22302VIC Certificate I in Work 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

Section A: Copyright and course classification information

1.	**Copyright owner of the course**	Department of Education and Training
2.	**Address**	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 22302VIC Certificate I in Work Education replaces and is equivalent to the 22128VIC Certificate I in Work Education.

4.	**Copyright acknowledgement**	Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia, © Commonwealth of Australia. Units of competency from nationally endorsed training packages can be accessed here
		
		• BSB Business Services Training Package:
		  – BSBWHS201 Contribute to health and safety of self and others
		  – BSBWOR202 Organise and complete daily work activities
		  – BSBADM101 Use business equipment and resources
		  – BSBITU101 Operate a personal computer
		• TLI10 Transport and Logistics Training Package:
		  – TLIG1001A Work effectively with others
		• CHC08 Community Services Training Package:
		  – CHCVOL201B Be an effective volunteer
		• SIT12 Tourism Travel and Hospitality Training Package:
		  – SITHIND201 Source and use information on the hospitality industry
		  – SITXFSA101 Use hygienic practices for food safety

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    – SITHFAB201 Provide responsible service of alcohol

    – SITHFAB204 Prepare and serve espresso coffee

• ICT Information and Communications Technology Training Package:

    – ICTICT103 Use, communicate and search securely on the internet

• FSK Foundation Skills Training Package:

    – FSKDIG01 Use digital technology for basic workplace tasks

    – FSKOCM03 Participate in simple spoken interactions at work

• SIR07 Retail Services training Package:

    – SIRXCLM101 Organise and maintain work areas

    – SIRXICT001A Operate retail technology

    – SIRXIND101 Work effectively in a customer service environment

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• 22280VIC Certificate I in Employment Pathways

    – VU21666 Participate in job seeking activities

    – VU21664 Prepare for employment

• 22215VIC Certificate I in Mumgu-dhal tyama-tiyt

    – VU20939 Recognise and interpret safety signs and symbols

    – VU21041 Complete forms

• 22235VIC Certificate I in General Education for Adults (Introductory)

    – VU21307 Work with numbers and money in simple familiar situations

    – VU21308 Work with and interpret directions in simple, familiar situations

    – VU21311 Work with and interpret simple numerical information in familiar texts

    – VU21312 Work with and interpret statistical information in simple, familiar texts

    – VU21301 Engage with simple texts for employment purposes

    – VU21305 Create simple texts for employment purposes

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5. Licensing and franchise

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	Request for other use should be addressed to :
	Department of Education and Training
	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	**Classification Codes for:**	
	ANZSCO code	GEN19 General Education - not occupationally specific
	ASCED Code	1205 Employment Skills Programs
	National course code	22302VIC

8. Period of accreditation	1 January 2016 – 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 Work Education
1.2 Nominal duration of the course	1015 – 1100

2. Vocational or educational outcomes	Standard 1 AQTF Standards for Accredited Courses
2.1 Purpose of the course	The Certificate I in Work Education is intended to support post compulsory school age learners with permanent intellectual disabilities to develop the skills to explore work options and access pathways to further specific vocational education and training. It supports learners to improve their employability and work readiness. 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.

3. Development of the course	Standards 1 and 2 AQTF Standards for Accredited Courses
3.1 Industry / enterprise/ community needs	The Certificate I in Work Education was first accredited in 1992 and has been continuously accredited since then in response to an ongoing identified need to provide learners with an intellectual disability the opportunity to develop skills that support their access to employment. The curriculum is used with learners who have varying degrees of intellectual disabilities and whose disabilities inhibit access to education, training and open employment. Learners can 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 and examination of enrolment data indicates the certificate continues to provide an opportunity for learners with intellectual disabilities to engage or re-engage with learning in a supported environment as a pathway to open employment. A mid cycle review of the Certificate I in Work Education was conducted in 2013 via electronic survey with respondents indicating that the qualification continues to address the needs of learners with intellectual disabilities to develop the skills to prepare for entry level employment positions. **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. 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". 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 National Disability Strategy 2010–2020 represents a national approach to supporting people with disabilities to maximise their potential and participate in Australian society as equal citizens. One of the six interrelated policy action areas identifies responsiveness to learning needs and opportunities for lifelong learning as a key goal.

The national Mental Health and Disability Employment Strategy places emphasis on better education and training for students who have a learning disability to ensure skills development for sustainable employment, in part through providing a co-ordinated transition from school to training, education to work experience and education to employment.

This state and national focus on improved opportunities and support for those with disabilities is expected to support continued demand for the course. There has been an upward enrolment trend with total course enrolments shown below:

22128VIC Certificate I in Work Education Enrolments

2011	2012	2013	2014
508	1,883	3,306	4,552

The reaccreditation of the Certificate was guided by a Project Steering Committee (PSC) comprised of the following members:

David Wilson (Chair)	NorthStar Specialist Employment Services
Robert Anderson	Medi chef: Austin Repatriation Hospital (employer)
Kathy Kondekas	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 Statewide 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 Work Education was conducted in 2013. Electronic surveys were circulated to practitioners and 11 responses were received. The survey sought responses to the following:

• extent to which the course meets 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 qualification continues to address the needs of learners with intellectual disabilities in different contexts. A key area of feedback related to the need to more clearly define the term 'learner with a disability' in the context of the intended cohort.		
		The 22302VIC Certificate I in Work Education replaces and is equivalent to the 22128VIC Certificate I in Work Education		
		The following table identifies the relationship between units from the 22302VIC Certificate I in Work Education with units from 22128VIC Certificate I in Work Education.		

