



22706VICVIC Certificate I in Work Education

Version 1.0 November 2025

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

Accredited for the period: 01 January 2026

to

31 December 2030

Version History		Date
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Section A – Copyright and course classification information

<p>1. Copyright owner of the course</p>	<p>Copyright of this material is held by the Department of Jobs, Skills, Industry and Regions, Victoria; and managed by the Victorian Skills Authority.</p> <p>© State of Victoria (Department of Jobs, Skills, Industry and Regions) 2026</p>	
<p>2. Address</p>	<p>Deputy CEO</p> <p>Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) GPO Box 4509 MELBOURNE VIC 3001</p> <p>Organisational contact</p> <p>Manager, National Systems Engagement & Reform Unit Engagement & Reform Branch Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) Email: course.enquiry@djsir.vic.gov.au</p> <p>Day-to-day contact:</p> <p>Digital, Manufacturing, Public and Business Services</p> <p>Specialist Adviser: Vocational Qualification & Skill Reform service cmmsservices@chisholm.edu.au</p>	
<p>3. Type of submission</p>	<input type="checkbox"/> Accreditation	
	<input checked="" type="checkbox"/> Reaccreditation	22566VIC Certificate I in Work Education
<p>4. Copyright acknowledgement</p>	<p>The following unit of competency:</p> <ul style="list-style-type: none"> MSMWHS100 Follow WHS procedures <p>has been imported from the MSM Manufacturing training package administered by the Commonwealth of Australia.</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> BSBOPS101 Use business resources BSBTEC101 Operate digital devices 	

- BSBPEF202 Plan and apply time management

have been imported from the BSB Business Services training package administered by the Commonwealth of Australia.

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.

The following units of competency:

- FSKDIG001 Use digital technology for short and basic workplace tasks
- FSKOCM003 Participate in familiar spoken interactions at work

have been imported from the FSK Foundation Skills training package administered by the Commonwealth of Australia.

The following units of competency:

- SIRXIND001 Work effectively in a service environment
- SIRXIND002 Organise and maintain the store environment

have been imported from the SIR Retail Services training package administered by the Commonwealth of Australia.

The following units of competency:

- SITHFAB021 Provide responsible service of alcohol
- SITHFAB025 Prepare and serve espresso coffee
- SITHIND006 Source and use information on the hospitality industry
- SITXFSA005 Use hygienic practices for food safety

have been imported from the SIT Tourism, Travel and Hospitality training package administered by the Commonwealth of Australia.

The following unit of competency:


- TLIG0003 Work effectively with others in a team

has been imported from the TLI Transport and Logistics training package administered by the Commonwealth of Australia.

The following units of competency:

- VU23773 Engage with simple texts for employment purposes
- VU23778 Create simple texts for employment purposes
- VU23780 Work with whole numbers in familiar and predictable situations
- VU23781 Work with fractions, decimals, and percentages in familiar and predictable situations
- VU23782 Work with directions in familiar and predictable

	<p>situations</p> <ul style="list-style-type: none"> • VU23785 Work with statistics in familiar and predictable situations • VU23786 Apply basic technology skills to language learning • VU23787 Access the internet for language learning <p>have been imported from 22689VIC Certificate I in General Education for Adults (Introductory).</p> <p>Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions) 2025.</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see Creative Commons for more information).</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • VU23236 Recognise and interpret safety signs and symbols • VU23246 Complete forms <p>have been imported from 22604VIC Certificate I in Mumgu-dhal tyamatiyt community, connection and pathways.</p> <p>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) 2022.</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see Creative Commons for more information).</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • VU23725 Participate in job seeking activities • VU23723 Prepare for employment <p>have been imported from 22680VIC Certificate I in Employment Pathways.</p> <p>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) 2024.</p> <p>This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see Creative Commons for more information).</p>
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6. Course accrediting body	Victorian Registration and Qualifications Authority	
7. AVETMISS information	ANZSCO code	GEN19 - General Education - not occupationally specific
	ASCED code	1205 - Employment Skills Programs
	National course code	22706VIC
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	22706VIC Certificate I in Work Education
1.2 Nominal duration of the course	990 – 1115 hours
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
2.1 Outcome(s) of the course	<p>The 22706VIC Certificate I in Work Education supports post compulsory school age learners with permanent cognitive and/or intellectual disability to explore work options and access pathways to further specific vocational education and training. It supports learners to improve their employability and work readiness.</p> <p>In exceptional circumstances compulsory school age learners with evidence of permanent cognitive and/or intellectual disability may be enrolled in the qualification.</p>
2.2 Course description	This course supports learners to improve their employability and work readiness. The course provides learners the opportunity to explore work options and study pathways to further specific vocational education and training.
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	<p>The Certificate I in Work Education was first accredited in 1992 and has been continuously accredited since then. The course responds to an ongoing identified need to provide learners with permanent cognitive and/or intellectual disability the opportunity to develop skills that support their access to employment.</p> <p>The course is for post compulsory school age learners with varying degrees of permanent cognitive and/or intellectual disability and whose disability may be accompanied by other complex conditions which inhibit access to education, training, and employment. Learners will have a range of educational experiences and may include:</p>

- 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 disability from mainstream schools who have accessed integration support.
- older mature aged learners with permanent cognitive and/or intellectual disability.
- learners with permanent cognitive and/or intellectual disability accessing learning and support after lengthy periods at home with parents or carers.
- Learners who have completed the Certificate I in Transition Education.
- Ongoing monitoring indicates the Certificate continues to meet a strong demand and provides a valuable transition for learners from a structured learning environment to options for exploring and participating in different job roles and areas of interest and to develop future employment opportunities.

The 22706VIC Certificate 1 in Work Education supports a number of key National and State Government policy initiatives that focus on enabling people with a disability to actively participate in the life of the community and access further education or employment opportunities. These include Australia's Disability Strategy 2021–2031 (the strategy) (1) and the Inclusive Victoria: state disability plan (2022–2026)(2) both of 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

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.

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

Mutua 2019). (4) These skills are essential to living independently and fully participating in the community and in work environments.

