

22705VIC Certificate 1 in Transition Education

Version 1.0 - 11 November 2025

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

Accredited for the period:

1 January 2026 to 31 December 2030



Version History		Date
Version 1.0	Details: Initial release approved to commence from 1 January 2026.	11 November 2025

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Section A – Copyright and course classification information

1. Copyright owner of the course	Copyright of this material is held by the Department of Jobs, Skills, Industry and Regions, Victoria; and managed by the Victorian Skills Authority. © State of Victoria (Department of Jobs, Skills, Industry and Regions) 2026		
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 Telephone 131823 Email: course.enquiry@djsir.vic.gov.au Day-to-day contact: Curriculum Maintenance Manager (CMM) General Studies and Further Education Victoria University PO Box 14428 Melbourne, VIC 8001 Telephone: (03) 9919 5300 / (03) 9919 5302 / (03) 9919 8351 Email: sicmm.generalstudies@vu.edu.au		
3. Type of submission	☐	Accreditation	
	☒	Reaccreditation	22567VIC Certificate I in Transition Education
4. Copyright acknowledgement	The following unit of competency: CHCVOL001 Be an effective volunteer has been imported from the CHC Community Services Training Package		

administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following unit of competency:

- MSMWHS100 Follow WHS procedures

has been imported from the MSM Manufacturing Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following unit of competency:

- BSBTEC101 Operate digital devices

has been imported from the BSB Business Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.

The following unit of competency:

- VU24040 Explore a micro business opportunity

has been imported from the 22706VIC Certificate I in Work Education.

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The following units of competency:

- VU23243 Use recipes to prepare food
- VU23236 Recognise and interpret safety signs and symbols
- VU23241 Prepare simple budgets

have been imported from the 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection, and pathways.

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The following units of competency:

- VU23770 Undertake a project with guidance
- VU23788 Identify Australian environmental issues
- VU23791 Identify features of personal healthcare
- VU23787 Access the internet for language learning
- VU23786 Apply basic technology skills to language learning
- VU23792 Identify and use common digital devices

have been imported from the 22689VIC Certificate I in General Education for Adults (Introductory).

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The following units of competency:

- VU23757 Engage with short simple texts to participate in the community
- VU23762 Create short simple texts to participate in the community

have been imported from the 22688VIC Course in Initial General Education for Adults.

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The following unit of competency:

- VU23501 Participate in short simple exchanges

has been imported from the 22638VIC Certificate I in EAL (Access).

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The following units of competency:

- VU23498 Read and write short highly familiar messages and forms
- VU23496 Communicate basic personal details and needs

have been imported from the 22637VIC Course in EAL.

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The following units of competency:

- VU23869 Read simple sentences
- VU23870 Write simple sentences
- VU23871 Communicate orally using simple sentences
- VU23872 Give and follow simple directions
- VU23877 Use simple metric weights
- VU23878 Use simple liquid measures
- VU23879 Use simple linear measures

have been imported from the 22694VIC Certificate I in Initial Adult Literacy and Numeracy.

The following units of competency:

- VU23864 Recognise monetary amounts
- VU23863 Recognise and use time

have been imported from the 22693VIC Course in Initial Adult Literacy

	and Numeracy. Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions) 2025.	
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6. Course accrediting body	Victorian Registration and Qualifications Authority	
7. AVETMISS information	ANZSCO code	GEN19 - General Education - not occupationally specific
	ASCED code	1201 – General Education
	National course code	22705VIC
8. Period of accreditation	1 st January 2026 - 31 st December 2030	

Section B – Course information

1. Nomenclature	Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses
1.1 Name of the qualification	22705VIC Certificate 1 in Transition Education
1.2 Nominal duration of the course	945 – 1190 hours
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
2.1 Outcome(s) of the course	The 22705VIC Certificate 1 in Transition Education supports learners with a permanent cognitive and/or intellectual disability to become active participants in the community by assisting them to develop life skills and facilitate self-development to explore suitable future options such as employment, further study, or community participation. The Certificate I in Transition Education provides participants with the following education outcomes: • Developing skills and knowledge to: ○ explore own personal goals and options for participation and self-development. ○ develop interactive skills through community participation and completion of daily tasks. ○ use technology safely and responsibly. The Certificate I in Transition Education is restricted to post compulsory school aged learners with evidence of a permanent cognitive and/or intellectual disability. In exceptional circumstances compulsory school age learners with evidence of a permanent cognitive and/or intellectual disability may be enrolled in the qualification. Refer Section B5.2 for further information
2.2 Course description	This course supports learners with a permanent cognitive and/or intellectual disability to explore a wide range of community, independent living options as well as training and employment pathways. This assists learners towards greater participation in the community while also supporting them in investigating possible further training and employment aspirations.

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	The Certificate I in Transition Education was first accredited in 1999. The course has been continuously accredited in response to an ongoing identified need to enable learners with a permanent cognitive and/or intellectual disability to develop the skills to explore and access appropriate options for them after leaving school. The course is used with learners who have varying degrees of permanent cognitive and/or intellectual disabilities and whose disabilities inhibit access to community participation and/or education, training, and employment. Learner cohorts have a range of complex intellectual disabilities along a broad spectrum. Cohorts include: • younger learners with permanent cognitive and/or intellectual disability aged from 17 years of age. • learners from Special Schools or Special Developmental Schools (SDS). • learners with permanent cognitive and/or intellectual disabilities from mainstream schools (integration support). • mature aged learners with permanent cognitive and/or intellectual disabilities in their 40's and 50's. • learners with permanent cognitive and/or intellectual disabilities accessing learning and support after lengthy periods at home with parents or carers. Ongoing monitoring indicates the Certificate continues to meet a strong demand and provides a valuable structured transition for learners moving from compulsory education to post school environments. It also meets the needs of learners who are unable to access an employment pathway and/or require support to explore alternative community options. The 22705VIC Certificate 1 in Transition Education supports several key National and State Government policy initiatives that focus on enabling people with a disability to participate in the life of the community and access further education or employment opportunities more actively. These include Australia's Disability Strategy 2021–2031(the strategy)¹ and the Inclusive Victoria: state disability plan (2022–2026)² both of

¹ Australia's disability Strategy:2021-2031: © Commonwealth of Australia ([Department of Social Services](#)) 2021

² Inclusive Victoria State disability plan 2022–2026 © State of Victoria, Australia, Department of Families, Fairness and Housing, March 2022.

which seek to improve community and educational participation of people with a disability. The Victorian Skills Plan for 2024 into 2025 continues to focus on improving opportunities for Victorians with disability including accessing participation in post-secondary education. Pg 9.³

Course outcomes also align with the guiding principles of the National Disability Insurance Scheme Act 2013. The NDIS supports people with disabilities to participate in education and training relevant to personal goals.

Research has shown that adults with an intellectual disability can learn a variety of life-enhancing skills (Bridges, Robinson, Stewart, Kwon, and Mutua, 2019).⁴ These skills are essential to living independently and fully participating in the community and in work environments.

The Statewide Advisory Group consisting of providers of the Certificate I in Transition Education supports the course as a crucial way to provide access and inclusion for people with permanent cognitive impairments/ intellectual disability (ID) in Vocational Education and Training. The course is also supported by advocacy groups such as the Victorian Advocacy League for Individuals with Disability (VALID) and Down Syndrome Victoria.

There are 37 providers with the course on their scope of registration. Most of these providers are Victorian. The data below provides strong evidence that supports the need for this course. The data shows that enrolments in this course are Government funded. There are minimal Fee for Service enrolments in comparison. Government funded enrolment trends between 2021 and 2024 have remained consistent and strong.

The data includes commencements in the qualification as well as data for continuing training from a previous year.

