****Accreditation Period **2023–2027**

VCE Vocational Major

**WORK RELATED SKILLS**

STUDY DESIGN

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VCE Vocational Major
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 VCE studies, VCE VET programs and VCE Vocational Major (VM) 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 online Support materials (incorporating the previously known Advice for teachers), which 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 Victorian Pathways Certificate in the same classroom
* advice on how to integrate other Vocational Major units with the Literacy units
* advice on teaching students with additional needs, including adjustment advice for students with disabilities.

The [*VCE 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 study design the term ‘school’ is intended to include both schools and non-school providers.

Copyright

Schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: [www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

Introduction

Scope of study

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Rationale

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

Applied learning

VM Work Related Skills is based on an applied learning approach to teaching, ensuring students feel 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 outcomes 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

The VM Work Related Skills Study 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:

* understand and apply concepts and terminology related to the workplace
* understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
* understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
* develop effective communication skills to enable self-reflection and self-promotion
* apply skills and knowledge in a practical setting.

Structure

This study is made up of four units.

Unit 1: Careers and learning for the future

Unit 2: Workplace skills and capabilities

Unit 3: Industrial relations, workplace environment and practice

Unit 4: Portfolio preparation and presentation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

A glossary defining terms used across Units 1 to 4 in the Work Related Skills Study Design is included in the VM Work Related Skills online Support material.

Flexible delivery

VM Work Related Skills has been designed so Units 1 and 2 can be undertaken as standalone units or concurrently. Units 3 and 4 must be undertaken as a sequence. See Entry below for further information.

WRS units have been designed to complement the full suite of VCE Vocational Major studies to ensure it is possible to deliver the units in an integrated approach. Flexible delivery of the VCE Vocational Major units allows for integration of complementary outcomes across the studies.

Teaching programs can be flexibly structured so that students can undertake programs and projects that combine acquisition and application of knowledge and skills across several of the VCE Vocational Major units. Integration of teaching and learning materials and activities can increase understanding and application of general concepts, develop multiple perspectives and points of view, and increase the ability of the student to make decisions, think critically and creatively, and build skills in problem solving. It may also enhance a learner’s ability to transfer knowledge learnt in one study to other aspects of their life. Through integration of units and outcomes, it will be possible to create greater opportunities for collaboration and team projects.

In an integrated, flexible program students will still need to meet the individual outcomes, including key knowledge and key skills, for each of the units of study, although these outcomes may be taught concurrently. Teachers should keep clear documentation of each student’s achievement of the individual outcomes within any integrated teaching and learning program.

An assessment task used to demonstrate achievement of one outcome in one VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, Victorian Pathways Certificate unit, VET unit of competency or VCE study.

Entry

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially. Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced via 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 VCE studies, including the Vocational specialisation, published in the *Bulletin*.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VM 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 *VCE 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 VM Work Related Skills online Support materialprovides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Standards

The content of this study will support students to achieve core skills in literacy and numeracy across the curriculum.

Resources

There are no specialist resource requirements.

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

Assessment

Assessment is an integral part of teaching and learning that at the senior secondary level:

* identifies opportunities for further learning
* describes student achievement
* articulates and maintains standards
* provides the basis for the award of a certificate.

In the VCE Vocational Major it is expected that assessment tasks are in line with the key principles underpinning all VCE assessment practice. The system for assessing the learning outcomes for students must be valid, reasonable, equitable, balanced and efficient. To be valid and reasonable the assessment tools should only assess learning within the scope of the study design, students should be given clear instructions and tasks should be administered under conditions that are reasonably the same for all students. School moderation of tasks ensures fairness in assessment. To be equitable assessment tasks should neither privilege or disadvantage certain groups of students based on gender, culture, physical disability, socio economic status and geographical location. To be balanced, assessment task should be designed to provide a range of opportunities for students to demonstrate their learning. To be efficient each assessment task should balance the demands of precision with those of efficiency, ensuring they do not create workload or stress that diminishes the performance of students.

