22566VIC Certificate I in Work 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	Copyright of this material is reserved to the Crown in the right of the State of Victoria on behalf of the Department of Jobs, Skills, Industry and Regions (DJSIR) Victoria. © State of Victoria (DJSIR) 2024
2. Address	**Executive Director** Deputy CEO Victorian Skills Authority Department of Jobs Skills, Industry and Regions (DJSIR) GPO Box 4509 Melbourne Vic 3001 **Organisational Contact:** Manager, Training and Learning Products Unit Engagement Branch Victorian Skills Authority Email: course.enquiry@djsir.vic.gov.au **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
3. Type of submission	Reaccreditation
4. Copyright acknowledgement	Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia and can be accessed from Training.gov.au (See Training.gov.au for more information) © Commonwealth of Australia • BSB Business Services Training Package: – BSBWOR202 Organise and complete daily work activities – BSBADM101 Use business equipment and resources – BSBITU111 Operate a personal digital device • CHC Community Services Training Package: – CHCVOL001 Be an effective volunteer • FSK Foundation Skills Training Package:

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	– FSKDIG001 Use digital technology for short and basic workplace tasks – FSKOCM003 Participate in familiar spoken interactions at work • ICT Information and Communications Technology Training Package: – ICTICT103 Use, communicate and search securely on the internet • MSM Manufacturing Training Package – MSMWHS100 Follow WHS procedures • SIT Tourism Travel and Hospitality Training Package: – SITHIND002 Source and use information on the hospitality industry – SITXFSA001 Use hygienic practices for food safety – SITHFAB002 Provide responsible service of alcohol – SITHFAB005 Prepare and serve espresso coffee • SIR Retail Services Training Package: – SIRXIND002 Organise and maintain the store environment – SIRXIND001 Work effectively in a service environment • TLI Transport and Logistics Training Package: – TLIG1001 Work effectively with others Copyright of this material is reserved to the Crown in the right of the State of Victoria. © • This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (Deed - Attribution-NoDerivs 3.0 Unported - Creative Commons). 22523VIC Certificate I in Employment Pathways – VU22789 Participate in job seeking activities – VU22787 Prepare for employment • 22447VIC Certificate I in Mumgu-dhal tyama-tiyt – VU22099 Recognise and interpret safety signs and symbols – VU22109 Complete forms • 22476VIC Certificate I in General Education for Adults (Introductory) – VU22369 Work with simple numbers and money in familiar situations – VU22450 Work with and interpret simple directions in familiar situations – VU22372 Work with and interpret simple numerical information in familiar texts – VU22373 Work with and interpret simple statistical information in familiar texts – VU22362 Engage with simple texts for employment purposes – VU22367 Create simple texts for employment purposes
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	and comply with all other licence terms. You must not distribute modified material. Request for other use should be addressed to: **Request for other use should be addressed to:** Deputy CEO Victorian Skills Authority Department of Jobs, Skills, Industry and Regions (DJSIR) GPO Box 4509 Melbourne Vic 3001 Email: course.enquiry@djsir.vic.gov.au Copies of this publication can be downloaded free of charge from the Victorian Government website
6. Course accrediting body	**Victorian Registration and Qualifications Authority**
7. AVETMISS information	***ANZSCO code –*** GEN19 General Education - not occupationally specific **ASCED Code –** 1205 Employment Skills Programs ***National course code –*** 22566VIC
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 Work Education
1.2 Nominal duration of the course	990 – 1120 hours
2. Vocational or educational outcomes	Standard 1 AQTF Standards for Accredited Courses
2.1 Purpose of the course	The Certificate I in Work Education supports post compulsory school age learners with permanent cognitive and / or intellectual disabilities to explore work options and access pathways to further specific vocational education and training. It supports learners to improve their employability and work readiness. In exceptional circumstances compulsory school age learners with evidence of permanent cognitive and / or intellectual disability may be enrolled in the qualification. Refer Section B5.2 for further information.
3. Development of the course	Standards 1 and 2 AQTF Standards for Accredited Courses
3.1 Industry / enterprise/ community needs	The Certificate I in Work Education was first accredited in 1992 and has been continuously accredited since then. The course responds to an ongoing identified need to provide learners with permanent cognitive and /or intellectual disability the opportunity to develop skills that support their access to employment. The qualification is used with learners who have varying degrees of permanent cognitive and/or intellectual disabilities and whose disabilities inhibit access to education and training pathways to open employment. Learners can have a range of complex cognitive and/or intellectual disabilities along a broad spectrum and come from a range of educational experiences including: • from specialist or main stream schools • following completion of the Certificate I in Transition Education • after having been in the care of family or other care providers. The course supports the implementation of the following Victorian State Government legislation and policy initiatives: • Every Opportunity: Victorian economic participation plan for people with disability 2018–2020, which aims to increase the economic participation of people with a disability through participation in education and learning pathways and engagement in employment opportunities. • Victorian Disability Act 2006 which advances the inclusion and participation of people with a disability in the community. This is supported by “Absolutely Everyone” the Victorian State Disability Plan 2017- 2020. The Plan identifies a range of priorities and actions under four pillars. One of these pillars

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	‘Contributing lives’ aims to ensure that people with a disability can participate easily in 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 Check Tan Operations and Accreditation Manager, Secure Meters 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 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: • OHS/WHS procedures and signs • sources of information: – to support self-development – on a range of industries – on the job seeking process and employment opportunities • simple strategies for setting work related goals • education/training requirements for specific jobs of personal interest • workplace expectations and employee attributes • strategies to interact appropriately with others in the workplace Skills to: • follow and apply OHS/ WHS and emergency procedures in specific industries • access and use information on vocational options and employment and workplace requirements • ask and respond to simple questions to clarify vocational goals and work activities • interact with other class / work group members and work with a support person

