**22280VIC Certificate I in Employment Pathways**

This course has been accredited under Parts 4.4 and 4.6 of the Education and Training Reform Act 2006.

**Accredited for the period: 1st January 2015 to 31st December 2019**

**Version 2 October 2017**

**88x31**



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**Version History**

**Version 2 October 2017**

The following imported Training Package and accredited curriculum units have been updated to the current version

| **Version 2** | **Version 1** |
| --- | --- |
| **BSB Business Services Training Package** | **BSB07 Business Services Training Package** |
| BSBWHS201 Contribute to health and safety of self and others | BSBWHS201A Contribute to health and safety of self and others |
| BSBWOR202 Organise and complete daily work activities | BSBWOR202A Organise and complete daily work activities |
| BSBCMM201 Communicate in the workplace | BSBCMM201A Communicate in the workplace |
| BSBITU101 Operate a personal computer | BSBITU101A Operate a personal computer |
| **CHC Community Services Training Package** | **CHC08 Community Services Training Package** |
| CHCVOL001 Be an effective volunteer | CHCVOL201B Be an effective volunteer |
| **CPC Construction Plumbing and Services Training Package** | **CPC08 Construction Plumbing and Services Training Package** |
| CPCCWHS1001 Prepare to work safely in the construction industry | CPCCOHS1001A Work safely in the construction industry |
| **SIT Tourism, Travel and Hospitality Training Package** | **SIT12 Tourism, Travel and Hospitality Training Package** |
| SITHFAB005 Prepare and serve espresso coffee | SITHFAB204 Prepare and serve espresso coffee |
| **TLI Transport and Logistics** | **TLI10 Transport and Logistics** |
| TLIF1001 Follow work health and safety procedures | TLIF1001A Follow occupational health and safety procedures |
| **AHC Agriculture, Horticulture and Conservation and Land Management Training Package** | **AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package** |
| AHCWHS101 Work safely | AHCOHS101A Work safely |
| **SIR Retail Training Package** | **SIR07 Retail Training Package** |
| SIRXWHS002 Contribute to workplace health and safety | SIRXWHS101 Apply safe work practices |
| SIRXSLS002 Follow point-of-sale procedures | SIRXCCS201 Apply point-of-sale handling procedures |
| **FNS Financial Services Training package** | **FNS10 Financial Services Training package** |
| FNSFLT201 Develop and use a personal budget | FNSFLT201A Develop and use a personal budget |

Section A: Copyright and course classification information

|  |  |
| --- | --- |
| 1. Copyright owner of the course | Copyright of this document is held by the Department of Education and Training, Victoria © State of Victoria. |
| 1. Address | Executive Director  Industry Engagement and VET Systems  Higher Education and Skills Group  Department of Education and Training (DET)  GPO Box 4367  Melbourne Vic 3001  **Organisational Contact:**  Manager Training Products Higher Education and Skills Group Telephone: (03) 9637 3092  Email: course.enquiry@edumail.vic.gov.au  **Day to day contact:**  Curriculum Maintenance Manager – Service Industries, General Studies & Further Education Victoria University PO Box 14428 Melbourne, Vic 8001 Ph: (03) 9919 5300 / 5302 Email : [sicmm.generalstudies@vu.edu.au](mailto:sicmm.generalstudies@vu.edu.au) |
| 1. Type of submission | Reaccreditation  The 22280VIC Certificate I in Employment Pathways replaces and is equivalent to the 22012VIC Certificate I in Vocational Preparation. |
| 1. Copyright acknowledgement | Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia, © Commonwealth of Australia. Units of competency from nationally endorsed training packages can be accessed from [training.gov.au](http://training.gov.au)   * BSB Business Services Training Package * BSBWHS201 Contribute to health and safety of self and others * BSBWOR202 Organise and complete daily work activities * BSBCMM201 Communicate in the workplace * BSBITU101 Operate a personal computer * CHC Community Services Training Package * CHCVOL001 Be an effective volunteer * CPC Construction Plumbing and Services Training Package * CPCCWHS1001 Prepare to work safely in the construction industry * CPC08 Construction Plumbing and Services Training Package * CPCCCM1012A Work effectively and sustainably in the construction industry * CPCCCM1015A Carry out measurements and calculations * CPCCVE1011A Undertake a basic construction project * PUA12 Public Safety Training Package * PUAOHS001C Follow defined occupational health and safety policies and procedures * SIT Tourism,Travel and Hospitality Training Package * SITXWHS101 Participate in safe work practices * SITHFAB005 Prepare and serve espresso coffee * SITXFSA001 Use hygienic practices for food safety * TLI Transport and Logistics * TLIF1001 Follow work health and safety procedures * AHC Agriculture, Horticulture and Conservation and Land Management Training Package * AHCWHS101 Work safely * SIR Retail Training Package * SIRXWHS002 - Contribute to workplace health and safety * SIRXSLS002 - Follow point-of-sale procedures * HLT Health Training Package * HLTAID002 Provide basic emergency life support * FNS Financial Services Training package * FNSFLT201 Develop and use a personal budget   Copyright of the following units of competency from accredited curricula is held by the Department of Education and Training, Victoria © State of Victoria. The following curricula can be downloaded free of charge from the DET website at: www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx 22215VIC Certificate I in Mumgu-dhal tyama-tiyt   * VU21038 Develop study skills * VU21047 Participate in a practical placement with support *(please note this unit has been contextualised for the Certificate I in Employment Pathways and is therefore included in this curriculum document)* * 22235VIC Certificate I in General Education for Adults (Introductory) * VU21305 Create simple texts for employment purposes * VU21301 Engage with simple texts for employment purposes * VU21298 Conduct a project with guidance |
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| 1. Course accrediting body | Victorian Registration and Qualifications Authority |
| 1. AVETMISS information | |  |  | | --- | --- | | ANZSCO code:  (Australian and New Zealand Standard Classification of Occupations) | GEN19 General Education - not occupationally specific | | ASCED code – 4 digit  (Field of Education) | 1205 Employment Skills Programs |   ***National course code***  22280VIC |
| 1. **Period of accreditation** | 1 January 2015 to 31 December 2019 |

