

## **22523VIC Certificate I in Employment Pathways**

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

**Accredited for the period: 1 January 2020 to 31 December 2024**





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## Section A: Copyright and course classification information

<b>1. Copyright owner of the course</b>	<p>Copyright of this course is held by the Department of Education and Training, Victoria</p> <p>© State of Victoria (Department of Education and Training) 2020</p>
<b>2. Address</b>	<p>Executive Director Engagement, Participation and Inclusion Higher Education and Skills Department of Education and Training (DET) GPO Box 4367 Melbourne Vic 3001</p> <p><b>Organisational Contact:</b> Manager Training Products Higher Education and Skills Telephone: (03) 7022 1619 Email: <a href="mailto:course.enquiry@edumail.vic.gov.au">course.enquiry@edumail.vic.gov.au</a></p> <p><b>Day-to-Day Contact</b> General Studies &amp; Further Education Curriculum Maintenance Manager Victoria University Polytechnic PO Box 14428 Melbourne, VIC 8001 Ph: (03) 9919 5300 / 5302 Email: <a href="mailto:sicmm.generalstudies@vu.edu.au">sicmm.generalstudies@vu.edu.au</a></p>
<b>3. Type of submission</b>	<p>Reaccreditation</p>
<b>4. Copyright acknowledgement</b>	<p>Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia and can be accessed from Training.gov (More information is available <a href="#">here</a>) © Commonwealth of Australia</p> <ul style="list-style-type: none"> <li>• BSB Business Services Training Package: <ul style="list-style-type: none"> <li>- BSBWHS201 Contribute to health and safety of self and others</li> <li>- BSBCMM201 Communicate in the workplace</li> <li>- BSBITU111 Operate a personal digital device</li> <li>- BSBINM201 Process and maintain workplace information</li> <li>- BSBWOR204 Use business technology</li> <li>- BSBIND201 Work effectively in a business environment</li> <li>- BSBITU211 Produce digital text documents</li> <li>- BBWOR202 Organise and complete daily work activities</li> <li>- BSBSMB201 Identify suitability for micro business</li> </ul> </li> <li>• FSK Foundation Skills Training Package:</li> </ul>

