



**22604VIC Certificate I in Mumgu-dhal tyama-tiyt community,  
connection and pathways**

**22605VIC Certificate II in Mumgu-dhal tyama-tiyt community,  
connection and pathways**

**22606VIC Certificate III in Mumgu-dhal tyama-tiyt community,  
connection and pathways**

**Version 1**

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

**Accredited for the period: 1 January 2023 to 31 December 2027**



## Naming of the Certificates

The name of the certificates *Mumgu-dhal tyama-tiyt* translates as '*Message stick of knowledge*'. The name reflects the intention of the qualifications to provide skills and knowledge for Aboriginal and/or Torres Strait Islander Australians to enter a range of education and / or employment options. The name comes from two Victorian Aboriginal languages: the Woiwurrung words 'mumgu-dhal' meaning 'message stick-of' in partnership with the Keeraywooroong word 'tyama-tiyt' meaning 'knowledge'. Permission to use the words has been given by the Wurundjeri Council and South West Aboriginal Languages Committee.

Cover design Acknowledgement – River Spirits - Artist: Arbup Ash Peters, Wurunjeri / Yorta Yorta © 2006.

'We are forever walking the pathway of knowledge with the guidance of our elders and spirits. We walk in the footprints of our elders who in turn receive the guidance of our ancestors

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## Section A: Applicant and course classification information

<p><b>1. Person in respect of whom the course is being accredited</b></p>	<p>Copyright of this course is held by the Department of Education and Training, Victoria.          © State of Victoria (Department of Education and Training) 2022</p>
<p><b>2. Address</b></p>	<p>Executive Director          Higher Education and Workforce Division          Higher Education and Skills          Department of Education and Training (DET)          GPO Box 4367          MELBOURNE Vic 3001</p> <p>Organisational Contact:          Manager, Training and Learning Products Unit          Portfolio Alignment Branch          Higher Education and Workforce Division          Higher Education and Skills          Department of Education and Training (DET)</p> <p>Telephone: 131823          Email: <a href="mailto:course.enquiry@education.vic.gov.au">course.enquiry@education.vic.gov.au</a></p> <p>Day-to-day contact:          General Studies &amp; Further Education Curriculum          Maintenance Manager          Victoria University Polytechnic          PO Box 14428          Melbourne, VIC 8001          Ph: (03) 9919 5300 / 5302          Email: <a href="mailto:sicmm.generalstudies@vu.edu.au">sicmm.generalstudies@vu.edu.au</a></p>
<p><b>3. Type of submission</b></p>	<p>This submission is for re accreditation of:</p> <ul style="list-style-type: none"> <li>• 22447VIC Certificate I in Mumgu-dhal tyama-tiyt</li> <li>• 22448VIC Certificate II in Mumgu-dhal tyama-tiyt</li> <li>• 22449VIC Certificate III in Mumgu-dhal tyama-tiyt</li> </ul>
<p><b>4. Copyright acknowledgement</b></p>	<p>The following units of competency:</p> <ul style="list-style-type: none"> <li>• AHCWHS101 Work safely</li> <li>• AHCILM306 Follow Aboriginal cultural protocols</li> </ul>



- AHCILM302 Provide appropriate information on cultural knowledge
- AHCILM308 Identify traditional customs and land rights for an Indigenous Community

are from the **AHC Agriculture, Horticulture and Conservation and Land Management (Release 7.2) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following units of competency:

- BSBOPS201 Work effectively in business environments
- BSBPEF301 Organise personal work priorities
- BSBTEC101 Operate digital devices
- BSBTEC201 Use business software applications
- BSBWHS211 Contribute to health and safety of self and others

are from the **BSB - Business Services (Release 8) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following units of competency:

- CHCAGE001 Facilitate the empowerment of older people
- CHCCDE004 Implement participation and engagement strategies
- CHCCOM005 Communicate and work in health or community services
- CHCDIS007 Facilitate the empowerment of people with disability
- CHCDIV001 Work with diverse people
- CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
- CHCEDS034 Contribute to the planning and implementation of educational programs
- CHCEDS039 Work effectively as an Aboriginal and/or Torres Strait Islander education worker

are from the **CHC Community Services (Release 6.3) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following units of competency:

- CPCCOM1012 Work effectively and sustainably in the construction industry
- CPCWHS1001 Prepare to work safely in the construction industry

are from the **CPC Construction Plumbing and Services (Release 7.0) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following unit of competency:

- CPPREP4204 Establish commercial property lease is from the **CPP Property Services (Release 16.1) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following units of competency:

- CUAACD101 Use basic drawing techniques
- CUAACD201 Develop drawing skills to communicate ideas
- CUAATS111 Develop understanding of own Aboriginal and/or Torres Strait Islander identity
- CUAATS312 Produce work that expresses own Aboriginal and/or Torres Strait Islander identity
- CUAPAI211 Develop painting skills
- CUAPPR211 Make simple creative work
- CUARES202 Source and use information relevant to own arts practice
- CUAIND212 Develop and apply knowledge of information and cultural services organisations

are from the **CUA Creative Arts and Culture (Release 5.1) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following unit of competency:

- HLTAID011 Provide first aid

is from the **HLT Health (Release 7.1) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following unit of competency:

- ICPSUP2810 Use computer systems in the printing and graphic arts sectors

is from the **ICP Printing and Graphic Arts (release 4.1) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following units of competency:

- ICTICT213 Use computer operating systems and hardware
- ICTICT214 Operate application software packages
- ICTICT312 Use advanced features of computer applications
- ICTWEB306 Develop web presence using social media

are from the **ICT Information and Communications Technology (Release 8.1) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following units of competency:

	<ul style="list-style-type: none"> <li>• MSMPCI101 Adapt to work in industry</li> <li>• MSMSUP102 Communicate in the workplace</li> </ul> <p>are from the <b>MSM Manufacturing (Release 7.2) Training Package</b> administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> <li>• PSPGEN096 Use workplace communication strategies</li> <li>• PSPGEN123 Provide workplace mentoring</li> </ul> <p>are from the <b>PSP Public Sector (Release 3) Training Package</b> administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> <li>• SHBCCS005 Advise on beauty products and services</li> <li>• SHBXCCS008 Provide salon services to clients</li> <li>• SHBXCCS009 Greet and prepare clients for salon services</li> <li>• SHBXIND003 Comply with organisational requirements within a personal services environment</li> <li>• SHBXIND005 Communicate as part of a salon team</li> </ul> <p>are from the <b>SHB Hairdressing and Beauty Services (Release 4.1) Training Package</b> administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> <li>• SIRXIND001 Work effectively in a service environment</li> </ul> <p>is from the <b>SIR Retail Services (Release 7.0) Training Package</b> administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> <li>• SITHIND006 Source and use information on the hospitality industry</li> <li>• SITTGDE019 Research and share information on Australian Indigenous cultures</li> <li>• SITXFA005 Use hygienic practices for food safety</li> </ul> <p>are from the <b>SIT Tourism, Travel and Hospitality (Release 2.0) Training Package</b> administered by the Commonwealth of Australia. © Commonwealth of Australia</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> <li>• TAED301 Provide work skill instruction</li> <li>• TAED402 Plan, organise and facilitate learning in the workplace</li> <li>• TAED501 Design and develop learning programs</li> </ul>
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are from the **TAE training and Education (Release 4.0) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following units of competency:

- TLIE0009 Carry out basic workplace calculations
- TLIL0007 Complete workplace induction procedures
- TLILIC0003 Licence to operate a forklift truck
- TLILIC2014 Licence to drive a light rigid vehicle

are from the **TLI Transport and Logistics (Release 12) Training Package** administered by the Commonwealth of Australia. © Commonwealth of Australia

The following units of competency:

- VU22362 Engage with simple texts for employment purposes
- VU22363 Engage with simple texts to participate in the community
- VU22367 Create simple texts for employment purposes
- VU22368 Create simple texts to participate in the community

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

The following unit of competency:

- VU22410 Investigate driving and owning a car

is from **22472VIC Certificate I in General Education for Adults**

The following unit/s of competency:

- VU22414 Engage with a range of complex texts for learning purposes
- VU22419 Create a range of complex texts for learning purposes
- VU22422 Investigate and interpret shapes and measurements and related formulae
- VU22423 Investigate numerical and statistical information
- VU22424 Investigate and use simple mathematical formulae and problem solving techniques

are from **22473VIC Certificate II in General Education for Adults**

The following unit of competency:

- VU22787 Prepare for employment

is from the **22523VIC Certificate I in Employment Pathways**

The following units of competency:

- VU23094 Research study options and plan education pathway



	<ul style="list-style-type: none"> <li>• VU23095 Prepare for tertiary reading and writing</li> <li>• VU23096 Communicate verbally in a further study context</li> </ul> <p>are from 22582VIC <b>Certificate IV in Tertiary Preparation</b></p> <p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2022.</p> <p>This work is licensed under a under a Creative Commons Attribution-No Derivatives 4.0 International licence (see <a href="#">Creative Commons</a> for more information).</p>					
<p><b>5. Licensing and franchise</b></p>	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2022.</p> <p>This work is licensed under a under a Creative Commons Attribution 4.0 International licence (see <a href="#">Creative Commons</a> for more information).</p> <p>You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Education and Training), provide a link to the licence, indicate if changes were made, and comply with all other licence terms. You must not distribute modified material.</p> <p>Request for other use should be addressed to:</p> <p>Executive Director Higher Education and Workforce Division Higher Education and Skills Department of Education and Training (DET) GPO Box 4367 Melbourne 3001</p> <p>Email: <a href="mailto:course.enquiry@education.vic.gov.au">course.enquiry@education.vic.gov.au</a></p> <p>Copies of this publication can be downloaded free of charge from the <a href="#">DET website</a>.</p>					
<p><b>6. Course accrediting body</b></p>	<p>Victorian Registration and Qualifications Authority</p>					
<p><b>7. AVETMISS information</b></p>	<table border="1"> <tr> <td data-bbox="592 1599 1059 1733">ANZSCO [Australian and New Zealand Standard Classification of Occupations]</td> <td data-bbox="1059 1599 1401 1733">GEN19 General Education - not occupationally specific</td> </tr> <tr> <td data-bbox="592 1733 1059 1868">ASCED Code – 4 digit (Field of Education)</td> <td data-bbox="1059 1733 1401 1868">1201 General Education Programmes</td> </tr> </table>	ANZSCO [Australian and New Zealand Standard Classification of Occupations]	GEN19 General Education - not occupationally specific	ASCED Code – 4 digit (Field of Education)	1201 General Education Programmes	
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ASCED Code – 4 digit (Field of Education)	1201 General Education Programmes					
<p><b>National course code</b></p> <p>22604VIC</p>						



	22605VIC 22606VIC
<b>8. Period of accreditation</b>	1 January 2023 to 31 December 2027



## Section B: Course information

1. Nomenclature	
1.1 Name of the qualification	<p>Standard 4.1 AQTF 2021 Standards for Accredited Courses</p> <p>Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways</p> <p>Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways</p> <p>Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways</p>
1.2 Nominal duration of the course	<p>Standard 5.8 AQTF 2021 Standards for Accredited Courses.</p> <p>Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways – 331-480</p> <p>Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways – 319-555</p> <p>Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways – 490-675</p>
2. Vocational or educational outcomes of the course	
2.1 Outcome(s) of the course	<p>Standard 5.1 AQTF 2021 Standards for Accredited Courses</p> <p>The Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways provides learners with the skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• identify own learning goals</li> <li>• develop and apply effective study strategies</li> <li>• participate in mentoring programs with Aboriginal and/or Torres Strait Islander community members</li> <li>• connect with community by exploring own story and history and participating in culturally significant events</li> <li>• explore of Aboriginal and/or Torres Strait Islander languages and opportunities for acquisition of language</li> <li>• develop simple literacy and numeracy skills</li> </ul> <p>The Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways provides learners with the skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• develop a learning pathway</li> <li>• work with community members to develop mentoring skills and support others</li> <li>• investigate Aboriginal and/or Torres Strait Islander culture and history and its impact on current events</li> <li>• explore vocational skills to pathway into further training or employment.</li> </ul>

	<p>The Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways provides learners with the skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• identify personal career and educational pathways</li> <li>• develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community</li> <li>• investigate government structures and decision-making processes and ways in which Aboriginal and/or Torres Strait Islander organisations can influence government</li> <li>• develop vocational and study skills to pathway into further training, study or employment</li> </ul>
<p><b>2.2. Course description</b></p>	<p>Standard 5.1 AQTF 2021 Standards for Accredited Courses</p> <p>The Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways enables learners to explore their Aboriginal and/or Torres Strait Islander identity and community and develop or strengthen personal connections. It also enables learners to develop language, literacy and numeracy skills and personal confidence to engage more broadly with society.</p> <p>The Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways enables the development of personal connections with community and provides the opportunity to develop vocational skills to pathway into further training or employment.</p> <p>The Certificate III Mumgu-dhal tyama-tiyt community, connection and pathways enables the development of leadership skills to participate more fully in community activities and develop vocational and study skills to pathway into further training, study or employment.</p>
<p><b>3. Development of the course</b></p>	
<p><i>3.1 Industry, education, legislative, enterprise or community needs</i></p>	<p>Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses</p> <p>The Certificates in Mumgu-dhal tyama-tiyt have a history of accreditation and reaccreditation dating from 1998. The Certificates seek to support key government initiatives in relation to access to and participation in education and employment pathways for Aboriginal and Torres Straits islander learners.</p> <p>The Council of Australian Governments' (COAG) has made a commitment through the National Indigenous Reform Agreement (NIRA) to 'closing the gap' between Aboriginal and non-Aboriginal Australians by establishing targets across health, education, life expectancy, early childhood development, and employment.</p> <p>The National Agreement on Closing the Gap identifies a number of socio-economic targets. These courses support Outcome 6: Aboriginal and Torres Strait Islander students</p>



	<p>reach their full potential through further education pathways and Outcome 7: Aboriginal and Torres Strait Islander youth are engaged in employment or education</p> <p>The Marrung: Aboriginal Education Plan 2016 - 2026, launched in Victoria in 2016, sets out a 10 year vision which aims to underpin Victoria's commitment to close the gap in educational outcomes between Koorie and non-Koorie Victorians.</p> <p>Actions from the Marrung plan contribute to commitments in the Victorian Aboriginal Affairs Framework (VAAF) 2018 - 2023. The VAAF complements existing strategies rather than replacing or redirecting them. The VAAF provides the overarching whole-of-government framework to link this work. The VAAF acknowledges, aligns with and champions these existing initiatives and strategies.</p> <p>Key to the reaccreditation of the Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways is Section 2 in the VAAF: Learning and skills and in particular:</p> <p>Goal 7: Aboriginal learners achieve their full potential after school and <i>Objective 7.1: Increase the proportion of Aboriginal young people in work or further education and training</i></p> <p>The purpose and aim of this goal is to:</p> <ul style="list-style-type: none"> <li>• enable opportunities, support and pathways are in place for students immediately after completing school as well as accessible lifelong learning and encouragement for adult Aboriginal Victorians, particularly those facing additional challenges to social and economic participation.</li> <li>• support Aboriginal learners to pursue their pathway of choice whether that be further education, training or formal employment</li> </ul> <p>Achieving the goal and objective as listed above, is an action to support COAG's National Indigenous Reform Agreement, outlining the actions needed to achieve Closing the Gap targets in Indigenous disadvantage.</p> <p>The Victorian Government has developed Balit Murrup: Aboriginal Social and Emotional Well-being Framework:2017-2027 in conjunction with Aboriginal people and communities. The purpose of the Framework is to support "Victorian Aboriginal people, families and communities to achieve and sustain the highest attainable standards of social emotional well-being and mental health"</p> <p>The concept of Aboriginal health and well-being is different to the universal concept as it is regarded and recognised as a more holistic and whole-of-life view. It encompasses the social, emotional and cultural well-being of not only the individual, but the wider community thereby bringing about the total well-being of community. The Framework was informed by the Aboriginal social and emotional well-being model which</p>
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	<p>emphasises the importance of building strengths, resilience and connectedness in Aboriginal people and communities as pathways to positive mental health and well-being. The key dimensions of well-being are:</p> <ul style="list-style-type: none"> <li>• connection to spirit, spirituality and ancestors</li> <li>• connection to land</li> <li>• connection to culture</li> <li>• connection to community</li> <li>• connection to family and kinship</li> <li>• connection to mind and emotions</li> <li>• connection to body</li> </ul> <p>An Australian Government research report - Overcoming Indigenous Disadvantage: Key Indicators 2020, measures the well-being of Aboriginal and Torres Strait Islander people. It provides data across a range of outcome areas some of which relate to the Mumgu-dahl tyama-tiyt community, connection and pathways courses. These include participation in community activities which can contribute to improvements in people's long-term health and physical and mental well-being and transition of young people from school to further education, training and employment which contributes to establishing and maintaining social connections and economic prospects and health and well-being. The report notes that the proportion of Aboriginal and Torres Strait Islander 17–24 year olds participating in post-school education, training or employment was 36 per cent in 2018 - 19, similar to 2002. A key message in the report is that connection to culture is a key to many Aboriginal and Torres Strait Islander people's identity and strength. These cultures are a foundation on which well-being can continue to be built.</p> <p>A significant proportion of delivery of the Mumgu-dhal tyama-tiyt community, connection and pathways takes place in corrections learning environments. A case study investigated the learning experiences of Aboriginal men during their incarceration and the impacts of this learning on their aspirations. The case study of inmates involved in learning programs aimed at improving employment outcomes concluded that incarceration was experienced as a period of valued learning with the opportunity for reflection and interaction.</p> <p>The Victorian Department of Justice and Community Safety has included the Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways on its list of courses for delivery to indigenous learners in Corrections facilities and providers are contractually obligated to offer the course.</p> <p>The Department is reviewing its Service and Delivery model with a view to using the courses more effectively and strategically as a pathway for indigenous learners. The courses support the Victorian Aboriginal Justice Agreement: Burra Lotjpa Dunguludja which is a partnership between the</p>
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Victorian government and Aboriginal community to improve justice outcomes for Aboriginal people in Victoria.

The Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways support these policies and directions by providing an opportunity for Aboriginal and/or Torres Strait Islander learners to develop or strengthen community connections and culture, develop their vocational and/or study skills to support transitions into employment, and/or further training or study.

The following table details total Victorian enrolments in the Certificates from 2018 to May 2022. Note that complete data for 2022\* was not available at the time of reaccreditation. (Source: Victorian Department of Education and Training)

Enrolment data below indicates fluctuating demand but significant enrolments to indicate continuing demand.

		2018	2019	2020	2021	2022
22447VIC	Certificate I in Mumgu-dhal tyama-tiyt	63	468	168	92	81*
22448VIC	Certificate II in Mumgu-dhal tyama-tiyt	296	627	510	295	252*
22449VIC	Certificate III in Mumgu-dhal tyama-tiyt	0	5	7	3	1*

The majority of enrolments and delivery of the Mumgu-dhal tyama-tiyt community, connection and pathways certificates takes place at the Certificate I and II level. Substantial delivery occurs through correction centres in Victoria delivered predominantly by contracted RTO's. There is also limited delivery outside the corrections sector with Certificates II and III being offered. The Department of Justice has advised there will be a focus on growing the enrolment numbers for the Certificate III in Correction settings moving forward.

These courses are for learners from an Aboriginal and/or Torres Strait Islander background who seek to develop, strengthen or enrich their connections with their heritage, story, community and culture while seeking to re-engage with learning as a pathway to entering or re-entering formal education, employment or community participation activities.