Section B: Course information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Nomenclature | Standard 1 AQTF Standards for Accredited Courses | | | |
| 1.1 Name of the qualification | | Certificate I in Employment Pathways | | |
| 1.2 Nominal duration of the course | | 156 – 240 Hours | | |
| 1. Vocational or educational outcomes | | | | Standard 1 AQTF Standards for Accredited Courses |
| 2.1 Purpose of the course | | The Certificate I in Vocational Preparation was first accredited in 2005 and replaced 15546VIC Course in Vocational Education and Training, 15547VIC Certificate I in Vocational Education and Training and 15548VIC Certificate II in Vocational Education and Training. It was subsequently reaccredited in 2010 in response to a clearly articulated need for the development of work preparation skills at a foundation level.  The Certificate I in Employment Pathways is a reaccreditation of the Certificate I in Vocational Preparation and provides a focus on orientation to work options and pathways to further specific vocational education and training. The purpose of this course is to enable learners to develop skills and knowledge to improve their employability and work readiness and to assist them to re-engage with learning. A significant number of learners require a course that re-engages them in vocational learning through the further development of generic and employability skills in order to facilitate a pathway to higher level qualifications. Educational outcomes and pathways may also include direct entry to employment.  The Certificate I in Vocational Preparation has been used in diverse learning environments and with diverse learning cohorts including:   * disengaged youth * older adults re-entering the workplace * students undertaking senior secondary certificates (VCE and VCAL) * indigenous learners * newly arrived refugees and migrants.   Learning environments include:   * as a pre-employment course * transition between secondary school and work * correctional settings. | | |
| 1. Development of the course | | | Standards 1 and 2 AQTF Standards for Accredited Courses | |
| 3.1 Industry / enterprise/ community needs | | A number of government policy initiatives have focused on up skilling people with low skills to access employment including young people who have left school early, mature learners with low skills seeking to re-enter the workforce, offenders in juvenile justice centres or correctional facilities, women seeking to re-enter the workforce and Indigenous Australians.  The Australian Workforce and Productivity Agency (AWPA) acknowledges the importance of supporting young Australians to transition to work and to make sound choices about further study. However, young people are not the only group that needs career services.  The Future focus 2013 National Workforce Development Strategy (AWPA) identifies wraparound, holistic services for disadvantaged learners to increase their workforce participation by building pathways through learning to work. The report states that “the complex needs of the people being assisted must be recognised and catered for …as the recipients build confidence, job readiness and skills (pg 79). The Certificate I in Employment Pathways directly supports this objective.  The National Foundation Skills Strategy for Adults identifies a number of priority areas for adult learners. A key priority area in the strategy is that “Adult learners have high quality learning opportunities and outcomes”. A major objective of this priority is that “effective pathways are available to assist disengaged learners to progress into work and training”. The Certificate I in Employment Pathways provides opportunities to access pathways by supporting the development of base work preparation and employability skills.  A Victorian government discussion paper on the youth transitions system “Stronger futures for all young Victorians” (2010) states that research indicates that international best practice in youth transitions systems is based on:   * support for making education and training choices * arrangements that support and encourage young people to complete qualifications with strong employment and further education outcomes * student pathways that are strongly connected to workplace learning opportunities and employment destinations * opportunities for young people to re-engage with education and training (pg 8).   The Victorian State Government’s Youth Statement – Engage, Involve, Create (2012) aims to ensure that young people are engaged in education and training pathways and employment.  The Certificate I in Employment Pathways supports the above directions through the development of foundational skills and knowledge in contexts that can include:   * preparing for initial work and/or further learning by exploring work preparation options and pathways * developing and documenting an action plan for career planning * identifying strategies to enhance personal effectiveness to support employment or further learning and accessing and using information about selected industries.   **Consultation**  A number of activities were undertaken to establish the current and projected need for the course and included:   * mid cycle review conducted in 2012 * analysis of enrolment data for the period 2010 to 2013 * desktop review of literature * conduct of an online survey of providers * conduct of a practitioner focus group * preliminary mapping of the Certificate I in Vocational Preparation against qualifications in the FSK Foundation Skills Training Package.   **Enrolment Data**  The data below represents course enrolments for the Certificate I in Vocational Preparation between 2010 and 2013 and includes Secondary School enrolments. The data indicates a sharp increase in Government subsidised enrolments between 2010 and 2013. The enrolment trends appear to have been influenced by government policy setting and a subsequent response by the training market.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **22012VIC CERTIFICATE I IN VOCATIONAL PREPARATION** |  |  |  |  | | **Course Enrolments** | **2010** | **2011** | **2012** | **2013** | | Government subsidised | 1,174 | 6,148 | 26,534 | 44,524 | | Secondary school | 1,352 | 1,588 | 1,344 | 1,387 |   There are 122 RTOs with the Certificate on their Scope of Registration and these include TAFE Institutes, private RTOs and Community Houses.  **Learner Outcomes**  A number of learner outcomes were described in the feedback. These included:   * gaining work experience leading to employment * pathways into Certificate II in Community Services and Certificate III in Children’s Services * employment * volunteer work * further study * transitioning into pre-apprenticeship, apprenticeship and traineeship training such as: * building * electrical * plumbing * automotive * transport * self development.   Many providers reported changes in enrolment patterns and offered a number of possible reasons for this such as changes in the economy resulting in more unemployment and responses to government funding policy. Some providers noted an increase in younger learners with language, literacy and numeracy needs resulting from referrals from job agencies.  Initial consultations undertaken identified a number of key areas for review as follows:   * Course structure to strengthen pathways into specific industries * Elective options to support pathways * Current unit content, outcomes and relevance * Areas of duplication   A detailed analysis of the outcomes and coverage of AQF Level 1 qualifications from the FSK Foundation Skills Training Package and the 22012VIC Certificate I in Vocational Preparation was undertaken to identify any duplication between the qualifications. This analysis identified that the FSK qualifications have a distinctly different purpose and outcome from the Certificate I in Vocational Preparation, as the training package qualifications are clearly aimed at developing foundation skills aligned to the domains of the Australian Core Skills Framework (ACSF) in an employment context whereas the Certificate I in Vocational Preparation is focussed on developing a broader understanding of the world of work and the skills to apply for a job and write a resume.  The reaccreditation of the Certificate was guided by a PSC comprised of the following members:  Alan Maguire Australian Industry Group (AIGroup)  Jane Stewart Kangan Institute (Corrections)  Bernie Cook A4e Skills  Sandra Emslie AMES Employment  Alison Wall Victorian Curriculum and Assessment Authority (VCAA) | | |
| 3.2 Review for re- accreditation | | A mid cycle review for the 22012VIC Certificate I in Vocational Preparation was conducted by the CMM General Studies and Further Education as per the AQTF Standards for Accredited Courses. Feedback from practitioners and other stakeholders was sought and analysed by the CMM to determine any modifications required to support the continuous improvement of the curriculum. There were 47 responses to an online survey.  The responses did not raise any major issues. There was general agreement that the qualification was effective in providing learners with work preparation skills to engage in employment or further learning. The majority of respondents indicated that the course was meeting the needs of their learners. The following issues were raised:   * a small number of respondents suggested that the content and language of *VU20006 Increase personal effectiveness* could be reviewed * one respondent suggested including *VU20009 Participate in job seeking activities* as a core unit * some respondents raised the possibility of including industry specific OHS / WHS units through the potential inclusion of a stream to facilitate pathways to specific trades, for example, *CPCCOHS1001A Work safely in the construction industry.*   The 22280VIC Certificate I in Employment Pathways replaces and is equivalent to 22012VIC Certificate I in Vocational Preparation. There can be no new enrolments in the 22012VIC after 31 December 2014. | | |