	<ul style="list-style-type: none"> <li>- FSKLRG04 Use basic strategies for work-related learning</li> <li>• <b>ACM Animal Care and Management Training Package:</b> <ul style="list-style-type: none"> <li>- ACMGAS201 Work in the animal care industry</li> <li>- ACMGAS204 Feed and water animals</li> <li>- AHCGAS203 Complete animal care hygiene</li> <li>- ACMGAS205 Assist in health care of animals</li> <li>- ACMGAS206 Provide basic first aid for animals</li> <li>- ACMWHS201 Participate in workplace health and safety processes</li> </ul> </li> <li>• <b>CHC Community Services Training Package:</b> <ul style="list-style-type: none"> <li>- CHCCOM005 Communicate and work in health or community services</li> <li>- CHCDIV001 Work with diverse people</li> <li>- CHCVOL001 Be an effective volunteer</li> </ul> </li> <li>• <b>SIS Sport, Fitness and Recreation Training Package:</b> <ul style="list-style-type: none"> <li>- SISXOHS101A Follow occupational health and safety policies</li> <li>- SISXCAI002 Assist with activity sessions</li> <li>- SISXCCS001 Provide quality service</li> <li>- SISXEMR001 Respond to emergency situations</li> <li>- SISXIND001 Work effectively in sport, fitness and recreation environments</li> </ul> </li> <li>• <b>CPC Construction, Plumbing and Services Training Package:</b> <ul style="list-style-type: none"> <li>- CPCCWHS1001 Prepare to work safely in the construction industry</li> <li>- CPCCCM1012 Work effectively and sustainably in the construction industry</li> <li>- CPCCCM1015 Carry out measurements and calculations</li> <li>- CPCCVE1011A Undertake a basic construction project</li> <li>- CPCCCM2001 Read and interpret plans and specifications</li> </ul> </li> <li>• <b>RII Resources and Infrastructure Industry Training Package:</b> <ul style="list-style-type: none"> <li>- RIIWHS205D Control traffic with stop-slow bat</li> </ul> </li> <li>• <b>AHC Agriculture, Horticulture and Conservation and Land Management Training Package:</b> <ul style="list-style-type: none"> <li>- AHCWHS101 Work safely</li> <li>- AHCCHM101 Follow basic chemical safety rules</li> <li>- AHCPGD101 Support gardening work</li> <li>- AHCWRK101 Maintain the workplace</li> <li>- AHCLSC101 Support landscape work</li> <li>- AHCNSY201 Pot up plants</li> <li>- AHCNSY202 Care for nursery plants</li> <li>- AHCMOM203 Operate basic machinery and equipment</li> </ul> </li> <li>• <b>SIT Tourism, Travel and Hospitality Training Package:</b> <ul style="list-style-type: none"> <li>- SITXWHS001 Participate in safe work practices</li> <li>- SITXFSA001 Use hygienic practices for food safety</li> <li>- SITHCCC001 Use food preparation equipment</li> <li>- SITHCCC002 Prepare and present simple dishes</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- SITHCCC003 Prepare and present sandwiches</li> <li>- SITHCCC004 Package prepared foodstuffs</li> <li>- SITHKOP001 Clean kitchen premises and equipment</li> <li>- SITHFAB004 Prepare and serve non-alcoholic beverages</li> <li>• SHB Hairdressing and Beauty Services Training Package: <ul style="list-style-type: none"> <li>- SHBXIND001 Comply with organisational requirements within a personal services environment</li> <li>- SHBBCCS001 Advise on beauty products and services</li> <li>- SHBXCCS003 Greet and prepare clients for salon services</li> </ul> </li> <li>• SIR Retail Services Training Package: <ul style="list-style-type: none"> <li>- SIRXWHS002 Contribute to workplace health and safety</li> <li>- SIRRMER001 Produce visual merchandise displays</li> </ul> </li> <li>• TLI Transport and Logistics Training Package: <ul style="list-style-type: none"> <li>- TLIF1001 Follow work health and safety procedures</li> <li>- TLIA2011 Package goods</li> <li>- TLIA2012 Pick and process orders</li> <li>- TLIA2013 Receive goods</li> <li>- TLIA2020 Replenish stock</li> <li>- TLID2004 Load and unload goods/cargo</li> </ul> </li> <li>• HLT Health Training Package: The following units of competency: <ul style="list-style-type: none"> <li>- HLTWHS001 Participate in workplace health and safety</li> <li>- HLTAID001 Provide cardiopulmonary resuscitation</li> </ul> </li> </ul> <p>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 Victorian Department of Education and Training website <a href="#">here</a></p> <ul style="list-style-type: none"> <li>• 22447VIC Certificate I in Mumgu-dhal tyama-tiyt <ul style="list-style-type: none"> <li>- VU2209 Develop study skills</li> <li>- VU22103 Participate in a practical placement with support</li> <li>- VU22104 Prepare simple budgets</li> </ul> </li> <li>• 22476VIC Certificate I in General Education for Adults (Introductory) <ul style="list-style-type: none"> <li>- VU22367 Create simple texts for employment purposes</li> <li>- VU22362 Engage with simple texts for employment purposes</li> <li>- VU22372 Work with and interpret simple numerical information in familiar texts</li> </ul> </li> </ul>
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<b>6. Course accrediting body</b>	<b>Victorian Registration and Qualifications Authority (VRQA)</b>
<b>7. AVETMISS information</b>	<p><b>ANZSCO code</b> GEN19 General Education - not occupationally specific</p> <p><b>ASCED code</b> – 1205 Employment Skills Programs</p> <p><b>National course code</b></p> <p>22523VIC</p>
<b>8. Period of accreditation</b>	<i>1 January 2020 to 31 December 2024</i>



## Section B: Course information

<b>1. Nomenclature</b> Standard 1 AQTF Standards for Accredited Courses	
<b>1.1 Name of the qualification</b>	Certificate I in Employment Pathways
<b>1.2 Nominal duration of the course</b>	140-240 hours
<b>2. Vocational or educational outcomes</b> Standard 1 AQTF Standards for Accredited Courses	
<b>2.1 Purpose of the course</b>	This course has been designed to support learners to develop skills and knowledge to re-engage with learning and to improve their employability and work readiness skills. Learners who have become disengaged from learning require a course that supports them to explore work options and/or potential pathways.
<b>3. Development of the course</b> Standards 1 and 2 AQTF Standards for Accredited Courses	
<b>3.1 Industry / enterprise/ community needs</b>	<p>This accredited course supports national and state government policies which focus on providing opportunities for inclusion and re-engagement for people experiencing disadvantage and/ or those with low skills to investigate and access employment pathways. This includes young people who have left school early, mature learners with low skills seeking to re-enter the workforce, workers in low skill jobs who have been retrenched, offenders in juvenile justice centres or correctional facilities, women seeking to re-enter the workforce and Indigenous Australians. The course also enables school based learners to investigate potential pathways that could support them to develop the work skills they need to transition to employment.</p> <p>There are currently a number of National and Victorian policy initiatives which aim to provide opportunities for disadvantaged people to re-engage with education and training pathways, for example, the Empowering YOUth Initiatives and Victorian Reconnect initiatives which support new, innovative approaches to help long-term unemployed young people aged 15 to 24 years to improve their skills and move toward sustainable employment.</p> <p>A report by the Foundation for Young Australians (FYI) identifies the barriers faced by young people in transitioning to employment. These include:</p> <ul style="list-style-type: none"> <li>• struggling to navigate a career path in a rapidly changing world of work</li> <li>• prolonged periods of unemployment and under employment</li> <li>• self esteem and mental health issues</li> <li>• lack of interview and job application skills</li> </ul> <p>The report identifies the need to include careers learning activities and work exposure opportunities as well as identifying the enterprise skills</p>



required by employers and the pathways to support their development. FYA, *The New Work Reality* (2018).