Units from 22128VIC Certificate I in Work Education		22302VIC Certificate I In Work Education		Relationship
VU20438	Develop an individual vocational plan with support	VU21771	Develop an individual vocational plan with support	Not Equivalent Element 2 deleted Element 3 from VU20439 included
VU20439	Develop personal management skills for work	VU21772	Develop personal management skills for work	Not Equivalent Element 3 moved to VU21771
VU20440	Participate in vocational tasters/activities	VU21773	Participate in vocational activities	Equivalent
VU20441	Participate in practical placement with support	VU21774	Participate in practical placement with support	Equivalent
VU20442	Develop interpersonal communications skills for the workplace	VU21775	Develop interpersonal communication skills for the workplace	Equivalent
VU20007	Prepare for employment	VU21664	Prepare for employment	Equivalent
VU20009	Participate in job seeking activities	VU21666	Participate in job seeking activities	Equivalent
TLIE1003A	Participate in basic workplace communication	N/A	N/A	Deleted
TLIG1001A	Work effectively with others	TLIG1001A	Work effectively with others	No Change
CHCVOL201B	Be an effective volunteer	CHCVOL201B	Be an effective volunteer	No Change
SITHIND201	Source and use information on the hospitality industry	SITHIND201	Source and use information on the hospitality industry	No Change

Units from 22128VIC Certificate I in Work Education		22302VIC Certificate I In Work Education		Relationship
SITXFSA101	Use hygienic practices for food safety	SITXFSA101	Use hygienic practices for food safety	No Change
VU21307	Work with numbers and money in simple familiar situations	VU21307	Work with numbers and money in simple familiar situations	No Change
VU21308	Work with and interpret directions in simple, familiar situations	VU21308	Work with and interpret directions in simple, familiar situations	No Change
VU21309	Work with measurements in simple, familiar situations	N/A	N/A	Deleted
VU21310	Work with simple design and shape in familiar situations	N/A	N/A	Deleted
VU21311	Work with and interpret simple numerical information in familiar texts	VU21311	Work with and interpret simple numerical information in familiar texts	No Change
VU21312	Work with and interpret statistical information in simple, familiar texts	VU21312	Work with and interpret statistical information in simple, familiar texts	No Change
VU21301	Engage with simple texts for employment purposes	VU21301	Engage with simple texts for employment purposes	No Change
VU21305	Create simple texts for employment purposes	VU21305	Create simple texts for employment purposes	No Change
BSBWHS201A	Contribute to health and safety of self and others	BSBWHS201	Contribute to health and safety of self and others	Equivalent
N/A	N/A	BSBADM101	Use business equipment and resources	New unit
N/A	N/A	BSBITU101	Operate a personal computer	New unit
N/A	N/A	BSBWOR202	Organise and complete daily work activities	New unit
ICAICT103A	Use, communicate and search securely on the internet	ICTICT103	Use, communicate and search securely on the internet	Equivalent
FSKDIG01	Use digital technology for basic workplace tasks	FSKDIG01	Use digital technology for basic workplace tasks	No Change

Units from 22128VIC Certificate I in Work Education		22302VIC Certificate I In Work Education		Relationship
FSKOCM03	Participate in simple spoken interactions at work	FSKOCM03	Participate in simple spoken interactions at work	No Change
N/A	N/A	SITHFAB201	Provide responsible service of alcohol	New unit
N/A	N/A	SITHFAB204	Prepare and serve espresso coffee	New unit
N/A	N/A	SIRXCLM101	Organise and maintain work areas	New unit
N/A	N/A	SIRXICT001A	Operate retail technology	New unit
N/A	N/A	SIRXIND101	Work effectively in a customer service environment	New unit
N/A	N/A	VU20939	Recognise and interpret safety signs and symbols	New unit
N/A	N/A	VU21041	Complete forms	New unit

4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses

4.1 Qualification level	The outcomes of the 22302VIC Certificate I in Work Education are consistent with Australian Qualifications Framework (AQF) Level 1 through:
	
	• Developing knowledge of:
	
	   – work related WHS procedures and requirements
	   – sources of information on a range of industries
	   – sources of information to identify the job seeking process and employment opportunities
	   – strategies for setting work related goals
	   – education/training requirements for specific jobs
	
	• Developing skills to:
	
	   – develop a personal vocational plan to explore different options
	   – access information and resources to support achievement of vocational goals
	   – apply strategies for self development to support workplace participation
	   – use technology to access information and resources to support vocational goals
	
	• Application of skills and knowledge in highly structured, personally relevant and supported contexts.
	
	The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and extensive opportunities for practice and reinforcement of skills.

4.2 Employability skills	The following summary reflects the Employability Skills required by the 22302VIC Certificate I in Work Education.
	