The target group for the Certificate I in Mumgu-dhal Tyama-Tiyt community, connection and pathways course includes:

- young Aboriginal and/or Torres Strait Islander learners who may be early school leavers, have had negative experiences with education and are seeking to



	<p>strengthen their links to their Aboriginal and/or Torres Strait Islander identity, story and community and re-engage with learning in a culturally supported environment</p> <ul style="list-style-type: none"> <li>• mature aged Aboriginal and/or Torres Strait Islander learners who are seeking to strengthen their links to their Aboriginal and/or Torres Strait Islander identity, story and community and re-engage with learning in a culturally supported environment</li> <li>• learners who wish to engage in formal education as a pathway to future studies and/or employment opportunities.</li> </ul> <p>The target group for the Certificate II in Mumgu-dhal Tyama-Tiyt community, connection and pathways course includes:</p> <ul style="list-style-type: none"> <li>• young Aboriginal and/or Torres Strait Islander learners who may have completed their secondary education and are seeking to strengthen their links to their Aboriginal and/or Torres Strait Islander identity and community and to access employment or vocational pathways in a culturally supported environment</li> <li>• mature aged Aboriginal and/or Torres Strait Islander learners seeking to strengthen their links to their Aboriginal and/or Torres Strait Islander identity and community and to access employment or vocational pathways in a culturally supported environment.</li> </ul> <p>The target group for the Certificate III in Mumgu-dhal Tyama-Tiyt community, connection and pathways course includes:</p> <p>Aboriginal and/or Torres Strait Islander learners who want to strengthen their knowledge of Aboriginal and/or Torres Strait Islander culture, history and contemporary influence, develop leadership skills in their community and access further study career options</p> <p>These courses:</p> <ul style="list-style-type: none"> <li>• do not duplicate, by title or coverage, the outcomes of an endorsed training package qualification or skill set</li> <li>• are not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set</li> <li>• do 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</li> <li>• do not comprise units that duplicate units of competency of a training package qualification.</li> </ul> <p>The course development was guided by a Project Steering Committee comprising:</p> <p>Neville Atkinson      Victorian Aboriginal Education (Chair)                      Association Inc (VAEAI)</p>
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	<p>Deborah Westfield      Department of Justice and Community Safety (Corrections Victoria)</p> <p>Lincoln Krutulis      Bendigo Kangan TAFE – Corrections</p> <p>Tracey Solomon      Koorie unit - TAFE Gippsland</p> <p>Simon Fewings      Group of management: Mildura Community House (ACFE Provider)</p> <p>                                 Vice Chair, Mildura Local Aboriginal Education Consultative Group (LAECG)</p> <p>Lockie Russell      Koorie Liason Officer: TAFE Gippsland</p> <p>A Skills and Knowledge Profile was developed to guide the outcomes of the qualifications following consultation, feedback and validation from PSC members.</p>
<p><i>3.2 Review for re- accreditation</i></p>	<p>Standards 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses</p> <p>A mid cycle review was conducted by the General Studies &amp; Further Education Curriculum Maintenance Manager in 2020 to monitor the implementation of the qualifications and identify any required modifications. Enrolment data was reviewed and training providers surveyed via a questionnaire. Training providers considered the course structures provided the flexibility to enable a range of outcomes to meet student needs. The courses enable students to engage with culturally relevant training supporting them to pathway to qualifications at higher levels and work towards meaningful employment outcomes. Providers also noted an increasing confidence with culture and participation in community.</p> <p>The course 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways supersedes and is equivalent to 22447VIC Certificate I in Mumgu-dhal tyama-tiyt</p> <p>The course 22605VIC Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways supersedes and is equivalent to 22448VIC Certificate II in Mumgu-dhal tyama-tiyt</p> <p>The course 22606VIC Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways supersedes and is not equivalent to 22449VIC Certificate III in Mumgu-dhal tyama-tiyt.</p> <p>The following table identifies the relationship between the current and previous units.</p>

Units from 22604VIC,22605VIC, 22606VIC Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways		Units from 22447VIC,22448VIC, 22449VIC Certificates in Mumgu-dhal tyama-tiyt		Relationship
VU23227	Develop a personal learning plan	VU22090	Develop a personal learning plan	Not equivalent Element 5 deleted
VU23228	Work with Aboriginal and/or Torres Strait Islander community members	VU22091	Work with Aboriginal and/or Torres Strait Islander community members	Equivalent
VU23229	Apply personal well-being strategies	VU22092	Apply personal health and well-being strategies	Not equivalent New title Additional information included related to Aboriginal and/or Torres Strait Islander concept of well-being
VU23230	Develop study skills	VU22093	Develop study skills	Equivalent
VU23231	Explore your story	VU22094	Explore your story	Equivalent
VU23232	Profile an Aboriginal and/or Torres Strait Islander person or community organisation	VU22095	Profile an Aboriginal and/or Torres Strait Islander person or community member	Equivalent
VU23233	Participate in Aboriginal and/or Torres Strait Islander events of significance	VU22096	Participate in Aboriginal and/or Torres Strait Islander events of significance	Equivalent
VU23234	Read and write simple information	VU22097	Read and write simple information	Equivalent
VU23235	Recognise and use basic mathematical symbols and processes	VU22098	Recognise and use basic mathematical symbols and processes	Equivalent

Units from 22604VIC,22605VIC, 22606VIC Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways		Units from 22447VIC,22448VIC, 22449VIC Certificates in Mumgu-dhal tyama-tiyt		Relationship
VU23236	Recognise and interpret safety signs and symbols	VU22099	Recognise and interpret safety signs and symbols	Equivalent
VU23237	Investigate language acquisition	VU22100	Investigate language acquisition	Equivalent
VU23238	Use basic measuring and calculating skills	VU22101	Use basic measuring and calculating skills	Equivalent
VU23239	Complete a basic community project with support	VU22102	Complete a basic community project with support	Equivalent
VU23240	Participate in a practical placement with support	VU22103	Participate in a practical placement with support	Equivalent
VU23241	Prepare simple budgets	VU22104	Prepare simple budgets	Equivalent
VU23242	Use everyday data from the news	VU22105	Use everyday data from the news	Equivalent
VU23243	Use recipes to prepare food	VU22106	Use recipes to prepare food	Equivalent
VU23244	Calculate and communicate sports scores	VU22107	Calculate and communicate sports scores	Equivalent
VU23245	Read and communicate information from newspapers	VU22108	Read and communicate information from newspapers	Equivalent
VU23246	Complete forms	VU22109	Complete forms	Equivalent
VU23247	Develop a learning pathway	VU22110	Develop a learning pathway	Equivalent
VU23248	Work with Aboriginal and/or Torres Strait Islander community members to	VU22111	Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills	Equivalent

Units from 22604VIC,22605VIC, 22606VIC Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways		Units from 22447VIC,22448VIC, 22449VIC Certificates in Mumgu-dhal tyama-tiyt		Relationship
	develop mentoring skills			
VU23251	Support others to complete a small scale community project	VU22112	Support others to complete a small scale community project	Equivalent
VU23250	Investigate the influence of Aboriginal and/or Torres Strait Islander history	VU22113	Investigate the influence of Aboriginal and/or Torres Strait Islander history	Equivalent
VU23253	Investigate and present on features of Aboriginal and/or Torres Strait Islander culture	VU22114	Investigate and present on features of Aboriginal and/or Torres Strait Islander culture	Equivalent
VU23254	Participate in a representative organisation	VU22115	Participate in a representative organisation	Equivalent
VU23255	Develop written job application skills	VU22116	Develop written job application skills	Equivalent
VU23256	Develop interview skills	VU22117	Develop job interview skills	Equivalent Title changed to generic application of interview skills
VU23257	Take part in a practical placement	VU22118	Take part in a practical placement	Equivalent
VU23259	Plan for career and learning	VU22119	Plan for career and learning	Equivalent
VU23260	Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community	VU22120	Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community	Equivalent
VU23261	Investigate Aboriginal and /or Torres Strait islander	VU22121	Investigate government structures and	Not equivalent Unit re-titled to Investigate Aboriginal and

Units from 22604VIC,22605VIC, 22606VIC Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways		Units from 22447VIC,22448VIC, 22449VIC Certificates in Mumgu-dhal tyama-tiyt		Relationship
	participation in government decision-making		decision-making processes	/or Torres Strait islander participation in government decision-making. Element 4 re-focused on advocacy
VU23262	Respond to an advertised job	VU22122	Respond to an advertised job	Equivalent
VU23258	Apply further study skills			New unit
VU23096	Communicate verbally in a further study context	VU21866	Communicate verbally in a further study context	Equivalent
VU23095	Prepare for tertiary reading and writing	VU21865	Prepare for tertiary reading and writing	Not equivalent
VU23094	Research study options and plan education pathway	VU21864	Set study goals and plan education pathway	Not equivalent
VU22787	Prepare for employment	VU21664	Prepare for employment	Equivalent
VU22424	Investigate and use simple mathematical formulae and problem solving techniques	VU21365	Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts	Equivalent
VU22423	Investigate numerical and statistical information	VU21364	Investigate numerical and statistical information in a range of contexts	Equivalent
VU22422	Investigate and interpret shapes and measurements and related formulae	VU21363	Investigate and interpret shapes and measurements and related formulae in a range of context	Equivalent

Units from 22604VIC,22605VIC, 22606VIC Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways		Units from 22447VIC,22448VIC, 22449VIC Certificates in Mumgu-dhal tyama-tiyt		Relationship
VU22419	Create a range of complex texts for learning purposes	VU21360	Create a range of complex texts for learning purposes	Equivalent
VU22414	Engage with a range of complex texts for learning purposes	VU21356	Engage with a range of complex texts for learning purposes	Equivalent
VU22410	Investigate driving and owning a car	VU21351	Investigate driving and owning a car	Equivalent
TLILIC2014	Licence to drive a light rigid vehicle	TLILIC2014	Licence to drive a light rigid vehicle	No Change
TLILIC0003	Licence to operate a forklift truck	TLILIC0003	Licence to operate a forklift truck	No Change
TLIL0007	Complete workplace induction procedures	TLIL1001	Complete workplace orientation/induction procedures	Equivalent
TLIE0009	Carry out basic workplace calculations	TLIE1005	Carry out basic workplace calculations	Equivalent
TAEDDES401	Design and develop learning programs	TAEDDES401	Design and develop learning programs	No Change
TAEDEL402	Plan, organise and facilitate learning in the workplace	TAEDEL402	Plan, organise and facilitate learning in the workplace	No Change
TAEDEL301	Provide work skill instruction	TAEDEL301	Provide work skill instruction	No Change
SITXFSA005	Use hygienic practices for food safety	SITXFSA001	Use hygienic practices for food safety	Equivalent
SITTGDE019	Research and share information on Australian Indigenous cultures	SITTGDE007	Research and share general information on Australian Indigenous cultures	Equivalent

Units from 22604VIC,22605VIC, 22606VIC Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways		Units from 22447VIC,22448VIC, 22449VIC Certificates in Mumgu-dhal tyama-tiyt		Relationship
SITHIND006	Source and use information on the hospitality industry	SITHIND002	Source and use information on the hospitality industry	Equivalent
SIRXIND001	Work effectively in a service environment	SIRXIND001	Work effectively in a service environment	No Change
SHBXIND005	Communicate as part of a salon team	SHBXIND002	Communicate as part of a salon team	Equivalent
SHBXIND003	Comply with organisational requirements within a personal services environment	SHBXIND001	Comply with organisational requirements within a personal services environment	Not equivalent
SHBXCCS009	Greet and prepare clients for salon services	SHBXCCS003	Greet and prepare clients for salon services	Equivalent
SHBXCCS008	Provide salon services to clients	SHBXCCS002	Provide salon services to clients	Not equivalent
SHBBCCS005	Advise on beauty products and services	SHBBCCS001	Advise on beauty products and services	Not equivalent
PSPGEN123	Provide workplace mentoring	PSPGEN035	Provide workplace mentoring	Not equivalent
PSPGEN096	Use workplace communication strategies	PSPGEN019	Use workplace communication strategies	Not equivalent
MSMSUP102	Communicate in the workplace	MSMSUP102	Communicate in the workplace	No Change
MSMPCI101	Adapt to work in industry	MSMPCI101	Adapt to work in industry	No Change
ICTWEB306	Develop web presence using social media	ICTWEB201	Use social media tools for collaboration and engagement	Not equivalent

Units from 22604VIC,22605VIC, 22606VIC Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways		Units from 22447VIC,22448VIC, 22449VIC Certificates in Mumgu-dhal tyama-tiyt		Relationship
ICTICT312	Use advanced features of computer applications	ICTICT308	Use advanced features of computer applications	Equivalent
ICTICT214	Operate application software packages	ICTICT203	Operate application software packages	Equivalent
ICTICT213	Use computer operating systems and hardware	ICTICT201	Use computer operating systems and hardware	Equivalent
ICPSUP2810	Use computer systems in the printing and graphic arts sectors	ICPSUP281	Use computer systems	Equivalent
HLTAID011	Provide first aid	HLTAID003	Provide first aid	Not equivalent
CUARES202	Source and use information relevant to own arts practice	CUARES202	Source and use information relevant to own arts practice	No Change
CUAATS111	Develop understanding of own Aboriginal and/or Torres Strait Islander identity	CUAATS101	Develop understanding of own Aboriginal or Torres Strait Islander identity	Equivalent
CPPREP4204	Establish commercial property lease	CPPDSM4041 A	Contribute to development of a tenancy mix strategy	Not equivalent
CPCWHS1001	Prepare to work safely in the construction industry	CPCCWHS1001	Prepare to work safely in the construction industry	Equivalent
CPCCOM1012	Work effectively and sustainably in the construction industry	CPCCCM1012A	Work effectively and sustainably in the construction industry	Equivalent
CHCEDS039	Work effectively as an Aboriginal and/or Torres Strait	CHCEDS010	Work effectively as an Aboriginal or Torres Strait	Not equivalent



Units from 22604VIC,22605VIC, 22606VIC Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways		Units from 22447VIC,22448VIC, 22449VIC Certificates in Mumgu-dhal tyama-tiyt		Relationship
	Islander education worker		Islander education worker	
CHCEDS034	Contribute to the planning and implementation of educational programs	CHCEDS002	Assist in implementation of planned educational programs	Not equivalent
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	No Change
CHCDIV001	Work with diverse people	CHCDIV001	Work with diverse people	No Change
CHCDIS007	Facilitate the empowerment of people with disability	CHCDIS007	Facilitate the empowerment of people with disability	No Change
CHCCOM005	Communicate and work in health or community services	CHCCOM005	Communicate and work in health or community services	No Change
CHCCDE004	Implement participation and engagement strategies	CHCCDE004	Implement participation and engagement strategies	No Change
CHCAGE001	Facilitate the empowerment of older people	CHCAGE001	Facilitate the empowerment of older people	No Change
BSBWHS211	Contribute to health and safety of self and others	BSBWHS201	Contribute to health and safety of self and others	Equivalent
BSBTEC201	Use business software applications	BSBITU201	Produce simple word processed documents	Equivalent - supersedes 2 units
		BSBITU202	Create and use spreadsheets	

Units from 22604VIC,22605VIC, 22606VIC Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways		Units from 22447VIC,22448VIC, 22449VIC Certificates in Mumgu-dhal tyama-tiyt		Relationship
BSBTEC101	Operate digital devices	BSBITU101	Operate a personal computer	Not equivalent -supersedes 2 units
		BSBITU102	Develop keyboard skills	
BSBPEF301	Organise personal work priorities	BSBWOR301	Organise personal work priorities and development	Equivalent
BSBOPS201	Work effectively in business environments	BSBIND201	Work effectively in a business environment	Equivalent
		BSBATSIM412	Implement a businesslike approach	Deleted –unit superseded and replacement unit not appropriate.
AHCWHS101	Work safely	AHCWHS101	Work safely	No Change
		PSPGEN017	Work in and with small, regional and remote organisations	Deleted
		ICTICT108	Use digital literacy skills to access the internet	Deleted
		ICTICT103	Use, communicate and search securely on the internet	Deleted
		VU21881	Apply essential further study skills	Deleted
VU22362	Engage with simple texts for employment purposes			Newly imported
VU22363	Engage with simple texts to participate in the community			Newly imported

Units from 22604VIC,22605VIC, 22606VIC Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways		Units from 22447VIC,22448VIC, 22449VIC Certificates in Mumgu-dhal tyama-tiyt		Relationship
VU22367	Create simple texts for employment purposes			Newly imported
VU22368	Create simple texts to participate in the community			Newly imported
CUAPPR211	Make simple creative work			Newly imported
CUAACD101	Use basic drawing techniques			Newly imported
CUAPAI211	Develop painting skills			Newly imported
CUAACD201	Develop drawing skills to communicate ideas			Newly imported
CUAATS312	Produce work that expresses own Aboriginal and/or Torres Strait Islander identity			Newly imported
AHCILM306	Follow Aboriginal cultural protocols			Newly imported
AHCILM302	Provide appropriate information on cultural knowledge			Newly imported
AHCILM308	Identify traditional customs and land rights for an Indigenous Community			Newly imported
CUAIND212.	Develop and apply knowledge of information and cultural services organisations			Newly imported

## 4. Course outcomes

### 4.1 Qualification level

#### Standard 5.5 for Accredited Courses

The outcomes of the 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways meet AQF level 1 criteria through the:

- development of knowledge of information sources on issues relevant to the learner as an Aboriginal and/or Torres Strait Islander community member, basic reading and writing strategies, simple mathematical skills and personal management strategies
- development of skills to read and write simple personally relevant documents and engage in community activities
- application of knowledge and skills in highly structured contexts within supported known environments for example, to develop a personal learning plan and participate in Aboriginal and/or Torres Strait Islander community events as part of a team or workgroup.

The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and learning activities such as:

- structured training activities to develop reading and writing strategies and mathematical knowledge and skills to access information and build the skills to participate more effectively in activities relevant to the learner
- participation in community events under the guidance of a mentor
- development of a learning plan over time.

The outcomes of the 22605VIC Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways meet AQF level 2 criteria through the:

- development of knowledge of Aboriginal and/or Torres Strait Islander history and culture and its influence on current events and attitudes, education and training options to support identified learning goals and occupational health and safety procedures
- development of skills to work with Aboriginal and/or Torres Strait Islander communities to develop as a mentor, contribute to community activities and plan for own further education and training to support personal goals
- application of knowledge and skills in supported contexts within the known environment of the local Aboriginal and/or Torres Strait Islander community.

The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and learning activities such as:

	<ul style="list-style-type: none"> <li>structured training activities to develop knowledge of Aboriginal and/or Torres Strait Islander history and culture, WHS / OHS procedures, basic research skills and language, literacy and numeracy skills</li> <li>contributing to Aboriginal and/or Torres Strait Islander events and developing mentoring skills over time through working with Aboriginal and/or Torres Strait Islander community members.</li> </ul> <p>The outcomes of the 22606VIC Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways meet AQF level 3 criteria through the:</p> <ul style="list-style-type: none"> <li>development of knowledge of Aboriginal and/or Torres Strait Islander culture, leadership and career options and planning strategies</li> <li>development of skills to support career planning and community leadership, including language, literacy and numeracy skills and personal management capabilities</li> <li>application of knowledge and skills in semi autonomous contexts, for example when planning and evaluating own career and learning pathway and developing leadership skills in community settings.</li> </ul> <p>The volume of learning for this qualification is typically between 1 and 2 years and incorporates structured training delivery and learning activities such as:</p> <ul style="list-style-type: none"> <li>structured training delivery to develop language, literacy and numeracy skills that support the learner's preferred learning goals and pathways, evaluate career and learning options and develop knowledge of leaderships styles and strategies appropriate to the Aboriginal and/or Torres Strait Islander community</li> <li>participating in Aboriginal and/or Torres Strait Islander events</li> <li>investigating Aboriginal and/or Torres Strait Islander culture</li> <li>developing leadership skills over time with the support of community members</li> <li>implementing a personal learning plan over sufficient time to enable the plan to be monitored and evaluated.</li> </ul>
<p><i>4.2 Foundation skills</i></p>	<p>Standard 5.6 AQTF 2021 Standards for Accredited Courses</p> <p>A summary of the foundation skills to be achieved in the courses can be found in Appendix A.</p> <p>Foundation skills applicable to each course are detailed in each unit of competency as appropriate.</p>
<p><i>4.3 Recognition given to the course</i></p>	<p>Standard 5.7 AQTF 2021 Standards for Accredited Courses</p> <p>Not Applicable</p>

4.4 Licensing/regulatory requirements	Standard 5.7 AQTF 2021 Standards for Accredited Courses Not Applicable
<b>5. Course rules</b>	
Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited courses	
<p><b>5.1 Course structure</b></p> <p>To be eligible for the award of 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways, learners must successfully complete a total of 18 units comprising:</p> <ul style="list-style-type: none"> <li>• 11 core units</li> <li>• 7 elective units</li> </ul> <p>Elective units may be selected from:</p> <ul style="list-style-type: none"> <li>• the listed electives</li> <li>• this or any other accredited course or endorsed training package</li> </ul> <p>The selection of elective units should be guided by the vocational, educational and/or personal development needs of learners and support the AQF level of the qualification.</p> <p>A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.</p>	

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
<b>Core units</b>				
VU23227	120105	Develop a personal learning plan	Nil	35
VU23228	120505	Work with Aboriginal and/or Torres Strait Islander community members	Nil	35
VU23229	120303	Apply personal well-being strategies	Nil	10
VU23230	120105	Develop study skills	Nil	10
VU23231	090311	Explore your story	Nil	35
VU23232	090311	Profile an Aboriginal and/or Torres Strait Islander person or community organisation	Nil	20
VU23233	090311	Participate in Aboriginal and/or Torres Strait Islander events of significance	Nil	20

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
VU23234	120103	Read and write simple information	Nil	25
VU23235	120103	Recognise and use basic mathematical symbols and processes	Nil	20
VU23236	120103	Recognise and interpret safety signs and symbols	Nil	10
VU23237	090311	Investigate language acquisition	Nil	30
<b>Elective units</b>				
VU23238	120105	Use basic measuring and calculating skills	Nil	15
VU23239	120505	Complete a basic community project with support	Nil	60
VU23240	120303	Participate in a practical placement with support	Nil	40
VU23241	120105	Prepare simple budgets	Nil	10
VU23242	120103	Use everyday data from the news	Nil	10
VU23243	120103	Use recipes to prepare food	Nil	10
VU23244	120103	Calculate and communicate sports scores	Nil	10
VU23245	120103	Read and communicate information from newspapers	Nil	20
VU23246	120103	Complete forms	Nil	20
VU22787	120103	Prepare for employment	Nil	30
VU22410	090311	Investigate driving and owning a car	Nil	20
BSBTEC101	080905	Operate digital devices	Nil	20
BSBWHS211	061301	Contribute to health and safety of self and others	Nil	20

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
CPCWHS1001	061301	Prepare to work safely in the construction industry	Nil	6
CPCCOM1012	120505	Work effectively and sustainably in the construction industry	Nil	20
HLTAID011	069907	Provide first aid	Nil	18
ICTWEB306	080905	Develop web presence using social media	Nil	20
MSMSUP102	080905	Communicate in the workplace	Nil	20
TLIE0009	010101	Carry out basic workplace calculations	Nil	20
TLILIC0003	030717	Licence to operate a forklift truck	Nil	40
<b>Total nominal hours</b>				<b>331-480</b>



To be eligible for the award of 22605VIC Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways, learners must successfully complete a total of 13 units comprising:

- 8 core units
- 5 elective units

Elective units may be selected from:

- the listed electives
- this or any other accredited course or endorsed training package

The selection of elective units should be guided by the vocational, educational and/or personal development needs of learners and support the AQF level of the qualification.