In its 2018 report *Workforce Development Needs: Survey Report 2018*, the Australian Industry Group (AIG) surveyed employers to identify their workforce development and skills needs. Specific skill issues identified by employers responding to the survey included concerns about work place literacy and numeracy and skills such as self-management, planning and organising, knowledge of chosen career and problem solving, initiative and enterprise.

There was also dissatisfaction with school leavers in the areas of self-management, planning and organising (45 per cent dissatisfaction) and problem solving, initiative and enterprise.

(Source: AI Group: *Workforce Development Needs: Survey Report 2018*)

An Australian Chamber of Commerce and Industry (ACCI) report: *Learning to Work: a helping hand for young Australians* (2014), argues that it is widely recognised that there is a need to focus on the successful transition of young people from education to work. Young people who are not engaged in work or full-time education are more likely to become disengaged for longer periods.

Although more specific to schools, a University of Melbourne report identifies as one of its key messages the need to redevelop or reconceptualise all certificates I and II as industry/occupation exploration or 'career start' qualifications primarily for use by school students. Clarke (2014)

The Certificate I in Employment Pathways is a preparatory VET course which enables learners to investigate a range of industries and workplaces of interest and introduces them to workplace expectations and work preparation skills and personal strategies to approach this more effectively. This is achieved through contexts such as:

- 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 and the skills they require.

### **Consultation**

A number of activities were undertaken to establish the current and projected need for the course and included:

- Analysis of enrolment data for the period 2015 to 2018
- Review of relevant Federal and State Government policy
- Review of provider websites and Training.gov.au data
- Telephone conversations with providers
- Desktop review of literature

### **Enrolment Data**

Government subsidised enrolments in the 22280VIC Certificate I in Employment Pathways have declined sharply since their peak in 2013. In 2013 there were 44,524 enrolments which largely represented a response to government policy at the time. Since then changes in government funding policy have contributed to a marked decline in Government Subsidised Training for this certificate. Accordingly there has also been a decrease in the number of registered training providers with the qualification on their scope of registration however there are still currently 23 training providers with the certificate on their scope of registration.

The data below represents government subsidised and fee for service course enrolments for the 22280VIC Certificate I in Employment Pathways between 2015 and 2018. Overall the data indicates consistent enrolments between 2015 and 2017 with a noticeable decrease in 2018 for both government subsidised and Fee for Service enrolments.

<b>22280VIC Certificate I in Employment Pathways</b>				
<b>Course Enrolments</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Government subsidised	271	270	301	125
Fee for Service	1,751	1,795	1,849	656
<b>Total</b>	<b>2,022</b>	<b>2,065</b>	<b>2,150</b>	<b>781</b>

Source: Victorian Department of Education and Training

The data below represents school based course enrolments for the 22280VIC Certificate I in Employment Pathways between 2015 and 2018 through VET Delivered to Secondary Students. It is likely that this data is reflected in the Fee for Service figures above. Typical usage in schools involves completion of specific units from the certificate rather than completion of the full certificate. There has been a noticeable increase in enrolments between 2015 and 2018.

<b>School enrolments for the 22280VIC Certificate I in Employment Pathways</b>			
<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
565	1489	1549	1654

Source: Victorian Curriculum and Assessment Authority

### **Contexts of use**

The 22280VIC Certificate I in Employment Pathways, or units from it, is used in diverse learning environments and with diverse learning cohorts. Learner groups include:

- disengaged youth
- learners referred from Job Actives
- older adults re-entering the workplace
- VCAL students and early school leavers
- pre-apprentices

Learning environments include:

- as a pre-employment course
- with or in addition to pre-apprenticeship programs
- transition between high school and work
- with a specific focus, for example business and customer engagement

Feedback from providers indicated that the Certificate I in Employment Pathways was beneficial in enabling learners to explore potential pathways, industries of interest and in developing plans to access pathways or employment. The certificate is used in different ways including as a full qualification as well as use of individual units. The certificate is generally used as part of jobseeker programs linked to Job Active requirements and other programs such as the Federal Government's Youth Jobs Path program and the Victorian Government's Jobs Victoria Employment Network program. The Certificate has also been used to meet explicit employer needs through programs with a specific focus such as business, customer engagement and timber trucking. It has also been used in conjunction with pre-apprenticeship programs.

