

22481VIC Certificate II in Work Education

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

Accredited for the period: 1 January 2019 to 31 December 2023

Version 1.1





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Version 1.1 – April 2021

- Section A2: Contact details updated

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Section A: Copyright and course classification information

1. Copyright owner of the course	<p>Copyright of this course is held by the Department of Education and Training, Victoria</p> <p>© State of Victoria (Department of Education and Training) 2018.</p>
2. Address	<p>Executive Director Engagement, Participation and Inclusion Higher Education and Skills Department of Education and Training (DET) GPO Box 4367 Melbourne Vic 3001</p> <p>Organisational Contact: Manager Training Products Unit Higher Education and Skills Telephone: 131823 Email: course.enquiry@education.vic.gov.au</p> <p>Day-to-Day Contact General Studies & Further Education Curriculum Maintenance Manager Victoria University Polytechnic PO Box 14428 Melbourne, VIC 8001 Ph: (03) 9919 5300 Email: sicmm.generalstudies@vu.edu.au</p>
3. Type of submission	<p>Accreditation</p>
4. Copyright acknowledgement	<p>Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia and can be accessed from Training.gov.au (More information is available here)</p> <p>© Commonwealth of Australia</p> <ul style="list-style-type: none"> • AHC Agriculture, Horticulture and Conservation and Land Management Training Package <ul style="list-style-type: none"> - AHCWHS101 Work safely - AHCCHM101 Follow basic chemical safety rules - AHCLSC101 Support landscape work - AHCMOM202 Operate tractors - AHCMOM203 Operate basic machinery and equipment - AHCNSY201 Pot up plants



- AHCNSY202 Care for nursery plants
- AHCPGD101 Support gardening work
- AHCWRK101 Maintain the workplace
- **BSB Business Services Training Package**
 - BSBWHS201 Contribute to health and safety of self and others
 - BSBINM201 Process and maintain workplace information
 - BSBWOR204 Use business technology
 - BSBIND201 Work effectively in a business environment
 - BSBCUS201 Deliver a service to customers
- **CPC Construction, Plumbing and Services Training Package**
 - CPCCWHS1001 Prepare to work safely in the construction industry
- **FBP Food, Beverage and Pharmaceutical Training Package**
 - FBPWHS1001 Identify safe work practices
 - FBPOPR1004 Prepare basic mixes
 - FBPOPR1005 Operate basic equipment
 - FBPOPR1008 Take and record basic measurements
 - FBPRBK1001 Finish products
- **FWP Forest and Wood Products Training Package**
 - FWPCOR2205 Follow WHS policies and procedures
 - FWPFGM2202 Prepare seedbed
 - FWPFGM2209 Cut, sort and set cuttings
 - FWPFGM2212 Graft cuttings
 - FWPFGM2213 Process seed
 - FWPCOT2230 Assemble products
 - FWPSAW2205 Assemble materials using nail plates
 - FWPTMM2201 Cut material to length and angles
- **HLT Health Training Package**
 - HLTWHS001 Participate in workplace health and safety
 - HLTFSE001 Follow basic food safety practices
 - HLTFSE002 Provide ward or unit based food preparation and distribution services
 - HLTFSE003 Perform kitchenware washing
 - HLTINF001 Comply with infection prevention and control policies and procedures
- **MSL Laboratory Operations Training Package**
 - MSL943002 Participate in laboratory/field workplace safety
 - MSL912001 Work within a laboratory or field workplace (induction)
 - MSL933001 Maintain the laboratory/field workplace fit for purpose
 - MSL952001 Collect routine site samples
 - MSL922001 Record and present data
- **MSM Manufacturing Training Package**
 - MSMWHS200 Work safely
 - MSMOPS200 Operate equipment



	<ul style="list-style-type: none"> - MSMSUP204 Pack products or materials - MSMSUP292 Sample and test materials and product • MSS Sustainability Training Package <ul style="list-style-type: none"> - MSS402051 Apply quality standards • MST Textile, Clothing and Footwear <ul style="list-style-type: none"> - MSTLA2002 Operate washing machines - MSTLA2006 Perform conditioning and drying processes - MSTLA2009 Inspect, fold and pack theatre linen • RII Resources and Infrastructure Training Package <ul style="list-style-type: none"> - RIISAM203D Use hand and power tools • SFL Floristry Training Package <ul style="list-style-type: none"> - SFLWHS001 Participate in safe work practices - SFLSOP004 Receive and store floristry stock - SFLSOP006 Display and merchandise floristry products - SFLSOP005 Prepare and care for floristry stock - SFLSOP003 Recognise flower and plant materials • SHB Hairdressing and Beauty Service Training Package <ul style="list-style-type: none"> - SHBHBAS001 Provide shampoo and basin services - SHBHIND001 Maintain and organise tools, equipment and work areas - SHBXCCS003 Greet and prepare clients for salon services - SHBXIND002 Communicate as part of a salon team • SIR Retail Services Training Package <ul style="list-style-type: none"> - SIRXWHS002 Contribute to workplace health and safety - SIRXSLS002 Follow point-of-sale procedures - SIRXSLS001 Sell to the retail customer SIRXIND002 Organise and maintain the store environment - SIRXCOM001 Communicate in the workplace to support team and customer outcomes • SIT Tourism, Travel and Hospitality Training Package <ul style="list-style-type: none"> - SITXWHS001 Participate in safe work practices - SITXFSA001 Use hygienic practices for food safety - SITHCCC001 Use food preparation equipment - SITHCCC002 Prepare and present simple dishes - SITHCCC003 Prepare and present sandwiches - SITHCCC004 Package prepared foodstuffs - SITHFAB004 Prepare and serve non-alcoholic beverages - SITHKOP001 Clean kitchen premises and equipment • TLI Transport and Logistics Training Package <ul style="list-style-type: none"> - TLIF1001 Follow work health and safety procedures - TLIA2011 Package goods - TLIA2012 Pick and process orders - TLIA2020 Replenish stock
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	<ul style="list-style-type: none"> - TLID2004 Load and unload goods/cargo - TLIA2013 Receive goods <p>Copyright of the following units of competency from accredited curricula is held by the Department of Education and Training, Victoria © State of Victoria. The following curricula can be downloaded free of charge from the Victorian Department of Education and Training website (more information is available here)</p> <ul style="list-style-type: none"> • 22476VIC Certificate I in General Education for Adults (Introductory) <ul style="list-style-type: none"> - VU22362 Engage with simple texts for employment purposes - VU22367 Create simple texts for employment purposes • 22217VIC Certificate II in Mumgu-dhal tyama-tiyt <ul style="list-style-type: none"> - VU21055 Develop job interview skills - VU21054 Develop written job application skills • 22338VIC Certificate II in Building and Construction Pre-apprenticeship <ul style="list-style-type: none"> - VU22045 Identify and handle wall and floor tiling tools and equipment - VU22047 Develop basic wall tiling skills - VU22046 Apply substrate preparation techniques for tiling - VU22048 Develop basic floor tiling skills
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<p>6. Course accrediting body</p>	<p>Victorian Registration and Qualifications Authority</p>