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	• follow instructions to carry out tasks and participate in vocational activities • identify simple strategies to improve personal management skills and ways in which barriers to employment participation can be overcome • identify own vocational goals and develop a personal action plan to support employment • manage daily routines • identify and monitor personal goals and develop a basic vocational plan for identified employment opportunities • identify areas of interest through participation in vocational tasters • review own performance as part of practical placement • implement simple strategies to increase and maintain independence • identify own self development and support needs and seek assistance when required The following Victorian enrolment data indicates that the course continues to provide opportunities for learners with intellectual disabilities to engage or re-engage with learning as a pathway to employment. It is anticipated that the stable enrolment trend will continue. 22302VIC Certificate I in Work Education: **2017** 1,417; **2018** 1,197; **2019** 906 Source: Victorian Department of Education and Training The Certificate I in Work Education: • 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.
3.2 Review for re-accreditation	A mid cycle review of the Certificate I in Work 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 permanent cognitive and/or intellectual disabilities to develop pathways to employment. There was additional feedback at the unit level which indicated that:

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	• some units include concepts that are too abstract for the student cohort to grasp and need to be reviewed • units should be reviewed to address unnecessary duplication of outcomes • course outcomes could be broadened for some students if a unit on setting up a micro business was included. The 22566VIC Certificate I in Work Education replaces and is equivalent to the 22302VIC Certificate I in Work Education. There can be no new enrolments in the 22302VIC Certificate I in Work Education after 31 December 2020. The following table identifies the relationship between units from the 22566VIC Certificate I in Work Education with units from 22302VIC Certificate I in Work Education.

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Units from the replaced 22302VIC Certificate I In Work Education		Units from the current 22566VIC Certificate I in Work Education		Relationship
VU21771	Develop an individual vocational plan with support	VU23028	Develop and apply an individual vocational plan with support	Equivalent
VU21772	Develop personal management skills for work	VU23029	Develop personal management skills for work	Equivalent
VU21773	Participate in vocational activities	VU23030	Participate in vocational activities	Equivalent
VU21774	Participate in practical placement with support	VU23031	Participate in practical placement with support	Equivalent
VU21775	Develop interpersonal communication skills for the workplace	VU23032	Develop workplace communication skills	Equivalent
N/A	N/A	VU23033	Explore a micro business opportunity	New unit no equivalent
VU21664	Prepare for employment	VU22787	Prepare for employment	Equivalent
VU21666	Participate in job seeking activities	VU22789	Participate in job seeking activities	Equivalent
TLIG1001A	Work effectively with others	TLIG1001	Work effectively with others	Equivalent
CHCVOL201B	Be an effective volunteer	CHCVOL001	Be an effective volunteer	Not Equivalent
SITHIND201	Source and use information on the hospitality industry	SITHIND002	Source and use information on the hospitality industry	Equivalent
SITXFSA101	Use hygienic practices for food safety	SITXFSA001	Use hygienic practices for food safety	Equivalent
VU21307	Work with numbers and money in simple familiar situations	VU22369	Work with simple numbers and money in familiar situations	Equivalent
VU21308	Work with and interpret directions in simple, familiar situations	VU22450	Work with and interpret simple directions in familiar situations	Equivalent
VU21311	Work with and interpret simple numerical information in familiar texts	VU22372	Work with and interpret simple numerical information in familiar texts	Equivalent
VU21312	Work with and interpret statistical information in simple, familiar texts	VU22373	Work with and interpret simple statistical information in familiar texts	Equivalent
VU21301	Engage with simple texts for employment purposes	VU22362	Engage with simple texts for employment purposes	Equivalent
VU21305	Create simple texts for employment purposes	VU22367	Create simple texts for employment purposes	Equivalent
BSBADM101	Use business equipment and resources	BSBADM101	Use business equipment and resources	No change
BSBITU101	Operate a personal computer	BSBITU111	Operate a personal digital device	Equivalent

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Units from the replaced 22302VIC Certificate I In Work Education		Units from the current 22566VIC Certificate I in Work Education		Relationship
BSBWOR202	Organise and complete daily work activities	BSBWOR202	Organise and complete daily work activities	No change
ICTICT103	Use, communicate and search securely on the internet	ICTICT103	Use, communicate and search securely on the internet	No change
FSKDIG01	Use digital technology for basic workplace tasks	FSKDIG001	Use digital technology for short and basic workplace tasks	Equivalent
FSKOCM03	Participate in simple spoken interactions at work	FSKOCM003	Participate in familiar spoken interactions at work	Equivalent
SITHFAB201	Provide responsible service of alcohol	SITHFAB002	Provide responsible service of alcohol	Equivalent
SITHFAB204	Prepare and serve espresso coffee	SITHFAB005	Prepare and serve espresso coffee	Equivalent
SIRXCLM101	Organise and maintain work areas	SIRXIND002	Organise and maintain the store environment	Not Equivalent
SIRXICT001A	Operate retail technology	N/A	N/A	Unit deleted from source training package
SIRXIND101	Work effectively in a customer service environment	SIRXIND001	Work effectively in a service environment	Not Equivalent
VU20939	Recognise and interpret safety signs and symbols	VU22099	Recognise and interpret safety signs and symbols	Equivalent
VU21041	Complete forms	VU22109	Complete forms	Equivalent

