

22301VIC Certificate I in Transition Education

This course has been accredited under Parts 4.4 and 4.6 of the Education and Training Reform Act 2006.

Accredited for the period: 1 January 2016 to 31 December 2020



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Section A: Copyright and course classification information

1. Copyright owner of the course	Department of Education and Training
2. Address	Department of Education and Training Higher Education and Skills Group Executive Director Engagement, Participation and Inclusion Division GPO Box 4367 Melbourne 3001 Organisational Contact: Manager Training Products Higher Education and Skills Group Telephone: (03) 7022 1619 Day to Day Contact: Curriculum Maintenance Manager – Service Industries, General Studies & Further Education Victoria University Phone: (03) 9919 5300 / 5302 email: sicmm.generalstudies@vu.edu.au
3. Type of submission	Reaccreditation The 22301VIC Certificate I in Transition Education replaces and is equivalent to the 22129VIC Certificate I in Transition Education
4. Copyright acknowledgement	Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia and can be accessed from Training.gov.au here © Commonwealth of Australia <ul style="list-style-type: none"> • BSB Business Services Training Package <ul style="list-style-type: none"> – BSBWHS201 Contribute to health and safety of self and others – BSBITU101 Operate a personal computer – BSBITU201 Produce simple word processed documents • CHC08 Community Services Training Package <ul style="list-style-type: none"> – CHCVOL201B Be an effective volunteer • ICT Information and Communications Technology Training Package <ul style="list-style-type: none"> – ICTICT103 Use, communicate and search securely on the internet Copyright of the following units of competency from accredited curricula is held by the Department of Education and Training, Victoria © State of Victoria. The following curricula can be downloaded free of charge from the Victorian Department of Education and Training website here

	<ul style="list-style-type: none"> • 22215VIC Certificate I in Mumgu-dhal tyama-tiyt <ul style="list-style-type: none"> - VU20939 Recognise and interpret safety signs and symbols - VU21044 Use recipes to prepare food • 22234VIC Course in Initial General Education for Adults <ul style="list-style-type: none"> - VU21286 Engage with short simple texts to participate in the community - VU21290 Create short simple texts to participate in the community • 22235VIC Certificate I in General Education for Adults (Introductory) <ul style="list-style-type: none"> - VU21298 Conduct a project with guidance - VU21316 Identify Australian environmental issues - VU21343 Undertake a simple investigation of health and wellbeing - VU21320 Identify features of the health care system - VU21315 Access the internet for language learning - VU21314 Apply basic computer skills to language learning - VU21322 Identify common digital media • EAL Framework: 22250VIC Certificate I in EAL (Access) <ul style="list-style-type: none"> - VU21451 Participate in short, simple exchanges • 22259VIC Course in EAL <ul style="list-style-type: none"> - VU21432 Communicate basic personal details and needs - VU21434 Read and write short basic messages and forms • 22293VIC Certificate I in Initial Adult Literacy and Numeracy <ul style="list-style-type: none"> - VU21740 Read simple sentences - VU21741 Write simple sentences - VU21742 Communicate orally using phrases - VU21743 Give and follow simple directions, - VU21754 Use coins and notes - VU21751 Use simple metric weights - VU21752 Use simple liquid measures - VU21753 Use simple linear measures • 22294VIC Course in Initial Adult Literacy and Numeracy <ul style="list-style-type: none"> - VU21734 Recognise and use time
<p>5. Licensing and franchise</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) 2016.</p> <p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (see details here). You are free to use, copy and distribute to anyone in its original form as long as you attribute Higher Education and Skills Group, Department of Education and Training as the author and you license any derivative work you make available under the same licence.</p> <p>Request for other use should be addressed to :</p> <p>Department of Education and Training</p>



	Higher Education and Skills Group Executive Director Engagement, Participation and Inclusion GPO Box 4367 Melbourne 3001 Copies of this publication can be downloaded free of charge from the DET website here	
6. Course accrediting body	Victorian Registration and Qualifications Authority	
7. AVETMISS information	<i>ANZSCO code:</i> (Australian and New Zealand Standard Classification of Occupations)	GEN19 General Education - not occupationally specific
	<i>ASCED code – 4 digit</i> (Field of Education)	1201 General Education
	National course code 22301VIC	
8. Period of accreditation	1 January 2016 to 31 December 2020	

Section B: Course information

1. Nomenclature		Standard 1 AQTF Standards for Accredited Courses
1.1 Name of the qualification	Certificate I in Transition Education	
1.2 Nominal duration of the course	955-1180	
2. Vocational or educational outcomes		Standard 1 AQTF Standards for Accredited Courses
2.1 Purpose of the course	<p>The Certificate I in Transition Education is intended to support learners with permanent intellectual disabilities to develop the skills to find the most appropriate option for them in the community after leaving school. This may include employment, volunteer work or further study.</p> <p>The Certificate I in Transition Education is restricted to post compulsory school aged learners with evidence of a permanent cognitive impairment / intellectual disability</p> <p>In exceptional circumstances compulsory school age learners with evidence of a permanent cognitive impairment / intellectual disability may be enrolled in the qualification. Refer Section B5.2 for further information.</p>	
3. Development of the course		Standards 1 and 2 AQTF Standards for Accredited Courses
3.1 Industry / enterprise/ community needs	<p>The Certificate I in Transition Education was first accredited in 1999 and last reaccredited in 2010 in response to an ongoing identified need to enable learners with an intellectual disability to develop the skills to access appropriate options for them after leaving school. The curriculum is used with learners who have varying degrees of intellectual disabilities and whose disabilities inhibit access to education, training and employment. Learners have a range of complex intellectual disabilities along a broad spectrum with many coming from specialist schools or integrated in main stream schools while others re-engage with learning after having been in the care of family or other care providers. Ongoing monitoring indicates the certificate continues to meet a strong demand to provide support to meet personal needs and facilitate community participation, or workplace and further education and training options.</p> <p>A number of activities were undertaken to establish and confirm the current and projected need for the course and included:</p> <ul style="list-style-type: none"> • Analysis of enrolment data for the period between 2012 and 2014 • Desktop review of relevant literature and government policy for learners with disabilities • Review of data from mid-cycle review • Conduct of a practitioner focus group 	

- Invitation to participate in an electronic survey

Providers identified a varied profile of learner characteristics. Providers noted the following learner groups:

- Younger learners aged from 16 years old
- Learners from special schools
- Learners from mainstream schools(integration support)
- Learners diagnosed with a specific intellectual learning disability
- Mature aged learners in their 40s and 50s
- Learners accessing learning and support after lengthy periods at home with parents or carers

Policy

A number of interlinked National and State government policy initiatives focus on enabling people with a disability to more actively participate in the life of the community. These include:

- Victorian Disability Act 2006
- National Disability Strategy 2010–2020
- Victorian State Disability Plan 2013–2016
- National Disability Insurance Scheme
- National Mental Health and Disability Employment Strategy

The Victorian Disability Act 2006 advances the inclusion and participation of people with a disability in the community. This is supported by the Victorian State Disability Plan 2013-2016 which focuses on a vision of: “An inclusive Victorian society that enables people with a disability, their families and carers to fulfil their potential as equal citizens” (accessed on July 23, 2014). The plan identifies 4 interconnected goals. The first of these “A strong Foundation in Life” identifies access to and participation in education as providing the basis to participate in the community and to access employment opportunities. The second goal “Upholding rights and promoting participation” is closely linked to this with outcome 5 targeting better pathways to employment.

The National Disability Strategy 2010–2020 represents a national approach to supporting people with disability to maximise their potential and participate as equal citizens in Australian society (accessed 24 July 2014). It has six interrelated areas of policy action. Policy action 5 focuses on skills and learning and identifies responsiveness to learning needs and opportunities for lifelong learning as a key goal.

The National government’s emphasis on young people with a learning disability having access to education and training is outlined in the Mental Health and Disability Employment Strategy: Action 3 ‘Providing better access to education and training (page 15, 2009). The focus on better skilled workers including people with a disability is a key focus of the strategy. The Federal Government’s focus is on Australia’s economy as well as social inclusion to bring more people with disabilities into the labour



market. There are links between workplace participation, social inclusion, financial independence, self-esteem and social networks.

The strategy places emphasis on better education and training for students who have a learning disability to ensure skills development for sustainable employment. In addition there is a focus on access to apprenticeships for these students as well as greater flexibility of courses and ensuring a coordinated transition from school to training, education to work experience and education to employment. The highly supported and focused development of literacy and numeracy skills enables learners with cognitive disabilities to apply these skills in the community and in the workplace. The proposed courses address these needs.

Literature review

The curriculum also supports findings in the literature which suggest that VET completion improved the chances of obtaining and keeping a job for learners with learning disabilities. Polidano C et/al, in their report “The role of vocational education and training in the labour market outcomes of people with disabilities”, NCVET 2010, found that while people with a disability found it harder to retain employment, VET completion improved their chances of obtaining and keeping a job.

