

22567VIC Certificate I in Transition Education

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

Accredited for the period: 1 January 2021 to 31 December 2025





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Section A: Copyright and course classification information

1. Copyright owner of the course	<p>Copyright of this course is held by the Department of Education and Training, Victoria</p> <p>© State of Victoria (Department of Education and Training) 2021.</p>
2. Address	<p>Executive Director Engagement, Participation and Inclusion Higher Education and Skills Department of Education and Training (DET) GPO Box 4367 Melbourne Vic 3001</p> <p>Organisational Contact: Manager Training Products Unit Higher Education and Skills Telephone: (03) 7022 1619 Email: course.enquiry@education.vic.gov.au</p> <p>Day-to-Day Contact Service Industries Curriculum Maintenance Manager Victoria University Polytechnic PO Box 14428 Melbourne, VIC 8001 Ph: (03) 9919 5300 / 5302 Email: sicmm.generalstudies@vu.edu.au</p>
3. Type of submission	<p>Reaccreditation</p>
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The following units of competency are imported from the BSB Business Services Training Package

- BSBITU111 Operate a personal digital device
- BSBITU211 Produce digital text documents

The following unit of competency is imported from the ICT Information and Communications Technology Training Package

- ICTICT103 Use, communicate and search securely on the internet

The following unit of competency is imported from the MSM Manufacturing Training Package:

- MSMWHS100 Follow WHS procedures) Training Package

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22447VIC Certificate I in Mumgu-dhal tyama-tiyt

- VU22106 Use recipes to prepare food
- VU22099 Recognise and interpret safety signs and symbols
- VU22104 Prepare simple budgets

22471VIC Course in Initial General Education for Adults

- VU22346 Engage with short simple texts to participate in the community
- VU22351 Create short simple texts to participate in the community

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

- VU22359 Conduct a project with guidance
- VU22377 Identify Australian environmental issues
- VU22381 Identify features of the health care system
- VU22376 Access the internet for language learning
- VU22375 Apply basic computer skills to language learning
- VU22383 Identify common digital media

22484VIC Certificate I in EAL (Access)

- VU22591 Participate in short, simple exchanges

22483VIC Course in EAL

- VU22588 Read and write short basic messages and forms
- VU22586 Communicate basic personal details and needs

22555VIC Certificate I in Initial Adult Literacy and Numeracy

	<ul style="list-style-type: none"> • VU22910 Read simple sentences, • VU22911 Write simple sentences • VU22912 Communicate orally using simple sentences • VU22913 Give and follow simple directions, • VU22904 Recognise and use time • VU22921 Use coins and notes • VU22918 Use simple metric weights • VU22919 Use simple liquid measures • VU22920 Use simple linear measures <p>22554VIC Course in Initial Adult Literacy and Numeracy</p> <ul style="list-style-type: none"> • VU22904 Recognise and use time <p>22566VIC Certificate I in Work Education</p> <ul style="list-style-type: none"> • VU23033 Explore a micro business opportunity
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<p>6. Course accrediting body</p>	<p>Victorian Registration and Qualifications Authority</p>
<p>7. AVETMISS information</p>	<p>ANZSCO code – GEN19 General Education - not occupationally specific</p> <p>ASCED Code – 1201 General Education</p> <p>National course code- 22567VIC</p>

8. Period of accreditation	1 January 2021 to 31 December 2025
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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	945-1190
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 supports learners with a permanent cognitive and/or intellectual disability to become active participants in the community. The course assists learners to develop life skills and supports self-development so that they can explore suitable future options such as employment, further study or community participation.</p> <p>The Certificate I in Transition Education is restricted to post compulsory school aged learners with evidence of a permanent cognitive and/or intellectual disability.</p> <p>In exceptional circumstances compulsory school age learners with evidence of a permanent cognitive and/or 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 has been continuously accredited in response to an ongoing identified need to enable learners with a permanent cognitive and/or intellectual disability to develop the skills to explore and access appropriate options for them after leaving school.</p> <p>The curriculum is used with learners who have varying degrees of permanent cognitive and/or intellectual disabilities and whose disabilities inhibit access to community participation and/or education, training and employment. Learner cohorts have a range of complex intellectual disabilities along a broad spectrum and include:</p> <ul style="list-style-type: none"> • younger learners with permanent cognitive and/or intellectual disabilities aged from 17 years of age • learners from Special Schools or Special Developmental Schools(SDS) • learners with permanent cognitive and/or intellectual disabilities from mainstream schools(integration support) • mature aged learners with permanent cognitive and/or intellectual disabilities in their 40s and 50s • learners with permanent cognitive and/or intellectual disabilities accessing learning and support after lengthy periods at home with parents or carers.

Ongoing monitoring indicates the Certificate continues to meet a strong demand and provides a valuable structured transition for learners moving from compulsory education to post school environments. It also meets the needs of learners who are unable to access an employment pathway and/or require support to explore alternative community options.

A number of activities were undertaken to establish and confirm the current and projected need for the course and included:

- analysis of enrolment data for the period between 2017 and 2019
- desktop review of relevant literature and government policy for learners with permanent cognitive and/or intellectual disabilities
- review of data from mid-cycle review
- consultation with the State Wide Advisory Group who represents providers who deliver a suite of courses for learners with permanent cognitive and/or intellectual disabilities.

Course enrolments in the Certificate I in Transition Education have remained strong as indicated by the table below. The table compares Victorian Government funded enrolment data for the courses between 2017 and 2020. There is minimal Fee for Service delivery for these courses. An analysis of the data shows that while enrolments in 22301VIC Certificate I in Transition Education have remained strong across the period there has been a slight year on year decrease. Anecdotal feedback suggests that this decrease may be associated with the rollout of the National Disability Insurance Scheme’s School Leaver Employment Support (SLES) program

Government funded enrolments 2017-2020

Government Funded	2017	2018	2019	2020
22301VIC Certificate I in Transition Education	1786	1683	1392	1,020*

*As of June 2020

Source: Victorian Department of Education and Training

Research has indicated that transition into and completion of post school education, significantly contributes to enhanced community participation of young adults with a permanent cognitive and/or intellectual disability (Moni, Jobling & Baffour, 2018). Further, one of the three proponents of a good quality of life for a person with disability (regardless of the disability type) is being engaged in employment, ongoing learning and/or training (Halpern, 1985, as cited in Wakeford, & Waugh, 2014).

The acquisition of independent life skills enables adults with intellectual disabilities to experience an enhanced quality of life by increasing competence and self-reliance. The more skills adults acquire, the more enhanced their quality of life (Dollar, C, Fredrick, L, Alberto, P, Luke, J (2012). The Certificate I in Transition Education supports learners with a permanent cognitive and/or intellectual disability to develop and use



a variety of independent life skills to increase their independent functioning and their participation in their communities.

The course outcomes are consistent with the Australian National Disability Strategy (2010-2020) and the Victorian State Disability Plan (2017-2020), both of which seek to improve community participation of people with a disability.

