Accreditation Period **2023–2027**

Victorian Pathways Certificate

**WORK RELATED SKILLS**

CURRICULUM DESIGN****

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Victorian Pathways Certificate
Work Related Skills

Important information

Accreditation period

1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The *Bulletin* regularly includes advice on Victorian Pathways Certificate (VPC) studies. It is the responsibility of each teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter via free subscription on the VCAA’s website at: [www.vcaa.vic.edu.au](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

To assist teachers in developing courses, the VCAA publishes an online companion document to the curriculum called VPC Work Related Skills Support material. The Support material provides:

* curriculum development and assessment advice
* examples of teaching and learning activities
* lists of resources
* advice on how to deliver the VCE Vocational Major and VPC in the same classroom
* advice on how to integrate other VPC units with the Work Related Skills units
* advice on teaching students with additional needs, including adjustment advice for students with disabilities.

The [*VPC Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

Providers

Throughout this curriculum design the term ‘school’ is intended to include both schools and non-school providers.

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Introduction

Scope of study

VPC Work Related Skills (WRS) enables the development of knowledge, skills and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills.

This study examines four key areas: workplace health and culture; skills and capabilities; planning and executing a small-scale work-related activity; and activities related to seeking employment and further training.

WRS has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

WRS emphasises student participation in activities that develop tangible employability skills and prepares students for their desired future pathway.

Rationale

VPC Work Related Skills provides a framework through which students can continue to build their educational knowledge and skills, prepare to transition to the workforce and to further education, best placing them for success. This study helps students develop an understanding of the motivation, behaviours, rights and responsibilities of self and others, as well as the skills to communicate effectively, to work within a team and the capacity to reflect and improve when applying knowledge, experiences and skills to a real-world situation.

The study of WRS leads to opportunities across different industries and further education providers, giving young people the tools they need to succeed in the future.

Underpinned by applied learning

VPC Work Related Skills is based on an applied learning approach to teaching, ensuring that every student feels empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Applied learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world. Applied learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible.

Applied learning is about nurturing and working with a student in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning. Applied learning emphasises skills and knowledge that may not normally be the focus of more traditional school curriculums. It also recognises individual differences in ways of learning and post-educational experiences. Real-life application often requires a shift from a traditional focus on discrete curriculum to a more integrated and contextualised approach to learning, as students learn and apply the skills and knowledge required to solve problems, implement projects or participate in the workforce.

This study design acknowledges that part of the transition from school to further education, training and employment is the ability to participate and function in society as an adult. Moving students out of the classroom to learn allows them to make the shift to become more independent and responsible for their own learning and increase their intrinsic motivation. Best practice applied learning programs are flexible and student-centred, where learning goals and modules are individually designed and negotiated with students.

Applied learning may also involve students and their teachers working in partnership with external organisations and individuals to access VET and integrated work placements. These partnerships provide the necessary contexts for students to demonstrate the relevance of the skills and knowledge they have acquired in their study and training.

Approaches to applied learning

This Work Related Skills curriculum design is based on an applied learning approach to teaching this study. Applied learning principles and practices are embodied in the following five categories.

| Motivation to engage in learning | Applied learning practices | Student agency in learning | A student-centred and flexible approach | Assessment practices which promote success |
| --- | --- | --- | --- | --- |
| * Ensure what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible
* Engage students in demonstrations, activities, investigations and problem-solving in the classroom, community, workplace and other educational settings
* Undertake activities that challenge the student’s level of competence and support them to succeed and build self-efficacy.
 | * Ensure students apply what they have learnt by utilising the learning cycle of doing, experiencing, reflecting and relating new knowledge and skills to the real world
* To cater for individual student needs, use authentic materials and resources drawn from everyday life rather than mass-produced textbooks or materials
* Utilise the experience and knowledge of community members including employers, cultural and community leaders and former students
* Ensure learning reflects the integration that occurs in real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills
* Present learning activities in different modalities: visual, auditory and kinesthetic, to allow the greatest uptake of knowledge
* Explicitly teach the technical language of the content that can be applied by students in talking, reading, writing and listening, using authentic examples.
 | * Engage in a dialogue with students about the curriculum and how they can make connections
* Ensure students are moving to equal partners in determining the learning process as they develop greater independence and responsibility for their own learning
* Encourage students to collaborate with peers and identify and utilise individual and group strengths, and reflect on each stage of their learning journey
* Share knowledge and recognise the intellectual, cultural and practical knowledge students bring to the learning environment
* Value students’ own approaches to the study including effective use of supporting technologies
* Support students to learn through interaction and cooperation via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups.
 | * Understand the students’ knowledge and skills prior to commencing the study and use this as the starting point for their learning
* Understand and encourage students’ personal, education and pathway goals
* Consider the whole person and celebrate successes and connections to build resilience, confidence and self-worth
* Build on the positive strengths of each student, including learning strengths and character strengths
* Teach concepts in contexts relevant to the students’ backgrounds, interests and experiences
* Facilitate mutually beneficial relationships with a range of local communities while raising awareness about social and community issues and practices that influence and impact on students’ lives and futures.
 | * Use the assessment method that best fits the content and context and allows for incremental indications of success
* Afford students multiple opportunities for success and assessment.
 |