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
<b>Core units</b>				
VU23230	120105	Develop study skills	Nil	10
VU23247	090311	Develop a learning pathway	Nil	15
VU23248	120505	Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills	Nil	25
VU23251	120505	Support others to complete a small scale community project	Nil	70
VU23250	090311	Investigate the influence of Aboriginal and/or Torres Strait Islander history	Nil	60
VU23253	090311	Investigate and present on features of Aboriginal and/or Torres Strait Islander culture	Nil	20
VU23237	090311	Investigate language acquisition	Nil	30
BSBWHS211	061301	Contribute to health and safety of self and others	Nil	20
<b>Elective units</b>				
VU23233	090311	Participate in Aboriginal and/or Torres Strait Islander events of significance	Nil	20
VU23231	090311	Explore your story	Nil	35

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
VU23254	120301	Participate in a representative organisation	Nil	20
VU23255	120503	Develop written job application skills	Nil	20
VU23256	120503	Develop interview skills	Nil	20
VU23257	120505	Take part in a practical placement	Nil	40
VU22787	120599	Prepare for employment	Nil	30
AHCWHS101	061301	Work safely	Nil	10
BSBOPS201	120505	Work effectively in business environments	Nil	30
BSBTEC201	080905	Use business software applications	Nil	60
CHCAGE001	090507	Facilitate the empowerment of older people	Nil	50
CHCDIS007	090509	Facilitate the empowerment of people with disability	Nil	100
CPCWHS1001	061301	Prepare to work safely in the construction industry	Nil	6
HLTAID011	069907	Provide first aid	Nil	18
ICPSUP2810	080905	Use computer systems in the printing and graphic arts sectors	Nil	30
ICTWEB306	080905	Develop web presence using social media	Nil	20
MSMPCI101	120599	Adapt to work in industry	Nil	30
SIRXIND001	120505	Work effectively in a service environment	Nil	45
TLIE0009	010101	Carry out basic workplace calculations	Nil	20
TLIL007	080303	Complete workplace induction procedures	Nil	30
TLILIC0003	030717	Licence to operate a forklift truck	Nil	40

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
TLILIC2014	030515	Licence to drive a light rigid vehicle	Nil	40
SITXFSA005	110111	Use hygienic practices for food safety	Nil	15
CUARES202	080305	Source and use information relevant to own arts practice	Nil	30
SITHIND006	120505	Source and use information on the hospitality industry	Nil	25
SHBXIND003	120505	Comply with organisational requirements within a personal services environment	Nil	45
SHBXIND005	120505	Communicate as part of a salon team	Nil	30
VU22362	120103	Engage with simple texts for employment purposes	Nil	25
VU22363	120103	Engage with simple texts to participate in the community	Nil	25
VU22367	120103	Create simple texts for employment purposes	Nil	25
VU22368	120103	Create simple texts to participate in the community	Nil	25
CUAPPR211	100399	Make simple creative work	Nil	40
CUAACD101	100301	Use basic drawing techniques	Nil	50
<b>Total nominal hours</b>				<b>319-555</b>

To be eligible for the award of 22606VIC Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways, learners must successfully complete a total of 16 units comprising:

- 7 core units
- 9 elective units

Elective units may be selected from:

- the listed electives
- this or any other accredited course or endorsed training package

The selection of elective units should be guided by the vocational, educational and/or personal development needs of learners and support the AQF level of the qualification.

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
<b>Core units</b>				
VU23258	120105	Apply further study skills	Nil	90
VU23233	120501	Participate in Aboriginal and/or Torres Strait Islander events of significance	Nil	20
VU23259	120505	Plan for career and learning	Nil	60
VU23260	120505	Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community	Nil	25
VU23261	090311	Investigate Aboriginal and /or Torres Strait islander participation in government decision-making	Nil	15
VU23237	090311	Investigate language acquisition	Nil	30
BSBWHS211	061301	Contribute to health and safety of self and others	Nil	20
<b>Elective units</b>				
<b>General</b>				
VU23231	090311	Explore your story	Nil	35
VU23262	120503	Respond to an advertised job	Nil	20
HLTAID011	069907	Provide first aid	Nil	18

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
BSBPEF301	080901	Organise personal work priorities	Nil	30
CPPREP4204	080503	Establish commercial property lease	Nil	30
<b>Education Support Orientation</b>				
CHCDIV002	090311	Promote Aboriginal and/or Torres Strait Islander cultural safety	Nil	25
CHCEDS039	090503	Work effectively as an Aboriginal and/or Torres Strait Islander education worker	Nil	40
CHCEDS034	090503	Contribute to the planning and implementation of educational programs	Nil	70
CHCECE054	090311	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	Nil	55
<b>Education and Training Orientation</b>				
TAEDEL301	070109	Provide work skill instruction	Nil	40
TAEDEL402	070109	Plan, organise and facilitate learning in the workplace	Nil	25
TAEDS401	070109	Design and develop learning programs	Nil	50
<b>Further Study Orientation</b>				
VU23096	120199	Communicate verbally in a further study context	Nil	40
VU23095	120199	Prepare for tertiary reading and writing	Nil	80
VU23094	120199	Research study options and plan education pathway	Nil	50
<b>Community Services Orientation</b>				
CHCCDE004	090599	Implement participation and engagement strategies	Nil	85

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
CHCDIV001	120505	Work with diverse people	Nil	40
CHCCOM005	120505	Communicate and work in health or community services	Nil	30
CUAIND212	120505	Develop and apply knowledge of information and cultural services organisations	Nil	45
<b>Arts Orientation</b>				
CUAPAI211	100301	Develop painting skills	Nil	50
CUAACD201	100301	Develop drawing skills to communicate ideas	Nil	60
CUAATS312	090311	Produce work that expresses own Aboriginal and/or Torres Strait Islander identity	Nil	100
<b>Information Communication Technology Orientation</b>				
ICTICT213	080905	Use computer operating systems and hardware	Nil	60
ICTICT214	080905	Operate application software packages	Nil	60
ICTICT312	080905	Use advanced features of computer applications	Nil	40
ICTWEB306	080905	Develop web presence using social media	Nil	30
<b>Community Orientation</b>				
PSPGEN096	120505	Use workplace communication strategies	Nil	35
PSPGEN123	080303	Provide workplace mentoring	Nil	45
CUAATS111	090311	Develop understanding of own Aboriginal and/or Torres Strait Islander identity	Nil	150
<b>Personal Service Orientation</b>				
SHBBCCS005	080501	Advise on beauty products and services	Nil	30

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
SHBXCCS008	110301	Provide salon services to clients	Nil	30
SHBXCCS009	120301	Greet and prepare clients for salon services	Nil	10
SHBXIND003	120505	Comply with organisational requirements within a personal services environment	Nil	45
Cultural knowledge development				
AHCILM306	090311	Follow Aboriginal cultural protocols	Nil	40
AHCILM302	090303	Provide appropriate information on cultural knowledge	Nil	60
AHCILM308	090303	Identify traditional customs and land rights for an Indigenous Community	Nil	40
SITTGDE019	090311	Research and share information on Australian Indigenous cultures	Nil	80
Literacy Development Orientation				
VU22414	120103	Engage with a range of complex texts for learning purposes	Nil	30
VU22419	120103	Create a range of complex texts for learning purposes	Nil	30
Numeracy Development Orientation				
VU22422	120103	Investigate and interpret shapes and measurements and related formulae	Nil	50
VU22423	120103	Investigate numerical and statistical information	Nil	50
VU22424	120103	Investigate and use simple mathematical formulae and problem solving techniques	Nil	50
<b>Total nominal hours</b>				<b>490-675</b>

<p><b>5.2 Entry requirements</b></p>	<p>Standard 5.11 for Accredited Courses</p> <p>There are no entry requirements for any of the Certificates in Mumgu-dhal tyama-tiyt community, connection and pathways.</p> <p>The following is a general guide to entry in relation to the language, literacy and numeracy skills of learners aligned to the Australian Core Skills Framework (ACSF). See the <a href="#">Department of Education, Skills and Employment</a> for more details.</p> <p>Learners enrolling in the Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 1 of the ACSF.</p> <p>Learners enrolling in the Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 2 of the ACSF.</p> <p>Learners enrolling in the Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 3 of the ACSF.</p> <p>Learners with language, literacy and numeracy skills at lower levels than those suggested may require additional support to successfully undertake the qualifications.</p>
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<p><b>6. Assessment</b></p>	
<p><b>6.1 Assessment strategy</b></p>	<p>Standards 5.12 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"> <li>• 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,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment</li> </ul> <p>Assessment strategies for these courses should take into consideration, wherever possible Indigenous ways of learning and should:</p>





- incorporate feedback of individual progress toward, and achievement of competencies
- address skill 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.

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

Assessment methods and tools may include:

- observation of the learner's performance
- verbal / visual / performance presentations of cultural histories and stories
- review of drafts and written evidence developed by the learner
- oral or written questioning to assess knowledge which underpins performance
- third party reports from Elders / Aboriginal and/or Torres Strait Islander community members / supervisors detailing specific performance of the learner

Evidence may include:

- interview records / checklists
- audio / visual records
- assessment records
- student portfolios

Assessment of units of competency from accredited courses and nationally endorsed training packages must

	<p>comply with the assessment requirements detailed in the source training product.</p> <p>RTOs intending to deliver the following nationally endorsed training package unit of competency must have written verification from WorkSafe prior to adding the unit to their scope of registration.</p> <ul style="list-style-type: none"> <li>• TLILIC0003 Licence to operate a forklift truck</li> </ul> <p>See the <a href="#">Worksafe</a> website for more information about the approval process.</p> <p>In Victoria, assessment of the unit TLILIC2014 Licence to drive a light rigid vehicle must be undertaken within a licensing examination conducted by, or under the authority of Vicroads. See the <a href="#">VicRoads</a> website for further information about licensing and testing requirements.</p> <p>Check local State or Territory regulatory requirements if delivering outside Victoria.</p>
<p><i>6.2 Assessor competencies</i></p>	<p>Standard 5.14 AQTF 2021 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"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Units of competency imported from training packages or accredited courses must reflect the requirements for assessors specified in that training package or accredited course</p>
<p><b>7. Delivery</b></p>	
<p><i>7.1 Delivery modes</i></p>	<p>Standards 5.12 and 5.14 for Accredited Courses</p> <p>The following units must be assessed in a real work or community placement where the learner can develop and demonstrate the practical components of the units:</p> <p>VU23240 Participate in a practical placement with support</p> <p>VU23257 Take part in a practical placement.</p> <p>All other units of competency in the courses may be delivered in a variety of modes.</p>

	<p>Delivery options, including grouping of learners and learning activities, should recognise the varying learning needs, cultural and educational backgrounds, preferred learning approaches and constraints of the individual learner and the specific requirements of each unit.</p> <p>Some areas of content may be common to more than one unit and therefore integrated delivery may be appropriate. Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate. Delivery strategies should also support indigenous ways of learning. Delivery Modes should incorporate the use of technology and embed digital literacy in resources where possible and appropriate.</p> <p>Delivery of the courses will be enhanced by the involvement of Aboriginal and/or Torres Strait Islander Community members including Elders, family members, community leaders, community peers, Koorie educators, Koorie liason officers, and Aboriginal and/or Torres Strait Islander support people, organisations and associations.</p> <p>This may be by delivery of components of the courses, co-delivery of components of the courses and involvement of community members as guest speakers and as mentors and support persons for participants in the courses. Where the involvement of Aboriginal and/or Torres Strait Islander community members is a requirement, this is stated in the relevant units.</p> <p>Wherever relevant the delivery of the courses may be within the community. This may include undertaking community and work-based projects within Aboriginal and/or Torres Strait Islander organisations and enterprises. Field trips, excursions, visits, and guest speakers are encouraged.</p>
<p><i>7.2 Resources</i></p>	<p>Standard 5.14 AQTF 2021 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"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Where the involvement of Aboriginal and/or Torres Strait Islander community members is required to support</p>



	<p>delivery and assessment of particular units, this is clearly identified in the relevant unit. This requirement is based on outcomes that can only be developed and assessed through Aboriginal and/or Torres Strait Islander community involvement.</p> <p>Physical resources for these courses include access to:</p> <ul style="list-style-type: none"> <li>• Aboriginal and/or Torres Strait Islander community events</li> <li>• Aboriginal and / or Torres Strait Islander community organisations and / or groups</li> <li>• sources of a range of information</li> <li>• computer hardware and software where relevant.</li> </ul> <p>Units of competency imported from accredited course or endorsed training packages must reflect the requirements for trainers specified in the accredited course or endorsed training package.</p>
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## 8. Pathways and articulation

	<p><b>Standard 5.10 for Accredited Courses</b></p> <p>The Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways provides a pathway into the Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways for those learners who wish to further develop their skills and knowledge to support engagement with employment, vocational or community participation. The elective unit HLTAID011 Provide first Aid, from the HLT Health Training Package provides credit into a range of vocational qualifications from nationally endorsed training packages. Learners who complete units of competency from endorsed training packages or accredited courses will be eligible for credit into other qualifications that contain those units</p> <p>The Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways provides a pathway into the Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways for those learners who wish to further develop their skills and knowledge to support engagement with employment, vocational or community participation. The core unit BSBWHS211 Contribute to health and safety of self and others, from the BSB Business Services Training Package, provides credit into vocational qualifications from a range of nationally endorsed training packages. The elective unit HLTAID011 Provide first Aid, from the HLT Health Training Package provides credit into a range of vocational qualifications from nationally endorsed training packages. Learners who complete units of competency from endorsed training packages or accredited courses will be eligible for credit into other qualifications that contain those units</p>
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	<p>The Certificate III in Mumgu-dhal tyama-tiyt community, connection and pathways provides a pathway into employment, vocational or further education pathways. The core unit BSBWHS211 Contribute to the health and safety of self and others, from the BSB Business Services Training Package, provides credit into a range of vocational qualifications from nationally endorsed training packages.</p> <p>Learners who complete units of competency from endorsed training packages or accredited courses will be eligible for credit into other qualifications that contain those units.</p>
<p><b>9. Ongoing monitoring and evaluation</b></p>	
	<p>Standard 5.15 for Accredited Courses</p> <p>The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of these courses.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the courses and will consider at a minimum:</p> <ul style="list-style-type: none"> <li>• any changes required to meet emerging or developing needs</li> <li>• changes to any units of competency from nationally endorsed training packages or accredited curricula.</li> </ul> <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of any significant changes to the courses resulting from course monitoring and evaluation processes.</p>

## Appendix A: Foundation Skills Qualification Summary

### 22604VIC Certificate I In Mumgu-dhal tyama-tiyt community, connection and pathways

The following table contains a summary of the foundation skills for this course. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this course. The foundation skills facets described here are broad industry requirements that may vary depending on qualification packaging.

Foundation Skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
Reading skills to:	<ul style="list-style-type: none"> <li>read and use information from a range of sources</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>write simple personal messages, appropriate to audience and purpose</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>discuss and share information / ideas /opinions with others</li> <li>ask questions appropriately when gathering / clarifying information</li> <li>listen to others to gain specific information</li> <li>present information to a selected group</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>convey simple mathematical information</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>identify and plan to address own learning goals with support</li> <li>identify ways that learning strategies applied in one context can be adapted to another context</li> <li>determine previous experiences impacting on learning success</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify possible barriers to participation</li> <li>identify and access sources of information</li> <li>carry out simple mathematical calculations to solve problems</li> <li>determine and apply cultural protocols when accessing information</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>present information in different forms</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>work as a member of a team to identify and complete tasks required to complete projects</li> <li>give and receive feedback, with support</li> <li>act on suggestions from others</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>collect and organise information related to own work, life and study experiences, with support</li> <li>plan activities / events with the support of others</li> </ul>

Foundation Skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
Self-management skills to:	<ul style="list-style-type: none"> <li>• identify and address own well-being issues</li> <li>• review own learning with support of others</li> <li>• monitor and review own performance, making changes when necessary</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>• use a range of media for research purposes and to present information</li> </ul>

## 22605VIC Certificate II In Mumgu-dhal tyama-tiyt community, connection and pathways

The following table contains a summary of the foundation skills for this course. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this course. The foundation skills facets described here are broad industry requirements that may vary depending on qualification packaging.

Foundation Skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
Reading skills to:	<ul style="list-style-type: none"> <li>• read and interpret information from a range of sources</li> <li>• assess the relevance of information</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• record discussions and outcomes of research</li> <li>• produce texts relevant to purpose and audience</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• discuss ideas and information with others</li> <li>• listen to instructions and act on these</li> <li>• gather information by listening to others</li> <li>• use effective questioning to gain desired information and /or clarify meaning</li> <li>• present results of research to others</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use mathematical information and concepts to communicate with others</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• clarify own learning goals</li> <li>• identify own learning strengths, and opportunities to apply them</li> <li>• identify pathways and support mechanisms</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• compare different perspectives and viewpoints</li> <li>• analyse information and determine its influence on current events and attitudes impacting on the Indigenous community</li> <li>• identify issues that may impact on own learning and possible strategies to minimise the impact of these</li> <li>• identify problems that may be a barrier to successful completion of community projects and steps to overcome these</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>• make changes to activities if required</li> <li>• adapt to changes in working arrangements, such as working with a mentor</li> <li>• suggest alternatives / changes to others</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>• seek / provide assistance from / to other team members when necessary</li> <li>• provide and act on feedback appropriately</li> <li>• contribute to the mentoring of others</li> </ul>



Foundation Skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• plan activities to meet goals and timelines</li> <li>• review and adjust plans as required</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• carry out allocated tasks according to instructions</li> <li>• prioritise tasks to meet goals</li> <li>• manage own time to complete tasks according to specific task requirements</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>• use a range of media to research information and present findings</li> </ul>

## 22606VIC Certificate III In Mumgu-dhal tyama-tiyt community, connection and pathways

The following table contains a summary of the foundation skills for this course. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this course. The foundation skills facets described here are broad industry requirements that may vary depending on qualification packaging.

Foundation Skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
Reading skills to:	<ul style="list-style-type: none"> <li>• read and interpret information from a wide range of sources</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• produce texts relevant to purpose and audience</li> <li>• record discussions and outcomes of research</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• share ideas and information with others including wider group</li> <li>• lead discussion on familiar topic</li> <li>• give / listen to instructions</li> <li>• gather information by listening to others</li> <li>• use effective questioning to gain desired information and / or clarify meaning</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use mathematical language and numeracy concepts to communicate with others</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>• assess own skills and knowledge</li> <li>• determine preferred learning approaches</li> <li>• evaluate own progress</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• determine and apply cultural protocols when accessing and using information</li> <li>• select leadership styles appropriate to the environment and community</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>• adapt to changes in working arrangements, such as working as a mentor</li> <li>• suggest alternatives and / or changes to others</li> <li>• initiate evaluation of own work, and assess suggested improvements</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>• support others in a community environment</li> <li>• seek / provide assistance from and / or to other team members when appropriate</li> <li>• provide and respond to feedback appropriately</li> <li>• identify strengths of other team members, and provide encouragement and / or opportunities to develop those strengths</li> </ul>

Foundation Skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• gather and organise information and evidence of own skills</li> <li>• plan activities to meet goals and timelines</li> <li>• evaluate whether planning has been successful and initiates changes if necessary</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• identify and analyse own behaviours</li> <li>• model positive behaviours</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>• use a range of media to research information and present findings</li> </ul>

## Section C—Units of competency

Units of competency imported from training packages

The following units of competency can be accessed from the National Register of VET (See the [National Register of VET](#) for more information)

AHCILM306 Follow Aboriginal cultural protocols  
AHCILM302 Provide appropriate information on cultural knowledge  
AHCILM308 Identify traditional customs and land rights for an Indigenous Community  
AHCWHS101 Work safely  
BSBOPS201 Work effectively in business environments  
BSBPEF301 Organise personal work priorities  
BSBTEC101 Operate digital devices  
BSBTEC201 Use business software applications  
BSBWHS211 Contribute to health and safety of self and others  
CHCAGE001 Facilitate the empowerment of older people  
CHCCDE004 Implement participation and engagement strategies  
CHCCOM005 Communicate and work in health or community services  
CHCDIS007 Facilitate the empowerment of people with disability  
CHCDIV001 Work with diverse people  
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety  
CHCEDS034 Contribute to the planning and implementation of educational programs  
CHCEDS039 Work effectively as an Aboriginal and/or Torres Strait Islander education worker  
CPCCOM1012 Work effectively and sustainably in the construction industry  
CPCWHS1001 Prepare to work safely in the construction industry  
CPPREP4204 Establish commercial property lease  
CUAACD101 Use basic drawing techniques  
CUAACD201 Develop drawing skills to communicate ideas  
CUAATS111 Develop understanding of own Aboriginal and/or Torres Strait Islander identity  
CUAATS312 Produce work that expresses own Aboriginal and/or Torres Strait Islander identity  
CUAPAI211 Develop painting skills  
CUAPPR211 Make simple creative work  
CUARES202 Source and use information relevant to own arts practice  
CUAIND212 Develop and apply knowledge of information and cultural services organisations



HLTAID011 Provide first aid  
ICPSUP2810 Use computer systems in the printing and graphic arts sectors  
ICTICT213 Use computer operating systems and hardware  
ICTICT214 Operate application software packages  
ICTICT312 Use advanced features of computer applications  
ICTWEB306 Develop web presence using social media  
MSMPCI101 Adapt to work in industry  
MSMSUP102 Communicate in the workplace  
PSPGEN096 Use workplace communication strategies  
PSPGEN123 Provide workplace mentoring  
SHBBCCS005 Advise on beauty products and services  
SHBXCCS008 Provide salon services to clients  
SHBXCCS009 Greet and prepare clients for salon services  
SHBXIND003 Comply with organisational requirements within a personal services environment  
SHBXIND005 Communicate as part of a salon team  
SIRXIND001 Work effectively in a service environment  
SITHIND006 Source and use information on the hospitality industry  
SITTGDE019 Research and share information on Australian Indigenous cultures  
SITXFSA005 Use hygienic practices for food safety  
TAEDEL301 Provide work skill instruction  
TAEDEL402 Plan, organise and facilitate learning in the workplace  
TAEDES401 Design and develop learning programs  
TLIE0009 Carry out basic workplace calculations  
TLIL0007 Complete workplace induction procedures  
TLILIC0003 Licence to operate a forklift truck  
TLILIC2014 Licence to drive a light rigid vehicle