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4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses
4.1 Qualification level	The outcomes of the 22566VIC Certificate I in Work Education are consistent with Australian Qualifications Framework (AQF) Level 1 through: • Developing knowledge of: – work related OHS/WHS procedures and requirements – sources of information on a range of industries relevant to own interests – sources of information to identify the job seeking process and employment opportunities – simple strategies to meet workplace expectations – simple strategies to support personal management in the workplace • Developing skills to: – work with a support person to develop and implement a personal vocational plan to support vocational goals – access information and resources to support achievement of vocational goals – apply strategies to support workplace participation – use technology relevant to the workplace • Applying skills and knowledge in highly structured, personally relevant and supported contexts. The volume of learning for the Certificate I in Work Education is typically 1 year and incorporates structured training delivery.
4.2 Employability skills	• Communication skills to: – follow and apply OHS/ WHS and emergency procedures in specific industries – recognise and follow safety signs, symbols and notices – report OHS / WHS hazards and raise issues if required – access and use employment and workplace information – engage with support persons and work colleagues • Teamwork skills to: – work collaboratively with other class / group members and work colleagues – work collaboratively with support persons • Problem solving skills to: – identify strategies to improve personal management skills and ways in which barriers can be overcome – identify own self development needs and strategies to enhance independence – create a skills profile and match skills to job opportunities • Planning and organising skills to: – identify and confirm vocational goals with the teacher / supervisor – identify processes and stages to develop vocational plan – carry out tasks to meet timelines and priorities – collect and organise information to develop a portfolio to document skills

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	– identify effectiveness of vocational plan in achieving goals with support person • Self management skills to: – identify and monitor personal goals and develop and implement basic vocational plan for identified employment opportunities – identify areas of interest through participation in vocational tasters – self assess own performance as part of practical placement – implement strategies to manage self in the workplace • Learning skills to: – seek information and support • Initiative and Enterprise skills to: – recognise and act on situations requiring support • Technology skills to: – use basic technology relevant to the workplace.
4.3 Recognition given to the course (if applicable)	Not Applicable
4.4 Licensing/ regulatory requirements (if applicable)	Not applicable

5. Course rules Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses

5.1 Course structure

To be eligible for the award of 22566VIC Certificate I in Work Education learners must successfully complete a total of 10 units comprising:

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

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

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

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Unit of competency/ module code	Field of Education code	Unit of competency/module title	Pre-requisite	Nominal hours
Core units				
VU23028	120501	Develop and apply an individual vocational plan with support	Nil	100
VU23029	120599	Develop personal management skills for work	Nil	80
VU23030	120501	Participate in vocational activities	Nil	400
VU23031	120501	Participate in practical placement with support	Nil	300
MSMWHS100	061301	Follow WHS procedures	Nil	20
VU22787	120503	Prepare for employment	Nil	30
VU23032	120505	Develop workplace communication skills	Nil	30
Elective units				
VU23033	120501	Explore a micro business opportunity	Nil	60
BSBADM101	080901	Use business equipment and resources	Nil	15
BSBITU111	080905	Operate a personal digital device	Nil	20
BSBWOR202	120505	Organise and complete daily work activities	Nil	20
ICTICT103	080905	Use, communicate and search securely on the internet	Nil	50
FSKDIG001	120505	Use digital technology for short and basic workplace tasks	Nil	10
FSKOCM003	100707	Participate in familiar spoken interactions at work	Nil	10
SITHFAB002	110103	Provide responsible service of alcohol	Nil	10
SITHFAB005	110103	Prepare and serve espresso coffee	Nil	30
SIRXIND002	120505	Organise and maintain the store environment	Nil	20
SIRXIND001	120505	Work effectively in a service environment	Nil	45
VU22099	120103	Recognise and interpret safety signs and symbols	Nil	10

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Unit of competency/ module code	Field of Education code	Unit of competency/module title	Pre-requisite	Nominal hours
VU22109	120103	Complete forms	Nil	20
VU22789	120599	Participate in job seeking activities	Nil	50
TLIG1001	120505	Work effectively with others	Nil	40
CHCVOL001	120505	Be an effective volunteer	Nil	25
SITHIND002	120505	Source and use information on the hospitality industry	Nil	25
SITXFSA001	110111	Use hygienic practices for food safety	Nil	15
VU22369	120103	Work with simple numbers and money in familiar situations	Nil	30
VU22450	120103	Work with and interpret simple directions in familiar situations	Nil	30
VU22372	120103	Work with and interpret simple numerical information in familiar texts	Nil	30
VU22373	120103	Work with and interpret simple statistical information in familiar texts	Nil	30
VU22362	120103	Engage with simple texts for employment purposes	Nil	25
VU22367	120103	Create simple texts for employment purposes	Nil	25
		Total nominal hours		**990 – 1120**

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5.2 Entry requirements	Entry to the Certificate I in Work Education is intended for post compulsory school age learners with evidence of permanent cognitive and / or intellectual disability. In exceptional circumstances compulsory school age learners with evidence of permanent cognitive and / or intellectual disability may be enrolled in the qualification, provided the Registered Training Organisation can establish: • the learner's Secondary School is unable to meet their needs and • the learner has a level of behavioural maturity that would allow them to develop the communication and interpersonal skills expected in the workplace. Permanent cognitive and / or intellectual disability must be evidenced. Evidence could include but is not limited to: • Formal assessment by a registered medical practitioner • Doctors / specialist reports • Attendance at a Specialist School • Integration support at school • Integration support at school with modified curriculum While learners may also have the following conditions, these do not constitute a permanent cognitive or intellectual disability: • Social and / or emotional issues • Attention Deficit Hyperactivity Disorder • Specific learning difficulties • Mental health conditions • Physical disabilities
6. Assessment	Standards 10 and 12 AQTF Standards for Accredited Courses
6.1 Assessment strategy	All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of: • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, or • the Standards for Registered Training Organisations 2015 (SRTOs), or • the relevant standards and Guidelines for RTOs at the time of assessment Assessment of the Certificate I in Work Education must reflect the appropriate level of support and time required by learners with permanent cognitive and/or intellectual disabilities to demonstrate achievement of competency.