The State Wide Advisory Group (SWAG), consisting of providers of the Certificate I in Work 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 and explore employment opportunities. The course is also supported by advocacy groups such as the Victorian Advocacy League for Individuals with Disability (VALID) and Down Syndrome Victoria.

According to the national VET register, there are currently 26 Victorian registered providers of the 22566VIC Certificate I in Work Education, the majority of which are actively delivering the course. There are also providers in Tasmania and NSW. Registered providers consist of TAFEs and a smaller number of community and other private providers. Some of the community providers are also disability support services. The table below compares Government funded and fee for service enrolments for the Certificate I in Work Education between 2021 and 2024. The data below provides strong evidence that supports the need for this course. An analysis of the data indicates that the majority of enrolments are Government funded. There is minimal Fee for Service delivery for this course. Enrolments between 2021 and 2024 have remained largely consistent with a peak in 2022 and a slight decrease in 2024.

	2021	2022	2023	2024
Government Funded	538	663	568	492
Fee for Service	15	29	33	31

Source: Victorian Department of Jobs, Skills, Industry and Regions (DJSIR).

Several activities were undertaken to establish and confirm the current and projected need for the course which 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 mid-cycle review.
- consultation with the Statewide Advisory Group who represents

	<p>providers who deliver a suite of courses for learners with permanent cognitive and/or intellectual disability.</p> <p>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.</p> <p>This course:</p> <ul style="list-style-type: none"> • does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification. • is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set. • does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification. • does not comprise units that duplicate units of competency of a training package qualification.
<p>3.2 Review for re-accreditation</p>	<p>The review and redevelopment of the Certificate I in Work Education was based on the outcomes of a mid-cycle review and ongoing monitoring of the course. A mid cycle review of the Certificate I in Work 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 skills that support their access to employment as evidenced through the following comments by providers:</p> <ul style="list-style-type: none"> • “learners are accessing and obtaining experience in a wide range of vocational areas including as retail, hospitality, automotive panel beating, carpentry/cabinet making, clerical/business work.” • “It is a great pathway for students to help build confidence, work skills and positive personal wellbeing”. • “Students continue to volunteer in a supported environment.” • “Students are looking at future options such as Certificate II Work Education and other learning possibilities.” • “The program allows students to experience supported work placement.” • “The majority of students completing this course continue onto further study in the Certificate II in Work Education”. <p>There were no specific issues raised with the content of the course other than support for the current course structure and the flexibility and breadth of the three elective units that can also be selected from other</p>

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 learner's and/or cohort's specific needs.

Concerns were raised by providers on the viability of delivering quality training and assessment to support the students' needs and provide the complete wrap around support they require. Providers requested the information included in in Section 7.1 Delivery modes be reviewed on the ratio of teachers to students.

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

VU23030 Participate in vocational activities and VU23031 Participate in practical placement with support.

- There was some confusion on the differentiation of the terms - materials, equipment, tools. Consistency and clarification of what is required when the terms are used was requested.

This feedback has been acknowledged in this reaccreditation by:

- maintaining the current course structures.
- updating the skills and knowledge coverage.
- reviewing and updating Section 7.1 Delivery modes in relation to the ratio of teacher to student numbers.
- reviewing the language and content in the identified units regarding the term's equipment, tools, and materials.

The 22706VIC Certificate I in Work Education replaces and is equivalent to the 22566VIC Certificate I in Work Education.

There can be no new enrolments in the 22566VIC Certificate I in Work Education after 31 December 2025.

The following table identifies the relationship between units from the 22566VIC Certificate I in Work Education with units from 22706VIC Certificate I in Work Education.

Transition Table

Superseded Code and Title	Current Code and Title	Relationship
VU23028 Develop and apply an individual vocational plan with support	VU24035 Develop and apply an individual vocational plan with support	Equivalent
VU23029 Develop personal management skills for work	VU24036 Develop personal management skills for work	Not Equivalent

VU23030 Participate in vocational activities	VU24037 Participate in vocational activities	Equivalent
VU23031 Participate in practical placement with support	VU24038 Participate in practical placement with support	Equivalent
VU23032 Develop workplace communication skills	VU24039 Develop workplace communication skills	Not Equivalent
VU23033 Explore a micro business opportunity	VU24040 Explore a micro business opportunity	Equivalent
MSMWHS100 Follow WHS procedures	MSMWHS100 Follow WHS procedures	Equivalent
	VU23786 Apply basic technology skills to language learning	Newly imported unit
	VU23787 Access the internet for language learning	Newly imported unit
VU22789 Participate in job seeking activities	VU23725 Participate in job seeking activities	Equivalent
VU22787 Prepare for employment	VU23723 Prepare for employment	Equivalent
VU22099 Recognise and interpret safety signs and symbols	VU23236 Recognise and interpret safety signs and symbols	Equivalent
VU22109 Complete forms	VU23246 Complete forms	Equivalent
VU22369 Work with simple numbers and money in familiar situations	VU23780 Work with whole numbers in familiar and predictable situations	Not Equivalent
VU22372 Work with and interpret simple numerical information in familiar texts	VU23781 Work with fractions, decimals and percentages in familiar and predictable situations	Not Equivalent
VU22450 Work with and interpret simple directions in familiar situations	VU23782 Work with directions in familiar and predictable situations	Equivalent

VU22362 Engage with simple texts for employment purposes	VU23773 Engage with simple texts for employment purposes	Equivalent
VU22367 Create simple texts for employment purposes	VU23778 Create simple texts for employment purposes	Equivalent
BSBADM101 Use business equipment and resources	BSBOPS101 Use business resources	Equivalent
BSBITU111 Operate a personal digital device	BSBTEC101 Operate digital devices	Equivalent
BSBWOR202 Organise and complete daily work activities	BSBPEF202 Plan and apply time management	Equivalent
CHCVOL001 Be an effective volunteer	CHCVOL001 Be an effective volunteer	No change
FSKDIG001 Use digital technology for short and basic workplace tasks	FSKDIG001 Use digital technology for short and basic workplace tasks	No change
FSKOCM003 Participate in familiar spoken interactions at work	FSKOCM003 Participate in familiar spoken interactions at work	No change
SIRXIND001 Work effectively in a service environment	SIRXIND001 Work effectively in a service environment	No change
SIRXIND002 Organise and maintain the store environment	SIRXIND002 Organise and maintain the store environment	No change
SITHFAB002 Provide responsible service of alcohol	SITHFAB021 Provide responsible service of alcohol	Equivalent
SITHFAB005 Prepare and serve espresso coffee	SITHFAB025 Prepare and serve espresso coffee	Equivalent
SITHIND002 Source and use information on the hospitality industry	SITHIND006 Source and use information on the hospitality industry	Equivalent