Initial consultations undertaken identified a number of key areas for review as follows:

- course structure to strengthen pathways into specific industries
- broader elective options to support pathways
- current unit content, outcomes and relevance

The reaccreditation of the Certificate was guided by a Project Steering Committee (PSC) comprised of the following members:

- Barbara Ryan Work and Learning Advisor, Northern Futures
- Danielle McAuliffe Victorian Curriculum and Assessment Authority (VCAA)
- Jacinta Stafford JVEN Officer /Employment coach (Wyndham)
- Paolo Damante AiGroup Senior Policy Officer, Education and Training
- Paul Hrasko VET Coordinator Wyndham Community & Education Centre
- Ann Beales Victoria University Polytechnic English and Preparation Programs

This accredited course does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification. Other endorsed training products related to work preparation were reviewed. While the qualifications in the Foundation Skills training package have a work preparation focus, they focus explicitly on the development of literacy and numeracy skills and are aligned to the domains of the Australian Core Skills Framework (ACSF) in an employment context, i.e. Learning, Reading, Writing, Oral Communication and Numeracy. The Certificate I in Employment Pathways focusses on developing a broader understanding of the world of work through investigation of

work areas and industries, employer expectations and the skills to write a resume and apply for jobs. There are also training products which have been designed to provide pathways into specific industry areas, for example AUR10116 Certificate I in Automotive Vocational Preparation. These products are industry specific and not intended or able to be contextualised to develop broader employment related knowledge and skills and do not enable learners to investigate broader options.

A Skills and Knowledge Profile was developed to guide the outcomes of the qualification and was validated by the Project Steering Committee. The skills and knowledge outcomes include:

Knowledge of:

- OHS / WHS procedures and signs
- employment related resources and agencies
- sources of information on a range of industries
- sources of information to identify potential employment opportunities
- strategies for setting work related goals
- education/training requirements for specific jobs
- different aspects of personal effectiveness and how they affect life/work outcomes
- workplace behaviours and expectations

Communication and literacy skills to:

- use digital literacy skills to source and navigate relevant information related to selected industries and employment opportunities
- follow and apply OHS/ WHS and emergency procedures in specific industries
- follow safety signs, symbols and notices
- report OHS / WHS hazards and raise issues
- access and use employment and workplace information including written, verbal and numerical information
- compile skills portfolios and resumés

Self management skills to:

- identify and apply strategies to improve personal effectiveness
- identify ways in which barriers can be overcome
- identify own attributes and self development needs
- identify processes and stages to develop career action plan
- carry out tasks to meet timelines and priorities
- collect and organise information to develop a portfolio to document skills
- review effectiveness of plan in achieving goals with support person

	<ul style="list-style-type: none"> <li>• work collaboratively with group members</li> <li>• give and receive feedback from group members.</li> <li>• identify and monitor personal goals and develop a basic action plan for identified employment opportunities</li> <li>• identify and implement strategies to meet workplace requirements</li> </ul> <p>The Certificate I in Employment Pathways:</p> <ul style="list-style-type: none"> <li>• does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification</li> <li>• is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set</li> <li>• does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification</li> <li>• does not comprise units that duplicate units of competency of a training package qualification.</li> </ul>
<p><b>3.2 Review for re-accreditation</b></p>	<p>A mid cycle review was conducted in 2017. Feedback from providers indicated that the Certificate I in Employment Pathways was beneficial in enabling learners to explore potential pathways, industries of interest and in developing plans to access pathways or employment.</p> <p>The 22523VIC Certificate I in Employment Pathways replaces and is equivalent to the 22280VIC Certificate I in Employment Pathways. The following table identifies the relationship between units from the previous iteration of the Certificate I in Employment Pathways and units from the current course.</p>

Current Code and Title		Superseded Code and Title		Relationship
VU22786	Develop personal effectiveness	VU21663	Develop personal effectiveness	Equivalent
VU22787	Prepare for employment	VU21664	Prepare for employment	Equivalent
VU22788	Develop an action plan for career planning	VU21665	Develop an action plan for career planning	Equivalent
VU22789	Participate in job seeking activities	VU21666	Participate in job seeking activities	Equivalent
BSBWHS201	Contribute to health and safety of self and others	BSBWHS201	Contribute to health and safety of self and others	No change
CPCCWHS1001	Prepare to work safely in the construction industry	CPCCWHS1001	Prepare to work safely in the construction industry	No change
N/A	N/A	PUAOHS001C	Follow defined occupational health and safety policies and procedures	Deleted
SITXWHS001	Participate in safe work practices	SITXWHS101	Participate in safe work practices	Equivalent
TLIF1001	Follow work health and safety procedures	TLIF1001	Follow work health and safety procedures	No change
AHCWHS101	Work safely	AHCWHS101	Work safely	No change
SIRXWHS002	Contribute to workplace health and safety	SIRXWHS002	Contribute to workplace health and safety	No change
SISXOHS101A	Follow occupational health and safety policies	N/A	N/A	Newly imported unit
HLTWHS001	Participate in workplace health and safety	N/A	N/A	Newly imported unit

