

22631VIC Certificate II in Work Education

Version 1

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

**Accredited for the period:
1 January 2024 to 31 December 2028**

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Section A – Copyright and course classification information

<p>1. Copyright owner of the course</p>	<p>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, Industries and Regions (DJSIR) Victoria.</p> <p>© State of Victoria (DJSIR) 2023</p>
<p>2. Address</p>	<p>Executive Director</p> <p>Deputy CEO</p> <p>Victorian Skills Authority</p> <p>Department of Jobs Skills, Industry and Regions (DJSIR)</p> <p>GPO Box 4509</p> <p>Melbourne Vic 3001</p> <p>Organisational Contact:</p> <p>Manager, Training and Learning Products Unit</p> <p>Engagement Branch</p> <p>Victorian Skills Authority</p> <p>Email: course.enquiry@djsir.vic.gov.au</p> <p>Day-to-day contact:</p> <p>Service Industries Curriculum Maintenance Manager, General Studies and Further Education</p> <p>Victoria University Polytechnic</p> <p>PO Box 14428</p> <p>Melbourne, VIC 8001</p> <p>Ph: (03) 9919 5300 / 5302</p> <p>Email: sicmm.generalstudies@vu.edu.au</p>
<p>3. Type of submission</p>	<p>This submission is for re-accreditation of 22481VIC Certificate II in Work Education.</p>
<p>4. Copyright acknowledgement</p>	<p>The following units of competency:</p> <ul style="list-style-type: none"> • ACMWHS201 Participate in workplace health and safety processes • ACMGEN201 Work in the animal care industry • ACMGEN202 Complete animal care hygiene routines • ACMGEN203 Feed and water animals • ACMGEN204 Assist in health care of animals • ACMGEN309 Provide basic animal first aid <p>are from the ACM Animal Care and Management Training Package.</p> <p>The following units of competency:</p>

- AHCWHS102 Work safely
- AHCWRK102 Maintain the workplace
- AHCMOM203 Operate basic machinery and equipment
- AHCPGD102 Support gardening work
- AHCLSC102 Support landscape work
- AHCNSY205 Pot up plants
- AHCNSY206 Care for nursery plants

are from the AHC Agriculture, Horticulture and Conservation and Land Management Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following units of competency:

- BSBWHS211 Contribute to the health and safety of self and others
- BSBINS201 Process and maintain workplace information
- BSBOPS201 Work effectively in business environments
- BSBOPS203 Deliver a service to customers
- BSBPEF201 Support personal wellbeing in the workplace
- BSBPEF202 Plan and apply time management
- BSBTEC101 Operate digital devices
- BSBTEC201 Use business software applications
- BSBTEC202 Use digital technologies to communicate in a work environment

are from the BSB Business Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following unit of competency:

- FNSFLT311 Develop and apply knowledge of personal finances

is from the FNS Financial Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following units of competency:

- FSKDIG002 Use digital technologies technology for routine and simple workplace tasks

is from the FSK Foundation Skills Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following units of competency:

- HLTFSE001 Follow basic food safety practices

- HLTWHS001 Participate in workplace health and safety

are from the HLT Health Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following units of competency:

The following units of competency:

- ICPDMT2630 Access and use the internet
- ICPDMT2960 Create and test interactive storage devices
- ICPDMT3210 Capture digital images
- ICPDMT3220 Edit digital images

are from the ICP Printing and Graphic Arts Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following units of competency:

- MSMOPS200 Operate equipment
- MSMSUP204 Pack products or materials
- MSMSUP292 Sample and test materials and product
- MSMWHS200 Work safely

are from the MSM Manufacturing Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia

The following unit of competency:

- MSS402055 Apply quality standards

is from the MSS Sustainability Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following units of competency:

- SIRRMER001 Produce visual merchandise displays
- SIRXCOM001 Communicate in the workplace to support team and customer outcomes
- SIRXCOM002 Work effectively in a team
- SIRXIND002 Organise and maintain the store environment
- SIRXSLS001 Sell to the retail customer
- SIRXSLS002 Follow point-of-sale procedures
- SIRXWHS002 Contribute to workplace health and safety

are from the SIR Retail Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia

The following units of competency:

- SITHCCC023 Use food preparation equipment

- SITHCCC024 Prepare and present simple dishes
- SITHCCC025 Prepare and present sandwiches
- SITHFAB024 Prepare and serve non-alcoholic beverages
- SITHFAB025 Prepare and serve espresso coffee
- SITHKOP009 Clean kitchen premises and equipment
- SITXFSA005 Use hygienic practices for food safety
- SITXWHS005 Participate in safe work practices

are from the SIT Tourism, Travel and Hospitality Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia

The following units of competency:

- TLIA0020 Package goods
- TLIA0022 Pick and process orders
- TLIA0023 Receive goods
- TLIA0024 Replenish stock
- TLIF0025 Follow work health and safety procedures

are from the TLI Transport and Logistics Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following units of competency:

- VU23433 Contribute to small business operations and innovation
- VU23438 Contribute to small business planning
- VU23434 Develop fundamental skills for small business environments

have been imported from 22629VIC - Certificate II in Small Business Operations and Innovation

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The following units of competency:

- VU23255 Develop written job application skills
- VU23256 Develop interview skills

have been imported from 22605VIC Certificate II in Mumgu-dhal tyama-

	<p>tiyt community, connection and pathways.</p> <p>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, Industries and Regions (DJSIR) Victoria. © State of Victoria (DJSIR) 2023</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see Creative Commons for more information).</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • VU22362 Engage with simple texts for employment purposes • VU22367 Create simple texts for employment purposes <p>have been imported from 22476VIC Certificate I in General Education for Adults (Introductory)</p> <p>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, Industries and Regions (DJSIR) Victoria. © State of Victoria (DJSIR) 2023</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see Creative Commons for more information).</p>
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<p>6. Course accrediting body</p>	<p>Victorian Registration and Qualifications Authority</p>



7. AVETMISS information	ANZSCO code – GEN19 General Education - not occupationally specific ASCED Code – 1205 Employment Skills Programs National course code 22631VIC
8. Period of accreditation	1 January 2024 to 31 December 2028

Section B – Course information

1. Nomenclature	Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses
1.1 Name of the qualification	22631VIC Certificate II in Work Education
1.2 Nominal duration of the course	622 - 890 hours
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
2.1 Outcome(s) of the course	<p>The Certificate II in Work Education meets a clearly identified need to provide the development of critical employment ready skills, knowledge and behaviours essential for workplace participation by people who have a permanent cognitive impairment / intellectual disability. This course is designed for learners who require additional and highly structured support to access meaningful work opportunities and/or further training.</p> <p>The Certificate II in Work Education does not have a focus on any specific vocational area but provides the opportunity for learners to explore different vocational areas that may be of interest to them. The educational outcomes across the course support development in a range of contexts including for personal, employment, volunteering and further study purposes. The course is structured to provide a range of potential pathways from the qualification through flexibility in choice of units of competency from accredited courses or endorsed training packages.</p>
2.2 Course description	The Certificate II in Work Education is intended to support post compulsory school aged learners with a permanent cognitive impairment / intellectual disability to develop employment ready skills, knowledge and behaviours. By completing a combination of foundation and vocational skills in both simulated and authentic workplace settings learners are better prepared to join the workforce and gain employment.
3. Development of the course	Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses
3.1 Industry, education, legislative, enterprise or community needs	Access to vocationally focused training pathways is becoming increasingly difficult for learners with permanent cognitive impairment / intellectual disability. These learners have often completed the Certificate I in Transition Education and/or the Certificate I in Work Education and are keen to continue their educational journey to employment. The availability of vocationally focused Certificate II qualifications has diminished, with many providers choosing not to offer Certificate I and II qualifications anymore. Learners with permanent cognitive impairment / intellectual disability are generally not able to move from the Certificate I in Transition Education or the Certificate I in

Work Education into a Certificate II or III vocational qualification. This course helps to address this gap and provides further study opportunities for this cohort of learners. The course is designed to allow students to continue their studies in a specific vocational area or a combination of units through the choice of a range of general education and vocational units that can be chosen as part of the course packaging rules and that would not necessarily be accessible to them in mainstream programs.