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	Assessment of the core unit *VU23028 Develop and apply an individual vocational plan with support* must ensure the learner has been provided with sufficient time to develop, implement and review an action plan. Wherever possible an integrated approach to assessment should be used to: • maximise opportunities for holistic skill development • reduce atomisation and duplication of evidence collection • support authentic assessment by reflecting activities that are personally relevant to the learner. Units of competency imported from accredited courses or endorsed training packages must reflect the assessment requirements specified in that accredited course or training package.
6.2 Assessor competencies	Assessment must be undertaken by a person or persons in accordance with: • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, OR • The Standards for Registered Training Organisations 2015 (SRTOs), OR • The relevant standards and Guidelines for RTOs at the time of assessment. **Requirements to assess the Certificate I in Work Education** To assess the Certificate I in Work Education an Assessor must have: • Demonstrable expertise in teaching in the special education field This expertise can be demonstrated by either holding a formal qualification such as: • Bachelor of Education with a Special Education specialisation area • Graduate Diploma in Special Education • Masters degree which includes a Special Education specialisation such as: – Master of Special Education – Master of Education (Special Education Needs) OR • Evidencing relevant knowledge of theories, methods and practices in teaching learners with a range of cognitive and/or intellectual disabilities through a combination of activities such as: – Ongoing relevant professional development – Engagement with disability teacher networks

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	– Peer review of teaching / third party report detailing performance – Documented relevant teaching experience Units of competency imported from accredited courses or endorsed training packages must reflect any assessor requirements specified in that accredited course or training package.
7. Delivery	Standards 11 and 12 AQTF Standards for Accredited Courses
7.1 Delivery modes	The permanent cognitive and/or intellectual disabilities of learners enrolled in this qualification may be diverse and delivery strategies should be selected to enable learners to develop competence in the skills and knowledge contained in the units. Face to face delivery modes should allow for active involvement of all participants. Additional support should also be provided through programs such as mentoring and peer support where appropriate. Delivery should take into account any cognitive and / or physical constraints of individual learners and ensure delivery methods are adapted to their specific needs. Where there are synergies between unit outcomes integration of delivery can be appropriate. Delivery strategies should actively involve the learner and learning should be related to highly familiar contexts. To achieve quality outcomes for learners and to address complex learning needs, an appropriate ratio of teachers to students is highly recommended. A ratio of one teacher to six students is optimum. Variations such as one teacher and support person to ten students may also be appropriate. The core unit *VU23030 Participate in vocational activities* requires learners to investigate sufficient information to enable selection of between two and six vocational activities in which they will then participate. In order to deliver the unit *VU23031 Participate in practical placement with support,* Registered Training Organisations must provide learners with access to an operating workplace where industry regulations and standards and adequate employer supervision are in place to enable the learner to develop the outcomes detailed in the unit. Registered Training Organisations should refer to the current Practical Placement Guidelines in force in Victoria to ensure all relevant requirements are met when students are undertaking the unit *VU23031 Participate in practical placement with support*. See Victorian Department of Education and Training Workplace Training for more information.
7.2 Resources	Training must be delivered by a person or persons in accordance with: • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, OR

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	• the Standards for Registered Training Organisations 2015 (SRTOs), OR • the relevant standards and Guidelines for RTOs at the time of assessment. **Requirements to deliver the Certificate I in Work Education** To deliver the Certificate I in Work Education a teacher / trainer must have: • demonstrable expertise in teaching in the special education field This expertise can be demonstrated by either holding a formal qualification such as: • Bachelor of Education with a Special Education specialisation area • Graduate Diploma in Special Education • Masters degree which includes a Special Education specialisation such as: – Master of Special Education – Master of Education (Special Education needs) OR • evidencing relevant knowledge of theories, methods and practices in teaching learners with a range of permanent cognitive and/or intellectual disabilities through a combination of activities such as: – ongoing relevant professional development – engagement with disability teacher networks – peer review of teaching / third party report detailing performance – documented relevant teaching experience Units of competency imported from accredited courses or endorsed training packages must reflect the requirements of trainers specified in that accredited course e training product.
8. Pathways and articulation	Standard 8 AQTF Standards for Accredited Courses
	There are no formal articulation arrangements for this qualification. A range of potential pathways are possible when units of competency imported from other accredited courses or endorsed training packages are completed. These pathways are into the: • 22476VIC Certificate I in General Education for Adults (Introductory) • 22447VIC Certificate I in Mumgu-dhal tyama-tiyt • 22523VIC Certificate I in Employment Pathways • BSB Business Services Training Package • SIR Retail Services Training Package

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	• CHC Community Services Training Package • FSK Foundation Skills Training Package • ICT Information and Communications Technology Training Package • MSM Manufacturing Training Package • SIR Retail Services Training Package • SIT Tourism Travel and Hospitality Training Package • TLI Transport and Logistics Training Package
9. Ongoing monitoring and evaluation	Standard 13 AQTF Standards for Accredited Courses
	The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification. Ongoing monitoring of the qualification will be primarily conducted through feedback from the quarterly meetings of the Statewide Advisory Group for the implementation of courses for learners with permanent cognitive and/or intellectual disabilities. A formal review will take place once during the period of accreditation and will be informed by feedback from users of the qualification including: • Employers who have provided work placement to students • The Statewide 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 courses. Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA

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Section C: Units of Competency

The following units of competency are contained in Section C:

VU23028 Develop and apply an individual vocational plan with support

VU23029 Develop personal management skills for work

VU23030 Participate in vocational activities

VU23031 Participate in practical placement with support

VU23032 Develop workplace communication skills

VU23033 Explore a micro business opportunity

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

BSBADM101 Use business equipment and resources

BSBITU111 Operate a personal digital device

BSBWOR202 Organise and complete daily work activities

CHCVOL001 Be an effective volunteer

FSKDIG001 Use digital technology for short and basic workplace tasks

FSKOCM003 Participate in familiar spoken interactions at work

ICTICT103 Use, communicate and search securely on the internet

MSMWHS100 Follow WHS procedures

SIRXIND001 Work effectively in a service environment

SIRXIND002 Organise and maintain the store environment

SITHFAB002 Provide responsible service of alcohol

SITHFAB005 Prepare and serve espresso coffee

SITHIND002 Source and use information on the hospitality industry

SITXFSA001 Use hygienic practices for food safety

TLIG1001 Work effectively with others

The following units of competency can be accessed from their source curriculum on the Victorian Department of Education and Training (DET) website under the listing for Service Industries (See the DET website for more information)

- 22523VIC Certificate I in Employment Pathways
  - VU22789 Participate in job seeking activities
  - VU22787 Prepare for employment
- 22447VIC Certificate I in Mumgu-dhal tyama-tiyt
  - VU22099 Recognise and interpret safety signs and symbols
  - VU22109 Complete forms
- 22476VIC Certificate I in General Education for Adults (Introductory)
  - VU22369 Work with simple numbers and money in familiar situations
  - VU22450 Work with and interpret simple directions in familiar situations
  - VU22372 Work with and interpret simple numerical information in familiar texts
  - VU22373 Work with and interpret simple statistical information in familiar texts

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- VU22362 Engage with simple texts for employment purposes
- VU22367 Create simple texts for employment purposes

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Unit Code	**VU23028**
Unit Title	**Develop and apply an individual vocational plan with support**
Unit Descriptor	This unit describes the skills and knowledge to develop an individualised plan to identify vocational goals and develop and implement a vocational plan in conjunction with a support person.
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 employment options.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Create a personal skills profile	1.1 Identify ***skills*** gained formally and informally
	1.2 Identify skills and interests, strengths and weaknesses
	1.3 Identify ***learning preferences***
	1.4 Develop a personal skills profile
	1.5 Identify how existing skills could apply to different situations
2 Clarify vocational goals	2.1 Review personal ***vocational goals*** with an appropriate ***support person***
	2.2 Identify any ***challenges*** which may make affect achievement of vocational goals
	2.3 Identify ***strategies to address potential issues***
3 Develop an individual vocational plan	3.1 Attend a planning meeting with an appropriate support person
	3.2 Confirm and prioritise vocational goals
	3.3 Confirm ***steps and strategies*** to support achievement of goals
	3.4 Identify available ***facilities*** and ***services*** that can support achievement of vocational goals and the ways to access them
	3.5 Identify ***key personnel*** who can provide support

	3.6	Develop a ***simple action plan*** in consultation with the appropriate support person
4 Implement individual vocational plan	4.1	Regularly ***record*** achievement of steps, strategies and goals during implementation of the plan
	4.2	Review progress regularly with an appropriate support person
	4.3	Adjust goals and strategies as appropriate

Required Knowledge and Skills

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

Required Skills:

- communication skills to:
  - respond to simple questions
  - ask questions to clarify vocational goals
- problem solving skills to:
  - identify existing skills and how they could support future employment
  - identify own vocational goals and develop a personal action plan towards employment
- self management skills to seek feedback and monitor and adjust action plan
- planning and organising skills to develop and regularly review a vocational plan with a support person.

Required Knowledge:

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

Range Statement

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

Skills may include:	• communication • interpersonal relationships • academic • physical / manual • computer • technology
Learning preferences may include:	• watching • practice • listening

Vocational goals may include:	• employment • work experience • volunteering • community activities • education and training • social skills • coping strategies

Support person may include:	• teacher
	• carer
	• family support:
	  − parent / guardian
	  − sibling / grandparent
	• support worker
	• mentor

Challenges may include:	• lack of employment opportunities • mobility restrictions • lack of support • financial
Strategies to address potential issues may include:	• exploring alternative options • seeking additional support
Steps and strategies may include:	• deciding on long and short term goals • determining realistic timelines • breaking goals down into smaller parts to make achievement easier • overcoming potential barriers to achieving goals • amending, changing, adding to goals • prioritising goals
Facilities may include:	• library • computer lab • meeting areas • recreation facilities

Services may include:	• learning support • counselling • employment support • community resources • local government resources
Key personnel may include:	• teachers • librarians • counsellors • carers
Simple action plan may include:	• actions • responsibilities • timeframes • contingencies • review dates
Record may include:	• provided verbally or in writing by the learner • recorded by a support person • communicated through demonstration

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 clarify own vocational goals • develop, implement and review an individual vocational plan in conjunction with an appropriate support person
Context of and specific resources for assessment	Assessment must ensure: • sufficient time to enable an action plan to be developed, implemented and reviewed • access to an appropriate support person • access to assistive technology where required
Method(s) of assessment	The following assessment methods are suggested for this unit:

- questioning to clarify learner's goals
- an individual vocational plan, developed implemented and reviewed by the learner in conjunction with a support person.

Unit Code	**VU23029**
Unit Title	**Develop personal management skills for work**
Unit Descriptor	This unit describes the skills and knowledge to identify, develop and apply personal management skills to be able to prepare for participation in work settings and in the broader community.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to develop their personal management skills.