7. AVETMISS information	ANZSCO code: GEN19 General Education - not occupationally specific ASCED code: 1205 Employment Skills Programs National course code: 22481VIC
8. Period of accreditation	1 January 2019 to 31 December 2023



Section B: Course information

1. Nomenclature Standard 1 AQTF Standards for Accredited Courses	
1.1 Name of the qualification	Certificate II in Work Education
1.2 Nominal duration of the course	535 – 882 hours
2. Vocational or educational outcomes Standard 1 AQTF Standards for Accredited Courses	
2.1 Purpose of the course	The Certificate II in Work Education is intended to support post compulsory school aged learners with permanent intellectual disabilities to develop employment ready skills, knowledge and behaviours.
3. Development of the course Standards 1 and 2 AQTF Standards for Accredited Courses	
3.1 Industry / enterprise/ community needs	<p>A number of interlinked National and Victorian State government policy initiatives focus on enabling people with a disability to more actively participate in the life of the community. The Victorian Disability Act 2006 advances the inclusion and participation of people with a disability in the community. This is supported by “Absolutely Everyone” the Victorian State Disability Plan 2017- 2020. The Plan identifies a range of priorities and actions under the four pillars of:</p> <ul style="list-style-type: none"> • Inclusive communities • Health, housing and wellbeing • Fairness and safety • Contributing lives. <p>The pillar of ‘Contributing lives’ aims to ensure that people with a disability can participate easily in education, training, community participation and decision making.</p> <p>The National Disability Strategy 2010–2020 represents a national approach to supporting people with disabilities to maximise their potential and participate in Australian society as equal citizens. One of the six interrelated policy action areas identifies responsiveness to learning needs and opportunities for lifelong learning as a key goal.</p> <p>The national Mental Health and Disability Employment Strategy emphasises better education and training for students who have a learning disability to ensure skills development for sustainable employment, in part through providing a co-ordinated transition from school to training, education to work experience and education to employment.</p> <p>Projected demand for the qualification is anticipated to come initially from learners who have completed the Certificate I in Work Education and are seeking to extend their ability to operate effectively in a workplace.</p>

	<p>Course development was guided by a Project Steering Committee comprising:</p> <p>Kathy Kondekas (Chair) Chair of State Wide Advisory Group for Disability Education</p> <p>Paul Mance Owner, Lillypad</p> <p>Check Tan Operations and Accreditation Manager, Secure Meters</p> <p>Robyn York Sunraysia Institute</p> <p>Martin Chua Latrobe LifeSkills</p> <p>Jenni Myers Wodonga TAFE</p> <p>A Skills and Knowledge Profile was developed to guide the outcomes of the qualification and was validated by the Project Steering Committee. The skills and knowledge outcomes include:</p> <ul style="list-style-type: none"> • Knowledge of: <ul style="list-style-type: none"> - Tasks and working environments of industry sectors of interest - Workplace safety - General workplace expectations of employees - Communication procedures / protocols • Skills to: <ul style="list-style-type: none"> - Identify personal employment goals and opportunities - Follow WHS/OHS procedures including reporting hazards - Communicate verbally and in writing as part of a team - Manage self as a worker <p>The Certificate II in Work Education:</p> <ul style="list-style-type: none"> • 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.
<p>3.2 Review for re-accreditation</p>	<p>Not Applicable</p>
<p>4. Course outcomes Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses</p>	
<p>4.1 Qualification level</p>	<p>Standards 1, 2 and 3 AQTF Standards for Accredited Courses</p> <p>The outcomes of the 22481VIC Certificate II in Work Education are consistent with Australian Qualifications Framework (AQF) Level 2 through:</p>



	<ul style="list-style-type: none"> • Development of basic factual, technical and procedural knowledge of a defined area of work and learning in: <ul style="list-style-type: none"> – WHS/OHS rights, obligations, procedures and processes – workplace behavioural expectations – requirements and features of a range of jobs • Development of basic cognitive, technical and communication skills to: <ul style="list-style-type: none"> – participate effectively in a workplace – manage own time – apply defined personal protective and contingency strategies – undertake a work placement <p>Skills and knowledge at this level will be applied in structured and stable contexts within a defined range of parameters.</p> <p>The volume of learning for this qualification would typically be a minimum of 1 year due to the additional time required to reinforce learning for the intended cohort. The volume of learning incorporates structured training delivery and extensive supervised opportunities for practice and reinforcement of skills to support their consistent, ongoing application in work related situations.</p>
<p>4.2 Employability skills</p>	<p>Standard 4 AQTF Standards for Accredited Courses</p> <ul style="list-style-type: none"> • Communication skills to: <ul style="list-style-type: none"> – follow and apply OHS/ WHS and emergency procedures in specific industries – access and use employment and workplace information – ask and respond to questions to clarify work activities and seek assistance – apply social workplace behaviours – communicate public and private information appropriately • Teamwork skills to: <ul style="list-style-type: none"> – work collaboratively with others – participate appropriately in a work team • Problem solving skills to: <ul style="list-style-type: none"> – identify strategies to improve personal management skills and ways in which barriers can be overcome – identify own self development needs and strategies to enhance employment – create a skills profile and match skills to job opportunities • Planning and organising skills to: <ul style="list-style-type: none"> – carry out tasks to meet timelines and priorities – adhere to workplace timings, such as breaks • Self management skills to: <ul style="list-style-type: none"> – identify strategies for dealing with setbacks – manage personal expectations – identify areas of employment interest