The following imported units are from accredited courses and are contained in Section C.  
(See the DET website to access the full curriculum documents)

VU22362 Engage with simple texts for employment purposes  
VU22363 Engage with simple texts to participate in the community  
VU22367 Create simple texts for employment purposes  
VU22368 Create simple texts to participate in the community  
VU22410 Investigate driving and owning a car  
VU22414 Engage with a range of complex texts for learning purposes  
VU22419 Create a range of complex texts for learning purposes

VU22422 Investigate and interpret shapes and measurements and related formulae  
VU22423 Investigate numerical and statistical information  
VU22424 Investigate and use simple mathematical formulae and problem solving techniques  
VU22787 Prepare for employment  
VU23094 Research study options and plan education pathway  
VU23095 Prepare for tertiary reading and writing  
VU23096 Communicate verbally in a further study context

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

VU23227 Develop a personal learning plan  
VU23228 Work with Aboriginal and/or Torres Strait Islander community members  
VU23229 Apply personal well-being strategies  
VU23230 Develop study skills  
VU23231 Explore your story  
VU23232 Profile an Aboriginal and/or Torres Strait Islander person or community organisation  
VU23233 Participate in Aboriginal and/or Torres Strait Islander events of significance  
VU23234 Read and write simple information  
VU23235 Recognise and use basic mathematical symbols and processes  
VU23236 Recognise and interpret safety signs and symbols  
VU23237 Investigate language acquisition  
VU23238 Use basic measuring and calculating skills  
VU23239 Complete a basic community project with support  
VU23240 Participate in a practical placement with support  
VU23241 Prepare simple budgets  
VU23242 Use everyday data from the news  
VU23243 Use recipes to prepare food  
VU23244 Calculate and communicate sports scores  
VU23245 Read and communicate information from newspapers  
VU23246 Complete forms  
VU23247 Develop a learning pathway  
VU23248 Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills  
VU23251 Support others to complete a small scale community project  
VU23250 Investigate the influence of Aboriginal and/or Torres Strait Islander history  
VU23253 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture  
VU23254 Participate in a representative organisation



VU23255 Develop written job application skills

VU23256 Develop interview skills

VU23257 Take part in a practical placement

VU23259 Plan for career and learning

VU23260 Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community

VU23261 Investigate Aboriginal and /or Torres Strait islander participation in government decision-making

VU23262 Respond to an advertised job

VU23258 Apply further study skills



<b>UNIT CODE</b>		<b>VU23227</b>	
<b>UNIT TITLE</b>		<b>Develop a personal learning plan</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to identify personal learning pathways and develop a personal learning plan that supports the achievement of learning, employment or community participation goals.</p> <p>This unit applies to Aboriginal and Torres Strait Islander learners who are engaging with learning as a pathway to entering or re-entering formal education, employment or community participation activities</p> <p>Skill development at this level will generally require assistance from a support person.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Identify learning goals	1.1	Identify and prioritise own learning goals
		1.2	Identify current skills and knowledge
		1.3	Compare current skills and knowledge with those required to support learning goals and identify required skill development
		1.4	Identify any potential barriers that may impact on achievement of learning goals
2	Determine factors impacting on own learning	2.1	Discuss previous learning experiences with an appropriate person
		2.2	Identify preferred approaches to learning
		2.3	Gather and organise information about past work, life and study experiences
3	Identify available education support schemes	3.1	Gather information about education and training support and guidance schemes available to Aboriginal and Torres Strait Islander Peoples
		3.2	Determine suitability of different schemes in relation to own learning goals and required skill development



		3.3	Clarify eligibility for relevant schemes
4.	Develop an individual learning plan	4.1	Clarify the purposes of an individual learning plan with an appropriate person
		4.2	Identify the features of a learning plan
		4.3	Discuss and agree a plan for learning with an appropriate support person
		4.4	Identify supporting resources that can assist in meeting goals
		4.5	Complete the individual learning plan and review with an appropriate person
		4.6	Implement the learning plan
		4.7	Monitor progress and update the plan as required

### RANGE OF CONDITIONS

Learning goals may include but are not limited to gaining employment, connecting with and participating in community, undertaking further study or training, improving literacy and/or numeracy skills.

Potential barriers may include but are not limited to: lack of social support, financial constraints, time constraints, family responsibilities, access to learning opportunities, disconnect from culture and community, poor health.

Learning approaches may include but are not limited to yarning and/or story-telling, deep listening, revisiting, visualised learning experiences, use of symbols and images, self-reflection.

The learning plan may be digital and/or hard copy and can take a number of forms.

Features of a learning plan may include but are not limited to: visual and /or symbolic representation of short and long term goals and indicators of success, actions and activities to be undertaken such as a submission of an application for an education and training support and guidance scheme, monitoring arrangements and adjustments, responsibilities and timelines, issues and strategies, identifying and working with strengths.

An appropriate person may include Aboriginal and/or Torres Strait Islander Community leaders, Elders, family members, Koori educators, Koori liaison officers and Aboriginal and/or Torres Strait Islander educational support staff.

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>identify key information about available education support schemes</li> </ul>

Writing skills to:	<ul style="list-style-type: none"> <li>document a learning plan</li> </ul>		
Oral communication skills to:	<ul style="list-style-type: none"> <li>discuss learning goals, skill needs and barriers with an appropriate person and to clarify eligibility requirements of education support schemes</li> </ul>		
Numeracy skills to:	<ul style="list-style-type: none"> <li>identify and monitor and adjust timeframes for the achievement of learning goals</li> </ul>		
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify barriers to learning achievement</li> <li>determine previous experiences impacting on learning success</li> </ul>		
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan and organise relevant information to enable the development, monitoring and review of the learning plan</li> </ul>		
Self-management skills to:	<ul style="list-style-type: none"> <li>monitor and reflect on progress of learning</li> </ul>		
<b>UNIT MAPPING INFORMATION</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23227 Develop a personal learning plan	VU22090 Develop a personal learning plan	Not Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23227 Develop a personal learning plan
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• identify and organise information relevant to the learner’s own needs and goals</li> <li>• prepare, follow and monitor a learning plan based on a simple format agreed with an appropriate support person/s</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• sources of information on education and training support and guidance schemes available to Aboriginal and/or Torres Strait Islander Peoples</li> <li>• differences between short and long term learning goals</li> <li>• ways to monitor progress and indicators of success</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Evidence of performance requirements must be collected over the course of the program to enable the learner to demonstrate longitudinal evidence to support achievement of their learning goals.</p> <p>Discussion and assessment of a learning plan should respect cultural sensitivities and wherever possible, take into account Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• sources of information on education and training support and guidance schemes available to Australian Aboriginal and Torres Strait Islander Peoples</li> <li>• access to appropriate support person/s</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23228</b>	
<b>UNIT TITLE</b>		<b>Work with Aboriginal and/or Torres Strait Islander community members</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to draw on the support of significant Aboriginal and/or Torres Strait Islander community members as mentors to support the development of learning and career pathways.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners engaged in learning in a range of contexts including for employment, further education or community participation.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Participate in a mentoring program / activity with Aboriginal and/or Torres Strait Islander community members / Elders	1.1	Select a mentor through negotiation with course personnel and potential mentors
		1.2	Discuss issues relevant to education, training or matters of personal concern with mentor
		1.3	Maintain records of meetings with mentor
		1.4	Discuss and review with mentor any actions taken following discussions
2.	Monitor the mentoring arrangements	2.1	Identify opportunities to review mentoring
		2.2	Review the mentoring arrangements with support of Aboriginal and/or Torres Strait Islander community members and any other relevant personnel



**RANGE OF CONDITIONS**

Community members as mentors include Aboriginal and Torres Strait Islander Elders, family members, community leaders and/or members

Other relevant personnel to support learners and mentors include but are not limited to Koori educators, Koori liaison officers, Aboriginal and/or Torres Strait Islander educational support people and services who support Aboriginal and/or Torres Strait Islander communities

Issues relevant to education and training may include but are not limited to possible career and learning pathway options

Issues or matters of personal concern to be discussed which may impact on participation in the program may include but are not limited to: family or community responsibilities, financial concerns and personal conflicts with other course participants or teachers.

Mentoring in the learning context may include but is not limited to: clear roles, responsibilities and boundaries, clear expectations of commitment such as time, flexibility and confidentiality, cultural and social sensitivity, acceptance of individual differences, referral points for other support services

Mentoring sessions may include but are not limited to discussions, reflections, seeking assistance from other support people or services, support to develop learning plan

Records to be maintained may include but are not limited to: a written journal, audio and/or visual recordings and photographs.

**FOUNDATION SKILLS**

Skill	Description
Writing skills to:	<ul style="list-style-type: none"> <li>keep simple records of meetings with mentor</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>discuss and explore issues relevant to education, training or matters of personal concern with mentor</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>determine with the support of others, who would be most appropriate mentor</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>undertake actions as agreed with a mentor</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23228 Work with Aboriginal and/or Torres Strait Islander community members	VU22091 Work with Aboriginal and/or Torres Strait Islander community members	Equivalent



## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23228 Work with Aboriginal and/or Torres Strait Islander community members
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• negotiate and choose a mentor based on personal needs</li> <li>• actively participate in mentor sessions</li> <li>• keep a record of mentor meetings</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• the role of mentoring in the learning context</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Evidence of performance requirements must be collected throughout the program to enable the learner to demonstrate engagement with the community over time:</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• appropriate Aboriginal and/or Torres Strait Islander community members to undertake mentoring of learners</li> <li>• appropriate facilities to enable learners to meet with mentors.</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit</p>

<b>UNIT CODE</b>		<b>VU23229</b>	
<b>UNIT TITLE</b>		<b>Apply personal well-being strategies</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to explore own personal well-being and ways to support it.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to develop skills to assist in engaging in work, training or community life.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Explore own well-being	1.1	Determine the components of well-being
		1.2	Identify the importance of well-being in Aboriginal and/or Torres Strait Islander culture and community
		1.3	Identify negative influences on own well-being and that of Aboriginal and/or Torres Strait Islander communities
		1.4	Explore Aboriginal and/or Torres Strait Islander community-led initiatives that facilitate connection to culture, country and community to support well-being and safety
		1.5	Locate health agencies which support Aboriginal and/or Torres Strait Islander communities in the local area
2.	Identify activities that support well-being	2.1	Identify and access sources of information about well-being activities
		2.2	Identify physical recreational activities
		2.3	Identify activities focussing on spiritual or relaxation activities
		2.4	Identify activities focussing on cultural and/or community connections
		2.5	Select well-being activities of interest

3	Investigate strategies for maintaining and enhancing own well-being	3.1	Investigate a personally relevant well-being issue
		3.2	Identify strategies for responding to the well-being issue
		3.3	Develop a plan to apply the strategies

### RANGE OF CONDITIONS

Aboriginal and/or Torres Strait Islander communities can be in either or both rural and urban areas.

Components of well-being may include but are not limited to: connection to land, culture, community, family and kinship, physical, emotional and social health such as a balanced diet, sleep, physical activity and positive social and cultural connections

Potential barriers and negative influences on well-being may include but are not limited to disconnection with culture and/or community, past trauma, substance abuse, depression, lack of exercise, eating disorders and/or chronic stress.

Health agencies may include but are not limited to those dealing with specific health areas such as:

- women's or children's health
- men's health
- workplace and injury related issues
- mental health
- chronic disease
- infectious disease
- alcohol and drug abuse

Sources of information may include but are not limited to: local Aboriginal and Torres Strait Islander community groups or organisations who may be able to provide information or examples of activities and strategies to enhance social and emotional well-being,

Activities focusing on cultural or community connections may include but are not limited to: seeing ways of connecting with the past and tradition, finding new forms for expressing spirituality and new pathways for healing; and more traditional strategies including a balanced diet, sleep and physical activity

Strategies to respond to well-being issues may include but are not limited to: identifying opportunities to undertake recreational activities including team sports, gym-based activities, exercise programs, spiritual activities, story-telling, music or art-related activities, dedicated healing and empowerment programs or other Aboriginal and/or Torres Strait Islander community activities promoting social inclusion and connection.

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• locate and use information about well-being activities</li> </ul>



Oral communication skills to:	<ul style="list-style-type: none"> <li>discuss impact of common lifestyle related health issues and strategies with others including local health agencies</li> </ul>		
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify and propose solutions for own personal lifestyle issues</li> </ul>		
Planning and organising skills to:	<ul style="list-style-type: none"> <li>create a simple plan to apply personal health and well-being strategies</li> </ul>		
Self-management skills to:	<ul style="list-style-type: none"> <li>identify and address own personal lifestyle issues</li> </ul>		
<b>UNIT MAPPING INFORMATION</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23229 Apply personal well-being strategies	VU22092 Apply personal health and well-being strategies	Not Equivalent



## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23229 Apply personal well-being strategies
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• identify lifestyle related well-being issues and their impact on own health and well-being</li> <li>• access and use information about well-being to develop a plan for applying personal health and well-being strategies</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• common health issues influenced by lifestyle factors, such as smoking-related respiratory illnesses, type 2 diabetes, obesity</li> <li>• factors that influence and impact on health and well-being</li> <li>• role of connection to culture and community in supporting well-being of Aboriginal and/or Torres Strait Islanders communities</li> <li>• health agencies and organisations which support the well-being of Aboriginal and/or Torres Strait Islander communities in the local area</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Assessment of this unit must be culturally appropriate and must accommodate, wherever possible, variations that occur between remote, rural and urban environments and the people from these locations.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• sources of information on health and well-being issues and sources of support.</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23230</b>	
<b>UNIT TITLE</b>		<b>Develop study skills</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to establish a range of study strategies and develop study skills.</p> <p>This unit applies to learners who are seeking to engage with learning as a pathway to entering or re-entering formal education, employment or community participation activities. The unit is intended to be delivered over time to enable development, application and assessment of the outcomes.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Develop effective study strategies	1.1	Identify and analyse the key elements of an effective study environment
		1.2	Source information about effective study strategies
		1.3	Identify tools to aid study
2.	Develop note-taking skills	2.1	Use a range of techniques to highlight key information
		2.2	Use a range of note-taking techniques and methods
		2.3	Take accurate notes
3	Apply study skills	3.1	Source information on preparing for a range of study tasks
		3.2	Apply study skills and techniques to relevant study tasks

### RANGE OF CONDITIONS

Effective study strategies may include but are not limited to: time management, prioritising workloads, listening and reading techniques, record keeping, organising information

Note-taking techniques and methods may include but are not limited to: note-taking from spoken information (aural) and text references and / or highlighting, underlining, abbreviations, acronyms, paraphrasing, skimming or summarising, identifying keywords

Study tools may be electronic or not and may include but are not limited to: study diary, weekly planner, online organising tools, file management methods, journal, pens, highlighters, reference information, study tips and tricks

Study skills and techniques may be undertaken using either or a combination of digital or hard copy information

Study tasks may include but are not limited to: essay writing, report writing, verbal presentations / talks, tests and examinations and undertaken using either or a combination of digital or manual tools

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>identify key words, paraphrase and summarise written work when taking notes.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>take notes from written text or from spoken information (aural)</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>use appropriate study techniques for study tasks</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>identify and apply effective study strategies</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>manage time and prioritise tasks and information</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23230 Develop study skills	VU22093 Develop study skills	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23230 Develop Study Skills
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• use at least one tool to aid study</li> <li>• use a minimum of 2 different techniques to highlight key information to make notes</li> <li>• complete a minimum of 2 study tasks and apply a range of different study skills and/or techniques to aid effective study</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• key elements required to create an effective study environment</li> <li>• effective study strategies</li> <li>• notetaking techniques and methods</li> <li>• study tools</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Evidence of performance requirements must be collected over the course of the program to enable the learner to demonstrate their competence in developing study skills.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• allowance of sufficient time for learners to develop and apply their study skills to a range of tasks</li> <li>• sources of information on study strategies</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23231</b>	
<b>UNIT TITLE</b>		<b>Explore your story</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to investigate, collate, record and present information on the history of an Aboriginal or Torres Strait Islander clan/mob relevant to the learner.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who want to investigate the history of their relevant Aboriginal or Torres Strait Islander clan/mob and will require the support of Elders, community members or family members.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Investigate the history of own clan/mob	1.1	Identify own clan / mob with appropriate support
		1.2	Determine protocols within the Aboriginal and/or Torres Strait Islander community for seeking information related to own history
		1.3	Gather information from community members
		1.4	Investigate other sources of information
		1.5	Record information in appropriate format/s
2	Investigate the language of own mob/clan	2.1	Identify the language of own clan / mob
		2.2	Investigate the history of the language
		2.3	Identify the future of the language
3	Make a simple presentation on your story	3.1	Identify the presentation requirements
		3.2	Determine presentation format
		3.3	Develop and organise content of presentation
		3.4	Deliver a presentation using appropriate strategies
		3.5	Seek feedback from peers on own presentation

**RANGE OF CONDITIONS**

Sources of information on Aboriginal and/or Torres Strait Islander history may include but are not limited to:

- pre-colonial history
- contemporary events
- local historical events
- history of local Aboriginal and/or Torres Strait Islander community members
- historical records
- dreamtime stories
- genealogy records

Support from own clan or mob may include but is not limited to: elders, family members and other Aboriginal and/or Torres Strait Islander community members. Access for learners to own clan or mob language may be limited by areas in which the language is or was spoken, the loss or maintenance of the language may also limit investigation of the history of the language over time and availability of people who can speak the language.

Recording and presentation of information is not limited to any one medium and may include but is not limited to: oral and /or visual, notes, powerpoint slides, video clip, photographs

Presentation and information shared must take into account cultural considerations when using images. The information presented may be influenced by factual or anecdotal information from community or family members, historical records and own or community members opinions and views.

**FOUNDATION SKILLS**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• identify and interpret simple written information</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• take notes from written information or from spoken information (aural) to formulate information for presentation</li> <li>• record information gathered</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• make clear oral presentations</li> <li>• gather spoken information about own history</li> <li>• seek feedback from peers</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• determine appropriate processes for protocols for interacting with Aboriginal and/or Torres Strait Islander communities</li> <li>• apply cultural considerations related to the use of imagery</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• sequence information for a presentation</li> </ul>

**UNIT MAPPING INFORMATION**

Code and Title Current Version	Code and Title Previous Version	Comments



	VU23231 Explore your story	VU22094 Explore your story	Equivalent	
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## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23231 Explore your story
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• identify and apply appropriate protocols to seek information within the Aboriginal and/or Torres Strait Islander community</li> <li>• collect and organise information from a range of sources</li> <li>• make a presentation using the information collected</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• appropriate processes for determining protocols for interacting with Aboriginal and/or Torres Strait Islander communities</li> <li>• cultural considerations related to the use of imagery</li> <li>• oral presentation techniques</li> <li>• appropriate sources of information on Aboriginal and/or Torres Strait Islander history and language</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Evidence of performance requirements must be collected throughout the course of the program to enable the learner to:</p> <ul style="list-style-type: none"> <li>• identify and apply appropriate protocols to seek information within the Aboriginal and/or Torres Strait Islander community</li> <li>• collect and organise information from a range of sources</li> </ul> <p>Assessment must take into account cultural considerations in relation to the use of images.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• Aboriginal and/or Torres Strait Islander community members</li> <li>• sources of information on Aboriginal and/or Torres Strait Islander history</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23232</b>	
<b>UNIT TITLE</b>		<b>Profile an Aboriginal and / or Torres Strait Islander person or community organisation</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to profile an Aboriginal and/or Torres Strait Islander person of significance or a community organisation. Significant people in the Aboriginal and/or Torres Strait Islander community cover a wide range of fields, and can include those involved in politics, music, art, sport, theatre or film.</p> <p>Community organisations include community-controlled organisations.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who are engaging with learning as a pathway to entering or re-entering formal education, employment or community participation activities.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Explore information about the activities and experiences of an Aboriginal and/or Torres Strait Islander person or community organisation	1.1	Identify sources of information on Aboriginal and/or Torres Strait Islander people and community organisations
		1.2	Clarify appropriate protocols for investigating information related to the history of Aboriginal and/or Torres Strait Islander peoples
		1.3	Investigate information on significant Aboriginal and/or Torres Strait Islander people or community organisations
		1.4	Select an Aboriginal and/or Torres Strait Islander person or community organisation to profile
		1.5	Collate information for the selected Aboriginal and/or Torres Strait Islander person or community organisation, following established protocols
2	Gather and present information	2.1	Determine method of presentation
		2.2	Prepare presentation using appropriate media

		2.3	Present information to a selected group
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**RANGE OF CONDITIONS**

Sources of information may include but are not limited to: Aboriginal and/or Torres Strait Islander community members, family, libraries, cultural centres, electronic media, Local Aboriginal Land Council (LALC), Local Aboriginal Education Consultative Group (AECG) or local council.

Appropriate protocols when approaching individuals and/or organisations to obtain information may include but are not limited to making initial contact, structure of discussion with elders and other community members, seeking permissions to use information and/or images in presentation

Methods of presentation may include but are not limited to: oral, visual and/or written or digitalising a range of different mediums.