| **Previous Course** | | **Current Course** | | **Relationship** |
| --- | --- | --- | --- | --- |
| **22012VIC Certificate I in Vocational Preparation** | | **22280VIC Certificate I in Employment Pathways** | |  |
| VU20006 | Increase personal effectiveness | VU21663 | Develop personal effectiveness | Not Equivalent Element 1 deleted |
| VU20007 | Prepare for employment | VU21664 | Prepare for employment | Not equivalent Element 5 deleted to remove duplication |
| VU20008 | Develop an action plan for career planning | VU21665 | Develop an action plan for career planning | Not equivalent Element 5 from VU20007 added |
| BSBWHS201A | Contribute to health and safety of self and others | BSBWHS201A | Contribute to health and safety of self and others | No change  Moved from core to OHS/WHS stream |
|  |  | CPCCOHS1001A | Work safely in the construction industry | New unit in OHS/WHS stream |
|  |  | PUAOHS001C | Follow defined occupational health and safety policies and procedures | New unit in OHS/WHS stream |
|  |  | SITXWHS101 | Participate in safe work practices | New unit in OHS/WHS stream |
|  |  | TLIF1001A | Follow occupational health and safety procedures | New unit in OHS/WHS stream |
|  |  | AHCOHS101A | Work safely | New unit in OHS/WHS stream |
|  |  | SIRXWHS101 | Apply safe work practices | New unit in OHS/WHS stream |
| VU21038 | Develop study skills | VU21038 | Develop study skills | No change |
| VU21330 | Create texts of limited complexity for learning purposes |  |  | Unit deleted |
| VU21323 | Develop and document a learning plan and portfolio |  |  | Unit deleted |
|  |  | VU21298 | Conduct a project with guidance | New unit |
|  |  | [VU21305](#_Toc355607137) | Create simple texts for employment purposes | New unit |
|  |  | VU21301 | Engage with simple texts for employment purposes | New unit |
| VU20009 | Participate in job seeking activities | VU21666 | Participate in job seeking activities | Not equivalent Element 3 deleted and incorporated into Element 5 |
| VU21047 | Participate in a practical placement with support | VU21047 | Participate in a practical placement with support | Equivalent  Unit contextualised |
| BSBWOR202A | Organise and complete daily work activities | BSBWOR202A | Organise and complete daily work activities | No Change |
| HLTFA211A | Provide basic emergency life support | HLTAID002 | Provide basic emergency life support | Not Equivalent |
| TLIE2001A | Present routine workplace information |  |  | Deleted |
| TLIE1003A | Participate in basic workplace communication |  |  | Deleted |
|  |  | BSBCMM201A | Communicate in the workplace | New unit |
| BSBITU101A | Operate a personal computer | BSBITU101A | Operate a personal computer | No change |
| CHCVOL201B | Be an effective volunteer | CHCVOL201B | Be an effective volunteer | No change |
| FNSFLT201A | Develop and use a personal budget | FNSFLT201A | Develop and use a personal budget | No change |
|  |  | CPCCCM1012A | Work effectively and sustainably in the construction industry | New unit |
| CPCCCM1015A | Carry out measurements and calculations | New unit |
|  |  | CPCCVE1011A | Undertake a basic construction project | New unit |
|  |  | SITHFAB204 | Prepare and serve espresso coffee | New unit |
|  |  | SITXFSA101 | Use hygienic practices for food safety | New unit |
|  |  | SIRXCCS201 | Apply point-of-sale handling procedures | New unit |

|  |  |
| --- | --- |
| 1. Course outcomes | Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses |
| 4.1 Qualification level | The Certificate I in Employment Pathways is consistent with the criteria and specifications of the AQF Level I as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:  **Knowledge**: Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through knowledge of:   * OHS / WHS procedures and signs * sources of information on a range of industries * sources of information for employment opportunities * strategies for setting work related goals * education/training requirements for specific jobs.   **Skills**: Graduates at this level will have foundational cognitive, technical and communication skills to:   * follow and apply OHS / WHS and emergency procedures in specific industries * identify own self development needs and strategies to improve personal effectiveness * identify own skills and match to job opportunities * identify processes and stages to develop basic career action plan.   **Application of knowledge and skills**  Graduates at this level will apply knowledge and skills to demonstrate some autonomy in highly structured and stable contexts and within narrow parameters through:   * collecting and organising information to develop a portfolio to document skill * accessing and using employment and workplace information * compiling a skills portfolio and simple resumé * using digital technology to access information about selected industries and employment opportunities.   The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured and unstructured learning activities such as:   * structured activities to develop work preparation skills such as developing and monitoring a basic career action plan * unstructured activities such as accessing and collecting information about different employment areas and work opportunities. |
| 4.2 Employability skills | *Standard 4 AQTF Standards for Accredited Courses*  Refer to Appendix A for Employability Skills Summary of the qualification. |
| 4.3 Recognition given to the course (if applicable) | *Standard 5 AQTF Standards for Accredited Courses*  Not applicable |
| 4.4 Licensing/ regulatory requirements (if applicable) | *Standard 5 AQTF Standards for Accredited Courses*  Not applicable |

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| 1. Course rules | | | Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses | | | |
| 5.1 Course structure  22280VIC Certificate I in Employment Pathways  To be eligible for the award of the 22280VIC Certificate I in Employment Pathways, learners must successfully complete a total of 7 units comprising:   * 3 Core units * 1 OHS / WHS Stream unit selected from: * units from OHS / WHS Stream in this qualification   or   * units first packaged in Certificate I or II qualifications in endorsed Training Packages or other accredited curricula. The units selected must relate to OHS / WHS requirements in the workplace * 3 elective units selected from: * units from suggested electives in this qualification   or   * units first packaged in Certificate I or II qualifications in endorsed Training Packages or other accredited curricula. | | | | | | |
| Where the course is not completed, a Statement of Attainment will be issued for any completed units. | | | | | | |
| ***Unit of competency code*** | ***Field of Education code*** | | | ***Unit of competency title*** | | ***Nominal hours*** |
| **Core** | | | | | | |
| VU21663 | 120301 | | | Develop personal effectiveness | | 30 |
| VU21664 | 120599 | | | Prepare for employment | | 30 |
| VU21665 | 120501 | | | Develop an action plan for career planning | | 30 |
| ***OHS / WHS STREAM*** | | | | | | |
| BSBWHS201 | N/A | | | Contribute to health and safety of self and others | | 20 |
| CPCCWHS1001 | N/A | | | Prepare to work safely in the construction industry | | 6 |
| PUAOHS001C | N/A | | | Follow defined occupational health and safety policies and procedures | | 20 |
| SITXWHS101 | N/A | | | Participate in safe work practices | | 12 |
| TLIF1001 | N/A | | | Follow work health and safety procedures | | 20 |
| AHCWHS101 | N/A | | | Work safely | | 10 |
| SIRXWHS002 | N/A | | | Contribute to workplace health and safety | | 20 |
| **Elective units** | | | | | | |
| VU21038 | | 120105 | | | Develop study skills | 10 |
| VU21305 | | 120103 | | | Create simple texts for employment purposes | 25 |
| VU21301 | | 120103 | | | Engage with simple texts for employment purposes | 25 |
| VU21298 | | 120199 | | | Conduct a project with guidance | 20 |
| VU21666 | | 120503 | | | Participate in job seeking activities | 50 |
| VU21047 | | 120505 | | | Participate in a practical placement with support | 40 |
| BSBWOR202 | | N/A | | | Organise and complete daily work activities | 20 |
| HLTAID002 | | N/A | | | Provide basic emergency life support | 12 |
| BSBCMM201 | | N/A | | | Communicate in the workplace | 40 |
| BSBITU101 | | N/A | | | Operate a personal computer | 20 |
| CHCVOL001 | | N/A | | | Be an effective volunteer | 25 |
| FNSFLT201 | | N/A | | | Develop and use a personal budget | 20 |
| CPCCCM1012A | | N/A | | | Work effectively and sustainably in the construction industry | 20 |
| CPCCCM1015A | | N/A | | | Carry out measurements and calculations | 20 |
| CPCCVE1011A | | N/A | | | Undertake a basic construction project | 40 |
| SITHFAB005 | | N/A | | | Prepare and serve espresso coffee | 30 |
| SITXFSA001 | | N/A | | | Use hygienic practices for food safety | 15 |
| SIRXSLS002 | | N/A | | | Follow point-of-sale procedures | 20 |
| **Total nominal hours** | | | | | | **156 – 240** |