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 levels of independence to support workforce participation	1.1 List current ***personal responsibilities***
	1.2 List ***strategies to maintain and increase independence***
	1.3 Describe the impact of work on independent living arrangements
	1.4 Determine ***appropriate persons or services*** who can assist with increasing and maintaining independence
2 Develop strategies to support personal confidence	2.1 Identify the ***main features of personal confidence***
	2.2 Identify appropriate ways to develop and maintain personal confidence
	2.3 Recognise ***possible barriers*** to the development of personal confidence
	2.4 Identify ***simple strategies to develop personal confidence*** for the workplace
3 Develop decision making skills for work	3.1 Identify ***decision-making processes***
	3.2 Identify ***common work related decisions*** that need to be made
	3.3 Determine ***possible solutions*** to common workplace issues
	3.4 Select preferred solution/s to common workplace issues

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

Required Knowledge and Skills

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

Required Skills:

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

Required Knowledge:

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

Range Statement

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

Personal responsibilities may include:	• travelling independently· • money handling • purchasing/selecting clothing • independent banking· • housework or home duties • caring for pets· • caring for others in the family • cooking and preparing food • shopping • looking for work • part time job / voluntary work.
Strategies to maintain and increase independence may include:	• selecting services to assist • building skills • self-advocacy
Appropriate persons or services may include:	• agencies to support people seeking increased: – independence – grooming and hygiene • counsellors
Main features of personal confidence may include:	• listening to others • expressing own needs/preferences • making own decisions • acknowledging own limitations
Possible barriers may include:	• past experiences • reactions of others • fear of rejection • unfamiliar situations/people • impacts of mental health issues arising from social isolation and/or previous experiences of abuse or neglect
Simple strategies to develop personal confidence may include:	• practising: – listening skills and conversational turn taking – personal presentation and grooming – expressing own needs/preferences – personal calming strategies

	• seeking support from a trusted person
Decision-making processes may include:	• clarifying facts and opinions • comparing positive and negative aspects • determining level of risk • seeking other views
Common work related decisions may include:	• safe or unsafe practices • when to take a break • who to listen to
Possible solutions may include:	• referring to workplace procedures • seeking clarification • ceasing activity
Sources of assistance may include:	• supervisor • teacher / trainer • mentor • family member / friend
Presentation requirements may include:	• appropriate clothing • grooming • personal hygiene
Elements of good personal health may include:	• diet • exercise • sleep • relaxation • recreation • social interaction
Resources may include:	• medical practitioner • peers • internet

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • identify and apply strategies and skills to manage self in a work environment • seek support when required
Context of and specific resources for assessment	Assessment must ensure access to: • appropriate support persons allowing for full participation • assistive technology where required.
Method(s) of assessment	The following assessment methods are suggested for this unit: • observation of: − the learner's personal presentation − the learner seeking assistance when required • questioning to assess knowledge of: − own self development needs − decision making processes • reports from a supervisor detailing decision making ability in the workplace

Unit Code	**VU23030**
Unit Title	**Participate in vocational activities**
Unit Descriptor	This unit describes the skills and knowledge to prepare for and participate in vocational activities that develop work skills.
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 employment options.

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

3	Participate in vocational activities	3.1 Carry out tasks according to supervisor's instructions and ***workplace procedures***
		3.2 Select appropriate equipment and materials for the work tasks according to supervisor's instructions and workplace procedures
		3.3 Use any required equipment and materials according to supervisor's instructions and workplace procedures
		3.4 Clean and store equipment and materials as required according to supervisor's instructions and workplace procedures
		3.5 Report any damaged or missing equipment to supervisor if required
4	Review participation in vocational activities	4.1 Review own performance in response to feedback from workplace supervisor and/or support person as appropriate
		4.2 Identify ***areas for improvement or follow-up*** with a support person
		4.3 Review areas of identified vocational interest with a support person to decide if they should be adapted or changed
		4.4 Determine any ***future actions*** required to improve employment prospects in consultation with a support person

Required Knowledge and Skills

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

Required Skills:

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

Required Knowledge:

- workplace procedures required to safely participate in vocational activities including OHS/WHS requirements

Range Statement

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

Support person may include:	• careers councillor • family members • integration aide

Requirements and conditions of employment may include:	• age requirements
	• licences / certifications required:
	  – equipment operation
	  – food handling
	  – first aid
	• level of required training
	• Working With Children Check

Learning needs in relation to vocational skills may include:	• work attitudes • behaviour • self management
Initial information may include:	• type of goods / services produced • work undertaken • range of work available in particular area • particular job roles • level of training required
Others may include:	• supervisor • work mates • support staff
Barriers to participation may include:	• lack of transport • hours of work • personal abilities • lack of employer awareness of available supports and workplace adjustments

Required actions may include:	• sourcing alternative travel options • advising employers of available aids and equipment to enable workplace adjustments • considering alternative industries / vocational activities

Workplace procedures may include:	• occupational/work health and safety:
	  − rights and obligations
	  − emergency procedures
	  − reporting hazards
	  − personal protective equipment (PPE)
	• reporting absences
	• security of personnel / equipment / materials

Areas for improvement or follow-up may include:	• motivation • personal presentation • punctuality
Future actions may include:	• developing technically based skills • enrolling in vocational courses • language, literacy and or numeracy development

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • collect and assess information on vocational areas of interest to select between 2 and 6 appropriate vocational activities • participate in between 2 and 6 selected vocational activities • review outcomes of participation and identify follow-up actions and future actions to support employment prospects
Context of and specific resources for assessment	Assessment must ensure: • sources of information on vocational areas / occupations • opportunities to participate in vocational activities

- a support person

Method(s) of assessment

The following assessment methods are suggested for this unit:

- direct observation of the learner participating in vocational activities
- questioning to assess the learner's ability to review own performance and identify areas for improvement and future actions to support employment prospects
- reports from a supervisor detailing performance by the learner

Unit Code	**VU23031**
Unit Title	**Participate in practical placement with support**
Unit Descriptor	This unit describes the skills and knowledge to select, negotiate and participate in a practical placement in a workplace or community setting. Learners may work independently where appropriate or as part of a team or under close supervision as required.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to improve their employment options.