	<ul style="list-style-type: none"> - operate effectively in the workplace - meet personal presentation and hygiene expectations • Initiative and enterprise skills to: <ul style="list-style-type: none"> - identify personal employment goals and relevant opportunities - identify processes and stages to apply for employment • Learning skills to <ul style="list-style-type: none"> - access information about selected industries and employment opportunities • Technology skills to: <ul style="list-style-type: none"> - use learning and employment related technology
4.3 Recognition given to the course (if applicable)	Standard 5 AQTF Standards for Accredited Courses Not Applicable
4.4 Licensing/ regulatory requirements (if applicable)	Standard 5 AQTF Standards for Accredited Courses There are no licensing or regulatory requirements applicable to this qualification. Learners who undertake units from the construction electives may be required to complete general occupational health and safety (OHS) construction induction for the industry. The unit <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> is recognised by WorkSafe Victoria for the registration of construction workers for Occupational Health and Safety induction. More information is available here .
5. Course rules	Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses
5.1 Course structure	
<p>To be eligible for the award of 22481VIC Certificate II in Work Education learners must complete a total of 8 units comprising:</p> <ul style="list-style-type: none"> • 3 core units • 1 WHS / OHS stream unit that best supports the focus of the elective units selected • 4 electives selected from: <ul style="list-style-type: none"> - Elective units listed below, where units may be chosen from within or across any listed skill cluster - units from other endorsed or accredited training products where the unit/s are first packaged in AQF level 1, 2 or 3 qualifications in the source training product and reflect the integrity and intent of the qualification. 	
Where the qualification is not completed, a Statement of Attainment will be issued for any completed unit/s.	



Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
Core units (3)				
VU22574	120503	Investigate job opportunities	Nil	80
VU22575	120505	Identify workplace expectations	Nil	150
VU22576	120501	Undertake a work placement	Nil	250
WHS / OHS Stream (Select 1)				
AHCWHS101	061301	Work safely	Nil	10
BSBWHS201	061301	Contribute to health and safety of self and others	Nil	20
CPCCWHS1001	061301	Prepare to work safely in the construction industry	Nil	6
FBPWHS1001	061301	Identify safe work practices	Nil	30
FWPCOR2205	061301	Follow WHS policies and procedures	Nil	30
HLTWHS001	061301	Participate in workplace health and safety	Nil	20
MSL943002	061301	Participate in laboratory/field workplace safety	Nil	40
MSMWHS200	061301	Work safely	Nil	30
SFLWHS001	061301	Participate in safe work practices	Nil	15
SIRXWHS002	061301	Contribute to workplace health and safety	Nil	20
SITXWHS001	061301	Participate in safe work practices	Nil	12
TLIF1001	061301	Follow work health and safety procedures	Nil	20
Electives (Select 4)				
General Employability				
VU21055	120503	Develop job interview skills	Nil	20
VU21054	120503	Develop written job application skills	Nil	20
VU22362	120103	Engage with simple texts for employment purposes	Nil	25
VU22367	120103	Create simple texts for employment purposes	Nil	25
VU22577	120199	Develop independent travel skills	Nil	100
Business administration				
BSBINM201	120505	Process and maintain workplace information	Nil	30

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
BSBWOR204	080901	Use business technology	Nil	20
BSBIND201	120505	Work effectively in a business environment	Nil	30
BSBCUS201	080501	Deliver a service to customers	Nil	40
Construction				
VU22045	040301	Identify and handle wall and floor tiling tools and equipment	Nil	100
VU22046	040301	Apply substrate preparation techniques for tiling	Nil	40
VU22047	040301	Develop basic wall tiling skills	Nil	128
VU22048	040301	Develop basic floor tiling skills	Nil	128
Food processing				
FBPOPR1004	03030	Prepare basic mixes	Nil	20
FBPOPR1005	030717	Operate basic equipment	Nil	30
FBPOPR1008	010101	Take and record basic measurements	Nil	30
FBPRBK1001	030307	Finish products	Nil	20
Hair Salon Assistance				
SHHBAS001	110303	Provide shampoo and basin services	Nil	40
SHBHIND001	120505	Maintain and organise tools, equipment and work areas	Nil	20
SHBXCCS003	120301	Greet and prepare clients for salon services	Nil	10
SHBXIND002	120505	Communicate as part of a salon team	Nil	30
Health Services				
HLTFSE001	110111	Follow basic food safety practices	Nil	30
HLTFSE002	110199	Provide ward or unit based food preparation and distribution services	Nil	30
HLTFSE003	039909	Perform kitchenware washing	Nil	10
HLTINF001	061399	Comply with infection prevention and control policies and procedures	Nil	25
MSTLA2002	039909	Operate washing machines	Nil	60
MSTLA2006	039909	Perform conditioning and drying processes	Nil	80
MSTLA2009	039909	Inspect, fold and pack theatre linen	Nil	40
Horticulture				