SITXFSA001 Use hygienic practices for food safety	SITXFSA005 Use hygienic practices for food safety	Equivalent
TLIG1001 Work effectively with others	TLIG0003 Work effectively with others in a team	Not Equivalent
ICTICT103 Use, communicate and search securely on the internet		Deleted
VU22373 Work with and interpret simple statistical information in familiar texts		Deleted
BSBADM101 Use business equipment and resources		Deleted
SIRXIND002 Organise and maintain the store environment		Deleted
SITHFAB002 Provide responsible service of alcohol		Deleted
SITHIND002 Source and use information on the hospitality industry		Deleted

4. Course outcomes	Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses
<p>4.1 Qualification level</p>	<p>The outcomes of the Certificate I in Work Education are consistent with Australian Qualifications Framework (AQF) Level 1. 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.</p> <p>The volume of learning for the Certificate I in Work Education is typically 1 year and incorporates structured training delivery and unstructured learning activities and opportunities for practice and reinforcement of skills such as:</p> <p>This course incorporates structured training delivery and unstructured learning activities and opportunities for practice and reinforcement of skills such as:</p> <ul style="list-style-type: none"> • structured training activities to develop strategies to improve employability and work readiness. • using information and resources to explore work options and access pathways to further specific vocational education and training <p>Learners will apply knowledge and skills to demonstrate limited autonomy and judgement as follows:</p> <ul style="list-style-type: none"> • Developing knowledge of: <ul style="list-style-type: none"> ○ work related OHS/WHS procedures and requirements ○ sources of information on a range of industries relevant to own interests ○ sources of information to identify the job seeking process and employment opportunities ○ simple strategies to meet workplace expectations ○ simple strategies to support personal management in the workplace • Developing skills to: <ul style="list-style-type: none"> ○ work with a support person to develop and implement a personal vocational plan to support vocational goals ○ access information and resources to support achievement of vocational goals ○ apply strategies to support workplace participation ○ use technology relevant to the workplace • Applying skills and knowledge in highly structured, personally

	relevant and supported contexts.
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	<p>To be eligible for the award of 22706VIC Certificate I in Work Education learners must successfully complete a total of 10 units comprising:</p> <ul style="list-style-type: none"> • 7 core units. • 3 electives which may be selected from: <ul style="list-style-type: none"> ○ units listed below. ○ units first packaged in Certificate I qualifications in endorsed training packages or accredited courses. ○ units first packaged in an accredited 'Course in...' <p>Selection of electives must reflect the integrity and intent of the qualification.</p> <p>Where the full qualification is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.</p>

Unit of competency code	Unit of competency title	Field of Education code (6 Digit)	Pre-requisite	Nominal hours
Core units				
VU24035	Develop and apply an individual vocational plan with support	120501	Nil	100
VU24036	Develop personal management skills for work	120599	Nil	80
VU24036	Participate in vocational activities	120501	Nil	400
VU24038	Participate in practical placement with support	120501	Nil	300
VUXX18	Develop workplace communication skills	120505	Nil	30

VU23723	Prepare for Employment	120505	Nil	30
MSMWHS100	Follow WHS procedures	061301	Nil	20
Elective units				
Work skills				
BSBTEC101	Operate digital devices	080905	Nil	20
BSBPEF202	Plan and apply time management	120505	Nil	20
VU23786	Apply basic technology skills to language learning	120103	Nil	20
VU23787	Access the internet for language learning	120103	Nil	20
TLIG0003	Work effectively with others in a team	120505	Nil	40
CHCVOL001	Be an effective volunteer	120505	Nil	25
Literacy				
FSKOCM003	Participate in familiar spoken interactions at work	100707	Nil	10
VU23246	Complete forms	120103	Nil	20
VU23773	Engage with simple texts for employment purposes	120103	Nil	25
VU23778	Create simple texts for employment purposes	120103	Nil	25

Numeracy				
VU23780	Work with whole numbers in familiar and predictable situations	120103	Nil	30
VU23781	Work with fractions, decimals and percentages in familiar and predictable situations	120103	Nil	30
VU23782	Work with directions in familiar and predictable situations	120103	Nil	30
Vocational				
VUXX19	Explore a micro business opportunity	120501	Nil	60
FSKDIG001	Use digital technology for short and basic workplace tasks	120505	Nil	10
SITHFAB025	Prepare and serve espresso coffee	110103	Nil	30
SIRXIND001	Work effectively in a service environment	120505	Nil	45
VU23236	Recognise and interpret safety signs and symbols	120103	Nil	10
VU23725	Participate in job seeking activities	120599	Nil	50
SITXFSA005	Use hygienic practices for food safety	110111	Nil	15
Total nominal hours			990 – 1115 hours	

5. Course rules	Standard 5.11 AQTF 2021 Standards for Accredited Courses
<p>5.2 Entry requirements</p>	<p>Entry to the Certificate I in Work Education is intended for post compulsory school age learners with evidence of a permanent cognitive and/or intellectual disability.</p> <p>In exceptional circumstances compulsory school age learners with evidence of a permanent cognitive and/or intellectual disability may be enrolled in the qualification, provided the Registered Training Organisation can establish:</p> <ul style="list-style-type: none"> • the learner’s Secondary School is unable to meet their needs <p>and</p> <ul style="list-style-type: none"> • the learner has a level of behavioural maturity that would allow them to develop the communication and interpersonal skills to interact with other learners. <p>Permanent cognitive and/or intellectual disability must be evidenced. Evidence includes, but is not limited to:</p> <ul style="list-style-type: none"> • Formal assessment by a registered medical practitioner. • Doctors/specialist reports. • Attendance at a Specialist School/Special Developmental Schools. • Integration support at school. • Integration support at school with modified curriculum. <p>While learners may also have the following conditions, these do not constitute a permanent cognitive and/or intellectual disability:</p> <ul style="list-style-type: none"> • Social and/or emotional issues. • Attention Deficit Hyperactivity Disorder. • Specific learning difficulties. • Mental health conditions. • Physical disabilities.
6. Assessment	Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses
<p>6.1 Assessment strategy</p>	<p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the 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.