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

- analysis of enrolment data for the period 2019-2022
- desktop review of literature
- conduct of an online survey of providers
- conduct of a practitioner focus group through the State Wide Advisory group (SWAG)
- analysis of feedback from individual providers
- consideration of recommendations from the mid cycle review of the course
- development of a Skills and Knowledge Profile to guide the outcomes of the qualification

The course focus and outcomes support and align with the following government strategies and initiatives: Australia's Disability Strategy 2021-2031¹ outlines a vision for a more inclusive and accessible Australian society where all people with disability can fulfil their potential as equal members of the community. The strategy represents a national approach to supporting people with disabilities to maximise their potential and participate in Australian society as equal citizens.

One of the seven identified outcome areas relates to learning and skills and lists the following priorities for people with disability:

- to take part in learning that is accessible and inclusive
- get support to move from school to university or vocational education and training (VET)
- to keep learning if they want to.

A number of interlinked Commonwealth and Victorian State

¹ Department of Social Services 2021, *Disability Gateway website*, Australian Government, accessed 24 February 2023, <<https://www.disabilitygateway.gov.au/document/3106> >

Government policy initiatives focus on enabling people with a disability to more actively participate in the life of the community.

The Victorian Disability Act 2006 advances the inclusion and participation of people with a disability in the community. This Act is supported by the Inclusive Victoria: state disability plan (2022-2026).² The Plan identifies a range of priorities and actions under the four pillars of:

- Inclusive communities
- Health, housing and wellbeing
- Fairness and safety
- Opportunity and pride.

The pillar of 'Opportunity and pride' aims to ensure that people with a disability can participate easily in education, training, community participation, decision-making and achieve economic independence.

This course supports these government policies and directions and provides the opportunity for learners with permanent cognitive impairment / intellectual disability who have completed foundational study, including work education programs either at or post school, to extend their ability to operate effectively in a workplace and/or access further training.

Employ my Ability, the National Mental Health and Disability Employment Strategy³, emphasises better education and training for students who have a learning disability to ensure skills development for sustainable employment, in part through providing a co-ordinated transition from school to training, education to work experience and education to employment.

The strategy provides a framework to increase employment outcomes for people with disability. The Framework is structured to provide guidance for governments, employers and the broader community to increase employment outcomes for people with disability. The strategy vision is: 'Inclusive workplace cultures where people with disability thrive in their careers' with the aim of increasing employment of people with disability which has many identified benefits for themselves, employers and the community.

The Strategy includes an investment of \$1.2 billion in employment

² Department Families, Fairness and Housing, February 2022, *Victorian Government website*, Victorian Government, accessed 24 February 2023, <<https://www.vic.gov.au/state-disability-plan>>

³ Department of Social Services 2022, *DSS website*, Australian Government, accessed 24 February 2023, < <https://www.dss.gov.au/disability-and-carers/disability-employment-strategy>>

services for people with disability. It is proposed for the first time, services will be demand driven, meaning all job seekers with disability will have immediate access to assistance from an employment service that will help them gain skills and employment.

The training provided in this course will support people with a permanent cognitive impairment / intellectual disability to develop the skills and knowledge required to participate in workplace settings as outlined in the strategy.

The Certificate II in Work Education is used across a number of educational settings including in TAFE, community settings, private RTOs in Victoria and nationally.

The enrolment data shown in Table 1 represents total Government Subsidised and Fee for Service enrolments in the Certificate II in Work Education in Victoria between 2019 and 2022. The majority of enrolments are Government funded with only a small amount of Fee for Service.

The data indicates that enrolment numbers in the course have remained relatively consistent between 2020 and 2022 in spite of complications of delivering online for large components of learning and assessment due to the COVID pandemic. It is anticipated that there will be a return to pre-pandemic enrolment numbers and possible increases, moving forward, based on RTO feedback. Implementation of the National Mental Health and Disability Employment Strategy to support further education, may also contribute to a rise in enrolment numbers for this course.

Table 1: Enrolment Data

	2019	2020	2021	2022
Government Subsidised	188	319	450	395
Fee for Service		1	6	7

Source Department of Jobs, Skills, Industry and Regions

The target group for the Certificate II in Work Education is post compulsory school aged learners with permanent cognitive impairment / intellectual disability who want to undertake further study to develop their employment ready skills, knowledge and behaviours. They may have already completed the Certificate I in Work Education, Certificate I in Transition or similar program.

This course:

- 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

	<ul style="list-style-type: none"> • 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>A Skills and Knowledge Profile was developed to guide the outcomes of the qualification following consultation, feedback and validation from PSC members.</p> <p>The course development was guided by a Project Steering Committee comprising:</p> <table border="0"> <tr> <td>Check Tan (Chair)</td> <td>Operations and Accreditation Manager, Secure Meter. Industry representative</td> </tr> <tr> <td>Martin Chua</td> <td>Managing Director & CEO Latrobe Lifeskills, NDIS provider</td> </tr> <tr> <td>Zoe Broadway</td> <td>Senior Project Officer – Training & Consultations –VALID. Victorian Advocacy group for people with a disability</td> </tr> <tr> <td>Kathy Kondekas</td> <td>Chair of State Wide Advisory Group for Disability Education</td> </tr> <tr> <td>Jenni Myers</td> <td>Wodonga TAFE Program leader for programs for learners with intellectual disabilities, representing regional RTO's.</td> </tr> <tr> <td>Debby Fraumano</td> <td>Adult Support Manager, Down Syndrome Victoria, state wide peak organisation representative</td> </tr> </table>	Check Tan (Chair)	Operations and Accreditation Manager, Secure Meter. Industry representative	Martin Chua	Managing Director & CEO Latrobe Lifeskills, NDIS provider	Zoe Broadway	Senior Project Officer – Training & Consultations –VALID. Victorian Advocacy group for people with a disability	Kathy Kondekas	Chair of State Wide Advisory Group for Disability Education	Jenni Myers	Wodonga TAFE Program leader for programs for learners with intellectual disabilities, representing regional RTO's.	Debby Fraumano	Adult Support Manager, Down Syndrome Victoria, state wide peak organisation representative
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Debby Fraumano	Adult Support Manager, Down Syndrome Victoria, state wide peak organisation representative												
<p>3.2 Review for re- accreditation</p>	<p>This is the second iteration of the course. The Certificate II in Work Education was first accredited in 2019.</p> <p>A mid cycle review conducted by the General Studies and Further Education Curriculum Maintenance Manager in 2021 sought feedback through an online survey on any issues related to the content or structure of the course that impacted on learner outcomes. The survey received 17 responses and represented TAFE, community and Private Providers.</p> <p>A majority of respondents indicated that the course was meeting the needs of their learners. Comments focused on the role of the course in providing work experience opportunities for learners and supporting the extension of industry knowledge and expectations. Respondents indicated that the work experience component of the course has enabled learners to gain much needed experience to assist with future employment goals. In addition, respondents identified consolidation of</p>												

skills around travel and gaining more confidence to be more independent and self-sufficient. Respondents also stated that the course has opened up pathways for further study for their learners. They identified the flexibility of the course, including having different vocational streams, enabled students to select the vocational streams they are interested in.