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
AHCCHM101	061301	Follow basic chemical safety rules	Nil	10
AHCPGD101	050301	Support gardening work	Nil	10
AHCWRK101	120505	Maintain the workplace	Nil	10
AHCLSC101	050301	Support landscape work	Nil	15
AHCNSY201	050301	Pot up plants	Nil	20
AHCNSY202	050301	Care for nursery plants	Nil	30
AHCMOM202	030717	Operate tractors	Nil	40
AHCMOM203	030717	Operate basic machinery and equipment	Nil	20
Hospitality				
SITXFSA001	110111	Use hygienic practices for food safety	Nil	15
SITHCCC001	110109	Use food preparation equipment	SITXFSA001	25
SITHCCC002	110109	Prepare and present simple dishes	SITXFSA001	25
SITHCCC003	110109	Prepare and present sandwiches	SITXFSA001	10
SITHCCC004	030307	Package prepared foodstuffs	SITXFSA001	15
SITHKOP001	039909	Clean kitchen premises and equipment	SITXFSA001	13
SITHFAB004	110103	Prepare and serve non-alcoholic beverages	SITXFSA001	20
Laboratory Operations				
MSL912001	120505	Work within a laboratory or field workplace (induction)	Nil	40
MSL933001	019909	Maintain the laboratory/field workplace fit for purpose	Nil	30
MSL952001	019909	Collect routine site samples	Nil	30
MSL922001	019909	Record and present data	Nil	40
Plant propagation				
FWPFGM2209	050301	Cut, sort and set cuttings	Nil	20
FWPFGM2213	050301	Process seed	Nil	30
FWPFGM2202	061301	Prepare seedbed	Nil	60
FWPFGM2212	050301	Graft cuttings	Nil	20
Process manufacturing				
MSMOPS200	030717	Operate equipment	Nil	40

Unit of competency code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
MSMSUP204	089901	Pack products or materials	Nil	20
MSMSUP292	080317	Sample and test materials and product	Nil	40
MSS402051	080317	Apply quality standards	Nil	30
Retail assistance				
SIRXSL002	08050	Follow point-of-sale procedures	Nil	20
SIRXSL001	080501	Sell to the retail customer	Nil	20
SIRXIND002	120505	Organise and maintain the store environment	Nil	20
SIRXCOM001	120505	Communicate in the workplace to support team and customer outcomes	Nil	40
Retail floristry				
SFLSOP004	080501	Receive and store floristry stock	Nil	30
SFLSOP006	100309	Display and merchandise floristry products	Nil	35
SFLSOP005	100309	Prepare and care for floristry stock	Nil	60
SFLSOP003	100309	Recognise flower and plant materials	Nil	45
Timber work				
FWPCOT2230	030111	Assemble products	Nil	40
FWPSAW2205	030111	Assemble materials using nail plates	Nil	20
FWPTMM2201	030111	Cut material to length and angles	Nil	30
RIISAM203D	030717	Use hand and power tools	Nil	80
Warehousing				
TLIA2011	089901	Package goods	Nil	20
TLIA2012	089901	Pick and process orders	Nil	20
TLIA2013	089901	Receive goods	Nil	20
TLIA2020	089901	Replenish stock	Nil	20
TLID2004	089901	Load and unload goods/cargo	Nil	30
Total nominal hours				535 – 882

<p>5.2 Entry requirements</p>	<p>Standard 9 AQTF Standards for Accredited Courses</p> <p>Entry to the 22481VIC Certificate II in Work Education is restricted to post compulsory school age learners with evidence of a permanent cognitive impairment / intellectual disability.</p> <p>Permanent cognitive impairment / intellectual disability must be evidenced. Evidence could include but is not limited to:</p> <ul style="list-style-type: none"> • Formal assessment by a registered medical practitioner • Doctors / specialist reports • Attendance at a Specialist School / SDS • Integration support at school • Integration support at school with modified curriculum <p>While learners may also have the following conditions, these alone do not constitute a permanent cognitive impairment / intellectual disability:</p> <ul style="list-style-type: none"> • Social and / or emotional issues • Attention Deficit Hyperactivity Disorder • Specific learning difficulties • Mental health conditions • Physical disabilities
<p>6. Assessment</p>	<p>Standards 10 and 12 AQTF Standards for Accredited Courses</p>
<p>6.1 Assessment strategy</p>	<p>Standard 10 AQTF Standards for Accredited Courses</p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> • 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, <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>Assessment of the Certificate II in Work Education must consider the appropriate level of support and time required by learners with intellectual disabilities to demonstrate achievement of competency.</p> <p>RTOs must provide access to an appropriate work placement and an appropriate support person to enable assessment of the core unit <i>VU22576 Undertake a work placement</i>.</p> <p>Assessment strategies for the course should:</p>



	<ul style="list-style-type: none"> • incorporate feedback of individual progress toward, and achievement of competencies • address the skills and knowledge which underpin performance • gather sufficient evidence to judge achievement of progress towards determining competence • utilise a variety of different processes/sources, such as written, oral, observation, projects appropriate to assess knowledge and performance • recognise achievement of elements/competencies regardless of where the enabling learning took place • foster a collaborative and co-operative relationship between the learner and assessor • 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 • be equitable and fair to all learners • not unnecessarily restrict the progress of a learner through the course • comprise a clear statement of both the criteria and assessment process • use assessment tools to suit the needs of learners. <p>A variety of assessment methods and evidence gathering techniques may be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the student. Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance.</p> <p>Assessment methods and tools may include:</p> <ul style="list-style-type: none"> • observation of performance • records of discussion with the learner • oral and / or written questioning to confirm knowledge • oral and / or written evidence completed by the learner. <p>Assessment of units of competency from accredited courses and nationally endorsed training packages must comply with the assessment requirements detailed in the source training product.</p>
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<p>6.2 Assessor competencies</p>	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Assessment 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>Requirements to assess the Certificate II in Work Education</p> <p>To assess the Certificate II in Work Education a teacher / trainer must have demonstrable expertise in teaching in the special education field.</p> <p>This expertise can be demonstrated by either holding a formal qualification such as:</p> <ul style="list-style-type: none"> • Bachelor of Education with a Special Education specialisation area • Graduate Diploma in Special Education • Masters degree which includes a Special Education specialisation such as: <ul style="list-style-type: none"> – Master of Special Education – Master of Education (Special Education needs) <p>or</p> <ul style="list-style-type: none"> • evidencing relevant knowledge of theories, methods and practices in teaching learners with a range of intellectual disabilities through a combination of activities such as: <ul style="list-style-type: none"> – ongoing relevant professional development – engagement with disability teacher networks – peer review of teaching / third party report detailing performance – documented relevant teaching experience. <p>Units of competency imported from accredited curriculum or endorsed training packages must reflect any assessor requirements specified in the accredited curriculum or endorsed training package.</p>
<p>7. Delivery</p>	<p>Standards 11 and 12 AQTF Standards for Accredited Courses</p>
<p>7.1 Delivery modes</p>	<p>Standard 11 AQTF Standards for Accredited Courses</p> <p>The intellectual disabilities of learners enrolled in this qualification may be diverse and delivery strategies should be selected to enable learners to develop competence in the skills and knowledge contained in the units. Face to face delivery modes</p>

should allow for active involvement of all participants. Additional support should also be provided through programs such as mentoring and peer support where appropriate.