<p>6.2 Assessor competencies</p>	<p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the 2025 Standards for Registered Training Organisations (RTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Requirements to assess the Certificate I in Work Education.</p> <p>To assess the Certificate I in Work Education an Assessor must have demonstrable expertise in teaching in the special education field.</p> <p>This expertise can be demonstrated by either holding a formal qualification such as:</p> <ul style="list-style-type: none"> Bachelor of Education with a Special Education specialisation area. Graduate Certificate of Education with a Special Education specialisation. Master's degree which includes a Special Education specialisation such as: <ul style="list-style-type: none"> Master of Special Education. Master of Education (Special Education). <p>or</p> <p>evidence of incorporating application of theories and approaches into practice and assessment such as:</p> <ul style="list-style-type: none"> ongoing relevant professional development. engagement with disability teacher networks. peer review of teaching / third party report detailing performance. documented relevant teaching experience. <p>Units of competency imported from training packages or accredited courses must reflect the requirements for assessors specified in that training package or accredited course.</p>
<p>7. Delivery</p>	<p>Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses</p>
<p>7.1 Delivery modes</p>	<p>The intellectual disabilities of learners enrolled in these courses may be diverse and delivery strategies should be selected to reflect varying</p>

learning needs, educational backgrounds, and preferred learning styles to enable learners to develop competence in the knowledge and performance required in the units. Face to face delivery modes should allow for active involvement of all participants. Additional support should also be provided through programs such as mentoring and peer support where appropriate.

Delivery should take into account 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.

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 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.

The core unit *VU24037 Participate in vocational activities* requires learners to investigate sufficient information to enable selection of between two and six vocational activities in which they will then participate.

In order to deliver the unit *VU24038 Participate in practical placement with support*, Registered Training Organisations (RTOs) must provide learners with access to an operating workplace where industry regulations and standards and adequate employer supervision are in place to enable the learner to develop the outcomes detailed in the unit.

Registered Training Organisations should refer to the current [Practical Placement Guidelines](#) in force in Victoria to ensure all relevant requirements are met when students are undertaking the unit *VU24038 Participate in practical placement with support*.

The RTO must monitor placements regularly and address any issues of concern to the learner or the employer.

Issues may include, but are not limited to, safety, allocation of meaningful work tasks and performance of duties.

It is highly recommended that learners complete the *MSMWHS100 Follow WHS procedures* unit before undertaking the work placement unit. If a learner has not already completed the WHS/OHS unit, they must as a minimum requirement, complete learning on essential health and safety requirements for a workplace before they participate in a work placement.

The RTO will need to establish a process with the host employer/organisation providing the work placement, where the roles and responsibilities of all involved, host employer/organisation, RTO and learner, are clear, manageable and of mutual benefit. This includes key contact people and details at both host organisation and RTO are made available to the learner if any additional support is required during

	<p>placement.</p> <p>Work health, safety and environmental/occupational health, safety and environmental (WHS/OHS) requirements around work placements and agreements between RTOs and host employers/organisations will vary across jurisdictions. RTOs should be aware of state or territory legislative requirements and their own responsibilities when placing learners with a work placement organisation for the purpose of training.</p> <p>RTOs must ensure that the workplace provides:</p> <ul style="list-style-type: none"> • a safe environment for learners. • relevant WHS/OHS training and worksite induction before the work placement begins. • appropriate supervision during the placement. <p>Small businesses may require the RTO to provide more intensive support for the learner, particularly early in the placement.</p>
<p>7.2 Resources</p>	<p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the 2025 Standards for Registered Training Organisations (RTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Requirements to deliver the Certificate I in Work Education</p> <p>To deliver the 22706VIC Certificate I in Work Education, trainers must have demonstrable expertise in teaching in the special education field.</p> <p>Expertise in teaching in the special education field can be demonstrated by holding a qualification with a special education specialization. Appropriate qualifications can include:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Master of Special Education ○ Master of Education (Special Education). <p>or</p> <p>Evidencing relevant knowledge and application of theories, methods and</p>



	<p>practices in teaching learners with a range of intellectual disabilities through a combination of activities which may include but are not limited to:</p> <ul style="list-style-type: none"> • evidence of incorporating application of theories and approaches into practice and assessment such as: <ul style="list-style-type: none"> ○ 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. <p>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.</p> <p>Other resources that will be required for the delivery of the qualification include:</p> <ul style="list-style-type: none"> • appropriate support persons allowing for full participation of learners • assistive technology where required. <p>Resources for individual units are listed in each unit in the Assessment Conditions</p>
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8. Pathways and articulation	Standard 5.10 AQTF 2021 Standards for Accredited Courses
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	<p>There are no formal pathways from the 240706VIC Certificate I in Work Education.</p> <p>Learners who complete units of competency from the following courses will be eligible for credit into other qualifications that contain those units:</p> <ul style="list-style-type: none"> • 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathway. • 22680VIC Certificate I in Employment Pathways. • 22689VIC Certificate I in General Education for Adults (Introductory). • Vocational units of competency from their source training package qualification. <p>Possible further study outcomes from the 240706VIC Certificate I in Work Education may include the 22631VIC Certificate II in Work Education, 22689VIC Certificate I in General Education for Adults (Introductory) or the 22694VIC Certificate I in Initial Adult Literacy and Numeracy.</p> <p>Refer to the AQF 2nd Edition, 2013 Pathways Policy.</p>
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9. Ongoing monitoring and evaluation

Standard 5.15 AQTF 2021 Standards for Accredited Courses

9.1 Monitoring and evaluation

Digital, Manufacturing, Public and Business Services
Specialist Adviser: Vocational Qualification & Skill Reform service 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 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:	22706VIC
Qualification title:	Certificate I in Work Education