Respondents indicated that the course was producing a combination of outcomes for learners, although some respondents stated that due to COVID19 learners did not have an opportunity to participate in work placements.

Improvement opportunities identified include:

- explore options to increase further participation in VET and the community
- further study in areas such as lifestyle and leisure, design, care of animals, technology, graphic arts or visual arts
- supported employment in hospitality, bakeries and confectionary
- entry level employment skills for various industries.

Most of the respondents did not identify any specific issues with the content of the course. The small number of respondents who did identify issues, provided feedback on the content of the course which included:

- addition of learning incorporating common work based IT skills and online safety
- an additional unit to cover the IT concerns and electives that could contribute to achieving a driver licence or the barista/coffee unit
- more clarification for employment outcomes is required
- planning and creating action plans or pathways specifically targeting skills required for the industry they are interested in
- learners require training in mastering the systems or the nature of the industry they are interested in.

The issues identified through course monitoring have been addressed by:

- the inclusion of additional learning in IT skills and the safe use of information technology, digital skills development, including, where appropriate, digital literacy, and working safely and appropriately in an on-line environment.
- inclusion of learning in an existing unit for learners to develop an action plan for career planning
- additional vocational streams and units in existing streams have been included in the course structure to meet the current

and emerging employment opportunities and outcomes for learners.

- elective streams and units with no usage in the previous reiteration of the course have been deleted from the course structure.
- Packaging rules have changed. The overall number of units that are required to be completed to obtain this qualification has been increased to 10. Previously 8 units were required to be completed. Completion of two additional electives in the course structure aims to provide more depth and breadth of learning in either vocational and/or foundational skills as required by learners.

The course 22631VIC Certificate II in Work Education supersedes and is not equivalent to 22481VIC Certificate II in Work Education.

The following table identifies the relationship between the current and previous units.

Current Code and Title	Superseded Code and Title	Relationship
VU23470 Investigate job opportunities	VU22574 Investigate job opportunities	Not equivalent. Additional Element and performance criteria has been included
VU23471 Identify workplace expectations	VU22575 Identify workplace expectations	Not equivalent. Additional Element and performance criteria has been included
VU23472 Undertake a work placement	VU22576 Undertake a work placement	Equivalent
VU23473 Develop independent travel skills	VU22577 Develop independent travel skills	Equivalent
AHCWHS102 Work safely	AHCWHS101 Work safely	Not Equivalent
HLTWHS001 Participate in workplace	HLTWHS001 Participate in workplace health and	No Change

health and safety	safety	
MSMWHS200 Work safely	MSMWHS200 Work safely	No Change
SIRXWHS002 Contribute to workplace health and safety	SIRXWHS002 Contribute to workplace health and safety	No Change
SITXWHS005 Participate in safe work practices	SITXWHS005 Participate in safe work practices	No Change
VU23256 Develop interview skills	VU21117 Develop job interview skills	Equivalent
VU23255 Develop written job application skills	VU22116 Develop written job application skills	Equivalent
VU22362 Engage with simple texts for employment purposes	VU22362 Engage with simple texts for employment purposes	No Change
VU22367 Create simple texts for employment purposes	VU22367 Create simple texts for employment purposes	No Change
AHCWRK102 Maintain the workplace	AHCWRK101 Maintain the workplace	Not equivalent
AHCMOM203 Operate basic machinery and equipment	AHCMOM203 Operate basic machinery and equipment	No Change
MSMOPS200 Operate equipment	MSMOPS200 Operate equipment	No Change
MSMSUP204 Pack products or materials	MSMSUP204 Pack products or materials	No Change
MSMSUP292 Sample and test materials and product	MSMSUP292 Sample and test materials and product	No Change
MSS402055 Apply quality standards	MSS402051 Apply quality standards	Equivalent

SIRXSLS002 Follow point-of-sale procedures	SIRXSLS002 Follow point-of-sale procedures	No Change
SIRXSLS001 Sell to the retail customer	SIRXSLS001 Sell to the retail customer	No Change
SIRXIND002 Organise and maintain the store environment	SIRXIND002 Organise and maintain the store environment	No Change
SIRXCOM001 Communicate in the workplace to support team and customer outcomes	SIRXCOM001 Communicate in the workplace to support team and customer outcomes	No Change
BSBWHS211 Contribute to the health and safety of self and others	BSBWHS201 Contribute to health and safety of self and others	Equivalent
TLIF0025 Follow work health and safety procedures	TLIF1001 Follow work health and safety procedures	Equivalent
BSBINS201 Process and maintain workplace information	BSBINM201 Process and maintain workplace information	Equivalent
BSBTEC201 Use business software applications	BSBWOR204 Use business technology	Equivalent
BSBOPS201 Work effectively in business environments	BSBIND201 Work effectively in a business environment	Equivalent
BSBOPS203 Deliver a service to customers	BSBCUS201 Deliver a service to customers	Equivalent
AHCPGD102 Support gardening work	AHCPGD101 Support gardening work	Equivalent
AHCLSC102 Support landscape work	AHCLSC101 Support landscape work	Not Equivalent

AHCNSY205 Pot up plants	AHCNSY201 Pot up plants	Not Equivalent
AHCNSY206 Care for nursery plants	AHCNSY202 Care for nursery plants	Not Equivalent
SITXFSA005 Use hygienic practices for food safety	SITXFSA001 Use hygienic practices for food safety	Equivalent
SITHCCC023 Use food preparation equipment	SITHCCC001 Use food preparation equipment	Equivalent
SITHCCC024 Prepare and present simple dishes	SITHCCC002 Prepare and present simple dishes	Equivalent
SITHCCC025 Prepare and present sandwiches	SITHCCC003 Prepare and present sandwiches	Equivalent
SITHKOP009 Clean kitchen premises and equipment	SITHKOP001 Clean kitchen premises and equipment	Equivalent
SITHFAB024 Prepare and serve non-alcoholic beverages	SITHFAB004 Prepare and serve non-alcoholic beverages	Equivalent
HLTFSE001 Follow basic food safety practices	HLTFSE001 Follow basic food safety practices	No Change
TLIA0020 Package goods	TLIA2011 Package goods	Equivalent
TLIA0022 Pick and process orders	TLIA2012 Pick and process orders	Equivalent
TLIA0023 Receive goods	TLIA2013 Receive goods	Equivalent
TLIA0024 Replenish stock	TLIA2020 Replenish stock	Equivalent
ACMWHS201 Participate in workplace health and safety		Newly imported unit

processes		
FNSFLT311 Develop and apply knowledge of personal finances		Newly imported unit
BSBPEF201 Support personal wellbeing in the workplace		Newly imported unit
BSBTEC202 Use digital technologies to communicate in a work environment		Newly imported unit
SITHFAB025 Prepare and serve espresso coffee		Newly imported unit
SIRRMER001 Produce visual merchandise displays		Newly imported unit
SIRXCOM002 Work effectively in a team		Newly imported unit
ACMGEN201 Work in the animal care industry		Newly imported unit
ACMGEN202 Complete animal care hygiene routines		Newly imported unit
ACMGEN203 Feed and water animals		Newly imported unit
ACMGEN204 Assist in health care of animals		Newly imported unit
ACMGEN309 Provide basic animal first aid		Newly imported unit
BSBTEC101 Operate digital devices		Newly imported unit
FSKDIG002 Use digital technology for routine and simple workplace tasks		Newly imported unit