Delivery should take into account any cognitive and / or physical constraints of individual learners and ensure delivery methods are adapted to their specific needs.

Where there are synergies between unit outcomes integration of delivery can be appropriate. Delivery strategies should actively involve the learner and learning should be related to highly familiar contexts.

To achieve quality outcomes for learners and to address complex learning needs, an appropriate ratio of teachers to students is highly recommended. A ratio of one teacher to six students is optimum, however this can be varied according to learner needs.

Delivery of the core unit *VU22576 Undertake a work placement* will require the RTO to provide access to an appropriate work placement and an appropriate support person. The RTO must monitor placements regularly and address any issues of concern to the learner or the employer. Issues may include but are not limited to safety, allocation of meaningful work tasks and performance of duties. RTOs should be aware of state or territory legislative requirements and their own responsibilities when placing learners with a work placement organisation for the purpose of training.

The Victorian Department of Education and Training has issued the following document to assist RTOs and employers meet their work placement obligations:

- Guidelines issued by the Department of Education and Training Victoria for Registered Training Organisations and Employers in relation to Post-Secondary Students undertaking Practical Placements (Updated Practical Placement Guidelines) as at 10 April 2017 ([available here](#)).

The RTO will need to establish protocols with the host employer/organisation providing the work placement so that the roles and responsibilities of all involved – host employer/organisation, RTO and learner – are clear, manageable and of mutual benefit.

Work health, safety and environmental/occupational health, safety and environmental (WHSE/OHSE) requirements around work placements and agreements between RTOs and host employers/organisations will vary across jurisdictions. RTOs will need to make sure that the workplace provides:

- a safe environment for learners
- relevant WHSE/OHSE training and worksite induction before the work placement begins
- appropriate supervision during the placement.

RTOs should ensure they meet the insurance obligations of their registration against the *Standards for Registered Training*

	<p><i>Organisations</i> and obtain advice from their RTO regulator and/or WorkCover insurance provider.</p> <p>Small businesses may require the training organisation to provide more intensive support for the learner, particularly early in the placement.</p>
<p>7.2 Resources</p>	<p>Standard 12 AQTF Standards for Accredited Courses</p> <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 Guideline 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>Requirements to deliver the Certificate II in Work Education</p> <p>To deliver the Certificate II in Work Education a teacher / trainer must have demonstrable expertise in teaching in the special education field.</p> <p>This expertise can be demonstrated by either holding a formal qualification such as:</p> <ul style="list-style-type: none"> • Bachelor of Education with a Special Education specialisation area • Graduate Diploma in Special Education • Masters degree which includes a Special Education specialisation such as: <ul style="list-style-type: none"> – Master of Special Education – Master of Education (Special Education needs) <p>or</p> <ul style="list-style-type: none"> • evidencing relevant knowledge of theories, methods and practices in teaching learners with a range of intellectual disabilities through a combination of activities such as: <ul style="list-style-type: none"> – ongoing relevant professional development – engagement with disability teacher networks – peer review of teaching / third party report detailing performance – documented relevant teaching experience <p>Units of competency imported from accredited curriculum or endorsed training packages must reflect the requirements of trainers specified in the endorsed or accredited training product.</p>
<p>8. Pathways and articulation</p>	<p>Standard 8 AQTF Standards for Accredited Courses</p>



	<p>No formal articulation arrangements are in place at the time of accreditation.</p> <p>A suitable pathway into the qualification is from the Certificate I in Work Education, where learners develop beginning work ready skills and undertake a range of vocational activities to introduce them to workplaces.</p> <p>The following range of potential pathways from the qualification are possible when units of competency from accredited curricula or endorsed training packages are completed as part of this course:</p> <ul style="list-style-type: none"> • AHC Agriculture, Horticulture and Conservation and Land Management Training Package • BSB Business Services Training Package • CPC Construction, Plumbing and Services Training Package • FBP Food, Beverage and Pharmaceutical Training Package • FWP Forest and Wood Products Training Package • HLT Health Training Package • MSL Laboratory Operations Training Package • MSM Manufacturing Training Package • MSS Sustainability Training Package • MSS Sustainability Training Package • MST Textile, Clothing and Footwear Training Package • RII Resources and Infrastructure Training Package • SFL Floristry Training Package • SHB Hairdressing and Beauty Service Training Package • SIR Retail Services Training Package • SIT Tourism, Travel and Hospitality Training Package • TLI Transport and Logistics Training Package • 22476VIC Certificate I in General Education for Adults (Introductory) • 22217VIC Certificate II in Mumgu-dhal tyama-tiyt • 22338VIC Certificate II in Building and Construction Pre-apprenticeship
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9. Ongoing monitoring and evaluation Standard 13 AQTF Standards for Accredited Courses

	<p>The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:</p> <ul style="list-style-type: none"> • any changes required to meet emerging or developing needs
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	<ul style="list-style-type: none">• changes to any units of competency from nationally endorsed training packages or accredited curricula. <p>Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA</p>
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Section C: Units of Competency

The following units of competency developed for this course are contained in Section C:

VU22574 Investigate job opportunities

VU22575 Identify workplace expectations

VU22576 Undertake a work placement

VU22577 Develop independent travel skills

Imported Units

The following imported units from accredited curricula can be accessed from the Victorian Department of Education and Training (More information is available [here](#))

22476VIC Certificate I in General Education for Adults (Introductory)

- VU22362 Engage with simple texts for employment purposes
- VU22367 Create simple texts for employment purposes

22217VIC Certificate II in Mumgu-dhal tyama-tiyt

- VU21055 Develop job interview skills
- VU21054 Develop written job application skills