The standards of this course are described in the outcomes, 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)

The teacher will ascertain a student’s achievement of the required standard when their assessment tools combine to provide evidence of achievement of the outcomes. 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 VM Work Related Skills online Support material. The Curriculum and Assessment Audit will support the teacher’s understanding and use of such resource materials

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

An assessment task used to demonstrate achievement of one outcome in a VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, VET unit of competency or VCE study.

Authentication

Work related to the outcomes of each unit 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 [*VCE Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication procedures.

Unit 1: Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Area of Study 1: Future careers

In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Outcome 1

On completion of this unit the student should be able to identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* sources of reliable and credible employment information, such as government websites, careers specialists, industry publications, tertiary institutions and employment agencies
* labour market information relating to a range of occupations, including skills shortage areas, geographic location, industry growth areas, emerging industries, green industries, and local, national and global trends
* strategies to analyse information relating to employment including research, summarising information, interpreting graphs, seeking multiple sources of information and applying logic
* the advantages and disadvantages of pursuing employment in low-growth, medium-growth and high-growth industries
* strategies to engage in planning and decision-making relating to employment, such as SWOT analysis, decision-making models as well as consulting with trusted people such as careers specialists, mentors, employers and colleagues
* the interconnection between identifying personal skills and capabilities, finding and analysing information, and planning and decision-making for future employment.

Key skills

* identify and explain key ideas and concepts relating to sources of information about employment
* research, compare and evaluate concepts and strategies relating to sources of information about employment
* propose and justify strategies to improve future career prospects through the development, promotion and application of skills.

Area of Study 2: Presentation of career and education goals

In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

Outcome 2

On completion of this unit the student should be able to forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* goal setting for future employment, career possibilities and further education and training
* future employment and/or education opportunities based on a combination of personal aspirations, skills and capabilities
* personal strengths and challenges relating to future employment and education opportunities
* strategies for how to research and communicate research findings relating to:
* an industry growth area or an industry of personal interest
* potential employment possibilities
* educational pathway options necessary to develop skills and knowledge for the chosen career or industry
* entry-level pathways
* strategies to critically reflect on goals and feedback
* strategies for communicating research findings to a target audience.

Key skills

* identify, outline and explain key ideas and concepts relating to career and educational goals
* discuss, compare, analyse, research and evaluate strategies relating to career and educational goals
* apply knowledge and present findings of research
* seek and act on feedback from a qualified source.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

The VCAA publishes VM Work Related Skills online Support material, which includes advice on the design of assessment tools, including assessment rubrics.

For this unit students are required to demonstrate two outcomes, which encompass the areas of study in the unit.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 1 and will assist teachers in determining the student attainment of the standard.

|  |  |
| --- | --- |
| **Outcome** | **Assessment tasks**  |
| **Outcome 1**Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 1 should be selected from the following:* a record of data analysis
* a research task

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning* job outlook, web scavenger hunt
* participation/discussion/questions during incursions by industry
* participation/discussion/questions during industry visits
* participation in career speed-interviews
* a reflection and collection of resources during career expos visits
* refection and participation in industry immersion activities
* a case study
* a video, podcast or oral presentation
* a response to structured questions
* creation of a graph/chart.
 |
| **Outcome 2**Forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 2 should be selected from the following:* a career and education report
* a career and education presentation
* a career and education research task
* a career action plan

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning* creation of SMART goals
* record of meeting with careers advisor
* completion of career discovery quizzes
* record of interview with an employer or employee
* creation of a personal profile
* a record and reflection on visit/s to a community-based program or organisation
* a collection of annotated resources.
* a record and reflection of presentations by guest speaker/s
* a record of discussion or consultation
* annotated photographs
 |

Unit 2: Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Area of Study 1: Skills and capabilities for employment and further education

In this area of study students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

Outcome 1

On completion of this unit the student should be able to identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the changing nature of work
* the difference between specific occupations and broad skill and interests
* strategies to improve future career prospects and outcomes
* employability skills including communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, technology, and commitment to continuous learning
* specialist and technical skills for specific industry groups or occupations
* personal capabilities such as growth mindset, work ethic, self-regulation and conflict resolution
* the distinction between employability skills, specialist work skills and personal capabilities.