Aims

This study enables students to:

* identify and implement practical ways to ensure mental health and wellbeing in the workplace
* identify safety risks and hazards in the workplace
* proactively implement strategies to ensure personal safety and the safety of others within the workplace
* understand rights and responsibilities in the workplace
* identify and articulate personal skills, capabilities and technical knowledge, as it relates to suitability for employment and further education
* understand options and plan for future pathways beyond secondary education
* identify and apply relevant strategies to apply for employment and training opportunities.

Structure

The study is made up of four units. Each unit contains three modules. The Learning Goal of each module describes the intended knowledge and skills to be gained by the student. The Application describes examples of evidence that will show a student has achieved the learning goal. The approach to achieving the learning goal is centred on applied learning principles and is detailed through the application of key knowledge and skills.

The units have been designed as standalone and can be completed in any order.

Entry

There are no prerequisites for entry into any of the units in this course.

Duration

Each unit requires 100 nominal hours, of which at least 50 hours are scheduled classroom instruction. The VPC is designed to be delivered flexibly to suit the needs and circumstance of individual students. This can include face to face learning and can also consist of activities such as work experience, volunteering, community involvement and sports leadership.

Changes to the curriculum

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The *Bulletin* is the only source of changes to regulations and accredited studies. It is the responsibility of each teacher to monitor changes or advice about studies published in the *Bulletin*.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VPC Work Related Skills to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VPC Administrative Handbook*. Schools will be notified when they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The VPC Work Related Skills Support material provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Resources

There are no specialist resource requirements for VPC Work Related Skills.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 870 Child Safe Standards – Managing the Risk of Child Abuse in Schools*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

Assessment and reporting

Satisfactory completion

Completion of a module is based on the teacher’s decision that the student has demonstrated achievement of the learning goal specified in that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory completion.

Schools will report a student’s result for each module to the VCAA as S (Satisfactory) or N (Not Yet Complete).

Assessment

The standards of this course are described in the learning goals and applications, which will guide teachers and students as to what students are expected to know, understand and do as a result of the learning. Development of the assessment tasks identified to gather evidence of the designated learning will be done within the specific context of the setting and will be related to applied learning principles by having authentic purposes and practical outcomes. Teachers will then design the learning experiences and instruction necessary for students to meet the goals, following the backward design model.[[1]](#footnote-2)

Evidence of achievement must be ascertained through a range of assessment activities and tasks that demonstrates achievement of the modules. A key indicator of the level of achievement of the standard are the active verbs at the start of each statement, based on the hierarchy of knowledge in Bloom’s Taxonomy[[2]](#footnote-3). This decision will be supported by additional advice on rubric development and practical examples in the VPC Work Related Skills Support material. The teacher’s understanding of, and use, of such resource materials will be supported by the Curriculum and Assessment Audit.

Teaching, learning and assessment strategies should be based on the Applied Learning Principles.

The learning goal and application sections of this document, alongside the Applied Learning Principles, should be used for course design and for the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in the classroom or work environment and within a predetermined timeframe.

Assessment tasks should be designed to assess the attainment of knowledge and skills through practical application. It will require the collection of evidence from a range of assessment activities and tasks.

Assessment within the VPC should be based on the following principles:

*Assessment should be valid and reliable*

* Assessment tasks/activities should be designed to reflect the nature of the learning goals/elements of the study.
* Students should be assessed across a range of different tasks/activities and contexts.
* Students should be provided with multiple opportunities when required to satisfy the learning goal.