Current Code and Title		Superseded Code and Title		Relationship
ACMWHS201	Participate in workplace health and safety processes	N/A	N/A	Newly imported unit
VU22093	Develop study skills	VU21038	Develop study skills	Equivalent
VU22367	Create simple texts for employment purposes	VU21305	Create simple texts for employment purposes	Equivalent
VU22362	Engage with simple texts for employment purposes	VU21301	Engage with simple texts for employment purposes	Equivalent
N/A	N/A	VU21298	Conduct a project with guidance	Deleted
VU22103	Participate in a practical placement with support	VU21047	Participate in a practical placement with support	Equivalent
BSBWOR202	Organise and complete daily work activities	BSBWOR202	Organise and complete daily work activities	No Change
		HLTAID002	Provide basic emergency life support	Deleted
BSBCMM201	Communicate in the workplace	BSBCMM201	Communicate in the workplace	No change
BSBITU111	Operate a personal digital device	BSBITU101	Operate a personal computer	Equivalent
CHCVOL001	Be an effective volunteer	CHCVOL001	Be an effective volunteer	No change
		FNSFLT201	Develop and use a personal budget	Deleted
CPCCCM1012	Work effectively and sustainably in the construction industry	CPCCCM1012A	Work effectively and sustainably in the construction industry	Equivalent



Current Code and Title		Superseded Code and Title		Relationship
CPCCCM1015	Carry out measurements and calculations	CPCCCM1015A	Carry out measurements and calculations	Equivalent
CPCCVE1011A	Undertake a basic construction project	CPCCVE1011A	Undertake a basic construction project	No change
		SITHFAB005	Prepare and serve espresso coffee	Deleted
SITXFSA001	Use hygienic practices for food safety	SITXFSA001	Use hygienic practices for food safety	No change
		SIRXSL002	Follow point-of-sale procedures	Deleted
FSKLRG04	Use basic strategies for work-related learning	N/A	N/A	Newly imported unit
VU22372	Work with and interpret simple numerical information in familiar texts	N/A	N/A	Newly imported unit
VU22104	Prepare simple budgets	N/A	N/A	Newly imported unit
HLTAID001	Provide cardiopulmonary resuscitation	N/A	N/A	Newly imported unit
ACMGAS201	Work in the animal care industry	N/A	N/A	Newly imported unit
ACMGAS203	Complete animal care hygiene routines	N/A	N/A	Newly imported unit
ACMGAS204	Feed and water animals	N/A	N/A	Newly imported unit
ACMGAS205	Assist in health care of animals	N/A	N/A	Newly imported unit



Current Code and Title		Superseded Code and Title		Relationship
ACMGAS206	Provide basic first aid for animals	N/A	N/A	Newly imported unit
BSBINM201	Process and maintain workplace information	N/A	N/A	Newly imported unit
BSBWOR204	Use business technology	N/A	N/A	Newly imported unit
BSBIND201	Work effectively in a business environment	N/A	N/A	Newly imported unit
BSBITU211	Produce digital text documents	N/A	N/A	Newly imported unit
BSBSMB201	Identify suitability for micro business	N/A	N/A	Newly imported unit
CHCCOM005	Communicate and work in health or community services	N/A	N/A	Newly imported unit
CHCDIV001	Work with diverse people	N/A	N/A	Newly imported unit
SISXCAI002	Assist with activity sessions	N/A	N/A	Newly imported unit
SISXCCS001 -	Provide quality service	N/A	N/A	Newly imported unit
SISXEMR001	Respond to emergency situations	N/A	N/A	Newly imported unit
SISXIND001	Work effectively in sport, fitness and recreation environments	N/A	N/A	Newly imported unit
CPCCCM2001	Read and interpret plans and specifications	N/A	N/A	Newly imported unit
RIIWHS205D	Control traffic with stop-slow bat	N/A	N/A	Newly imported unit

Current Code and Title		Superseded Code and Title		Relationship
AHCCHM101	Follow basic chemical safety rules	N/A	N/A	Newly imported unit
AHCPGD101	Support gardening work	N/A	N/A	Newly imported unit
AHCWRK101	Maintain the workplace	N/A	N/A	Newly imported unit
AHCLSC101	Support landscape work	N/A	N/A	Newly imported unit
AHCNSY201	Pot up plants	N/A	N/A	Newly imported unit
AHCNSY202	Care for nursery plants	N/A	N/A	Newly imported unit
AHCMOM203	Operate basic machinery and equipment	N/A	N/A	Newly imported unit
SITHCCC001	Use food preparation equipment	N/A	N/A	Newly imported unit
SITHCCC002	Prepare and present simple dishes	N/A	N/A	Newly imported unit
SITHCCC003	Prepare and present sandwiches	N/A	N/A	Newly imported unit
SITHCCC004	Package prepared foodstuffs	N/A	N/A	Newly imported unit
SITHKOP001	Clean kitchen premises and equipment	N/A	N/A	Newly imported unit
SITHFAB004	Prepare and serve non-alcoholic beverages	N/A	N/A	Newly imported unit
SHBXIND001	Comply with organisational requirements within a personal services environment	N/A	N/A	Newly imported unit