**FOUNDATION SKILLS**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>undertake an investigation on significant Aboriginal and/or Torres Strait Islander people or community organisations</li> <li>read and understand sources of information from libraries and electronic media</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>make notes from research undertaken</li> <li>document findings from investigation to develop a presentation.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>seek information from community members using appropriate protocols</li> <li>make clear oral presentations</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>determine appropriate processes for protocols for interacting with Aboriginal and/or Torres Strait Islander communities</li> <li>apply cultural considerations related to the use of imagery in presentation</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>sequence information for a presentation</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23232 Profile an Aboriginal and/or Torres Strait Islander person or community organisation	VU22095 Profile an Aboriginal and/or Torres Strait Islander person or community member	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23232 Profile an Aboriginal and/or Torres Strait Islander person or community organisation
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• locate and investigate information on Aboriginal and/or Torres Strait Islander person or community organisation according to appropriate protocols</li> <li>• organise and present information to a group</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• features and uses of a limited range of presentation methods such as, short talk, poster, digital story</li> <li>• cultural considerations related to the use of imagery</li> <li>• simple research skills, including interview techniques, to gather information related to the history of Aboriginal and/or Torres Strait Islander peoples</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Evidence of performance requirements must be collected over the course of the program to enable the learner to demonstrate their competence in this unit</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• Aboriginal and/or Torres Strait Islander community members</li> <li>• sources of information on Aboriginal and/or Torres Strait Islander history</li> <li>• appropriate media to enable the presentation of information</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23233</b>	
<b>UNIT TITLE</b>		<b>Participate in Aboriginal and/or Torres Strait Islander events of significance</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to participate in an Aboriginal and/or Torres Strait Islander event with others.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to develop their planning, organisational and team work skills and their engagement with community by working with others to</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Investigate and select current events of significance	1.1	Identify sources of information on Aboriginal and/or Torres Strait Islander events
		1.2	Investigate information on significant Aboriginal and/or Torres Strait Islander events
		1.3	Select an event in which to participate
		1.4	Identify activities appropriate to the event
2	Participate in activities	2.1	Plan activities with others
		2.2	Evaluate activities and own participation with others
		2.3	Maintain a record of participation to support personal purposes

**RANGE OF CONDITIONS**

Sources of information for appropriate events and activities may include but are not limited to Aboriginal and/or Torres Strait Islander community, including community members, elders, family members, community organisations and Aboriginal and/or Torres Strait Islander media.

Aboriginal and/or Torres Strait Islander events may include but are not limited to: NAIDOC events, cultural and one off events of significance to the local Aboriginal and/or Torres Strait Islander community, community or sporting awards, BBQ's, discussion groups and/or workshops relevant to Aboriginal and/or Torres Strait Islander people.



A learner's record of participation in events and activities may include but is not limited to: the use of a personal written journal, photographic, audio, film and /or music evidence.

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>read information on Aboriginal and/or Torres Strait Islander events</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>record own participation in activities</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>seek information on significant Aboriginal and/or Torres Strait Islander events from community members.</li> <li>discuss and plan activities with others</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>analyse event information and select an appropriate event/s</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>plan, participate in and evaluate activities with others</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan activities</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>manage time and attend events and activities as scheduled.</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23233 Participate in Aboriginal and/or Torres Strait Islander events of significance	VU22096 Participate in Aboriginal and/or Torres Strait Islander events of significance	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23233 Participate in Aboriginal and/or Torres Strait Islander events of significance
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• select an event and plan attendance</li> <li>• participate in and evaluate related activities with others</li> <li>• record participation in an appropriate format relevant to own purposes</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• cultural protocols related to participation in the selected event</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Evidence of performance requirements must be collected throughout the course of the program to provide the learner opportunity to demonstrate the ability to participate in an Aboriginal and/or Torres Strait Islander event with others and record details of participation.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• an Aboriginal and/or Torres Strait Islander event of significance</li> <li>• resources required to plan and participate in activities</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23234</b>	
<b>UNIT TITLE</b>		<b>Read and write simple information</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to read, comprehend and write simple information.</p> <p>This unit applies to those who require support to develop their comprehension and writing skills to engage with and create simple texts.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Select relevant texts	1.1	Determine personal reading purpose
		1.2	Identify and select relevant texts with assistance from a support person
2	Interpret the texts	2.1	Apply reading strategies to read texts
		2.2	Identify the main ideas and key features of the texts
		2.3	Evaluate the effectiveness of the texts
3	Write simple texts	3.1	Identify the purpose of written texts
		3.2	Select the appropriate text type
		3.3	Identify features of the text
		3.4	Plan the content and sequence of the text to complete a draft
		3.5	Review the draft with a support person for readability and accuracy
		3.6	Make any required changes to produce the final copy of the text

**RANGE OF CONDITIONS**

The selection of relevant texts may include but is not limited to: brochures, advertisements, fiction, online texts and magazines.



The range and purpose of personal reading may include but is not limited to: obtaining factual information, entertainment, knowledge development or general interest.

Support persons may include but are not limited to: teachers, teacher assistants, fellow learners and / or Aboriginal and/or Torres Strait Islander community members.

The purpose of written texts may include but is not limited to: recording messages, taking notes or writing a letter.

Evaluation of the text may include but is not limited to: the usefulness of the text in meeting its purpose or the layout of the text in supporting readability

The readability and accuracy of the written texts may include but is not limited to: layout, sentence structure, grammatical accuracy, spelling and vocabulary based on the purpose and effectiveness of the written text to meet the purpose.

**FOUNDATION SKILLS**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>identify the ideas and features of simple text</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>produce a draft and final copy of a piece of text</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>discuss with and respond to feedback from a support person on your own learning and work.</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>apply strategies to read text</li> <li>identify the purpose of written texts</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>interpret the main ideas and key features of texts and evaluate their effectiveness</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan the content and sequencing of information for different types of texts</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23234 Read and write simple information	VU22097 Read and write simple information	Equivalent



## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23234 Read and write simple information
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• select and interpret a minimum of two different text types</li> <li>• produce a minimum of two text types, each for a different purpose, including evidence of planning content and sequencing information</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• reading strategies to enable the interpretation and evaluation of simple texts including decoding and meaning making strategies.</li> <li>• basic structural convention of texts such as chronological sequencing of events and character development to enable the interpretation of texts</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Evidence of performance requirements must be collected throughout the course of the program.</p> <p>Additional time may be allocated as required for the learner to complete written tasks.</p> <p>During assessment the learner may depend on the teacher/support person or a model text. The learner may also use a personal dictionary.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• a range of texts suited to the interests of learners</li> <li>• writing materials and or electronic communication methods.</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23235</b>	
<b>UNIT TITLE</b>		<b>Recognise and use basic mathematical symbols and processes</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to recognise and use basic mathematical symbols and whole and half numbers to make basic mathematical calculations.</p> <p>This unit applies to those who require support to develop their knowledge of mathematical symbols and processes and their meaning and use</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Identify mathematical symbols	1.1	Identify the four main mathematical symbols
		1.2	Identify the mathematical function of each symbol
2	Identify different methods for making calculations	2.1	Identify the different methods for making simple calculations
		2.2	Become familiar with the conventions of making simple written calculations
		2.3	Become familiar with simple strategies for making mental calculations
		2.4	Become familiar with the location and usage of basic calculator functions
3	Use mathematical processes to make simple calculations	3.1	Identify ways in which mathematical processes are applied in everyday life
		3.2	Select the most appropriate process for the required calculation
		3.3	Apply the most appropriate method for making the calculation
		3.4	Perform simple calculations using whole and half numbers

		3.5	Use an alternative method to test the accuracy of calculations
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### RANGE OF CONDITIONS

Making simple calculations may include but is not limited to: methods undertaken mentally, on paper or with a calculator.

Simple strategies for making mental calculations may include but are not limited to: reordering numbers in a calculation, counting in tens, portioning and recombining whole numbers.

The ways of applying mathematical processes in a learner's everyday life may include but are not limited to:

- monies tendered for goods and expected change
- total cost for purchase of multiple items at same cost per item
- total cost for purchase of multiple items at different cost per item
- number of people attending a meal and amount of food required
- cost and amount of fabric required to complete a garment
- travel distance and estimated time taken
- dividing the number of cakes by the number of guests to calculate how many cakes each person can have

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• read simple mathematical vocabulary</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use mathematical processes to make simple calculations</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• select the most appropriate process for the required calculation</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• select the mathematical process appropriate for each different basic calculation and to test the accuracy of results</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>• use a calculator</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23235 Recognise and use basic mathematical symbols and processes	VU22098 Recognise and use basic mathematical symbols and processes	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	VU23235 Recognise and use basic mathematical symbols and processes
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• recognise and apply basic mathematical symbols and processes to make simple calculations related to the learner’s everyday life</li> <li>• use mental, written and/or electronic methods to make basic calculations and test their accuracy</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• the function of the four mathematical symbols: addition, subtraction, multiplication and division</li> <li>• simple mathematical vocabulary such as addition / plus; subtraction / minus; multiplication / times</li> <li>• the link between addition and subtraction</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Evidence of performance requirements must be collected throughout the course of the program and be based on meaningful and realistic mathematical processes for the learner.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• calculators</li> <li>• calculations that relate to the everyday life of the learner</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23236</b>	
<b>UNIT TITLE</b>		<b>Recognise and interpret safety signs and symbols</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to recognise and interpret safety signs and symbols commonly found in workplace and community settings.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to develop their basic knowledge of safety signage to prepare for work or community participation.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Identify features of common safety signs and symbols	1.1	Identify common safety signs and symbols
		1.2	Identify the purpose of common safety signs and symbols
		1.3	Identify features of common safety signs and symbols
2.	Recognise common safety signs and symbols	2.1	Use navigation skills to recognise the type of signs and symbols
		2.2	Use reading strategies to interpret common safety signs and symbols
		2.3	Confirm understanding with others

### RANGE OF CONDITIONS

Safety signs and symbols and may include but are not limited to: warning signs, no smoking, no entry, hazardous substances.

Range of the type of signs may include but are not limited to: different shapes, colours texts and other visuals. The range of signs should also include signs and symbols used for different purposes which may include but are not limited to warning, advising and / or instructing.

Examples of common safety signs and symbols found in workplace and community settings include but are not limited to: no smoking, do not enter, switch off mobile phones, no swimming, school zones, highly flammable, slippery when wet, emergency exit

Navigaton skills refer to skills to recognise common safety signs and symbols. This may include but is not limited to scanning for:

- general understanding
- key words that predict content for example No, Stop, Only
- key colours that predict content, for example, red to prohibit, yellow to warn and blue for mandatory action
- key shapes that predict content for example crossed circle for prohibit, triangle to warn or clear circle to mandate

Reading strategies may include but are not limited to: using texts to predict content, sounding out letters and syllables, making connections between prior knowledge and text content and high frequency words, symbols and images.

**FOUNDATION SKILLS**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• identify and interpret key words regularly used in common safety signs and symbols</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• confirm understanding of safety signs and symbols with others</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• recognise and interpret the meaning of shapes in safety signage</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• distinguish between different types of commonly used safety signs and symbols using shapes, colours and words</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23236 Recognise and interpret safety signs and symbols	VU22099 Recognise and interpret safety signs and symbols	Equivalent



## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23236 Recognise and interpret safety signs and symbols
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>recognise and interpret the meaning of a minimum of 3 common safety signs and symbols found in workplace and community settings</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>commonly used safety signs and symbols</li> <li>high frequency words used in safety signage</li> <li>colours and shapes used in the main categories of safety signage</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Assessment should be based on common signs and symbols found in workplaces and in the community that represent a range of features to aid navigation.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>commonly used safety signs and symbols found in workplace and community settings</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>



<b>UNIT CODE</b>		<b>VU23237</b>	
<b>UNIT TITLE</b>		<b>Investigate language acquisition</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to investigate opportunities to develop Aboriginal and/or Torres Strait Islander language/s.</p> <p>This unit applies to learners who need to develop their knowledge of available options for developing an Aboriginal and/or Torres Strait Islander language of personal interest or significance.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Explore Aboriginal and/or Torres Strait Islander languages	1.1	Discuss the place of language in Aboriginal and / or Torres Strait Islander identity
		1.2	Determine the approximate number of languages in Victoria and Australia
		1.3	Identify the target language
		1.4	Identify the location of the traditional lands where the target language is or was used
		1.5	Identify current usage of the target language
2.	Identify opportunities to develop language acquisition	2.1	Identify organisations that promote language acquisition
		2.2	Identify current initiatives to preserve Aboriginal and/or Torres Strait Islander languages and support language reclamation
		2.3	Investigate the availability of language programs
		2.4	Determine the purpose of the available programs
		2.5	Review program details
		2.6	Determine the most appropriate option for own further language development

		2.7	Identify any barriers to own further language development and any potential solutions
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### RANGE OF CONDITIONS

Place of language may include but is not limited to: the importance in cultural identity, contribution to cultural empowerment, strengthened connections between elders and young people and improved outcomes in general education.

Target language may include, but is not limited to: language of personal significance, language significant to the local area, dialect or individual language in a larger language group.

Current usage of language may include but is not limited to: written / spoken, speaking or writing in whole texts or individual words, language reclamation, language revitalisation, context such as family life, community, education, public such as Welcome to country, performance

Purpose for investigating language acquisition may include but is not limited to: reclamation and /or revitalisation, language research, as part of cross cultural education or for learner to develop a knowledge of own heritage language

Barriers to learning may include but are not limited to: availability of resources, time and cost for learners to participate in structured language programs

Sources of information on current initiatives to preserve and and support reclamation of languages include but are not limited to: Victorian Aboriginal Co-orporation for Languages, the Federation of Traditional Aboriginal Owners and the Cultural Heritage Council.

Details of the learner's language of interest, current usage and opportunities to develop language acquisition including the learner's ability to determine own further language development, may be recorded in writing, visually or orally

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>read and interpret information about Aboriginal and/or Torres Strait Islander languages</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>make notes on written information</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>question and discuss language and opportunities to learn with members of community and organisers of language programs being investigated</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>evaluate information about available language programs for relevance to own needs</li> <li>identify barriers and potential solutions for further language development</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23237 Investigate language acquisition	VU22100 Investigate language acquisition	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23237 Investigate language acquisition
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• explore the role of language in Aboriginal and/or Torres Strait Islander identity</li> <li>• identify and select options for own language development</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• the place of language in Aboriginal and / or Torres Strait Islander identity</li> <li>• different languages in Victoria and wider Australia and location of the traditional lands where these languages are or were used</li> <li>• appropriate sources of information and organisations who promote language acquisition and reclamation</li> <li>• own barriers to further language development.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Information about Aboriginal and/or Torres Strait Islander languages may be identified in writing, visually or orally.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• sources of information on Aboriginal and/or Torres Strait Islander languages</li> <li>• Aboriginal and / or Torres Strait Islander organisations and / or groups and / or individuals that promote language acquisition</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23238</b>	
<b>UNIT TITLE</b>		<b>Use basic measuring and calculating skills</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to measure quantities in standard units and carry out basic calculations involving these quantities</p> <p>This unit applies to learners who need to develop their basic numeracy skills to support re-engagement with learning as a pathway to entering or re-entering formal education, employment or community participation activities</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Select appropriate measurement method	1.1	Confirm measurement requirements
		1.2	Determine correct unit of quantity to apply to measurement
		1.3	Select appropriate equipment or materials
2.	Obtain measurements	2.1	Use measuring technique appropriate to task
		2.2	Obtain correct measurements
3.	Carry out simple calculations with measurements	3.1	Determine information according to requirements
		3.2	Complete calculations involving quantities
		3.3	Check accuracy of calculations
		3.4	Communicate or record information as required

**RANGE OF CONDITIONS**

Skill development at this level will generally require assistance for the learner from a support person.

Measurement requirements may include but are not limited to verbal or written instructions, manuals or diagrams.

Units of quantity may include but are not limited to whole numbers, fractions or decimals, temperature (degrees - celsius), imperial and metric numbers.

Measurements may include but are not limited to length, distance, mass, capacity, time taken and temperature.

Equipment or measuring devices used may include but are not limited to rulers or measuring tapes, scales, protractors, set squares and thermometers

Calculation information may include but is not limited to dimensions, diagrammatical or visual results, projections

Calculations can be carried out using a range of methods including but not limited to working out in the head, using pen and paper or a calculator

**FOUNDATION SKILLS**

Skill	Description
Numeracy skills to:	<ul style="list-style-type: none"> <li>• use numbers and measurements for basic calculations</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• interpret the measurement requirements</li> <li>• apply the appropriate mathematical method to make required calculations</li> <li>• check the accuracy of calculations</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>• use measuring equipment</li> <li>• use a calculator</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23238 Use basic measuring and calculating skills	VU22101 Use basic measuring and calculating skills	Equivalent



## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23238 Use basic measuring and calculating skills
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• select and apply appropriate mathematical processes to make correct calculations for a range of purposes such as determining quantities and measuring distance</li> <li>• use measuring devices (instruments or equipment) such as rulers and scales to make accurate measurements</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• measurements of quantities             <ul style="list-style-type: none"> <li>○ time</li> <li>○ length</li> <li>○ volume</li> </ul> </li> <li>• using common measuring instruments</li> <li>• mathematical processes:             <ul style="list-style-type: none"> <li>○ addition / subtraction / multiplication / division</li> <li>○ fractions and decimals</li> </ul> </li> <li>• basic functions of calculators:             <ul style="list-style-type: none"> <li>○ addition / subtraction / multiplication / division</li> <li>○ equals</li> <li>○ decimal point</li> <li>○ clear</li> </ul> </li> <li>• basic measuring devices (instruments or equipment):             <ul style="list-style-type: none"> <li>○ rulers / tape measures</li> <li>○ thermometers</li> <li>○ scales</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• measuring devices (instruments or equipment)</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23239</b>	
<b>UNIT TITLE</b>		<b>Complete a basic community project with support</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to plan, undertake, monitor and review a basic Aboriginal and/or Torres Strait Islander community project, in a community setting, with the support of others.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who are engaging with the Aboriginal and/or Torres Strait Islander community.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Plan a basic community project	1.1	Outline teamwork strategies to support the project
		1.2	Participate in the development of the planning process
		1.3	Develop a draft plan as part of the team
		1.4	Contribute to the review of the plan with other team members and project leader/s and adjust as required
2	Undertake the project	2.1	Identify project tasks, roles and responsibilities with other team members and project leader/s
		2.2	Collect required information to undertake tasks
		2.3	Undertake basic community project tasks under guidance of project leader(s)
3	Monitor the project	3.1	Contribute to identifying discrete tasks for monitoring the project under the guidance of project leader(s) and with others in the project team
		3.2	Gather required information for completion of project monitoring tasks
		3.3	Undertake project monitoring tasks
4	Contribute to the project review	4.1	Participate in planning the project review process under the guidance of project leader(s)



		4.2	Gather required information for undertaking review process
		4.3	Undertake the review process with others

### RANGE OF CONDITIONS

A basic community project may include but not is limited to a display, open day, presentation in a school, participation in a festival, delivery of a skill or information session to the community

Community members include Elders, family members, peers, community leaders and/or members.

Teamwork strategies may include but are not limited to: understanding the benefits of working as a member of a team to undertake a project, recognising signs of conflict in a team, and applying strategies to minimise and deal with conflict

The planning process may include but is not limited to identifying the purpose and benefits of the plan, developing the elements of the plan including determining record keeping requirements

The draft plan may include but is not limited to timelines, group or individual tasks, contingency plans and safety requirements

The review of the plan may include but not limited to noting the process and confirming team members understandings

Project tasks, roles and responsibilities may include but are not limited to:

- recording project tasks, and monitoring and reporting on their progress
- supporting others to complete tasks
- discrete tasks with single responsibility
- group tasks with multiple responsibilities

Information required for the project may include but is not limited to: photographic or video recording of the project, journal or logbook records, and a record of issues and outcomes

Monitoring the project may include but are not limited to: attending project meetings, recording notes, diagrams, other detail and/or discussing progress with others

A project review process may include but is not limited to: a formal review of written or visual records and/or discussion of project outcomes and issues

### FOUNDATION SKILLS

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> <li>• offer suggestions and respond to feedback</li> <li>• seek assistance when required</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• recognise and respond to conflict within the team</li> <li>• identify issues affecting the successful completion of the project</li> </ul>

	<ul style="list-style-type: none"> <li>• prioritise tasks</li> </ul>		
Teamwork skills to:	<ul style="list-style-type: none"> <li>• contribute to project activities and outcomes</li> </ul>		
<b>UNIT MAPPING INFORMATION</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23239 Complete a basic community project with support	VU22102 Complete a basic community project with support	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23239 Complete a basic community project with support
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• work as part of a team to plan, implement, monitor and review a basic community project</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• conflict resolution strategies to recognise and address team conflict</li> <li>• main features of a project plan</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• Aboriginal and/or Torres Strait Islander community members for support and advice</li> <li>• a team comprising sufficient members to enable the project to be planned, undertaken, monitored and reviewed collaboratively.</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23240</b>	
<b>UNIT TITLE</b>		<b>Participate in a practical placement with support</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to select, negotiate and participate in a practical work or community placement</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who are engaging with learning as a pathway to education, employment or community participation.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Plan own practical placement with support	1.1	Identify own preferences and priorities in relation to practical placement
		1.2	Investigate placement options
		1.3	Identify placement requirements
		1.4	Identify potential barriers or problems
		1.5	Agree an appropriate practical placement with support person
2	Negotiate practical placement arrangements, with support	2.1	Organise a time to meet with appropriate personnel in the workplace
		2.2	Confirm skills, experience, needs and preferred options
		2.3	Identify documents and information required by both parties
		2.4	Identify employer expectations
		2.5	Establish workplace routine and any required documentation
		2.6	Identify and address cultural safety issues
3	Communicate in the workplace	3.1	Identify roles and responsibilities of workplace personnel

		3.2	Follow reporting procedures
		3.3	Identify a range of workplace communications
4	Participate as a member of the workplace under supervision	4.1	Complete workplace tasks in accordance with Occupational / Work Health and Safety requirements
		4.2	Follow work routine
		4.3	Work as part of a team where appropriate
		4.4	Document work routine and maintain a record of experiences as appropriate
5	Review own performance	5.1	Assess personal strengths and weaknesses
		5.2	Re-establish goals for enhancement of work related skills
		5.3	Formulate an action plan for meeting career goals

### RANGE OF CONDITIONS

Placement options may include but are not limited to: workplaces, businesses, a community organisation including:

- support programs
- volunteer organisations
- Koorie units (or similar) in an education setting

Placement requirements may include but are not limited to: completing required forms, obtaining permission signatures and complying with OHS / WHS requirements

A support person may include but is not limited to: a trainer, teacher, community member or a relative

Employer expectations may include but are not limited to:

- attendance times and punctuality
- breaks
- personal presentation
- advising absence
- reporting relationships

Workplace communications may include but are not limited to: memos, letters, notices/signage, email, personal communication, operating procedures or equipment manuals

Occupational / Work Health and Safety requirements may include:

- OHS /WHS legislation
- codes of practice
- anti discrimination / anti harassment
- industrial relations
- manual handling
- hazard identification

<ul style="list-style-type: none"> <li>• personal protective equipment (PPE)</li> <li>• dangerous goods</li> <li>• personal safety requirements</li> </ul> <p>Documentation of placement activities, routines and experiences may include completion of a log book, supporting employer report and/or statement of duties</p>			
<b>FOUNDATION SKILLS</b>			
<b>Skill</b>	<b>Description</b>		
Reading skills to:	<ul style="list-style-type: none"> <li>• read and interpret workplace documents and/or signage and procedures relevant to work performed</li> </ul>		
Writing skills to:	<ul style="list-style-type: none"> <li>• complete required documentation</li> </ul>		
Oral communication skills to:	<ul style="list-style-type: none"> <li>• negotiate placement</li> <li>• participate in a work placement</li> </ul>		
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• assess personal strengths and weaknesses</li> </ul>		
<b>UNIT MAPPING INFORMATION</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23240 Participate in a practical placement with support	VU22103 Participate in a practical placement with support	Equivalent



## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23240 Participate in a practical placement with support
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• source information on, select and negotiate a practical placement</li> <li>• undertake and review a practical placement</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• sources of information on placement options</li> <li>• OHS / WHS rights and responsibilities as they apply to own role</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>This unit must be conducted and assessed in a real work or community placement. A support person may be used as required.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• a workplace, community organisation or field placement</li> <li>• sources of information on placement options</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23241</b>	
<b>UNIT TITLE</b>		<b>Prepare simple budgets</b>	
<b>APPLICATION</b>		<p>This unit describes the basic mathematical and arithmetical skills and knowledge to compare prices, calculate quantities and costs, and to gather relevant information to prepare a simple balanced budget.</p> <p>This unit applies to learners who are engaging with learning as a pathway to education, employment or community participation activities.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Determine prices of a selection of goods for a specified budget	1.1	Select items for inclusion in budget
		1.2	Compare available prices of the selected items
		1.3	Determine quantities required and enter data correctly into set formulae on calculator
		1.4	Use strategies to check accuracy
2	Prepare a simple budget	2.1	Investigate information to establish income and expenditure
		2.2	Develop a balanced budget
		2.3	Check balanced budget meets all users' needs

**RANGE OF CONDITIONS**

Budget may include but is not limited to a weekly or monthly personal income expenditure or a project, such as a small community picnic.