22338VIC Certificate II in Building and Construction Pre-apprenticeship

- VU22045 Identify and handle wall and floor tiling tools and equipment
- VU22047 Develop basic wall tiling skills
- VU22046 Apply substrate preparation techniques for tiling
- VU22048 Develop basic floor tiling skills

The following imported units of competency from endorsed training packages can be downloaded from Training.gov.au. (More information is available [here](#))

AHCCHM101 Follow basic chemical safety rules

AHCLSC101 Support landscape work

AHCMOM202 Operate tractors

AHCMOM203 Operate basic machinery and equipment

AHCNSY201 Pot up plants

AHCNSY202 Care for nursery plants

AHCPGD101 Support gardening work

AHCWHS101 Work safely

AHCWRK101 Maintain the workplace

BSBCUS201 Deliver a service to customers

BSBIND201 Work effectively in a business environment

BSBINM201 Process and maintain workplace information

BSBWHS201 Contribute to health and safety of self and others

BSBWOR204 Use business technology

CPCCWHS1001 Prepare to work safely in the construction industry

22481VIC Certificate II in Work Education, Version 1.1

Section C: Units of Competency

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FBPOPR1004 Prepare basic mixes
FBPOPR1005 Operate basic equipment
FBPOPR1008 Take and record basic measurements
FBPRBK1001 Finish products
FBPWHS1001 Identify safe work practices
FWPCOR2205 Follow WHS policies and procedures
FWPFGM2202 Prepare seedbed
FWPFGM2209 Cut, sort and set cuttings
FWPFGM2212 Graft cuttings
FWPFGM2213 Process seed
FWPCOT2230 Assemble products
FWPSAW2205 Assemble materials using nail plates
FWPTMM2201 Cut material to length and angles
HLTFSE001 Follow basic food safety practices
HLTFSE002 Provide ward or unit based food preparation and distribution services
HLTFSE003 Perform kitchenware washing
HLTINF001 Comply with infection prevention and control policies and procedures
HLTWHS001 Participate in workplace health and safety
MSL912001 Work within a laboratory or field workplace (induction)
MSL922001 Record and present data
MSL933001 Maintain the laboratory/field workplace fit for purpose
MSL943002 Participate in laboratory/field workplace safety
MSL952001 Collect routine site samples
MSMOPS200 Operate equipment
MSMSUP204 Pack products or materials
MSMSUP292 Sample and test materials and product
MSS402051 Apply quality standards
MSTLA2002 Operate washing machines
MSTLA2006 Perform conditioning and drying processes
MSTLA2009 Inspect, fold and pack theatre linen
RIISAM203D Use hand and power tools
SFLSOP003 Recognise flower and plant materials
SFLSOP004 Receive and store floristry stock
SFLSOP005 Prepare and care for floristry stock
SFLSOP006 Display and merchandise floristry products
SFLWHS001 Participate in safe work practices
SHBHBAS001 Provide shampoo and basin services

SHBHIND001 Maintain and organise tools, equipment and work areas
SHBXCCS003 Greet and prepare clients for salon services
SHBXIND002 Communicate as part of a salon team
SIRXSLS001 Sell to the retail customer
SIRXCOM001 Communicate in the workplace to support team and customer outcomes
SIRXIND002 Organise and maintain the store environment
SIRXSLS002 Follow point-of-sale procedures
SIRXWHS002 Contribute to workplace health and safety
SITHCCC001 Use food preparation equipment
SITHCCC002 Prepare and present simple dishes
SITHCCC004 Package prepared foodstuffs
SITHKOP001 Clean kitchen premises and equipment
SITXFSA001 Use hygienic practices for food safety
SITXWHS001 Participate in safe work practices
TLIA2011 Package goods
TLIA2012 Pick and process orders
TLIA2020 Replenish stock
TLIA2013 Receive goods
TLID2004 Load and unload goods/cargo
TLIF1001 Follow work health and safety procedures

Unit Code	VU22574
Unit Title	Investigate job opportunities
Unit Descriptor	<p>This unit describes the skills and knowledge to identify suitable job opportunities and their requirements and employment support services.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent intellectual disabilities who are seeking employment.
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Explore suitable employment opportunities	<p>1.1 Identify <i>broad areas of employment interest</i></p> <p>1.2 Examine the <i>features</i> of each area of interest</p> <p>1.3 Identify the <i>available jobs</i> in areas of interest</p>
2 Review job requirements	<p>2.1 Select jobs to investigate further</p> <p>2.2 Identify the <i>requirements</i> of selected jobs</p> <p>2.3 Select suitable jobs for <i>further investigation</i></p>
3 Identify skill development opportunities	<p>3.1 Identify the <i>skills</i> required by the selected job/s</p> <p>3.2 Match own existing skills to those required</p> <p>3.3 Identify any <i>opportunities</i> for targeted skill development</p> <p>3.4 Review suitability of selected job and determine an alternative if required</p>
4 Identify employment support services	<p>4.1 Identify available mainstream and disability specific <i>support services</i></p> <p>4.2 Identify the <i>role of support services</i></p> <p>4.3 Develop a <i>resource</i> of employment support services</p>

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- reliable sources of information on:
 - jobs and their requirements
 - available employment support services

Required Skills:

- literacy skills to access and interpret relevant information
- planning and organising skills to develop a personal employment support services resource
- problem solving skills to:
 - match own existing skills to those required
 - identify opportunities for skill development
 - review and adjust job selection where required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Broad areas of employment interest may include:

- hospitality
- retail
- warehousing
- construction
- business
- self employment

Features may include:

- indoor / outdoor environment
- physically active work
- team based / individual work
- time critical work
- shift work

Available jobs may include

- entry level positions
- more skilled positions
- paid and unpaid work

- Requirements** may include:
- age limits
 - licences
 - skills
 - attributes
- Further investigation** may include:
- discussion
 - guided web based searches
- Skills** may include:
- technical
 - manual / mechanical
 - communication
 - written literacy / numeracy
- Opportunities** may include:
- formal training:
 - short course
 - traineeship
 - structured in house training
 - mentoring
 - volunteering
 - practice
- Support services** may include:
- Job Services Australia
 - jobactive providers
 - Disability Employment Services
 - National Disability Insurance Scheme support workers
 - employment advocates
- Role of support services** may include:
- job search support
 - job retention
 - resume writing support
 - workplace modifications
 - support in the workplace
- Resource** may include:
- print based / hand written or electronic resource
 - name and location of support services
 - contact details
 - services provided

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- select and investigate jobs of interest and available employment support services
- review own existing skills and opportunities for skill development against those required by selected job/s and determine an alternative option if required.