They also align with the guiding principles of the National Disability Insurance Scheme Act 2013, specifically:

(1) People with disability have the same right as other members of Australian society to realise their potential for physical, social, emotional and intellectual development.

(2) People with disability should be supported to participate in and contribute to social and economic life to the extent of their ability.

Consultations undertaken as part of a mid-cycle review indicate that the Certificate I in Transition Education enables learners with a permanent cognitive and/or intellectual disability to explore a wide range of community participation, independent living, training and employment options. Feedback from providers further indicates that the course assists learners towards greater participation in the community. Mid-course and end of course learner satisfaction surveys as well as feedback from parents and/or primary carers have supported the need for and benefits of the course.

The State Wide Advisory Group consisting of providers of the Certificate I in Transition Education supports the course as a crucial way to provide access and inclusion for people with permanent cognitive and/or intellectual disabilities in Vocational Education and Training.

Development of the course was guided by a Project Steering Committee (PSC) comprising:

Martin Chua (Chair)	Latrobe Lifeskills
Susanne Andriesz	Ascot Vale Special School
Zoe Broadway	Victorian Advocacy League for Individuals with Disability (VALID)
William Ward-Boas	VALID project officer
Robyn York	Sunraysia Institute
Luana Brock	Moe Life Skills
Check Tan	Operations and Accreditation Manager, Secure Meters (Employer)
Katherine Kondekas	State Wide Advisory Group representative

A Skills and Knowledge Profile was developed to inform revisions to the course. The PSC reviewed and advised on the changes required to meet the current and emerging needs of learners and validated the Profile, which then guided the redevelopment of the course.

The following broad skill and knowledge outcomes were agreed by the PSC:

Knowledge of:

- community support resources and services for own personal needs
- strategies for personal safety in daily activities such as travel and medical emergency procedures related to wellbeing
- features of socially responsible and protective behaviours to support respectful and safe relationships
- sources of information for personal activities such as travel and community participation
- types of personal goals and simple strategies to achieve them
- sources of information and options for own self development needs
- rights and responsibilities as a consumer and community member
- safety protocols and responsibilities when using social media including features of cyberbullying and protective strategies

Skills in:

- participating in discussions about personal goals with a support person
- working with support person to explore community and other options
- asking questions and accessing specific information and assistance related to own personal needs
- developing support networks with support person
- accessing and reading simple information related to everyday activities and needs such as travel information and community participation options
- recognising and using money and recognising time
- developing a plan to explore selected option/s
- planning and implementing travel plans
- developing community networks and participating in community activities
- identifying and implementing simple strategies to resolve problems related to everyday activities
- identifying areas for own self development and applying strategies to address identified areas
- identifying and selecting services to support own self development needs
- identifying simple strategies to develop independent life skills and ways in which barriers can be overcome
- identifying and applying personal safety strategies to everyday activities

	<ul style="list-style-type: none"> • identifying own personal goals for independent living and seeking support to achieve these • using simple strategies to reduce the risk of cyberbullying • identifying simple strategies to create and maintain safe respectful relationships • seeking support when required • working collaboratively with other class / work group members • working with support persons to plan learning and participating in the community • using basic communication technology to access information about community services and resources such as transport timetables • participating in electronic interactions safely and responsibly <p>The Certificate I in Transition Education:</p> <ul style="list-style-type: none"> • does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification • is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set • does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification • does not comprise units that duplicate units of competency of a training package qualification
<p>3.2 Review for re-accreditation</p>	<p>A mid cycle review of the Certificate I in Transition Education, conducted in 2018, sought feedback on any issues related to the content or structure of the course that impacted on learner outcomes. The feedback indicated that overall the course is effective in supporting learners with intellectual disabilities to develop pathways to community participation as evidenced through the following comment:</p> <p>“The Certificate I in Transition Education is meeting the educational needs of learners with a permanent cognitive and/or intellectual disability because this course supports learners in an incremental, systematic and practical fashion to explore a wide range of community, independent living, training and employment options. This assists learners towards greater participation in the community while also supporting them in investigating possible further training and employment aspirations”. (Provider feedback CMM mid-cycle review 2018)</p> <p>There was additional feedback at the unit level which indicated that:</p> <ul style="list-style-type: none"> • units should be reviewed to address unnecessary duplication of outcomes • some units contain abstract concepts that are difficult for this cohort for example the concept of “self confidence” • perhaps more units could encourage using technology at an appropriate level.

	<p>The 22567VIC Certificate I in Transition Education replaces and is equivalent to the 22301VIC Certificate I in Transition Education.</p> <p>There can be no new enrolments in the 22301VIC Certificate I in Transition Education after 31 December 2020.</p> <p>The following table identifies the relationship between units from the 22567VIC Certificate I in Transition Education with units from 22301VIC Certificate I in Transition Education.</p>
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Units from 22567VIC Certificate I in Transition Education		Units from 22301VIC Certificate I in Transition Education		Relationship
VU23034	Develop personal goals with support	VU21776	Develop and document a learning plan with support	Not equivalent Title changed and unit reviewed to refocus on personal goals rather than learning plans
VU23035	Explore self development	VU21777	Enhance self development	Not equivalent Unit retitled to "Explore self development" and refocused on identifying self development needs more broadly rather focusing on self confidence Element 3 removed and incorporated into broader independent life skills
VU23036	Participate in travel activities	VU21778	Participate in travel activities	Equivalent
VU23037	Explore future options for further training, work or community activities	VU21779	Investigate future options for further training, work or community activities	Equivalent
VU23038	Participate in the community	VU21780	Participate in the community	Equivalent
VU23039	Use technology for a range of purposes	VU21781	Use technology for a range of purposes	Equivalent
VU23040	Explore personal well being	VU21782	Explore personal health issues	Not equivalent Refocused on personal well being rather than health issues. Element 4 deleted
VU23041	Access the media	VU21783	Access the media	Equivalent
VU23042	Investigate processes to obtain learner permit	VU21784	Investigate processes to obtain learners permit	Equivalent

Units from 22567VIC Certificate I in Transition Education		Units from 22301VIC Certificate I in Transition Education		Relationship
VU23043	Participate in recreational activities	VU21785	Participate in recreational activities	Equivalent
VU23057	Participate in creative activities	VU21786	Participate in creative activities	Equivalent
VU23044	Apply communication skills for personal purposes	VU21787	Apply communication for a range of purposes	Equivalent
VU23045	Apply numeracy skills for personal purposes	VU21788	Apply numeracy for a range of purposes	Equivalent
VU22359	Conduct a project with guidance	VU21298	Conduct a project with guidance	Equivalent
CHCVOL001	Be an effective volunteer	CHCVOL201B	Be an effective volunteer	Not equivalent
N/A	N/A	BSBWHS201	Contribute to health and safety of self and others	Deleted
VU22377	Identify Australian environmental issues	VU21316	Identify Australian environmental issues	Equivalent
N/A	N/A	VU21343	Undertake a simple investigation of health and wellbeing	Deleted
VU22106	Use recipes to prepare food	VU21044	Use recipes to prepare food	Equivalent
VU22099	Recognise and interpret safety signs and symbols	VU20939	Recognise and interpret safety signs and symbols	Equivalent