Budget items may include but are not limited to: food, clothes, make-up, electricity, gas, phone, rent, equipment hire or purchase, entertainment costs

Strategies to check accuracy may include but are not limited to: estimation, doing calculations twice to check answers, consulting others, use of a manual or digital spreadsheet.

Information to establish income and expenditure may include but is not limited to: advertising material, newspapers, magazines, websites



<b>FOUNDATION SKILLS</b>			
<b>Skill</b>	<b>Description</b>		
Numeracy skills to:	<ul style="list-style-type: none"> <li>use mathematical processes to make simple calculations</li> </ul>		
Problem solving skills to:	<ul style="list-style-type: none"> <li>compare prices and determine quantities</li> </ul>		
Technology skills to:	<ul style="list-style-type: none"> <li>use a calculator</li> </ul>		
<b>UNIT MAPPING INFORMATION</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23241 Prepare simple budgets	VU22104 Prepare simple budgets	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23241 Prepare simple budgets
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• apply the four operations of arithmetic to prepare a simple budget for personal or project use.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• four operations of arithmetic applied to money, quantities and measurement</li> <li>• estimation</li> <li>• comparisons using number skills</li> <li>• simple percentages and fractions</li> <li>• basic functions of calculators:             <ul style="list-style-type: none"> <li>○ addition / subtraction / multiplication / division</li> <li>○ equals</li> <li>○ decimal point</li> <li>○ clear</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• a calculator</li> <li>• reference material such as household incomes, rentals, household expenses, cost of product and/or services</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23242</b>	
<b>UNIT TITLE</b>		<b>Use everyday data from the news</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to interpret arithmetical and statistical data from newspapers and magazines.</p> <p>This unit applies to learners who are seeking to engage with learning as a pathway to entering or re-entering formal education, employment or community participation activities.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Locate numerical information in relevant newspaper and magazine articles	1.1	Identify newspapers and magazines relevant to own areas of interest
		1.2	Select articles containing numerical and statistical data
2.	Read and interpret arithmetical and statistical data in newspapers and magazines	2.1	Interpret the numerical and statistical data in the selected articles
		2.2	Determine the value of statistical data

**RANGE OF CONDITIONS**

Articles may include but are not limited to:

- issues of current interest:
  - line graphs of water storage levels over time
  - pie- chart showing support for political parties
- general interest articles:
  - % of people who view / listen to different television programs
  - table showing football scores over the course of a game
- workplace related articles such as production tables

Numerical and statistical data may include but is not limited to : graphs, tables, diagrams, percentages and fractions

Value of statistical data may include but is not limited to: providing evidence for viewpoints and/or providing data of interest on a particular topic

<b>FOUNDATION SKILLS</b>			
<b>Skill</b>		<b>Description</b>	
Numeracy skills to:		<ul style="list-style-type: none"> <li>identify and interpret numerical and statistical data</li> </ul>	
<b>UNIT MAPPING INFORMATION</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23242 Use everyday data from the news	VU22105 Use everyday data from the news	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23242 Use everyday data from the news
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>recognise and interpret numerical and statistical data contained in articles of interest to the learner</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>format of numerical and statistical data</li> <li>percentages with graduations of tens</li> <li>fractions to halves, quarters and thirds</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>articles containing numerical and statistical data</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23243</b>	
<b>UNIT TITLE</b>		<b>Use recipes to prepare food</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to read and follow simple recipes.</p> <p>This unit applies to learners who need to engage with learning as a pathway to education, employment or community participation activities.</p> <p>Skill development at this level will generally require assistance from a support person.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Prepare to cook	1.1	Select a recipe
		1.2	Identify requirements and quantities
		1.3	Check information on ingredients
		1.4	Select required ingredients
		1.5	Assemble selected ingredients and equipment
2.	Produce food	2.1	Follow required order of operations
		2.2	Apply hygiene practices to food handling
		2.3	Serve food
		2.4	Store food items appropriately
		2.5	Clean up dishes, utensils, other equipment and preparation areas used for cooking

**RANGE OF CONDITIONS**

Skill development at this level will generally require assistance from a support person.

When preparing to cook, requirements can include but not limited to: the selection of ingredients, equipment and nutrition information

The quantities to be measured can be as solid, liquid, volume and/or weight

Information on ingredients can include but is not limited to: allowable substitutions of ingredients and nutritional information

The order of preparations can include but is not limited to: pre-heating oven, preparing utensils / equipment, preparing ingredients, cooking

Hygiene practices can include but are not limited to: storage conditions of ingredients, cross contamination of ingredients, hand washing, cleaning.

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>read and interpret simple recipes</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>enable accurate measuring of ingredients and temperatures</li> </ul>
Planning and organisational skills to:	<ul style="list-style-type: none"> <li>follow recipe steps</li> </ul>

### UNIT MAPPING INFORMATION

Code and Title Current Version	Code and Title Previous Version	Comments
VU23243 Use recipes to prepare food	VU22106 Use recipes to prepare food	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23243 Use recipes to prepare food
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• read and interpret a simple recipe to prepare and serve food</li> <li>• apply hygiene procedures to food preparation, storage and cleaning</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• food handling and hygiene procedures to enable safe handling and storage</li> <li>• nutrition information to identify basic measures of fat, protein and carbohydrate in foodstuffs and / or recipes</li> <li>• basic mathematical processes of addition of whole and half, quarter and third numbers</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• simple recipes</li> <li>• ingredients, equipment and utensils required to prepare, serve and store food according to hygiene procedures</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>



<b>UNIT CODE</b>		<b>VU23244</b>	
<b>UNIT TITLE</b>		<b>Calculate and communicate sports scores</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to use numeracy skills related to recording and communicating sports scores to team officials and making calculations related to sport and recreational pursuits.</p> <p>This unit applies to learners who are engaging with learning as a pathway to education, employment or community participation activities.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Keep score in sporting or recreational events	1.1	Confirm rules of sporting games and recording process
		1.2	Record scores
		1.3	Total scores both progressively and at end of game
		1.4	Calculate differences in scores at end of game
		1.5	Communicate scores to team officials
2.	Calculate comparative place	2.1	Gather scores of all teams in the competition
		2.2	Calculate order of teams
3	Communicate in the workplace	3.1	Explain processes used to construct given data
		3.2	Present scoring information in an appropriate format

**RANGE OF CONDITIONS**

Skill development at this level will generally require assistance from a support person.

Sporting games may include but are not limited to: competition matches, recreational matches and/or any game that requires a score be kept

Record scores may include but are not limited to: using an official score sheet or keeping an informal score sheet



Communicating to officials may be via, but not limited to: a score sheet, a manual or electronic scoreboard, competition score ladder, verbally.

Calculate order of teams may include but is not limited to:

- total of wins and losses
- using margins of wins and losses

Appropriate format to present score information may include but is not limited to: a table, spread sheet or a verbal report.

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• read and interpret score sheet information</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• accurately record scores</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• provide clear and accurate information to officials</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• calculate the order of teams</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23244 Calculate and communicate sports scores	VU22107 Calculate and communicate sports scores	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23244 Calculate and communicate sports scores
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>accurately score for a sporting event and communicate results to an official</li> <li>present the position of teams according to their results</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>rules of the chosen sport and scoring system to enable scores to be kept accurately</li> <li>mathematical processes of addition and subtraction to keep accurate scores and determine positions on a table based on results for the season and/or week.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>access to a sporting game or recreational event</li> <li>recording format appropriate to the sporting game or recreational event</li> </ul> <p><b>Assessor Requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23245</b>	
<b>UNIT TITLE</b>		<b>Read and communicate information from newspapers</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to read and use information from newspapers to support a range of different activities.</p> <p>This unit applies to learners who are engaging with learning as a pathway to education, employment or community participation activities.</p> <p>Skill development at this level will generally require assistance from a support person.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Select and review newspaper items	1.1	Obtain newspapers
		1.2	Locate key sections of newspapers
		1.3	Identify purpose of key sections
		1.4	Determine purpose of headlines, titles and visual components
2.	Use information from newspapers	2.1	Clarify use of information
		2.2	Select relevant newspaper items
		2.3	Use reading strategies to understand main ideas
		2.4	Apply knowledge and ideas gained to selected tasks

**RANGE OF CONDITIONS**

Newspapers may include but are not limited to: hard copy, online, community news and/or Aboriginal and/or Torres Strait Islander publications

Key sections of the newspaper may include but are not limited to:

- front page
- editorial / opinion / letter to the editor
- local / national / international
- sports

- features
- careers
- entertainment
- classifieds

Use of information may include but is not limited to: job seeking, community activities, research into local history, local culture and/or finding accommodation

Reading strategies may include but are not limited to:

- de-coding strategies:
  - using a range of word identification strategies, including: phonic and visual letter patterns; syllabification and background knowledge of text
  - using punctuation as an aid to understanding, such as capitalisation, full stops, commas, exclamation marks, speech marks
- meaning-making strategies:
  - drawing on a broad bank of personally relevant words and phrases
  - recognising meaning of conventional punctuation, font and layout (semi-colons, brackets, italics)
  - identifying ways in which the author chooses words to convey feelings and experiences, and the effect of these choices in creating emotions in the reader
- recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose

**FOUNDATION SKILLS**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• read and interpret information</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• identify key sections of newspapers</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23245 Read and communicate information from newspapers	VU22108 Read and communicate information from newspapers	Equivalent



## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23245 Read and communicate information from newspapers
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• identify the key sections of newspapers and their purpose</li> <li>• use information from newspapers for personal purposes</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• de-coding and meaning making strategies to enable identification and interpretation of different types of newspaper information</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• hard copy or online newspapers</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>	<b>VU23246</b>		
<b>UNIT TITLE</b>	<b>Complete forms</b>		
<b>APPLICATION</b>	<p>This unit describes the skills and knowledge to complete a range of everyday routine forms.</p> <p>This unit applies to learners who are engaging with learning as a pathway to education, employment or community participation activities.</p> <p>Skill development at this level will generally require assistance from a support person.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>		
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>		
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.		
1	Prepare to complete a range of forms	1.1	Access forms relevant to own purposes
		1.2	Identify key sections of the form
		1.3	Clarify purposes of sections
2	Complete documentation	2.1	Enter information into correct sections of the form
		2.2	Review all entries for accuracy
		2.3	Submit forms according to the required process

### RANGE OF CONDITIONS

Skill development at this level will generally require assistance from a support person.

Forms may be either paper-based or electronic and may include but are not limited to:

- community organisation membership
- employment related
- further study related
- banking
- federal / state government applications

Key sections of the forms may include but are not limited to: personal information, past educational experiences and/or past employment experiences.

Information to be entered may include but is not limited to: records, certificate and/or bank statements

Accuracy of information entered may include but is not limited to: spelling, punctuation and/or all required information included.

Required process for submission may include:

- posting
- counter submission
- online submission
- designated timeframes.

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• read and interpret required information</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• provide required information</li> </ul>
Planning and organisational skills to:	<ul style="list-style-type: none"> <li>• plan the content of required information and submit according to the required process and timeline</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23246 Complete forms	VU22109 Complete forms	Equivalent



## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23246 Complete forms
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• identify, access, complete and submit a form for a minimum of two different purposes relevant to the learner</li> <li>• check forms for accuracy</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• basic structural conventions of text such as features of page layout</li> <li>• decoding strategies such as using word identification strategies and drawing on a bank of personally relevant words and phrases</li> <li>• spelling references to enable information entered to be checked for accuracy</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• paper based or electronic forms relevant to learners</li> <li>• electronic submission of forms where required</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23247</b>	
<b>UNIT TITLE</b>		<b>Develop a learning pathway</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge necessary to investigate options and plan for further education and training to support employment and/or community participation. It includes the skills to conduct and document a self-audit of current skills.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to develop a structured learning pathway to enter or re-enter formal education.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Plan learning pathway and career direction	1.1	Identify the potential personal benefits of participating in further education or training
		1.2	Identify training support schemes
		1.3	Identify and prioritise learning goals in relation to career or personal aspirations
		1.4	Identify issues that have the potential to impact on implementing the pathway
2.	Conduct a self-audit of skills	2.1	Identify generic skills required for participation in work and training
		2.2	Discuss personal past work, life and study experiences with appropriate person/s to identify existing skills
		2.3	Gather and organise information and evidence of own skills
3	Develop a learning action plan	3.1	Discuss possible learning options with an appropriate person/s
		3.2	Identify strategies to minimise impact of possible barriers
		3.3	Develop a learning action plan

		3.4	Review the action plan with an appropriate person and make any agreed adjustments
		3.5	Document the action plan
		3.6	Monitor the action plan

**RANGE OF CONDITIONS**

Further education or training may include but is not limited to: return to study programs, adult community programs, vocational qualifications in specific industry areas, apprenticeships and traineeships

Learning goals may include but are not limited to: employment, personal development, community involvement and connection

Appropriate person/s may include but are not limited to: Aboriginal and/or Torres Strait Islander community members, elders, family members, Koori educators, Koori Liaison Officers and Aboriginal and/or Torres Strait Islander educational support people

Evidence of own skills may include but are not limited to letters of thanks, photographs, certificates, work samples or products, volunteer work with the community

A learning action plan must reflect culturally appropriate learning options and may include but is not limited to: endorsed / accredited qualifications, endorsed / accredited unit/s of competency, non accredited courses, work experience, voluntary work, time frames / costs, strategies to address any identified barriers, resources in the community and may be represented in different ways that are culturally appropriate.

Issues that may impact on implementing the learning action plan may include but are not limited to: personal, family or community commitments, financial or time constraints, access to training locations

Strategies to minimise impact of possible barriers to learning may include but are not limited to: increased family and/or community support for specific periods of time, peer support, part time study options

**FOUNDATION SKILLS**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>source information about training support schemes</li> <li>source information to develop the learning action plan</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>document a learning action plan</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>seek support from an appropriate person and respond to suggestions</li> </ul>



Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify strategies to address potential barriers</li> </ul>		
Planning and organising skills to:	<ul style="list-style-type: none"> <li>gather and organise information for self-audit of skills</li> </ul>		
Self-management skills to:	<ul style="list-style-type: none"> <li>reflect on own experiences and identify potential barriers and current skills</li> </ul>		
<b>UNIT MAPPING INFORMATION</b>			
	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23247 Develop a learning pathway	VU22110 Develop a learning pathway	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23247 Develop a learning pathway
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <p>Develop and monitor a learning action plan in consultation with an appropriate person including:</p> <ul style="list-style-type: none"> <li>• determining own learning goals</li> <li>• identifying relevant training support schemes</li> <li>• reviewing and determining own skills and potential barriers to learning</li> <li>• identifying appropriate training and learning options</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <p>Sources of information on:</p> <ul style="list-style-type: none"> <li>• education and training options</li> <li>• support schemes including those for Australian Aboriginal and Torres Strait Islander Peoples</li> <li>• benefits and purpose of a learning action plan</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Evidence of performance requirements must be collected over the course of the program to enable the learner to demonstrate their competence in monitoring, reviewing and updating their learning action plan.</p> <p>The conditions of assessment should take into consideration, wherever possible, variations that may occur between remote, rural and urban environment s and the people from these locations. Assessment should also take into account Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• an appropriate person to provide support and guidance to the learner</li> <li>• information about possible learning options</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23248</b>	
<b>UNIT TITLE</b>		<b>Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to develop as a mentor, with the support of Aboriginal and/or Torres Strait Islander community members/ elders.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to develop their personal capabilities as mentors.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Explore the role of a mentor	1.1	Identify the benefits of being a mentor
		1.2	Determine the characteristics of a mentor program
		1.3	Investigate Aboriginal mentor programs
		1.4	Identify positive behaviours
		1.5	Discuss findings with a more experienced Aboriginal and/or Torres Strait Islander community mentor
2.	Provide support to others	2.1	Model positive behaviours
		2.2	Identify community resources and support persons to assist with mentoring role
		2.3	Conduct mentoring activities
3.	Review support activities	3.1	Maintain record of support activities
		3.2	Review the outcomes of support activities at regular intervals
		3.3	Make changes to support activities in response to feedback as required

**RANGE OF CONDITIONS**

The characteristics of a mentor program may include but are not limited to: clear roles, responsibilities and boundaries, clear expectations of commitment such as time, flexibility and confidentiality, cultural and social sensitivity, and acceptance of individual differences, referral points for other support services

Aboriginal and/or Torres Strait Islander community mentors include Elders, family members, peers, community leaders and/or members.