Key skills

* identify and explain key ideas and concepts relating to personal skills and capabilities
* discuss, compare and evaluate concepts and strategies relating to the development of personal skills and capabilities
* propose and justify strategies to improve and enhance future career prospects relating to a chosen industry grouping
* collect evidence and artefacts of personal skills and capabilities with relation to industry groupings.

Area of Study 2: Transferable skills and capabilities

In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

Outcome 2

On completion of this unit the student should be able to demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the relationship between transferable skills and employability
* the role of ongoing training and development in the growth of essential and technical skills, such as industry exposure, formal education and informal education.
* the relationship between ongoing training and development, and increasing the transferability of employability and specialist skills
* the application of employability and specialist skills in a range of careers, jobs and broader industry groupings
* an overview of recruitment and selection processes, including job design, job advertisements, job applications, shortlisting and interviews
* job advertisements and job applications, including different ways to advertise for jobs and common processes involved in applying for a job
* the features of a resume and strategies to effectively promote relevant skills, knowledge, qualifications and experience in a resume
* appropriate evidence and artefacts required to support a job application
* preparing for a job interview and strategies to communicate and promote relevant skills, knowledge, qualifications and experiences in a job interview.

Key skills

* identify, define and explain key ideas and concepts relating to the development of employability and technical skills
* discuss, compare, analyse and evaluate concepts and strategies relating to the development of tangible and intangible skills
* propose and justify strategies to improve future career prospects through the development, promotion and application of skills
* collect evidence and artefacts relating to transferable skills
* apply knowledge to simulated workplace scenarios through evidence and examples, including writing resumes, applying for mock jobs and participating in mock interviews.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

The VCAA publishes VM Work Related Skills online Support material, which includes advice on the design of assessment tools, including assessment rubrics.

For this unit students are required to demonstrate two outcomes, which encompass the areas of study in the unit.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 2 and will assist teachers in determining the student attainment of the standard.

|  |  |
| --- | --- |
| **Outcome** | **Assessment tasks** |
| **Outcome 1**Identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 1 should be selected from the following:* a skills audit
* participation in mock interview
* a further education and/or training plan

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning* a collection of curated artefacts
* completion of a careers quiz
* completion of a personality type indicator survey
* a reflective journal of participation in practical tasks
* a record and reflection of presentations by guest speaker/s
* annotated photographs
* a video
* a role play.
 |
| **Outcome 2**Demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.  | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 2 should be selected from the following:* a cover letter
* a resume
* a mock interview

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning* a plan of action/response to feedback
* a collection of annotated position description or advertisements
* participation in mock job interview
* a video, podcast or oral presentation
* a role-play or performance
* a record of survey responses
* a digital presentation
* a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
 |

Unit 3: Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

* wellbeing, culture and the employee-employer relationship
* workplace relations, and
* communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Area of Study 1: Workplace wellbeing and personal accountability

In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work–life balance. Students will analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. They will apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Outcome 1

On completion of this unit the student should be able to analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* overview of common workplace structures
* the role of statutory and national policy bodies including Safe Work Australia, WorkSafe Victoria, the Fair Work Ombudsman, Victorian Equal Opportunity and Human Rights Commission and the Australian Human Rights Commission
* the role of advocacy organisations including unions and employer associations
* workplace culture and the characteristics of a supportive, harmonious, safe and healthy workplace
* characteristics of work–life balance and strategies to achieve a work–life balance and reduce mental fatigue for employees and employers
* employer expectations and individual responsibility in a workplace, including work ethic, loyalty, professional behaviour and conduct, punctuality, wearing the appropriate clothing, safe use of equipment, complying with internal business policies and respectful treatment of colleagues
* employee rights in a workplace, including: flexible work arrangements; opportunities for training, development and promotion; a safe workplace and inclusive, respectful relationships with colleagues and managers; appropriate pay and conditions in exchange for skills, knowledge, labour and experience; and appropriate mechanisms for resolving conflict
* the relationship between employee and employer expectations, and the impact of work habits, culture and commitment to the success of the workplace
* effective and appropriate collaboration, teamwork and communication
* diversity and inclusion in the workplace.