Funding Type	2021	2022	2023	2024
Government Funded	718	835	773	688
Fee for Service	78	99	44	28

Source: Department Jobs, Skills, Industry and Region (DJSIR)

³ Victorian Skills Plan for 2024 into 2025 © The State of Victoria Department of Jobs, Skills, Industry and Regions Victorian Skills Authority 2024

⁴ Augmented Reality: Teaching Daily Living Skills to Adults With Intellectual Disabilities: Shannon A. Bridges, Olivia P. Robinson, Elizabeth W. Stewart, Dongjin Kwon and Kagendo Mutua in Journal of Special Education Technology 2020, Vol. 35(1) 3-14

	Several activities were undertaken to establish and confirm the current and projected need for the course and included: • analysis of enrolment data for the period between 2021 and 2024. • desktop review of relevant literature and government policy for learners with permanent cognitive and/or intellectual disability. • review of data from the mid-cycle review. • consultation with the Statewide Advisory Group who represents providers who deliver a suite of courses for learners with permanent cognitive and/or intellectual disability. A Skills and Knowledge Profile was developed to inform revisions to the course. The Project Steering Committee (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. 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. • 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	The review and redevelopment of the 22705VIC Certificate 1 in Transition Education was based on the outcomes of a mid-cycle review and the ongoing monitoring of the course. A mid cycle review of the Certificate I in Transition Education, conducted in 2023, sought feedback on any issues related to the content or structure of the course that impacted on learner outcomes. The feedback indicated that overall, the course is effective in supporting learners with intellectual disability to develop pathways to community participation as evidenced through the following comments by providers: • “The teachers see significant growth in the students over the year of the course. Some of our learners have found their way to us after being in day programs for a few years after they finished school and staff get feedback from the learners’ family of the dramatic growth and positive personal wellbeing changes once they are in the course.”

- “Some learners develop a new level of self-confidence and some independence that allows them to join clubs and participate in regular activities as well as go to community events.”
- “Learners develop key lifestyle and study skills that enable them to pursue further study, usually in the Certificate I in Work Education.”

There were no specific issues raised with the content of the course. There was support for the current course structure and the flexibility and breadth of the four elective units that can also be selected from other training packages or accredited courses. This provides flexibility and allows Registered Training Organisations (RTO'S) to customise the delivery of the course to meet different learners' and/or cohort's specific needs.

There was additional feedback at the unit level which indicated that some of the language used is confusing and students struggle with the difference. This included the following units:

Overlap between *VU23034 Develop personal goals with support* unit and the *VU23035 Explore self-development units*. Some of the language used in these units is confusing and students struggle with the differences between the units. There is confusion for students when dealing with the different types of goals and the requirements in these very different units.

In *VU23034 Develop personal goals* there is a goal development requirement but the type of goal is not specific and very open-ended and there can be a lot of overlap with the goal development in the self-development unit.

This feedback has been acknowledged in this reaccreditation by maintaining the current course structures and skills and knowledge coverage as well as reviewing the language and content in the identified units.

The 22705VIC Certificate I in Transition Education replaces and is equivalent to the 22567VIC Certificate I in Transition Education.

There can be no new enrolments in the 22567VIC Certificate I in Transition Education after 31 December 2025.

The following table identifies the relationship between units from the 22567VIC Certificate I in Transition Education with units from 22705VIC Certificate I in Transition Education

Transition Table

Superseded Code and Title	Current Code and Title	Relationship
VU23034 Develop personal goals with support	VU24041 Develop personal goals with support	Equivalent

VU23035 Explore self development	VU24042 Explore self development	Equivalent
VU23036 Participate in travel activities	VU24043 Participate in travel activities	Equivalent
VU23037 Explore future options for further training, work or community activities	VU24044 Explore future options for further training, work or community activities	Equivalent
VU23038 Participate in the community	VU24045 Participate in the community	Equivalent
VU23039 Use technology for a range of purposes	VU24046 Use technology for everyday purposes	Equivalent
VU23040 Explore personal well being	VU24047 Explore personal well being	Equivalent
VU23041 Access the media	VU24048 Access the media	Equivalent
VU23042 Identify processes to obtain learner permit	VU24049 Identify processes to obtain learner permit	Equivalent
VU23043 Participate in recreational activities	VU24050 Participate in recreational activities	Equivalent
VU23057 Participate in creative activities	VU24051 Participate in creative activities	Equivalent
VU23044 Apply communication skills for personal purposes	VU24052 Apply communication skills for personal purposes	Equivalent
VU23045 Apply numeracy skills for personal purposes	VU24053 Apply numeracy skills for personal purposes	Equivalent
VU23033 Explore a micro business opportunity	VU24040 Explore a micro business opportunity	Equivalent
VU22106 Use recipes to prepare food	VU23243 Use recipes to prepare food	Equivalent

VU22099 Recognise and interpret safety signs and symbols	VU23236 Recognise and interpret safety signs and symbols	Equivalent
VU22104 Prepare simple budgets	VU23241 Prepare simple budgets	Equivalent
VU22359 Conduct a project with guidance	VU23770 Undertake a project with guidance	Equivalent
VU22377 Identify Australian environmental issues	VU23788 Identify Australian environmental issues	Equivalent
VU22381 Identify features of the health care system	VU23791 Identify features of personal healthcare	Not Equivalent
VU22376 Access the internet for language learning	VU23787 Access the internet for language learning	Not Equivalent
VU22375 Apply basic computer skills to language learning	VU23786 Apply basic technology skills to language learning	Not Equivalent
VU22383 Identify common digital media	VU23792 Identify and use common digital devices	Not Equivalent
VU22910 Read simple sentences	VU23869 Read simple sentences	Equivalent
VU22911 Write simple sentences	VU23870 Write simple sentences	Equivalent
VU22912 Communicate orally using simple sentences	VU23871 Communicate orally using simple sentences	Equivalent
VU22346 Engage with short simple texts to participate in the community	VU23757 Engage with short simple texts to participate in the community	Equivalent
VU22351 Create short simple texts to participate in the community	VU23762 Create short simple texts to participate in the community	Equivalent
VU22591 Participate in short, simple exchanges	VU23501 Participate in short simple exchanges	Equivalent

VU22588 Read and write short basic messages and forms	VU23498 Read and write short highly familiar messages and forms	Equivalent
VU22586 Communicate basic personal details and needs	VU23496 Communicate basic personal details and needs	Equivalent
VU22913 Give and follow simple directions	VU23872 Give and follow simple directions	Equivalent
VU22904 Recognise and use time	VU23863 Recognise and use time	Equivalent
VU22921 Use coins and notes	VU23864 Recognise monetary amounts	Equivalent
VU22918 Use simple metric weights	VU23877 Use simple metric weights	Equivalent
VU22919 Use simple liquid measures	VU23878 Use simple liquid measures	Equivalent
VU22920 Use simple linear measures	VU23879 Use simple linear measures	Equivalent
CHCVOL001 Be an effective volunteer	CHCVOL001 Be an effective volunteer	No change
MSMWHS100 Follow WHS procedures	MSMWHS100 Follow WHS procedures	No change
BSBITU111 Operate a personal digital device	BSBTEC101 Operate digital devices	Equivalent
BSBITU211 Produce digital text documents		Deleted
ICTICT103 Use, communicate and search securely on the internet		Deleted

4. Course outcomes	Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses
4.1 Qualification level	The skills and knowledge of the Certificate I in Transition Education are consistent with Australian Qualifications Framework (AQF) type Descriptor for a Certificate I qualification. The certificate develops the skills and knowledge for further learning and application within highly structured, familiar, and personally relevant and routine contexts. Graduates at this level will have basic cognitive and communication skills to undertake defined familiar activities and provide simple solutions to a limited range of predictable problems. They will apply knowledge and skills to demonstrate limited autonomy and judgement by: Developing knowledge of strategies to: • identify personal goals for community participation or further learning • develop independent living skills to meet personal and well-being needs • identify information and resources about everyday activities such as travel, well being and participation in recreational or cultural activities • identify rights and responsibilities as community members Developing skills to: • develop a personal plan to identify goals and explore different options • access information and resources to support independent living skills and activities • apply strategies for self development including participation in interpersonal relationships • safely use technology to access information and resources to support personal needs The volume of learning for the Certificate I in Transition Education is typically 1 year and incorporates structured training delivery and unstructured learning activities and opportunities for practice and reinforcement of skills such as: • structured training activities to develop strategies to meet personal and everyday needs relevant to the learner • using information and resources to implement personal goals over time to enable progress towards achievement of these
4.2 Foundation skills	See Appendix 1.



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	To be eligible for the award of 22705VIC Certificate I in Transition Education learners must successfully complete a total of 10 units comprising: • 6 core units. • 4 electives which may be selected from: ○ any combination of electives from any group listed below. ○ up to 2 units may be selected from units first packaged in Certificate I qualifications in endorsed training packages or accredited courses. ○ units first packaged in a 'Course in..' in accredited courses. Selection of electives must reflect the integrity and intent of the qualification. Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.