Foundation skill	Industry/education/legislative/enterprise/community requirements for this qualification include the following facets:
Reading Skills to:	<ul style="list-style-type: none"> access and engage with information about options for employment and vocational areas of interests. follow safety signs, symbols, and notices. follow instructions to carry out tasks and participate in vocational activities.
Writing skills to:	<ul style="list-style-type: none"> complete work related documentation.
Oral communication skills to:	<ul style="list-style-type: none"> ask and respond to simple questions to clarify vocational goals and work activities. participate in discussions to identify vocational goals and strategies to facilitate independence and self confidence. consult with support person and workplace personnel to plan, organise, and review a practical placement,
Numeracy skills to:	<ul style="list-style-type: none"> use simple mathematical concepts such as time and money when participating in vocational activities to manage own daily routines. identify and interpret directions to navigate workplace locations. perform simple calculations with money, time and/or measurement related to vocational activities.
Learning skills to:	<ul style="list-style-type: none"> identify own vocational goals and development needs. access and interpret information related to employment opportunities, in workplace tasks and workplace OHS/WHS.
Problem solving skills to:	<ul style="list-style-type: none"> identify and use strategies to resolve problems and barriers related to vocational activities and employment participation. identify own self development needs and personal goals in relation to future employment options and steps to explore them.

	<ul style="list-style-type: none"> • identify own vocational goals and develop a personal action plan towards employment. • identify future actions required to improve employment prospects. • identify strategies to increase personal independence.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> • seek assistance and support as required. • recognise and address own self development needs.
Teamwork skills to:	<ul style="list-style-type: none"> • work collaboratively with support persons. • use strategies to interact with others in the workplace.
Planning and organising skills to:	<ul style="list-style-type: none"> • identify and confirm vocational goals with the teacher/supervisor. • identify processes and stages to develop vocational plan. • carry out tasks to meet timelines and priorities. • plan and organise a practical placement with support.
Self-management skills to:	<ul style="list-style-type: none"> • identify and monitor personal goals and develop a basic vocational. • review own performance as part of practical placement and identify needs related to future work options. • implement strategies to increase and maintain independence. • participate in vocational activities according to workplace requirements, including presentation and hygiene.
Technology skills to:	<ul style="list-style-type: none"> • use basic communication technology to access information about selected industries and employment opportunities. • meet workplace requirements.
Digital literacy skills to:	<ul style="list-style-type: none"> • gather and interpret information on relevant vocational activities and areas of interest. • participate in a workplace according to their policies and procedures. • participate in workplace tasks.

Section C – Units of competency

Units of competency contained in the course

Units of competency developed for the course	
Code	Title
VU24035	Develop and apply an individual vocational plan with support
VU24036	Develop personal management skills for work
VU24037	Participate in vocational activities
VU24038	Participate in practical placement with support
VU24039	Develop workplace communication skills
VU24040	Explore a micro business opportunity
Units of competency imported from other accredited courses	
Code	Title
VU23786	Apply basic technology skills to language learning
VU23787	Access the internet for language learning
VU23725	Participate in job seeking activities
VU23723	Prepare for employment

VU23236	Recognise and interpret safety signs and symbols
VU23246	Complete forms
VU23780	Work with whole numbers in familiar and predictable situations
VU23782	Work with directions in familiar and predictable situations
VU23781	Work with fractions, decimals and percentages in familiar and predictable situations
VU23773	Engage with simple texts for employment purposes
VU23778	Create simple texts for employment purposes

Units of competency imported from training packages

Code	Title
BSBOPS101	Use business resources
BSBTEC101	Operate digital devices
BSBPEF202	Plan and apply time management
CHCVOL001	Be an effective volunteer
FSKDIG001	Use digital technology for short and basic workplace tasks
FSKOCM003	Participate in familiar spoken interactions at work

MSMWHS100	Follow WHS procedures
SIRXIND001	Work effectively in a service environment
SIRXIND002	Organise and maintain the store environment
SITHFAB021	Provide responsible service of alcohol
SITHFAB025	Prepare and serve espresso coffee
SITHIND006	Source and use information on the hospitality industry
SITXFSA005	Use hygienic practices for food safety
TLIG0003	Work effectively with others in a team

Unit code	VU24035
Unit title	Develop and apply an individual vocational plan with support
Application	<p>This unit describes the skills and knowledge to develop an individualised plan to identify vocational goals and develop and implement a vocational plan in conjunction with a support person.</p> <p>This unit applies to learners with intellectual disability who wish to improve their employment options.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Develop a personal skills profile	1.1	Identify skills gained formally and informally
		1.2	Identify skills and interests and strengths
		1.3	Identify learning preferences
		1.4	Determine how existing skills could apply to different situations
2	Confirm vocational goals	2.1	Determine personal vocational goals with a support person
		2.2	Identify any challenges which may make affect achievement of vocational goals

		2.3	Identify strategies to address potential issues
3	Develop an individual vocational plan	3.1	Attend a planning meeting with a support person
		3.2	Confirm and prioritise goals for the vocational plan
		3.3	Confirm steps and strategies to support achievement of goals
		3.4	Identify available facilities and services that can support achievement of vocational goals and the ways to access them
		3.5	Identify key personnel who can provide support
		3.6	Develop a simple action plan in consultation with the appropriate support person
4	Implement individual vocational plan	4.1	Regularly record achievement of steps, strategies, and goals during implementation of the plan
		4.2	Review progress regularly with a support person
		4.3	Adjust goals and strategies for the vocational plan

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.

Vocational goals may include, employment, work experience, volunteering, community activities, social skills, coping strategies, further training and education.

A support person may include a teacher, a carer, a support worker, mentor or a family member such as a parent, guardian, sibling, grandparent.

The action plan may be developed in a format that best suits the learner needs and may be either hard copy, digital or audio. The plan can be developed with assistance from a support person. The plan maybe created in a format that can be updated or changed as required by either the learner or a support person.

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:	<ul style="list-style-type: none"> • identify existing skills and how they could support future employment. • identify own vocational goals and develop a personal action plan towards employment.
Planning and organising skills to:	<ul style="list-style-type: none"> • develop and regularly review a vocational plan with a support person.
Self-management skills to:	<ul style="list-style-type: none"> • seek feedback and monitor and adjust action plan.