Units from 22567VIC Certificate I in Transition Education		Units from 22301VIC Certificate I in Transition Education		Relationship
VU22381	Identify features of the health care system	VU21320	Identify features of the health care system	Equivalent
VU22376	Access the internet for language learning	VU21315	Access the internet for language learning	Equivalent
BSBITU111	Operate a personal digital device	BSBITU101	Operate a personal computer	Equivalent
BSBITU211	Produce digital text documents	BSBITU201	Produce simple word processed documents	Equivalent
ICTICT103	Use, communicate and search securely on the internet	ICTICT103	Use, communicate and search securely on the internet	Unchanged
VU22375	Apply basic computer skills to language learning	VU21314	Apply basic computer skills to language learning	Equivalent
VU22383	Identify common digital media	VU21322	Identify common digital media	Equivalent
VU22910	Read simple sentences,	VU21740	Read simple sentences	Equivalent
VU22911	Write simple sentences	VU21741	Write simple sentences	Equivalent
VU22912	Communicate orally using simple sentences	VU21742	Communicate orally using simple sentences	Equivalent
VU22346	Engage with short simple texts to participate in the community	VU21286	Engage with short simple texts to participate in the community	Equivalent

Units from 22567VIC Certificate I in Transition Education		Units from 22301VIC Certificate I in Transition Education		Relationship
VU22351	Create short simple texts to participate in the community	VU21290	Create short simple texts to participate in the community	Equivalent
VU22591	Participate in short, simple exchanges	VU21451	Participate in short, simple exchanges	Equivalent
VU22588	Read and write short basic messages and forms	VU21434	Read and write short basic messages and forms	Equivalent
VU22586	Communicate basic personal details and needs	VU21432	Communicate basic personal details and needs	Equivalent
VU22913	Give and follow simple directions,	VU21743	Give and follow simple directions	Equivalent
VU22904	Recognise and use time	VU21734	Recognise and use time	Equivalent
VU22921	Use coins and notes	VU21754	Use coins and notes	Equivalent
VU22918	Use simple metric weights	VU21751	Use simple metric weights	Equivalent
VU22919	Use simple liquid measures	VU21752	Use simple liquid measures	Equivalent
VU22920	Use simple linear measures	VU21753	Use simple linear measures	Equivalent
VU22104	Prepare simple budgets	VU21046	Prepare simple budgets	Equivalent
MSMWHS100	Follow WHS procedures	N/A	N/A	Newly imported unit
VU23033	Explore a micro business opportunity	N/A	N/A	Newly imported

4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses
<p>4.1 Qualification level</p>	<p>The outcomes of the 22567VIC Certificate I in Transition Education are consistent with Australian Qualifications Framework (AQF) Level 1 through:</p> <p>Developing knowledge of strategies to:</p> <ul style="list-style-type: none"> • identify personal goals for community participation or further learning • develop independent living skills to participate in activities in the community • identify information and resources about everyday activities such as travel, well being and participation in recreational activities • identify rights and responsibilities as community members <p>Developing skills to:</p> <ul style="list-style-type: none"> • develop a personal 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 applied in personally relevant contexts.</p> <p>The volume of learning for the Certificate I in Transition Education is typically 1 year and incorporates structured training delivery and opportunities for practice and reinforcement of skills.</p>
<p>4.2 Employability skills</p>	<p>The following summary reflects the Employability Skills required for the 22567VIC 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 for participation - 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



	<ul style="list-style-type: none"> • Self management skills to: <ul style="list-style-type: none"> - monitor achievement of personal goals - identify and address changing needs and barriers • Teamwork skills to: <ul style="list-style-type: none"> - work with support persons to identify personal goals and participate in the community • Technology skills to: <ul style="list-style-type: none"> - use technology to access relevant information - use technology safely and responsibly • Initiative and enterprise skills to: <ul style="list-style-type: none"> - seek assistance and support as required - recognise and address own self development needs • Learning skills to: <ul style="list-style-type: none"> - gather and use information to support development of life skills
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
<p>5.1 Course structure</p> <p>To be eligible for the award of 22567VIC Certificate I in Transition Education learners must successfully complete a total of 10 units comprising:</p> <ul style="list-style-type: none"> • 6 core units • 4 electives which may be selected from: <ul style="list-style-type: none"> - 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 - units first packaged in a 'Course in..' in accredited curriculum. <p>Selection of electives must reflect the integrity and intent of the qualification.</p> <p>Where the qualification is not completed, a Statement of Attainment will be issued for any completed units.</p>	



Unit of competency/ module code	Field of Education code	Unit of competency/module title	Pre- requisite	Nominal hours
Core units				
VU23034	120105	Develop personal goals with support	Nil	150
VU23035	120301	Explore self development	Nil	150
VU23036	120199	Participate in travel activities	Nil	150
VU23037	120105	Explore future options for further training, work or community activities	Nil	150
VU23038	120199	Participate in the community	Nil	150
VU23039	120199	Use technology for a range of purposes	Nil	150
Elective units				
Life skills focus				
VU23040	120199	Explore personal well being	Nil	50
VU23041	120199	Access the media	Nil	50
VU23042	120199	Identify processes to obtain learner permit	Nil	50
VU23043	120199	Participate in recreational activities	Nil	50
VU23057	120199	Participate in creative activities	Nil	50
VU22359	120199	Conduct a project with guidance	Nil	20
CHCVOL001	120505	Be an effective volunteer	Nil	25
MSMWHS100	061301	Follow WHS procedures	Nil	20
VU22377	120199	Identify Australian environmental issues	Nil	20
VU22106	120103	Use recipes to prepare food	Nil	10
VU22099	120103	Recognise and interpret safety signs and symbols	Nil	10
VU22381	120199	Identify features of the health care system	Nil	20
VU23033		Explore a micro business opportunity	Nil	50
Technology				
VU22376	120103	Access the internet for language learning	Nil	20

Unit of competency/ module code	Field of Education code	Unit of competency/module title	Pre-requisite	Nominal hours
BSBITU111	80905	Operate a personal digital device	Nil	20
BSBITU211	80905	Produce digital text documents	Nil	60
ICTICT103	80905	Use, communicate and search securely on the internet	Nil	50
VU22375	120103	Apply basic computer skills to language learning	Nil	20
VU22383	120199	Identify common digital media	Nil	10
Literacy				
VU23044	20103	Apply communication skills for personal purposes	Nil	50
VU22910	120103	Read simple sentences,	Nil	70
VU22911	120103	Write simple sentences	Nil	70
VU22912	120103	Communicate orally using simple sentences	Nil	25
VU22346	120103	Engage with short simple texts to participate in the community	Nil	30
VU22351	120103	Create short simple texts to participate in the community	Nil	15
VU22913	120103	Give and follow simple directions,	Nil	25
English as an Additional Language (EAL)				
VU22591	120103	Participate in short, simple exchanges	Nil	80
VU22588	120103	Read and write short basic messages and forms	Nil	70
VU22586	120103	Communicate basic personal details and needs	Nil	70
Numeracy				
VU23045	120103	Apply numeracy skills for personal purposes	Nil	50
VU22904	120103	Recognise and use time	Nil	40