Unit of competency code	Unit of competency title	Field of Education code (6 Digit)	Pre-requisite	Nominal hours
Core units				
VU24041	Develop personal goals with support	120105	Nil	150
VU24042	Explore self development	120301	Nil	150
VU24043	Participate in travel activities	120199	Nil	150
VU24044	Explore future options for further training, work or community activities	120105	Nil	150
VU24045	Participate in the community	120199	Nil	150

VU24046	Use technology for everyday purposes	120199	Nil	150
Elective units				
Life skills				
VU24047	Explore personal well being	120199	Nil	50
VU24048	Access the media	120199	Nil	50
VU24049	Identify processes to obtain learner permit	120199	Nil	50
VU24050	Participate in recreational activities	120199	Nil	50
VU24051	Participate in creative activities	120199	Nil	50
VU23770	Undertake a project with guidance	120199	Nil	20
CHCVOL001	Be an effective volunteer	120505	Nil	25
MSMWHS100	Follow WHS procedures	061301	Nil	20
VU23788	Identify Australian environmental issues	120199	Nil	20
VU23243	Use recipes to prepare food	120103	Nil	10
VU23236	Recognise and interpret safety signs and symbols	120103	Nil	10
VU23791	Identify features of personal healthcare	120199	Nil	20
VU24040	Explore a micro business opportunity	120501	Nil	60
Technology				
VU23787	Access the internet for language learning	120103	Nil	20

BSBTEC101	Operate digital devices	080905	Nil	20
VU23786	Apply basic technology skills to language learning	120103	Nil	20
VU23792	Identify and use common digital devices	120199	Nil	20
Literacy				
VU24052	Apply communication skills for personal purposes	120103	Nil	50
VU23869	Read simple sentences	120103	Nil	70
VU23870	Write simple sentences	120103	Nil	70
VU23871	Communicate orally using simple sentences	120103	Nil	35
VU23757	Engage with short simple texts to participate in the community	120103	Nil	30
VU23762	Create short simple texts to participate in the community	120103	Nil	15
VU23872	Give and follow simple directions	120103	Nil	25
English as an Additional Language (EAL)				
VU23501	Participate in short simple exchanges	120103	Nil	80
VU23498	Read and write short highly familiar messages and forms	120103	Nil	70
VU23496	Communicate basic personal details and needs	120103	Nil	70

Numeracy				
VU24053	Apply numeracy skills for personal purposes	120103	Nil	50
VU23863	Recognise and use time	120103	Nil	40
VU23864	Recognise monetary amounts	120103	Nil	40
VU23877	Use simple metric weights	120103	Nil	25
VU23878	Use simple liquid measures	120103	Nil	25
VU23879	Use simple linear measures	120103	Nil	25
VU23241	Prepare simple budgets.	120105	Nil	10
Total nominal hours			945 – 1190 hours.	

5. Course rules	Standard 5.11 AQTF 2021 Standards for Accredited Courses
5.2 Entry requirements	Entry to the Certificate I in Transition Education is intended for post compulsory school age learners with evidence of a permanent cognitive and/or intellectual disability. In exceptional circumstances compulsory school age learners with evidence of a permanent cognitive and/or intellectual disability may be enrolled in the qualification, provided the Registered Training Organisation can establish: - the learner's Secondary School is unable to meet their needs and - the learner has a level of behavioural maturity that would allow them to develop the communication and interpersonal skills to interact with other learners. Permanent cognitive and/or intellectual disability must be evidenced. Evidence includes, but is not limited to: - Formal assessment by a registered medical practitioner. - Doctors/specialist reports. - Attendance at a Specialist School/Special Developmental Schools. - Integration support at school. - Integration support at school with modified curriculum. While learners may also have other complex conditions, these alone do not constitute a permanent cognitive impairment/intellectual disability. Complex conditions may include, but are not limited to: - 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 2025 Standards for Registered Training Organisations (RTOs), or - the relevant standards and Guidelines for RTOs at the time of assessment. 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. Assessment strategies for the courses should: - incorporate feedback of individual progress toward, and achievement of, competencies. - address skill and knowledge which underpin performance. - gather sufficient evidence to judge achievement of progress towards determining competence. - utilise a variety of assessment methods appropriate for the requirements of the unit to assess knowledge and performance. - 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. - comprise a clear statement of both the criteria and assessment process including instructions for assessment. - incorporate use of alternative or assistive technology where required. A variety of assessment methods and evidence gathering techniques should 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 such as projects and portfolios. Assessment of units of competency imported from accredited courses or endorsed training packages must comply with the assessment requirements detailed in the source training product.
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 2025 Standards for Registered Training Organisations (RTOs), or • the relevant standards and Guidelines for RTOs at the time of assessment. Requirements to assess the Certificate I in Transition Education To assess the 22705VIC Certificate I in Transition Education an Assessor must have demonstrable expertise in teaching in the special education field. Expertise in teaching in the special education field can be demonstrated by holding a qualification with a special education specialisation. Appropriate qualifications can include: • Bachelor of Education with a Special Education specialisation area. • Graduate Certificate of Education with a Special Education specialisation. • Master's degree which includes a Special Education specialisation such as: ○ Master of Special Education. ○ Master of Education (Special Education). or Evidencing relevant knowledge and application of theories, methods, and practices in teaching learners with a range of intellectual disabilities through a combination of activities which may include but are not limited to: • evidence of incorporating application of theories and approaches

	into practice and assessment such as: ○ lessons/sessions delivered over a period of time noting approaches used, how different learner needs are addressed, how learning is contextualised, application of special education theories and approaches to practice. ○ peer review of teaching / third party report detailing performance. ○ documented relevant teaching experience. Units of competency imported from training packages or accredited courses must reflect the requirements for assessors specified in that training package or accredited course.
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7. Delivery	Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses
7.1 Delivery modes	The intellectual disabilities of learners enrolled in these courses may be diverse and delivery strategies should be selected to reflect varying learning needs, educational backgrounds, and preferred learning styles to enable learners to develop competence in the knowledge and performance required in the units. For example, personal goals in unit <i>VU24041 Develop personal goals with support</i> should be relevant to the learner and reflect their needs. 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. Support may be provided by, but is not limited to, educators, trainers, learning support officers, peer mentors, disability support workers, carers, career counsellors. Delivery should consider the cognitive and physical constraints of individual learners and ensure learning and assessment methods are sensitive to their specific needs. This could include the use of assistive communication devices to support delivery for learners with specific difficulties. Where there are synergies between unit outcomes, integration of delivery can be appropriate. Delivery strategies should actively involve the learner and learning should be related to highly familiar and structured contexts. The personal nature of units <i>VU24042 Explore Self Development</i> and <i>VU24047 Explore personal wellbeing</i> may see learners examine and expose some sensitive and personal information about their own self development and wellbeing needs. Trainers should therefore be aware of the potential reluctance of some learners to undertake these units. Trainers and assessors should be aware of possible responses and should develop support strategies to ensure learners do not feel threatened or unable to participate.