	• Communication skills to:
	
	   – follow and apply OHS/ WHS and emergency procedures in specific industries
	   – follow safety signs, symbols and notices
	   – report OHS / WHS hazards and raise issues
	   – access and use employment and workplace information
	   – ask and respond to simple questions to clarify vocational goals and work activities
	   – participate in discussions to identify vocational goals and strategies to facilitate independence and self confidence
	
	• Teamwork skills to:
	
	   – work collaboratively with other class / group members
	   – work collaboratively with support persons
	
	• Problem solving skills to:
	
	   – identify strategies to improve personal management skills and ways in which barriers can be overcome
	   – identify own self development needs and strategies to enhance independence
	   – create a skills profile and match skills to job opportunities

		• Planning and organising skills to:
		    − identify and confirm vocational goals with the teacher / supervisor
		    − identify processes and stages to develop vocational plan
		    − carry out tasks to meet timelines and priorities
		    − collect and organise information to develop a portfolio to document skills
		    − identify effectiveness of vocational plan in achieving goals with support person
		• Self management skills to:
		    − identify and monitor personal goals and develop a basic vocational plan for identified employment opportunities
		    − identify areas of interest through participation in vocational tasters
		    − self assess own performance as part of practical placement
		    − implement strategies to increase and maintain independence
		• Technology skills to:
		    − use basic communication technology to access information about selected industries and employment opportunities.

4.3	**Recognition given to the course (if applicable)**	Not Applicable
4.4	**Licensing/ regulatory requirements (if applicable)**	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 22302VIC Certificate I in Work Education learners must successfully complete a total of 10 units comprising:

- 7 core units
- 3 electives which may be selected from:
  - units listed below
  - units first packaged in Certificate I qualifications in endorsed training packages or accredited curriculum
  - units first packaged in a 'Course in..' in accredited curriculum.

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

Unit of competency/ module code	Field of Education code	Unit of competency/module title	Pre-requisite	Nominal hours
Core units				
VU21771	120501	Develop an individual vocational plan with support	Nil	100
VU21772	120599	Develop personal management skills for work	Nil	80
VU21773	120501	Participate in vocational activities	Nil	400
VU21774	120501	Participate in practical placement with support	Nil	300
BSBWHS201	N/A	Contribute to health and safety of self and others	Nil	20
VU21664	120503	Prepare for employment	Nil	30
VU21775	120505	Develop interpersonal communication skills for the workplace	Nil	30
Elective units				
BSBADM101	N/A	Use business equipment and resources	Nil	15
BSBITU101	N/A	Operate a personal computer	Nil	20
BSBWOR202	N/A	Organise and complete daily work activities	Nil	20
CHCVOL201B	N/A	Be an effective volunteer	Nil	25
FSKDIG01	N/A	Use digital technology for basic workplace tasks	Nil	10
FSKOCM03	N/A	Participate in simple spoken interactions at work	Nil	10

	N/A	Use, communicate and search securely on the internet	Nil	50
ICTICT103	N/A			
SIRXCLM101	N/A	Organise and maintain work areas	Nil	20
SIRXICT001A	N/A	Operate retail technology	Nil	20
SIRXIND101	N/A	Work effectively in a customer service environment	Nil	45
SITHFAB201	N/A	Provide responsible service of alcohol	Nil	10
SITHFAB204	N/A	Prepare and serve espresso coffee	Nil	30
SITHIND201	N/A	Source and use information on the hospitality industry	Nil	25
SITXFSA101	N/A	Use hygienic practices for food safety	Nil	15
TLIG1001A	N/A	Work effectively with others	Nil	40
VU20939	120103	Recognise and interpret safety signs and symbols	Nil	10
VU21041	120103	Complete forms	Nil	20
VU21301	120103	Engage with simple texts for employment purposes	Nil	25
VU21305	120103	Create simple texts for employment purposes	Nil	25
VU21307	120103	Work with numbers and money in simple familiar situations	Nil	30
VU21308	120103	Work with and interpret directions in simple, familiar situations	Nil	30
VU21311	120103	Work with and interpret simple numerical information in familiar texts	Nil	30
VU21312	120103	Work with and interpret statistical information in simple, familiar texts	Nil	30
VU21666	120503	Participate in job seeking activities	Nil	50
Total nominal hours				**1015 – 1100**

5.2 Entry requirements	Standard 9 AQTF Standards for Accredited Courses
	Entry to the Certificate I in Work Education is intended for post compulsory school age learners with evidence of a permanent cognitive impairment / intellectual disability.
	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:
	• 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 expected in the workplace.
	Permanent cognitive impairment / intellectual disability must be evidenced. Evidence could include:
	• 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
	While learners may also have the following conditions, these do not constitute a permanent cognitive impairment / intellectual disability:
	• Social and / or emotional issues
	• Attention Deficit Hyperactivity Disorder
	• Specific learning difficulties
	• Mental health conditions
	• Physical disabilities
6. Assessment	Standards 10 and 12 AQTF Standards for Accredited Courses
6.1 Assessment strategy	Standard 10 AQTF Standards for Accredited Courses
	All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:
	• 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,
	or
	• the Standards for Registered Training Organisations 2015 (SRTOs),
	or
	• the relevant standards and Guidelines for RTOs at the time of assessment