*Assessment should be fair*

* Assessment tasks/activities should be grounded in a relevant context and be sensitive to gender, culture, linguistic background, disability, socioeconomic status and geographic location.
* Instructions for assessment tasks should be clear and explicit.

*Assessment should be flexible*

* Assessment should be open ended and flexible to meet the specific needs of students.
* Students should have the opportunity to demonstrate achievement at their own level and pace.

*Assessment should be efficient*

* Assessment instruments that provide evidence of achievement across a range of learning goals/studies should be used.

Implementing the study

Approach to learning

The teaching, learning and assessment strategies should be based around the applied learning principles on page 7 in this document. Start from the learner’s point of need and use relevant contexts and materials. The teacher needs to tap into the known skills and knowledge of a student and make connections. The connections need to be made between the study and their real world.

Implementing assessment

Assessment will evaluate the student’s practical application of knowledge and skills. It will require the collection of evidence from a range of assessment activities and tasks. Students should be afforded multiple opportunities to demonstrate satisfactory completion. Consideration should be given to the Applied learning principles on page 7 of this document when determining assessment.

Further support

Students can be supported and guided in their work and in their assessments. Explicit high levels of teacher support, scaffolding, and guidance should be made available where needed. The level of support can include, but is not limited to:

* the provision of highly structured guides and templates
* prompting or questioning to help guide the student
* working alongside the student when learning or undertaking a task – explaining and prompting as they work
* encouraging students to document and report on their work and investigations in a way they feel most comfortable with – orally, in writing, using an audio or video recording, an image/graphic.

Authentication

Work related to the learning goal of each module will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the *VPC Administrative Handbook* for authentication procedures.

Unit 1

Module 1: Interests, skills and capabilities in the workplace

This module examines the skills, capabilities and personal attributes required within the workplace. Students will develop an understanding of how employability skills and capabilities can be applied in a variety of settings, discuss how technical skills and capabilities are applied in a specific setting and explore how personal interests can be aligned with pathway opportunities.

Learning goal 1.1

On completion of this module the student should be able to:

* differentiate between interests, personal attributes and capabilities
* discuss the application of a range of employability skills
* describe how different technical skills, capabilities and personal attributes are applied in different industry groups.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* identify the difference between interests, personal attributes and capabilities
* choose the appropriate application of employability skills and capabilities in a variety of settings
* explain the technical skills and capabilities required by specific industry groups
* align personal interests and strengths to specific industry groups.

Module 2: Employment opportunities and workplace conditions

This module explores the employment opportunities that exist within a workplace and how qualifications and further study can increase the opportunities that may be available. Students will identify and describe employee and employer rights and responsibilities in the workplace relating to pay and conditions within a selected setting. Students will interview an employee about training and employment experiences and present findings supported by appropriate technology.

Learning goal 1.2

On completion of this module the student should be able to:

* research employment opportunities
* recognise and consider different types of roles in a workplace
* identify the role of qualifications and further study relating to employment opportunities
* describe the rights and responsibilities of employees and employers relating to pay and conditions within a selected workplace.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* explain research findings on employment opportunities within a workplace
* identify and analyse the type of worker classification such as part time, casual, full time, apprentice
* use understanding of the role of qualifications and further study to increase employment opportunities when reflecting on future pathways
* identify and communicate employee rights and responsibilities in the workplace relating to pay and conditions.

Module 3: Applying for an employment opportunity

This module examines the process of identifying an employment opportunity and writing a resume and cover letter that includes information relevant to the opportunity. Students will develop practical skills associated with drafting and finalising a resume and cover letter and use feedback to improve resume and cover letter.

Learning goal 1.3

On completion of this module the student should be able to:

* identify the elements of a successful resume and cover letter that is relevant to an employment opportunity and provide a draft
* use reflection and feedback to improve the resume and cover letter.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* apply strategies to identify an employment opportunity
* articulate the key elements of a resume, including purpose, format and inclusion of relevant information
* demonstrate the key elements of a cover letter, including purpose, format and inclusion of relevant information
* apply strategies to improve resumes and cover letters
* use of relevant language to address key selection criteria
* produce an application for the selected employment opportunity using relevant technical vocabulary
* seek feedback from a careers practitioner or suitable staff member on the application for the selected employment opportunity
* apply feedback to strengthen the cover letter and resume.

Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Work Related Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

| **Learning goal** | **Assessment tasks** |
| --- | --- |
| **Module 1 Goal 1.1**On completion of this module, the student should be able to:* differentiate between interests, attributes and capabilities
* discuss the application of a range of employability skills
* describe how different technical skills, capabilities and attributes are applied in different industry groups.
 | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:* development of cover letter/resume
* development of career action plan
* interview and reflection of relevant industry representative, employer, education provider, career practitioner
* a reflection and collection of annotated resources during career expos visits
* a skills audit
* creation of SMART goals
* completion of career discovery quiz
* creation of a personal profile
* annotated position description or advertisements
* participation in a mock job interview
* a digital, oral or visual presentation
 |
| **Module 2 Goal 1.2**On completion of this module the student should be able to:* research employment opportunities
* recognise and consider different types of roles in a workplace
* identify the role of qualifications and further study relating to employment opportunities
* describe the rights and responsibilities of employees and employers relating to pay and conditions within a selected workplace.
 |
| **Module 3 Goal 1.3**On completion of this module the student should be able to:* identify the elements of a successful resume and cover letter that is relevant to an employment opportunity and provide a draft
* use reflection and feedback to improve the resume and cover letter.
 |

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 2

Module 1: Identifying and planning for a work-related activity

This module commences the planning process for a small-scale work-related activity. Working in teams, students will identify and explore a range of activities, identify an achievable small-scale work-related activity and collaboratively plan for the activity. Students will consider how the chosen activity aligns with employability skills, seek and apply feedback and evaluate the effectiveness of the planned activity.

Learning goal 2.1

On completion of this module the student should be able to:

* utilise the identified skills of collaboratively planning by establishing a small-scale work-related activity
* use the collaborative planning skill of seeking and applying feedback to enrich plan
* identify the employability skills that align to the activity
* evaluate the effectiveness of the plan.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* explore and suggest a possible small-scale work-related activity
* be an active member of the team in the planning process
* provide an overview of a planned small-scale work-related activity using examples
* demonstrate the key features of effective collaboration through work within a team to identify roles and responsibilities
* explain the technology and/or resources required for the activity
* identify the employability skills required to complete the work-related activity
* suggest strategies to assess the strengths and weaknesses of the work-related activity plan.

Module 2: Completing and reviewing a small-scale work-related activity

This module focuses on the completion and review of a small-scale work-related activity. Students will apply a range of skills when implementing a plan and will engage in a process of reflection and evaluation about the implementation of the small-scale work-related activity and application to other work contexts.

Learning goal 2.2

On completion of this module the student should be able to:

* implement planned small-scale work-related activity
* utilise the skills of communication, problem-solving, using technology, delegation and time management to complete the activity.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* use identified employability skills to implement a small-scale work-related activity
* carry out a small-scale work-related activity within agreed timeframes
* apply strategies to assess the strengths and weaknesses of the implementation of a small-scale work-related activity, including appropriate use of technology and/or resources, collaboration, problem-solving, individual and team effectiveness, individual and team task management
* review individual and team effectiveness in achieving the desired outcome of the activity
* identify key skills and capabilities used within the activity that can be transferred to other work contexts.

Module 3: Reporting on a small-scale work-related activity

This module develops students’ communication and technology skills through reporting on small-scale work-related activity. Students will learn about the structure and conventions of writing a report and will apply this format to describe the planning, implementation and evaluation of the small-scale work-related activity. Students will reflect on how they can improve future work-related outcomes.

Learning goal 2.3

On completion of this module the student should be able to:

* create and present a report on a small-scale work-related activity that demonstrates appropriate structure and conventions of a report and describes the planning, implementation and evaluation of the small-scale work-related activity
* demonstrate communication and technology skills through the manner in which they report on a work-related activity
* reflect on how future work-related outcomes can be improved.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* apply the key conventions to structure a report and apply appropriate tone and voice for the selected audience
* explain the planning process of the activity and the roles assigned to each team member
* use digital technology to prepare a report on the small-scale work-related activity demonstrating appropriate use of technology and/or resources, collaboration, problem-solving, individual and team effectiveness, individual and team task management planning and implementation of the small-scale work-related activity
* present the report demonstrating communication skills
* identify and explain the implementation and outcomes of the activity
* propose actions to improve future work-related activity outcomes
* improve outcomes and/or delivery.

Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Work Related Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

|  |  |
| --- | --- |
| **Learning goal**  | **Assessment tasks** |
| **Module 1 Goal 2.1**On completion of this module the student should be able to:* utilise the identified skills of collaboratively planning by establishing a small-scale work-related activity
* use the collaborative planning skill of seeking and applying feedback to enrich plan
* identify the employability skills that align to chosen activity
* evaluate the effectiveness of the plan.
 | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:* a project plan
* a digital, oral or visual presentation
* development and collation of survey
* chair meeting
* a skills audit
* a response to structured questions
* an observation checklist
* a report
* a plan of action/response to feedback
* a blog or vlog.
 |
| **Module 2 Goal 2.2**On completion of this module, the student should be able to:* implement a planned small-scale work-related activity
* utilise the skills of communication, problem-solving, using technology, delegation and time management to complete the activity.
 |
| **Module 3 Goal 2.3**On completion of this module, the student should be able to:* create and present a report on small-scale work-related activity that demonstrates appropriate structure and conventions of a report and describes the planning, implementation and evaluation of the small-scale work-related activity
* demonstrate communication and technology skills through the manner in which they report on a work-related activity
* reflect on how future work-related outcomes can improved.
 |

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 3

Module 1: Healthy workplace practice

This module introduces students to the workplace and the role of physical and mental health in the workplace. Students will examine how employees can contribute to the physical and mental health of self and colleagues, and discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies.

Learning goal 3.1

On completion of this module the student should be able to

* identify and describe physical and mental health in the workplace
* discuss ways in which employees can contribute to physical and mental health in the workplace
* explain the role of employers regarding health in the workplace, including company policies.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* explain a variety of workplace structures
* provide evidence of discovered physical health preservation measures
* identify similarities and differences of contributing factors to positive and negative mental health in the workplace
* demonstrate understanding of the responsibilities of employers in maintaining physical and mental health for employees and customers/clients
* identify policies that promote respect and inclusion in the workplace including race, culture, religion, gender, gender identity, sexual orientation and disabilities.

Module 2: Rights and responsibilities

This module distinguishes between a safe and an unsafe workplace and explores how students can address unlawful practices. Students will identify unlawful workplace practices including bullying, harassment and discrimination, and internal and external processes to report unsafe practices. Students will examine employee responsibilities in the workplace and present findings.

Learning goal 3.2

On completion of this module the student should be able to:

* describe unlawful workplace practices
* identify processes to address and report unsafe practices
* present understandings of employee responsibilities in the workplace.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* explain the differences between a safe workplace and an unsafe workplace
* identify unlawful workplace practice, including bullying, sexual harassment and discrimination
* identify internal processes to report unlawful or unsafe workplace practices
* explain external processes to report unlawful or unsafe workplace practices
* explain employee responsibilities in the workplace, including being on time, if appropriate wearing correctly fitted PPE, reporting illness in a timely manner, complying with reasonable requests and adhering to company policies.

Module 3: Physical health and safety

This module explores physical health and safety in the workplace. Students will describe strategies to reduce harm in a workplace or environment that is familiar to them, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.

Learning goal 3.3

On completion of this module the student should be able to:

* identify a range of strategies to improve safety in the workplace
* recognise and assess potential hazards and harms
* develop recommendations to respond to the identification of hazards and harms.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* apply understanding of the key elements of workplace health and safety
* apply understanding of the hazard reporting processes
* demonstrate knowledge of strategies to reduce hazards and harm in a familiar workplace or simulated workplace, including employee identification, hazard reporting processes, risk assessment tools and job safety analysis
* use examples to explain the universal strategies, safeguards and organisations that exist to reduce harm and ensure safe workplaces.

Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Work Related Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

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| **Learning goal**  | **Assessment tasks** |
| **Module 1 Goal 3.1**On completion of this module the student should be able to * identify and describe physical and mental health in the workplace
* discuss ways in which employees can contribute to physical and mental health in the workplace
* explain the role of employers regarding health in the workplace, including company policies.
 | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:* a digital, oral or visual presentation
* interview and reflection of relevant industry representative, employer, employee
* a response to structured questions
* a research task or case study
* a role-play or performance
* a mock hearing
* a safety audit
* a risk management plan
* participation in a safety drill
* a report
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| **Module 2 Goal 3.2**On completion of this module the student should be able to: * describe unlawful workplace practices
* identify processes to address and report unsafe practices
* present understandings of employee responsibilities in the workplace.
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| **Module 3 Goal 3.3**On completion of this module the student should be able to:* identify a range of strategies to improve safety in the workplace
* recognise and assess potential hazards and harms
* develop recommendations to respond to the identification of hazards and harms.
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Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 4

Module 1: Explore and plan for potential pathways

This module provides students with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan.