	To achieve quality outcomes for learners and to address complex learning needs, an appropriate ratio of teachers to students is highly recommended. Based on the recommendation of the Project Steering Committee (PSC), a ratio of one teacher to six to eight students is optimum to maximise outcomes for learners with a permanent cognitive and/or intellectual disability. However, this can be varied according to learner needs. Variations such as one teacher and support person to ten learners may also be appropriate.
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 Guidelines 3 of the VRQA Guidelines for VET Providers, or - the 2025 Standards for Registered Training Organisations (RTOs), or - the relevant standards and Guidelines for RTOs at the time of assessment. Refer to the Assessment Conditions in individual units for essential resources required for delivery and assessment. Requirements to deliver the Certificate I in Transition Education To deliver the 22705VIC Certificate I in Transition Education, trainers must have demonstrable expertise in teaching in the special education field. Expertise in teaching in the special education field can be demonstrated by holding a qualification with a special education specialization. Appropriate qualifications can include: - Bachelor of Education with a Special Education specialisation area - Graduate Certificate of Education with a Special Education specialisation - Master's degree which includes a Special Education specialisation such as: - Master of Special Education - Master of Education (Special Education). or Evidencing relevant knowledge and application of theories, methods and practices in teaching learners with a range of intellectual disabilities through a combination of activities which may include but are not limited to: - evidence of incorporating application of theories and approaches into practice and assessment such as:

	○ lessons/sessions delivered over a period of time noting approaches used, how different learner needs are addressed, how learning is contextualised, application of special education theories and approaches to practice ○ peer review of teaching / third party report detailing performance ○ documented relevant teaching experience. The delivery of units of competency imported from training packages or accredited courses must reflect the requirements for resources/trainers specified in that training package or accredited course.
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8. Pathways and articulation	Standard 5.10 AQTF 2021 Standards for Accredited Courses
	There are no formal pathways from the 22705VIC Certificate I in Transition Education. Learners who complete units of competency from the following courses will be eligible for credit into other qualifications that contain those units: • 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathway. • 22688VIC Course in Initial General Education for Adults. • 22689VIC Certificate I in General Education for Adults (Introductory). • 22693VIC Course in Initial Adult Literacy and Numeracy. • 22637VIC Course in EAL. • 22638VIC Certificate I in EAL (Access). • Vocational units of competency from their source training package qualification. Possible further study outcomes from the 22705VIC Certificate I in Transition Education may include the 22694VIC Certificate I in Initial Adult Literacy and Numeracy or the 22706VIC Certificate I in Work Education. A suitable pathway into the 22705VIC Certificate I in Transition Education may include the 22693VIC Course in Initial Adult Literacy and Numeracy. Refer to the AQF 2nd Edition, 2013 Pathways Policy.

9. Ongoing monitoring and evaluation

Standard 5.15 AQTF 2021 Standards for Accredited Courses

9.1 Monitoring and evaluation

The Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification.

A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:

- any changes required to meet emerging or developing needs.
- changes to any units of competency from nationally endorsed training packages or accredited curricula.

Should there be any minor changes to the course resulting from course monitoring and evaluation, the VRQA will be notified.

Foundation skills

Qualification summary

The following table contains a summary of the foundation skills as identified by the industry for this qualification. The foundation skill facets described here are broad industry requirements that may vary depending on qualification packaging. The following table contains a summary of the foundation skills as identified by the industry for this qualification.

Qualification code:	22705VIC
Qualification title:	Certificate 1 in Transition Education

Foundation skill	Industry/education/legislative/enterprise/community requirements for this qualification include the following facets:
Reading Skills to:	- access and engage with simple information to meet own related needs including self development, well being and community participation needs. - interpret travel information. - follow simple instructions related to everyday tasks and activities.
Writing skills to:	complete short, simple texts for own personal needs.
Oral communication skills to:	- participate in discussions about personal goals and responsibilities. - work with support persons to explore options for participation such as community participation. - ask questions and listen for specific information. - develop support networks with support person. - participate in interactions with others.
Numeracy skills to:	- recognise and use simple mathematical concepts such as money, time, and measurement. - use diagrams and maps to complete tasks. - perform simple calculations with money, time, and measurement.
Learning skills to:	identify own personal goals and development needs.
Problem solving skills to:	- identify and use simple strategies to resolve problems and barriers related to everyday activities and tasks. - identify own self development needs and personal goals in relation to future options and steps to explore them. - identify and select services to meet self development needs. - identify and apply personal safety strategies.

	identify actions to manage own wellbeing needs.
Initiative and enterprise skills to:	- seek assistance and support as required. - recognise and address own self development needs.
Teamwork skills to:	work with support persons to plan personal learning tasks and participate in the community.
Planning and organising skills to:	- to develop and follow steps to explore potential option/s. - plan and implement personal everyday tasks such as travel plans. - develop independence in everyday situations.
Self-management skills to:	- identify and monitor achievement of goals with support person. - adjust personal needs. - maintain own well being and relationships.
Technology skills to:	- use basic technology to access information to meet personal needs such as transport information such as timetables. - use devices safely and responsibly.
Digital literacy skills to:	- access and use digital information to complete everyday tasks. - participate in electronic communication and interactions with others.

Section C – Units of competency

Units of competency contained in the course

Units of competency developed for the course	
Code	Title
VU24041	Develop personal goals with support
VU24042	Explore self development
VU24043	Participate in travel activities
VU24044	Explore future options for further training, work, or community activities
VU24045	Participate in the community
VU24046	Use technology for everyday purposes
VU24047	Explore personal well being
VU24048	Access the media
VU24049	Identify processes to obtain learner permit
VU24050	Participate in recreational activities
VU24051	Participate in creative activities
VU24052	Apply communication skills for personal purposes
VU24053	Apply numeracy skills for personal purposes

Units of competency imported from other accredited courses

Code	Title
VU23243	Use recipes to prepare food
VU23236	Recognise and interpret safety signs and symbols
VU23241	Prepare simple budgets
VU23770	Undertake a project with guidance
VU23788	Identify Australian environmental issues
VU23791	Identify features of personal healthcare
VU23787	Access the internet for language learning
VU23786	Apply basic technology skills to language learning
VU23792	Identify and use common digital devices
VU23869	Read simple sentences
VU23870	Write simple sentences
VU23871	Communicate orally using simple sentences
VU23757	Engage with short simple texts to participate in the community
VU23762	Create short simple texts to participate in the community
VU23501	Participate in short simple exchanges

VU23498	Read and write short highly familiar messages and forms
VU23496	Communicate basic personal details and needs
VU23872	Give and follow simple directions
VU23863	Recognise and use time
VU23864	Recognise monetary amounts
VU23877	Use simple metric weights
VU23878	Use simple liquid measures
VU23879	Use simple linear measures
VU24040	Explore a micro business opportunity

Units of competency imported from training packages

Code	Title
CHCVOL001	Be an effective volunteer
MSMWHS100	Follow WHS procedures
BSBTEC101	Operate digital devices

Unit code	VU24041
Unit title	Develop personal goals with support
Application	This unit describes the skills and knowledge to identify, implement and review personal goals with support. It includes the ability to complete tasks which contribute to achievement of personal goals and review and adjust goals. This unit applies to learners with intellectual disability who wish to identify and implement personal goals. Learners at this level will require high levels of teacher/mentor support. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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 personal goals	1.1	Determine and communicate personal goals with support from an appropriate support person
		1.2	Identify barriers which may impact on achieving personal goals
		1.3	Identify simple steps to assist in achievement of own personal goals
		1.4	Record personal goals
2	Implement personal goals	2.1	Determine tasks that contribute to personal goals
		2.2	Identify organisations and the services they provide to support achievement of personal goals
		2.3	Access organisations and the services they provide to support personal goals

		2.4	Undertake tasks that contribute to the personal goals
3	Review personal goals	3.1	Review progress towards personal goals
		3.2	Identify factors which contribute to success in meeting goals
		3.3	Adjust goals as needed

Range of conditions

In this context, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

Personal goals should include short term specific goals and be developed with appropriate support persons. They should be relevant to the needs of the individual candidate and may be recorded in different formats and mediums in response to the cognitive and physical constraints of individual learners.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

Personal goals may include:

- building independent living skills.
- developing a range of personal and interpersonal skills.
- developing support networks.
- improving skills for a variety of purposes including:
 - further study.
 - employment.
 - community participation.

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:	• communicate personal goals and participate in interactions to determine sources of support.
Problem-solving skills to:	• identify own personal goals and strategies to achieve them.

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Self-management skills to:	review own personal goals with support person.
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Unit mapping		
Current version	Previous version	Comments
VU24041 Develop personal goals with support	VU23034 Develop personal goals with support	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24041 Develop personal goals with support
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • work with a support person to identify two personal goals including: ○ recording the goals. ○ following simple steps to implement at least one of the goals. ○ reviewing progress towards achievement of the goal/s.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • purpose of personal goals. • sources of information to support goals. • information provided by disability support services. • different types of personal goals. • strategies to achieve personal goals.

Assessment Conditions

Assessment must ensure access to:

- appropriate support person/s and services to enable full participation in the identification of personal goals.

