surveys
- drafting invitations and greeting cards
- drafting a job report or job completion form
- writing an application for leave
- writing purchase orders and requests
- writing end of day reports and shift notes
- drafting posters, brochures, pamphlets.

PART C: ORAL COMMUNICATION

Learners will participate in a range of conversations and discussions with a variety of people using appropriate language and vocabulary. They will also use non-verbal communication strategies and, seek and accept feedback on their performance in a range of settings typical of everyday adult settings, including the workplace. These may include:

- discussing books, movies, films and websites
- discussing newspaper, magazine articles, website contents
- conversation with peers, teachers, career counsellors



- making appointments with career counsellor
- making phone enquiries about products and services
- making telephone enquiries with potential employers
- speaking with confidence about personal qualities and attributes
- practising non-verbal communication strategies
- requesting service from library desk, shop assistants, reception counters, and check out counters
- asking questions about job roles
- discussing performance with work colleagues and supervisors.

Work Requirements

Learners must meet the requirements of PART A: READING using a minimum of four simple texts representing a range of text types, of which at least one text is selected by the learner.

Learners must meet the requirements of PART B: WRITING by writing a minimum of four simple texts representing a range of text types, of which at least one text is selected by the learner.

Learners must meet the requirements of PART C: ORAL COMMUNICATIONS by successfully engaging in conversations with at least one individual and at least one small group. At least one conversation must be in a workplace setting, either real or simulated.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.



Quality Assurance Process

The following process will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
 - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
 - class records of assessment
 - examples of learner work that demonstrate the use of the marking guide
 - samples of current learners' work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners.

It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for the Practical English Level 1 will be based on whether a learner can:

1. Read, understand content, and gain information from simple text
2. Draft and write simple text for an audience and a purpose
3. Speak clearly and engage in conversations and discussions with individuals and small groups



Standards

Criterion 1: Read, understand content, and gain information from simple text

The learner:

Rating C
reads a variety of simple text presented in a range of formats
demonstrates understanding of the meaning of the text in their response to questions
identifies the intended audience of simple text
recognises simple text structure and layout
identifies specific language and common terms
locates general information included in the simple text using skimming and scanning techniques
interprets signs, posters, and pictorial/graphic information
follows simple instructions, given timelines, and directions
reads and responds to simple text in various formats relating to their safety
reads and responds to simple task descriptions
reads and responds to basic job selection requirements.

Criterion 2: Draft and write simple text for an audience and a purpose

The learner:

Rating C
generates ideas and selects topics from a given range
writes text in a variety of formats and layouts (e.g. notes, emails, messages and reports)
writes handwritten or computer aided simple text
identifies the purpose and intended audience for their text
correctly spells simple, common words
uses simple strategies to correctly spell and identify the meaning of specific terms (e.g. uses a source text)
uses basic punctuation and grammar to convey meaning
drafts simple text using pictures, graphics and diagrams to help explain meaning
reviews own text for clarity of meaning
writes simple notes, completes simple forms and tables
uses electronic means to convey text (e.g. simple emails, SMS, word documents).



Criterion 3: Speak clearly and engage in conversations and discussions with individuals and small groups

The learner:

Rating C
responds appropriately to questions and answers
converses with a variety of audiences
engages in group or team oral activities which may include group discussions
identifies differences between casual conversation, and formal or official conversation
speaks using appropriate language according to audience
uses appropriate non-verbal communication to assist with verbal and non-verbal exchanges
engages in simple telephone conversations with peers, teachers, (make and receive) successfully which may be real or in a simulated environment
talks about their personal strengths and attributes to peers, teachers, career counsellors
reviews and refines oral communication skills in response to feedback.

Qualifications Available

Practical English Level 1 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

SATISFACTORY ACHIEVEMENT (SA)

'C' rating (satisfactory standard) in all three (3) criteria

PRELIMINARY ACHIEVEMENT (PA)

'C' rating (satisfactory standard) in two (2) criteria

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forward by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.



Expectations Defined By National Standards

This Practical English course meets the requirement of units of competence from the Foundation Skills (FSK13) training package. Any references in these units to the 'workplace' should be taken to refer to 'real life everyday adult contexts, which include but are not limited to the workplace':

Read and respond to simple workplace information (FSKRDG07)

Write simple workplace information (FSKWTG06)

Participate in simple spoken interactions at work (FSKOCM03)

A learner who gains a qualification in this course with a Satisfactory Achievement award may reasonably expect a Registered Training Organisation with the units on its scope to grant direct recognition (Recognition of Prior Learning / credit transfer) on the basis of successful achievement in this TASC accredited course.

The relationship between Practical English and these units of competence is shown below.