Unit mapping

Code and title Current version	Code and Title Previous version	Comments
VU24035 Develop and apply an individual vocational plan with support	VU23028 Develop and apply an individual vocational plan with support	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24035 Develop and apply an individual vocational plan with support,
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • identify and confirm own vocational goals. • develop, implement, and review an individual vocational plan in conjunction with an appropriate support person.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> • features of a simple action plan such as actions, responsibilities, and timeframes. • available services and facilities that will support the development of an individual vocational plan.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • sufficient time to enable an action plan to be developed, implemented, and reviewed. • an appropriate support person. • assistive technology where required.

At this level, the learner:

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

Where the learner has additional complex conditions, alternative or assistive technology devices can 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	VU24036
Unit title	Develop personal management skills for work
Application	<p>This unit describes the skills and knowledge to identify, develop and apply personal management skills to be able to prepare for participation in work settings and in the broader community.</p> <p>This unit applies to learners with intellectual disability who wish to improve their employment options.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Identify levels of independence to support workforce participation	1.1	List current personal responsibilities
		1.2	List some strategies to maintain and increase independence
		1.3	Describe the impact of work on independent living arrangements
		1.4	Determine appropriate persons or services who can assist with increasing and maintaining independence
2	Develop strategies to support personal confidence	2.1	Identify the main features of personal confidence
		2.2	Determine appropriate ways to develop and maintain personal confidence

		2.3	Recognise possible barriers to the development of personal confidence
		2.4	Apply simple strategies to assist development of personal confidence for the workplace
3	Develop decision making skills for work	3.1	Name common work-related decisions that need to be made
		3.2	Determine possible solutions to common workplace issues
		3.3	Select preferred solution/s to common workplace issues
		3.4	Identify sources of assistance if a possible solution cannot be found
4	Maintain personal health and hygiene	4.1	Meet personal presentation requirements in formal and informal situations
		4.2	Establish a daily personal hygiene routine
		4.3	Identify the elements of good personal health
		4.4	Investigate strategies to maintain or develop good personal health
		4.5	Determine the impact of personal health on employment
		4.6	Explore available resources to assist with personal health issues
5	Identify protective behaviours for the workplace	5.1	Identify personal rights and responsibilities to maintain safety of self and others
		5.2	Differentiate between safe and unsafe behaviour in public and private situations
		5.3	Explore ways to maximise personal safety in the workplace
		5.4	Name sources of support to assist with protective 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.

For this unit and the cohort of learners personal responsibilities of a learner may include, handling own money, traveling independently, cooking and preparing food, shopping, looking for and/or participating in work (either paid or voluntary), caring for pets and/or gardens, caring for others in the family.

Strategies to build self-confidence and develop decision making strategies may include learners participating in role plays, simulations or workplace activities, practical projects.

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

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:	<ul style="list-style-type: none"> identify barriers and possible solutions. increase independence and personal confidence. develop good personal health routines. make decisions.
Self-management skills to:	<ul style="list-style-type: none"> identify strategies to increase personal independence and personal confidence. seek assistance when required.

Unit mapping

Code and title Current version	Code and Title Previous version	Comments
VU24036 Develop personal management skills for work	VU23029 Develop personal management skills for work	Not Equivalent



Assessment Requirements Template

Title	Assessment Requirements for VU24036 Develop personal management skills for work.
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • identify and apply a minimum of two strategies and two skills to manage self in a work environment. • List two health or hygiene issues that may impact employment. • seek support when required.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> • sources of information and assistance for self development. • the link between personal management skills and preparation for work. • processes that can be used to support making decisions.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • an appropriate support person. <p>At this level, the learner:</p> <ul style="list-style-type: none"> • can work alongside an expert/mentor where explicit prompting and advice can be provided. <p>Where the learner has additional complex conditions, alternative or assistive technology devices can be used to support assessment.</p> <p>Assessor requirements</p> <p>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.</p>

Unit code	VU24037
Unit title	Participate in vocational activities
Application	<p>This unit describes the skills and knowledge to prepare for and participate in vocational activities that develop work skills.</p> <p>This unit applies to learners with intellectual disability who wish to improve their employment options.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Choose suitable vocational options	1.1	Explore vocational areas or occupations of interest in consultation with a support person
		1.2	Compare the requirements and conditions of employment for the identified areas of interest
		1.3	Consult with a support person to identify own learning needs in relation to vocational skills
		1.4	Determine whether identified occupations match interests, abilities, physical and psychological needs and requirements
		1.5	Select two or more vocational activities to pursue
2	Prepare for vocational participation	2.1	Gather initial information about the specific industry area of the vocational activities

			selected
		2.2	Identify roles and responsibilities of self and others involved in each vocational activity
		2.3	Confirm resources required to participate in the activity
		2.4	Identify any barriers to participation and discuss with a support person to determine potential required actions
3	Participate in vocational activities	3.1	Carry out tasks according to supervisor's instructions and workplace procedures
		3.2	Select appropriate resources for the work tasks according to supervisor's instructions and workplace procedures
		3.3	Use any required resources according to supervisor's instructions and workplace procedures
		3.4	Clean and store resources as required according to supervisor's instructions and workplace procedures
		3.5	Report any damaged or missing resources to supervisor if required
4	Review participation in vocational activities	4.1	Review own performance in response to feedback from workplace supervisor and/or support person as appropriate
		4.2	Identify areas for improvement or follow-up with a support person
		4.3	Review areas of identified vocational interest with a support person to decide if they should be adapted or changed
		4.4	Determine any future actions required to improve employment prospects in consultation with a support person

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.

For this unit, the requirements and conditions of employment may include, age requirements, requirement to have a licence or certification such as, to operate equipment, for food handling, first aid, a working with children check.

When a learner is participating in vocational activities, workplace procedures may include, occupational/work health safety such as rights and obligations, emergency procedures, reporting hazards, personal protective equipment (PPE), how to contact employer and/or supervisor if unable to attend work, security issues such as passwords, sharing workplace information, use of resources.