ICPDMT2630 Access and use the Internet		Newly imported unit
ICPDMT2960 Create and test interactive storage devices		Newly imported unit
ICPDMT3210 Capture digital images		Newly imported unit
ICPDMT3220 Edit digital images		Newly imported unit
VU23433 Contribute to small business operations and innovation		Newly imported unit
VU23438 Contribute to small business planning		Newly imported unit
VU23434 Develop fundamental skills for small business environments		Newly imported unit
BSBPEF202 Plan and apply time management		Newly imported unit
	SFLWHS001 Participate in safe work practices	Unit deleted from this course
	CPCWHS1001 Prepare to work safely in the construction industry	Unit deleted from this course
	FWPCOR2205 Follow Workplace and safety policies	Unit deleted from this course
	MSL943002 Participate in laboratory/field workplace safety	Unit deleted from this course
	AHCCHM101 Follow basic chemical safety	Unit deleted from this course

	rules	
	AHCMOM202 Operate tractors	Unit deleted from this course
	SITHCCC004 Package prepared foodstuffs	Unit deleted from this course
	TLID2004 Load and unload goods/cargo	Unit deleted from this course
	FWPFGM2209 Operate equipment	Unit deleted from this course
	FWPFGM2213 Pack products or materials	Unit deleted from this course
	FWPFGM2202 Sample and test materials and product	Unit deleted from this course
	FWPFGM2212 Apply quality standards	Unit deleted from this course
	FWPCOT2230 Assemble products	Unit deleted from this course
	FWPSAW2205 Assemble materials using nail plates	Unit deleted from this course
	FWPTMM2201 Cut material to length and angles	Unit deleted from this course
	RIISAM203D Use hand and power tools	Unit deleted from this course
	SFLSOP004 Receive and store floristry stock	Unit deleted from this course
	SFLSOP006 Display and merchandise floristry products	Unit deleted from this course
	SFLSOP005 Prepare and care for floristry stock	Unit deleted from this course

	SFLSOP003 Recognise flower and plant materials	Unit deleted from this course
	HLTINF001 Comply with infection prevention and control policies and procedures	Unit deleted from this course
	MSTLA2002 Operate washing machines	Unit deleted from this course
	MSTLA2006 Perform conditioning and drying processes	Unit deleted from this course
	MSTLA2009 Inspect, fold and pack theatre linen	Unit deleted from this course
	HLTFSE002 Provide ward or unit based food preparation and distribution services	Unit deleted from this course
	HLTFSE003 Perform kitchenware washing	Unit deleted from this course
	SHBHBAS001 Provide shampoo and basin services	Unit deleted from this course
	SHBHIND001 Maintain and organise tools, equipment and work areas	Unit deleted from this course
	SHBXCCS003 Greet and prepare clients for salon services	Unit deleted from this course
	SHBXIND002 Communicate as part of a salon team	Unit deleted from this course
	FBPWHS1001 Identify safe work practices	Unit deleted from this course

	FBPOPR1004 Prepare basic mixes	Unit deleted from this course
	FBPOPR1005 Operate basic equipment	Unit deleted from this course
	FBPOPR1008 Take and record basic measurements	Unit deleted from this course
	FBPRBK1001 Finish products	Unit deleted from this course
	VU22045 Identify and handle wall and floor tiling tools and equipment	Unit deleted from this course
	VU22046 Apply substrate preparation techniques for tiling	Deleted from this course
	VU22047 Develop basic wall tiling skills	Deleted from this course
	VU22048 Develop basic floor tiling skills	Deleted from this course
	MSL912001 Work within a laboratory or field workplace (induction)	Deleted from this course
	MSL933001 Maintain the laboratory/field workplace fit for purpose	Deleted from this course
	MSL952001 Collect routine site samples	Deleted from this course
	MSL922001 Record and present data	Deleted from this course

4. Course outcomes**Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses****4.1 Qualification level**

The outcomes of the 22631VIC Certificate II in Work Education are consistent with Australian Qualifications Framework (AQF) Level 2

through:

- Development of basic factual, technical and procedural knowledge of a defined area of work and learning in:
 - WHS/OHS rights, obligations, procedures and processes
 - workplace behavioural expectations
 - requirements and features of a range of jobs
- Development of basic cognitive, technical and communication skills to:
 - participate effectively in a workplace
 - manage own time
 - apply defined personal protective and contingency strategies
 - undertake a work placement.

Skills and knowledge at this level are applied in structured and stable contexts within a defined range of parameters.

The volume of learning for this qualification would typically be a minimum of one year due to the additional time required to reinforce learning for the intended cohort. The volume of learning incorporates structured training delivery and extensive supervised opportunities for practice and reinforcement of skills to support consistent, ongoing application in work related situations.

4.2 Foundation skills

Below is a summary of the foundation skills to be achieved in this course.

Foundation skills applicable to the course are also detailed in each unit of competency as appropriate

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> • interpret and follow safety signs, symbols and notices
Writing skills to:	<ul style="list-style-type: none"> • record personal workplace information
Oral communication skills to:	<ul style="list-style-type: none"> • ask and respond to questions to clarify work activities and seek assistance
Numeracy skills to:	<ul style="list-style-type: none"> • determine travel arrangements and times that support punctuality

	Learning skills to:	<ul style="list-style-type: none"> • assess own skills and knowledge
	Problem-solving skills to:	<ul style="list-style-type: none"> • identify strategies to improve personal management skills and ways in which barriers can be overcome
	Teamwork skills to:	<ul style="list-style-type: none"> • work collaboratively with others • participate appropriately in a work team
	Planning and organising skills to:	<ul style="list-style-type: none"> • identify processes and stages to apply for employment • carry out tasks to meet timelines and priorities
	Self-management skills to:	<ul style="list-style-type: none"> • identify personal employment goals and relevant opportunities
	Technology skills to:	<ul style="list-style-type: none"> • use technology to access information about selected industries and employment opportunities
	Digital literacy skills to:	<ul style="list-style-type: none"> • read on-line information including maps / routes, transport timetables
4.3 Recognition given to the course (if applicable)	Not Applicable	
4.4 Licensing/regulatory requirements (if applicable)	Not Applicable	

5. Course rules	Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses
5.1 Course structure	<p>To be eligible for the award of 22631VIC Certificate II in Work Education learners must complete a total of 10 units comprising:</p> <ul style="list-style-type: none"> • 3 core units • 1 unit must be selected from the list of WHS / OHS units that best supports the vocational focus of the elective units selected • 6 electives units from: <ul style="list-style-type: none"> ○ elective units listed below, where units may be chosen from within or across any listed skill cluster ○ units from other endorsed or accredited training products where the unit/s are first packaged in AQF level 1, 2 or 3 qualifications in the source training product and reflect the integrity and intent of the qualification. <p>The selection of elective units should be guided by the vocational, educational and/or personal development needs of learners.</p> <p>Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.</p>

