

Overview of the EAL Framework

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Background information

- ◆ First developed in 1998 to allow greater flexibility in customising courses to meet the diverse needs of English Language learners
- ◆ Copyright owner: Department of Jobs, Skills, Industry and Regions, Victoria
- ◆ Accredited by the Victorian Registrations and Qualifications Authority (VRQA)
- ◆ Nationally recognized and used
- ◆ Competency based



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Broad goals of the EAL Framework

- ◆ progressively develop the English language skills of adults learning English as an Additional Language and prepare them for a range of educational and vocational pathways
- ◆ ensure that courses are responsive to a broad range of learners
- ◆ provide flexibility in course design
- ◆ provide pathways to further education and training, employment and facilitate community participation



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Framework Course Design Principles

- ◆ flexible packaging rules to cater for spikey profiles across the core skills and enable learners to focus on specific areas of need, for example, learners with strong speaking and listening skills but no or limited writing skills
- ◆ flexibility around the choice of units for all Certificates from the Certificate I and above
- ◆ based on a contextualised and integrated approach to the development of English language skills




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Framework Course Design Principles (Con't)

- ♦ ability to import units from outside the Framework to support vocational pathways
- ♦ provides language skills elective units to enable development and reinforcement of core skills
- ♦ general electives which can be chosen to maximise learner engagement and provide a context for the development of language skills with coverage of:
 - ♦ general topics
 - ♦ numeracy
 - ♦ digital skills
 - ♦ vocational units





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Learner cohort

- ♦ recent arrivals who have disrupted, little or no previous education or learning experiences and who may have experienced different levels of trauma
- ♦ arrivals with tertiary level qualifications
- ♦ skilled migrants who require some English language development
- ♦ older, longer term migrants who have worked for a number of years in unskilled or semiskilled occupations and who are seeking to improve specific English language skills to enter a new job
- ♦ refugees and asylum seekers and other 'at risk' learners who require a combination of life and settlement skills, community engagement skills, employability skills and English language skills as preparation to enter further study or employment.
- ♦ employed workers seeking to improve their English language skills
- ♦ unemployed learners who need to improve their English language skills to gain employment or access further study




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The Framework

Consists of 11 courses across 3 streams and a range of AQF and ACSF levels:

ACSF	Access (Certificates I-IV)	AQF
	Employment/Professional(Certificates II, III and IV)	
	Further Study (Certificates III and IV)	
	Courses In (2)	




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Course structure: Access

All Access courses have the same structure

- Core unit: learning goals and learning plans
- Language skills units
- General Electives




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Course structure: Employment


- Core units:
 - learning plan
 - language skills units
 - work placement
 - cross cultural unit relevant to workplace
- General Electives
 - Other general electives from relevant certificates
 - Units from vocational qualifications relevant to employment pathways

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Certificate IV in EAL (Employment / Professional)


- Core units –conversation and oral presentations
- 1 Specialisation (Employment or Professional)
 - Listening and speaking (L&S)
 - Reading and writing (R&W)
- 4 elective units
 - May include more L&S and R&W from specialisations or units from other EAL certificates or vocational qualifications relevant to employment options

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Further Study III and IV

- Core:**
 - Learning plans and portfolios
 - Oral interactions for study purposes
 - Reading and writing for study purposes
- Electives**
 - General topics and issues
 - Digital literacy
 - Numeracy
 - Study skills


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The 2022-2023 Accreditation process for the EAL Framework

EAL Framework Reviewed in response to:

- the requirements of the (AQTF2021) 2021 Standards for Accredited courses
- feedback received during monitoring of current courses with key stakeholders including EAL Framework Providers and Practitioners
- directions and guidance from the Project Steering Committee (PSC).




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The EAL Curriculum document


- ❑ **Section A** – Copyright and contact details
- ❑ **Section B** – Course Information includes the following:
 - outcomes of the courses
 - evidence of need for the courses
 - mapping table
 - packaging rules
 - foundation skills
 - assessment strategies
 - assessor competencies
 - delivery modes
 - monitoring
- ❑ **Section C** – Units of Competency (major change in the unit structure) includes the following:
 - Unit Code and Title
 - Application
 - Pre-requisite(s)
 - Competency Field and unit Sector
 - Elements and Performance Criteria
 - Range of Conditions
 - Foundation skills
 - Unit mapping
 - Performance evidence
 - Knowledge evidence
 - Assessment conditions



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Packaging rules

Flexible packaging rules to cater for spikey profiles across the core skills and enable learners to focus on specific areas of need, for example, learners with strong speaking and listening skills but no or limited reading and writing skills

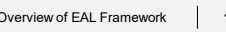


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To be eligible for the award of **22638VIC Certificate I in EAL (Access)** learners must complete a total of **8 units** comprising:

- 1 Core unit
- 1 Speaking and Listening elective unit
- 1 Reading and Writing elective unit
- 2 language skills elective units which have not been previously completed from:
 - this qualification
 - the Course in EAL, and / or Certificate II qualifications in this EAL Framework.
- 3 General Electives which can be selected from the:
 - General Electives listed in this qualification
 - General Electives listed in the Certificate II qualifications in this EAL Framework
 - units / modules which are first packaged in AQF level 1 and 2 qualifications in other accredited courses and / or endorsed training packages.


Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed



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ACCESS TO THE FRAMEWORK

- ◆ <https://www.vic.gov.au/departments-accredited-vet-courses>
- ◆ Click on General Studies and Further Education



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Thank you

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