At this level the learner:

- requires sufficient time to enable personal goals to be identified, implemented, and reviewed.
- may require strong support from the context, including visual cues.
- can work alongside an expert/mentor where prompting and advice can be provided.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24042
Unit title	Explore self development
Application	This unit describes the skills and knowledge to develop strategies to identify and explore own self development needs. This unit applies to learners with intellectual disability who wish to explore their own self development needs. Learners at this level will require high levels of teacher/mentor support. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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 own self development needs	1.1	Identify personal strengths that support own self development
		1.2	Determine areas for own self development with support
		1.3	Identify resources to support self development
2	Develop strategies to support self development	2.1	Explore strategies to support self development in identified areas
		2.2	Determine possible barriers which may affect self development in identified areas
		2.3	Implement strategies to address self development needs
		2.4	Develop own support networks with support
		2.5	Identify ways of dealing with barriers to

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			independence
3	Develop strategies to support independent life skills	3.1	Identify key independent life skills with support person
		3.2	Explore ways to support achievement of identified independent life skills with support
		3.3	Identify barriers to achieving personal independence
4.	Develop strategies to support respectful relationships	4.1	Identify rights and responsibilities involved in safe personal relationships
		4.2	Identify aspects of respectful and disrespectful relationships and behaviours
		4.3	Explore strategies to create and maintain safe respectful relationships
		4.4	Determine strategies to act on disrespectful or unsafe relationships and behaviours

Range of conditions

In this context, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

Individual self development needs and strategies to achieve them should be identified and developed with appropriate support persons and should be relevant to the needs of the individual candidate.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

Self development needs may include:

- interpersonal skills: self confidence, mindfulness, building resilience.
- relationships such as friendships, family, sexual relationships, social groups, work colleagues.
- community, social, or workplace participation.
- taking risks such as getting out of own comfort zone.
- coping with success and failure.
- rising to challenges.
- attempting tasks that are difficult or unfamiliar.
- greater choice and control.

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

Unit mapping

Current version	Previous version	Comments
VU24042 Explore self development	VU23035 Explore self development	Equivalent

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Assessment Requirements Template

Title	Assessment Requirements for VU24042 Explore self development.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - Identify own self development needs in two areas including: - accessing information and resources to support identified self development needs. - identifying strategies to meet identified self development needs. - Identify two independent life skills and strategies to achieve them. - Identify two aspects of respectful and safe relationships and strategies to maintain them.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - features of socially responsible and protective behaviours to support respectful relationships. - sources of information and support for self development needs. - personal safety of self and others within relationships.
Assessment Conditions	Assessment must ensure access to: - appropriate support person/s to enable full participation. - resources to support self development. - assessment tasks which deal with the familiar and concrete. At this level the learner: - may require strong support from the context, including visual cues. - can work alongside an expert/mentor where prompting and advice can be provided. Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24043
Unit title	Participate in travel activities
Application	This unit describes the skills and knowledge to participate in travel activities and includes the ability to access and use travel information and select the most appropriate travel options. This unit applies to learners with intellectual disability who are looking to develop their independent travel skills. Learners at this level will require high levels of teacher/mentor support. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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 transport modes	1.1	Identify transport options in the local area
		1.2	Compare transport options in the local area
2	Prepare to use transport	2.1	Identify purpose and destination of travel
		2.2	Select best travel option to meet purpose and destination
		2.3	Access travel information about travel options
		2.4	Use travel information to develop a travel plan
3.	Implement travel plan	3.1	Confirm destination and mode of transport
		3.2	Follow travel plan to arrive at destination
		3.3	Identify problem/s which may arise and strategies to resolve them
		3.4	Identify sources of support and assistance when using transport

Range of conditions

In this context, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

Transport and/or travel options and ticketing systems may vary according to region and/or area.

The travel plan should be developed with appropriate support persons and in different formats and mediums in response to the cognitive and physical constraints of individual learners. Transport activities must be undertaken safely.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

The travel plan may include:

- destination and frequency.
- key stops.
- using and topping up travel passes/ticketing.
- location of cab ranks.
- mode of transport.
- cost.
- departure and arrival times.
- approximate travel time.
- contingencies in case of disruption.

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:	• interpret travel information. • read timetables, destination names and maps.
Oral communication skills to:	• ask questions. • listen for specific travel information.
Numeracy skills to:	• recognise money and calculate fares.

	recognise time, and calculate time taken to travel.
Problem-solving skills to:	- select best travel options. - apply personal safety strategies when undertaking travel.
Planning and organising skills to:	plan and undertake travel.
Self-management skills to:	allow sufficient time to undertake planned travel and to monitor and adjust a plan as appropriate.
Technology skills to:	access travel information using online platforms.
Digital literacy skills to:	identify and use digital travel information to plan travel journey.

Unit mapping

Current version	Previous version	Comments
VU24043 Participate in travel activities	VU23036 Participate in travel activities	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU24043 Participate in travel activities.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - access and use travel information to compare and select the most appropriate mode of public transport to suit own travel purpose on two occasions. - develop and implement a travel plan and contingencies to undertake safe travel on one occasion.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - advantages and disadvantages of different forms of transport to select most appropriate option. - purpose of a travel plan. - personal safety strategies to travel safely. - essential travel items.
Assessment Conditions	Assessment must ensure access to: - appropriate support person/s to enable full participation. - resources related to travel. - computer facilities to access travel information. At this level the learner: - may require strong support from the context, including visual cues. - can work alongside an expert/mentor where prompting and advice can be provided. Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24044
Unit title	Explore future options for further training, work, or community activities
Application	This unit describes the skills and knowledge to identify and explore suitable options for future involvement in further training, work, or community activities by collecting information and developing steps to explore specific options. This unit applies to learners with intellectual disability who wish to explore future options for learning. Learners at this level will require high levels of support from an appropriate person. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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 options relevant to own future needs	1.1	Identify possible options for future participation in activities
		1.2	Determine factors which may impact on choice of options
		1.3	Identify any specific requirements related to the options
		1.4	Collect information about the options
2	Identify steps to explore preferred option	2.1	Review collected information to select preferred option
		2.2	Determine appropriate steps required to further explore selected option in consultation with a support person

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2.3

Record steps with the support of an appropriate support person

Range of conditions

In this context, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

Options should be explored and selected with appropriate support persons and be suitable to the explicit needs and capabilities of the individual candidate. Selection of options must take into account particular requirements related to specific options. Steps for further exploration of selected options may be recorded in different formats and mediums in response to the cognitive and physical constraints of individual learners and may include the assistance of an appropriate support person.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

Options for future participation may include:

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

Requirements related to specific options may include:

- eligibility requirements.
- time requirements.
- police checks.
- Working with Children check.

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:	• discuss possible options and ask questions about potential options.

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Problem-solving skills to:	identify potential options and select most suitable.
Planning and organising skills to:	determine steps for further exploration of options.
Technology skills to:	use devices to access information about training, work, or community participation options.
Digital literacy skills to:	identify and use information about future options.

Unit mapping		
Current version	Previous version	Comments
VU24044 Explore future options for further training, work, or community activities	VU23037 Explore future options for further training, work, or community activities	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24044 Explore future options for further training, work, or community activities.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • explore and access information about two potential future options for participation. • select one of the above options and identify and record steps for further exploration.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • sources of information about potential options. • purpose of planning through clear steps to assist in further exploration of selected options.
Assessment Conditions	Assessment must ensure access to: • appropriate support person/s to enable full participation. • sources of information about potential future options. • computer facilities to access required information. • assessment tasks which deal with the familiar and concrete. At this level the learner: • may require strong support from the context, including visual cues. • can work alongside an expert / mentor where prompting and advice can be provided. Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24045
Unit title	Participate in the community
Application	This unit describes the skills and knowledge to participate effectively in the local community by exploring information about services and facilities to meet own needs. This unit applies to learners with intellectual disability who wish to develop or improve their community participation. Learners at this level will require high levels of teacher/mentor support. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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 services in the local area	1.1	Identify own present and future needs
		1.2	Determine local services and facilities required to meet own present and future needs
		1.3	Locate services and facilities in the local community
		1.4	Collect information about the services and facilities
2	Identify own rights and responsibilities as a member of a community	2.1	Source information about rights and responsibilities as a community member
		2.2	Identify voting requirements and procedures as a community member

		2.3	Explore issues of personal interest in the local community
3	Identify own rights as a consumer	3.1	Identify sources of information about rights as a consumer
		3.2	Identify commonly purchased goods and services in the local area
		3.3	Determine different methods of purchasing goods and services
		3.4	Identify obligations of providers of products and services
		3.5	Explore steps for returning faulty products and services
4.	Develop community networks	4.1	Identify own personal interests
		4.2	Investigate opportunities to participate in community activities
		4.3	Determine key points of contact for activities
		4.4	Participate safely in selected community activities with support

Range of conditions

In the context of this unit, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

Local services and information about them should be explored with appropriate support persons and be suitable to the explicit needs of the individual candidate which may include accommodation, transport, health care, education and training, employment, social interaction or financial support services. Services in a local area may vary according to the region or area in which they are located and may include community, council, or government services. The local area may include an individual's area of residence, area of study or work.