Unit of competency/ module code	Field of Education code	Unit of competency/module title	Pre-requisite	Nominal hours
VU22921	120103	Use coins and notes	Nil	25
VU22918	120103	Use simple metric weights	Nil	25
VU22919	120103	Use simple liquid measures	Nil	25
VU22920	120103	Use simple linear measures	Nil	25
VU22104	120103	Prepare simple budgets	Nil	20
Total nominal hours			945-1190	



<p>5.2 Entry requirements</p>	<p>Entry to the Certificate I in Transition Education is intended for post compulsory school age learners with evidence of a permanent cognitive and/or intellectual disability.</p> <p>In exceptional circumstances compulsory school age learners with evidence of a permanent cognitive and/or 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 and/or intellectual disability must be evidenced. Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> • Formal assessment by a registered medical practitioner • Doctors / specialist reports • Attendance at a Specialist School / Special Developmental Schools • 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 and/or 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>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>OR</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>OR</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Wherever possible an integrated approach to assessment should be used to:</p>



- 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.

Assessment strategies for the courses should:

- incorporate feedback of individual progress toward, and achievement of competencies
- address the skills and knowledge which underpin performance
- gather sufficient evidence to judge achievement of progress towards determining competence
- utilise a variety of different processes/sources, such as written, oral, observation, projects appropriate to assess knowledge and performance
- recognise achievement of elements/competencies regardless of where the enabling learning took place
- foster a collaborative and co-operative relationship between the learner and assessor
- be flexible in regard to the range and type of evidence provided by the learner
- provide opportunity for the learner to challenge assessment provisions and participate in reassessment
- be equitable and fair to all learners
- not unnecessarily restrict the progress of a learner through the course
- comprise a clear statement of both the criteria and assessment process
- use assessment tools to suit the needs of learners.

A variety of assessment methods and evidence gathering techniques may be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the student. Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance.

Assessment methods and tools may include:

- observation of performance
- records of discussion with the learner
- oral and / or written questioning to confirm knowledge
- oral and / or written evidence completed by the learner.

Assessment of units of competency imported from accredited courses or endorsed training packages must comply with the assessment requirements detailed in the source training product

<p>6.2 Assessor competencies</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 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 courses or training packages must reflect any assessor requirements specified in that accredited course or training package.</p>
<p>7. Delivery Standards 11 and 12 AQTF Standards for Accredited Courses</p>	
<p>7.1 Delivery modes</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</p>



	<p>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 and structured contexts.</p> <p>The personal nature of units VU23035 Explore Self Development and VU23040 Explore personal well being may see learners examine and expose some sensitive and personal information about their own self development and well being needs. Trainers should therefore be aware of the potential reluctance of some learners to undertake these units. Trainers and assessors should be aware of possible responses and should develop support strategies to ensure learners do not feel threatened or unable to participate.</p> <p>To achieve quality outcomes for learners and to address complex learning needs, an appropriate ratio of teachers to students is highly recommended. Based on the recommendation of the Project Steering Committee, a ratio of one teacher to six students is optimum to maximise outcomes for learners with a permanent cognitive and/or intellectual disability. However this can be varied according to learner needs. Variations such as one teacher and support person to ten learners may also be appropriate.</p>
<p>7.2 Resources</p>	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>OR</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>OR</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Requirements to deliver the Certificate 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 courses or endorsed training packages must reflect any assessor requirements specified in that accredited course or training package. Specific resources are listed in the relevant units of competency.</p>
8. Pathways and articulation	Standard 8 AQTF Standards for Accredited Courses
	<p>There are no formal articulation arrangements in place at the time of accreditation.</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"> • BSBITU111 Operate a personal digital device • BSBITU211 Produce digital text documents <p>The following unit provides credit into the MSM Manufacturing Training Package:</p> <ul style="list-style-type: none"> • MSMWHS100 Follow WHS procedures <p>The following unit provides credit into the ICT Information and Communications Technology Training Package:</p> <ul style="list-style-type: none"> • ICTICT103 Use, communicate and search securely on the internet <p>The following units provide credit into the 22447VIC Certificate I in Mumgu-dhal tyama-tyt:</p> <ul style="list-style-type: none"> • VU22106 Use recipes to prepare food



- VU22099 Recognise and interpret safety signs and symbols
- VU22104 Prepare simple budgets

The following units provide credit into the 22471VIC Course in Initial General Education for Adults:

- VU22346 Engage with short simple texts to participate in the community
- VU22351 Create short simple texts to participate in the community

The following units provide credit into the 22476VIC Certificate I in General Education for Adults (Introductory):

- VU22359 Conduct a project with guidance
- VU22377 Identify Australian environmental issues
- VU22381 Identify features of the health care system
- VU22376 Access the internet for language learning
- VU22375 Apply basic computer skills to language learning
- VU22383 Identify common digital media

The following unit provides credit into the 22484VIC EAL Framework: Certificate I in EAL (Access):

- VU22591 Participate in short, simple exchanges

The following units provide credit into the 22483VIC Course in EAL:

- VU22588 Read and write short basic messages and forms
- VU22586 Communicate basic personal details and needs

The following units provide credit into the 22555VIC Certificate I in Initial Adult Literacy and Numeracy:

- VU22910 Read simple sentences
- VU22911 Write simple sentences
- VU22912 Communicate orally using simple sentences
- VU22913 Give and follow simple directions
- VU22904 Recognise and use time
- VU22921 Use coins and notes
- VU22918 Use simple metric weights
- VU22919 Use simple liquid measures
- VU22920 Use simple linear measures

The following unit provides credit into the 22554VIC Course in Initial Adult Literacy and Numeracy:

- VU22904 Recognise and use time

The following unit provides credit into the 22566VIC Certificate I in Work Education:

- VU23033 Explore a micro business opportunity

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.

Ongoing monitoring of this accredited course will be primarily conducted through feedback from the quarterly meetings of the State-wide Advisory Group for the implementation of curriculum for learners with intellectual disabilities.