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| 5.2 Entry requirements | | | Standard 9 AQTF Standards for Accredited Courses  There are no entry requirements for the 22280VIC Certificate I in Employment Pathways.  The following is a general guide to entry in relation to the language, literacy and numeracy skills of learners aligned to the Australian Core Skills Framework (ACSF), details of which can be accessed from <http://www.innovation.gov.au/skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx>  Learners enrolling in the 22280VIC Certificate I in Employment Pathways are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 2 of the ACSF. Indicators of ACSF Level 2 could include:   * Learning 2.01 and 2.02: identifying and clarifying work goals and how to achieve them * Reading 2.03 and 2.04: extracting key information from a simple text such as a written notification of a change to class times * Writing 2.05 and 2.06: writing a single paragraph about a previous education, training or work experience using legible script and upper and lower case letters appropriately and consistent print or cursive script * Oral Communication 2.07: Participating in short conversations and answering questions about personally familiar topics such as work, learning or family experiences * Numeracy 2.10: using familiar course timetabling information to identify class locations and times and to estimate travel time.   Learners with language, literacy and numeracy skills at lower levels than those suggested will require additional support to successfully undertake the qualification. | | |
| 1. Assessment | | Standards 10 and 12 AQTF Standards for Accredited Courses | | | |
| 6.1 Assessment strategy | | | Standard 10 AQTF Standards for Accredited Courses  All assessment will be consistent with the AQTF Essential Conditions and Standards for Initial/Continuing Registration Standards 1.2/1.5.  or  Standard 1: Clauses 1.1 and 1.8 of the Standards for Registered Training Organisations (SRTOs) 2015  See http://www.asqa.gov.au/about/australias-vet-sector/standards-forregistered-training-organisations-(rtos)-2015.html  RTOs should develop an assessment strategy which includes variety of assessment methods and evidence gathering techniques and which offers an integrated approach to assessment to:   * maximise opportunities for integrated skill development and evidence gathering * reduce repetitious delivery and over assessment * reduce atomisation and duplication of evidence collection * make the evidence gathering more efficient for learners and teachers / assessors.   Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance. The Evidence Guide of each unit provides information specific to the outcomes of each unit.  Assessment methods and tools may include:   * verbal presentations * multi-media presentations * portfolios * student self-assessments * on-going teacher assessment * direct observation * simulated role plays * third party feedback. from teachers, workplace personnel or peers * verbal questioning to confirm job seeking goals and identified pathways.   Evidence may include:   * interview records / checklists * assessment records including observations * student portfolios of a variety of evidence including digital, print based and recorded material.   Assessment of units of competency from nationally endorsed training packages and/or accredited curricula must be in accordance with the assessment requirements incorporated in the endorsed component of the relevant training package or detailed in the assessment strategy in the accredited course. | | |
| 6.2 Assessor competencies | | | Assessor competencies are consistent with the Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration, Standard 1.4 states the requirements for the competence of persons assessing the course. See AQTF User guides to the Essential Conditions and Standards for Continuing (or Initial) Registration: http://www.vrqa.vic.gov.au/registration/Pages/vetqualitydef.aspx  or  Standard 1: Clauses 1.13, 1.14, 1.15, 1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015  Assessors of the imported units of competency must meet the requirements of the relevant Training Package or Accredited Course. | | |
| 1. Delivery | Standards 11 and 12 AQTF Standards for Accredited Courses | | | | |
| 7.1 Delivery modes | | | Standard 11 AQTF Standards for Accredited Courses  The skills and experiences of learners in the 22280VIC Certificate I in Employment Pathways may be diverse and delivery strategies should be selected to enable learners to develop competence in the skills and knowledge contained in the units. Face to face delivery modes should allow for active involvement of all participants. Additional support should also be provided through programs such as mentoring and peer support.  Delivery should take into account the educational backgrounds and experiences of learners, preferred learning styles and constraints of the individual learner and ensure learning and assessment methods are sensitive to their specific needs.  Some areas of content may be common to more than one unit and therefore integration may be appropriate. Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate.  The program allows for full or part-time delivery in a variety of modes including classroom and work-based delivery. Classroom based delivery should include a mixture of whole class, group work, and individual activities. Wherever appropriate, delivery should utilise digital literacy mediums, role-plays, and simulated and real life practical activities. Where possible and practical, participants should be exposed to the real work environment.  Training providers should ensure that relevant OHS / WHS units are delivered early in the program and learners assessed as competent prior to any participant of the course being involved in an industry or work placement related to the course.  The personal nature of the unit *VU21663 Develop personal effectiveness* may see learners examine and expose their own sensitive and personal information. Trainers should therefore be aware of the potential reluctance of some learners to undertake this unit and to question the relevance of the learning. Trainers and assessors should be aware of possible responses and should develop support strategies to ensure learners do not feel threatened or unable to participate.  It is intended that the unit VU21665 *Develop an action plan for career planning* be delivered concurrently with other units of competency in the course. The learner must have the capacity to review and change the action plan, if necessary.  The unit *VU21047 Participate in a practical placement with support* requires work placement. Providers should refer to the [Guidelines for Registered Training Organisations and Employers](http://www.education.vic.gov.au/training/providers/rto/Pages/workplacelearn.aspx) in relation to students of technical and further education undertaking Practical Placement (the Practical Placement Guidelines). Where students enrolled in a school are undertaking this unit, placements need to be undertaken in line with the Department of Education and Training (DE) requirements for Structured Workplace Learning. Providers should also contact the relevant employers’ industry group regarding legislation for ‘volunteering’ or ‘vocational placement’ for learners undertaking the course in adult settings. Students will be supervised jointly by the host employer and the coordinator of work placement. The coordinator should visit each student in the first week of placement and remain in contact with the student and host employer in subsequent weeks either through telephone contact or personal visits. On-the-job support may also be appropriate.  All relevant regulations must be observed during workplace training. It is the responsibility of the training provider to ensure that any required safety clothing and equipment is available to learners, that adequate supervision is provided and that all learners are instructed in safe workplace practices. | | |
| 7.2 Resources | | | Standard 12 AQTF Standards for Accredited Courses  Resources include teachers/trainers who meet the Australian Quality Training Framework Essential Conditions and Standards for Continuing (or Initial) Registration Standard 1.4. See AQTF User guides to the Essential Conditions and Standards for Continuing (or Initial) Registration: http://www.vrqa.vic.gov.au/registration/Pages/vetqualitydef.aspx  or  Standard 1: Clauses 1.13.1.14,1.15,1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015  Access to the following resources should be provided:   * a range of employment support services such as employment services and job networks * careers practitioners * language, literacy and numeracy support * access to or support in accessing workplaces for the unit *VU21047 Participate in a practical placement with support* * resources required to deliver and assess any imported units of competency * digital technology which may or may not include internet access depending on the requirements of individual units of competency. It is recommended that access to a range of digital technology devices is provided to enable development of communication skills in modes relevant to employment contexts.   Training providers delivering the qualification should ensure that staff are aware of the location and referral procedures for employment services and job network services. | | |
| 1. Pathways and articulation | | | | Standard 8 AQTF Standards for Accredited Courses | |
|  | | | There are no formal articulation arrangements for this course.  There are a range of potential pathways into training package and accredited curricula qualifications available when units from endorsed training packages and / or accredited curricula are undertaken as part of this qualification. RTOs may design courses which contain a number of elective units from a particular training package qualification to provide a specific pathway to that qualification on completion.  Possible further study outcomes from the 22280VIC Certificate I in Employment Pathways may include Certificate II industry qualifications (pre-apprenticeships), Certificate III industry qualifications and VCAL programs.  **Selecting electives for vocational outcomes or specialisations**  The vocational outcome or area of specialisation must guide the selection of the three elective units.  The following examples are designed to assist in the selection of appropriate OHS / WHS Stream and electives for particular vocational outcomes or specialisations but they are in no way prescriptive.  **Office Administration**  BSBWHS201 Contribute to health and safety of self and others  BSBWOR202 Organise and complete daily work activities  BSBCMM201 Communicate in the workplace  BSBITU101 Operate a personal computer  **Construction**  CPCCWHS1001 Prepare to work safely in the construction industry  CPCCCM1012A Work effectively and sustainably in the construction industry  CPCCCM1015A Carry out measurements and calculations  CPCCVE1011A Undertake a basic construction project  **Hospitality**  SITXWHS101 Participate in safe work practices  SITHFAB005 Prepare and serve espresso coffee  SITXFSA101 Use hygienic practices for food safety  SIRXSLS002 Follow point-of-sale handling procedures  **General Job Seeking**  BSBWHS201 Contribute to health and safety of self and others  VU21305 Create simple texts for employment purposes  VU21666 Participate in job seeking activities  VU21047 Participate in a practical placement with support | | |
| 1. Ongoing monitoring and evaluation | | | | | Standard 13 AQTF Standards for Accredited Courses |
|  | | | The Curriculum Maintenance Manager, General Studies and Further Education has responsibility for the ongoing monitoring and maintenance of this qualification.  A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:   * any changes required to meet emerging or developing needs * changes to any units of competency from nationally endorsed training packages or accredited curricula.   Any significant changes to the course resulting from course monitoring and evaluation procedures will be reported to the VRQA through a formal amendment process. | | |