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
Core units				
VU23470	Investigate job opportunities	120503	Nil	110
VU23471	Identify workplace expectations	120505	Nil	180
VU23472	Undertake a work placement	120501	Nil	250
WHS / OHS Units				
AHCWHS102	Work safely	061301	Nil	10
BSBWHS211	Contribute to the health and safety of self and others	061301	Nil	20
HLTWHS001	Participate in workplace health and safety	061301	Nil	20
MSMWHS200	Work safely	061301	Nil	30

SIRXWHS002	Contribute to workplace health and safety	061301	Nil	20
SITXWHS005	Participate in safe work practices	061301	Nil	12
TLIF0025	Follow work health and safety procedures	061301	Nil	20
ACMWHS201	Participate in workplace health and safety processes	061301	Nil	40
Elective Units				
General Employability				
VU23256	Develop interview skills	120503	Nil	20
VU23255	Develop written job application skills	120503	Nil	20
VU22362	Engage with simple texts for employment purposes	120103	Nil	25
VU22367	Create simple texts for employment purposes	120103	Nil	25
VU23473	Develop independent travel skills	120199	Nil	100
FNSFLT311	Develop and apply knowledge of personal finances	081199	Nil	40
Business Administration				
BSBINS201	Process and maintain workplace information	120505	Nil	30
BSBTEC201	Use business software applications	080901	Nil	60
BSBOPS201	Work effectively in business environments	120505	Nil	30
BSBOPS203	Deliver a service to customers	080501	Nil	40
BSBPEF201	Support personal wellbeing in the workplace	080305	Nil	50
Horticulture				
AHCPGD102	Support gardening work	050301	Nil	10

AHCWRK102	Maintain the workplace	120505	Nil	10
AHCLSC102	Support landscape work	050301	Nil	15
AHCNSY205	Pot up plants	050301	Nil	20
AHCNSY206	Care for nursery plants	050301	Nil	30
AHCMOM203	Operate basic machinery and equipment	030717	Nil	20

Hospitality

SITXFSA005	Use hygienic practices for food safety	110111	Nil	15
SITHCCC023	Use food preparation equipment	110109	SITXFSA 005	25
SITHCCC024	Prepare and present simple dishes	110109	SITXFSA 005	25
SITHCCC025	Prepare and present sandwiches	110109	SITXFSA 005	10
SITHKOP009	Clean kitchen premises and equipment	039909	SITXFSA 005	13
SITHFAB024	Prepare and serve non-alcoholic beverages	110103	SITXFSA 005	20
SITHFAB025	Prepare and serve espresso coffee	110103	SITXFSA 005	30
HLTFSE001	Follow basic food safety practices	110111	Nil	30

Process Manufacturing

MSMOPS200	Operate equipment	030717	Nil	40
MSMSUP204	Pack products or materials	089901	Nil	20
MSMSUP292	Sample and test materials and product	080317	Nil	40

MSS402055	Apply quality standards	080317	Nil	30
Retail Assistance				
SIRXSLS002	Follow point-of-sale procedures	080501	Nil	20
SIRXSLS001	Sell to the retail customer	080501	Nil	20
SIRXIND002	Organise and maintain the store environment	120505	Nil	20
SIRXCOM001	Communicate in the workplace to support team and customer outcomes	120505	Nil	40
SIRRMER001	Produce Visual merchandise displays	080599	Nil	35
SIRXCOM002	Work effectively in a team	120505	Nil	30
Warehousing				
TLIA0020	Package goods	089901	Nil	20
TLIA0022	Pick and process orders	089901	Nil	20
TLIA0023	Receive goods	089901	Nil	20
TLIA0024	Replenish stock	089901	Nil	20
Animal Care				
ACMGEN201	Work in the animal care industry	050105	Nil	30
ACMGEN202	Complete animal care hygiene routines	050105	Nil	30
ACMGEN203	Feed and water animals	050105	Nil	40
ACMGEN204	Assist in health care of animals	050105	Nil	40
ACMGEN309	Provide basic animal first aid	050105	Nil	40

Design Technology				
BSBTEC202	Use digital technologies to communicate in a work environment	080905	Nil	20
BSBTEC101	Operate digital devices	080905	Nil	20
FSKDIG002	Use digital technology for routine and simple workplace tasks	120505	Nil	10
ICPDMT2630	Access and use the Internet	080905	Nil	20
ICPDMT2960	Create and test interactive storage devices	080905	Nil	20
ICPDMT3210	Capture digital images	080905	Nil	40
ICPDMT3220	Edit digital images	080905	Nil	40
Small Business				
VU23433	Contribute to small business operations and innovation	080399	Nil	50
VU23438	Contribute to small business planning	080399	Nil	40
VU23434	Develop fundamental skills for small business environments	080399	Nil	50
BSBPEF202	Plan and apply time management	120505	Nil	20
Total nominal hours				622 – 890

Standard 5.11 AQTF 2021 Standards for Accredited Courses

5.2 Entry requirements

Entry to the 22631VIC Certificate II in Work Education is restricted to post compulsory school age learners with evidence of a permanent cognitive impairment / intellectual disability.

Permanent cognitive impairment / 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 / SDS
- Integration support at school
- Integration support at school with modified curriculum.

While learners may also have the following conditions, these alone do not constitute a permanent cognitive impairment / intellectual disability:

- Social and / or emotional issues
- Attention Deficit Hyperactivity Disorder
- Specific learning difficulties
- Mental health conditions
- Physical disabilities.

6. Assessment

Standard 5.12 and 5.14 AQTF 2021 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 II in Work Education must consider the appropriate level of support and time required by learners with permanent cognitive impairment / intellectual disability to demonstrate achievement of competency.

RTOs must provide access to an appropriate work placement and an appropriate support person to enable assessment of the core unit

VU23472 Undertake a work placement.

Assessment strategies for the course 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 from accredited courses and nationally endorsed training packages must comply with the assessment requirements detailed in the source training product.

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 Guidelines 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.

To assess the Certificate II 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
- Master's 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 permanent cognitive impairment / intellectual disability 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 any assessor requirements specified in the accredited courses or endorsed training package.

7. Delivery	Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses
7.1 Delivery modes	<p>The permanent cognitive impairment / intellectual disability 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.</p> <p>Delivery should take into account any cognitive and / or physical constraints of individual learners and ensure delivery methods are adapted to their specific needs.</p> <p>Where there are synergies between unit outcomes, integration of delivery may be appropriate. Delivery strategies should actively involve the learner and learning should be related to highly familiar contexts.</p> <p>To achieve quality outcomes for learners and to address complex learning needs, an appropriate ratio of teachers to students is highly recommended. A ratio of one teacher to six students is optimum, however this can be varied according to learner needs.</p> <p>Delivery of the core unit VU23472 Undertake a work placement will require the RTO to provide access to an appropriate work placement and an appropriate support person. The RTO must monitor placements regularly and address any issues of concern to the learner or the employer. Issues may include but are not limited to safety, allocation of meaningful work tasks and performance of duties. It is highly recommended that learners complete the relevant WHS/OHS unit before undertaking the work placement unit. If a learner has not already completed the relevant WHS/OHS unit, they must as a minimum requirement, complete learning on essential health and safety requirements for a workplace before they participate in a work placement.</p> <p>RTOs should be aware of state or territory legislative requirements and their own responsibilities when placing learners with a work placement organisation for the purpose of training.</p> <p>The Victorian Government has issued the following document to assist RTOs and employers in meeting their work placement obligations: <i>Guidelines issued by the Victorian Government for Registered Training Organisations and Employers in relation to Post-Secondary Students undertaking Practical Placements</i> (Updated Practical Placement Guidelines) as at 7th October 2022 (available here).</p> <p>The RTO will need to establish a process with the host employer/organisation providing the work placement, where the roles and responsibilities of all involved, host employer/organisation, RTO and learner, are clear, manageable and of mutual benefit. This includes key contact people and details at both host organisation and RTO are made available to the learner if any additional support is required during placement.</p>

Work health, safety and environmental/occupational health, safety and environmental (WHS/OHS) requirements around work placements and agreements between RTOs and host employers/organisations will vary across jurisdictions. RTOs must ensure that the workplace provides:

- a safe environment for learners
- relevant WHS/OHS training and worksite induction before the work placement begins
- appropriate supervision during the placement.