	Assessment of the Certificate I in Work Education must consider the appropriate level of support and time required by learners with intellectual disabilities to demonstrate achievement of competency.
	Assessment of the core unit *VU21771 Develop an individual vocational plan with support* must ensure the learner has been provided with sufficient time to enable an action plan to be developed, implemented and reviewed.
	Wherever possible an integrated approach to assessment should be used to:
	• 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.
	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.
6.2 Assessor competencies	Standard 12 AQTF Standards for Accredited Courses
	Assessment must be undertaken by a person or persons in accordance with:
	• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,
	or
	• the Standards for Registered Training Organisations 2015 (SRTOs),
	or
	• the relevant standards and Guidelines for RTOs at the time of assessment.
	Requirements to assess the Certificate I in Work Education
	To assess the Certificate I in Work Education an Assessor must have:
	• demonstrable expertise in teaching in the special education field
	This expertise can be demonstrated by either holding a formal qualification such as:
	• Bachelor of Education with a Special Education specialisation area
	• Graduate Diploma in Special Education
	• Masters degree which includes a Special Education specialisation such as:
	– Master of Special Education
	– Master of Education (Special Education needs)

	OR
	• evidencing relevant knowledge of theories, methods and practices in teaching learners with a range of intellectual disabilities through a combination of activities such as:
	– ongoing relevant professional development
	– engagement with disability teacher networks
	– peer review of teaching / third party report detailing performance
	– documented relevant teaching experience
	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.

7. Delivery	Standards 11 and 12 AQTF Standards for Accredited Courses
7.1 Delivery modes	Standard 11 AQTF Standards for Accredited Courses
	The intellectual disabilities of learners enrolled in this qualification may be diverse and delivery strategies should be selected to enable learners to develop competence in the skills and knowledge contained in the units. Face to face delivery modes should allow for active involvement of all participants. Additional support should also be provided through programs such as mentoring and peer support where appropriate.
	Delivery should take into account any cognitive and / or physical constraints of individual learners and ensure delivery methods are adapted to their specific needs.
	Where there are synergies between unit outcomes integration of delivery can be appropriate. Delivery strategies should actively involve the learner and learning should be related to highly familiar contexts.
	To achieve quality outcomes for learners and to address complex learning needs, an appropriate ratio of teachers to students is highly recommended. A ratio of one teacher to six students is optimum. Variations such as one teacher and support person to ten students may also be appropriate.
	The core unit *VU21773 Participate in vocational activities* requires learners to investigate sufficient information to enable selection of between 2 and 6 vocational activities in which they will then participate.
	In order to deliver and assess *VU21774 Participate in practical placement with support,* Registered Training Organisations must provide learners with access to a real workplace.
	Registered Training Organisations should refer to the current Practical Placement Guidelines in force in Victoria to ensure all relevant requirements are met when students are undertaking the unit *VU21774 Participate in practical placement with support*. The Guidelines can be accessed here
7.2 Resources	Standard 12 AQTF Standards for Accredited Courses

	Training must be undertaken by a person or persons in accordance with:
	• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,
	or
	• the Standards for Registered Training Organisations 2015 (SRTOs),
	or
	• the relevant standards and Guidelines for RTOs at the time of assessment.
	Requirements to deliver the Certificate I in Work Education
	To deliver the Certificate I in Work Education a teacher / trainer must have:
	• demonstrable expertise in teaching in the special education field
	This expertise can be demonstrated by either holding a formal qualification such as:
	• Bachelor of Education with a Special Education specialisation area
	• Graduate Diploma in Special Education
	• Masters degree which includes a Special Education specialisation such as:
	– Master of Special Education
	– Master of Education (Special Education needs)
	OR
	• evidencing relevant knowledge of theories, methods and practices in teaching learners with a range of intellectual disabilities through a combination of activities such as:
	– ongoing relevant professional development
	– engagement with disability teacher networks
	– peer review of teaching / third party report detailing performance
	– documented relevant teaching experience
	Units of competency imported from accredited curriculum or endorsed training packages must reflect the requirements of trainers specified in the accredited curriculum or endorsed training package.
8. Pathways and articulation	Standard 8 AQTF Standards for Accredited Courses
	There are no formal articulation arrangements for this course.
	A range of potential pathways are possible when units of competency from other accredited curricula or endorsed training packages are utilised as electives. These pathways are into the:

	• 22235VIC Certificate I in General Education for Adults (Introductory) • 22215VIC Certificate I in Mumgu-dhal tyama-tiyt • 22280VIC Certificate I in Employment Pathways • SIR07 Retail Services training Package • FSK Foundation Skills Training Package • ICA11 Information and Communications Technology Training Package • SIT12 Tourism Travel and Hospitality Training Package • CHC08 Community Services Training Package • TLI10 Transport and Logistics Training Package • BSB Business Services Training Package
9. Ongoing monitoring and evaluation Standard 13 AQTF Standards for Accredited Courses	
	The Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification. 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: • any changes required to meet emerging or developing needs • changes to any units of competency from nationally endorsed training packages or accredited curricula. Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA.

Section C: Units of Competency

Unit Code	**VU21771**
Unit Title	**Develop an individual vocational plan with support**
Unit Descriptor	This unit describes the skills and knowledge to develop an individualised plan to identify vocational goals and develop and implement a vocational plan.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities who wish to improve their employment options.