Context of and specific resources for assessment

Assessment must ensure:

- access to suitable sources of information

Method(s) of assessment

The following assessment methods are suitable for this unit:

- oral and / or written questioning to assess knowledge of the features and available jobs in areas of interest
- oral or written evidence of own skill identification and skill development opportunities
- review of a resource developed by the learner detailing available employment support services.

Unit Code	VU22575
Unit Title	Identify workplace expectations
Unit Descriptor	<p>This unit describes the skills and knowledge to identify the attributes and behaviours sought by employers, the rights and responsibilities of employees and personal protective behaviours that support personal safety in the workplace.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent intellectual disabilities who are seeking employment.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify employment related attributes	<p>1.1 Identify the general employee attributes expected by employers</p> <p>1.2 Conduct a self review of own attributes</p> <p>1.3 Identify steps to further develop own attributes to support employment</p>
2 Identify employment related behaviours	<p>2.1 Identify the general behavioural expectations of employers</p> <p>2.2 Conduct a self review of own behaviours to identify any gaps that may need to be addressed</p> <p>2.3 Identify behavioural rights and responsibilities of employers and employees</p> <p>2.4 Identify processes for dealing with unacceptable workplace behaviours</p>
3 Develop personal protective strategies	<p>3.1 Identify potential personal safety issues</p> <p>3.2 Identify personal protective behaviours</p> <p>3.3 Examine the ways in which different personal protective behaviours can be used in the workplace to support personal safety</p>

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| 4 | Develop basic problem solving strategies for the workplace | 4.1 | Identify potential general workplace issues |
| | | 4.2 | Identify possible solutions |
| | | 4.3 | Identify workplace personnel who can assist in resolving issues |
| | | 4.4 | Align possible solutions and relevant workplace personnel with each identified workplace issue |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- reliable sources of relevant information

Required Skills:

- self management skills to conduct a self review of own attributes
- problem solving skills to:
 - identify the ways in which different personal protective behaviours can be used in the workplace to support personal safety
 - align appropriate solutions with potential workplace issues

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

General employee attributes may include:

- punctuality
- reliability
- cleanliness
- grooming
- attentiveness
- courtesy

Self review may include:

- self reflection
- discussions with:
 - peers
 - family members
 - teachers / trainers

Own attributes may include:

- natural strengths and weaknesses
- likes and dislikes:
 - early starts / late nights
 - indoor / outdoor environments
 - manual / creative / process work

Steps may include:

- time management strategies
- literacy / numeracy support
- personal organisational / planning strategies

General behavioural expectations may include:

- following:
 - codes of conduct
 - anti bullying and harassment policies
 - workplace social media policies
- using acceptable language
- interacting with colleagues
- inappropriate public disclosure of personal or organisational information
- honesty
- reporting unacceptable behaviours

Rights may include:

- fair allocation of duties
- conduct of performance reviews
- protection from bullying and harassment
- working in a safe environment

Responsibilities may include:

- following:
 - workplace policies
 - OHS / WHS procedures
 - security procedures

Processes may include:

- formal complaint / performance resolution processes:
 - mediation
 - counselling
 - warning / disciplinary
- informal processes:
 - discussion
 - advice

Potential personal safety issues may include

- invasive requests for personal information
- inappropriate touching
- physical threats or abuse
- verbal threats or abuse
- mental safety and security
- emotional safety and security

Personal protective behaviours may include:

- circle of friends
- seeking assistance from a trusted third person
- protective language and tone

General workplace issues may include:

- unclear instructions
- lack of structured induction
- additional tasks outside agreed duties

Solutions may include:

- asking for instructions to be:
 - repeated
 - written down / drawn
 - recorded
- asking for assistance from a supervisor / colleague
- requesting intervention of appropriate support person

Workplace personnel may include:

- supervisor
- colleague / workplace mentor
- OHS / WHS representative
- human resources contact

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify general employment related attributes and behaviours and ways of developing own attributes and behaviours where required
- develop problem solving strategies to address general workplace and potential personal safety issues

Context of and specific resources for assessment

Assessment must ensure:

- access to sources of relevant information

Method(s) of assessment

The following assessment methods are suitable for this unit:

- oral or written questioning to assess knowledge of expected workplace attributes and behaviours
- review of oral or written self reviews undertaken by the learner
- review of verbal or written problem solving strategies to address potential workplace issues
- observation of the learner practicing personal protective behaviours in different simulated situations that reflect potential workplace personal safety issues

Unit Code	VU22576
Unit Title	Undertake a work placement
Unit Descriptor	<p>This unit describes the skills and knowledge to select and undertake a work placement to support the development of work ready skills.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent intellectual disabilities who are seeking employment.
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Select a practical placement	<p>1.1 Identify <i>potential work placement options</i></p> <p>1.2 Discuss options with an <i>appropriate support person</i></p> <p>1.3 Consider any alternative options if required</p> <p>1.4 Agree the preferred option with an appropriate support person</p> <p>1.5 Attend a workplace interview with an appropriate support person if required</p>
2 Confirm placement arrangements	<p>2.1 Confirm the <i>details of the placement</i> with an appropriate support person</p> <p>2.2 Confirm the <i>contact details</i> of relevant <i>workplace personnel</i></p> <p>2.3 Confirm the workplace arrangements for notifying any <i>non attendance</i></p> <p>2.4 Discuss and confirm own work tasks with relevant workplace personnel</p> <p>2.5 Identify the roles and responsibilities of other relevant workplace personnel in the workplace</p> <p>2.6 Discuss and agree with appropriate person and workplace supervisor a <i>process</i> for dealing with any contingencies that occur with the placement</p>