Key skills

* identify and explain key ideas and concepts relating to workplace structures
* discuss, compare, analyse and evaluate concepts and strategies relating to the workplace environment, processes and practices
* propose and justify methods of contributing to a positive workplace environment
* apply knowledge to real and simulated workplace scenarios and case studies.

Area of Study 2: Workplace responsibilities and rights

In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students will examine processes to address and resolve workplace disputes.

Outcome 2

On completion of this unit the student should be able to outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* overview of the National Employment Standards and the role of the Fair Work Commission in workplace disputes
* worker classifications including: employees, contactors, apprentices and trainees
* awards, agreements and individual contracts as methods for determining pay and conditions of work
* employee advocates, including unions and professional associations
* characteristics of workplace bullying
* individual employee responsibilities in relation to colleagues and community health and wellbeing
* Commonwealth and state anti-discrimination and equal opportunity laws; freedom from discrimination on the basis of race, disability, age, sex and other protected factors
* characteristics of workplace sexual harassment
* overview of the legal consequences of workplace bullying, workplace discrimination, and sexual harassment for employees and employers
* overview of common issues that affect young workers, such as underpayment of wages, processes relating to termination and employment classification
* grievance procedures and processes for reporting issues within the workplace and how to escalate unresolved or unlawful issues
* the role statutory bodies play in the enforcement of workplace rights.

Key skills

* identify and explain key ideas and concepts relating to workplace relations
* discuss, compare, analyse and evaluate concepts and strategies relating to the workplace environment, processes and practices
* propose and justify strategies to improve the workplace environment
* apply knowledge to real and simulated workplace scenarios, and case studies.

Area of Study 3: Communication and collaboration

In this area of study students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace. Students will also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

Outcome 3

On completion of this unit the student should be able to apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* the roles individuals play in workplace teams
* the methods and mechanisms for communicating with teams and individuals in the workplace, taking individual differences and industries into account
* active listening techniques in relation to understanding team and individual roles and responsibilities in the workplace
* the benefit of developing diverse teams and networks
* the benefit of supporting and sharing relevant information and ideas with colleagues to achieve workplace outcomes
* the benefit of appropriate open-question techniques to understand workplace requirements and to solve problems
* the benefit of establishing and maintaining effective working relationships within teams
* the characteristics and benefits of building formal and informal networks
* the benefits of digital and electronic collaboration and communication.

Key skills

* research, discuss and identify the roles that individuals play in workplace teams
* identify, justify and apply a variety of appropriate and inclusive methods and mechanisms for workplace communication
* identify, explain and apply active listening techniques appropriate for both teams and individuals in the workplace
* research, discuss and identify the benefits of developing diverse teams and networks
* identify the benefits of supporting and sharing relevant information and ideas with colleagues to achieve workplace outcomes
* identify, justify and apply a variety of appropriate open questioning techniques for clarification and problem-solving purposes
* discuss, propose and justify strategies for establishing and maintaining effective professional workplace relationships and networks
* identify and apply digital and electronic collaboration and communication.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for Units 3 and 4 are school based. Procedures for assessment of levels of achievement in Units 3 and 4 are a matter for school decision.

The VCAA publishes VM Work Related Skills online Support material, which includes advice on the design of assessment tools, including assessment rubrics.