Appendix A: Employability Skills Summary

22280VIC Certificate I in Employment Pathways

The following table contains a summary of the Employability Skills required for this qualification. The Employability Skills facets described here are broad requirements and may vary depending on qualification packaging options.

|  |  |
| --- | --- |
| **Employability Skill** | **This qualification includes the requirement to:** |
| Communication | Contribute and clarify ideas verbally within a group, discuss personal goals, seek and respond to verbal feedback on personal action plan.  Read and extract information from a range of sources on employment opportunities.  Document a personal action plan.  Use digital literacy skills to access and navigate digital information sources to research workplaces, employment opportunities and training programs. |
| Teamwork | Cooperate with others as part of a group and contribute to discussions. |
| Problem solving | Assess own skills to identify strengths and weaknesses, identify and address potential barriers to achieving goals. |
| Initiative and enterprise | Recognise and address own self development needs and identify potential areas of interest for work or further training |
| Planning and organising | Identify appropriate time frames for completion of activities when developing a personal action plan to support pathways to employment or further training. |
| Self-management | Address employment related self development needs, seek feedback from support person/s and monitor and review goals. |
| Learning | Gather information to support personal goals. |
| Technology | Use digital technology to investigate employment opportunities. |

Section C: Units of Competency

|  |  |  |
| --- | --- | --- |
| Unit Code | VU21663 | |
| Unit Title | Develop personal effectiveness | |
| Unit Descriptor | This unit describes the skills and knowledge to develop strategies that enhance the interpersonal and communication skills and self-confidence that support personal effectiveness for a range of purposes. It focuses on helping participants build their self-esteem and confidence, develop group cohesiveness and identify personal goals. | |
| Employability Skills | This unit contains employability skills. | |
| Application of the Unit | This unit applies to those who are seeking to improve their employability and work readiness. It provides opportunities for participants with diverse backgrounds to develop life skills including personal effectiveness to gain and maintain employment or to access further training opportunities. | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | |
|  |  | |
| 1 Develop strategies to improve self confidence | 1.1 | Describe own personal strengths and limitations |
| 1.2 | Identify how ***self confidence*** affects personal life and employment |
| 1.3 | Identify factors that can affect self confidence |
| 1.4 | Identify and apply strategies to develop and maintain self confidence |
| 1.5 | Identify ***possible barriers*** to the development of self confidence |
|  |  |  |
| 2 Co-operate with others as part of a group | 2.1 | Express views and opinions clearly using appropriate communication techniques |
| 2.2 | Respond to others in a constructive and positive way |
| 2.3 | Contribute positively to a discussion |
| 2.4 | Recognise individual differences in others |
|  |  |  |
| 3 Develop personal strategies for handling conflict and stress | 3.1 | Identify situations contributing to stress |
| 3.2 | Identify and describe ***personal stress indicators*** |
| 3.3 | Identify and apply strategies for dealing with stress in a range of ***situations*** |
| 3.4 | Identify the ***characteristics*** ***of conflict situations*** |
| 3.5 | Identify and apply ***strategies*** ***for dealing with conflict*** |
|  |  |  |
| 4 Develop strategies for setting and implementing personal goals | 4.1 | Identify and discuss ***personal goals*** with appropriate ***support persons*** |
| 4.2 | Locate and gather information from a range of ***supporting resources*** appropriate to current and potential future goals |
| 4.3 | Prioritise personal goals |
| 4.4 | Identify and address potential barriers to achieving goals |
| 4.5 | Review goals and make appropriate changes |
|  |  | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | |
| Required Knowledge:   * the relationship between different aspects of personal effectiveness and constructive life/work outcomes * the role of personal goals in improving personal effectiveness   Required Skills:   * oral communication skills to: * contribute and clarify ideas within a group * seek and provide feedback and use verbal and non verbal communication techniques appropriate to group interaction * discuss personal goals * literacy skills to access and use resources and information related to personal goals * problem solving skills to develop strategies to: * improve personal effectiveness * identify and address potential barriers * self management skills to monitor and review goals * teamwork skills to: * co-operate with others as part of a group * contribute to discussions | | |
|  | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | |
| ***Self confidence*** may include: | | * sense of self worth * self -esteem * willingness to take risks * self care and well being * notions of success |
|  | | |
| ***Possible barriers*** may include: | | * personal feelings and consequences associated with rejection and fear of rejection * negative personal and work experiences * negative experiences with schooling * psychological issues * addictions |
|  | | |
| ***Personal stress indicators*** may include: | | * difficulty dealing with change * increasing anxiety * sleeping problems * conflict * ill health * intoxication/drugs and alcohol dependency |
|  | | |
| ***Situations*** may include; | | * personal * social * work |
|  | | |
| ***Characteristics of conflict*** ***situations*** may include: | | * aggression * avoidance * constant interruptions |
|  | |  |
| ***Strategies for dealing with conflict*** may include: | | * assertiveness * negotiation * compromise * seeking advice / feedback of others |
|  | |  |
| ***Personal goals*** may include: | | * learning goals * further study goals * employment goals * short * medium * long term |
|  | |  |
| ***Support persons*** may include: | | * career counsellors * teachers * peers * mentors * family members |
|  | |  |
| ***Supporting resources*** may include: | | * employment services provider materials * job guides * open days at educational institutions * work expos * websites |
|  | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * develop a range of strategies to enhance own personal effectiveness including: * improving self confidence * managing conflict * managing stress and promoting well being * participating in a group * identifying, confirming and reviewing personal goals * identify barriers to the development of personal effectiveness and ways to overcome these barriers * identify the impact of personal effectiveness on the achievement of personal goals and future directions |
|  | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * appropriate support persons allowing for full participation, such as peers, mentors * appropriate sources of information relevant to needs and goals |
|  | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * oral and/or written questioning to assess knowledge of the components of personal effectiveness * observation of participation and interaction in group discussions and/or group work * portfolio of relevant information such as self assessment activities and action plan to identify and prioritise personal goals |