A later study by Polidano and Vu “underlines the importance of post-school qualifications in moderating the labour market impacts of disability onset and, through retraining, improving the participation, skill use and economic independence of people with a disability. From a policy perspective, these results support government initiatives to improve workforce engagement in education, including for people with a disability” Polidano, C & Vu, H 2011, To gain, retain and retrain: the role of post-school education for people with a disability, NCVET.

The National Industry Skills Committee, “Increasing the Workforce Participation of People with Disabilities: the role of VET” NISC Nov 2008, report noted ‘the challenge facing people with a disability is obtaining long term employment’. VET programs assist people with disabilities to develop work ready skills that are important to encourage entry into employment.

Waterhouse P, et.al. ‘What would it take? Employer perspectives on employing people with a disability’, NCVET 2010pg 35, noted that ‘employers did place a strong emphasis upon the need for pre-employment pathways that include structured work experience for people with disabilities’. The report recommended that there needed to be “improved education and training experiences, commencing in the school sector and continuing through into post school education and employment situations’.

Exploring the Possibilities: Post School Options for Young People with a Disability (DHS) provides young people with a disability with a number of options to assist with the transition from school to a range of post school options which may include the pursuit of further education, employment, volunteering and/or prevocational training (pg 1). The Certificate I in Transition Education provides such options for learners with an intellectual disability.

Enrolments 2011 – 2014

The table below provides enrolment data for the Certificate I in Transition Education between 2011 and 2014. An analysis of enrolment figures indicates a dramatic increase in enrolments between 2011 and 2012. Enrolments for the Certificate I in Transition Education have remained steady between 2012 and 2014 with a slight increase. The number of providers of the Certificate has remained relatively stable between 2012 and 2014 with a slight increase across this time frame.

22129VIC Certificate I in Transition Education	2011	2012	2013	2014
Government Funded enrolments	333	2,184	2,060	2,219
Number of providers		32	34	40

The reaccreditation was guided by a Project Steering Committee (PSC) comprising:

David Wilson(chair)	NorthStar Specialist Employment Services
Robert Anderson (employer)	Medi chef: Austin Repatriation Hospital
Kathy Kondakas	Convenor, Statewide Advisory Group for Disability curricula
Sharon Archer	Federation Training (regional representative)
Alison Wall	Victorian Curriculum and Assessment Authority

A Skills and Knowledge Profile was developed following face to face and electronic consultation with a practitioner focus group and the State-wide Advisory Group (SWAG) for existing disability focussed curricula. The PSC advised on and validated the Profile, which was used to guide the redevelopment of the curriculum.

The outcomes of this course are not addressed through any other endorsed training package or accredited curriculum.

3.2 Review for re – accreditation

A mid cycle review for the Certificate I in Transition Education was conducted in 2013. Electronic surveys were circulated to practitioners and 13 responses were received. The survey sought responses to the following:

- extent to which the courses meet industry/community/enterprise needs
- relevance of the course outcomes for learners with intellectual disabilities
- overall course structure
- content of units

Overall responses indicated that the certificate continues to address the needs of learners with intellectual disabilities in different contexts. The Certificate I in Transition Education has a broad focus on learning to enable the development of independent

	<p>living skills, community involvement, understanding rights and responsibilities, identifying and accessing support available in a variety of areas and exploring post course options. A key area of feedback identified by providers suggested that the definition of a learner with a disability be more clearly defined.</p> <p>The 22301VIC Certificate I in Transition Education replaces and is equivalent to the 22129VIC Certificate I in Transition Education</p> <p>The following table identifies the relationship between units from the 22129VIC Certificate I in Transition Education with units from 22301VIC Certificate I in Transition Education.</p>
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Units from 22129VIC Certificate I in Transition Education		22301VIC Certificate I In Transition Education		Relationship
VU20488	Develop and document a learning plan and portfolio with support	VU21776	Develop and document a learning plan with support	Not equivalent Deletion of portfolio requirement
VU20489	Enhance own skills and self confidence	VU21777	Enhance self development	Not equivalent Addition of element on accommodation
VU20443	Participate in travel, orientation and mobility	VU21778	Participate in travel activities	Equivalent
VU20444	Investigate future options for further training, work or community activities	VU21779	Investigate future options for further training, work or community activities	Not equivalent Elements on preparing resumes and applications removed Element on Observing options removed
VU20445	Participate in the community	VU21780	Participate in the community	Not equivalent Elements 3 and 4 deleted New element Develop community networks included
VU20446	Use technology for a range of purposes	VU21781	Use technology for a range of purposes	Equivalent
VU21298	Conduct a project with guidance	VU21298	Conduct a project with guidance	Equivalent
CHCVOL201B	Be an effective volunteer	CHCVOL201B	Be an effective volunteer	Equivalent
BSBWHS201A	Contribute to health and safety of self and others	BSBWHS201	Contribute to health and safety of self and others	Equivalent
VU20447	Explore personal health issues	VU21782	Explore personal health issues	Not equivalent Elements 4 and 5 deleted
VU20448	Access the media	VU21783	Access the media	Equivalent
VU20449	Investigate Australia's	VU21316	Identify Australian	Equivalent

Units from 22129VIC Certificate I in Transition Education		22301VIC Certificate I In Transition Education		Relationship
	environment		environmental issues	
VU21343	Undertake a simple investigation of health and wellbeing	VU21343	Undertake a simple investigation of health and wellbeing	Equivalent
VU20450	Investigate processes to obtain learners permit	VU21784	Investigate processes to obtain learners permit	Not equivalent Refocused on accessing information about learners permit rather than gaining the permit.
VU20451	Participate in recreational activities	VU21785	Participate in recreational activities	Equivalent
VU20452	Participate in creative activities	VU21786	Participate in creative activities	Equivalent
VU21044	Use recipes to prepare food	VU21044	Use recipes to prepare food	Equivalent
VU21320	Identify features of the health care system	VU21320	Identify features of the health care system	Equivalent
VU21315	Access the internet for language learning	VU21315	Access the internet for language learning	Equivalent
BSBITU101A	Operate a personal computer	BSBITU101	Operate a personal computer	Equivalent
BSBITU201A	Produce simple word processed documents	BSBITU201	Produce simple word processed documents	Equivalent
ICAICT103A	Use, communicate and search securely on the internet	ICTICT103	Use, communicate and search securely on the internet	Equivalent
VU21314	Apply basic computer skills to language learning	VU21314	Apply basic computer skills to language learning	Equivalent
VU21322	Identify common digital media	VU21322	Identify common digital media	Equivalent
VU20453	Apply communication for a range of purposes	VU21787	Apply communication for a range of purposes	Not equivalent
		VU21740	Read simple sentences	New unit, no equivalent
		VU21741	Write simple sentences	New unit, no equivalent



Units from 22129VIC Certificate I in Transition Education		22301VIC Certificate I In Transition Education		Relationship
		VU21742	Communicate orally using simple sentences	New unit, no equivalent
VU21302	Engage with simple texts to participate in the community	VU21286	Engage with short simple texts to participate in the community	Not equivalent
VU21306	Create simple texts to participate in the community	VU21290	Create short simple texts to participate in the community	Not equivalent
VPAU493	Participate in short, simple exchanges	VU21451	Participate in short, simple exchanges	Equivalent
VPAU495	Read and write short, simple messages and formatted texts	VU21434	Read and write short basic messages and forms	Equivalent
		VU21432	Communicate basic personal details and needs	New unit, no equivalent
VU20454	Apply numeracy for a range of purposes	VU21788	Apply numeracy for a range of purposes	Equivalent
		VU21743	Give and follow simple directions	New unit, no equivalent
		VU21734	Recognise and use time	New unit, no equivalent
		VU21754	Use coins and notes	New unit, no equivalent
		VU21751	Use simple metric weights	New unit, no equivalent
		VU21752	Use simple liquid measures	New unit, no equivalent
		VU21753	Use simple linear measures	New unit, no equivalent
VU21046	Prepare simple budgets	VU21046	Prepare simple budgets	Equivalent

4. Course outcomes		Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses
4.1 Qualification level	Standards 1, 2 and 3 AQTF Standards for Accredited Courses The outcomes of the 22301VIC Certificate I in Transition Education are consistent with Australian Qualifications Framework (AQF) Level 1 through: Developing knowledge of strategies to: <ul style="list-style-type: none"> - identify personal goals for community participation or further 	