A formal review will take place once during the period of accreditation and will be informed by feedback from users of this accredited course including:

- The State-wide Advisory Group
- Registered Training Organisations delivering the qualification

The formal review 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

The following units of competency are contained in Section C:

VU23034 Develop personal goals with support

VU23035 Explore self development

VU23036 Participate in travel activities

VU23037 Explore future options for further training, work or community activities

VU23038 Participate in the community

VU23039 Use technology for a range of purposes

VU23040 Explore personal well being

VU23041 Access the media

VU23042 Identify processes to obtain learner permit

VU23043 Participate in recreational activities

VU23057 Participate in creative activities

VU23044 Apply communication skills for personal purposes

VU23045 Apply numeracy skills for personal purposes

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

CHCVOL001 Be an effective volunteer

MSMWHS100 Follow WHS procedures

BSBITU111 Operate a personal digital device

BSBITU211 Produce digital text documents

ICTICT103 Use, communicate and search securely on the internet

The following units of competency can be accessed from their source curriculum on the Victorian Department of Education and Training (DET) website (See the [DET website](#) for more information)

VU22359	Conduct a project with guidance
VU22377	Identify Australian environmental issues
VU22106	Use recipes to prepare food
VU22099	Recognise and interpret safety signs and symbols
VU22381	Identify features of the health care system
VU23033	Explore a micro business opportunity
VU22376	Access the internet for language learning
VU22375	Apply basic computer skills to language learning
VU22383	Identify common digital media
VU22910	Read simple sentences,
VU22911	Write simple sentences
VU22912	Communicate orally using simple sentences
VU22346	Engage with short simple texts to participate in the community
VU22351	Create short simple texts to participate in the community
VU22591	Participate in short, simple exchanges
VU22588	Read and write short basic messages and forms
VU22586	Communicate basic personal details and needs
VU22913	Give and follow simple directions,
VU22904	Recognise and use time
VU22921	Use coins and notes
VU22918	Use simple metric weights
VU22919	Use simple liquid measures
VU22920	Use simple linear measures
VU22104	Prepare simple budgets

Unit Code	VU23034
Unit Title	Develop personal goals with support
Unit Descriptor	This unit describes the skills and knowledge to identify, implement and review personal goals with support. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to identify and implement personal goals. 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.	Performance criteria describe the required performance needed to demonstrate achievement of 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 goals	<p>1.1 Identify and communicate personal goals with support from an appropriate support person</p> <p>1.2 Identify barriers which may impact on achieving personal goals</p> <p>1.3 Identify simple steps to assist in achievement of own personal goals</p> <p>1.4 Record personal goals</p>
2 Implement personal goals	<p>2.1 Identify tasks that contribute to personal goals</p> <p>2.2 Undertake tasks that contribute to the personal goals</p> <p>2.3 Identify services and facilities to support achievement of personal goals</p> <p>2.4 Access services and facilities to support personal goals</p>
3 Review personal goals	<p>3.1 Review progress towards personal goals</p> <p>3.2 Identify factors which contribute to success in meeting goals</p>

3.3 Adjust goals as needed

Required Knowledge and Skills

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

Required Skills:

- communication skills to communicate personal goals and participate in interactions to determine sources of support
- problem solving skills to identify own personal goals and strategies to achieve them
- self management skills to review personal goals with support person

Required Knowledge:

- purpose of personal goals
- sources of information for disability support services
- different types of personal goals such as building independent living skills and health and well being

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 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

Barriers may include:

- own health
- lack of support from family or friends
- lack of resources
- lack of confidence
- not attending classes
- lack of availability of services in local area'
- financial barriers
- lack of access to assistive technology
- lack of access to transport

Simple steps may include:

- communication of personal needs
- identifying one or two short term specific goals
- determination of tasks and progress to achieve goals
- identification of time required to achieve each task
- identification of additional support persons such as:
 - case workers and personal carers
 - community representatives
 - family members

Record may include:

- written / visual or verbal record
- checklist of smaller task/s
- calendar record

Services and facilities may include:

- disability student services officers
- community service representatives
- network or advocacy groups for people with intellectual disabilities:
- resources such as augmentative communication devices
- information resources

Review may include:

- seeking feedback
- receiving feedback
- discussing with appropriate person

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify specific personal goals, work with an appropriate support person/s to record and implement the goals and review progress towards their achievement

Context of and specific resources for assessment

Assessment must ensure:

- sufficient time to enable personal goals to be identified, implemented and reviewed
- access to appropriate support person/s and services to enable full participation in the identification of personal goals
- 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 suggested for this unit:

- observation of the learner engaging in the process of identifying and implementing personal goals
- questioning to establish the learner's knowledge of support resources and services to assist in achievement of goals

Unit Code	VU23035
Unit Title	Explore self development
Unit Descriptor	This unit describes the skills and knowledge to develop strategies to explore own self development needs.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to explore their own self development needs. 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.	Performance criteria describe the required performance needed to demonstrate achievement of 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 self development needs	<p>1.1 Identify <i>areas of own personal responsibility</i></p> <p>1.2 Identify <i>areas for own self development</i> with support</p> <p>1.3 Identify <i>resources</i> to support self development</p>
2 Develop strategies to support self development	<p>2.1 Identify <i>strategies to support self development</i> in identified areas</p> <p>2.2 Identify possible <i>barriers</i> which may affect self development in identified areas</p> <p>2.3 Implement strategies to address self development needs</p> <p>2.4 Develop own <i>support networks</i> with support</p>
3 Develop strategies to support independent life skills	<p>3.1 Identify <i>goals for independent life skills</i> with <i>support person</i></p> <p>3.2 Develop strategies to support achievement of identified goals with support</p> <p>3.3 Identify barriers to achieving personal independence</p> <p>3.4 Identify <i>ways of dealing with barriers to independence</i></p>

- | | | | |
|---|--|-----|---|
| 4 | Develop strategies to support respectful relationships | 4.1 | Identify rights and responsibilities involved in safe <i>personal relationships</i> |
| | | 4.2 | Identify <i>aspects of respectful and disrespectful relationships and behaviours</i> |
| | | 4.3 | Identify strategies to create and maintain safe respectful relationships |
| | | 4.4 | Identify strategies to act on disrespectful or unsafe relationships and behaviours |

Required Skills:

- communication skills to work with a support person and to access information and advice about self development needs
- self management skills to identify own goals for independent life skills and seek support to achieve these
- problem solving skills to make decisions about areas for own self development and apply strategies to address needs
- interpersonal skills to participate responsibly in different relationships

Required Knowledge:

- features of socially responsible and protective behaviours to support respectful relationships
- link between self development and achievement of personal goals
- sources of information and support for personal development needs
- importance of personal safety within 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 of own personal responsibility could include:

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

Areas for own self development may include:

- interpersonal skills
- self confidence
- mindfulness
- relationships
- community and social participation
- workplace participation
- taking risks
- coping with success and failure
- rising to challenges
- attempting tasks that are difficult or unfamiliar
- greater choice and control
- building resilience

Resources may include:

- counsellors
- carers
- advocate

Strategies to support self development may include:

- identifying roles and uses of advocates as appropriate
- self advocacy
- identifying appropriate others for assistance in dealing with problems
- 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

Barriers may include:

- lack of self confidence
- lack of motivation
- lack of support

- Support networks** may include:
- disability employment agencies
 - community organisations
 - government agencies
 - family and friends

- Goals for independent life skills** may include:
- managing own money
 - finding community accommodation
 - participating in education and training
 - finding a job
 - managing own health and well being
 - catching public transport
 - cooking for self
 - making own choices
 - participating in the community
 - developing personal relationships

- Support person** may include:
- family member
 - carer
 - disability support worker

- Ways of dealing with barriers to independence** may include:
- getting involved in community activities
 - joining community groups
 - taking small steps with daily life activities
 - interacting with others

- 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
 - being honest and reliable
- 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 Curriculum.