| Guidance information for assessment | | Potential learner sensitivities which may arise in relation to unit requirements must be taken into account and addressed appropriately when assessing this unit. Some learners undertaking this unit may be reluctant to discuss personal issues related to self confidence and personal needs. |

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| --- | --- | --- |
| Unit Code | VU21664 | |
| Unit Title | Prepare for employment | |
| Unit Descriptor | This unit describes the skills and knowledge to prepare for employment. It focuses on developing knowledge of Australian workplaces, their work practices and requirements and potential employment opportunities to assist participants in making decisions about possible career paths. | |
| Employability Skills | This unit contains employability skills. | |
| Application of the Unit | This unit applies to participants who are seeking to improve their employability and work readiness. This unit provides opportunities for participants of diverse backgrounds to develop their understanding of workplace requirements and practices to gain and maintain employment or to access further vocational training opportunities. | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | |
|  |  | |
| 1 Identify workplace expectations | 1.1 | Determine general ***workplace expectations*** and their purpose |
| 1.2 | Identify necessary ***strategies and behaviour*** required to gain and maintain employment |
| 1.3 | Determine the need for co-operation and collaboration in the workplace |
| 1.4 | Identify ***self development needs*** to gain and maintain employment |
|  |  |  |
| 2 Research a range of industries | 2.1 | Locate the major centres of the industry and the main employers within that industry |
| 2.2 | Identify the major ***types of employment*** available within the industry |
| 2.3 | Identify the ***future employment prospects*** for the industry |
| 2.4 | Identify possible ***career pathways*** within the industry |
| 2.5 | Identify and describe the role of organisations representing workers in the industry |
|  |  | |
| 3 Investigate the workplace operations of a range of workplaces | 3.1 | Identify the type of enterprise and its products |
| 3.2 | Identify the external customers of the enterprise |
| 3.3 | Identify any ***specific operating requirements*** of the enterprise |
| 3.4 | Investigate ***ways in which work is organised*** in the enterprise |
| 3.5 | Describe ***basic industrial conditions*** relevant to a job in the industry |
|  |  | |
| 4 Research an employment opportunity | 4.1 | Use a ***range of resources*** to identify an employment opportunity |
| 4.2 | Use ***appropriate methods*** to research the employment opportunity |
| 4.3 | Identify personal strengths, weaknesses and interests in relation to the employment opportunity |
| 4.4 | Identify the main steps involved in applying for a job |
| 4.5 | Prepare a personal action plan for the employment opportunity with ***appropriate support persons*** |
|  |  | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | |
| Required Knowledge:   * sources of information to locate information about a range of industries and workplace operations * basic workplace policies and procedures to identify operating requirements * resources to identify employment opportunities   Required Skills:   * oral communication skills to: * seek information from various sources about employment opportunities * work with support persons to identify and prepare for employment opportunities * literacy skills to: * access, interpret and evaluate employment information about different industries and workplaces * write a personal action plan * digital literacy skills to access and navigate digital information sources to research workplaces and employment opportunities * numeracy skills to identify basic industrial conditions such as rates of pay, hours of work and leave entitlements * problem solving and self management skills to identify and address employment related self development needs | | |
|  | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | |
| ***Workplace expectations*** may include: | | * development of skills * complying with workplace policies and procedures * appropriate behaviour * workplace etiquette including dress codes * effective communication * ability to follow instructions |
|  | | |
| ***Strategies and behaviour*** may: include: | | * strategies * taking initiative * motivation * completing work on time * learning new skills * behaviour * dependable and responsible * punctual * co-operative * appropriate language |
|  | | |
| ***Self development needs*** may include: | | * improving: * self image * self motivation * self confidence * specific skills * clarifying aspirations |
|  | | |
| ***Types of employment*** may include: | | * casual * part-time / full-time * permanent * seasonal * shift work * outsourced |
|  | | |
| ***Future employment prospects*** may include: | | * entry level positions * opportunities for advancement / promotion * rapid / slow growth industries * skills shortage areas * technological change * climate change / green jobs * specialised skills |
|  | |  |
| ***Career pathways*** may include: | | * skills and experience required for a range of job roles * possible qualifications requirements for specific job roles * career prospects / pathways into other areas |
|  | |  |
| ***Specific operating requirements*** may include: | | * WHS / OHS: * personal protective equipment (PPE) * areas of restricted access * reporting lines * housekeeping * emergency procedures * outdoor work * high risk work |
|  | |  |
| ***Ways in which work is organised*** may include: | | * teams * shifts * work roles and responsibilities * management structures * hours of operation * projects * short term contracts |
|  | |  |
| ***Basic industrial conditions*** may include: | | * wage entitlements * leave entitlements * hours of work * shift work * union representation |
|  | |  |
| ***Range of resources*** may include: | | * employment agencies/services * online employment search sites * newspapers * personal contacts * local businesses and employers |
|  | |  |
| ***Appropriate methods*** may include: | | * telephoning the company / organisation * internet search * reading promotional material * reading position descriptions |
|  | |  |
| ***Appropriate support persons*** may include: | | * career counsellors * teachers * peers * mentors * family members |
|  | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * access and use information on a range of industries from appropriate sources * develop and use knowledge of a range of industries to compare a range of occupational fields and to identify potential employment opportunities to make informed career choices * use an action plan approach in response to employment opportunities * assess self development needs and identify strategies to work towards them |
|  | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * appropriate support persons allowing for full participation for example those who can assist in responding to employment opportunities * opportunities to visit workplaces to observe and collect information on workplace operations, and other relevant information * appropriate sources of information relevant to industry requirements and employment opportunities * computer hardware and software to access online resources |
|  | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * oral and/or written questioning to assess knowledge of selected industries and the employment opportunities they offer * participation in group discussions and/or group work * portfolio of relevant information such as industry profiles and self assessment activities   Holistic assessment with other units is recommended, for example, *VU21665 Develop an action plan for career planning* and *VU21666 Participate in job seeking activities*. |

