Re-accreditation Submission

22249VIC

Course in Notetaking
for Deaf and Hard of Hearing People

1 January 2014 to 31 December 2018

Version 1

The period of accreditation is from :
1 January 2014 to 31 December 2018

Document Status:
This document is an exact copy of the document, which is listed on the State Register of Accredited Courses and Recognised Qualifications and the www.training.gov.au site.
Accredited from 1st January 2014 to 31st December 2018

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Course documentation for re-accreditation

Section A: Copyright and course classification information

1. Copyright owner of the course	Copyright of this document is held by the Department of Education and Early Childhood Development, Victoria. © State of Victoria Day to day contact: Human Services Curriculum Maintenance Manager Swinburne University PO Box 218 Hawthorn VIC 3122 Email: cmmhs@swin.edu.au Telephone: 03 9214 8501 03 9214 5034
2. Address	Department of Education and Early Childhood Development Higher Education and Skills Group Executive Director Market Facilitation and Information GPO Box 4367 Melbourne Vic 3001
3. Type of submission	Reaccreditation, This course, 22249VIC Course in Notetaking for Deaf and Hard of Hearing People, will replace the following accredited course: 21919VIC Course in Notetaking for Deaf and Hard of Hearing People
4. Copyright acknowledgement	Copyright of this material is reserved to the Crown in the right of the State of Victoria.
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6. Course accrediting body	Victorian Registration and Qualifications Authority GPO Box 2317 Melbourne Victoria 3001

	Ph : 03 9637 2806
	Website: www.vrqa.vic.gov.au
7. AVETMISS information	

	ANZSCO [Australian and New Zealand Standard Classification of Occupations]	422000 Education Aides 423000 Personal carers and assistants
	ASCED Code – 4 digit (Field of Education)	0905 Human Welfare Studies and Services
	National course code	22249VIC

| **8. Period of accreditation** | 1 January 2014 – 31 December 2018 |

Section B: Course information

1. Nomenclature	
1.1 Name of the qualification	22249VIC Course in Notetaking for Deaf and Hard of Hearing People
1.2 Nominal duration of the course	50 hours
2. Vocational or educational outcomes of the course	
2.1 Purpose of the course	The 22249VIC Course in Notetaking for Deaf and Hard of Hearing People provides training for people wishing to work as notetakers for deaf and hard of hearing people in a variety of situations. Clients using notetakers may be deaf, hard of hearing or deafblind. People with deafblindness can have varying degrees of combined hearing and vision impairment. For example, a person may be: • Hard of hearing and partially sighted • Hard of hearing and totally blind • Profoundly deaf and partially sighted • Have complete loss of both senses. The skills and knowledge contained in this course allow a notetaker to provide academic support for a deafblind person who is partially sighted.
3. Development of the course	
3.1 Industry /enterprise/ community needs	This course is being reaccredited on behalf of the Victorian Department of Education and Early Childhood Development to provide notetaking skills for people wishing to work as notetakers for deaf, hard of hearing and deafblind clients. The accreditation of the currently registered course 21919VIC Course in Notetaking for Deaf and Hard of Hearing People is due to expire on 31 December 2013. The course is in its third iteration and is supported for re-development by VicDeaf, AUSLAN Services Victoria and the Centre for Excellence for Students who are Deaf and Hard of Hearing (NMIT). A steering committee was established to oversee the reaccreditation of 21919VIC Course in Notetaking for Deaf and Hard of Hearing People. Membership of the steering committee comprised:

Sandra Humphrey	Kangan Institute (Training Representative)

	Peter Battaglia	Disability Liaison Officer, Kangan Institute (Industry Representative)
	Ryan Gook	AUSLAN Services (Industry Representative)
	Cathy Clark (Chair)	Centre of Excellence for Students who are Deaf and Hard of Hearing (Industry Representative)
	Karen Thistlethwaite	Interpreting Services Coordinator, Sign Language Communications/Vicdeaf (Industry Representative)
	Andrew Fleming	Community Services &Health Industry Training Board (Industry Representative)

Notetaking occurs mainly in the VET and higher educational environment. Notetakers may also work in community settings such as courts, counselling and mediation.