Opportunities to participate in community activities may vary across local areas and should reflect the interests, cognitive and physical constraints of individual learners and may include the assistance of an appropriate support person.

Participation in community activities may include participation in:

- arts and cultural activities.
- leisure activities.
- local community meetings.

- volunteering.
- local clubs.
- neighbourhood watch groups.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery area of residence, area of study or work.

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:	• access and use information about community services and facilities.
Problem-solving skills to:	• identify and select services and facilities to meet own identified needs.
Initiative and enterprise skills to:	• source opportunities to become involved in community activities.
Planning and organising skills to:	• develop community networks and participate in community activities.

Unit mapping

Code and title Current version	Code and Title Previous version	Comments
VU24045 Participate in the community	VU23038 Participate in the community	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU24045 Participate in the community.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • explore and use community information, resources and networks that meet one need as a community member and consumer. • participate in one community activity as a responsible community member.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • benefits in participating in the local community. • sources of information about rights and responsibilities of community members. • sources of information about consumer rights. • personal safety strategies to safely participate in the community.
Assessment Conditions	Assessment must ensure access to: • sources of information about community services and activities and responsibilities and rights as a community member and consumer. • resources in the local community. • assessment tasks which deal with the familiar and concrete. • support to enable full participation. At this level the learner: • may require strong support from the context, including visual cues. • can work alongside an expert / mentor where prompting and advice can be provided. Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24046
Unit title	Use technology for everyday purposes
Application	This unit describes the skills and knowledge to use technology for everyday purposes. It focuses on using technology safely and responsibly to meet individual needs. This unit applies to learners with intellectual disability who wish to use technology for personal and learning purposes. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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 available technology for everyday use	1.1	Identify technology used in the home
		1.2	Identify technology used in the community
		1.3	Identify any safety issues and risks related to using the technology
		1.4	Determine sources of support when using technology
		1.5	Identify the costs of using technology
2	Apply technology for personal purposes	2.1	Identify specific technology for personal purposes
		2.2	Use technology for a personal activity

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		2.3	Use the technology according to operating instructions
		2.4	Seek assistance where required
3	Apply technology for learning purposes	3.1	Identify specific technology for learning purposes
		3.2	Use technology for a learning activity
		3.3	Use the technology according to operating instructions
		3.4	Seek assistance where required
4	Interact in online activities safely and responsibly	4.1	Identify different ways to interact with others online
		4.2	Identify cybersafety issues and risks related to interacting with others online
		4.3	Engage in an online interaction following safety procedures and protocols
		4.4	Identify the features of cyberbullying
		4.5	Identify strategies to reduce the risks of cyberbullying

Range of conditions

In the context of this unit, essential conditions relate to safely interacting online including support to identify and manage online safety issues and risks and accessibility needs. The level of support should reflect the cognitive and physical constraints of individual learners. These conditions are essential for the delivery of the course. Online activities and interactions may include, engaging with others on social media platforms, online gaming, participating in online forums, blogs, educational platforms.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

Safety issues and risks when working online may include:

- breaches in privacy.
- bullying.

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- identity theft.
- online scams, hacks, phishing.
- physical and/or psychological impacts of participating in excessive and prolonged online activities.

Support must be provided to individual candidates to interact safely and responsibly online. Interacting safely and responsibly in online activities includes:

- using safe internet practices when interacting online such as:
 - creating secure/safe passwords and keeping them safe.
 - not revealing detailed personal information.
 - not clicking on unknown links.
 - logging out when finished.
 - recognising SPAM or phishing.
- interacting responsibly in online activities by following ethical protocols such as digital citizenship and respectfully engaging with others in online spaces such as:
 - respecting others, such as not posting/reposting images without permission.
 - communicating in a courteous and non-discriminatory manner.
 - remembering the nuance, tone of voice, body language, and other non-verbal cues are not evident online so a message may be received differently than anticipated.
- maintaining empathy for others despite the relative anonymity and physical distance and perceived lack of consequence for own actions.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency:

Skill	Description
Reading skills to:	• follow instructions and procedures for the safe use of the technology.
Oral communication skills to:	• participate in electronic communication and interactions.
Problem-solving skills to:	• identify technology suitable for identified needs.
Self-management skills to:	• use the technology responsibly.

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Digital literacy skills to:

- to interpret and respond to digital information and interact appropriately for purpose and audience.

Unit mapping

Current version	Previous version	Comments
VU24046 Use technology for everyday purposes	VU23039 Use technology for a range of purposes	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24046 Use technology for everyday purposes.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - interact safely online to use at least three different types of technology safely and responsibly to: - successfully complete one online activity relevant to own personal needs. - participate in two learning activities. - identify and use strategies to reduce online safety risks in the above interactions.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - benefits and risks in using technology. - sources of information and support about different types of technology and applications. - safety considerations and responsibilities when engaging in online activities and using technology. - sources of support for cyberbullying.
Assessment Conditions	Assessment must ensure access to: - technology for personal and learning needs. - information about the risks of using technology. - assessment tasks which are relevant and in a familiar context for the learner. - access to an appropriate support person. At this level the learner: - can work alongside an expert/mentor where prompting and advice can be provided. Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24047
Unit title	Explore personal wellbeing
Application	This unit describes the skills and knowledge to explore own personal wellbeing and identify ways to support it. This unit applies to learners with intellectual disability who wish to explore and support their personal wellbeing. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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	Develop a plan for a healthy lifestyle	1.1	Explore features of a healthy personal lifestyle
		1.2	Identify common health problems linked to personal lifestyle issues
		1.3	Determine barriers to achieve a healthy personal lifestyle
		1.4	Develop a personal plan to maintain a healthy lifestyle with support
2	Manage own health and hygiene	2.1	Identify components of personal hygiene
		2.2	Identify common illnesses and ailments linked to poor personal hygiene
		2.3	Determine and follow simple steps to manage own personal hygiene
		2.4	Identify community expectations for

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			maintaining personal hygiene
		2.5	Explore how personal hygiene can affect relationships
3	Identify community services to support health and wellbeing	3.1	Locate health services and facilities in the local area with support
		3.2	Explore health services and facilities within the local and broader community with support
		3.3	Identify local health services and facilities to support own wellbeing needs
4	Identify actions for a medical emergency	4.1	Identify common medical emergencies
		4.2	Identify emergency services and their functions
		4.3	Determine the steps to obtain emergency assistance

Range of conditions

In the context of this unit, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

A personal wellbeing plan should be developed with the assistance of an appropriate support person and be relevant to the explicit health and wellbeing needs of the individual candidate. The plan may be developed in different formats and mediums in response to the cognitive and physical constraints of individual learners. The plan must include personal wellbeing needs, actions/strategies to maintain or improve own wellbeing, available support resources and contacts.

Community and health services to support wellbeing may vary across local areas and regions and may include general practitioners (GPs), counsellors, dentists, community health centres, alternative health practitioners, Family Planning Clinics, Mental Health Clinics, public and private hospitals.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency:

Skill	Description
Reading skills to:	access and use information about wellbeing and health issues.
Problem-solving skills to:	identify actions to manage own wellbeing needs.
Self-management skills to:	maintain own wellbeing.