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

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> interpret information on relevant vocational areas of interest and activities.
Problem-solving skills to:	<ul style="list-style-type: none"> areas of vocational interest relevant to own interests, abilities and needs. barriers and possible solutions to participate in selected vocational activities. future actions required to improve employment prospects.
Self-management skills to:	<ul style="list-style-type: none"> participate in vocational activities according to workplace requirements.
Technology skills to:	<ul style="list-style-type: none"> use digital tools to source information, safely and securely, for vocational interests and occupations.

Digital literacy skills to:

- access and navigate digital information sources, safely and securely, to identify areas of vocational interests and occupations.

Unit mapping

Code and title Current version	Code and Title Previous version	Comments
VU24037 Participate in vocational activities	VU23030 Participate in vocational activities	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24037 Participate in vocational activities,
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • collect and review information on vocational areas of interest to select between two and six appropriate vocational activities. • participate in between two and six selected vocational activities.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> • workplace procedures required to safely participate in vocational activities including OHS/WHS requirements.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • sources of information on vocational areas/occupations. • opportunities to participate in vocational activities. • an appropriate support person. <p>At this level, the learner:</p> <ul style="list-style-type: none"> • can work alongside an expert /mentor where explicit prompting and advice can be provided. <p>Where the learner has additional complex conditions, alternative or assistive technology devices can be used to support assessment.</p> <p>Assessor requirements</p> <p>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.</p>

Unit code	VU24038
Unit title	Participate in practical placement with support
Application	<p>This unit describes the skills and knowledge to select, negotiate and participate in a practical placement in a workplace or community setting. Learners may work independently where appropriate or as part of a team or under close supervision as required.</p> <p>This unit applies to learners with intellectual disability who wish to improve their employment options.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Plan own practical placement with support	1.1	Investigate placement options in conjunction with a support person
		1.2	Explore potential barriers to placements and discuss mitigating strategies with a support person
		1.3	Determine own learning needs for work placement in consultation with a support person
		1.4	Confirm who the appropriate support/liaison person will be as the point of contact during the practical placement

2	Prepare for vocational participation	2.1	Confirm a time to meet with appropriate personnel in the workplace
		2.2	Confirm skills, experience, needs and preferred options with workplace personnel and support person
		2.3	Compile any documents and information required by both parties
		2.4	Clarify employer expectations
		2.5	Confirm the activities conducted in the workplace and the workplace routine
3	Make transport arrangements	3.1	Select the most appropriate transport mode/s to the workplace
		3.2	Access timetable and destination information if using public transport
		3.3	Confirm appropriate travel arrangements
		3.4	Plan work and travel schedule
		3.5	Develop strategies to solve potential travel problems
4	Prepare for the workplace	4.1	Clarify work procedures and practices
		4.2	Recognise quality requirements from specifications or work instructions
		4.3	Identify resources required for work activities
		4.4	Confirm expectations of workplace induction
		4.5	Identify roles and responsibilities of others in the workplace, including immediate supervisor/s
		4.6	Identify any commonly used workplace specific terminology
5	Participate in the workplace under supervision	5.1	Participate in workplace induction
		5.2	Clarify and plan daily work activities and responsibilities with supervisor

		5.3	Complete workplace tasks according to any OHS/WHS requirements
		5.4	Follow and complete work routine according to supervisor's instructions and work procedures
		5.5	Request assistance if required
		5.6	Complete basic work-related documentation as required
		5.7	Report any OHS/WHS hazards to supervisor as required
		5.8	Follow emergency procedures relevant to the workplace if required
6	Contribute to the workplace team	6.1	Receive and act on feedback
		6.2	Offer constructive feedback to others as required
		6.3	Use interpersonal skills to develop relationships within the workplace
7	Evaluate own performance with support	7.1	Review the placement experience in consultation with a support person
		7.2	Review own performance in response to feedback from relevant people in the workplace
		7.3	Identify own learning needs to support future work options in consultation with a support person
		7.4	Identify any follow-up opportunities arising from work placement with a support person

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.

For this unit practical placement options may include, community/ volunteer organisations, community housing/support programs, local businesses.

Learners need to be able to use work information and processes to access and/or use information

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digitally, where required, such as timesheets, pay slips, orders, induction.

The number of practical placements and the hours of the placement will be dependent on the learner needs, the type of placements undertaken and the availability of organisations with suitable placement opportunities. The placements may all be in the same vocational area or be a mix of different vocational areas again depending on the learner and the availability of appropriate placement opportunities.

Where the learner has additional complex conditions, alternative or assistive technology devices can be used to support delivery, when preparing for and participating in practical placement activities.

Foundation Skills

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

Skill	Description
Reading skills to:	<ul style="list-style-type: none"> Identify commonly used workplace terms. interpret written information included in workplace documents / signs / procedures.
Writing skills to:	<ul style="list-style-type: none"> complete workplace documentation as required.
Teamwork skills to:	<ul style="list-style-type: none"> cooperate with others.
Self-management skills to:	<ul style="list-style-type: none"> review own performance and identify needs related to future work options.
Technology skills to:	<ul style="list-style-type: none"> securely and safely use digital equipment when undertaking practical placement.
Digital literacy skills to:	<ul style="list-style-type: none"> access and use workplace information securely and safely.