Industry stakeholders consulted through the steering committee assert that there is a need for skilled practitioners to provide competent notetaking services while ensuring all activities serve to empower the deaf or hard of hearing person to manage their own learning.

Notetakers are more employable if they also have Auslan competencies. Auslan is the national sign language of the Australian deaf community. For this reason it has been common for the notetaking course to be delivered as a component of an Auslan qualification.

The Australian Government considers that all people with disability have the right to participate as fully as possible in community life and is committed to increasing fair access to education and training for all groups. Increasing access to education is a goal for Australia's future. The Disability Standards for Education of the *Disability Discrimination Act 1992* provide a framework to ensure that students with disability are able to access and participate in education on the same basis as other students.

The effect of the standards is to give students with disabilities the right to participate in the courses or programs provided by an educational institution, on the same basis as students without disabilities.

	Additional support is provided to the student where necessary, to assist him or her to achieve intended learning outcomes. Support includes notetaking for deaf, hard of hearing and deafblind students.
	While it is possible to work as a notetaker without training, those consulted indicated the risk that without adequate training in the needs of deaf, hard of hearing and deafblind people as well as notetaking skills, the notetaking service provided may not be adequate to enable the deaf person to achieve their educational goals.
	Participants undertake the course to work as casually employed or volunteer notetakers. While education settings provide the main opportunities for notetakers, notetaking services are also utilised in community settings such as courts, counselling and mediation.
	Existing disability support qualifications provide a broad approach to disability, providing competencies for those working as teacher aides or support for the daily needs of students. They do not provide adequate focus on the skills required in working with deaf and hard of hearing people or notetaking skills. The skills provided in the course are not covered by any Training Package. There are no competency standards for notetakers for deaf and hard of hearing people. None of the units making up the 22249VIC Course in Notetaking for Deaf and Hard of Hearing People duplicate endorsed units of competency.
3.2 Review for re-accreditation	Approximately 20 students per year undertake 21919VIC Course in Notetaking for Deaf and Hard of Hearing People. Students' course evaluations have contributed to validation of the course content and structure. It is commonly although not exclusively undertaken as a component of 22081VIC Diploma of AUSLAN.
	The steering committee (see 3.1) developed a skills-knowledge profile against which to evaluate the existing course units. This skills-knowledge profile is appended as Attachment 1. The profile and draft course documents were circulated for validation amongst the key stakeholder bodies represented on the steering committee. The skills-knowledge profile was matched to the existing units comprising the Course In Notetaking for Deaf and Hard of Hearing People and amendments made to the units where necessary. The amendments amount to refinements of the units of the previous course and do not affect the integrity of those units.

	The reaccredited course, 22249VIC Course in Notetaking for Deaf and Hard of Hearing People replaces and is equivalent to 21919VIC Course in Notetaking for Deaf and Hard of Hearing People.	
	21919VIC Course in Notetaking for Deaf and Hard of Hearing People	**22249VIC Course in Notetaking for Deaf and Hard of Hearing People**
	VPAU455 Work with deaf, and hard of hearing people VPAU456 Take notes for deaf, hard of hearing and deafblind people	VU21427 Work with deaf, and hard of hearing people VU21428 Take notes for deaf, hard of hearing and deafblind people

4. Course outcomes

4.1 Qualification level	The 22249VIC Course in Notetaking for Deaf and Hard of Hearing People does not align with any specific AQF level.
4.2 Employability skills	*Standard 4 for Accredited Courses* N/A
4.3 Recognition given to the course (if applicable)	*Standard 5 for Accredited Courses* N/A
4.4 Licensing/ regulatory requirements (if applicable)	N/A.

5. Course rules

5.1 Course structure

The 22249VIC Course in Notetaking for Deaf and Hard of Hearing People consists of two mandatory units. No competencies have been identified which would require an elective structure. Participants who only complete one unit from the course will be awarded a Statement of Attainment indicating the unit which they have successfully completed.