Unit mapping

Current version	Previous version	Comments
VU24047 Explore personal wellbeing	VU23040 Explore personal wellbeing	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24047 Explore personal wellbeing.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • develop a personal wellbeing plan that: ○ identifies features of a healthy lifestyle. ○ identifies two personal wellbeing needs ○ identifies actions to support own personal wellbeing needs. ○ includes information about at least two local health services and resources to meet own wellbeing needs. ○ identifies steps to take in a medical emergency.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • importance of maintaining a healthy lifestyle. • common health issues related to lifestyle. • actions related to maintaining own health and well being. • community standards for personal hygiene.
Assessment Conditions	Assessment must ensure access to: • sources of information on health and well being issues. • health resources in the local community. • appropriate support persons to enable full participation. At this level the learner: • can work alongside an expert/mentor where prompting and advice can be provided. Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24048
Unit title	Access the media
Application	This unit describes the skills and knowledge to access the media to obtain information relevant to own personal needs and interests. This unit applies to learners with intellectual disability who wish to explore information available through different media. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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 the role of media in everyday life	1.1	Identify different types of media
		1.2	Identify the function of the media
		1.3	Determine similarities and differences between different types of media
		1.4	Determine different types of information available in the media
2	Access personal media preferences	2.1	Identify own reasons for accessing various media
		2.2	Investigate the cost of accessing different types of media
		2.3	Select preferred media relevant to own needs and interests
		2.4	Access preferred media and identify areas of interest

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Range of conditions

In the context of this unit, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

The types of media accessed should be relevant to the interests of the individual candidate and may be accessed with the assistance of an appropriate support person. The level of support should reflect the cognitive and physical constraints of individual learners.

Types of media may include digital media information available through online streaming, news and information websites, podcasts, eBooks, hard copy or printed media such as newspapers, magazines, books, pamphlets or other forms of media such as radio or announcements at cinemas.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency:

Skill	Description
Reading skills to:	access the media and engage with information.
Problem-solving skills to:	match own information needs to most appropriate type of media.
Technology skills to:	access the media through different mediums.
Digital literacy skills to:	access the media and engage with digital information.

Unit mapping

Current version	Previous version	Comments
VU24048 Access the media	VU23041 Access the media	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24048 Access the media.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • identify at least three different types of media, at least one must be digital and one non-digital. • apply knowledge of the above types of media to: ○ access and identify at least two types of information of personal interest from two different media sources. ○ obtain information on one specific area of interest from preferred type of media.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • the importance of the media in society. • different information presented by the media. • safe ways to access different types of media. • simple features to distinguish 'reliable' from 'unreliable' information.
Assessment Conditions	Assessment must ensure access to: • different types of media. • technology to support access to electronic media. • appropriate support persons to enable full participation. At this level the learner: • can work alongside an expert mentor where prompting and advice can be provided. Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24049
Unit title	Identify processes to obtain learner permit
Application	This unit describes the skills and knowledge to identify information and processes to obtain the learner driver permit associated with vehicle licences. This unit applies to learners with intellectual disability who wish to gain information about obtaining a learner permit. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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 requirements for gaining a learner permit	1.1	Identify the purpose of a learner permit
		1.2	Determine reasons for obtaining a learner permit
		1.3	Identify eligibility requirements to obtain a learner permit
		1.4	Locate sources of information about the test
		1.5	Determine any specific requirements that apply to applicants with a disability
2	Investigate the process for obtaining a learner permit	2.1	Locate and access relevant information about the permit test
		2.2	Identify the steps in obtaining a learner permit

		2.3	Determine sources of support to obtain a learner permit
		2.4	Identify potential barriers to obtaining a learner permit
		2.5	Identify strategies to address barriers to obtaining a learner permit

Range of conditions

In the context of this unit, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

Support by an appropriate support person may be provided to locate information about the learner permit test. Other sources of information and support to obtain a learner driver permit (besides the information included on the state government website for applying for a driver licence) may include:

- community driver education programs.
- State/Territory licencing authorities.
- consumer and self-help groups.
- disabled motorist associations.

Eligibility criteria for obtaining a learner driver permit may include but is not limited to a person's age, residency status in Australia, medical conditions.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency:

Skill	Description
Reading skills to:	• access and use information about learner permit requirements.
Problem-solving skills to:	• assess own eligibility to obtain a learner permit.
Self-management skills to:	• identify own capability to obtain learner permit.

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Technology skills to:	access online information about the learner permit.
Digital literacy skills to:	access and use digital information and text about learner permit requirements.

Unit mapping		
Current version	Previous version	Comments
VU24049 Identify processes to obtain learner permit	VU23042 Identify processes to obtain learner permit	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24049 Identify processes to obtain learner permit.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - source and engage with information about the requirements and processes for obtaining a learner permit. Information should include, as a minimum: - a list of eligibility criteria. - cost. - test locations. - test information - develop a simple plan to apply for permit including: - two sources of support. - simple steps to follow - two potential barriers - two possible solutions to the barriers.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - eligibility requirements to obtain a learner permit. - responsibilities of a learner permit holder.
Assessment Conditions	Assessment must ensure access to: - sources of information about the learner permit. - technology to support access to information about learner permit requirements. - appropriate support persons to enable full participation and provide support for the development of the plan. The plan may be recorded in different formats and mediums in response to the cognitive and physical constraints of individual learners. At this level the learner: - can work alongside an expert/mentor where prompting and advice

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can be provided.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24050
Unit title	Participate in recreational activities
Application	This unit describes the skills and knowledge to plan and participate in recreational activity options appropriate to own budget and interests. This unit applies to learners with intellectual disability who wish to engage in recreational activities. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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 recreational activity options in the community	1.1	Identify the benefits of participating in recreational activities
		1.2	Locate recreational activities available in the community
		1.3	Identify information about available recreational activities
2	Plan participation in a recreational activity	2.1	Select a recreational activity of personal interest
		2.2	Identify the requirements for participation in the recreational activity
		2.3	Identify barriers to participation in recreational activity
		2.4	Assess own ability to meet requirements for participation in the recreational activity

3	Participate in a recreational activity	3.1	Confirm the requirements for participation in the recreational activity
		3.2	Engage in selected recreational activity
		3.3	Display appropriate behaviours while participating in the recreational activity

Range of conditions

In the context of this unit, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

The learner is encouraged to explore different recreational activities that are of interest to them and provide benefits such as, health, wellbeing, connecting with others, availability, interest in the topic, opportunity to share similar interest with others. Support by an appropriate support person may be provided to locate information about suitable recreational activities and to select activities appropriate to the cognitive and physical constraints of the individual learner.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

Recreational activities can include participation in broader community activities or participation in recreational activities related to the learning program or learning community.

Learners must meet behavioural expectations such as cooperating with others, teamwork, following the rules and/or regulations, taking care of equipment and/or facilities, hygiene requirements and use of appropriate language.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency:

Skill	Description
Problem-solving skills to:	match own interests to appropriate recreation activities.
Self-management skills to:	participate in selected recreation activities.
Planning and organising skills to:	plan and participate in recreation activities.

Unit mapping

Current version	Previous version	Comments
VU24050 Participate in recreational activities	VU23043 Participate in recreational activities	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24050 Participate in recreational activities.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - access and identify information about at least two recreational activity options that appeal to self and identify the reason/s for choosing each. - use information to select and participate in a selected recreational activity on at least one occasion.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - the importance of recreation activities for well being. - sources of information about recreational activities. - different types of recreational activities.
Assessment Conditions	Assessment must ensure access to: - sources of information about recreational activities. - appropriate support persons to enable full participation. At this level the learner: - can work alongside an expert/mentor where prompting and advice can be provided. Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24051
Unit title	Participate in creative activities
Application	This unit describes the skills and knowledge to plan and participate in one or more creative activities appropriate to personal interests. It focuses on exploring, accessing, and participating in creative activities. This unit applies to learners with intellectual disability who wish to engage in creative activities. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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 creative activity options in the community	1.1	Identify the benefits of participating in creative activities of interest
		1.2	Locate creative activities available in the community
		1.3	Identify information about available creative activities
2	Plan participation in creative activity	2.1	Select a creative activity of personal interest
		2.2	Identify the requirements for participation in the creative activity
		2.3	Identify barriers to participation in the creative activity
		2.4	Assess own ability to meet requirements for participation in the creative activity

3	Participate in a creative activity	3.1	Confirm the requirements for participation in the creative activity
		3.2	Engage in selected creative activity
		3.3	Display appropriate behaviours while participating in the creative activity

Range of conditions

In the context of this unit, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

The learner is encouraged to explore different creative activities that are of interest to them and provide personal benefits to them such as sensory development, development of fine motor skills, cognitive development, emotional development, creating a product.