Unit mapping



Code and title Current version	Code and Title Previous version	Comments
VU24038 Participate in practical placement with support	VU23031 Participate in practical placement with support	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24038 Participate in practical placement with support.
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • plan and organise a practical placement in consultation with a support person. • participate in at least one practical placement according to workplace requirements. • evaluate the practical placement experience in consultation with a support person to identify future learning requirements to support employment.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> • work environments and expectations. • requirements of a typical workplace.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • a workplace environment in which to undertake the practical placement. • appropriate support allowing for full participation. • access to internet and software to explore vocational options. <p>At this level, the learner:</p> <ul style="list-style-type: none"> • can work alongside an expert/mentor where explicit prompting and advice can be provided. <p>Where the learner has additional complex conditions, alternative or assistive technology devices can be used to support assessment.</p> <p>Assessor requirements</p> <p>Assessors of this unit must have demonstrable expertise in teaching and assessing in the Special Education. Refer to Section B6.2 for further information on meeting the assessor requirements.</p>

Unit code	VU24039
Unit title	Develop workplace communication skills
Application	<p>This unit describes the skills and knowledge to interact and communicate with others in employment settings. It requires the ability to use strategies to initiate and maintain conversations in the workplace and to recognize and apply appropriate behavior in the workplace.</p> <p>This unit applies to learners with intellectual disability and may require the support of a teacher/mentor.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Initiate and maintain communication in the workplace	1.1	Identify ways that are commonly used to open conversations
		1.2	Greet others using appropriate expressions and gestures
		1.3	Ask questions and make statements appropriate to the conversation as required
		1.4	Use appropriate strategies to suit different audiences and situations
		1.5	Use strategies to keep communication open and indicate interest
2	Identify and use strategies to	2.1	Use appropriate strategies to interrupt or join

	participate in workplace communication		conversations
		2.2	Use appropriate expressions, conventions, and timing to end conversations with others
		2.3	Use communication strategies to convey simple information related to the workplace
3	Use interpersonal skills and behaviours in the workplace	3.1	Identify types of behaviour appropriate to formal and informal situations in the workplace
		3.2	Identify and apply communication requirements and social conventions to suit situations in the workplace
		3.3	Identify and apply ways of managing own emotional responses to workplace interactions
		3.4	Apply appropriate behaviours to formal and informal situations in the workplace
		3.5	Use interpersonal communication skills to establish and maintain relationships at work

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.

For this unit workplace communication relates to highly familiar and restricted contexts, has a highly explicit purpose, and includes highly familiar vocabulary. The focus of this unit is on oral communication.

Workplace communication may be face to face or online. Where a learner is non-verbal, alternative, or assistive technology may be used to support participation in workplace communication.

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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:	<ul style="list-style-type: none"> match communication strategies to audience and situation.



Teamwork skills to:	<ul style="list-style-type: none"> participate in interactions with others in the workplace.
Self-management skills to:	<ul style="list-style-type: none"> use respectful behaviour when interacting with others.
Technology skills to:	<ul style="list-style-type: none"> securely and safely use digital equipment when communicating in the workplace.
Digital literacy skills to:	<ul style="list-style-type: none"> interpret and communicate workplace information digitally.

Unit mapping

Code and title Current version	Code and Title Previous version	Comments
VU24039 Develop workplace communication skills	VU23032 Develop workplace communication skills	Not Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24039 Develop workplace communication skills.
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> participate in one formal and one informal workplace conversation. <p>For each conversation:</p> <ul style="list-style-type: none"> use appropriate strategies and conventions to maintain and initiate communication. demonstrate respectful interpersonal behaviours to support the establishment and maintenance of workplace relationships.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> methods for giving and receiving verbal and non verbal messages. elements of communication, including social distance, body language, eye contact and voice monitoring. strategies to interact with others including acknowledgements and turn taking. respectful behaviours when interacting with others.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> situations and audiences that allow the candidate to respond to varied workplace communication situations. <p>At this level, the learner:</p> <ul style="list-style-type: none"> may require strong support from the context, including visual cues. may require extended time to demonstrate skills. can work alongside an expert/mentor where prompting and advice can be provided. <p>Where the learner has additional complex conditions, alternative or assistive technology devices can be used to support assessment.</p> <p>Assessor requirements</p> <p>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.</p>

Unit code	VU24040
Unit title	Explore a micro business opportunity
Application	<p>This unit describes the skills and knowledge to explore a micro business opportunity relevant to personal skills. It includes the ability to explore micro business opportunities, develop an implementation plan and conduct a small market test.</p> <p>This unit applies to learners with intellectual disability who wish to improve their employment options.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Explore potential micro business opportunities	1.1	Identify area of personal skill that could support a micro business
		1.2	Determine the type of micro business that matches own personal skill
		1.3	Determine potential market for the micro business product or service in consultation with a support person
		1.4	Identify any challenges and possible solutions affecting establishment of a micro business
		1.5	Determine potential viability of the micro business in consultation with a support person

2	Develop an implementation plan with support	2.1	Explore costs associated with establishing a micro business
		2.2	Confirm steps required to establish the micro business
		2.3	Identify key people and/or organisations that can assist in establishing and/or maintaining the micro business
		2.4	Document a plan with a support person
3	Conduct a small market test	3.1	Define a market test sample
		3.2	Decide on market testing method/s in consultation with a support person
		3.3	Conduct market testing
		3.4	Review testing results in consultation with a support person
		3.5	Review and adjust the implementation plan as required

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.

A support person may include, a teacher, mentor, carer, parent/guardian, other family member.

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

The plan for a micro business may be written, visual or digital.

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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
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Numeracy skills to:	<ul style="list-style-type: none"> review market testing results in consultation with a support person.
Problem-solving skills to:	<ul style="list-style-type: none"> match personal skills to a micro business opportunity. develop, review, and adapt an implementation plan as required.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> determine potential micro business opportunities.

Unit mapping

Code and title Current version	Code and Title Previous version	Comments
VU24040 Explore a micro business opportunity	VU23033 Explore a micro business opportunity	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU24040 Explore a micro business opportunity.
Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.</p> <p>Assessment must confirm the ability to:</p> <ul style="list-style-type: none"> • consult with a support person to establish the focus of a micro business and identify any associated challenges and solutions. • develop and review an implementation plan and adjust following market testing if required.
Knowledge Evidence	<p>The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit.</p> <p>This includes knowledge of:</p> <ul style="list-style-type: none"> • Sources of information on: <ul style="list-style-type: none"> ○ costs associated with establishing a micro business. ○ individuals and/or organisations that can provide assistance. ○ methods for conducting market tests.
Assessment Conditions	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • an appropriate support person. • sources of information about establishing a micro business. <p>At this level, the learner:</p> <ul style="list-style-type: none"> • may require strong support from the context, including visual cues. • may require extended time to demonstrate skills. • can work alongside an expert/mentor where prompting and advice can be provided. <p>Where the learner has additional complex conditions, alternative or assistive technology devices can be used to support assessment.</p> <p>Assessor requirements</p> <p>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.</p>