Unit of competency code	Field of Education code (6-digit)	Unit of competency/ module title	Pre-requisite	Nominal hours
Core units – Both units must be completed				
VU21427	110399	Work with deaf and hard of hearing people	Nil	10
VU21428	110399	Take notes for deaf, hard of hearing and deafblind people	Nil	40
		Total nominal hours		50

5.2 Entry requirements	There are no restrictions to entry in relation to age, gender, physical ability, social or educational background.
	The following is a general guide to entry in relation to the language, literacy and numeracy skills of learners
	Learners are best equipped to achieve the course outcomes if they have minimum writing skills equivalent to level 3 of the Australian Core Skills Framework. (ACSF) Details can be found at http://www.innovation.gov.au
	In summary, learners at Level 3 will be able to use writing to: • Communicate relationships between ideas and information in a style appropriate to audience and purpose • Select vocabulary, grammatical structure and conventions appropriate to the text
	Learners should have the listening skills identified in level 5 of the ACSF, specifically the skills listed as Descriptor 5.08 which requires the listener to : • Display depth of understanding of complex oral texts which include multiple and unstated meanings

6. Assessment

6.1 Assessment strategy	Course assessment should be consistent with the requirements of Standard 1.5 of the *AQTF: Essential Conditions and Standards for Continuing Registration* and/or SNR 15.5 of the *Standards for NVR Registered Training Organisations 2012*.
	Assessment methods should be flexible, valid, reliable and fair. Assessment of units requires evidence of satisfactory performance being sought for each element and its performance criteria and the required skills and knowledge through a variety of tasks depending on the criteria specified.
	The following principles should be used as a guide to the assessment approach: • assessment tasks should span notetaking assignments across a range of situations, levels, subject areas and client needs. • One-off assessment tasks do not provide a reliable and valid measure of competence. • assessment tasks should be grounded in a relevant context and not be culturally biased

	• students should be assessed across a wide range of tasks integrated into practice, in order to increase reliability and validity of assessment • instructions for assessment tasks should be clear, explicit and ordered. Students must know what is expected and the criteria by which they will be judged • time allowed to complete a task should be reasonable and specified, and should allow for preparation and re-drafting as appropriate to the task • assessment should be validated. Moderation is likely to be a critical tool in validation. A range of validation strategies should be used, for example, mentoring, client satisfaction surveys, peer review and co-assessments A variety of methods in formative and summative assessment must be used and may include: • performing practical tasks and a range of simulation activities • role play • observation by the teacher • student self-assessment • research tasks • reflective journal • discussion • debate • portfolios • case studies. Practical notetaking may be assessed in the work place or under conditions, which simulate the normal work environment. The opportunity for learners to negotiate the form of assessment is also possible in many cases, e.g. alternative assessments for learners with special needs. Further guidance on assessment is provided in the units.
6.2 Assessor competencies	Assessment must be undertaken by a person or persons in accordance with Standard 1.4 of the *AQTF: Essential Conditions and Standards for Continuing Registration* and/or SNR 4.4 and 15.4 *Standards for NVR Registered Training Organisations 2012*

	The National Skills and Standards Council has determined that from 1 July 2013:
	Assessors must :
	i. hold the *TAESS00001 Assessor Skill Set* or be able to demonstrate equivalence of competencies; and
	ii. be able to demonstrate vocational competencies at least to the level being assessed; and
	iii. be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
	In addition to the above it is recommended that assessors have a current knowledge of tertiary education requirements. Assessors should also have appropriate interpersonal and communication skills.
	Alternatively, a panel, team or partnership approach involving assessors and technical experts whereby the assessment is conducted by a team/panel/partnership in which at least one assessor has the competencies determined by the NSSC (or its successor) and the other assessor(s) have the relevant competencies, at least to the level being assessed.
7. Delivery	
7.1 Delivery modes	Delivery strategies should be selected to reflect the nature of the industry specific competencies and the need of the learner.
	These may include:
	• traditional classroom delivery
	• use of audio visual materials
	• simulation
	• case studies
	• role plays
	• guest speakers.
	Delivery strategies should maximise opportunities for learning experiences which are as close as possible to a real work environment.
	Where appropriate, training providers are encouraged to take a holistic approach to assessment, by assessing more than one element concurrently, or combining the final assessment for more than one unit of competency.
	The two units of the course, *VU21427 Work with deaf and hard of hearing people* and *VU21428 Take notes for deaf, hard of hearing*