Small businesses may require the RTO to provide more intensive support for the learner, particularly early in the placement.

7.2 Resources

Training must be undertaken by a person or persons in accordance with:

- Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers

OR

- the Standards for Registered Training Organisations 2015 (SRTOs)

OR

- the relevant standards and Guidelines for RTOs at the time of assessment.

To deliver the Certificate II 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
- Master's 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 permanent cognitive impairment / intellectual disability through a combination of activities such as:
 - ongoing relevant professional development
 - engagement with disability teacher networks
 - peer review of teaching / third party report detailing

	<p>performance</p> <ul style="list-style-type: none"> ○ documented relevant teaching experience. <p>Units of competency imported from accredited courses or endorsed training packages must reflect the requirements of trainers specified in the endorsed or accredited training product</p>
<p>8. Pathways and articulation</p>	<p>Standard 5.10 AQTF 2021 Standards for Accredited Courses</p> <p>No formal articulation arrangements are in place at the time of accreditation.</p> <p>A suitable pathway into the qualification is from the Certificate I in Work Education, where learners develop beginning work ready skills and undertake a range of vocational activities to introduce them to workplaces.</p> <p>A range of potential pathways from the qualification are possible when units of competency from accredited courses or endorsed training packages are completed as part of this course. Units already completed in this course will be credited towards the relevant training package or accredited course qualification.</p>
<p>9. Ongoing monitoring and evaluation</p>	<p>Standard 5.15 AQTF 2021 Standards for Accredited Courses</p> <p>The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of the qualification.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the course and will consider at a minimum:</p> <ul style="list-style-type: none"> • any changes required to meet emerging or developing needs • changes to any units of competency from nationally endorsed training packages or accredited curricula. <p>The Victorian Registration and Qualifications Authority (VRQA) will be notified of any significant changes to the course/s resulting from course monitoring and evaluation processes.</p>

Section C – Units of competency

Units of competency imported from training packages available from the [National Register of VET](#)

- ACMWHS201 Participate in workplace health and safety processes
- ACMGEN201 Work in the animal care industry
- ACMGEN202 Complete animal care hygiene routines
- ACMGEN203 Feed and water animals
- ACMGEN204 Assist in health care of animals
- ACMGEN309 Provide basic animal first aid
- AHCWHS102 Work safely
- AHCWRK102 Maintain the workplace
- AHCMOM203 Operate basic machinery and equipment
- AHCPGD102 Support gardening work
- AHCLSC102 Support landscape work
- AHCNSY205 Pot up plants
- AHCNSY206 Care for nursery plants
- BSBWHS211 Contribute to the health and safety of self and others
- BSBINS201 Process and maintain workplace information
- BSBOPS201 Work effectively in business environments
- BSBOPS203 Deliver a service to customers
- BSBPEF201 Support personal wellbeing in the workplace
- BSBPEF202 Plan and apply time management
- BSBTEC101 Operate digital devices
- BSBTEC201 Use business software applications
- BSBTEC202 Use digital technologies to communicate in a work environment
- FNSFLT311 Develop and apply knowledge of personal finances
- FSKDIG002 Use digital technology for routine and simple workplace tasks
- HLTFSE001 Follow basic food safety practices
- HLTWHS001 Participate in workplace health and safety
- ICPDMT2630 Access and use the Internet
- ICPDMT2960 Create and test interactive storage devices
- ICPDMT3210 Capture digital images
- ICPDMT3220 Edit digital images

- MSMOPS200 Operate equipment
- MSMSUP204 Pack products or materials
- MSMSUP292 Sample and test materials and product
- MSMWHS200 Work safely
- MSS402055 Apply quality standards
- SIRRMER001 Produce visual merchandise displays
- SIRXCOM001 Communicate in the workplace to support team and customer outcomes
- SIRXCOM002 Work effectively in a team
- SIRXIND002 Organise and maintain the store environment
- SIRXSLS001 Sell to the retail customer
- SIRXSLS002 Follow point-of-sale procedures
- SIRXWHS002 Contribute to workplace health and safety
- SITHCCC023 Use food preparation equipment
- SITHCCC024 Prepare and present simple dishes
- SITHCCC025 Prepare and present sandwiches
- SITHFAB024 Prepare and serve non-alcoholic beverages
- SITHFAB025 Prepare and serve espresso coffee
- SITHKOP009 Clean kitchen premises and equipment
- SITXFSA005 Use hygienic practices for food safety
- SITXWHS005 Participate in safe work practices
- TLIA0020 Package goods
- TLIA0022 Pick and process orders
- TLIA0023 Receive goods
- TLIA0024 Replenish stock
- TLIF0025 Follow work health and safety procedures

Units of competency imported from Accredited Courses available from the Victorian Government website [here](#):

- VU23433 Contribute to small business operations and innovation
- VU23438 Contribute to small business planning
- VU23434 Develop fundamental skills for small business environments
- VU23255 Develop written job application skills
- VU23256 Develop interview skills
- VU22362 Engage with simple texts for employment purposes

- VU22367 Create simple texts for employment purposes

The following units of competency have been developed for this course and follow in Section C:

- VU23470 Investigate job opportunities
 - VU23471 Identify workplace expectations
 - VU23472 Undertake a work placement
 - VU23473 Develop independent travel skills
-

Unit code	VU23470
Unit title	Investigate job opportunities
Application	<p>This unit describes the performance outcomes, skills and knowledge required to identify suitable job opportunities and their requirements and available employment support services.</p> <p>This unit applies to learners with a permanent cognitive impairment / intellectual disability who are seeking employment.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

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. Assessment of performance is to be consistent with the assessment requirements.	
1	Explore suitable employment opportunities	1.1	Identify area of employment interest
		1.2	Examine the main employment features of the area of interest
		1.3	Identify the available jobs in the area of interest
2	Review job requirements	2.1	Select jobs to investigate further according to area of interest
		2.2	Identify the requirements of selected jobs
		2.3	Select suitable jobs for further investigation
3	Identify skill development opportunities	3.1	Identify the skills required for the selected job/s
		3.2	Match own existing skills to those required of jobs selected
		3.3	Identify any opportunities for targeted skill development
		3.4	Review own suitability for a selected job and determine an alternative if required

4	Identify employment support services	4.1	Identify available mainstream and disability specific support services
		4.2	Identify the role of support services
		4.3	Develop a list of suitable employment support services
5	Develop an action plan for an employment pathway	5.1	Identify what an action plan is and information required to create one
		5.2	Gather and organise information for an action plan
		5.3	Create an action plan to assist seeking employment in chosen area of employment interest
		5.4	Seek advice from appropriate people on action plan and amend in response to feedback.

Range of Conditions

Areas of employment can include any of the vocational streams listed in the elective list of course structure or another vocational area not specifically identified but can be developed by importing units following course packaging rules to meet the needs of the learner or a job opportunity.