For this unit students are required to demonstrate three outcomes, which encompass the areas of study in the unit.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 3 and will assist teachers in determining the student attainment of the standard.

|  |  |
| --- | --- |
| Outcome | Assessment tasks |
| **Outcome 1**Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 1 should be selected from the following:* a case study
* a research task
* a presentation
* a report

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning* participation in discussion and questions during excursions to:
	+ Trades Hall Council
	+ The Human Rights Commission
	+ Union or advocacy body
* a record and reflection of presentations by guest speaker/s
* a record of discussion or debate
* a response to structured questions
* a digital presentation
* a role-play or performance
* a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
 |
| **Outcome 2**Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 2 should be selected from the following:* a case study
* a role play or performance
* a presentation

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning* participation in discussion and questions during excursions to:
	+ Fair Work Australia
	+ The Fair Work Commission
	+ Community Legal Centre
* a mock hearing
* a record and reflection of presentations by guest speaker/s
* a record of discussion or debate
* a response to structured questions
* a research task
* a digital presentation
* a graphic organiser, concept/mind map or annotated poster
 |
| **Outcome 3**Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 3 should be selected from the following:* a record of observed active listening techniques
* a role play of performance
* a presentation

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning.* participation in school council meetings
* membership of student representative groups
* committee membership
* a case study
* a record of interview
* a record of discussion with guest speakers and/or community groups
 |

Unit 4: Portfolio preparation and presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Area of Study 1: Portfolio development

In this area of study students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio.

Outcome 1

On completion of this unit the student should be able to analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* overview of the purpose of a portfolio and its intended audience and uses in different contexts
* types of portfolios including physical, digital and/or hybrid
* types of evidence and artefacts included in a portfolio: cover letter, resume, photographic evidence, written artifacts
* characteristics of a high-quality portfolio, including: relevance to target industry, layout, aesthetic, adherence to spelling and grammar conventions, adherence to set criteria and/or entry requirements
* practice and requirements, employer preference and tertiary education application
* strategies to continually develop, update and curate a portfolio
* the advantages and disadvantages of digital, physical and hybrid portfolios
* the similarities and differences of digital, physical and hybrid portfolios
* reasons for selection and use of a physical, digital and/or hybrid portfolio, including different industry requirements
* the use of portfolios in current relevant industry practice or further education
* the current industry practice for a portfolio in a chosen field.

Key skills

* propose the relevant evidence that will be included in a portfolio
* explain key characteristics relating to physical and digital, and/or hybrid portfolios
* compare the key characteristics and purpose of physical and digital portfolios
* research the current industry practices for portfolios in a chosen field
* collect current, relevant artefacts relating to career and/or education goals
* justify the selection of a specific portfolio
* discuss portfolio relevance to current industry practice or further education.

Area of Study 2: Portfolio presentation

In this area of study, students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.

Outcome 2

On completion of this unit the student should be able to communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.

To achieve this outcome the student will develop capacity in the key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* employability and personal skills
* appropriate evidence and artefacts included within a physical, digital and/or hybrid portfolio
* methods of presenting a portfolio to a target industry and audience, including verbal presentation
* strategies to communicate personal skills in a physical, digital and/or hybrid portfolio
* process of developing a portfolio to enhance and validate application and presentation
* strategies to evaluate the composition and presentation of a portfolio, including self-assessment, feedback from different sources and comparison to selection criteria and/or entry requirements.

Key skills

* explain key ideas and concepts relating to employability and personal skills
* collect and curate evidence and artefacts for inclusion in a physical or digital portfolio
* propose and justify strategies to improve future career prospects through the use of digital and/or physical portfolios
* communicate personal skills and knowledge to a target industry panel or target audience panel
* use portfolios to enhance and support presentation to the panel
* evaluate the completed portfolio and presentation to the panel.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for Units 3 and 4 are school based. Procedures for assessment of levels of achievement in Units 3 and 4 are a matter for school decision.

The VCAA publishes VM Work Related Skills online Support material, which includes advice on the design of assessment tools, including assessment rubrics.

For this unit students are required to demonstrate two outcomes, which encompass the areas of study in the unit.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 4 and will assist teachers in determining the student attainment of the standard.

|  |  |
| --- | --- |
| Outcome | Assessment tasks |
| **Outcome 1**Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education. | The assessment of Outcome 1 will include:* evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts.
 |
| **Outcome 2**Present personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel and evaluate evidence and artefacts for future enhancements. | The assessment of Outcome 2 will include* presentation of a portfolio related to a target industry or target audience panel.
* evaluation of presented portfolio
 |

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)