	and deafblind people are designed so that they may be delivered and assessed together, although this is not mandatory.
7.2 Resources	The resources that should be available for this course relate to normal work practice using procedures, information and resources typical of a notetaking context. This should include:
	• OH&S and/or WHS policy, procedures and resources;
	• access to notetaking assignments across a range of situations, levels, subject areas and client needs.
	Qualifications of Trainers
	Training must be delivered by a person or persons in accordance with Standard 1.4 of the *AQTF: Essential Conditions and Standards for Continuing Registration* and/or SNR 4.4 and 15.4 *Standards for NVR Registered Training Organisations 2012*
	The National Skills Standards Council (NSSC) has determined that from 1 July 2013:
	A - Trainers must:
	i. hold the *TAE40110 Certificate IV in Training and Assessment* from the TAE10 Training and Education Training Package as a minimum qualification, or be able to demonstrate equivalence of competencies; and
	ii. be able to demonstrate vocational competencies at least to the level being delivered and assessed; and
	iii. be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and trainer/ assessor competence.
	B - Persons delivering training under the supervision of a trainer must:
	i. work under the supervision of a trainer with the *TAE40110 Certificate IV in Training and Assessment,* or of a person who has demonstrated equivalence of competencies; and
	ii. holds either the *TAESS00007 Enterprise Trainer – Presenting Skill Set*, or be able to demonstrate equivalence of competencies, or the *TAESS00008 Enterprise Trainer – Mentoring Skill Set*, or be able to demonstrate equivalence of competencies within two years of commencing to deliver training while under supervision; and
	be able to demonstrate vocational competencies at least to the level being delivered and assessed as well as maintaining their industry currency

8. Pathways and articulation	Pathways through the course may be through: • RPL • workplace-based learning • off-the-job learning • combination of the above There are no formalised articulation arrangements from this course.
9. Ongoing monitoring and evaluation	Ongoing monitoring and evaluation of this course is the responsibility of the Curriculum Maintenance Manager, Human Services. A course advisory committee will be established mid term for the monitoring and evaluation of the course. It will comprise representatives from the following areas: • Curriculum Maintenance Manager, Human Services • Course providers • Industry representatives. The committee will: • review the implementation of the program; • provide advice on changing program requirements; and • monitor and evaluate course standards, delivery and assessment. Evaluation of the course will seek data on course enrolments and completions. Evaluation will also seek feedback from students via surveys at course completion. This data and feedback from employers and industry regarding course content will be reviewed by the course advisory committee. Unless especially requested, the committee will undertake a mid term review as well as a review prior to accreditation expiry. Recommendations for any changes will be reported through the Curriculum Maintenance Manager, Human Services to the Victorian Registration and Qualifications Authority.

Section C: Units of competency

VU21427	**Work with deaf and hard of hearing people**
Unit Descriptor	This unit provides an orientation to working with deaf, hard of hearing and deafblind people. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication
Employability skills	Not applicable
Application of the Unit	The unit is aimed at those who may require introductory knowledge and skills to work with deaf, hard of hearing or deafblind people. These may include notetakers.

ELEMENT	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*
1 Deliver quality services for deaf, hard of hearing and deafblind people	1.1 Activities undertaken demonstrate respect for the importance of deaf language and culture
	1.2 Strategies to address key *issues* facing deaf, hard of hearing and deafblind people are identified
	1.3 Services are provided in the *context* of policy, regulatory, legislative and legal requirements as they apply to the area of deaf, hard of hearing and deafblind people
	1.4 A commitment to *access and equity* principles is demonstrated
	1.5 Personal *limitations* are taken into account when planning and implementing work with deaf, hard of hearing and deafblind people
	1.6 The effects specific *hearing loss* may have on clients are responded to appropriately
	1.7 *Ethical practice* appropriate to the role of notetaker is demonstrated
2 Support the rights, interests and needs of deaf, hard of hearing and deafblind people	2.1 Strategies to assist deaf, hard of hearing and deafblind people to exercise their *rights* and independence are identified
	2.2 Different client requirements are acknowledged