Mentoring activities may include but are not limited to helping community members to access job opportunities, community support resources or learning opportunities, supporting cultural identity, social and emotional well-being

Records of support activities may include but are not limited to photographic / digital stories, visual representation, journal entries, oral recordings

**FOUNDATION SKILLS**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>source information about the role of a mentor</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>maintain records, which may include written, visual and/or digital</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>provide mentoring support to others and respond to feedback on own activities</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>review own mentoring activities</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan and organise mentoring activities</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>model positive behaviours as a mentor</li> </ul>

**UNIT MAPPING INFORMATION**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23248 Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills	VU22111 Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23248 Work with Aboriginal and/or Torres Strait Islander community members to develop mentoring skills
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:</p> <p>Conduct, review and revise mentoring activities with the guidance of a more experienced Aboriginal and/or Torres Strait Islander community mentor including:</p> <ul style="list-style-type: none"> <li>• identifying and modelling positive behaviours</li> <li>• identifying community resources to support mentoring role</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• sources of information on: <ul style="list-style-type: none"> <li>○ mentoring features and benefits of being a mentor</li> <li>○ characteristics of mentoring programs</li> <li>○ community support resources</li> <li>○ methods of mentoring in indigenous communities</li> </ul> </li> <li>• the importance of mentoring in indigenous communities</li> <li>• the importance of maintaining the confidentiality of others' personal information</li> <li>• methods of maintaining a record of mentoring activities such as written or digital methods, visual methods</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible, variations that may occur between remote, rural and urban environments and the people from these locations.</p> <p>Assessment must be culturally sensitive and ensure access to:</p> <ul style="list-style-type: none"> <li>• an Aboriginal and/or Torres Strait Islander community mentor</li> <li>• a mentee/s</li> <li>• community resources and sources of support</li> <li>• suitable locations and time for mentors and mentees to meet</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>



<b>UNIT CODE</b>		<b>VU23251</b>	
<b>UNIT TITLE</b>		<b>Support others to complete a small scale community project</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to support others to plan, undertake, monitor and review a small scale community project.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to develop their organisational and team skills by working as part of a team undertaking a community project such as a display, open day or as part of a festival.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Support others to plan a small scale community project	1.1	Contribute to and support others to develop the planning process for a small scale community project
		1.2	Contribute to the development of a draft project plan
		1.3	Provide feedback on the draft plan
		1.4	Adjust project plan with support of other project members as required
2	Support others to undertake the project	2.1	Confirm own and others tasks, roles and responsibilities as part of the project team
		2.2	Consult with others as required to undertake own tasks
		2.3	Offer assistance to others if possible
3	Support others to monitor the project	3.1	Contribute to development of project monitoring processes
		3.2	Monitor completion of own tasks
		3.3	Support others to gather required information to enable ongoing project monitoring
4	Support others to review the project	4.1	Contribute to development of project review processes
		4.2	Contribute to the development of project review criteria

		4.3	Contribute to and support others to review the project
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**RANGE OF CONDITIONS**

Small scale community projects may include but are not limited to: Aboriginal and/or Torres Strait Islander health day, activities for NAIDOC or Reconciliation week, organising a group art session, organising a local dance/culture day, planning a story-telling session, community art projects like murals, mosaics, totem poles and native gardens displays, festivals

The project plan may include but is not limited to: details of project including date, times and location, roles and responsibilities of project team members, timelines for each activity, authorisations or permissions required, equipment required

Consultation with others may include but is not limited to: confirming task requirements and timeframes, seeking assistance if problems are encountered, offering suggestions on more efficient ways to complete tasks, responding to feedback from others

Support of others may include but is not limited to: contributing to the group discussion by putting forward own ideas and listening to the ideas of others, responding to requests for information, recording information as required

Project monitoring and review processes may include but are not limited to: formal team meetings, informal progress checks, brief written or verbal progress reports, formal review of written records of project progress, discussion of project outcomes and issues

**FOUNDATION SKILLS**

Skill.	Description
Writing skills to:	<ul style="list-style-type: none"> <li>• record information as required</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• contribute to project planning, implementation, monitoring and review such as:                             <ul style="list-style-type: none"> <li>○ offering suggestions to team members and responding to feedback</li> <li>○ seeking assistance when required</li> </ul> </li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• recognise and respond to conflict within the team</li> <li>• identify issues affecting the successful completion of the project</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>• work with other project team members to complete the project</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• manage own time to complete tasks according to project plan requirements</li> </ul>



Self-management skills to:	<ul style="list-style-type: none"> <li>• monitor and manage own contribution to the planning and completion of the project</li> </ul>		
<b>UNIT MAPPING INFORMATION</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23251 Support others to complete a small scale community project	VU22112 Support others to complete a small scale community project	Equivalent



## Assessment Requirements

<b>TITLE</b>	Assessment Requirements for VU23251 Support others to complete a small scale community project
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• work as part of a team to complete a small scale community project</li> <li>• manage own time to complete tasks</li> <li>• make a positive contribution to the project by offering and accepting feedback on project and personal progress</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• features of small scale project plans to enable contribution to the development of a draft plan</li> <li>• conflict resolution techniques to enable appropriate responses to conflicts within the team</li> <li>• time management strategies, such as prioritising work and seeking assistance to enable timely completion of own tasks</li> <li>• project methodology to enable project planning, monitoring and review</li> <li>• common criteria used to review projects</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Evidence of performance requirements must be collected over the course of the program and the community projects must be broad enough to enable the application of planning, implementation, monitoring and review and reflect Aboriginal and/or Torres Strait Islander community interests or areas of significance to learners.</p> <p>The conditions of assessment should take into consideration, wherever possible, variations that may occur between remote, rural and urban environments and the people from these locations.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• other project team members</li> <li>• information and documentation relevant to the conduct of a project such as local council requirements</li> <li>• provision of a safe environment</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23250</b>	
<b>UNIT TITLE</b>		<b>Investigate the influence of Aboriginal and/or Torres Strait Islander history</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to gather information on Aboriginal and/or Torres Strait Islander and related history and analyse its influence on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners and may relate to the history of their own clan/mob or to the broader Aboriginal and/or Torres Strait Islander history of Australia.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Source information	1.1	Determine sources of information on Aboriginal and/or Torres Strait Islander history with support of Aboriginal and/or Torres Strait Islander community members
		1.2	Determine sources of information on related history
		1.3	Examine information for relevance
		1.4	Record relevant information
2	Analyse information	2.1	Determine the importance of the information collected in relation to its influence on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community
		2.2	Compare information from different sources to consider a range of perspectives
		2.3	Determine the influence of the historical information on the contemporary Aboriginal and/or Torres Strait Islander environment
3	Present the information	3.1	Determine the most appropriate presentation format for the information and analysis
		3.2	Access any resources required to present the information

		3.3	Prepare the presentation
		3.4	Present the information
		3.5	Obtain feedback on the presentation

### RANGE OF CONDITIONS

Sources of information may include but are not limited to: Aboriginal and/or Torres Strait Islander community members, Elders, family members, historical archives, libraries, museums, websites.

Aboriginal and/or Torres Strait Islander community members may include Elders, family members, community leaders, local aboriginal organisations.

Format of recorded information may include but is not limited to: audio and/or visual recording, written or printed copy, bookmarked websites, notes, diagrams, mind maps.

The contemporary Aboriginal and/or Torres Strait Islander environment may include but is not limited to: Aboriginal and/or Torres Strait Islander Voice to Parliament, Aboriginal and/or Torres Strait Islander policy initiatives, place of Aboriginal and/or Torres Strait Islander culture in contemporary Australian society, effect of the 'stolen generations' on Aboriginal and/or Torres Strait Islander people and communities, Victorian Stolen Generations Reparations, effect of the Mabo decision, the Uluru statement, the Victorian Treaty process, the Yoorook Justice Commission Truth Telling process

Presentation format must take into account cultural considerations when using images and may include but is not limited to: audio visual presentation, oral presentation with visual aids or symbols, written presentation, poster display, visual or dance art form.

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>access and interpret relevant information from written and/or digital sources</li> <li>assess the relevance of information</li> <li>compare different perspectives and viewpoints</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>organise and record relevant information</li> </ul>
Oral Communication skills to:	<ul style="list-style-type: none"> <li>obtain and clarify information from spoken sources</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>compare different perspectives of information sourced</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>select a presentation format</li> <li>plan and present information</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23250 Investigate the influence of Aboriginal and/or Torres Strait Islander history	VU22113 Investigate the influence of Aboriginal and/or Torres Strait Islander history	Equivalent

## Assessment Requirements

<b>TITLE</b>	Assessment Requirements for VU23250 Investigate the influence of Aboriginal and/or Torres Strait Islander history
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• gather information from a range of sources including the Aboriginal and/or Torres Strait Islander community</li> <li>• analyse the influence of Aboriginal and/or Torres Strait Islander and related history on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community</li> <li>• collate, organise and present the information</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of</p> <ul style="list-style-type: none"> <li>• sources of information on Aboriginal and/or Torres Strait Islander and related history to enable information to be gathered and analysed</li> <li>• contemporary Aboriginal and/or Torres Strait Islander issues</li> <li>• cultural considerations related to the use of imagery</li> <li>• different presentation formats to enable the most appropriate format to be used</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible, variations that may occur between remote, rural and urban environments and the people from these locations.</p> <p>Assessment must enable the representation of different perspectives of Aboriginal and/or Torres Strait Islander history</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• sources of information on Aboriginal and/or Torres Strait Islander history</li> <li>• relevant resources required to present the information in the learner's preferred format</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>



<b>UNIT CODE</b>		<b>VU23253</b>	
<b>UNIT TITLE</b>		<b>Investigate and present on features of Aboriginal and/or Torres Strait Islander culture</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to investigate, compare and present on features of Aboriginal and/or Torres Strait Islander and other cultures.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to gain a greater understanding of the way in which belief systems and culture impact on day-to-day life.</p> <p>This unit requires the support of Aboriginal and/or Torres Strait Islander community members</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Examine significant elements of Aboriginal and/or Torres Strait Islander culture	1.1	Compare and contrast the features of culture of different cultural groups, with input from Aboriginal and/or Torres Strait Islander community members
		1.2	Identify and investigate the significant elements of Aboriginal and/or Torres Strait Islander culture with input from Aboriginal and/or Torres Strait Islander community members
2	Examine ways in which belief systems impact on day-to-day life	2.1	Identify and discuss the belief systems of the Aboriginal and/or Torres Strait Islander community with input from Aboriginal and/or Torres Strait Islander community members
		2.2	Describe the impact of belief systems on the day-to-day life of the Aboriginal and/or Torres Strait Islander community
3	Investigate the impact of cultural differences	3.1	Examine the impact of cultural differences, with input from Aboriginal and/or Torres Strait Islander community members
		3.2	Record information gathered
4	Present results of investigations	4.1	Select audience and presentation format
		4.2	Select and arrange appropriate content

		4.3	Deliver presentation
		4.4	Review presentation

### RANGE OF CONDITIONS

Aboriginal and/or Torres Strait Islander community members may include Elders, family members, community leaders, local aboriginal organisations

Features of culture and significant elements of Aboriginal and/or Torres Strait Islander culture may include but is not limited to: belief systems, rituals, relationships within cultures such as men and women, old and young, children and parents, relationship with nature and the environment, spirituality, death.

Different cultural groups may include but are not limited to: Aboriginal and/or Torres Strait Islander, Anglo / European, Arabic, Asian

Impact of belief systems may include but is not limited to:

- occasions in day-to-day life in which religious/health and well-being belief systems might clash for both Aboriginal and/or Torres Strait Islander people and another culture
- occasions in day-to-day life in which religious/health and well-being belief systems might support both Aboriginal and/or Torres Strait Islander people and another culture

Impact of cultural differences may include but is not limited to: positive and negative impacts on communication, behaviours, perceptions, attitudes.

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• access and interpret information about aspects of Aboriginal and/or Torres Strait Islander culture from written and/or digital sources</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• organise and record relevant information</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• gather and present information from Aboriginal and/or Torres Strait Islander community members</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• analyse information and determine its impact on day to day life</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• select a presentation format</li> <li>• plan and present information</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23253 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture	VU22114 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture	Equivalent

## Assessment Requirements

<b>TITLE</b>	Assessment Requirements for VU23253 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• engage with Aboriginal and/or Torres Strait Islander community members to identify significant elements of Aboriginal and/or Torres Strait Islander culture and belief systems</li> <li>• analyse the impact of different cultural beliefs and practices on day to day life</li> <li>• present and review information</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• sources of information on Australian Aboriginal and/or Torres Strait Islander and other cultures to enable information to be gathered and analysed</li> <li>• Aboriginal and/or Torres Strait Islander belief systems</li> <li>• cultural considerations related to the use of imagery</li> <li>• protocols when approaching Aboriginal and/or Torres Strait Islander community members for information</li> <li>• reasons why some information may not be made available</li> <li>• different presentation formats to enable the most appropriate format to be used</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible, variations that may occur between remote, rural and urban environments and the people from these locations.</p> <p>Assessment must be culturally appropriate, cover the significant elements of Aboriginal and/or Torres Strait Islander culture and ensure access to:</p> <ul style="list-style-type: none"> <li>• Aboriginal and/or Torres Strait Islander community members or Elders</li> <li>• sources of information on Australian Aboriginal and/or Torres Strait Islander and other cultures</li> <li>• relevant resources required to present the information in the learner's preferred format</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23254</b>	
<b>UNIT TITLE</b>		<b>Participate in a representative organisation</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to participate in a representative organisation that may represent the views of students, community members or a social group.</p> <p>This unit applies to those who need to develop their skills to engage more fully in employment, community and / or educational life.</p> <p>No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Investigate a representative organisation	1.1	Identify a representative organisation relevant to own needs
		1.2	Clarify needs to be met by representative organisation
		1.3	Identify organisation goals
		1.4	Investigate processes which guide the operations of the organisation
		1.5	Identify structure of the organisation
		1.6	Determine own potential contribution to the organisation
2	Support the organisation	2.1	Participate in activities consistent with the goals of the organisation
		2.2	Communicate information about the representative organisation to others
3	Contribute to organisational reviews	3.1	Identify opportunities to contribute to organisational reviews
		3.2	Contribute to review processes and structures of the organisation to ensure they are compatible with cultural practices, needs and traditions
		3.3	Support modifications to processes, structures and activities as necessary

		3.4	Plan contribution to current and future needs of the organisation
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<p><b>RANGE OF CONDITIONS</b></p> <p>Representative organisations may be of different types and sizes and may include but are not limited to: student organisations / clubs, social clubs, community organisations, political organisations</p> <p>Organisations may have goals that include but are not limited to:</p> <ul style="list-style-type: none"> <li>• social to support community engagement and connection</li> <li>• educational to support communities of practice or community education initiatives</li> <li>• political to campaign or advocate around an issue of significance</li> <li>• linking with other bodies nationally or internationally</li> </ul> <p>The goals may be:</p> <ul style="list-style-type: none"> <li>• formal and written into a constitution</li> <li>• informal and written as a list of points</li> </ul>															
<p><b>FOUNDATION SKILLS</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 40%;">Skill</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Reading skills to:</td> <td> <ul style="list-style-type: none"> <li>• access and interpret information about the organisation</li> </ul> </td> </tr> <tr> <td>Oral communication skills to:</td> <td> <ul style="list-style-type: none"> <li>• interact with and support organisation members and provide clear and accurate information about the organisation to others</li> </ul> </td> </tr> <tr> <td>Problem-solving skills to:</td> <td> <ul style="list-style-type: none"> <li>• participate in organisational review processes to confirm it is meeting needs and goals</li> </ul> </td> </tr> <tr> <td>Teamwork skills to:</td> <td> <ul style="list-style-type: none"> <li>• participate in organisational activities with other members</li> </ul> </td> </tr> <tr> <td>Planning and organising skills to:</td> <td> <ul style="list-style-type: none"> <li>• contribute to the planning and review of the activities and structure of the organisation</li> </ul> </td> </tr> </tbody> </table>				Skill	Description	Reading skills to:	<ul style="list-style-type: none"> <li>• access and interpret information about the organisation</li> </ul>	Oral communication skills to:	<ul style="list-style-type: none"> <li>• interact with and support organisation members and provide clear and accurate information about the organisation to others</li> </ul>	Problem-solving skills to:	<ul style="list-style-type: none"> <li>• participate in organisational review processes to confirm it is meeting needs and goals</li> </ul>	Teamwork skills to:	<ul style="list-style-type: none"> <li>• participate in organisational activities with other members</li> </ul>	Planning and organising skills to:	<ul style="list-style-type: none"> <li>• contribute to the planning and review of the activities and structure of the organisation</li> </ul>
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Code and Title Current Version	Code and Title Previous Version	Comments													
VU23254 Participate in a representative organisation	VU22115 Participate in a representative organisation	Equivalent													



## Assessment Requirements

<b>TITLE</b>	Assessment Requirements for VU23254 Participate in a representative organisation
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <p>Participate in a representative organisation appropriate to own needs and goals including:</p> <ul style="list-style-type: none"> <li>• investigating the goals, structure and processes of the organisation</li> <li>• identifying own potential contribution to the organisation in line with the organisation's goals</li> <li>• identifying opportunities to contribute to reviews of the operation of the representative organisation</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• the purpose of representative organisations</li> <li>• features of organisations that determine structure relevant to specific organisational goals, needs and cultural requirements</li> <li>• communication protocols relevant to organisations of different types and size to enable appropriate protocols to be applied to the specific organisation</li> </ul>
<b>ASSESSMENT CONDITIONS</b> <i>Mandatory field</i>	<p>Evidence of performance requirements must be collected over the course of the program to enable the learner to demonstrate their competence in participating in and contributing to a representative organisation.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• information about representative organisations</li> <li>• an appropriate representative organisation</li> <li>• a suitable meeting area to enable the unit outcomes to be evidenced</li> <li>• other participants in the organisation</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23255</b>	
<b>UNIT TITLE</b>		<b>Develop written job application skills</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to produce a written job application in response to an advertised position, which can relate to advertised positions in employment, community or volunteering settings or entry to further study programs.</p> <p>This unit applies to learners who need to participate more fully in work and community life or further study opportunities.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Plan a written application	1.1	Identify elements of a written job or further study application
		1.2	Develop an outline for an application
		1.3	Obtain feedback
		1.4	Adjust outline as a result of feedback
2	Complete an application	2.1	Identify relevant applications
		2.2	Obtain information and documentation required to complete job or further study application
		2.3	Collate and sort information and documentation according to outline
		2.4	Write application according to requirements
3	Check and submit application	3.1	Check application for accuracy of spelling and grammar
		3.2	Check that application meets criteria in relation to relevance
		3.3	Check that application meets any other set criteria
		3.4	Adjust application as required



**RANGE OF CONDITIONS**

Additional information and documentation may include but is not limited to: letters and/or references, statements of participation, other relevant experience, specific interests, other roles and responsibilities, why you have chosen a particular course, how it fits into your career or work plan

Set criteria may include but are not limited to: word processed / formatted, addressing specific aspects of a job role, submission requirements such as printed and posted or electronic for example through an online portal.

**FOUNDATION SKILLS**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>interpret and address requirements of written job or further study applications</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>develop an outline and write a job or further study application according to outline</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>develop application according to set criteria</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>complete and submit applications in required time and format</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>seek feedback and adjust application accordingly</li> </ul>

**UNIT MAPPING INFORMATION**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23255 Develop written job application skills	VU22116 Develop written job application skills	Equivalent

<b>TITLE</b>	Assessment Requirements for VU23255 Develop written job application skills
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• interpret and address the requirements of applications for positions which can relate to employment, volunteering, community participation or entry into a study or training program</li> <li>• prepare and review accurate and concise applications that meet stated criteria for format and submission</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• elements of written job or further study applications to enable accurate and relevant information to be supplied: <ul style="list-style-type: none"> <li>○ applicant's personal and contact information</li> <li>○ education history</li> <li>○ qualifications and other certificates / licences</li> <li>○ technical and generic skills</li> <li>○ work experience</li> <li>○ volunteer experience</li> <li>○ contact details of referees</li> </ul> </li> <li>• conventions of written job or further study applications: <ul style="list-style-type: none"> <li>○ accuracy of spelling, grammatical expression and punctuation</li> <li>○ relevance to criteria</li> <li>○ concise expression</li> </ul> </li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Job applications should be based on real job opportunities and further study applications should be based on real courses.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• a range of job or further study applications for purposes relevant to the learner</li> <li>• word processing and printing equipment as required</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23256</b>	
<b>UNIT TITLE</b>		<b>Develop interview skills</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to prepare for and participate in interviews.</p> <p>This unit applies to learners who need to develop their skills to participate more fully in work and community life and can apply to interviews for employment, volunteering, acceptance into study programs or for other purposes</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Determine opportunities to participate in interviews	1.1	Identify opportunities for interviews
		1.2	Determine features of different types of interviews
		1.3	Identify specific details for interviews
2	Prepare for interviews	2.1	Gather details of interview requirements
		2.2	Identify appropriate methods of responding to interview criteria
		2.3	Prepare relevant information
3	Attend and participate in an interview	3.1	Attend the interview punctually
		3.2	Respond promptly, accurately and effectively to interview questions
		3.3	Ask relevant questions during the interview
4	Review performance	4.1	Identify positive aspects of own performance and note any areas for improvement
		4.2	Discuss interview participation with relevant people and gather constructive feedback

**RANGE OF CONDITIONS**

Opportunities for sourcing interviews may include but are not limited to: newspaper searches, job agencies or networks, online searches, job apps, networks, community organisations



Features of different types of interviews may include but are not limited to: group interviews, one-on-one interviews, interviews that include tests or demonstration of skills, interviews that are conducted online, interviews that require auditions, interviews that are unstructured

Details of interviews may include but are not limited to: location and time, items to bring, selection criteria, dress codes

Relevant information to prepare for interviews may include but are not limited to: references and/or resume, evidence of skills, qualifications, portfolio, bank statements.