Support by an appropriate support person may be provided to locate and access information about suitable creative activities and to select activities appropriate to the cognitive and physical constraints of the individual learner.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

Learners must meet behavioural expectations such as cooperating with others, taking care of equipment and/or facilities, supporting the creativity of others.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency:

Skill	Description
Problem-solving skills to:	match own interests to appropriate creative activities.
Self-management skills to:	participate in selected creative activities.
Planning and organising skills to:	plan and participate in creative activities.

Unit mapping

Current version	Previous version	Comments
VU24051 Participate in creative activities	VU23057 Participate in creative activities	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24051 Participate in creative activities.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: - access and identify information about at least two creative activity options that appeal to self and identify the reason/s for choosing each. - use information to select and participate in a selected creative activity on at least one occasion.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - the importance of creative activities for own well being. - sources of information about creative activities. - different types of creative activities.
Assessment Conditions	Assessment must ensure access to: - sources of information about creative activities. - appropriate support persons to enable full participation. At this level the learner: - can work alongside an expert/mentor where prompting and advice can be provided. Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

Unit code	VU24052
Unit title	Apply communication skills for personal purposes
Application	This unit describes the skills and knowledge to apply communication skills to meet every day personal needs in the community. It includes the ability to communicate orally, use information in simple texts and complete simple forms. This unit applies to learners with intellectual disability who wish to improve their communication skills. Learners at this level will require high levels of teacher/mentor support. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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	Communicate orally in a personal context	1.1	Determine the purpose of the communication
		1.2	Identify the participants for the communication
		1.3	Use questioning to gain information and to clarify meaning
		1.4	Receive and respond to information
		1.5	Apply effective listening skills
		1.6	Express disagreement and/or agreement with others appropriately
2	Use information in short, simple texts for personal needs	2.1	Identify short, simple texts to meet specific personal needs

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		2.2	Determine the purpose of the texts
		2.3	Identify the source of the texts
		2.4	Identify features of texts
		2.5	Locate specific information from texts to meet needs
3	Complete short, simple forms for personal needs	3.1	Identify forms relevant to own purposes
		3.2	Identify key sections of the form
		3.3	Clarify purposes of sections
		3.4	Enter simple information into correct sections of the form
		3.5	Check information entered

Range of conditions

In the context of this unit, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course

In this context, communicating orally relates to highly familiar, immediate, and personally relevant contexts. Concrete tasks of one or two steps have an explicit purpose and contain highly familiar vocabulary. Learners who are non-verbal can communicate using alternative or assistive technology.

The oral communication may include different purposes depending on the needs of the learner such as seeking information, conducting a transaction or discussing a problem or issue.

Simple texts for personal needs should be highly familiar and relate to highly familiar, immediate, and personally relevant contexts. Concrete tasks of one or two steps have an explicit purpose and contain highly familiar vocabulary.

Texts may be in digital or paper-based format and may be sourced from different sources such as websites, directories, noticeboards, brochures, diagrams.

Where required, alternative or assistive technology may be used to access and respond to texts.

Short simple texts may include:

- catalogues/advertisements.
- email, SMS, or handwritten messages.
- information displayed on public transport machines or screens.
- electronic ticketing reader.
- simple diary/calendar.

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- instructions/recipes.
- simple books.

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
Problem-solving skills to:	• identify and select appropriate communication strategies for different audiences and different situations.
Self management skills to:	• interact appropriately with other speakers.

Unit mapping

Current version	Previous version	Comments
VU24052 Apply communication skills for personal purposes	VU23044 Apply communication skills for personal purposes	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU24052 Apply communication skills for personal purposes.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • undertake two simple and familiar oral exchanges using appropriate communication skills and strategies to seek and provide information to meet own specific needs in the community. • use information in two simple texts to meet own identified personal needs. • complete one simple form relevant to a specific need.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • different oral communication strategies for different purposes and audiences. • elements of communication, such as social distance, body language, eye contact and tone. • the importance of nonverbal communication in conveying meaning.
Assessment Conditions	Assessment must ensure access to: • short simple texts relevant to own everyday needs. • participants for oral communication exchange. • appropriate support persons to enable full participation. At this level the learner: • may require strong support from the context, including visual cues. • can work alongside an expert/mentor where prompting and advice can be provided. Where the learner is nonverbal or has additional complex conditions, alternative or assistive technology devices should be used to support assessment. Assessor requirements Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.

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Unit code	VU24053
Unit title	Apply numeracy skills for personal purposes
Application	This unit describes the skills and knowledge to use functional numeracy for everyday familiar situations and needs. It includes the ability to apply simple numerical information to work with money, time, directions, and measurement. This unit applies to learners with intellectual disability who wish to develop everyday numeracy skills to perform simple tasks. Learners at this level will require high levels of teacher/mentor support. No licensing, legislative or certification requirements apply to this unit at the time of publication.
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	Work with money in simple everyday situations	1.1	Identify Australian coins and their monetary value
		1.2	Identify Australian notes and their monetary value
		1.3	Identify different methods of payment
		1.4	Use monetary amounts to perform highly familiar personally relevant tasks
		1.5	Perform simple one step calculations with money
2	Work with time in simple	2.1	Identify digital and clock face time related to

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	everyday situations		simple and familiar everyday situations
		2.2	Use digital and clock face time in simple and familiar everyday situations
		2.3	Identify and use numbers related to time in everyday texts
3	Give and follow simple directions	3.1	Identify simple concepts of position and location
		3.2	Follow simple oral directions for moving between familiar locations
		3.3	Use simple concepts of position and location to describe the location of two or more objects or places
		3.4	Read and interpret simple diagrams and maps of familiar locations
4	Work with measurement in simple everyday situations	4.1	Identify common units of measurement and their abbreviations
		4.2	Identify common units of measurement in simple and familiar everyday activities
		4.3	Identify units of measurement in everyday simple familiar texts
		4.4	Use simple measuring instruments
		4.5	Perform simple, one step calculations with measurements
		4.6	Use common words for comparing measurements

Range of conditions

In the context of this unit, essential conditions relate to the needs of individual candidates including support and accessibility needs and are essential for the delivery of the course.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support delivery.

Numeracy concepts must be highly familiar, concrete, and immediate. Concepts related to money, time, directions, and measurement must be highly explicit and activities must be

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concrete with a highly explicit purpose.

Highly familiar everyday situations and tasks must be personally relevant to the learner and may include:

- daily activities such as shopping, banking, cooking
- making payments using:
 - Tap and Go, BPay, Apple Pay.
- following digital apps for directions.

Numbers related to time in everyday texts may include:

- transport timetables.
- rosters.
- television programs.
- appointments.
- calendars.
- weather forecast.

Measurement in everyday simple familiar texts may include, but is not limited to:

- recipes.
- household bills.
- advertising leaflets.
- catalogues.
- product descriptions.
- ingredient lists on packages.

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:	• to use diagrams and maps.
Oral communication skills to:	• convey and follow directions.
Problem-solving skills to:	• perform simple calculations with money, time, and

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	measurement.
Technology skills to:	perform familiar tasks related to money.

Unit mapping

Current version	Previous version	Comments
VU24053 Apply numeracy skills for personal purposes	VU23045 Apply numeracy skills for personal purposes	Equivalent

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Assessment Requirements

Title	Assessment Requirements for VU24053 Apply numeracy skills for personal purposes.
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • apply simple strategies to undertake one familiar task related to each of the following: ○ money. ○ time. ○ measurement. • apply simple strategies to give and receive directions to two different locations.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • common representations of monetary amounts. ○ written symbols used to represent dollars and cents. • size, shape, and colour related to money. • 24-hour clock related to digital time. • mathematical symbols for addition and subtraction to perform simple calculations. • language of position to convey information about directions. • common units of measurement.
Assessment Conditions	Assessment must ensure access to: • appropriate support person/s to enable full participation. • everyday texts with simple embedded numeracy information. • assessment tasks which deal with the familiar and concrete. At this level the learner: • may require strong support from the context, including visual cues.

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- can work alongside an expert/mentor where prompting and advice can be provided.

Where the learner has additional complex conditions, alternative or assistive technology devices should be used to support assessment.

Assessor requirements

Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education field. Refer to Section B6.2 for further information on meeting the assessor requirements.