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. Create a personal skills profile	1.1 Identify *skills* gained formally and informally
	1.2 Identify skills and interests, strengths and weaknesses
	1.3 Identify preferred *learning styles*
	1.4 Develop a personal skills profile
	1.5 Identify how existing skills could apply to different situations
2 Clarify vocational goals	2.1 Identify the purpose of an individual vocational plan
	2.2 Discuss personal *vocational goals* with an appropriate *support person*
	2.3 Identify any *issues* which may make affect achievement of vocational goals
	2.4 Identify *strategies to address potential issues*
3 Develop an individual plan	3.1 Arrange a planning meeting with an appropriate support person
	3.2 Confirm and prioritise vocational goals
	3.3 Confirm *steps and strategies* to support achievement of goals
	3.4 Develop an *action plan* in consultation with the appropriate support person

4 Identify support services and facilities	4.1	Identify available *facilities* that can support achievement of vocational goals and the ways to access them
	4.2	Identify available *services* that can support achievement of vocational goals and the ways to access them
	4.3	Identify *key personnel* who can provide support
5 Review individual plan	5.1	Regularly record achievement of steps, strategies and goals with support
	5.2	Review progress regularly with an appropriate support person
	5.3	Adjust goals and strategies as appropriate

Required Knowledge and Skills

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

Required Knowledge:

- features of a simple action plan such as actions, responsibilities and timeframes

Required Skills:

- verbal communication skills to:
  - respond to simple questions
  - ask questions to clarify vocational goals
  - contribute to a discussion relevant to own vocational goals and needs
- problem solving skills to:
  - identify skills gained formally and informally
  - identify how existing skills could transfer to different situations
  - identify own vocational goals and develop a personal action plan towards employment
- language and literacy skills to access and gather information about the course and document information in an action plan
- self management skills to seek feedback and monitor and adjust action plan and to identify personal needs to participate in the course
- planning and organising skills to develop a and regularly review a vocational plan with a support person
- team work skills to work with others to achieve goals.

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.

Skills may include:	• physical / manual
	• computer
	• technology

Learning style may include:	• auditory
	• visual
	• kinaesthetic
Vocational goals may include:	• employment
	• work experience
	• volunteering
	• community activities
	• education and training
	• social skills
	• coping strategies
Support person may include:	• teacher
	• carer
	• parent / guardian
Issues may include:	• lack of employment opportunities
	• mobility restrictions
	• lack of support
Strategies to address potential issues may include:	• exploring alternative options
	• seeking additional support
Steps and strategies may include:	• deciding on long and short term goals
	• determining realistic timelines
	• breaking goals down into smaller parts to make achievement easier
	• overcoming potential barriers to achieving goals
	• amending, changing, adding to goals
	• prioritising goals
Action plan may include:	• actions
	• responsibilities
	• timeframes
	• contingencies
	• review dates
Facilities may include:	• library

- computer lab
- meeting areas
- recreation facilities

Services may include:
- learning support
- first aid
- counselling
- employment support
- community resources
- local government resources

Key personnel may include:
- teachers
- librarians
- counsellors
- carers

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 clarify own vocational goals • develop, implement and review an individual vocational plan in conjunction with an appropriate support person
Context of and specific resources for assessment	Assessment must ensure: • sufficient time to enable an action plan to be developed, implemented and reviewed • access to an appropriate support person
Method(s) of assessment	The following suggested assessment methods are suitable for this unit: • oral questioning to clarify learner's goals • an individual vocational plan, developed implemented and reviewed by the learner in conjunction with a support person.

Unit Code	**VU21772**
Unit Title	**Develop personal management skills for work**
Unit Descriptor	This unit describes the skills and knowledge to identify, develop and apply personal management skills to be able to prepare for participation in work settings and in the broader community.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who wish to develop their personal management skills.

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 levels of independence to support workforce participation	1.1	Outline current ***personal responsibilities***
		1.2	List ***strategies to maintain and increase independence***
		1.3	Describe the impact of work on independent living arrangements
		1.4	Determine ***appropriate persons or services*** who can assist with increasing and maintaining independence
2	Develop strategies to promote self confidence	2.1	Identify how self confidence affects personal life and work
		2.2	Identify appropriate ways to develop and maintain self confidence
		2.3	Recognise ***possible barriers*** to the development of self confidence
		2.4	Identify the relationship between self confidence and ***life skills and work***
		2.5	Identify ***self development needs*** to gain and maintain employment
3	Develop decision making skills for work	3.1	Identify ***decision-making processes***
		3.2	Identify ***common work related decisions*** that need to be made
		3.3	Determine ***possible solutions***

		3.4	Identify preferred solution
		3.5	Identify *sources of assistance* if a possible solution cannot be found
4	Maintain personal health and hygiene	4.1	Meet *presentation requirements* in formal and informal situations
		4.2	Establish a daily personal hygiene routine
		4.3	Identify the *elements of good personal health*
		4.4	Investigate strategies to maintain or develop good personal health
		4.5	Use strategies to develop good personal health
		4.6	Identify the impact of personal health on employment
		4.7	Identify *resources* to assist with personal health issues

Required Knowledge and Skills

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

Required Knowledge:

- sources of information and assistance for self development
- the link between personal management skills and preparation for work

Required Skills:

- communication skills to:
    - identify and discuss strategies to increase personal independence and self confidence
    - communicate with support workers and seek feedback on own skills
- problem solving skills to identify barriers and possible solutions to:
    - increase independence and self confidence
    - develop good personal health routines
    - make decisions
- self management skills to seek assistance when required
- planning and organisations skills to manage daily routines.