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| --- | --- | --- |
| Unit Code | VU21665 | |
| Unit Title | Develop an action plan for career planning | |
| Unit Descriptor | This unit describes the skills and knowledge to undertake basic career planning activities. It focuses on identifying pathways to employment or further education and training through the preparation of an individual action plan. | |
| Employability Skills | This unit contains employability skills. | |
| Application of the Unit | This unit applies to those who are seeking to explore a range of employment or further study options. | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | |
|  |  | |
| 1 Create a personal skills profile | 1.1 | Identify and document ***skills gained formally and informally*** |
| 1.2 | Identify interests which could support employment |
| 1.3 | Seek advice from ***appropriate persons*** on links between own skills and potential employment |
| 1.4 | Assess own skills to identify strengths and weaknesses |
| 1.5 | Investigate transferability of skills to different jobs |
|  |  | |
| 2 Identify potential areas of interest for work or further training | 2.1 | Identify ***broad categories*** of career interests |
| 2.2 | Identify potential jobs to match identified skills and interests |
| 2.3 | Identify education / training or experience requirements for identified jobs |
| 2.4 | Investigate a range of training programs appropriate to individual skills, interests and abilities and obtain relevant information |
| 2.5 | Identify potential pathways from identified jobs and ***requirements*** to advance along pathway |
|  |  | |
| 3 Prepare a personal action plan to support pathways to employment or further training | 3.1 | Identify ***information required*** for the personal action plan |
| 3.2 | Gather and organise information for action plan |
| 3.3 | Document the personal action plan and seek feedback from appropriate personnel |
| 3.4 | Amend action plan in response to feedback |
| 3.5 | Identify how the action plan will be maintained and updated |
|  |  |  |
| 4 Prepare a current portfolio to showcase skills | 4.1 | Identify the differences between resumés and portfolios |
| 4.2 | Identify key information to include in the portfolio |
| 4.3 | Compile the portfolio with appropriate support persons |
| 4.4 | Discuss how the portfolio will be maintained and updated |
|  |  | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | |
| Required Knowledge:   * purpose of a personal action plan in identifying career pathways * sources of information about jobs and education and training programs * difference between a personal action plan and a portfolio of skills   Required Skills:   * oral communication skills to: * seek and respond to feedback on action plan * participate in interactions to determine and assess skills and clarify information collected * literacy skills to access, gather and interpret employment and training information and organize and document information in an action plan * numeracy skills to identify appropriate time frames for completion of activities in action plan * problem solving skills to identify and assess skills, match them to potential jobs and develop a personal action plan towards an employment pathway * self management skills to seek feedback and monitor and adjust action plan | | |
|  | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | |
| ***Skills gained formally*** may include: | | * academic * technical * digital |
|  | | |
| ***Skills gained informally*** may include: | | * physical/practical * community participation * interpersonal skills * cultural awareness knowledge and skills * communication skills * digital skills * work skills including volunteering |
|  | | |
| ***Appropriate persons*** may include: | | * teachers * mentors * peers * family * friends * careers counsellors |
|  | | |
| ***Broad categories*** may include: | | * food, hospitality and personal services * sport and recreation * information technology * sales and marketing * manufacturing * arts / entertainment * transport and logistics * community services / health * building and construction * automotive |
|  | | |
| ***Requirements*** may include: | | * further training * experience |
|  | |  |
| ***Information required*** may include: | | * goals * timelines * steps towards goal achievement * sources of information |
|  | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify and assess own skills and match them to potential jobs * access and use information and services about jobs, training opportunities and pathways to develop and modify a personal action plan in response to feedback * use information in the action plan and skills profile to create a portfolio of skills |
|  | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * appropriate sources of information relevant to industry requirements and employment opportunities and pathways * employment information and services * appropriate persons to provide advice and support |
|  | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * oral and/or written questioning to assess knowledge of own skills and how they can be transferred to different jobs * portfolio containing: * action plan * industry information * self assessment activities * personal skills profile   Holistic assessment with other units is recommended, for example, *VU21666 Participate in job seeking activities*. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit Code | VU21666 | | | |
| Unit Title | Participate in job seeking activities | | | |
| Unit Descriptor | This unit describes the skills and knowledge required by participants to research, evaluate and apply for suitable employment. It focuses on participating in the job seeking process and evaluating the outcomes. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to participants who are seeking to gain employment or improve their employability and work readiness. It provides opportunities to participants with diverse needs to develop strategies to participate in the job seeking process. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Gather and evaluate information on employment opportunities | 1.1 | | Collect information on employment opportunities from a variety of ***sources*** | |
| 1.2 | | ***Evaluate*** the information collected according to employment interests | |
| 1.3 | | Make enquiries to follow up information using appropriate communication strategies | |
|  |  | | | |
| 2 Access the hidden job market | 2.1 | | | Access a range of ***employment advertising sources*** to identify job vacancies |
| 2.2 | | | Identify and access ***personal networks*** for job opportunities |
| 2.3 | | | Identify opportunities to cold call a range of enterprises using ***appropriate methods*** |
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| 3 Identify a relevant job | 3.1 | | Identify an appropriate position according to own skills and interest | |
| 3.2 | | Identify ***job requirements*** for the position | |
| 3.3 | | Obtain information on the enterprise or business | |
| 3.4 | | Gather supporting documentation according to ***application requirements*** | |
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| 4 Prepare the application | 4.1 | | Prepare a letter of application in response to an advertised position. | |
| 4.2 | | Address key selection criteria in a written application. | |
| 4.3 | | Prepare a ***simple resumé*** according to ***specified format*** | |
| 4.4 | | Identify and document referee details. | |
| 4.5 | | Draft the application and seek feedback from an appropriate support person. | |
| 4.6 | | Develop final application. | |
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| 5. Participate in a job interview | 5.1 | | Confirm ***interview details and requirements*** | |
| 5.2 | | Identify possible questions and a range of suitable answers. | |
| 5.3 | | Identify questions to ask the interviewer/s at the end of the interview | |
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| 6. Evaluate personal performance in the job seeking process | 6.1 | | Identify and seek feedback on strengths and areas of improvement | |
| 6.2 | | Propose strategies for improvement. | |
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| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * key steps in the job seeking process to enable effective participation in the process * language and conventions of writing job applications to enable these to be developed effectively * different approaches in obtaining information about jobs to enable understanding of suitable modes of contact * strategies for different types of interviews to enable effective preparation   Required Skills:   * literacy skills to: * read, interpret and evaluate information from a range of employment sources * write a job application using conventional language and spelling * oral communication skills to: * make inquiries concisely, clearly and at the appropriate time * make timely and appropriate telephone contact using clear and concise language * participate in a job interview using appropriate communication techniques to answer questions, clarify information and seek information * numeracy skills to identify date, time, location of job interviews and to meet application requirements such as closing date for application and length of resumé * digital literacy skills to access information about job opportunities and to prepare an electronic resumé and job application * problem solving skills to: * select and apply personal presentation style appropriate to the position * evaluate information on job opportunities, select relevant information to match strengths and organisational needs and match own skills to selection criteria * planning and organising skills to: * follow up work information through a variety of means * access and organise documentation required to support a job application * self management skills to: * seek and respond to feedback on job application * evaluate own performance in order to make improvements | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Sources*** may include: | | * newspapers * specific websites * employment agencies | | |
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| ***Evaluation*** may include: | | * the participant’s preferences * skills * aptitudes * qualifications experience * conditions of employment * future employment opportunities | | |
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| ***Employment advertising sources*** may include: | | * internet sites: * enterprise sites * job search sites * industry association sites * local newspapers * community noticeboards | | |
|  | | | | |
| ***Personal networks*** may include: | | * family * social / recreational * educational * social media | | |
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| ***Appropriate methods*** may include: | | * telephone * email / letter * personal contacts * timing of approach * personal presentation * clear and concise communication | | |
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| ***Job requirements*** may include: | | * role of the position in the organisation/enterprise * previous experience * location * hours of work * drivers licence / own transport * level of education/qualifications | | |
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| ***Application requirements*** may include: | | * online application process * modes of contact including online * format / presentation * content * referees | | |
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| ***Simple resumé*** may include: | | * completion of a form * key headings with dot points * short paragraph * personal details * brief profile of work and education history * volunteer work | | |
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| ***Specified format*** may include: | | * electronic or hard copy pro forma * size and type of documents | | |
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| ***Interview details and requirements*** may include: | | * time / date / place * type of interview: * group / panel * one on one * dress / personal presentation | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use knowledge of the job seeking process to access and evaluate employment information in order to apply for jobs within defined time frames and according to job seeking procedures * select appropriate modes of contact to access and follow up information on job opportunities * apply appropriate communication techniques to participate in a job interview and evaluate own performance to make improvements | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * appropriate support persons who can assist with job applications and interview skills * appropriate sources of information on employment opportunities * computer hardware and software to access information about job vacancies and prepare resumés | | |
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| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * oral and/or written questioning to assess knowledge of the key steps in the job seeking process * portfolio consisting of: * sources of information accessed, collected and evaluated * job applications * resumé * self assessment activities * research activity * simulated role play of an interview situation   Holistic assessment with other units is recommended, for example, VU21665 *Develop an action plan for career planning*. | | |