	<p>learning</p> <ul style="list-style-type: none"> - develop independent living skills to participate in activities in the community - identify information and resources about everyday activities such as travel, health and participation in recreational activities - rights and responsibilities to participate in the community <p>Developing skills to:</p> <ul style="list-style-type: none"> - develop a personal learning plan to explore different options - access information and resources to support independent living skills and activities - apply strategies for self development including participation in interpersonal relationships - use technology to access information and resources to support independent living skills and activities <p>Application of skills and knowledge in highly structured, familiar and personally relevant contexts.</p> <p>The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and opportunities for practice and reinforcement of skills.</p>
<p>4.2 Employability skills</p>	<p>Standard 4 AQTF Standards for Accredited Courses</p> <p>The following summary reflects the Employability Skills required for the 22301VIC Certificate I in Transition Education.</p> <p>The following skills relate to this qualification</p> <ul style="list-style-type: none"> • Communication skills to: <ul style="list-style-type: none"> - participate in discussions about personal goals and responsibilities - work with support persons to explore options - ask questions and listen for specific information • Planning and organising skills to: <ul style="list-style-type: none"> - plan and implement travel plans - access information about community options • Problem solving skills to; <ul style="list-style-type: none"> - identify strategies to resolve problems related to everyday activities - identify own self development needs in relation to future options - identify barriers to independence • Self management skills to: <ul style="list-style-type: none"> - monitor learning plan and goals - identify and address changing needs

	<ul style="list-style-type: none"> • Teamwork skills to: <ul style="list-style-type: none"> - work with support persons to plan learning and participate in the community • Technology skills to: <ul style="list-style-type: none"> - use technology to access relevant information
4.3 Recognition given to the course (if applicable)	Standard 5 AQTF Standards for Accredited Courses Not Applicable
4.4 Licensing/ regulatory requirements (if applicable)	Standard 5 AQTF Standards for Accredited Courses Not Applicable
5. Course rules	Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses
5.1 Course structure	



To be eligible for the award of 22301VIC Certificate I in Transition Education learners must successfully complete a total of 10 units comprising:

- 6 core units
- 4 electives which may be selected from:
 - any combination of electives from any group listed below
 - up to 2 units may be selected from units first packaged in Certificate I qualifications in endorsed training packages or accredited courses

Selection of electives must reflect the integrity and intent of the qualification.

Where the qualification is not completed, a Statement of Attainment will be issued for any completed units.

Unit of competency code	Field of Education code	Unit of competency title	Nominal hours
Core			
VU21776	120105	Develop and document a learning plan with support	150
VU21777	120301	Enhance self development.	150
VU21778	120199	Participate in travel activities	150
VU21779	120105	Investigate future options for further training, work or community activities	150
VU21780	120199	Participate in the community	150
VU21781	120199	Use technology for a range of purposes	150
Total Core			900
Electives			
Life skills focus			
VU21298	120199	Conduct a project with guidance	20
CHCVOL201B	N/A	Be an effective volunteer	25
BSBWHS201	N/A	Contribute to health and safety of self and others	20
VU21782	120199	Explore personal health issues	50
VU21783	120199	Access the media	50
VU21316	120199	Identify Australian environmental issues	20
VU21343	120199	Undertake a simple investigation of health and	20

		wellbeing	
VU21784	120199	Investigate processes to obtain learners permit	50
VU21785	120199	Participate in recreational activities	50
VU21786	120199	Participate in creative activities	50
VU21044	120103	Use recipes to prepare food	10
VU21320	120199	Identify features of the health care system	20
Technology			
VU21315	120103	Access the internet for language learning	20
BSBITU101	N/A	Operate a personal computer	20
BSBITU201	N/A	Produce simple word processed documents	60
ICTICT103	N/A	Use, communicate and search securely on the internet	50
VU21314	120103	Apply basic computer skills to language learning	20
VU21322	120199	Identify common digital media	10
Literacy			
VU21787	120103	Apply communication for a range of purposes	50
VU21740	120103	Read simple sentences,	70
VU21741	120103	Write simple sentences	70
VU21742	120103	Communicate orally using simple sentences	35
VU21286	120103	Engage with short simple texts to participate in the community	20
VU21290	120103	Create short simple texts to participate in the community	15
English as an Additional Language (EAL)			
VU21451	120103	Participate in short, simple exchanges	80
VU21434	120103	Read and write short basic messages and forms	70
VU21432	120103	Communicate basic personal details and needs	70
Numeracy			
VU21788	120103	Apply numeracy for a range of purposes	50

VU21743	120103	Give and follow simple directions,	25
VU21734	120103	Recognise and use time	40
VU21754	120103	Use coins and notes	25
VU21751	120103	Use simple metric weights	25
VU21752	120103	Use simple liquid measures	25
VU21753	120103	Use simple linear measures	25
VU21046	120103	Prepare simple budgets	20
Nominal Duration			955-1180



<p>5.2 Entry requirements</p>	<p>Standard 9 AQTF Standards for Accredited Courses</p> <p>Entry to the Certificate I in Transition Education is intended for post compulsory school age learners with evidence of a permanent cognitive impairment / intellectual disability.</p> <p>In exceptional circumstances compulsory school age learners with evidence of a permanent cognitive impairment / intellectual disability may be enrolled in the qualification, provided the Registered Training Organisation can establish:</p> <ul style="list-style-type: none"> • the learner’s Secondary School is unable to meet their needs and • the learner has a level of behavioural maturity that would allow them to develop the communication and interpersonal skills to interact with other learners. <p>Permanent cognitive impairment / intellectual disability must be evidenced. Evidence could include:</p> <ul style="list-style-type: none"> • Formal assessment by a registered medical practitioner • Doctors / specialist reports • Attendance at a Specialist School / SDS • Integration support at school • Integration support at school with modified curriculum <p>While learners may also have the following conditions, these do not constitute a permanent cognitive impairment / intellectual disability:</p> <ul style="list-style-type: none"> • Social and / or emotional issues • Attention Deficit Hyperactivity Disorder • Specific learning difficulties • Mental health conditions • Physical disabilities
<p>6. Assessment</p>	<p>Standards 10 and 12 AQTF Standards for Accredited Courses</p>
<p>6.1 Assessment strategy</p>	<p>Standard 10 AQTF Standards for Accredited Courses</p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of



	<p>assessment.</p> <p>Assessment of the Certificate I in Transition Education must consider the appropriate level of support and time required by learners with intellectual disabilities to demonstrate achievement of competency. When developing an assessment strategy it can be useful to refer to the Australian Core Skills Framework (ACSF) to assist in identifying the text and task complexity and level of support appropriate for each level.</p> <p>Wherever possible an integrated approach to assessment should be used to:</p> <ul style="list-style-type: none"> • maximise opportunities for holistic skill development • reduce atomisation and duplication of evidence collection • support authentic assessment by reflecting activities that are personally relevant to the learner. <p>Units of competency imported from accredited curriculum or endorsed training packages must reflect the assessment requirements specified in the accredited curriculum or endorsed training package.</p>
<p>6.2 Assessor competencies</p>	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Requirements to assess the Certificate I in Transition Education</p> <p>To assess the Certificate I in Transition Education an Assessor must have:</p> <ul style="list-style-type: none"> • demonstrable expertise in teaching in the special education field <p>This expertise can be demonstrated by either holding a formal qualification such as:</p> <ul style="list-style-type: none"> • Bachelor of Education with a Special Education specialisation area • Graduate Diploma in Special Education • Masters degree which includes a Special Education specialisation such as: <ul style="list-style-type: none"> - Master of Special Education - Master of Education (Special Education needs) <p>OR</p> <ul style="list-style-type: none"> • evidencing relevant knowledge of theories, methods and practices

	<p>in teaching learners with a range of intellectual disabilities through a combination of activities such as:</p> <ul style="list-style-type: none"> - ongoing relevant professional development - engagement with disability teacher networks - peer review of teaching / third party report detailing performance - documented relevant teaching experience <p>Units of competency imported from accredited curriculum or endorsed training packages must reflect any assessor requirements specified in the accredited curriculum or endorsed training package.</p>
7. Delivery Standards 11 and 12 AQTF Standards for Accredited Courses	
7.1 Delivery modes	<p>Standard 11 AQTF Standards for Accredited Courses</p> <p>The intellectual disabilities of learners enrolled in these courses may be diverse and delivery strategies should be selected to reflect varying learning needs, educational backgrounds and preferred learning styles to enable learners to develop competence in the skills and knowledge contained in the units. Face to face delivery modes should allow for active involvement of all participants. Additional support should also be provided through programs such as mentoring and peer support where appropriate.</p> <p>Delivery should take into account the cognitive and physical constraints of individual learners and ensure learning and assessment methods are sensitive to their specific needs. This could include the use of assistive communication devices to support delivery for learners with specific difficulties.</p> <p>Where there are synergies between unit outcomes integration of delivery can be appropriate. Delivery strategies should actively involve the learner and learning should be related to highly familiar contexts.</p> <p>To achieve quality outcomes for learners and to address complex learning needs, an appropriate ratio of teachers to students is highly recommended. A ratio of one teacher to six students is optimum. Variations such as one teacher and support person to ten students may also be appropriate.</p> <p>It is recommended that Training Providers deliver the elective unit <i>BSBWHS201 Contribute to health and safety of self and others</i> prior to or concurrently with the elective unit <i>CHVVOL201B Be an effective volunteer</i>.</p> <p>Where relevant Registered Training Organisations should refer to the current Practical Placement Guidelines in force in Victoria to ensure any relevant requirements are met. The Guidelines can be accessed here</p>
7.2 Resources	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA



	<p>Guidelines for VET Providers,</p> <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Requirements to deliver the Certificate I in Transition Education</p> <p>To deliver the Certificate I in Transition Education a teacher/trainer must have:</p> <ul style="list-style-type: none"> demonstrable expertise in teaching in the special education field <p>This expertise can be demonstrated by either holding a formal qualification such as:</p> <ul style="list-style-type: none"> Bachelor of Education with a Special Education specialisation area Graduate Diploma in Special Education Masters degree which includes a Special Education specialisation such as: <ul style="list-style-type: none"> Master of Special Education Master of Education (Special Education needs) <p>OR</p> <ul style="list-style-type: none"> evidencing relevant knowledge of theories, methods and practices in teaching learners with a range of intellectual disabilities through a combination of activities such as: <ul style="list-style-type: none"> ongoing relevant professional development engagement with disability teacher networks peer review of teaching / third party report detailing performance documented relevant teaching experience <p>Units of competency imported from accredited curriculum or endorsed training packages must reflect the requirements for trainers specified in the accredited curriculum or endorsed training package.</p>
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8. Pathways and articulation	Standard 8 AQTF Standards for Accredited Courses
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	<p>There are no formal pathways from the Certificate I in Transition Education.</p> <p>The following units provide credit into a range of qualifications from the BSB Business Services Training Package</p> <ul style="list-style-type: none"> BSBWHS201 Contribute to health and safety of self and others BSBITU101 Operate a personal computer BSBITU201 Produce simple word processed documents <p>The following unit provides credit into qualifications from the CHC08 Community Services Training Package</p>
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- CHCVOL201B Be an effective volunteer

The following unit provides credit into the ICT Information and Communications Technology Training Package

- ICTICT103 Use, communicate and search securely on the internet

The following units provide credit into the 22215VIC Certificate I in Mumgu-dhal tyama-tiyt

- VU20939 Recognise and interpret safety signs and symbols
- VU21044 Use recipes to prepare food

The following units provide credit into the 22234VIC Course in Initial General Education for Adults

- VU21286 Engage with short simple texts to participate in the community
- VU21290 Create short simple texts to participate in the community

The following units provide credit into the 22235VIC Certificate I in General Education for Adults (Introductory)

- VU21298 Conduct a project with guidance
- VU21316 Identify Australian environmental issues
- VU21343 Undertake a simple investigation of health and wellbeing
- VU21320 Identify features of the health care system
- VU21315 Access the internet for language learning
- VU21314 Apply basic computer skills to language learning
- VU21322 Identify common digital media

The following unit provides credit into the EAL Framework: 22250VIC Certificate I in EAL (Access)

- VU21451 Participate in short, simple exchanges

The following units provide credit into the 22259VIC Course in EAL

- VU21432 Communicate basic personal details and needs
- VU21434 Read and write short basic messages and forms

The following units provide credit into the 22293VIC Certificate I in Initial Adult Literacy and Numeracy

- VU21740 Read simple sentences
- VU21741 Write simple sentences
- VU21742 Communicate orally using phrases
- VU21743 Give and follow simple directions,
- VU21754 Use coins and notes
- VU21751 Use simple metric weights
- VU21752 Use simple liquid measures

	<ul style="list-style-type: none"> - VU21753 Use simple linear measures <p>The following unit provides credit into the 22294VIC Course in Initial Adult Literacy and Numeracy</p> <ul style="list-style-type: none"> - VU21734 Recognise and use time
9. Ongoing monitoring and evaluation Standard 13 AQTF Standards for Accredited Courses	
	<p>The Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:</p> <ul style="list-style-type: none"> • any changes required to meet emerging or developing needs • changes to any units of competency from nationally endorsed training packages or accredited curricula. <p>Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA.</p>



Section C: Units of competency



Unit Code	VU21776
Unit Title	Develop and document a learning plan with support
Unit Descriptor	This unit describes the skills and knowledge to develop and document a learning plan and to identify and monitor personal and learning goals with support.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify learning goals	<p>1.1 Communicate <i>learning goals</i> with guidance from an appropriate <i>support person</i></p> <p>1.2 Identify factors which may impact on learning goals</p> <p>1.3 Identify ways to achieve learning goals</p> <p>1.4 Identify <i>responsibilities</i> as a learner</p>
2 Develop an Individual Learning Plan	<p>2.1 Identify the <i>purpose of the Individual Learning Plan</i></p> <p>2.2 Apply the <i>processes for developing an Individual Learning Plan</i> with guidance from an appropriate support person</p> <p>2.3 Document an Individual Learning Plan</p>
3 Identify a range of services and facilities	<p>3.1 Identify a range of <i>services and facilities to support the learning plan</i></p> <p>3.2 Select and locate the services and facilities to support the learning plan</p> <p>3.3 Access supporting resources and facilities to support the learning plan</p>
4. Monitor and update the Individual Learning Plan	<p>4.1 Review progress towards goals and objectives</p> <p>4.2 Identify factors which contribute to success in meeting goals</p>

4.3 Amend Individual Learning Plan as needed

4.4 Identify progress against Individual Learning Plan

Required Knowledge and Skills

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

Required Knowledge:

- purpose of an Individual Learning Plan
- sources of information for disability support services

Required Skills:

- communication skills to participate in planning process to identify goals and participate in interactions to determine sources of support
- problem solving skills to identify own goals and strategies to achieve them
- self management skills to seek feedback and monitor and adjust learning plan
- planning and organisation skills to meet with a support person to develop an Individual Learning Plan and review regularly
- teamwork skills to work with others to develop and review Individual Learning Plan

Range Statement

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

- Learning goals*** may include:
- building independent living skills
 - developing a range of personal and interpersonal skills
 - developing support networks
 - improving skills for a variety of purposes including:
 - further study
 - employment ,
 - community participation
 - health and well being

- Support person*** may include:
- teacher
 - disability support service personnel
 - carers
 - career counsellors.

- Responsibilities*** may include:
- punctuality
 - attendance
 - participation

- motivation
- commitment

Purpose of the Individual Learning Plan may include:

- to plan systematically for the attainment of goals
- as a tool to monitor progress
- to assist the transition to preferred options at the end of the course

Processes for developing an Individual Learning Planning may include:

- identifying long term goals
- identifying one or two short term specific objectives
- determining tasks and progress to achieve goals
- ways to implement each task or goal
- identification of additional support persons:
 - case workers
 - disability support provider
 - peer support / family members
- incorporating features such as:
 - actions, strategies and timelines
 - signatures of team members

Services and facilities to support the learning plan may include:

- career counsellors /
- student services officers
- community service representatives
- augmentative communication devices

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify specific goals, work with an appropriate support person/s to develop a learning plan and monitor progress towards achievement of goals

Context of and specific resources for assessment

Assessment must ensure:

- sufficient time to enable a learning plan to be developed, implemented and reviewed
- access to appropriate support person/s to enable full participation in the development of a learning plan
- access to the use of alternative communication aids where



required

At this level the learner:

- may require strong support from the context, including visual cues
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner engaging in the process of developing a learning plan
- questioning to establish the learner's knowledge of support resources and services

Unit Code	VU21777
Unit Title	Enhance self development
Unit Descriptor	This unit describes the skills and knowledge to develop strategies to enhance own self development to participate effectively in the community.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop and implement strategies to support self confidence	<p>1.1 Identify areas in which self confidence can be improved</p> <p>1.2 Identify how self confidence can affect achievement of personal goals</p> <p>1.3 Identify strategies to increase self confidence</p> <p>1.4 Identify possible barriers to the development of self confidence</p> <p>1.5 Implement strategies to overcome barriers to increase self confidence</p>
2. Develop strategies to support independent living skills	<p>2.1 Identify areas of personal responsibility</p> <p>2.2 Identify goals for independent living with support person</p> <p>2.3 Identify barriers to achieving personal independence</p> <p>2.4 Identify ways of dealing with barriers to independence</p> <p>2.5 Develop own support networks with support</p>
3. Investigate accommodation options	<p>4.1 Investigate accommodation options in the local area</p> <p>4.2 Identify factors impacting on selection of accommodation</p> <p>4.3 Investigate costs associated with accommodation option</p>