Learning goal 4.1

On completion of this module the student should be able to:

* identify a potential pathway
* access and assess online platforms to explore pathway options
* apply knowledge to draft a pathway plan
* seek feedback on and refine pathway plan.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* identify and discuss appropriate employment and education pathway options
* engage with several professionals, family/carers to discuss potential employment and education pathways
* access and note information regarding potential employment and education pathways
* engage with several online platforms to explore potential employment and education pathways and labour market data and trends
* apply understanding of the role of further education and training providers
* develop a pathway plan that includes details on further education and training institutions, possible locations, potential access options, prerequisites and/or application processes
* seek feedback on a pathway plan from an appropriate professional then apply strategies to refine the plan
* complete a final pathway plan.

Module 2: Employment seeking activities and the application process

This module explores strategies for students to apply when collecting and assessing information about employment opportunities. Students will apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter.

Learning goal 4.2

On completion of this module the student should be able to:

* source and evaluate information relating to employment opportunities
* apply knowledge in preparing a job application.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* engage with online platforms, personal networks and local services to identify and collect information about employment opportunities
* use strategies to access and assess employment opportunities according to personal interests, skills, personal attributes and capabilities
* identify key elements of job advertisements and job applications, including different ways jobs are advertised and common processes involved in applying for a job
* identify and use strategies to effectively promote relevant skills, knowledge, qualifications and experience in a resume
* develop or re-develop a cover letter and resume that complies with Australian spelling and grammar
* apply the conventions of addressing key selection criteria
* discuss and refine a cover letter and resume with the assistance of an appropriate professional.

Module 3: Interview

This module prepares students for future job interviews. Students will engage with sources to identify possible interview questions, plan suitable responses and prepare relevant questions to ask a potential employer. Students will participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.

Learning goal 4.3

On completion of this module the student should be able to:

* identify possible interview questions and suitable responses
* apply strategies to prepare for and participate in a mock interview and evaluate performance to improve future employment prospects.

Application

Demonstration of the learning goal requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* engage with several online platforms and professionals to identify possible interview questions
* identify a range of suitable responses and relevant questions to ask potential employers
* practice and apply strategies to communicate and promote relevant skills, knowledge, capabilities, qualifications and/or experience in a job interview
* practice and apply strategies to assess strengths and weaknesses relating to job interviews in order to improve future employment prospects
* prepare for and engage in several mock interviews, using suitable responses and suitable questions
* identify and report on areas of strength and improvement.

Assessment

Completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The VPC Work Related Skills Support material provides details that will assist in assuring students meet the minimum requirements.

The following table provides examples of suitable tasks for assessment.

|  |  |
| --- | --- |
| **Learning goal** | **Assessment tasks** |
| Module 1 Goal 4.1On completion of this module the student should be able to:* identify a potential pathway
* access and assess online platforms to explore pathway options
* apply knowledge to draft pathway plan
* seek feedback on and refine pathway plan.
 | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:* a digital, oral or visual presentation
* reflection of visit to education provider, employment agency, career expo, LLEN
* a career action plan
* refined/ redeveloped cover letter/resume
* structure response to interview questions
* skills audit
* mock interview
* identify employability skills, required qualifications, key selection criteria within employment advertisements
* creation of a personal profile
* plan of action/response to feedback
* reflection/evaluation of application/interview

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| Module 2 Goal 4.2On completion of this module the student should be able to:* source and evaluate information relating to employment opportunities
* apply knowledge in preparing a job application.
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| Module 3 Goal 4.3On completion of this module, the student should be able to:* identify possible interview questions and suitable responses
* apply strategies to prepare for and participate in a mock interview and evaluate performance in order to improve future employment prospects.
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Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

1. McTighe, J. (n.d.). Understanding by Design. Three Stages of Backward Design: Frequently Asked Questions

 [↑](#footnote-ref-2)
2. Bloom, B 1984 *Taxonomy of Educational Objectives,* Allyn and Bacon, Boston [↑](#footnote-ref-3)