	2.3	Relevant *legal requirements* are complied with in accordance with organisational needs
	2.4	*Response* to situations which may pose a health or safety risk is according to organisational procedures
3 Communicate effectively with deaf, hard of hearing and deafblind people	3.1	Specific *communication needs* of clients are identified
	3.2	Appropriate language level is used to meet client needs and changing contexts
	3.3	Due regard to rights and individual differences/needs is shown in communicating with clients and colleagues
	3.4	The defined work role, its scope, limitations and responsibilities are described to clients and stakeholders
	3.5	Note-taking is conducted effectively in association with teams and Auslan/English interpreters assisting deaf and hard of hearing persons

REQUIRED SKILLS AND KNOWLEDGE

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

Knowledge of:
- Deafness and hearing loss
- Deafblindness
- Different client requirements according to different degree and type of hearing loss
- The deaf community as a cultural & linguistic group
- Respect for deaf language and culture
- Client-centred support
- Consumer needs and rights
- Principles of empowerment/disempowerment in relation to people with deafness and hearing loss
- Principles of access and equity
- Principles and practices of confidentiality
- Professional conduct
- Awareness of discriminatory actions
- Common risks to safety
- The Privacy Act
- OH&S and/or WHS legislation as it applies to a support worker role
- Literacy requirements of deaf and hard of hearing people
- Differing learning styles used by learners

Skills:

- Effective interpersonal communication with deaf, hard of hearing and deafblind people
- Effective interpersonal communication with stakeholders.
- Effective use of relevant technology to communicate with deaf and hard of hearing persons

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Issues may include:	- Empowerment of the community - Access to services for deaf and hard of hearing people - Meeting individual needs and personal goals of deaf and hard of hearing people
Context may include:	- Historical context of deafness e.g. Changing attitudes, changing approaches to working with deaf and hard of hearing people - Changing social context e.g. Consumer centred approach, outcomes based practice, changing government and societal views, approaches to working with deaf and hard of hearing people - Political context e.g. Government policies and initiatives - Economic context e.g. The current economic situation as it relates to and affects deaf and hard of hearing people and the subsequent impact on client needs - Facts/myths about deafness - Facts/myths about deafblindness
Access and equity may include:	- Creation of a client oriented culture - A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers - Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
Limitations may include:	- Literacy - Knowledge of subject area - AUSLAN/signing skills

Hearing loss may include:	- Type of hearing loss - Degree of hearing loss - Pre-lingual deafness - Post-lingual deafness - Deafblind - Usher Syndrome
Ethical practice may include:	- Commitment to empowering clients - Delivery of appropriate services - Client directed service provision - Commitment to meeting the needs and upholding the rights of clients - Understanding of own limitations - Rights, responsibilities - Code of Ethics - Australian Sign Language Interpreters Association (ASLIA) - Professional conduct - Confidentiality - Competence - Impartiality - Accuracy - Employment - Professional development - Professional solidarity - Professional independence
Rights may include:	- Charters of rights - Outcomes standards documents - General human rights - Freedom from discrimination - Freedom of information - Privacy - Confidentiality - Common law - To be treated in a dignified, safe and comfortable manner - To express own feelings - Friendship - Freedom of association - Choice to participate - Access to complaint mechanisms

Legal requirements may include	• Disability Services Act
	• Disability Discrimination Act
	• Privacy Act
	• Equal employment opportunity principles
	• Individual rights
	• Disability service standards
	• Organisational policies and procedures
Response may include:	• Identifying risks
	• Providing information on risks or potential risks
	• Risk minimisation
Communication needs may include :	• Utilising techniques and aids - hearing aids, Auslan, technology.
	• Translation and language interpreters
	• Assistance from additional people including trusted friends, family members