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| 4. Develop strategies to support respectful relationships | 3.1 Identify rights and responsibilities involved in safe <i>personal relationships</i> |
| | 3.2 Identify <i>aspects of respectful and disrespectful relationships and behaviours</i> |
| | 3.3 Identify strategies to create safe respectful relationships |
| | 3.4 Identify strategies to act on disrespectful or unsafe relationships and behaviours |

Required Knowledge and Skills

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

Required Knowledge:

- features of socially responsible and protective behaviours to support respectful relationships
- sources of information and support for personal needs
- types of accommodation and their features
- importance of personal safety within relationships

Required Skills:

- communication skills to work with a support person and to access information and advice
- self management skills to develop personal goals for independent living and seek support to achieve these
- problem solving skills to make decisions about areas for own self development, identify potential barriers, seek support and apply strategies to maintain personal safety and resolve conflicts within relationships
- interpersonal skills to participate responsibly in different relationships

Range Statement

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

Areas may include:

- interpersonal skills
- relationships
- community participation
- workplace participation
- taking risks
- coping with success and failure
- rising to challenges
- attempting tasks that are difficult or unfamiliar
- asking questions

Areas of personal responsibility may include:

- at home
- in the community
- in the training environment

Goals for independent living may include:

- managing money
- finding community accommodation
- participating in education and training
- finding a job
- managing own health and well being
- catching public transport
- cooking for self

Support person may include:

- counsellors
- carers
- advocate

Ways of dealing with barriers to independence may include:

- identifying roles and uses of advocates as appropriate
- self advocacy
- identifying appropriate others for assistance in dealing with problems
- identifying the requirements for living independently of family, and building skills to achieve these
- identifying the personal need to plan for an effective transition into the next stage of adult life
- discussing personal and time management issues of personal relevance and need

Support networks may include:

- disability employment agencies
- community organisations
- government agencies

Accommodation options may include:

- type of accommodation:
 - assisted
 - supported
 - independent
 - shared
- lease arrangements.

Factors impacting on selection of accommodation

- cost

may include

- proximity to:
 - transport
 - employment and training environment
 - shopping
 - social networks
 - park/recreational facilities

Personal relationships may include:

- friendships
- family
- acquaintances
- sexual relationship
- social groups
- work colleagues

Aspects of respectful and disrespectful relationships and behaviours may include:

- respectful relationships:
 - communicating how you feel
 - being flexible
 - not expecting one person to put their needs aside for another's
 - striving to understand things from another's perspective
 - recognising and responding appropriately to the feelings of others
 - resolving conflicts
- disrespectful relationships:
 - physical violence/assault
 - verbal violence/abuse
 - bullying, intimidation or coercion
 - fear for personal safety
 - anger and thoughts of revenge
 - disengagement from community/family

Evidence Guide

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

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

Assessment must confirm the ability to:

- develop strategies to achieve personal development goals including:

- self confidence, and independent living skills
- creating and maintaining respectful and safe relationships
- accessing information about accommodation options
- develop networks to support development of personal goals

Context of and specific resources for assessment

Assessment must ensure access to:

- appropriate support person/s to enable full participation
- resources to support self development
- the use of alternative communication aids where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner engaging in application of strategies to identify personal goals
- questioning to establish the learner's knowledge of responsible behaviours as part of respectful relationships

Unit Code	VU21778
Unit Title	Participate in travel activities
Unit Descriptor	This unit describes the skills and knowledge to participate in independent travel activities and access the most appropriate modes of travel.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify transport modes	1.1 Identify transport options in the local area 1.2 Compare transport options in the local area
2 Prepare to use transport	2.1 Identify purpose and destination of travel 2.2 Select best travel option to meet purpose and destination 2.3 Access travel information 2.4 Develop a travel plan
3 Implement travel plan	3.1 Confirm destination and mode of transport 3.2 Follow travel plan to arrive at destination 3.3 Identify problem/s which may arise and strategies to resolve them 3.4 Identify sources of support and assistance when using transport

Required Knowledge and Skills

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

Required Knowledge:

- advantages and disadvantages of different forms of transport to select most appropriate option

- purpose of a travel plan
- personal safety strategies to travel safely

Required Skills:

- literacy skills to interpret travel information, ask questions, read timetables, destination names and maps and to listen for specific travel information
- problem solving skills to select best travel options and implement strategies to resolve problems that may arise and apply personal safety strategies when undertaking travel
- self management skills to allow sufficient time to undertake planned travel and to monitor and adjust a plan as appropriate
- planning and organisation skills to plan and undertake travel
- numeracy skills to:
 - recognise money, and calculate fares
 - recognise time, and calculate time taken to travel.

Range Statement

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

- Transport options*** may include;
- tram
 - train
 - bus
 - taxi
 - car
 - bike

- Travel information*** may include:
- timetables
 - destination information
 - costs
 - payment methods
 - validating travel
 - safety requirements

- Travel plan*** may include:
- destination
 - mode of transport
 - cost
 - departure and arrival times
 - approximate travel time
 - contingencies in case of disruption

- Problem/s** may include:
- transport running late or cancelled
 - catching wrong train/tram/bus
 - missing stop
 - feeling unsafe
- Strategies** may include:
- communication to notify of late arrival
 - leaving early to take delays into account
 - contact/accessing authorities e.g. police, transit police, ambulance, fire
- Sources of support and assistance** may include:
- transport agency disability support services
 - transit police/support staff
 - public transport users association.

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify and select the most appropriate mode of public transport according to travel plan and purpose
- implement travel plan and contingencies to undertake travel and resolve problems

Context of and specific resources for assessment

Assessment must ensure access to:

- appropriate support person/s to enable full participation
- resources related to travel
- computer facilities to access travel information
- the use of alternative communication aids where required

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner engaging in development of a transport plan
- questioning to establish the learner's knowledge of available transport options and their advantages and/or disadvantages

Unit Code	VU21779
Unit Title	Investigate future options for further training, work or community activities
Unit Descriptor	This unit describes the skills and knowledge to explore suitable options for future involvement in further training, work or community activities.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify one or more options	1.1 Investigate a range of possible options for future involvement 1.2 Identify factors which may impact on choice of options 1.3 Identify any specific requirements related to the options 1.4 Collect information about the options
2. Develop an action plan for the preferred option	2.1 Select preferred option 2.2 Develop an action plan to explore the selected option with support 2.3 Discuss action plan with support person 2.4 Document action plan 2.5 Review action plan

Required Knowledge and Skills

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

Required Knowledge:

- sources of information to access information about options
- purpose of an action plan to assist investigation of options

Required Skills:

- communication skills to participate in planning process to investigate options, contribute to a 22301VIC Certificate I in Transition Education

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discussion relevant to own needs and participate in interactions to determine suitability of options

- problem solving skills to identify potential options and select most suitable
- self management skills to monitor and adjust action plan
- planning and organisation skills to meet with a support person to develop an action plan for the selected option

Range Statement

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

Options may include:

- paid employment
- training
- voluntary work
- recreational/leisure.

Factors may include:

- relationships to personal goals and interests
- location/proximity
- transport availability
- transport cost
- time commitment required

Specific requirements may include:

- eligibility requirements
- time requirements

Information may include:

- contact details
- relevant documentation
- location
- course details
- job role

Evidence Guide

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

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

Assessment must confirm the ability to:

- access information about potential future options and develop an action plan for the selected option

Context of and specific

Assessment must ensure access to:

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resources for assessment

- appropriate support person/s to enable full participation
- sources of information about potential future options
- computer facilities to access required information
- alternative communication aids where required
- assessment tasks which deal with the familiar and concrete

At this level the learner:

- may require strong support from the context, including visual cues
- can work alongside an expert / mentor where prompting and advice can be provided

Method(s) of assessment

The following assessment methods are suitable for this unit:

- questioning to assess knowledge of the suitability of different options
- observation of the learner engaging in the process of developing an action plan based on a selected option

Unit Code	VU21780
Unit Title	Participate in the community
Unit Descriptor	This unit describes the skills and knowledge to participate effectively in the local community by accessing information about a range of services and facilities to meet own needs.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Locate community services in the local area	<p>1.1 Identify own <i>present and future needs</i></p> <p>1.2 Determine <i>local services and facilities</i> required to meet <i>own present and future needs</i></p> <p>1.3 Locate and access services and facilities in the local community</p> <p>1.4 Collect <i>information</i> about the services and facilities</p> <p>1.5 Identify available government services and eligibility requirements</p>
2. Identify own rights and responsibilities as a member of a community	<p>2.1 Source information about <i>rights and responsibilities</i> as a community member</p> <p>2.2 Identify <i>voting requirements and procedures</i> as a community member</p> <p>2.3 Identify <i>legal support services</i> in the local community</p>
3. Identify own rights as a consumer	<p>3.1 Identify commonly purchased goods and services in the local area</p> <p>3.2 Identify different <i>methods of purchasing goods and services</i></p> <p>3.3 Identify <i>obligations of providers of products and services</i></p>