Current Code and Title		Superseded Code and Title		Relationship
SHBBCCS001	Advise on beauty products and services	N/A	N/A	Newly imported unit
SHBXCCS003	Greet and prepare clients for salon services	N/A	N/A	Newly imported unit
SIRRMER001	Produce visual merchandise displays	N/A	N/A	Newly imported unit
TLIA2011	Package goods	N/A	N/A	Newly imported unit
TLIA2012	Pick and process orders	N/A	N/A	Newly imported unit
TLIA2013	Receive goods	N/A	N/A	Newly imported unit
TLIA2020	Replenish stock	N/A	N/A	Newly imported unit
TLID2004	Load and unload goods/cargo	N/A	N/A	Newly imported unit

4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses
4.1 Qualification level	<p>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:</p> <p><b>Knowledge:</b> Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through knowledge of:</p> <ul style="list-style-type: none"> <li>• OHS / WHS procedures and signs</li> <li>• sources of information on a range of industries</li> <li>• sources of information for employment opportunities</li> <li>• strategies for setting work related goals</li> <li>• education/training requirements for specific jobs.</li> </ul> <p><b>Skills:</b> Graduates at this level will have foundational cognitive, technical and communication skills to:</p> <ul style="list-style-type: none"> <li>• follow and apply OHS / WHS and emergency procedures in specific industries</li> <li>• identify own self development needs and strategies to improve personal effectiveness</li> <li>• identify own skills and match to job opportunities</li> <li>• identify processes and stages to develop basic career action plan.</li> </ul> <p><b>Application of knowledge and skills</b></p> <p>Graduates at this level will apply knowledge and skills to demonstrate some autonomy in highly structured and stable contexts and within narrow parameters through:</p> <ul style="list-style-type: none"> <li>• collecting and organising information to develop a portfolio to document skill</li> <li>• accessing and using employment and workplace information</li> <li>• compiling a skills portfolio and simple resumé</li> <li>• using digital technology to access information about selected industries and employment opportunities.</li> </ul> <p>The volume of learning for this qualification is typically 6 months and incorporates structured and unstructured learning activities such as</p> <ul style="list-style-type: none"> <li>• structured activities to develop work preparation skills such as developing and monitoring a basic career action plan</li> <li>• unstructured activities such as accessing and collecting information about different employment areas and work opportunities.</li> </ul>



<p><b>4.2 Employability skills</b></p>	<p>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.</p> <ul style="list-style-type: none"> <li>• <b>Communication skills to:</b> <ul style="list-style-type: none"> <li>– contribute and clarify ideas verbally within a group, discuss personal goals, seek and respond to verbal feedback on personal action plan.</li> <li>– read and extract information from a range of sources on employment opportunities.</li> <li>– prepare and document a personal action plan</li> <li>– convey information in a job interview</li> <li>– respond to questions in a job interview</li> <li>– use digital literacy skills to access and navigate digital information sources to research workplaces, employment opportunities and training programs.</li> </ul> </li> <li>• <b>Teamwork skills to:</b> <ul style="list-style-type: none"> <li>– co-operate with others as part of a group and contribute to discussions.</li> </ul> </li> <li>• <b>Problem solving skills to:</b> <ul style="list-style-type: none"> <li>– assess own skills and attributes to identify strengths and weaknesses,</li> <li>– identify and address potential barriers to achieving goals</li> </ul> </li> <li>• <b>Initiative and enterprise skills to:</b> <ul style="list-style-type: none"> <li>– recognise and address own self development needs</li> <li>– identify potential areas of interest for work or further training</li> </ul> </li> <li>• <b>Planning and organising skills to:</b> <ul style="list-style-type: none"> <li>– identify appropriate time frames for completion of activities when developing a personal action plan to support pathways to employment or further training</li> <li>– locate and gather information to prepare a job application</li> </ul> </li> <li>• <b>Self-management skills to:</b> <ul style="list-style-type: none"> <li>– address employment related self development needs</li> <li>– seek feedback from support person/s and monitor and review goals</li> </ul> </li> <li>• <b>Learning skills to:</b> <ul style="list-style-type: none"> <li>– gather and use information to support personal goals</li> </ul> </li> <li>• <b>Technology skills to:</b> <ul style="list-style-type: none"> <li>– use digital technology to investigate employment opportunities</li> </ul> </li> </ul>
<p><b>4.3 Recognition given to the course (if applicable)</b></p>	<p>Not Applicable</p>



<b>4.4 Licensing/ regulatory requirements (if applicable)</b>	There are no licensing or regulatory requirements applicable to this qualification. Learners who undertake units from the construction electives may be required to complete general occupational health and safety (OHS) construction induction for the industry. The unit <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> is recognised by WorkSafe Victoria for the registration of construction workers for Occupational Health and Safety induction. More information is available <a href="#">here</a> .
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**5. Course rules** Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses

**5.1 Course structure**

To be eligible for the award of the 22523VIC 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:
  - elective units listed below, where units may be chosen from within or across any listed skill cluster
  - units from other endorsed or accredited training products where the unit/s are first packaged in Certificate I or II qualifications in the source training product and reflect the integrity and intent of the qualification

Where the qualification is not completed, a Statement of Attainment will be issued for any completed unit/s.