Main employment features of an area of interest may include but are not limited to: if the work is mainly conducted in an indoor or outdoor environment, how much physical work is required, is the work type team based or individual work, could shift work be required, could normal hours be identified as unsociable hours and if there is any time critical aspects linked to the work.

Identification of job requirements may include but is not limited to: age limits, security checks, licences, skills, attributes.

When identifying job opportunities and their required targeted skill development learners should be encouraged to consider broad options including fulltime, part time, voluntary and own small business opportunities.

Employment support services may include but are not limited to: Job Services Australia, job active providers, Disability Employment Services, National Disability Insurance Scheme support workers, employment advocates.

Appropriate people to support development of an action plan may include but are not limited to: teachers, mentors, career counsellors, employment services staff, family.

An employment action plan should be a dynamic document in a format that can be changed and updated as required and may include but not limited to learners: identifying their own goals, current strengths, skills, capabilities, areas that require improvement or development, appropriate training and labour market opportunities and strategies to review and update as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> identify and use information about available jobs in area of interest
Learning skills to:	<ul style="list-style-type: none"> pose simple questions to help focus information search evaluate, with a support person, relevance of information for areas of information about available jobs identify and use reliable sources of information about jobs in area of interest
Planning and organising skills to:	<ul style="list-style-type: none"> review and adjust job selection where required

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23470 Investigate job opportunities	VU22574 Investigate job opportunities	Not Equivalent

Assessment Requirements Template

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23470 Investigate job opportunities</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:</p> <ul style="list-style-type: none"> • select and investigate at least 2 jobs of interest and available employment support services • review own existing skills and opportunities for skill development for one of the above jobs of interest • produce an action plan to support employment opportunities in chosen job of interest.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the task outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • reliable sources of information on: <ul style="list-style-type: none"> ○ jobs and their requirements ○ available employment support services ○ purpose of an action plan to support employment opportunities ○ how skills can be transferred across jobs.
<p>Assessment Conditions</p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to suitable sources of information. <p>Assessor requirements</p> <p>Refer to Section B6.2 for further information regarding assessor requirements.</p>

Unit code	VU23471
Unit title	Identify workplace expectations
Application	<p>This unit describes the performance outcomes, skills and knowledge required to identify the attributes and behaviours sought by employers, the rights and responsibilities of employees and personal protective behaviours that support personal safety in the workplace.</p> <p>This unit applies to learners with permanent cognitive impairment / intellectual disability who are seeking employment.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

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. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify employment related attributes	1.1	Identify the general employee attributes expected by employers
		1.2	Conduct a self review of own attributes in comparison to general employee attributes expected by employers
		1.3	Identify steps to further develop own attributes to support employment
2	Identify employment related behaviours	2.1	Identify the general behavioural expectations of employers
		2.2	Conduct a self review of own behaviours to identify any gaps that may need to be addressed in comparison to general employee behaviours expected by employers
		2.3	Identify behavioural rights and responsibilities of employers and employees
		2.4	Identify processes for dealing with unacceptable workplace behaviours
3	Identify basic workplace procedures for using	3.1	Identify workplace procedures when using workplace technology and/or digital devices

	workplace information and technology	3.2	Determine procedures for contacting work team members digitally using social media platforms
		3.3	Identify procedures for sharing workplace information.
4	Develop personal protective strategies	4.1	Identify potential personal safety issues in chosen workplace context
		4.2	Identify personal protective behaviours in chosen workplace context
		4.3	Examine the ways in which different personal protective behaviours can be used in the workplace to support personal safety
5	Develop basic problem solving strategies for the workplace	5.1	Identify potential general workplace issues
		5.2	Identify possible solutions in chosen workplace context
		5.3	Identify workplace personnel who can assist in resolving issues
		5.4	Align possible solutions and relevant workplace personnel with each identified workplace issue

Range of Conditions

Employee attributes refer to but are not limited to punctuality, reliability, cleanliness, grooming, attentiveness, courtesy, some digital literacy, communication skills, initiative to learn, teamwork.

A learner's review of their own attributes may include but is not limited to having discussions with peers, family members, teachers/trainers, self-reflection.

General behavioural expectations of a learner in the workplace may include but are not limited to:

- using acceptable language
- interacting with colleagues
- inappropriate public disclosure of personal or organisational information
- honesty
- reporting unacceptable behaviours
- following different workplace codes and polices such as codes of conduct, anti-bullying and harassment policies, workplace social media policies.

The rights and responsibilities of employees and employers can include but is not limited to fair allocation of duties, conduct of performance reviews, protection from bullying and harassment, working in a safe environment.

Processes for dealing with unacceptable workplace behaviours may include but is not limited to informal processes such as discussion and/or advice or formal processes such as mediation, counselling, warning/disciplinary.

Potential personal safety issues for learner/employee may include but is not limited to: invasive requests for personal information, inappropriate touching, physical threats or abuse, verbal threats or abuse, mental safety and security, emotional safety and security.

Personal protective behaviour strategies for a learner/employee may include but are not limited to seeking assistance from a trusted third person, protective language and tone.

The term workplace procedures can be defined as a set of rules or a system of rules that explain the correct conduct and procedures to be followed in formal situations. In the workplace these rules can also be referred to as Standard Operating Procedures (SOP).

Workplace procedures regarding workplace information and technology may include but are not limited to the expectations of using workplace technology or your own devices while in the workplace for personal reasons, what types of workplace information is not appropriate to share with others (especially people outside the organisation), appropriate means of communication with workplace colleagues outside work hours including social media, telephone, email.

General workplace issues may include but are not limited to unclear instructions, lack of structured induction, additional tasks outside agreed duties.

Solutions to general workplace issues may include but are not limited to having instructions written down with symbols and/or images if appropriate, having the instructions repeated verbally and/or recorded for future reference.

Support to address a workplace issue may include but is not limited to seeking assistance and/or intervention from an appropriate person such as supervisor, colleague, mentor, OHS/WHS representative, human resources staff.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Oral Communication Skills to	<ul style="list-style-type: none"> discuss and rehearse options with support person to resolve workplace issues
Reading Skills to:	<ul style="list-style-type: none"> interpret common workplace information such as safety signs
Learning skills to:	<ul style="list-style-type: none"> review own behaviour against the workplace behaviour requirements

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23471 Identify workplace expectations	VU22575 Identify workplace expectations	Not Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU23471 Identify workplace expectations
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:</p> <ul style="list-style-type: none"> • identify general employment related attributes and behaviours and ways of developing own attributes and behaviours where required • develop problem solving strategies to address general workplace and potential personal safety issues.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the task outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • reliable sources of relevant information • common employee attributes sought by employers • general workplace behaviour expectations • strategies to support own personal safety • acceptable and unacceptable workplace behaviours.
Assessment Conditions	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to sources of relevant information <p>Assessor requirements</p> <p>Refer to Section B6.2 for further information regarding assessor requirements.</p>

Unit code	VU23472
Unit title	Undertake a work placement
Application	<p>This unit describes the performance outcomes, skills and knowledge required to select and undertake a work placement to support the development of work ready skills.</p> <p>This unit applies to learners with permanent cognitive impairment / intellectual disability who are seeking employment.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