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

Assessment must confirm the ability to:

- identify and develop strategies to support own self development including:
 - identifying own goals for independent life skills
 - creating and maintaining respectful and safe relationships
 - accessing information about own self development needs
- develop networks to support self development needs

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 suggested for this unit:

- observation of the learner engaging in application of strategies to support self development
- questioning to establish the learner's knowledge of responsible behaviours as part of respectful relationships

Unit Code	VU23036
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 permanent cognitive and/or intellectual disabilities who are looking to develop their independent travel skills. 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.	Performance criteria describe the required performance needed to demonstrate achievement of 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 Skills:

- literacy skills to:
 - interpret travel information
 - ask questions,
 - read timetables, destination names and maps
 - listen for specific travel information
- problem solving skills to:
 - select best travel options
 - implement strategies to resolve problems that may arise
 - 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
- technology skills to access travel information and plan travel journey

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

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
- ride share for example Uber

Travel information may include:

- timetables
- destination information
- costs
- using and topping up myki
- payment methods
- validating travel
- safety requirements
- best route
- concessions
- penalties for non validated tickets

Travel plan may include:

- destination
- key stops
- location of cab ranks
- 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
- loss of personal items
- bullying
- not having a validated ticket

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
- planning alternative routes

Sources of support and assistance may include:

- transport agency disability support services
- transit police/support staff
- public transport users association
- funded support worker
- other transport users
- bus/tram/taxi driver

Evidence Guide

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

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

Assessment must confirm the ability to:

- identify and select the most appropriate mode of public transport according to travel plan and purpose
- develop and implement a travel plan and contingencies to undertake safe 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 suggested 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 how they would deal with problems which may arise

Unit Code	VU23037
Unit Title	Explore future options for further training, work or community activities
Unit Descriptor	This unit describes the skills and knowledge to identify and 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 permanent cognitive and/or intellectual disabilities who wish to explore future training, work or community participation options. Learners at this level will require high levels of support from an appropriate person.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information 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 Explore future options for training, work or community participation	1.1 Identify possible options for future participation 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 a plan to explore preferred option	2.1 Review collected information to select preferred option 2.2 Determine appropriate steps required to further explore selected option/s in consultation with a support person 2.3 Record the plan with the support of an appropriate person

Required Knowledge and Skills

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

Required Skills:



- communication skills to participate in discussing possible options and asking questions
- problem solving skills to identify potential options and select most suitable
- planning and organisation skills to meet with a support person to develop a plan to explore the selected option/s
- self management skills to review the plan
- technology skills to access information about training, work or community participation options

Required Knowledge:

- sources of information to access information about options
- purpose of a plan to assist in further exploration of selected option/s

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
- further training or education
- voluntary work
- community participation
- recreational/leisure and social
- self-employment

Factors may include:

- relationships to personal goals and interests
- location/proximity
- transport availability
- transport cost
- time commitment required
- lack of support from family/friends

Specific requirements may include:

- eligibility requirements
- time requirements
- police checks
- Working with Children check
- making online profiles for organisation

- Information** may include:
- contact details
 - relevant documentation
 - location
 - course details
 - community networks/contacts
 - job role
 - self employment resources

- Appropriate steps** may include:
- payment of any costs involved
 - travel arrangements
 - gathering any required documentation
 - accessing additional support required

- Support person** may include:
- teacher
 - disability support worker
 - family/carers

- Record** may include:
- verbal
 - written
 - documented by a support person

Evidence Guide

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

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

Assessment must confirm the ability to:

- Identify and access information about potential future options
- select option/s and develop and record a plan for the selected option/s

Context of and specific resources for assessment

Assessment must ensure access to:

- 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 suggested for this unit:

- questioning to assess knowledge of factors that may affect choice of potential options
- observation of the learner engaging in the process of developing a plan based on a selected option/s

Unit Code	VU23038
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 permanent cognitive and/or intellectual disabilities who wish to develop or improve their community participation. 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.	Performance criteria describe the required performance needed to demonstrate achievement of 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 Access services in the local area	<p>1.1 Identify own present and future needs</p> <p>1.2 Determine local services and facilities required to meet own present and future needs</p> <p>1.3 Locate services and facilities in the local community</p> <p>1.4 Collect information about the services and facilities</p> <p>1.5 Identify and access information about available government services in the local area</p>
2 Identify own rights and responsibilities as a member of a community	<p>2.1 Source information about rights and responsibilities as a community member</p> <p>2.2 Identify voting requirements and procedures as a community member</p>
3 Identify own rights as a consumer	<p>3.1 Identify sources of information about rights as a consumer</p> <p>3.2 Identify commonly purchased goods and services in the local area</p> <p>3.3 Identify different methods of purchasing goods and services</p>

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| | 3.4 | Identify <i>obligations of providers of products and services</i> |
| | 3.5 | Identify steps for returning faulty products and services |
| 4 | 4.1 | Develop community networks
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 safely 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 Skills:

- literacy skills to identify and access information about:
 - community services and facilities
 - rights and responsibilities as a community member
 - rights as a consumer
- problem solving skills to identify and select services and facilities to meet identified needs
- planning and organising skills to develop community networks and participate in community activities
- technology skills to access information about community services

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

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
 - financial 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
 - how to register

- Government services** may include:
- My.Gov
 - health services
 - legal support
 - financial support
 - NDIS 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

Sources of information may include:

- consumer affairs agencies
- community organisations
- government organisations

Methods of purchasing goods and services may include:

- cash
- credit
- EFTPOS
- tap and go
- afterpay
- Bpay
- Apple Pay

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
 - advertised discounts
- provision of:
 - warranties
 - receipts

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

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

Assessment must ensure 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 suggested for this unit:

- questioning to assess knowledge of own rights as a consumer
- observation of the learner accessing and using information about selected community services

Unit Code	VU23039
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 using technology safely and responsibly to meet individual needs.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to use technology for personal and learning purposes.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information 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 a range of available technology	<p>1.1 Identify <i>technology used in the home</i></p> <p>1.2 Identify <i>technology used in the community</i></p> <p>1.3 Identify any <i>safety issues and risks</i> related to using the technology</p> <p>1.4 Identify <i>sources of support</i> when using technology</p> <p>1.5 Identify the <i>costs</i> of using technology</p>
2 Apply technology for personal purposes	<p>2.1 Identify specific <i>technology for personal purposes</i></p> <p>2.2 Use technology for a personal activity</p> <p>2.3 Use the technology according to operating instructions</p> <p>2.4 Seek assistance where required</p>
3 Apply technology for learning purposes	<p>3.1 Identify specific <i>technology for learning purposes</i></p> <p>3.2 Use technology for a learning activity</p> <p>3.3 Use the technology according to operating instructions</p> <p>3.4 Seek assistance where required</p>