Unit of competency/ module code	Field of Education code	Unit of competency/module title	Pre-requisite	Nominal hours
<b>Core units (3)</b>				
VU22786	120599	Develop personal effectiveness	Nil	30
VU22787	120599	Prepare for employment	Nil	30
VU22788	120599	Develop an action plan for career planning	Nil	30
<b>WHS / OHS Stream (Select 1)</b>				
BSBWHS201	06130	Contribute to health and safety of self and others	Nil	20
CPCCWHS1001	06130	Prepare to work safely in the construction industry	Nil	6
SITXWHS001	06130	Participate in safe work practices	Nil	12



TLIF1001	06130	Follow work health and safety procedures	Nil	20
AHCWHS101	06130	Work safely	Nil	10
SIRXWHS002	06130	Contribute to workplace health and safety	Nil	20
SISXOHS101A	06130	Follow occupational health and safety policies	Nil	10
HLTWHS001	06130	Participate in workplace health and safety	Nil	20
ACMWHS201	061301	Participate in workplace health and safety processes	Nil	40
<b>Electives(Select 3)</b>				
<b>General Job seeking</b>				
VU22093	120105	Develop study skills	Nil	10
VU22367	120103	Create simple texts for employment purposes	Nil	25
VU22362	120103	Engage with simple texts for employment purposes	Nil	25
FSKLRG04	120505	Use basic strategies for work-related learning	Nil	15
VU22372	120103	Work with and interpret simple numerical information in familiar texts	Nil	30
VU22789	120599	Participate in job seeking activities	Nil	50
VU22103	120505	Participate in a practical placement with support	Nil	40
BSBCMM201	120505	Communicate in the workplace	Nil	40
VU22104	120103	Prepare simple budgets	Nil	10
BSBITU111	80905	Operate a personal digital device	Nil	20
HLTAID001	69907	Provide cardiopulmonary resuscitation	Nil	4
<b>Animal Studies</b>				
ACMGAS201	120505	Work in the animal care industry	Nil	30
ACMGAS203	50105	Complete animal care hygiene routines	Nil	30
ACMGAS204	50105	Feed and water animals	Nil	40
ACMGAS205	50105	Assist in health care of animals	Nil	40

ACMGAS206	61103	Provide basic first aid for animals	Nil	30
<b>Business</b>				
BSBINM201	120505	Process and maintain workplace information	Nil	30
BSBWOR204	80901	Use business technology	Nil	20
BSBIND201	120505	Work effectively in a business environment	Nil	30
BSBITU211	080905	Produce digital text documents	Nil	60
BSBWOR202	120505	Organise and complete daily work activities	Nil	20
BSBSMB201	080301	Identify suitability for micro business	Nil	20
<b>Community Services</b>				
CHCCOM005	120505	Communicate and work in health or community services	Nil	30
CHCDIV001	120505	Work with diverse people	Nil	40
CHCVOL001	120505	Be an effective volunteer	Nil	25
<b>Community Recreation</b>				
SISXCAI002	92103	Assist with activity sessions	Nil	15
SISXCCS001	92103	Provide quality service	Nil	25
SISXEMR001	80399	Respond to emergency situations	Nil	18
SISXIND001	120505	Work effectively in sport, fitness and recreation environments	Nil	25
<b>Construction</b>				
CPCCCM1012	120505	Work effectively and sustainably in the construction industry	Nil	20
CPCCCM1015	10101	Carry out measurements and calculations	Nil	20
CPCCVE1011A	40301	Undertake a basic construction project	Nil	40
CPCCCM2001	040301	Read and interpret plans and specifications	Nil	36
RIIWHS205D	30909	Control traffic with stop-slow bat	Nil	20
<b>Horticulture</b>				



AHCCHM101	61301	Follow basic chemical safety rules	Nil	10
AHCPGD101	50301	Support gardening work	Nil	10
AHCWRK101	120505	Maintain the workplace	Nil	10
AHCLSC101	50301	Support landscape work	Nil	15
AHCNSY201	50301	Pot up plants	Nil	20
AHCNSY202	50301	Care for nursery plants	Nil	30
AHCMOM203	30717	Operate basic machinery and equipment	Nil	20
<b>Hospitality</b>				
SITXFSA001	110111	Use hygienic practices for food safety	Nil	15
SITHCCC001	110109	Use food preparation equipment	SITXFSA 001	25
SITHCCC002	110109	Prepare and present simple dishes	SITXFSA 001	25
SITHCCC003	110109	Prepare and present sandwiches	SITXFSA 001	10
SITHCCC004	30307	Package prepared foodstuffs	SITXFSA 001	15
SITHKOP001	39909	Clean kitchen premises and equipment	SITXFSA 001	13
SITHFAB004	110103	Prepare and serve non-alcoholic beverages	SITXFSA 001	20
<b>Personal services</b>				
SHBXIND001	120505	Comply with organisational requirements within a personal services environment	Nil	45
SHBBCCS001	80501	Advise on beauty products and services	Nil	30
SHBXCCS003	120301	Greet and prepare clients for salon services	Nil	10
SIRRMER001	80599	Produce visual merchandise displays	Nil	35
<b>Warehousing</b>				
TLIA2011	89901	Package goods	Nil	20
TLIA2012	89901	Pick and process orders	Nil	20
TLIA2013	89901	Receive goods	Nil	20