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.

Personal responsibilities may include:	• travelling independently·
	• money handling
	• purchasing/selecting clothing

- independent banking·
- housework or home duties
- looking after pets·
- looking after others in the family
- cooking and preparing food
- shopping
- looking for work
- part time job / voluntary work.

Strategies to maintain and increase independence may include:

- selecting services to assist
- building skills
- self-advocacy

Appropriate persons or services may include:

- agencies to support people seeking increased independence grooming and hygiene
- counsellors

Possible barriers may include:

- past experiences
- personal feelings associated with having a learning disability
- fear of rejection

Life skills and work may include:

- communication skills
- presentation skills
- problem solving skills
- conflict resolution skills
- personal management skills including personal health and grooming

Self development needs may include:

- improving self image / self confidence
- self motivation
- improving decision making / conflict resolution skills

Decision-making processes may include:

- clarifying facts and opinions
- comparing positive and negative aspects
- determining level of risk
- seeking other views

Common work related decisions may include:

- safe or unsafe practices
- when to take a break

- who to listen to

Possible solutions may include:	• referring to workplace procedures
	• seeking clarification
	• ceasing activity
Sources of assistance may include:	• supervisor
	• teacher / trainer
	• mentor
	• family member / friend
Presentation requirements may include:	• appropriate clothing
	• grooming
	• personal hygiene
Elements of good personal health may include:	• diet
	• exercise
	• sleep
	• relaxation
	• recreation
Resources may include:	• medical practitioner
	• peers
	• internet

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 apply strategies and skills to manage self in a work environment
	• seek support when required
Context of and specific resources for assessment	Assessment must ensure access to appropriate support persons allowing for full participation
Method(s) of assessment	The following assessment methods are suitable for this unit:
	• observation of:
	− the learner's personal presentation

- the learner seeking assistance when required

- oral questioning to assess knowledge of:
  - own self development needs
  - decision making processes

- third party reports from a supervisor detailing decision making ability in the workplace

Unit Code	**VU21773**
Unit Title	**Participate in vocational activities**
Unit Descriptor	This unit describes the skills and knowledge to prepare for and participate in vocational tasters to develop vocational skills related to employment.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities who wish to improve their employment options.

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 vocational options	1.1 Identify a range of vocational areas or occupations of interest in consultation with a ***support person***
	1.2 Compare the ***requirements and conditions of employment*** for the identified areas of interest
	1.3 Consult with a support person to identify own ***learning needs in relation to vocational skills***
	1.4 Determine whether identified occupations match interests, abilities, physical and psychological needs and requirements
	1.5 Select two or more vocational activities to pursue
2 Prepare for vocational participation	2.1 Gather ***initial information*** about the specific industry area of the vocational activities selected
	2.2 Identify roles and responsibilities of self and others involved in each vocational activity
	2.3 Identify resources and equipment required to participate in the activity
	2.4 Identify any ***barriers to participation*** and discuss with a support person to determine any ***required actions***
3 Participate in vocational activities	3.1 Carry out tasks according to supervisor's instructions and ***workplace procedures***
	3.2 Select appropriate equipment and materials for the work tasks according to supervisor's instructions and workplace

procedures

3.3 Use any required equipment and materials according to supervisor's instructions and workplace procedures

3.4 Clean and store equipment and materials as required according to supervisor's instructions and workplace procedures

3.5 Report any damaged or missing equipment to supervisor

4 Review participation in vocational activities	4.1 Review own performance in response to feedback from workplace supervisor and support person as appropriate
	4.2 Identify **areas for improvement or follow-up** with a support person
	4.3 Review areas of identified vocational interest with a support person
	4.4 Adapt or change identified vocational interest
	4.5 Determine any **future actions** required to improve employment prospects in consultation with a support person

Required Knowledge and Skills

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

Required Knowledge:

• workplace procedures required to safely participate in vocational activities

Required Skills:

• communication skills to:
    − consult with support person
    − confirm and follow instructions
    − report problems
• problem solving skills to identify:
    − areas of vocational interest relevant to own interests, abilities and needs
    − barriers and possible solutions to participate in selected vocational activities
    − future actions required to improve employment prospects
• literacy skills to gather and interpret information on relevant vocational areas of interest and activities
• self management skills to participate in vocational activities according to workplace requirements

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.