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| | 3.4 | Investigate the complaints process for faulty products and services |
| | 3.5 | Locate resources available for purchasers of unsatisfactory products and services |
| 4. Develop community networks | 4.1 | Identify own <i>personal interests</i> |
| | 4.2 | Investigate opportunities to participate in <i>community activities</i> |
| | 4.3 | Determine key points of contact for activities |
| | 4.4 | Participate in selected community activities with support |

Required Knowledge and Skills

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

Required Knowledge:

- benefits in participating in the local community
- sources of information about rights and responsibilities of community members
- sources of information about consumer rights
- personal safety strategies to safely participate in the community

Required Skills:

- literacy skills to access and interpret information about:
 - services and facilities
 - rights and responsibilities as a community member
 - consumer rights
- problem solving skills to identify and select services and facilities to meet identified needs

Range Statement

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

- Present and future needs*** may include:
- accommodation
 - transport
 - health care
 - training
 - employment
 - social interaction
 - independent living support

Local services and facilities

may include:

- retail
- banking
- housing
- social/recreational
- health
- legal support
- job agencies
- independent living centres

Information may include:

- location
- opening hours
- contact details
- eligibility requirements
- costs
- procedures for accessing facilities and services

Rights and responsibilities

may include:

- obeying community laws and understanding consequences of violating laws
- citizen's rights to equal treatment under the law including legal representation
- making appropriate responses to people in authority
- major responsibilities of citizens in Australian community such as voting, paying tax, supporting other citizens

Voting requirements and procedures

may include:

- compulsory voting
 - local
 - state
 - federal
- election cycles
- requirements for registering to vote
- procedures to follow on voting day

Legal support services may include:

- legal aid
- legal services with a focus on disability

Methods of purchasing goods and services may include:

- cash
- credit
- EFTPOS
- tap and go
- online

Obligations of providers of products and services may include;

- provision of accurate information about:
 - the product or service
 - refund and exchange
 - replacement of damaged goods
 - warranties

Personal interests may include

- making connections with the local community
- accessing volunteering opportunities
- joining social clubs
- joining activity groups
- joining local committees

Community activities may include:

- festivals
- arts and cultural activities
- leisure activities
- meetings
- volunteering

Evidence Guide

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

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

Assessment must confirm the ability to:

- access and use community information, resources and networks to access services and information that meet own needs as a community member and consumer

Context of and specific resources for assessment

Assessment must ensure access to:

- sources of information about community services and activities and responsibilities and rights as a community member and consumer
- resources in the local community

- alternative communication aids where required
- assessment tasks which deal with the familiar and concrete
- support to enable full participation

Method(s) of assessment

The following assessment methods are suitable for this unit:

- questioning to assess knowledge of different types of accommodation options available in the community
- observation of the learner accessing and using information about selected community services

Unit Code	VU21781
Unit Title	Use technology for a range of purposes
Unit Descriptor	This unit describes the skills and knowledge to use technology for everyday purposes. It focuses on helping participants to clarify the use of technology and use it to meet individual needs.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Investigate a range of available technology	1.1 Identify <i>technology used in the home</i> 1.2 Identify <i>technology used in the community</i> 1.3 Identify <i>technology used for learning</i> 1.4 Identify the purpose of the technology 1.5 Identify <i>sources of support</i> when using technology
2. Apply technology for personal purposes	2.1 Investigate specific <i>technology for personal purposes</i> 2.2 Identify <i>safety issues and risks</i> related to using the technology 2.3 Use the technology according to operating instructions
3 Apply technology for learning purposes	3.1 Investigate specific <i>technology for learning purposes</i> 3.2 Identify safety issues related to using the technology 3.3 Use the technology according to operating instructions
4. Use social media responsibly	4.1 Identify various <i>social media forums</i> 4.2 Identify safety issues and risks related to social media 4.3 Engage in social media interaction following <i>procedures and protocols</i>

- 4.4 Identify **issues related to cyberbullying**
- 4.5 Identify **measures to reduce the risks of cyberbullying**
- 4.6 Identify the **costs** of using technology

Required Knowledge and Skills

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

Required Knowledge:

- benefits and risks in using technology
- sources of information and support about different types of technology and applications
- safety considerations and responsibilities when using technology

Required Skills:

- communication skills to participate in electronic communication and interactions
- literacy skills to follow instructions and procedures for the use of the technology
- problem solving skills to identify technology suitable for identified needs
- self management skills to use the technology responsibly

Range Statement

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

Technology used in the home may include:

- electrical appliances
 - smart TVs
 - computers/tablets
 - household appliances
 - mobile phones
 - digital cameras
- mobility aids
- video chat software

Technology used in the community may include:

- interactive information boards
- electronic ticketing systems
- ATMs

Technology used for learning may include:

- electronic storyboards
- interactive smartboards
- smart phones
- computers/tablets
- assistive technology:

- voice recognition programs,
- screen readers
- screen enlargement applications,

Sources of support may include:

- help desk
- peers
- manuals

Technology for personal purposes may include:

- online shopping
- online banking
- paying bills
- online appointments
- meeting people
- accessing community services or facilities

Safety issues and risks may include:

- disclosure of personal information
- breaches in privacy
- bullying
- identity theft
- online scams
- excessive use
- physical effects

Technology for learning purposes may include;

- elearning
- internet
- webinar

Social media forums may include:

- facebook
- chatrooms
- blogs
- twitter
- email
- wiki

Procedures and protocols may include:

- protecting personal security and safety
- securing passwords
- deleting unfamiliar requests for information
- deleting requests to click on unfamiliar links

Issues related to cyberbullying may include:

- personal impact
- legal consequences
- health consequences
- mental health issues

Measures to reduce the risks of cyberbullying may include:

- reporting/discussing with appropriate person
- discontinuing contact
- seeking assistance

Costs may include:

- mobile/internet contracts
- data usage limits

Evidence Guide

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

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

Assessment must confirm the ability to:

- responsibly use technology relevant to needs in everyday life and identify actions to reduce risks in using social media

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of technology for personal and learning needs
- information about the risks of using technology
- assessment tasks which deal with the familiar and concrete
- support to enable full participation

At this level the learner:

- may require strong support from the context, including visual cues

Method(s) of assessment

The following assessment methods are suitable for this unit:

- questioning to assess knowledge of the different types of technology
- observation of the learner using technology for different purposes

Unit Code	VU21782
Unit Title	Explore personal health issues
Unit Descriptor	This unit describes the skills and knowledge to explore personal health issues and apply preventative measures to support personal health and well being
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify personal lifestyle issues which affect health	<p>1.1 Identify components of a healthy personal lifestyle</p> <p>1.2 Identify common health problems linked to personal lifestyle issues</p> <p>1.3 Investigate strategies for responding to these lifestyle issues</p> <p>1.4 Identify negative influences on physical and mental health and well being</p> <p>1.5 Develop a plan to apply strategies to maintain own physical and mental health and wellbeing with support</p>
2. Manage own health and hygiene	<p>2.1 Determine components of basic personal hygiene</p> <p>2.2 Determine key features of appropriate clothing and footwear for different contexts</p> <p>2.3 Identify common illnesses and ailments linked to poor personal hygiene</p> <p>2.4 Identify actions to manage own personal hygiene</p>
3. Identify community resources to support health	<p>3.1 Locate health services and facilities in the local area</p> <p>3.2 Investigate a range of health agencies and resources within the local and broader community</p> <p>3.3 Determine local services and facilities required to meet own health needs</p>

- | | | |
|--|-----|--|
| | 3.4 | Outline the steps of using a Medicare card to access health services |
| 4. Identify strategies to manage sexual health issues | 4.1 | Identify common sexual health issues |
| | 4.2 | Identify information relating to sex and sexual health |
| | 4.3 | Identify sources of assistance relating to sex and sexual health |
| | 4.4 | Identify strategies to maintain own sexual health |
| 5. Describe appropriate action in the event of a medical emergency | 5.1 | Identify a range of medical emergencies |
| | 5.2 | Identify emergency services and their functions |
| | 5.3 | Outline the steps required to obtain emergency assistance |

Required Knowledge and Skills

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

Required Knowledge:

- importance of maintaining a healthy life style
- common health issues related to lifestyle factors
- personal safety strategies related to maintaining own health
- components of plan to maintain own health and well being

Required Skills:

- literacy skills to access and use information about relevant health issues
- problem solving skills to apply strategies to manage own health needs
- self management skills to manage own health needs

Range Statement

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

Components of a healthy personal lifestyle may include:

- balanced diet
- balance of sleep
- physical activity

Common health problems may include:

- diabetes
- obesity
- depression

- anxiety
- insomnia
- smoking related respiratory illnesses

Negative influences may include:

- substance abuse
- depression
- lack of exercise
- eating disorders
- smoking
- chronic stress

Components of basic personal hygiene may include:

- showering
- toileting
- menstrual management
- dental hygiene
- hair care

Health services and facilities may include:

- general practitioners (GPs)
- specialists
- counsellors
- community health centres
- alternative health practitioners
- Family Planning Clinics
- mental health clinics
- public and private hospitals

Information relating to sex and sexual health may include:

- types of infections
- ways of transmission
- frequency and incidence
- myths and misconceptions
- age of consent
- pregnancy and contraception
- prevention

Medical emergencies may include:

- accidents in the home
- fires
- road accidents

- public transport accidents
- drowning

Emergency services may include:

- ambulance
- fire brigade
- police
- state emergency services (storms, bushfires)
- rural fire services

Steps required may include:

- contact emergency services by telephone
- provide clear directions and information to emergency services

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify lifestyle related health issues and their impact on own health and well-being and develop a plan for applying personal health and well being strategies
- access information about local health services and resources to meet own health needs

Context of and specific resources for assessment

Assessment must ensure access to:

- sources of information on health issues and prevention strategies
- health resources in the local community
- Medicare card
- alternative communication aids where required
- appropriate support persons to enable full participation
- technology to support access to health information

Method(s) of assessment

The following assessment methods are suitable for this unit:

- questioning to assess knowledge of common health issues and prevention of these
- observation of the learner developing a plan to maintain own health

Unit Code VU21783

Unit Title Access the media

Unit Descriptor This unit describes the skills and knowledge to make informed, safe choices about access to media.

Employability Skills This unit contains employability skills.

Application of the Unit This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.

Element

Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.

Performance Criteria

Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | | |
|--|-----|---|
| 1. Identify the role of media in everyday life | 1.1 | Identify <i>different types of media</i> |
| | 1.2 | Identify the <i>function of the media</i> |
| | 1.3 | Identify <i>similarities and differences</i> between different media |
| | 1.4 | Determine different <i>types of information</i> available in the media |
| | 1.5 | Investigate the cost of accessing different types of media |
| 2. Identify personal media preferences | 2.1 | Identify reasons for accessing various media and services |
| | 2.2 | Identify preferred media for specific needs |
| | 2.3 | Access preferred media to investigate <i>areas of interest</i> |
| | 2.4 | Present information about areas of interest |

Required Knowledge and Skills

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

Required Knowledge:

- importance of the media in society
- different ways in which the media presents information
- different audiences for different media

Required Skills:

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- literacy skills to access the media and engage with information
- problem solving skills to match own information needs to most appropriate type of media
- technology skills to access the media through different mediums

Range Statement

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

Different types of media may include:

- electronic:
 - TV / pay TV
 - online streaming - TV /radio
 - smart technology
 - online newspapers/magazines.
- print
 - newspapers
 - magazines
- radio

Function of the media may include:

- to inform
- to persuade
- to entertain
- to advertise

Similarities and differences may include:

- medium:
 - print
 - visual
 - oral
- audience:
 - youth
 - mature

Types of information may include:

- opinion
- local, national and international news
- weather
- sport
- special features
- entertainment
- advertisements
- employment

- Areas of interest** may include:
- social issues
 - sport
 - entertainment
 - local news
 - international news

Evidence Guide

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

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

Assessment must confirm the ability to:

- apply knowledge of different types of media to access information of interest from preferred media sources

Context of and specific resources for assessment

Assessment must ensure access to:

- different types of media
- technology to support access to electronic media
- alternative communication aids where required
- appropriate support persons to enable full participation

Method(s) of assessment

The following assessment methods are suitable for this unit:

- questioning to assess knowledge of different types of media and its role
- observation of the learner accessing different types of media and engaging with information of interest

Unit Code	VU21784
Unit Title	Investigate processes to obtain learners permit
Unit Descriptor	This unit describes the skills and knowledge to investigate information and processes to obtain the learner driver permit test associated with vehicle licenses.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | |
|---|---|
| 1. Identify requirements for gaining a learner permit | <ul style="list-style-type: none"> 1.1 Identify the purpose of a learner permit 1.2 Determine reasons for obtaining a learner permit 1.3 Identify eligibility requirements to obtain a learner permit 1.4 Identify sources of information about the test 1.5 Determine specific requirements for applicants with a disability |
| 2. Investigate the process for obtaining a learner permit | <ul style="list-style-type: none"> 2.1 Locate and access relevant information about the permit test 2.2 Identify the steps in obtaining a learner permit 2.3 Identify sources of support to obtain a learner permit 2.4 Identify potential barriers to obtaining a learner permit 2.5 Identify strategies to address barriers to obtaining a learner permit |

Required Knowledge and Skills

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

Required Knowledge:

- eligibility requirements to obtain a learner permit
- responsibilities of a learner permit holder

Required Skills:

- literacy skills to access and use information about learner permit requirements
- problem solving skills to assess own eligibility to obtain a learner permit
- self management skills to identify own capability to obtain learner permit
- technology skills to access online information about the learner permit

Range Statement

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

Eligibility requirements may include:

- age
- residency
- consideration of medical conditions

Relevant information may include:

- test components
- test content:
 - road rules
- test method
- test location
- supporting resources
- cost

Sources of support may include:

- community driver education programs
- State/Territory licencing authorities
- consumer and self help groups
- disabled Motorists Associations

Potential barriers may include:

- cost
- access to test centre
- literacy level

Evidence Guide

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

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

Assessment must confirm the ability to:

- source and engage with information about the requirements and processes for obtaining a learner permit
- identify and address barriers for obtaining a learner permit



Context of and specific resources for assessment

Assessment must ensure access to:

- sources of information about the learner permit
- technology to support access to information about learner permit requirements
- alternative communication aids where required
- appropriate support persons to enable full participation

Method(s) of assessment

The following assessment methods are suitable for this unit:

- questioning to assess knowledge of the steps in obtaining a learner permit
- observation of the learner accessing information about learner permits

Unit Code	VU21785
Unit Title	Participate in recreational activities
Unit Descriptor	This unit describes the skills and knowledge to plan and participate in one or more recreational options appropriate to own budget and interests.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Investigate recreational activities in the community	<p>1.1 Investigate the benefits of participating in recreational activities</p> <p>1.2 Identify recreational activities available in the community</p> <p>1.3 Access information about available recreational activities</p> <p>1.4 Identify the requirements for participation in different recreational activities</p>
2. Plan participation in a recreational activity	<p>2.1 Select a recreational activity of personal interest</p> <p>2.2 Identify the requirements for participation in the activity</p> <p>2.3 Assess own ability to meet requirements for participation in the activity</p> <p>2.4 Identify barriers to participation in recreational activity</p> <p>2.5 Plan for participation in the activity</p>
3. Participate in a recreational activity	<p>3.1 Confirm the requirements for participation in the recreational activity</p> <p>3.2 Engage in recreational activity</p> <p>3.3 Display appropriate behaviours while participating in</p>

the activity

Required Knowledge and Skills

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

Required Knowledge:

- the importance of recreation activities for well being
- sources of information about recreational activities

Required Skills:

- communication skills to participate in planning process to participate in recreation activity
- literacy skills to access and use information about local recreational activities
- problem solving skills to match own interests to appropriate recreation activities
- self management skills to identify personal requirements to participate in selected recreation activities
- planning and organisation skills to plan and participate in activities in recreation activities

Range Statement

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

Recreational activities may include:

- sporting activities
- adventure activities
- entertainment
- cultural activities
- indoor activities
- gardening

Requirements for participation may include;

- hygiene requirements
- clothing requirements
- length of time required to participate
- cost
- enrolment/registration
- location
- rules and regulations
- behavioural aspects

Barriers to participation may include:

- location
- cost

- time
- personal limitations

Appropriate behaviours may include:

- cooperating with others
- following rules and regulations
- taking care of equipment
- reporting hazards

Evidence Guide

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

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

Assessment must confirm the ability to:

- access information about leisure activity options and select and participate in selected recreational activity

Context of and specific resources for assessment

Assessment must ensure access to:

- sources of information about recreational activities
- technology to support access to digital information about recreational activities
- alternative communication aids where required
- appropriate support persons to enable full participation

Method(s) of assessment

The following assessment methods are suitable for this unit:

- questioning to assess knowledge of recreational activities in the community
- observation of the learner using information about recreational activities to plan and organise own participation in a selected recreational activity