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. Assessment of performance is to be consistent with the assessment requirements.	
1	Select a practical placement	1.1	Identify potential work placement options
		1.2	Discuss options with an appropriate support person
		1.3	Review any alternative options if required
		1.4	Agree the preferred option with an appropriate support person
		1.5	Attend a workplace interview with an appropriate support person if required
2	Confirm placement arrangements	2.1	Confirm the details of the placement with an appropriate support person
		2.2	Confirm the contact details of relevant workplace supervisor and other personnel
		2.3	Confirm the workplace arrangements for notifying any non-attendance
		2.4	Discuss and confirm own work tasks with relevant workplace personnel
		2.5	Identify the roles and responsibilities of other relevant

			workplace personnel in the workplace
3	Prepare for the placement	3.1	Determine required travel arrangements to support punctual attendance
		3.2	Confirm basic WHS/OHS requirements of the workplace
		3.3	Identify any clothing or equipment requirements to be taken to the workplace
		3.4	Determine additional personal items to be taken to the work placement and arrangements for their storage
		3.5	Confirm a process for dealing with any contingencies that occur with the placement
4	Undertake and review the placement	4.1	Report to supervisor when commencing the placement
		4.2	Undertake placement activities as directed
		4.3	Communicate with support person to address any issues that arise, as required
		4.4	Review own performance in consultation with an appropriate support person
		4.5	Review the placement with an appropriate support person

Range of Conditions

Potential work placement may be sourced by the training organisation or by the learner themselves and be paid or unpaid work including volunteering.

A workplace interview may be conducted in a variety of ways and a support person may be present as required in all scenarios. The structure of the interview may include but is not limited to: a formal or informal process, either in person, by phone or virtual, and can be as informal as a chat either at the workplace or elsewhere.

Important details regarding the placement for learner and support person to be aware of may include but is not limited to duration of placement, location, attendance times, start and end of breaks, work tasks.

When preparing for placement ensure all learners have the basic requirements for attending their specific workplace, awareness of working safely, including confirming they know who to report to and if this is the same person to speak to if they have any questions or any concerns during their placement.

Contact details of relevant workplace supervisor and other personnel must include placement supervisor, this person would be the main point of contact within the organisation, working with the teacher and the learner and would also be the contact if the learner has any problems such as being unable to attend or any other issues. Other relevant personnel refer to but not limited to: day to day contact staff, work team leader/s who may differ from day to day and/or shift to shift. In some instances, especially smaller organisations one or two people may be the same for all scenarios.

WHS/OHS and clothing requirements may include but are not limited to how to sign in or advise relevant staff they have arrived and ready to start work, areas of organisation they can or cannot

access including equipment and machinery, importance of using Personal Protective Equipment (PPE) if required, safety signs and directions, shoes colour and/or closed toe, clothes colour and/or type.

Travel arrangements to placement may include but are not limited to:

- Mode of travel such as if it is walking, public or private
- Most appropriate route
- Departure and arrival times
- Ticketing requirements of public transport such as use of concession card, travel card, pre purchase, pay on vehicle
- Contingency arrangements such as seeking assistance from transport staff or alternative travel options.

Additional personal items may include but are not limited to wallet / bag, phone, own food, money to purchase food / beverages, keys.

Contingencies for dealing with issues that may arise during placement that need intervention of support person may include but are not limited to personality clashes with other staff, or lack of the following: support in the workplace, direction from the supervisor, confidence to complete work tasks or interact with colleagues.

Learners may review their own performance after their placement in a range of ways including but not limited to asking for verbal or written feedback from supervisor and /or other staff, undertaking a self review.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed

Skill	Description
Oral communication skills to:	<ul style="list-style-type: none"> • participate in discussions with an appropriate support person • ask questions to clarify information in the workplace
Numeracy skills to:	<ul style="list-style-type: none"> • determine workplace start and end of work time and break times.
Learning skills to:	<ul style="list-style-type: none"> • review own performance against the workplace requirements

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23472 Undertake a work placement	VU22576 Undertake a work placement	Equivalent

Assessment Requirements Template

<p>Title</p> <p>Performance Evidence</p>	<p>Assessment Requirements for VU23472 Undertake a work placement</p> <p>The candidate must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> • select a work placement and confirm requirements in consultation with an appropriate support person • prepare for, undertake and review a work placement.
<p>Knowledge Evidence</p>	<p>The candidate must be able to apply knowledge required to effectively perform the task outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • requirements of a typical workplace <ul style="list-style-type: none"> ○ attendance ○ reporting an absence ○ who to communicate issues with • workplace OHS/WHS requirements • interview formats and expectations.
<p>Assessment Conditions</p>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • an appropriate support person • an appropriate work placement • an appropriate contact person at the worksite for any questions or concerns. <p>Assessor requirements</p> <p>Refer to Section B6.2 for further information regarding assessor requirements.</p>

Unit code	VU23473
Unit title	Develop independent travel skills
Application	<p>This unit describes the performance outcomes, skills and knowledge required to identify and select appropriate transport options and alternative arrangements to support punctual workplace attendance.</p> <p>This unit applies to learners with a permanent cognitive impairment / intellectual disability who are seeking employment.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

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. Assessment of performance is to be consistent with the assessment requirements.	
1	Select preferred transport option	1.1	Identify available transport modes
		1.2	Compare features of transport modes
		1.3	Detail own transport requirements
		1.4	Prioritise preferred features in consultation with an appropriate support person
		1.5	Determine the most appropriate transport option in consultation with an appropriate support person
2	Develop a travel plan	2.1	Access information related to the selected transport option to develop a travel plan
		2.2	Determine appropriate departure times and locations
		2.3	Identify stop number if relevant
		2.4	Identify any landmarks on the route to be taken
		2.5	Identify options to deal with unplanned events
3	Undertake travel	3.1	Arrive at departure location according to identified departure time

		3.2	Follow travel plan to arrive at destination
		3.3	Implement options to deal with unplanned events if required
		3.4	Undertake return trip
		3.5	Review travel experience in consultation with an appropriate support person to identify any required changes

Range of Conditions

Transport modes will depend on a learner's needs, location, available transport modes and may include but are not limited to private car, car pool, ride share, taxi, tram, train, bus, ferry, walking, riding bike or scooter.

The travel plan may be written or verbal.

Unplanned events that occur when travelling may include but are not limited to vehicle breakdowns, service delay cancellation, travelling past required location, traffic delays, detours.

Options for dealing for unplanned events may include but are not limited to alternative travel options, alternative routes, emergency contact details in case of real or perceived threats to safety, lost or on the wrong route, running late.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> interpret travel information such as timetables and route maps
Numeracy skills to:	<ul style="list-style-type: none"> determine travel times
Oral Communication skills to:	<ul style="list-style-type: none"> discuss travel with a support person
Problem-solving skills to:	<ul style="list-style-type: none"> select most appropriate options to meet own travel requirements
Digital Literacy skills to:	<ul style="list-style-type: none"> read on-line information including maps / routes, transport timetables

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23473 Develop independent travel skills	VU22577 Develop independent travel skills	Equivalent



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Assessment Requirements Template

Title	Assessment Requirements for VU23473 Develop independent travel skills
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit including evidence of the ability to:</p> <ul style="list-style-type: none"> • determine an appropriate travel option to meet own transport requirements • develop, implement and review a travel plan in consultation with an appropriate support person.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the task outlined in elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • advantages and disadvantages of different modes of transport to enable selection of the most appropriate option • methods or options for dealing with unplanned events.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • an appropriate support person • travel information. <p>Assessor requirements</p> <p>Refer to Section B6.2 for further information regarding assessor requirements.</p>