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential that for this unit, competence be demonstrated by:
	• Service provision that supports the rights of deaf, hard of hearing and deafblind people
	• Critical reflection of the impact of own attitudes on working with deaf, hard of hearing and deafblind people.
	• Interpersonal communication with clients and other stakeholders
	• Working within the defined work role and responsibilities
Context of and specific resources for assessment	• This unit is best assessed in the workplace or in a simulated workplace with access to deaf, hard of hearing, or deafblind persons.
	• Access to a relevant workplace or an appropriately simulated environment where assessment may take place

- Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Method of assessment

- This unit may be assessed on the job or through simulation under the normal range of conditions

- Assessment must be over a range of situations with more than one target group. It will entail observations and other workplace assessment tools

- A variety of methods in formative and summative assessment can be used including:

- performing practical tasks and a range of simulation activities

  - role play

  - observation by the teacher

  - student self-assessment

  - research tasks

  - reflective journal

  - discussion

  - debate

  - portfolios

  - case studies.

- This unit may be assessed with other units chosen as part of a learning program

VU21428	**Take notes for deaf, hard of hearing and deafblind people**

Unit Descriptor	This unit covers the knowledge and skills to act as a notetaker for deaf, hard of hearing and deafblind people in a variety of situations.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication
Employability skills	Not applicable
Application of the Unit	This unit encompasses preparing for notetaking, taking notes and reviewing note taking for deaf, hard of hearing and deafblind clients in a range of situations including education.

ELEMENT	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*
1 Prepare to take notes for deaf, hard of hearing and deafblind clients	1.1 The *role of notetaker* is explained to client and stakeholders
	1.2 Agreement regarding *notetaking requirements* is established with the client
	1.3 Notetaking requirements are negotiated with relevant *personnel*
	1.4 Appropriate topical research is undertaken prior to notetaking
	1.5 The *environment* is assessed and adapted to ensure quality of notes taken
	1.6 *Resources* for notetaking are sourced
2 Produce clear, concise notes for deaf, hard of hearing and deafblind clients	2.1 Legible notes are taken to meet client needs
	2.2 Notes are taken for various *situations and settings*
	2.3 Notes are taken that give a true record of the *content*, discussion and specific instructions expressed
	2.4 A range of *strategies* are employed when notetaking for a client
	2.5 Notes are taken in a format appropriate for client needs

		2.6	Relevant technology is identified and used to support notetaking
3	Evaluate notetaking with deaf, hard of hearing and deafblind clients	3.1	Interaction with client is reviewed and communication modified if appropriate
		3.2	Specific feedback is sought from client regarding notes
		3.3	Information is clarified with appropriate personnel to ensure accuracy
		3.4	Notes are provided to the client in the agreed format
		3.5	Reflection on performance and self improvement strategies are practiced
		3.6	Notetaking techniques are adapted as required
4	Apply effective OH&S and/or WHS strategies during notetaking	4.1	*Employer* OH&S and/or WHS policies, procedures and resources are sourced if necessary
		4.2	*Environmental risks* are managed appropriately
		4.2	*OH&S and/or WHS strategies* to avoid overuse and repetition injuries are implemented

REQUIRED SKILLS AND KNOWLEDGE

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

Knowledge of:

- Deafness and hearing loss
- Deafblindness
- Different client requirements according to different degree and type of hearing loss
- The deaf community as a cultural and linguistic group
- Respect for deaf language and culture
- Client-centred support strategies
- Consumer needs and rights including
- Principles of empowerment/disempowerment in relation to people with deafness and hearing loss
- Principles of access and equity
- Principles and practices of confidentiality
- Professional conduct
- Awareness of own limitations in relation to literacy and numeracy
- Awareness of discriminatory actions
- Common risks to safety

- The Privacy Act
- OH&S and/or WHS legislation as it applies to a support worker role
- Differing learning styles used by learners

Skills:
- Literacy skills sufficient to take notes on subject matter which <u>may</u> include complex ideas and concepts
- Awareness of own limitations in relation to literacy and numeracy
- Effective interpersonal communication with deaf, hard of hearing people, deafblind and hearing people
- Effective interpersonal communication with stakeholders in the notetaking environment
- Notetaking skills to take clear, concise notes
- Ability to use appropriate level of English in transcriptions and explanations
- Ability to use relevant technology effectively to communicate with deaf and hard of hearing persons
- Ability to familiarise oneself with the terminology of new subject matter