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

3	Make transport arrangements	3.2 Access time table and destination information if using public transport
		3.3 Determine appropriate ***travel arrangements***
		3.4 Plan ***work and travel schedule***
		3.5 Develop ***strategies to solve potential travel problems***
4	Prepare for the workplace	4.1 Clarify work procedures and practices
		4.2 Recognise ***quality requirements*** from specifications or work instructions
		4.3 Identify materials, tools and equipment required for work activities
		4.4 Identify ***expectations of workplace induction***
		4.5 Identify roles and responsibilities of others in the workplace, including immediate supervisor/s
		4.6 Identify any commonly used workplace specific terminology
5	Participate in the workplace under supervision	5.1 Participate in workplace induction
		5.2 Clarify and plan daily work activities and responsibilities with supervisor
		5.3 Complete workplace tasks according to any **OHS/*WHS requirements***
		5.4 Follow and complete work routine according to supervisor's instructions and work procedures
		5.5 Request assistance if required
		5.6 Complete ***basic work related documentation*** as required
		5.7 Report any OHS/WHS hazards to supervisor as required
		5.8 Follow emergency procedures relevant to the workplace if required
6	Contribute to the workplace team	6.1 Receive and act on feedback
		6.2 Offer constructive feedback to others as required
		6.3 Use interpersonal skills to develop relationships within the workplace

7 Evaluate own performance with support	7.1 Review the ***placement experience*** in consultation with a support person
	7.2 Review own performance in response to feedback from relevant people in the workplace
	7.3 Identify own learning needs to support ***future work options*** in consultation with a support person
	7.4 Identify any follow-up opportunities arising from work placement with a support person

Required Knowledge and Skills

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

Required Skills:

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

Required Knowledge:

- work environments and expectations
- requirements of a typical workplace

Range Statement

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

Placement options may include:	• community / volunteer organisations • community housing / support programs • local businesses
Support person may include:	• teacher / trainer • parent / guardian

Potential barriers to placements may include:	• travel requirements • interacting with unfamiliar people in an unfamiliar environment • meeting specific workplace requirements • lack of confidence with unfamiliar situations
Mitigating strategies may include:	• seeking alternative travel arrangements • familiarisation exercises to build confidence • seeking alternative placement options
Appropriate support/liaison person may include:	• teacher / trainer • workplace supervisor / coordinator
Appropriate personnel may include:	• human resource department contact • immediate supervisor
Documents and information may include:	• personal information • bank details • timesheets • statement of duties / payment / hours of work
Employer expectations may include:	• attendance times • punctuality • advising absence • duties • level of supervision • reporting requirement / relationships • standards of behaviour • decreasing levels of workplace support over time
Travel arrangements may include:	• use of taxis • ride share arrangements • public transport: − mode of travel • ticket purchase and use
Work and travel schedule may include:	• transport requirements to meet workplace starting and finishing times

	• weekend work • time variations

Strategies to solve potential travel problems may include:	• using transport agency disability support service
	• requesting assistance from transport staff:
	  − station master
	  − authorised officer
	  − train / tram / bus driver
	• using traveller's aid associations
	• using emergency buttons and security links
	• contacting workplace support/liaison person

Quality requirements may include:	• time allowed for completing tasks • standards of performance
Expectations of workplace induction may include:	• emergency procedures / security arrangements • support services • pay information • work area tour • toilets / change rooms / meal rooms / lockers
OHS/WHS requirements may include:	• observation of OHS/WHS responsibilities • safe manual handling • hazard identification • correct use of personal protective equipment • presence and treatment of dangerous goods
Basic work related documentation may include:	• forms • time sheets
Placement experience may include:	• type of work undertaken • support provided • attitudes of co-workers
Future work options may include:	• in the same or a different industry or industry sector • traineeship • own micro business

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:

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

Context of and specific resources for assessment

Assessment must ensure:

- a workplace environment in which to undertake the practical placement
- appropriate support allowing for full participation

Method(s) of assessment

The following assessment methods are suggested for this unit:

- observation of the learner participating in the practical placement
- questioning to assess knowledge of workplace expectations and requirements
- reports from a workplace supervisor detailing performance

Unit Code	**VU23032**
Unit Title	**Develop workplace communication skills**
Unit Descriptor	This unit describes the skills and knowledge to interact and communicate with others in employment settings.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners with permanent cognitive and/or intellectual disabilities who wish to improve their employment options.