Support person may include:	• careers councillor
	• family members
	• integration aide
Requirements and conditions of employment may include:	• age requirements
	• licences required
Learning needs in relation to vocational skills may include:	• work attitudes
	• behaviour
	• self management
Initial information may include:	• type of goods / services produced
	• work undertaken
	• range of work available in particular area
	• particular job roles
	• level of training required
Barriers to participation may include:	• lack of transport
	• hours of work
Required actions may include:	• sourcing alternative travel options
	• considering alternative industries / vocational activities
Workplace procedures may include:	• occupational health and safety:
	− rights and obligations
	− emergency procedures
	− reporting hazards
	− personal protective equipment (PPE)
	• reporting absences
	• security of personnel / equipment / materials
Areas for improvement or follow-up may include:	• motivation
	• personal presentation
	• punctuality
Future actions may include:	• developing technically based skills
	• enrolling in vocational courses
	• language, literacy and or numeracy development

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: • collect and assess information on vocational areas of interest to select between 2 and 6 appropriate vocational activities • participate in between 2 and 6 selected vocational activities • review outcomes of participations and identify follow-up actions and future actions to support employment prospects
Context of and specific resources for assessment	Assessment must ensure access to: • sources of information on vocational areas / occupations • opportunities to participate in vocational activities • a support person
Method(s) of assessment	The following assessment methods are suitable for this unit: • direct observation of the learner participating in vocational tasters • third party report from a workplace supervisor detailing performance by the learner • oral or written questioning to assess the learner's ability to review own performance and identify areas for improvement and future actions to support employment prospects.

Unit Code	**VU21774**
Unit Title	**Participate in practical placement with support**
Unit Descriptor	This unit describes the skills and knowledge to select, negotiate and participate in a practical placement in a workplace or community setting. Learners may work independently where appropriate or as part of a team or under close supervision as required.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities who wish to improve their employment options.

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 Plan own practical placement with support	1.1	Investigate *placement options*
	1.2	Identify *potential barriers to placements* and discuss *mitigating strategies* with a *support person*
	1.3	Identify own learning needs for work placement in consultation with a support person
	1.4	Identify an *appropriate support/liaison person* to be the point of contact during the practical placement
2 Negotiate practical placement arrangements	2.1	Organise a time to meet with *appropriate personnel* in the workplace
	2.2	Confirm skills, experience, needs and preferred options with workplace personnel
	2.3	Identify documents and information required by both parties
	2.4	List *employer expectations*
	2.5	Establish workplace routine and any *required documentation*
	2.6	Identify the work activities conducted in the workplace
	2.7	Participate in workplace induction
3 Use transport	3.1	Select the most appropriate travel mode

independently

3.2 Access time table and destination information if using public transport

3.3 Make appropriate *travel arrangements*

3.4 Plan *work and travel schedule*

3.5 Develop *strategies to solve potential travel problems*

4 Communicate in the workplace	4.1	Clarify work procedures and practice
	4.2	Investigate layout of the workplace, including *staff facilities*
	4.3	Identify roles and responsibilities of others in the workplace, including immediate supervisor(s)
	4.4	Identify any commonly used workplace specific terminology
	4.5	Identify materials, tools and equipment required for work activities
	4.6	Request assistance when required
	4.7	Recognise quality requirements from specifications or work instructions
5 Participate in the workplace under supervision	5.1	Clarify and plan daily work activities and responsibilities with supervisor
	5.2	Complete workplace tasks according to *WHS requirements*
	5.3	Follow and complete work routine according to supervisor's instructions and work procedures
	5.4	Complete *basic work related documentation* as required
	5.5	Report WHS hazards to the supervisor
	5.6	Follow emergency procedures relevant to the workplace
6 Work co-operatively with others in the workplace	6.1	Contribute own knowledge and skills to achieve work group learning
	6.2	Receive and act on feedback
	6.3	Offer constructive feedback to others.
	6.4	Use interpersonal communication skills to develop relationships within the workplace
7 Evaluate own performance in a work	7.1	Assess personal strengths and weaknesses during the placement

experience program, with support	7.2	Compare own performance to individual vocational goals
	7.3	Re-establish goals to improve work related skills as required
	7.4	Review own performance in response to feedback from relevant people in the workplace
	7.5	Identify own learning needs for future work requirements in consultation with a support person
	7.6	Identify services to follow-up opportunities arising from work placement with a support person

Required Knowledge and Skills

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

Required Knowledge:

- work environments and expectations
- requirements of a typical workplace

Required Skills:

- communication skills to:
    - consult with a support person to plan, organise and review a practical placement
    - negotiate workplace induction and placement
    - meet with workplace personnel and clarify information about work activities and responsibilities
- literacy skills to:
    - complete required documentation
    - read and understand workplace documents / signs / procedures
    - identify commonly used workplace terms
- self management skills to evaluate own performance and identify other personal needs
- teamwork skills to cooperate with others.

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.

Placement options may include:	• community organisation
	• community housing / support programs
	• volunteer organisations
Potential barriers to placements may include:	• travel requirements
	• interacting with unfamiliar people in an unfamiliar environment
	• meeting specific workplace requirements
	• lack of confidence with unfamiliar situations

Mitigating strategies may include:	• seeking alternative travel arrangements
	• familiarisation exercises to build confidence
	• seeking alternative placement options
Support person may include:	• teacher / trainer
	• parent / guardian
Appropriate support/liaison person may include:	• teacher / trainer
	• workplace supervisor / coordinator
Appropriate personnel may include:	• human resource department contact
	• immediate supervisor
Employer expectations may include:	• attendance times
	• breaks
	• advising absence
	• duties
	• level of supervision required
	• reporting requirement / relationships
	• standards of behaviour
Required documentation may include:	• personal information
	• bank details
	• timesheets
Travel arrangements may include:	• use of taxis
	• shared hiring arrangements
	• public transport:
	− mode of travel
	− ticket purchase and use
Work and travel schedule may include:	• transport requirements to meet workplace starting and finishing times
	• meal breaks
	• rosters
	• time variations.
Strategies to solve potential travel problems may include:	• using transport agency disability support service
	• requesting assistance from transport staff:

- – station master
- – authorised officer
- – train / tram / bus driver
- • using traveller's aid associations
- • using emergency buttons and security links
- • contacting workplace support/liaison person

Staff facilities may include:	• toilets / change rooms
	• meal rooms
	• lockers
	• meeting rooms.