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>access and interpret information and prepare required documentation for interview</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>respond to and ask questions and seek feedback</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>review own performance and identify areas for improvement</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify strategies to respond effectively to interview requirements</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>prepare for the interview and gather required information</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>attend interview punctually</li> </ul>

### UNIT MAPPING INFORMATION

Code and Title Current Version	Code and Title Previous Version	Comments
VU23256 Develop interview skills	VU22117 Develop job interview skills	Equivalent

## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23256 Develop interview skills
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• identify the requirements of interviews</li> <li>• plan to participate in an interview and apply interview skills</li> <li>• review and discuss own interview performance to identify potential improvements</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• places to source opportunities for interviews</li> <li>• different types of interviews</li> <li>• purposes of interviews</li> <li>• sources of information about requirements for interviews</li> <li>• strategies to answer questions effectively and address interview requirements</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills in this unit must be demonstrated in a simulated environment which replicates an interview situation.</p> <p>Assessment must be culturally appropriate and ensure access to:</p> <ul style="list-style-type: none"> <li>• sources of information on interviews</li> <li>• opportunities to demonstrate interview skills.</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23257</b>	
<b>UNIT TITLE</b>		<b>Take part in a practical placement</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to plan, select, negotiate and participate in a practical work or community placement to develop work skills.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to engage with work and community life</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Plan own practical placement	1.1	Identify preferences and priorities in relation to practical placement
		1.2	Investigate placement options
		1.3	Identify placement requirements
		1.4	Identify potential barriers or problems and possible solutions
		1.5	Select an appropriate practical placement
2	Negotiate practical placement options	2.1	Organise a time to meet with appropriate personnel in the placement
		2.2	Confirm skills, experience, needs and preferred options
		2.3	Identify documents and information required by both parties
		2.4	Identify employer / placement expectations
		2.5	Establish placement routine and any required documentation
		2.6	Identify and address cultural safety issues
3	Participate as a member of the	3.1	Identify roles and responsibilities of placement personnel
		3.2	Identify reporting procedures

	workplace under supervision	3.3	Identify relevant workplace communications
		3.4	Complete tasks according to relevant Work / Occupational Health and Safety requirements
		3.5	Follow work routine
		3.6	Work as part of a team where appropriate
		3.7	Maintain a record of performance and experience
4	Evaluate own performance	4.1	Assess personal strengths and weaknesses
		4.2	Review and re-establish goals for enhancement of work related skills

### RANGE OF CONDITIONS

Placement options may include but are not limited to: community organisations, community housing, support programs, volunteer organisations, workplaces, educational organisations

Placement requirements may include but are not limited to: required forms, permission signatures, WHS / OHS requirements, minimum age requirement, drivers licence, Working With Children Check

Work / Occupational Health and Safety requirements may include but are not limited to: own rights and responsibilities under WHS/OHS legislation and codes of practice, manual handling, hazard identification, use of Personal Protective Equipment (PPE), working with dangerous goods, anti-discrimination legislation

Record of performance may include but is not limited to: log book, journal, supervisor / employer feedback, statement of duties

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>access information about placement options and requirements</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete required workplace documentation and maintain a record of placement</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>negotiate and participate effectively in a placement</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify potential barriers in participating in a placement and suggest possible solutions</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>participate in a work team</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>plan and participate in own placement</li> </ul>

Self-management skills to:	<ul style="list-style-type: none"> <li>participate in a placement and evaluate own performance</li> </ul>		
<b>UNIT MAPPING INFORMATION</b>	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23257 Take part in a practical placement	VU22118 Take part in a practical placement	Equivalent



## Assessment Requirements

<b>TITLE</b>	Assessment Requirements for VU23257 Take part in a practical placement
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• plan, source and negotiate a practical placement</li> <li>• participate in, record and review a practical placement according to all safety and placement requirements</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• sources of information on placement options and requirements of specific placements</li> <li>• relevant Work / Occupational Health and Safety requirements to enable placement to be conducted safely</li> <li>• expected standards of dress, punctuality and reporting procedures relevant to the specific placement</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The unit must be assessed in a real work or community placement where the learner can develop and demonstrate all required outcomes of the unit and all reasonable steps are taken to safeguard learners.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to sources of information on practical placements</li> <li>• support in accessing practical placements where required</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23259</b>	
<b>UNIT TITLE</b>		<b>Plan for career and learning</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to identify personal career and educational pathways and develop a learning plan to support these goals. Career aspirations may be related to employment, further study or community participation areas.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to further their career options by developing a learning plan. The unit outcomes are intended to be implemented over time to enable learners to develop, monitor and evaluate a learning portfolio.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Clarify career goals	1.1	Analyse the broader meaning of career as it relates to own circumstances
		1.2	Assess own skills and interests
		1.3	Identify possible career options
		1.4	Identify the main features of the preferred career sectors
		1.5	Determine preferred career destination
2.	Develop a learning plan to support career goals	2.1	Identify and prioritise learning goals in relation to preferred career destination
		2.2	Discuss and evaluate own skills and knowledge to identify any potential gaps related to preferred career destination
		2.3	Evaluate own learning preferences and strengths to inform study options
		2.4	Identify relevant education and training support and guidance schemes available to Aboriginal and Torres Strait Islander Peoples
		2.5	Identify relevant Aboriginal and Torres Strait Islander employment related services

		2.7	Develop and document a personal learning plan
3.	Implement the learning plan	3.1	Clarify the purpose, audience/s and uses of a learning plan
		3.2	Determine the most appropriate format for recording progress against the learning plan
		3.3	Determine the types of evidence to be collected
		3.4	Collect and document evidence of learning and progress
4.	Monitor the learning plan	4.1	Undertake ongoing evaluation of the learning plan
		4.2	Identify any barriers and factors contributing to success in achieving goals
		4.3	Evaluate and revise the learning plan as required
		4.4	Provide feedback on personal progress to interested person/s as required

### RANGE OF CONDITIONS

Career options may include but are not limited to: trades, professions, volunteering, short or long term options

Main features of career sectors may include but are not limited to: employment opportunities and trends, full time or part time employment arrangements, qualification and skill requirements, promotional opportunities, time commitment to voluntary and/or community work

Learning goals may include but are not limited to: completion of specific qualification/s, completion of individual units of competency or skill sets to meet specific industry need, language, literacy and/or numeracy development, personal skill development such as time management, conflict resolution

Learning preferences and study options may include but are not limited to: online, in person instruction, blended, visual such as graphs, symbols, maps, individual or collaborative learning environment, proportion of practical and theoretical learning, full time or part time

Personal learning plan may include but is not limited to: short and long term goals and indicators of success, actions and activities to be undertaken, eligibility for education and training support and guidance schemes, timelines and responsibilities, potential issues and remedial strategies and may be represented in different ways that are culturally appropriate such as visual, oral, written or a combination

Format for recording progress may include but is not limited to: hard copy or digital portfolio, a combination of visual, written, oral

Types of evidence may include but are not limited to:

- audio / visual samples
- written samples

- statements of attainment for individual units of competency
- certificates
- reflective and / or descriptive journal
- log book

Evidence of learning and progress may include but is not limited to: formal evidence of skill attainment, self-reflection on issues encountered and remedial strategies used, changes to the learning plan

Ongoing evaluation methods may include but are not limited to: regularly reviewing goals, regularly updating the portfolio, seeking feedback from peers, teachers, employers, community members

**FOUNDATION SKILLS**

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• access and interpret information on career sectors and options</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>• document and revise personal learning plan</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• provide feedback on progress to others</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• determine and monitor timelines for skill development and achievement</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• evaluate own skills and knowledge to identify any potential gaps</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• prioritise own learning goals</li> <li>• develop, monitor and evaluate a personal learning plan</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>• record progress against the learning plan</li> <li>• assess own skills and knowledge</li> <li>• determine preferred learning approaches</li> <li>• evaluate own progress</li> </ul>

**UNIT MAPPING INFORMATION**

Code and Title Current Version	Code and Title Previous Version	Comments
VU23259 Plan for career and learning	VU22120 Plan for career and learning	Equivalent



## Assessment Requirements Template

<b>TITLE</b>	Assessment Requirements for VU23259 Plan for career and learning
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• assess own skills, knowledge and interests to determine a preferred career pathway including:             <ul style="list-style-type: none"> <li>○ identifying possible career options</li> <li>○ determining own learning and career goals</li> <li>○ identifying gaps in skills and knowledge</li> </ul> </li> <li>• develop, document, implement and monitor a learning plan that supports achievement of career goals</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• sources of information on:             <ul style="list-style-type: none"> <li>○ education and training support and guidance schemes available to Aboriginal and Torres Strait Islander Peoples</li> <li>○ Aboriginal and/or Torres Strait Islander employment related services</li> </ul> </li> <li>• purposes and uses of learning plans</li> <li>• ways of recording progress against a learning plan</li> <li>• demand in different employment sectors</li> <li>• changing nature of careers and jobs</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>The conditions of assessment should take into consideration, wherever possible, variations that may occur between remote, rural and urban environments and the people from these locations. Assessment should also take into account Indigenous ways of learning.</p> <p>Evidence of performance requirements must be collected and assessed over the course of the program to enable sufficient time for learners to implement their personal learning plan so that progress can be monitored and evaluated</p> <p>The learning plan can take a number of forms. Assessment of the learning plan should respect cultural sensitivities and Indigenous ways of learning.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• appropriate technology only where learners use an e-portfolio format</li> <li>• sources of information about education, training and employment support available to Aboriginal and Torres Strait Islander Peoples</li> </ul>

	<p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>
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<b>UNIT CODE</b>		<b>VU23260</b>	
<b>UNIT TITLE</b>		<b>Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to develop personal leadership skills and to act as a role model as a member of an Aboriginal and/or Torres Strait Islander community.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to develop their community involvement and support positive community outcomes.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Develop positive behaviours	1.1	Identify community goals, standards and values
		1.2	Identify positive behaviours that contribute to leadership role
		1.3	Reflect on own behaviours
		1.4	Provide support for others based on identified positive behaviours
2.	Investigate leadership styles	2.1	Identify a range of leadership styles
		2.2	Select leadership style appropriate to the community environment
		2.3	Demonstrate leadership style appropriate to the community environment
3	Influence others	3.1	Use interpersonal skills to model positive behaviours and encourage others
		3.2	Explain ideas and information in a clear and persuasive manner to gain the acceptance and support of others
		3.3	Recognise and encourage efforts and contributions of other community members
4		4.1	Investigate resources to support role

	Establish community resources to assist with leadership role	4.2	Draw on the range of services available through identified community resources
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### RANGE OF CONDITIONS

Community goals, standards and values may include but are not limited to: those related to local family or clan groups, networks, a specific Aboriginal and/or Torres Strait Islander group or other communities. They may include those contrasting / conflicting with own goals, standards and values and may relate to social and political issues, culture and tradition, systems of knowledge.

Leadership styles may be community centred and influenced by age, gender, valued knowledge and experience. They may include but are not limited to: analysing, consulting, sharing, creating consensus

Resources to support role may include but are not limited to: Elders or Aboriginal and/or Torres Strait Islander community members or organisations to discuss mentoring role, teachers or career advisers

Services to support role may include but are not limited to: career, training and education information such as websites, government and community organisations, local libraries, community programs, local directories and community networks

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>access and use resources to support leadership role</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>gain the support of and influence others</li> <li>provide information to others</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>select leadership styles appropriate to the environment and community</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>support others in a community environment</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>identify and analyse own behaviours</li> <li>model positive behaviours</li> </ul>



UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23260 Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community	VU22119 Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community	Equivalent

## Assessment Requirements

<b>TITLE</b>	Assessment Requirements for VU23260 Develop leadership skills as a member of an Aboriginal and/or Torres Strait Islander community
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• use community resources to develop and model positive behaviours as a member of an Aboriginal and/or Torres Strait Islander community</li> <li>• determine and apply appropriate leadership styles to contribute to and influence an Aboriginal and/or Torres Strait Islander community</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• community sources for accessing information on relevant services</li> <li>• Aboriginal and/or Torres Strait Islander leadership concepts and styles and their application to different contexts to enable a leadership style/s appropriate to the individual and the community to be applied</li> <li>• local community characteristics to select a leadership style appropriate to the community</li> <li>• Aboriginal and/or Torres Strait Islander role models and their characteristics and contribution to the broader Aboriginal and/or Torres Strait Islander community</li> <li>• positive behaviours related to effective leadership</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Assessment of this unit must be culturally appropriate and must accommodate, wherever possible, variations that occur between remote, rural and urban environments and the people from these locations.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• Aboriginal and/or Torres Strait Islander community members</li> <li>• sources of information on: <ul style="list-style-type: none"> <li>○ leadership styles in the Aboriginal and/or Torres Strait Islander community</li> <li>○ resources and services to support leadership role</li> </ul> </li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23261</b>	
<b>UNIT TITLE</b>		<b>Investigate Aboriginal and /or Torres Strait islander participation in government decision-making</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to investigate government structures and decision-making processes and ways in which Aboriginal and/or Torres Strait Islander individuals and organisations can participate in and influence these processes</p> <p>This unit applies to Aboriginal and Torres Strait Islander learners who need to develop their participation in employment, community or further study activities</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Investigate government structures in Australia	1.1	Outline the levels of government in Australia, and their related responsibilities
		1.2	Describe how government policies are determined
		1.3	Identify the government structures through which policies are put into effect
		1.4	Analyse the impact of each level of government on Aboriginal and/or Torres Strait Islander people
2.	Examine the structures and processes of a range of government organisations	2.1	Select Australian government organisations for investigation
		2.2	Define structures of government organisations
		2.3	Define processes of government organisations
3.	Investigate individual participation in government, other organisations or groups	3.1	Describe the processes to participate in government
		3.2	Investigate examples of Aboriginal and/or Torres Strait Islander participation
4.	Investigate the advocacy activities	4.1	Select an Aboriginal and/or Torres Strait Islander organisation or group for investigation

of an Aboriginal and/or Torres Strait Islander organisation or group	4.2	Identify the purpose and structure of the organisation or group
	4.3	Investigate the organisation or group's decision making process and how it is influenced by the structure and purpose
	4.4	Investigate how the organisation or group influences government decision making processes

### RANGE OF CONDITIONS

Responsibilities that relate to different levels of government may include but are not limited to:

- Local:
  - aged and disability services; building and planning; environment; libraries; traffic management; parks, pools and recreation; roads, footpaths and neighbourhood issues; and waste and recycling
- State / territory:
  - schools; hospitals; public transport; roads
- Commonwealth:
  - Aboriginal and/or Torres Strait Islander affairs, immigration, social welfare; defence and international relations

Government structures may include but are not limited to: Local councils, State and territory departments and statutory authorities, Commonwealth departments and statutory authorities, representative bodies, committees, boards

Processes to participate in government may include but are not limited to: voting, lobbying, joining political parties or advocacy groups

Aboriginal and/or Torres Strait Islander organisations or groups may include but are not limited to: those at local, state and national level, business, sporting, educational, special interest or community groups

Aboriginal and/or Torres Strait Islander participation and influence may include but is not limited to: elected representatives, lobbying through representative organisations, protest such as the Tent Embassy, Uluru Statement From the Heart, Voice to Parliament, Yoo-rook Justice Commission: truth telling process

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>• access and interpret relevant information about government structures and processes</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>• analyse the impact of government structures and processes on Aboriginal and/or Torres Strait Islander people</li> </ul>

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23261 Investigate Aboriginal and /or Torres Strait islander participation in government decision-making	VU22121 Investigate government structures and decision-making processes	Not Equivalent

## Assessment Requirements

<b>TITLE</b>	Assessment Requirements for VU23261 Investigate government structures and decision-making
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• investigate information relevant to: <ul style="list-style-type: none"> <li>○ the levels and responsibilities of Australian government</li> <li>○ the ways in which individuals and Aboriginal and/or Torres Strait Islander organisations and/or groups can interact with and influence government decision making processes</li> </ul> </li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• structure of the Australian political system to enable: <ul style="list-style-type: none"> <li>○ identification of the levels of government</li> <li>○ broad responsibilities of each tier of government</li> <li>○ mechanisms for policy implementation</li> </ul> </li> <li>• structure and purpose of an Aboriginal and/or Torres Strait Islander organisation or group to enable analysis of the ways in which this influences decision making processes</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Assessment of this unit must be culturally appropriate and must accommodate, wherever possible, variations that occur between remote, rural and urban environments and the people from these locations.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• sources of information on the levels, roles and responsibilities of Australian government and on Aboriginal and/or Torres Strait Islander organisations and groups</li> <li>• Aboriginal and/or Torres Strait Islander groups or organisations</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23262</b>	
<b>UNIT TITLE</b>		<b>Respond to an advertised job</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge to produce letters of application and supporting information to respond to advertised positions.</p> <p>This unit applies to Aboriginal and/or Torres Strait Islander learners who need to develop their skills to apply for advertised jobs.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Plan a letter of application in response to an advertised job	1.1	Source and review sample letters of application for advertised jobs
		1.2	List the features of a letter of application
		1.3	Analyse requirements of the advertised job
		1.4	Draft content outline for a letter of application
		1.5	Obtain and analyse feedback on the draft outline and make any required amendments
2.	Compose a letter of application in response to an advertised job	2.1	Obtain information and documentation required to complete letter of application
		2.2	Collate and sort information and documentation according to outline letter of application
		2.3	Complete final draft of letter of application
3	Review and submit letter of application and supporting documents	3.1	Check letter of application for accuracy of spelling, grammar and presentation
		3.2	Check that letter of application is relevant to advertised job and that relevant selection criteria are addressed
		3.3	Review letter of application against any other set criteria and make final adjustments

		3.4	Submit all documentation to relevant person / organisation in the required format and by the due date
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### RANGE OF CONDITIONS

Requirements of a job may include but are not limited to: part time / full time, qualifications and experience, additional requirements / restrictions such as drivers license / own car, working with children check, location

Information and documentation may include but are not limited to: names and contact details for referees, dates of work experience, correct names of organisations, copies of qualifications, resume, referee reports

Letters of application may be digital or in hard copy

### FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>access, interpret and address requirements in job advertisements</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>collate information and draft a letter of application for a job</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>analyse and address job requirements against criteria</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>produce drafts</li> <li>sequence information</li> <li>complete and submit application within required time and in required format</li> </ul>

### UNIT MAPPING INFORMATION

Code and Title Current Version	Code and Title Previous Version	Comments
VU23262 Respond to an advertised job	VU22122 Respond to an advertised job	Equivalent



## Assessment Requirements

<b>TITLE</b>	Assessment Requirements for VU23262 Respond to an advertised job
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• prepare a minimum of 2 applications for advertised jobs and collate and organise all required supporting documentation</li> <li>• submit completed documentation in response to advertised jobs according to requirements</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• features of text related to letters of application:             <ul style="list-style-type: none"> <li>○ layout/format</li> <li>○ style</li> <li>○ formal language</li> <li>○ register</li> <li>○ appropriate forms of address</li> <li>○ opening and closing lines</li> <li>○ appropriate content</li> </ul> </li> <li>• conventions of written job applications:             <ul style="list-style-type: none"> <li>○ accuracy of spelling, grammatical expression and punctuation</li> <li>○ relevance to position advertised</li> <li>○ concise expression</li> </ul> </li> <li>• sources of information on job advertisements</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Assessment of this unit must be culturally appropriate and must accommodate, wherever possible, variations that occur between remote, rural and urban environments and the people from these locations.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• sources of information on advertised jobs and sample application letters</li> <li>• word processing and printing equipment as required</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>

<b>UNIT CODE</b>		<b>VU23258</b>	
<b>UNIT TITLE</b>		<b>Apply further study skills</b>	
<b>APPLICATION</b>		<p>This unit describes the skills and knowledge required to participate effectively in a further study learning environment.</p> <p>This unit applies to learners who need to develop their study skills to support effective participation in further study.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>	
<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Investigate further study learning environments	1.1	Identify the expectations of the further study learning environment
		1.2	Identify the main learning contexts found in further study learning environments
		1.3	Define the main learning strategies used in further study learning environments
		1.4	Explore the benefits and disadvantages of different learning strategies as they relate to different learning contexts
		1.5	Identify the features of the peer review system
		1.6	Determine effective personal strategies to maximise learning opportunities
2.	Explore library services	2.1	Identify the main services of educational libraries
		2.2	Identify sources of information available in educational libraries
		2.3	Establish broad criteria for assessing information
3.	Use effective reading strategies to analyse complex texts	3.1	Investigate the features and purpose of different reading strategies for further study
		3.2	Determine the significance of context for the meaning of a complex text
		3.3	Use the parts of the text to support the interpretation of meaning

		3.4	Identify the strengths and weaknesses of the text
4.	Produce complex texts	4.1	Identify the main features of types of texts for further study
		4.2	Investigate the writing process for further study
		4.3	Identify the significance of context and audience to writing for further study
		4.4	Synthesise, summarise and note the main points of the text
		4.5	Produce a piece of writing, including appropriate referencing
5.	Develop collaborative learning relationships	5.1	Identify models of collaborative learning
		5.2	Identify features of effective collaborative learning relationships
		5.3	Form collaborative learning relationships with other learners
		5.4	Negotiate collaborative learning relationship protocols with other students
		5.5	Agree strategies to deal with uneven contributions to collaborative work

### RANGE OF CONDITIONS

The further study learning environment may include but is not limited to: vocational education, higher education, community education

Expectations of the further study learning environment may include but are not limited to: capabilities of the learner such as being independent, self directing, collaborative, ability to manage time and tasks

Learning contexts in further study learning environments may include but are not limited to tutorials, seminars, field work, group work, e-learning, independent projects, practicals.

Learning strategies may include but are not limited to: self monitoring, note-taking, revision, partnerships with other students, questioning, tracking, research

Broad criteria for assessing information may include but are not limited to: relevance to topic, level of detail, currency, authenticity, credibility of sources

Reading strategies for further study may include but are not limited to: scanning, skimming, selecting, detailed reading, critical reading

Complex texts are structurally intricate texts which include embedded information, specialised vocabulary and abstraction and symbolism and may include but are not limited to instructional material such as text books, research material on the internet, weblogs, classroom based learning materials notes taken from whiteboard, notes taken from a

variety of sources, procedural or technical manuals / learner guides, work books, informal and formal emails

Parts of the text may include but are not limited to: structure such as chapter headings, paragraph and sub headings, diagrams and illustrations, tables and charts, bibliographies and references, specialised or technical vocabulary, wording

The writing process for further study may include but is not limited to: planning, researching, drafting, revising, editing, proof reading, peer review

Models of collaborative learning may include but are not limited to: study groups, learning partnerships, group presentations, tutorials, workshops, peer review.

## FOUNDATION SKILLS

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> <li>read and interpret complex texts for further study</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>communicate complex ideas and relationships in writing</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>negotiate and communicate verbally in collaborative learning relationships</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>identify, apply and adapt personal learning strategies for further study purpose</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>analyse the relevance of information and information sources</li> <li>adapt familiar learning strategies to new contexts</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>work collaboratively with peers</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>to plan, research and organise writing pieces for further study</li> </ul>

## UNIT MAPPING INFORMATION

Code and Title Current Version	Code and Title Previous Version	Comments
VU23258 Apply further study skills		New unit, no equivalent unit

## Assessment Requirements

<b>TITLE</b>	Assessment Requirements for VU23258 Apply Further study skills
<b>PERFORMANCE EVIDENCE</b>	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> <li>• identify and investigate further study contexts and their requirements</li> <li>• apply reading strategies and the writing process to interpret 2 different texts and produce 2 associated pieces of complex writing for study purposes.</li> <li>• participate in the development of collaborative learning relationships in a study environment</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• text structure, usage and syntax used to interpret text meaning</li> <li>• the role of context in the interpretation of text meaning</li> <li>• referencing systems, including commonly used referencing styles and citations</li> <li>• standards and protocols related to plagiarism and collusion</li> <li>• components and phases in the writing process</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• educational library services</li> <li>• appropriate texts for analysis</li> </ul> <p><b>Assessor requirements</b></p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>