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 Initiate and maintain communication in the workplace	1.1 Identify ways that are commonly used to open ***conversations***
	1.2 Greet others using appropriate ***expressions and gestures***
	1.3 Ask questions and make statements appropriate to the conversation as required
	1.4 Use appropriate ***strategies to suit different audiences***
	1.5 Use ***strategies to keep communication open*** and indicate interest
2 Use strategies to participate in workplace communication	2.1 Use appropriate strategies to interrupt or join conversations
	2.2 Use appropriate expressions, conventions and timing to end conversations with others
3 Use interpersonal skills and behaviours in the workplace	3.1 Identify types of behaviour appropriate to formal and informal ***situations in the workplace***
	3.2 Clarify communication requirements and social conventions to suit situations in the workplace
	3.3 Identify ***ways of managing own emotional responses*** to workplace interactions

	3.4	Apply ***appropriate behaviours*** to formal and informal situations in the workplace
	3.5	Use ***skills to establish and maintain relationships***
4 Identify protective behaviours for the workplace	4.1	Clarify personal rights and responsibilities to maintain safety of self and others
	4.2	Differentiate between ***safe and unsafe behaviour*** in public and private situations
	4.3	Identify ways to maximise personal safety in the workplace
	4.4	Identify ***sources of support*** to assist with ***protective behaviours***

Required Knowledge and Skills

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

Required Skills:

- problem solving skills to identify and select appropriate communication strategies for different audiences and different situations
- self management skills to identify and seek out sources of support for own communication needs

Required Knowledge:

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

Range Statement

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

Conversations may include:	• face to face • electronic
Expressions and gestures may include:	• nods • smiles • waves • handshakes

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

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

Situations in the workplace may include:	• informal conversations • meal breaks • formal meetings

Ways of managing own emotional responses may include:	• recognising emotional responses in others
	• personal coping techniques to respond to feelings of:
	  − discomfort
	  − anger
	  − confusion
	  − fear
	  − excitement

Appropriate behaviours may include:	• turn taking • listening • adjusting volume of own voice
Skills to establish and maintain relationships may include:	• showing interest in others • joining in • asking for help or helping others • giving and receiving compliments • suggesting activities

Safe and unsafe behaviour may include:	• type and amount of personal information discussed with or disclosed to others
Sources of support may include:	• advocate • family member • teacher • supervisor • co-worker
Protective behaviours may include:	• safe and unsafe behaviours in public and private places • behaviours appropriate to formal and informal situations with regard to safety risks • behaviours of self and others that maximise safety and minimise the risk to self and others such as safe travelling behaviour • advocacy and self advocacy with regard to protecting oneself from danger or harm

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: • participate in workplace conversations • use appropriate interpersonal skills and demonstrate appropriate workplace behaviours, including protective behaviours, to support the establishment and maintenance of workplace relationships
Context of and specific resources for assessment	Assessment must ensure access to: • situations and audiences that allow the candidate to respond to varied workplace communication situations • assistive technology where required.
Method(s) of assessment	The following assessment methods are suggested for this unit:

- observation of the learner participating in workplace related conversations
- questioning to assess knowledge of protective behaviours and the role of an advocate
- reports from a workplace supervisor detailing the learner's ability to adapt their communication and interpersonal skills to suit formal and informal situations

Unit Code	**VU23033**
Unit Title	**Explore a micro business opportunity**
Unit Descriptor	This unit describes the skills and knowledge to explore a micro business opportunity relevant to personal skills.
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 employment options.

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 potential micro business opportunities	1.1 Identify area of ***personal skill*** that could support a ***micro business***
	1.2 Determine the type of micro business that matches own personal skill
	1.3 Determine potential market for the micro business product or service in consultation with a ***support person***
	1.4 Identify any ***challenges*** and possible ***solutions*** affecting establishment of a micro business
	1.5 Determine potential viability of the micro business in consultation with a support person
2 Develop an implementation plan with support	2.1 Identify ***costs*** associated with establishing a micro business
	2.2 Identify ***steps required*** to establish the micro business
	2.3 Identify ***key people*** and/or ***organisations*** that can assist in establishing and/or maintaining the micro business
	2.4 Develop an implementation plan with a support person
3 Conduct a small market test	3.1 Identify a market test ***sample***
	3.2 Decide on ***market testing method/s*** in consultation with a support person
	3.3 Conduct market testing

3.4 Review testing results in consultation with a support person

3.5 Review and adjust the implementation plan as required

Required Knowledge and Skills

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

Required Skills:

- verbal and/or non verbal communication skills to consult with a support person
- problem solving skills to:
  - match personal skills to a micro business opportunity
  - develop, review and adapt an implementation plan as required
  - review market testing results in consultation with a support person

Required Knowledge:

- sources of information on:
  - costs associated with establishing a micro business
  - individuals and/or organisations that can provide assistance

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 skill may include:
- manual
- art / craft
- horticultural

Micro business may include:
- selling a product
- providing a service

Support person may include:
- teacher
- mentor
- carer
- parent / guardian

Challenges may include:
- availability of suitable supports
- lack of initial funds
- limited market
- use of copyright/trade marks
- personal / time commitments
- OHS/WHS risks

Solutions may include:	• seeking alternative supports • loan options • adjusting expectations of the micro business

Costs may include:	• legal costs
	• initial costs to purchase:
	  − materials
	  − products
	• ongoing cost of business expenses:
	  − phone / internet
	  − transport
	• marketing
	• taxation obligations
	• commissions

Steps required may include:	• establishing the focus of the micro business
	• sourcing and costing suppliers
	• registering for an Australian Business Number (ABN)
	• identifying:
	  − time frames for activities
	  − profit margins
	  − contingency plans
	• marketing

Key people may include:	• business advisers • suppliers • friends / family
Organisations may include:	• local / state / federal government agencies • business associations • service providers
Sample may include:	• other students • family / friends • random or targeted users of the micro business product or service

Market testing method/s may include:	• online, verbal or written surveys • feedback on product samples

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: • consult with a support person to establish the focus of the micro business and identify any associated challenges and solutions • develop and review an implementation plan and adjust following market testing if required.
Context of and specific resources for assessment	Assessment must ensure: • access to an appropriate support person
Method(s) of assessment	The following assessment methods are suggested for this unit: • questioning to assess knowledge of the micro business focus and its relationship to personal skills • an implementation plan developed, reviewed and adjusted where required by the learner in conjunction with a support person