WHS requirements may include:	• observation of WHS responsibilities
	• manual handling
	• hazard identification
	• use of personal protective equipment
	• dangerous goods

Basic work related documentation may include:	• forms
	• time sheets

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:
	• plan and organise a practical placement in consultation with a support person
	• participate in a practical placement according to workplace requirements
	• evaluate the practical placement experience in consultation with a support person to identify strengths weaknesses and future learning requirements to support employment.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a workplace environment in which to undertake the practical placement
	• appropriate support allowing for full participation

Method(s) of assessment	The following assessment methods are suitable for this unit:
	• observation of the learner participating in the practical

placement

- oral questioning to assess knowledge of workplace expectations and requirements
- third party reports from a workplace supervisor detailing performance

Unit Code	**VU21775**
Unit Title	**Develop interpersonal communication skills for the workplace**
Unit Descriptor	This unit describes the skills and knowledge to interact and communicate with others in employment settings.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with intellectual disabilities who wish to improve their employment options.

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 Initiate and maintain communication in the workplace	1.1 Identify ways that are commonly used to open ***conversations***
	1.2 Greet others using appropriate ***expressions and gestures***
	1.3 Ask questions and make statements appropriate to the conversation
	1.4 Use appropriate ***strategies to suit different audiences***
	1.5 Use ***strategies to keep communication open***
	1.6 Use appropriate ***body language*** to indicate interest and maintain conversation
2 Use strategies to participate in communication in the workplace	2.1 Use appropriate strategies to interrupt or join conversations.
	2.2 Use appropriate expressions, conventions and timing to end conversations with others.
3 Use interpersonal skills and behaviours in the workplace	3.1 Identify types of behaviour appropriate to formal and informal ***situations in the workplace***
	3.2 Clarify communication requirements and social conventions to suit situations in the workplace
	3.3 Apply ***appropriate behaviour*** to formal and informal situations in the workplace
4 Identify the	4.1 Clarify personal rights and responsibilities to maintain safety

characteristics of protective behaviours		of self and others
	4.2	Differentiate between *safe and unsafe behaviour* in public and private situations
	4.3	Identify ways to maximise personal safety
	4.4	Identify *sources of support* to assist with *protective behaviour*
5 Identify strategies to meet emotional needs	5.1	Identify ways of managing own emotions
	5.2	List strategies to clarify feelings of others
	5.3	Use *skills to establish and maintain relationships*
	5.4	Identify sources of support for emotional needs

Required Knowledge and Skills

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

Required Knowledge:

- methods for giving and receiving verbal and non verbal messages
- elements of communication, such as social distance, body language, eye contact and voice monitoring
- strategies to interact with others such as acknowledgements and turn taking

Required Skills:

- problem solving skills to identify and select appropriate communication strategies for different audiences and different situations
- language and literacy skills to participate in conversations and clarify communication requirements
- self management skills to identify and seek out sources of support for own communication 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.

Conversations may include:	• face to face
	• electronic

Expressions and gestures may include:	• nods
	• smiles
	• waves
	• handshakes

Strategies to suit different audiences may include:	• modifying:
	   − language
	   − tone
	   − content
	   − social distance

Strategies to keep communication open may include:	• commenting on everyday topics:
	   − sports
	   − weather
	   − a news item
	• asking a simple question about what has been said
	• maintaining eye contact
	• gesturing

Body language may include:	• eye contact • posture • nodding
Situations in the workplace may include:	• informal conversations • meal breaks • formal meetings
Appropriate behaviour may include:	• turn taking • listening • adjusting volume of own voice
Safe and unsafe behaviour may include:	• type and amount of personal information discussed with or disclosed to others
Sources of support may include:	• advocate • parent • teacher • supervisor • co-worker
Protective behaviour may include:	• safe and unsafe behaviours in public and private places • behaviours appropriate to formal and informal situations with regard to safety risks • behaviours of self and others that maximise safety and minimise the risk to self and others such as safe travelling behaviour

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- advocacy and self advocacy with regard to protecting oneself from danger or harm

Skills to establish and maintain relationships may include:

- showing interest in others
- joining in
- asking for help or helping others
- giving and receiving compliments
- suggesting activities

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: • initiate, maintain and close workplace conversations • use appropriate interpersonal skills and demonstrate appropriate workplace behaviours, including protective behaviours • recognise and respond to own and other emotions to support the establishment and maintenance of workplace relationships
Context of and specific resources for assessment	Assessment must ensure access to: • situations and audiences that allow the candidate to respond to multiple and varying communication situations
Method(s) of assessment	The following assessment methods are suitable for this unit: • observation of the learner opening, maintaining and closing workplace related conversations • oral questioning to assess knowledge of protective behaviours and the role of an advocate • third party reports from a workplace supervisor detailing the learner's ability to adapt their communication and interpersonal skills to a range of different situations.