Unit Code	VU21786
Unit Title	Participate in creative activities
Unit Descriptor	This unit describes the skills and knowledge required by learners to plan and participate in one or more creative options appropriate to personal interests. It focuses on exploring, accessing and participating in creative activities.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Investigate creative activities in the community	<p>1.1 Investigate the benefits of participating in creative activities</p> <p>1.2 Identify creative activities available in the community</p> <p>1.3 Access information about available creative activities</p> <p>1.4 Identify the requirements for participation in different creative activities</p>
2. Plan participation in a creative activity	<p>2.1 Select a creative activity of personal interest</p> <p>2.2 Identify the requirements for participation in the activity</p> <p>2.3 Assess own ability to meet requirements for participation in the activity</p> <p>2.4 Identify barriers to participation in creative activity</p> <p>2.5 Plan for participation in the activity</p>
3. Participate in a creative activity	<p>3.1 Confirm the requirements for participation in the creative activity</p> <p>3.2 Engage in creative activity</p> <p>3.3 Display appropriate behaviours while participating in the activity</p>

Required Knowledge and Skills

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

Required Knowledge:

- the importance of creative activities for well being
- sources of information about creative activities

Required skills

- communication skills to participate in planning process to participate in creative activity
- literacy skills to access and use information about local creative activities
- problem solving skills to match own interests to appropriate creative activities
- self management skills to identify personal requirements to participate in selected creative activities
- planning and organisation skills to plan and participate in creative activities

Range Statement

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

Creative activities may include:

- drawing / painting classes
- musical activities
- craft activities
- dance/human movement
- writing

Requirements for participation may include:

- clothing
- tools/equipment
- structured classes
- time consideration
- location
- basic skills required
- costs

Own ability to meet requirements may include:

- skills
- abilities
- interests
- limitations
- budget

Barriers to participation may include:

- location
- cost
- time
- personal limitations

Appropriate behaviours may include:

- cooperating/collaborating with others
- following rules and regulations
- taking care of equipment
- reporting hazards
- supporting the creativity of others

Evidence Guide

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

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

Assessment must confirm the ability to:

- access information about creative activity options and select and participate in selected creative activity

Context of and specific resources for assessment

Assessment must ensure access to:

- sources of information about creative activities
- technology to support access to digital information about creative activities
- alternative communication aids where required
- appropriate support persons to enable full participation

Method(s) of assessment

The following assessment methods are suitable for this unit:

- questioning to assess knowledge of availability of cultural activities in the community
- observation of the learner using information about cultural activities to plan and organise own participation in selected cultural activities

Unit Code	VU21787
Unit Title	Apply communication for a range of purposes
Unit Descriptor	This unit describes the skills and knowledge to apply communication skills to meet every day needs in the community.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Communicate in a familiar context	<p>1.1 Identify the <i>purpose of the communication</i></p> <p>1.2 Use questioning to gain information and to clarify meaning</p> <p>1.3 Receive and respond to <i>information</i></p> <p>1.4 Apply <i>effective listening skills</i></p> <p>1.5 Express dis/agreement with others appropriately</p>
2. Locate information in short simple texts	<p>2.1 Identify short, simple texts to meet a specific need</p> <p>2.2 Identify the <i>purpose of the texts</i></p> <p>2.3 Identify the <i>source of the texts</i></p> <p>2.4 Locate specific information from texts to meet needs</p> <p>2.5 Identify features of texts</p>
3. Complete short, simple forms for personal purposes	<p>3.1 Identify forms relevant to own purposes</p> <p>3.2 Identify <i>key sections</i> of the form</p> <p>3.3 Clarify purposes of sections</p> <p>3.4 Enter information into correct sections of the form</p>

3.5 Review all entries for **accuracy**

Required Knowledge and Skills

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

Required Knowledge:

- different communication strategies to suit different purposes and audiences
- elements of communication, such as social distance, body language, eye contact and tone
- the importance of nonverbal communication

Required Skills:

- communication skills to participate in interactions with others
- problem solving skills to identify and select appropriate communication strategies for different audiences and different situations
- language and literacy skills to clarify communication requirements, interpret texts and complete forms

Range Statement

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

- Purpose of the communication*** may include:
- to seek information
 - to conduct a transaction
 - to discuss a problem or issue

- Information*** may include:
- factual information
 - instructions
 - messages
 - opinions

- Effective listening skills*** may include:
- showing an interest in what is being said
 - clarifying what the speaker is saying
 - focusing on what the speaker is saying

- Purpose of the texts*** may include:
- to inform
 - to instruct
 - to entertain
 - to persuade

- Source of the texts** may include:
- websites
 - directories,
 - noticeboards
 - brochures
 - diagrams

- Key sections** may include:
- personal information
 - emergency contacts
 - health information
 - signature

Evidence Guide

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

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

Assessment must confirm the ability to:

- undertake simple and familiar exchanges using appropriate communication skills and strategies to seek and provide information to meet own everyday communication needs in the community
- access, locate and interpret information to meet own everyday communication needs in the community
- access and complete a form for different purposes relevant to own needs

Context of and specific resources for assessment

Assessment must ensure access to:

- short simple texts relevant to own everyday needs
- technology to support access to digital information relevant to own needs
- alternative communication aids where required
- appropriate support persons to enable full participation

At this level the learner:

- may require strong support from the context, including visual cues

Method(s) of assessment

The following assessment methods are suitable for this unit:

- direct observation of the learner participating in verbal exchanges

- verbal questioning to assess learner's knowledge of effective communication strategies
- portfolio containing samples of completed forms

Unit Code	VU21788
Unit Title	Apply numeracy for a range of purposes
Unit Descriptor	This unit describes the skills and knowledge to use functional numeracy in everyday familiar situations
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Work with money in simple everyday situations	<p>1.1 Identify the range of Australian coins and their monetary value</p> <p>1.2 Identify the range of Australian notes and their monetary value</p> <p>1.3 Use monetary amounts to perform highly familiar personally relevant tasks</p> <p>1.4 Perform simple one step calculations with money</p>
2. Work with time in simple everyday situations	<p>2.1 Identify digital or clock face time related to simple and familiar everyday situations</p> <p>2.2 Use digital or clock face time in simple and familiar everyday situations</p> <p>2.3 Use numbers related to time in everyday texts</p>
3. Give and follow simple directions	<p>3.1 Identify simple concepts of position and location</p> <p>3.2 Follow simple oral directions for moving between familiar locations</p> <p>3.3 Use simple concepts of position and location to describe location of two or more objects</p> <p>3.4 Read and interpret simple diagrams and maps of familiar locations</p>

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| 4. Work with simple everyday measurement | 4.1 Identify common units of measurement and their abbreviations |
| | 4.2 Identify units of measurement and related numbers in everyday simple familiar texts |
| | 4.3 Use simple measuring instruments |
| | 4.4 Perform simple, one step calculations with measurements |
| | 4.5 Use common words for comparing measurements |

Required Knowledge and Skills

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

Required Knowledge:

- numbers to undertake familiar activities related to money, time and measurement
- common representations of monetary amounts:
 - symbols used to represent dollars and cents
 - written form of dollars and cents
- limited range of strategies to assist in using money, time and measurement such as:
 - using size, shape and colour
 - using prior knowledge of money, time and measurement
- simple fractions such as half and quarter
- mathematical symbols for addition and subtraction to perform simple calculations
- language of position to convey information about directions

Required Skills:

- communication skills to convey and follow directions
- literacy skills to use diagrams and maps
- numeracy skills to use numbers related to money, time and measurement
- problem solving skills to perform calculations with money, time and measurement

Range Statement

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

- Highly familiar personally relevant tasks** may include:
- shopping
 - banking
 - travelling

- Digital or clock face time** may
- hours

include:

- quarter hours
- half hours
- am / pm

Simple and familiar everyday situations may include:

- waking time
- time of favourite television shows
- meal times
- work or school start and finish times
- rest breaks

Numbers related to time in everyday texts may include:

- transport timetables
- rosters
- television programs
- weather forecast

Concepts of position and location may include:

- in front/behind/ between
- over/ under
- through/ opposite
- on the corner/next to/around the corner
- between, beside

Common units of measurement may include:

- meters
- millimetres
- centimetres
- kilograms
- grams

Everyday simple familiar texts may include:

- recipes
- household bills
- advertising leaflets
- catalogues,
- pricelists
- sports results
- recipes
- ingredient lists on packages

Simple measuring instruments may include:

- tape measure/ruler/trundle wheel

- measuring jugs/spoons
- thermometers
- scales

Evidence Guide

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

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

Assessment must confirm the ability to:

- apply a limited range of strategies to undertake familiar tasks related to money, time and measurement
- apply a limited range of strategies to undertake familiar tasks related to giving and receiving directions

Context of and specific resources for assessment

Assessment must ensure access to:

- appropriate support person/s to enable full participation
- resources with embedded numeracy such as travel information
- alternative communication aids where required

Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner undertaking calculations with money
- questioning to establish knowledge of language of position in relation to a map or diagram