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| 4 Use social media responsibly | 4.1 Identify various <i>social media forums</i> |
| | 4.2 Identify <i>cybersafety issues and risks</i> related to using social media |
| | 4.3 Engage in social media interaction following <i>safety procedures and protocols</i> |
| | 4.4 Identify the <i>features of cyberbullying</i> |
| | 4.5 Identify <i>strategies to reduce the risks</i> of cyberbullying |
| | 4.6 Identify the potential consequences of cyberbullying |

Required Skills:

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

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 social media
- sources of support for cyberbullying

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
- electronic mobility aids

Technology used in the community may include:

- interactive information boards
- electronic ticketing systems
- ATMs
- cashless payment systems

Safety issues and risks may include:

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

Sources of support may include:

- help desk
- peers
- manuals

Costs may include:

- mobile/internet contracts
- data usage limits
- cost of equipment/devices

Technology for personal purposes may include:

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

Technology for learning purposes may include:

- e-learning
- internet
- webinar
- electronic storyboards
- interactive smartboards
- smart phones
- computers/tablets
- assistive technology:
 - voice recognition programs
 - screen readers
 - screen enlargement applications
- text readers

Social media forums may include:

- Facebook
- chatrooms
- blogs
- Twitter
- email
- wiki
- Tik Tok
- Instagram

Cybersafety issues and risks may include:

- Hacks
- scams,
- phishing

Safety procedures and protocols may include:

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

Features of cyberbullying may include:

- spreading rumours
- making threats
- making derogatory comments

Strategies to reduce the risks may include:

- reporting/discussing with appropriate person
- discontinuing contact
- seeking assistance
- not responding or retaliating
- applying coping strategies
- identifying sources of support and information

Potential consequences may include:

- health consequences
- mental health issues
- legal consequences
- impact on relationships

Evidence Guide

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

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

Assessment must confirm the ability to:

- responsibly use technology relevant to personal and learning needs 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 suggested for this unit:

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

Unit Code	VU23040
Unit Title	Explore personal wellbeing
Unit Descriptor	This unit describes the skills and knowledge to explore own personal wellbeing and identify ways to support it.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to explore and support their personal wellbeing.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information 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 a plan for a healthy lifestyle	<p>1.1 Identify features of a healthy personal lifestyle</p> <p>1.2 Identify common health problems linked to personal lifestyle issues</p> <p>1.3 Identify barriers to achieve a healthy personal lifestyle</p> <p>1.4 Develop a personal plan to maintain a healthy lifestyle with support</p>
2 Manage own health and hygiene	<p>2.1 Identify components of personal hygiene</p> <p>2.2 Identify common illnesses and ailments linked to poor personal hygiene</p> <p>2.3 Identify and follow simple steps to manage own personal hygiene</p>
3 Identify community services to support health and wellbeing	<p>3.1 Locate health services and facilities in the local area with support</p> <p>3.2 Explore health services and facilities within the local and broader community with support</p> <p>3.3 Identify local health services and facilities to support own wellbeing needs</p>

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| 4 | Identify actions for a medical emergency | 4.1 | Identify common <i>medical emergencies</i> |
| | | 4.2 | Identify <i>emergency services</i> and their functions |
| | | 4.3 | Identify the <i>steps</i> to obtain emergency assistance |

Required Knowledge and Skills

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

Required Skills:

- literacy skills to access and use information about wellbeing and health issues
- problem solving skills to identify actions to manage own wellbeing needs
- self management skills to maintain own wellbeing

Required Knowledge:

- importance of maintaining a healthy life style
- common health issues related to lifestyle
- actions related to maintaining own health and wellbeing

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.

Features of a healthy personal lifestyle may include:

- eating nutritious meals
- quality of sleep
- sleep habits
- regular exercise
- managing stress and mental health
- keeping connected to others
- healthy sexual relationships
- good dental hygiene
- regular health checks
 - pap smears
 - prostate checks

Common health problems
may include:

- diabetes
- obesity
- depression
- anxiety
- insomnia
- smoking related illnesses
- sexually transmitted diseases
- high/low blood pressure
- cardiovascular disease

Barriers may include:

- substance abuse
- depression
- lack of exercise
- eating disorders
- smoking
- chronic stress
- dysfunctional sexual relationships
- remoteness from health services/support
- anxiety

Personal plan may include:

- wellbeing needs
- actions/strategies to maintain or improve own well being
- actions to overcome barriers to wellbeing
- support resources and contacts

Components of personal hygiene may include

- frequent showering
- toileting
- menstrual management
- dental hygiene
- hair care
- personal grooming
- clean clothes

Simple steps may include:

- changing clothes regularly
- showering regularly
- using deodorant to manage perspiration

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

Medical emergencies may include:

- accidents in the home
- fires
- road accidents
- sudden illness

Emergency services may include:

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

Steps 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 Curriculum.

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

Assessment must confirm the ability to:

- identify features of a healthy lifestyle and actions to support personal wellbeing
- access information about local health services and resources to meet own wellbeing needs

Context of and specific resources for assessment

Assessment must ensure access to:

- sources of information on health and wellbeing issues
- health resources in the local community
- alternative communication aids where required
- appropriate support persons to enable full participation
- technology to support access to health and well being information

Method(s) of assessment

The following assessment methods are suggested for this unit:

- questioning to assess knowledge of features of a healthy lifestyle and actions to support this
- observation of the learner accessing and identifying health services and facilities in local area

Unit Code	VU23041
Unit Title	Access the media
Unit Descriptor	This unit describes the skills and knowledge to access the media. for information relevant to own personal needs and interests.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to engage with the media. 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.	Performance criteria describe the required performance needed to demonstrate achievement of 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 types of media 1.4 Identify different <i>types of information</i> available in the media
2 Access personal media preferences	2.1 Identify own reasons for accessing various media 2.2 Investigate the cost of accessing different types of media 2.3 Identify preferred media relevant to own needs and interests 2.4 Access preferred media and identify <i>areas of interest</i>

Required Knowledge and Skills

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

Required Skills:

- 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

Required Knowledge:

- importance of the media in society
- different information presented by the media
- safe ways to access different types of media

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

- Function of the media*** may include:
- to provide:
 - information
 - entertainment
 - an opinion
 - to advertise products and services

- Similarities and differences*** may include:
- medium:
 - print
 - visual
 - oral
 - audience:
 - youth
 - mature
 - elderly

Types of information may include:

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

Areas of interest may include:

- social issues
- sport
- entertainment
- travel
- classifieds
- health and wellbeing
- local news
- international news
- community events

Evidence Guide

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

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

Assessment must confirm the ability to:

- 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 suggested 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	VU23042
Unit Title	Identify processes to obtain learner permit
Unit Descriptor	This unit describes the skills and knowledge to identify 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 permanent cognitive and/or intellectual disabilities who wish to gain information about obtaining a learner permit. 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.	Performance criteria describe the required performance needed to demonstrate achievement of 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	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	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 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

Required Knowledge:

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

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
- medical conditions

Evidence Guide

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

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

Assessment must confirm the ability to:

- 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 suggested 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	VU23043
Unit Title	Participate in recreational activities
Unit Descriptor	This unit describes the skills and knowledge to plan and participate in one or more recreational activity options appropriate to own budget and interests.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to engage in recreational activities. 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.	Performance criteria describe the required performance needed to demonstrate achievement of 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 recreational activity options in the community	<p>1.1 Identify the <i>benefits of participating in recreational activities</i></p> <p>1.2 Identify <i>recreational activities</i> available in the community</p> <p>1.3 Identify information about available 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 <i>requirements for participation</i> in the activity</p> <p>2.3 Identify <i>barriers to participation</i> in recreational activity</p> <p>2.4 Assess own ability to meet requirements 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 selected recreational activity</p> <p>3.3 Display <i>appropriate behaviours</i> 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 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

Required Knowledge:

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

Benefits of participating in recreational activities may include:

- increased social connections
- improved skills, concentration and learning
- increased personal confidence and self-awareness
- reduce feelings of depression and anxiety
- enhance self-esteem
- health benefits

Recreational activities may include:

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

Requirements for participation may include:

- hygiene requirements
- clothing requirements
- equipment/gear
- 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
- access to transport

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 Curriculum.

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

Assessment must confirm the ability to:

- access information about recreational 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 suggested 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	VU23057
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 activities 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 permanent cognitive and/or intellectual disabilities who wish to engage in creative activities. 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.	Performance criteria describe the required performance needed to demonstrate achievement of 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 creative activity options in the community	<p>1.1 Identify the <i>benefits of participating in creative activities</i></p> <p>1.2 Identify <i>creative activities</i> available in the community</p> <p>1.3 Identify information about available 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 <i>requirements for participation</i> in the activity</p> <p>2.3 Identify <i>barriers to participation</i> in creative activity</p> <p>2.4 Assess <i>own ability to meet requirements</i> 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 selected creative activity</p> <p>3.3 Display <i>appropriate behaviours</i> 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 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

Required Knowledge:

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

Benefits of participating in creative activities may include:

- sensory development
- development of fine motor skills
- cognitive development
- emotional development
- creating a product

Creative activities may include:

- drawing / painting classes
- musical activities
- craft activities
- dance and movement
- writing
- animation
- film making
- theatre performance

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 Curriculum.

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:

- 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 suggested for this unit:

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

Unit Code	VU23044
Unit Title	Apply communication skills for personal purposes
Unit Descriptor	This unit describes the skills and knowledge to apply communication skills to meet every day personal needs in the community.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to improve their communication skills. 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.	Performance criteria describe the required performance needed to demonstrate achievement of 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 Identify the participants for the communication</p> <p>1.3 Use questioning to gain information and to clarify meaning</p> <p>1.4 Receive and respond to <i>information</i></p> <p>1.5 Apply <i>effective listening skills</i></p> <p>1.6 Express disagreement and/or agreement with others appropriately</p>
2 Locate information in short, simple texts	<p>2.1 Identify <i>short, simple texts</i> to meet specific personal needs</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 Identify features of texts</p> <p>2.5 Locate specific information from texts to meet needs</p> <p>3.1 Identify forms relevant to own purposes</p>

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| 3 | Complete short, simple forms for personal purposes | 3.2 | Identify key sections of the form |
| | | 3.3 | Clarify purposes of sections |
| | | 3.4 | Enter simple information into correct sections of the form |
| | | 3.5 | Check information entered |

Required Knowledge and Skills

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

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 engage with short, simple texts and complete simple forms

Required Knowledge:

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

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
 - using lip reading techniques

Short simple texts may include:

- catalogues / advertisements
- email, SMS or hand written messages
- myki screen
- electronic ticketing reader
- simple forms
- simple diary/calendar
- instructions/recipes
- books
- newspapers/media
- symbols and icons
- visuals and graphics

Purpose of the texts may include:

- to inform
- to instruct
- to entertain

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 Curriculum.

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

- locate and use simple information to meet own everyday personal needs
- complete simple forms 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/assistive aids that support communication where required such as text readers and speech recognition software
- 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 suggested 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	VU23045
Unit Title	Apply numeracy skills for personal purposes
Unit Descriptor	This unit describes the skills and knowledge to use functional numeracy for everyday familiar situations.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to develop everyday numeracy skills related to time, money directions and measurements. 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.	Performance criteria describe the required performance needed to demonstrate achievement of 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	1.1 Identify Australian coins and their monetary value 1.2 Identify Australian notes and their monetary value 1.3 Use monetary amounts to perform highly familiar personally relevant tasks 1.4 Perform simple one step calculations with money
2 Work with time in simple everyday situations	2.1 Identify digital or clock face time related to simple and familiar everyday situations 2.2 Use digital or clock face time in simple and familiar everyday situations 2.3 Use numbers related to time in everyday texts
3 Give and follow simple directions	3.1 Identify simple concepts of position and location 3.2 Follow simple oral directions for moving between familiar locations 3.3 Use simple concepts of position and location to describe location of two or more objects

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| | 3.4 | Read and interpret simple diagrams and maps of familiar locations |
| 4 Work with simple everyday measurement | 4.1 | Identify common units of measurement and their abbreviations |
| | 4.2 | Identify common units of measurement in simple and familiar everyday activities |
| | 4.3 | Identify units of measurement in everyday simple familiar texts |
| | 4.4 | Use simple measuring instruments |
| | 4.5 | Perform simple, one step calculations with measurements |
| | 4.6 | 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 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 simple calculations with money, time and measurement

Required Knowledge:

- common representations of monetary amounts:
 - written symbols used to represent 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
- mathematical symbols for addition and subtraction to perform simple calculations
- language of position to convey information about directions
- common units of 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
- making payments using:
 - tap and go
 - B Pay
 - Apple Pay

Digital or clock face time may include:

- hours
- minutes
- 24 hour clock
- am / pm
- fractions such as $\frac{1}{4}$ and $\frac{1}{2}$

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
- appointments
- calendars
- 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

Measurement in simple and familiar everyday activities could include:

- travelling
- cooking
- shopping

Everyday simple familiar texts may include:

- recipes
- household bills
- advertising leaflets
- catalogues,
- product descriptions
- sports commentary
- ingredient lists on packages

Simple measuring instruments may include:

- tape measure/ruler/trundle wheel
- measuring jugs/spoons
- thermometers

Evidence Guide

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

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

Assessment must confirm the ability to:

- 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
- everyday texts with simple embedded numeracy such as travel information or shopping catalogues
- alternative communication aids where required

Method(s) of assessment

The following assessment methods are suggested 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