Read and respond to simple workplace information (FSKRDG07)		Practical English
Element (essential outcome)		Criteria 1: Read, understand content, and gain information from simple text.
Performance Criteria		Standard Element(s)
1. Prepare to read simple workplace texts	1.1 Identify the text type	Reads a variety of simple text presented in a range of formats
	1.2 Identify audience and purpose	Identifies the intended audience of simple text
	1.3 Identify the text features	Recognises simple text structure and layout
2. Identify and interpret information in simple workplace texts	2.1 Use navigation skills to locate relevant information	Locates general information included in the simple text using skimming and scanning techniques
	2.2 Identify and interpret workplace terminology in texts	Identifies specific language and/ common terms
	2.3 Use reading strategies to identify and interpret relevant information	Interprets signs, posters, and pictorial/graphic information
	2.4 Use critical reading skills to interpret information	Demonstrate understanding of the meaning of the text in their response to questions Reads and responds to simple text in various formats relating to their safety Follows simple instructions, given timelines, and directions
3. Confirm understanding and respond to simple workplace texts.	3.1 Check that information has been correctly understood	Answers questions to show they understand the meaning of the text
	3.2 Use information to respond appropriately	Reads and responds to simple task descriptions Reads and responds to basic job selection requirements

Write simple workplace information (FSKWTG06)		Practical English
Element (essential outcome)		Criteria 2: Draft and write text for an audience and a purpose
Performance Criteria		Standard Element(s)
1. Prepare to write simple workplace texts	1.1 Identify the audience and purpose of workplace text	Identifies the purpose and intended audience for their text
	1.2 Identify text features	Writes text in a variety of formats and layouts (e.g. notes, emails, messages and reports)
	1.3 Plan to write text	Generates ideas and selects topics from a given range Drafts simple text using pictures, graphics, and diagrams

		to help explain meaning
2. Use drafting strategies to write simple workplace texts	2.1 Identify drafting strategies to use when writing simple workplace text	Generates ideas and selects topics from a given range Drafts simple text
	2.2 Write text using appropriate layout and organization	Writes simple notes, completes simple forms and tables
	2.3 Use appropriate grammar and vocabulary and writing conventions	Correctly spells simple, common word Uses simple strategies to correctly spell and identify the meaning of specific terms (e.g. uses a source text) Uses specific terminology (using source text if required) Use basic punctuation and grammar to convey meaning
3. Review and finalise simple workplace texts	3.1 Check draft text	Reviews own text for clarity of meaning
	3.2 Seek advice and assistance from supervisors or trainer on draft where required	Reviews own text for clarity of meaning Write handwritten or computer aided simple text Uses electronic means to convey text: simple emails, SMS, word documents
	3.3 Finalise text	

Participate in simple spoken interactions at work (FSKOCM03)		Practical English Criteria 3: Speak confidently and engage in conversations and discussions with individuals and small groups
Element (essential outcome)	Performance Criteria	Standard Element(s)
1. Prepare to participate in simple spoken interactions	1.1 Identify the purpose and audience of the spoken interactions	Converses with a variety of audiences Speaks with appropriate language according to audience
	1.2 Identify oral communication strategies for spoken interactions	Engages in group or team oral activities which may include group discussions
2. Use oral communication skills to participate in simple spoken exchanges	2.1 Use oral communication strategies for simple interactions	Responds appropriately to questions and answers Engages in group or team oral activities which may include group discussions and/or debates Identifies differences between casual conversation, and formal or official conversation Engages in simple telephone conversations with peers, teachers, (make and receive) successfully which may be real or in a simulated environment
	2.2 Use appropriate grammar, vocabulary and pronunciation	Speaks using appropriate language according to audience
	2.3 Use appropriate non-verbal language	Uses appropriate non-verbal communication to assist with verbal and non-verbal exchanges
3. Review own performance	3.1 Seek feedback on whether exchange was appropriate for audience and purpose	Seeks feedback, reviews and refines oral communication skills
	3.2 Reflect on performance to identify areas for improvement	Reviews and refines oral communication skills in response to feedback Talks about their personal strengths and attributes to peers, teachers, career counsellors.

Accreditation

The accreditation period for this course has been renewed from 1 January 2019 until 31 December 2021.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.




Version History

Version 1 – Accredited on 9 September 2013 for use from 1 January 2014 to 31 December 2018. This course replaces Everyday English (ENG110110) that expired on 31 December 2013.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.1 - Accreditation renewed on 17 July 2021 for the period 1 January 2022 until 31 December 2022. Minor change to work requirements.

Supporting documents including external assessment material

-  [ENG110114 CourseAccreditation.pdf](#) (2017-07-21 01:05pm AEST)



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