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| Unit Code | VU21047 | | | |
| Unit Title | Participate in a practical placement with support | | | |
| Unit Descriptor | This unit describes the skills and knowledge to select, negotiate and participate in a practical work or community placement.  This unit from the 22215VIC Certificate I in Mumgu-dhal tyama-tiyt has been contextualised for delivery as part of the 22280VIC Certificate I in Employment Preparation by removing reference to its application to Aboriginal and Torres Strait Islander learners. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to re-engage with learning as a pathway to education, employment or community participation. This unit must be conducted and assessed in a real work or community placement.  Skill development at this level will generally require assistance from a support person. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Plan own practical placement with support | 1.1 | | Identify own preferences and priorities in relation to practical placement | |
| 1.2 | | Investigate ***placement*** ***options*** | |
| 1.3 | | Identify ***placement requirements*** | |
| 1.4 | | Identify potential barriers or problems | |
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| 2 Negotiate practical placement arrangements, with support | 2.1 | | | Organise a time to meet with appropriate personnel in the workplace |
| 2.2 | | | Confirm skills, experience, needs and preferred options |
| 2.3 | | | Identify documents and information required by both parties |
| 2.4 | | | Identify ***employer*** ***expectations*** |
| 2.5 | | | Establish workplace routine and any required documentation |
| 2.6 | | | Identify and address cultural safety issues |
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| 3 Communicate in the workplace | 3.1 | | Identify roles and responsibilities of workplace personnel | |
| 3.2 | | Identify reporting procedures | |
| 3.3 | | Identify a range of ***workplace communications*** | |
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| 4 Participate as a member of the workplace under supervision | 4.1 | | Complete workplace tasks in accordance with ***Occupational Health and Safety requirements*** | |
| 4.2 | | Follow work routine | |
| 4.3 | | Work as part of a team where appropriate | |
| 4.4 | | Document work routine and maintain a ***record of experiences*** as appropriate | |
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| 5 Evaluate own performance in a work experience program, with support | 5.1 | | Assess personal strengths and weaknesses | |
| 5.2 | | Re-establish goals for enhancement of work related skills | |
| 5.3 | | Formulate an action plan for meeting career goals | |
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| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge:   * sources of information on placement options   Required Skills:   * communication skills to: * negotiate placement * participate in a work placement * literacy skills to: * complete required documentation * read and interpret workplace documents / signage and procedures relevant to work performed * personal management skills to assess personal strengths and weaknesses | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. 9Bold / italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. | | | | |
| ***Placement*** ***options*** may include: | | * community organisation * community housing / support programs * volunteer organisations | | |
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| ***Placement requirements*** may include: | | * completing required forms * obtaining permission signatures * complying with OHS requirements | | |
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| ***Employer expectations*** may include: | | * attendance times and punctuality * breaks * personal presentation * advising absence * reporting relationships | | |
|  | | | | |
| ***Workplace communications*** may include: | | * memos * letters * notices/signage * email * personal communication * operating procedures * equipment manuals | | |
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| ***Occupational Health and Safety requirements*** may include: | | * OHS legislation * codes of practice * anti discrimination * industrial relations * manual handling * hazard identification * PPE – personal protective equipment * dangerous goods * personal safety requirements | | |
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| ***Record of experiences*** may include: | | * log book * employer report * statement of duties | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * source information on, select and negotiate a practical placement * undertake and review a practical placement | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * workplace / community organisation or field placement * sources of information on placement options | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner undertaking duties in a practical placement * portfolio recording practical placement experiences and their review * third party reports from a supervisor or mentor in the practical placement detailing the learner’s conduct and performance | | |