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Role of notetaker may include	- Professional conduct - Parameters of the role – notetaking only - Understanding of own limitations - Confidentiality - Accuracy - Impartiality - Unobtrusiveness - Appropriate attire - Timeliness - Negotiation of seating arrangements - Record, review notes - Support for mobility needs of deafblind students
Note taking requirements may include	- Purpose of notes - Type of notes - Detail required - Format of notes - Clarity - Coherence - Legibility

- Accuracy
- Effective use of layout and colours when appropriate
- Objectivity
- Adequate summaries of arguments and discussion
- Highlights of important/critical issues or information
- Glossary of new or specific terminology
- Effective capture of multimedia presentations
- Enhancement of existing classroom material

Personnel may include
- Teacher
- Presenter
- Other students
- Interpreter
- Disability Liaison Officers

Environment may include
- Light
- Layout
- Acoustics
- Noise
- Distractions
- Personnel
- Other students

Resources may include
- Handouts, coloured pens, paper, highlighters
- Technology e.g. voice recorder, laptop computer

Situations and settings may include
- Lectures
- Discussions
- Guest speakers
- Seminars
- Workshops
- Presentations
- Classroom
- Excursions
- Courtroom
- Mediation
- Counselling
- Placements
- Practical activities

Content may include	• As presented regardless of notetaker's personal opinion
	    o subject information
	    o context
	    o questions & answers
	    o references
	    o examples discussed
	    o assessment information & dates
	    o instructions
	    o definitions
	    o general/specific discussion
	    o audio visual media
	• Material relevant to client needs
	    o Verbal communication
	    o non-verbal communication for deafblind clients

Strategies may include	• Active listening
	• Heed cues
	• Accurate spelling
	• White space – margins, borders, spare lines
	• Use of space:
	    o to separate points visually
	    o for missed information
	• Emphasis
	• Structure of notes – headings, key points, examples, references, definitions
	• Key words, points
	• Paraphrasing information
	• Use of subject specific abbreviations
	• Note of what is heard and what is seen
	• Use of verbal and non-verbal cues
	• Avoidance of ambiguity
	• All relevant information is included in notes
	• Keeping pace with speaker(s)
	• Additional explanations, visuals, symbols and diagrams to assist client's understanding of notes
	• The use of portable whiteboards and large black printing of notes for deafblind clients.

Employer may include	• Client • Agency • Educational institution

Environmental risks may include	- Seating - Working heights - Work layout - Lighting - Stress
OH&S and/or WHS Strategies may include	- Posture - Breaks - Pause exercises - Awareness of signs and symptoms of overuse and repetition injuries

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential that for this unit, competence be demonstrated by: - Preparing to take notes for deaf, hard of hearing and deafblind clients - Provision of clear, concise and accurate notes for deaf, hard of hearing and deafblind clients - Review of notetaking with deaf, hard of hearing and deafblind clients - Interpersonal communication with clients and other stakeholders - Working within the defined work role and responsibilities - Managing OH&S and/or WHS risks
Context of and specific resources for assessment	- This unit is best assessed in the workplace or in a simulated workplace with access to deaf, hard of hearing, or deafblind persons. - Access to a relevant workplace or an appropriately simulated environment where assessment may take place - Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

Method of assessment

- This unit may be assessed on the job or through simulation under the normal range of conditions

- Assessment must be over a range of situations with more than one target group. It will entail observations and other workplace assessment tools

- Assessment activities should span notetaking assignments across a range of situations, levels, subject areas and client needs.

- A variety of methods in formative and summative assessment can be used including:

  - performing practical tasks and a range of simulation activities

  - role play

  - observation by the teacher

  - student self-assessment

  - research tasks

  - reflective journal

  - discussion

  - debate

  - portfolios

  - case studies.

- This unit may be assessed with *VU21427 Work with deaf and hard of hearing people*