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| 3 Prepare for the placement | 3.1 Determine required <i>travel arrangements</i> to support punctual attendance |
| | 3.2 Identify any <i>clothing or equipment</i> requirements to be taken to the workplace |
| | 3.3 Determine <i>additional personal items</i> to be taken to the work placement and arrangements for their <i>storage</i> |
| 4 Undertake the placement | 4.1 Report to supervisor |
| | 4.2 Undertake placement activities as directed |
| | 4.3 Communicate with support person to address any <i>issues that arise</i> , as required |
| | 4.4 <i>Review own performance</i> in consultation with an appropriate support person |
| | 4.5 <i>Review the placement</i> with an appropriate support person |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- requirements of a typical workplace
- interview format, where required

Required Skills:

- communication skills to:
 - participate in discussions with an appropriate support person
 - participate in an interview if required
 - ask questions to clarify information in the workplace
 - report issues as required
- problem solving skills to:
 - determine travel requirements and appropriate personal items
 - review the work placement
- self management skills to review own performance
- numeracy skills to determine travel arrangements that support punctuality

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Potential work placement options may include:

- paid or unpaid
- community / commercial / volunteer
- those sourced by the training organisation or by the learner

Appropriate support person may include:

- teacher / trainer
- mentor
- family member

Details of the placement may include:

- duration
- location
- attendance times
- start and end time of breaks
- work tasks

Contact details may include:

- name
- position
- phone number / email address
- preferred method of contact

Workplace personnel may include:

- immediate supervisor
- owner / manager
- colleagues

Non attendance may include:

- duration and reason
- late arrival

Process may include:

- informal communication to immediately address small issues

Travel arrangements may include:

- mode of travel:
 - public / private
- departure / arrival times
- ticketing requirements of public transport:
 - concession card
 - pre purchase
 - pay on vehicle
- contingency arrangements:
 - seeking assistance from transport staff
 - alternative travel options

Clothing or equipment may include:

- footwear
- headwear
- sun protection

Additional personal items may include:

- phone
- own food
- sufficient cash to purchase food / beverages
- keys

Storage may include:

- personal locker
- common area
- secure / unsecure area
- kitchen facilities

Issues that arise may include:

- lack of:
 - support in the workplace
 - direction from supervisor
 - confidence to complete work tasks or interact with colleagues
- personality clashes with other staff

Review own performance may include:

- asking for verbal or written feedback from supervisor and / or other staff
- self review

Review the placement may include:

- consideration of:
 - the level of support provided
 - the clarity of instructions
 - enjoyment of the work / environment
- level of interaction / cooperation with other workers

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- select a work placement and confirm requirements in consultation with an appropriate support person
- prepare for, undertake and review a work placement

Context of and specific resources for assessment

Assessment must ensure access to:

- an appropriate support person
- an appropriate work placement

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- records of discussions with the learner to identify and select an appropriate work placement
- record of relevant work placement contact details and work requirements
- oral or written review of the candidates job performance

Unit Code	VU22577
Unit Title	Develop independent travel skills
Unit Descriptor	<p>This unit describes the skills and knowledge to identify and select appropriate transport options and alternative arrangements to support punctual workplace attendance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent intellectual disabilities who are seeking employment.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Select preferred transport option	<p>1.1 Identify available transport modes</p> <p>1.2 Compare features of transport modes</p> <p>1.3 Detail own transport requirements</p> <p>1.4 Prioritise preferred features in consultation with an appropriate support person</p> <p>1.5 Determine the most appropriate transport option in consultation with an appropriate support person</p>
2 Develop a travel plan	<p>2.1 Access information related to the selected transport option to develop a travel plan</p> <p>2.2 Determine appropriate departure times and locations</p> <p>2.3 Identify stop number if relevant</p> <p>2.4 Identify any landmarks on the route to be taken</p> <p>2.5 Identify options to deal with unplanned events</p>
3 Undertake travel	<p>3.1 Arrive at departure location according to identified departure time</p> <p>3.2 Follow travel plan to arrive at destination</p>

- 3.3 Implement options to deal with unplanned events if required
- 3.4 Undertake return trip
- 3.5 Review travel experience in consultation with an appropriate support person to identify any required changes

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge:

- advantages and disadvantages of different modes of transport to enable selection of the most appropriate option

Required Skills:

- literacy skills to interpret travel information such as timetables and route maps
- numeracy skills to determine:
 - travel times
 - costs if applicable
 - stop numbers if applicable
- planning and organising skills to develop a travel plan
- problem solving skills to:
 - select the most appropriate travel option
 - determine options to respond to unplanned events
- self management skills to:
 - recognise and implement appropriate responses to unplanned events
 - review and adjust travel experience as required

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Transport modes*** may include:
- private car
 - car pool
 - ride share
 - taxi
 - tram / train / bus
 - walking / riding

Features of transport modes
may include:

- availability / accessibility
- frequency
- travel time
- cost
- security / safety

Own transport requirements
may include:

- proximity to home
- convenience
- personal safety
- time of departure and arrival to meet work requirements
- frequency of services to minimise waiting times
- available funds

Appropriate support person
may include:

- teacher / trainer
- family member

Information may include:

- timetables
- stop numbers
- journey times
- costs

Travel plan may include:

- written or verbal plan

Landmarks may include:

- major intersections
- schools
- hospitals
- places of business

Options may include:

- emergency contacts in case of:
 - real or perceived threats to safety
 - catching wrong route
 - late running
- alternative travel options:
- alternative routes

Unplanned events may include:

- vehicle breakdown
- service delay / cancellation
- travelling past required location
- traffic delays

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- determine an appropriate travel option to meet own transport requirements
- develop, implement and review a travel plan in consultation with an appropriate support person

Context of and specific resources for assessment

Assessment must ensure access to:

- an appropriate support person
- travel information

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- discussion of travel options
- review of a written or verbal travel plan
- an observation report detailing travel undertaken and reviewed