**Student Profile and Support Plan**

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| **Student Name** | Lilly Le |
| **Qualification** | FSK20119 Certificate II in Skills for Work and Vocational Pathways |

**ACSF LEVELS**

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| --- | --- | --- | --- | --- |
| **Learning** | **Reading** | **Writing** | **Oral Communication** | **Numeracy** |
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Lilly’s academic history shows that she has always struggled at school. During primary school she was diagnosed with mild intellectual disability which resulted in her receiving additional support from her teachers and support staff.

Lilly is motivated to be independent and has a very supportive family to assist her in achieving her goals. She is very active and is involved in several sport clubs where she is known to be very encouraging and often takes initiative to get things done when in areas that she is very familiar with. Sometimes she struggles to word things well and others take offence at her instructions. She struggles when the rules change or when a new routine is required.

Another passion of hers is to cook and bake familiar recipes and is hoping to be able to have a job that allows her to work in a small cafe. She finds that she needs more time to attempt new recipes and finds it easier if she can watch someone else cook/bake them first. She also loves watching Youtube to help her understand what to do.

Lilly’s goal is to improve her core skills so that she can work in a small supportive cafe environment.

She has expressed concern with following a career path in hospitality, is hesitant to communicate with colleagues and customers particularly when she is in an unfamiliar environment or is feeling pressured to complete tasks in tight timeframes.

**INTEGRATED SUPPORT PLAN**

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| Are there any opportunities for this student to gain Recognition of Prior Learning?  If yes, proceed to an RPL application | **Yes  No** |
| Can the assessment be contextualised to the students industry or workplace? | **Yes  No** |

**ACSF LEVELS**

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| --- | --- | --- | --- | --- | --- |
|  | **Learning** | **Reading** | **Writing** | **Oral Communication** | **Numeracy** |
| **Student** |  |  |  |  |  |
| **Unit of Competency** |  |  |  |  |  |
| **Variance Gap** |  |  |  |  |  |

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| **Summary of additional support needs for student** |
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| **Resources to be used** |
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| **How will the resources be integrated into the training for the unit?** |
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| **Customisation or contextualisation required (if any)?** |
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| **Support strategies to be integrated into the training** |
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| **Support strategies to be integrated into the assessment** |
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