TLIA2020	89901	Replenish stock	Nil	20
TLID2004	89901	Load and unload goods/cargo	Nil	30
<b>Total nominal hours</b>			<b>140 – 240</b>	

<b>5.2 Entry requirements</b>	<p>There are no entry requirements for the 22523VIC Certificate I in Employment Pathways.</p> <p>Learners enrolling in the 22523VIC 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. More information on the ACSF can be accessed <a href="#">here</a></p> <p>Learners with language, literacy and numeracy skills at lower levels than those suggested may require additional support to successfully undertake the qualification.</p>
<b>6. Assessment</b> Standards 10 and 12 AQTF Standards for Accredited Courses	
<b>6.1 Assessment strategy</b>	<p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> <li>• Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Assessment should reflect the AQF level of the qualification.</p> <p>RTOs must provide access to an appropriate work placement and an appropriate support person to enable assessment of the unit <i>VU22103 Participate in a practical placement with support</i>.</p> <p>Assessment strategies for the course should:</p> <ul style="list-style-type: none"> <li>• incorporate feedback of individual progress toward, and achievement of competencies</li> <li>• address the skills and knowledge which underpin performance</li> <li>• gather sufficient evidence to judge achievement of progress towards determining competence</li> <li>• utilise a variety of different processes/sources, such as written, oral, observation, projects appropriate to assess knowledge and performance</li> </ul>

	<ul style="list-style-type: none"> <li>• recognise achievement of elements/competencies regardless of where the enabling learning took place</li> <li>• foster a collaborative and co-operative relationship between the learner and assessor</li> <li>• be flexible in regard to the range and type of evidence provided by the learner</li> <li>• provide opportunity for the learner to challenge assessment provisions and participate in reassessment</li> <li>• be equitable and fair to all learners</li> <li>• not unnecessarily restrict the progress of a learner through the course</li> <li>• comprise a clear statement of both the criteria and assessment process</li> <li>• use assessment tools to suit the needs of the learner cohort.</li> </ul> <p>A variety of assessment methods and evidence gathering techniques should be used, with the overriding consideration being that the combined assessment must enable demonstrable performance by the student. Assessment tools must take into account the requirements of units in terms of skills, knowledge and performance.</p> <p>Assessment methods may include:</p> <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• records of discussion with the learner</li> <li>• oral and / or written questioning to confirm knowledge</li> <li>• oral and / or written evidence completed by the learner</li> <li>• verbal presentations</li> <li>• portfolios</li> </ul> <p>Assessment of units of competency from nationally endorsed training packages or accredited courses must comply with the assessment requirements detailed in the source training product.</p>
<p><b>6.2 Assessor competencies</b></p>	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul>



## 7. 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 22523VIC 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 where appropriate.

Delivery should take into account the educational backgrounds and experiences of learners and the 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.

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 VU22786 *Develop personal effectiveness* may see learners examine and expose some sensitive and personal information. Trainers should therefore be aware of the potential reluctance of some learners to undertake this unit. 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 VU22788 *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 elective unit VU22103 *Participate in a practical placement with support* requires work placement and will require the RTO to provide access to an appropriate work placement and an appropriate support person. The RTO must monitor placements regularly and address any issues of concern to the learner or the employer. Issues may include but are not limited to safety, allocation of meaningful work tasks and performance of duties. RTOs should be aware of state or territory legislative requirements and their own responsibilities when placing learners with a work placement organisation for the purpose of training.

The Victorian Department of Education and Training has issued the following document to assist RTOs and employers meet their work placement obligations:

- Guidelines issued by the Department of Education and Training Victoria for Registered Training Organisations and Employers in relation to Post-Secondary Students undertaking Practical

	<p>Placements (Updated Practical Placement Guidelines) as at 10 April 2017 (<a href="#">available here</a>).</p> <p>Where students enrolled in a school are undertaking this unit, placements need to be undertaken in line with the Department of Education and Training (DET) requirements for Structured Workplace Learning.</p> <p>RTOs should also meet any relevant legislative requirements for volunteering or vocational placement for learners undertaking the course in adult settings.</p> <p>The RTO will need to establish protocols with the host employer/organisation providing the work placement so that the roles and responsibilities of all involved – host employer/organisation, RTO and learner – are clear, manageable and of mutual benefit.</p> <p>Work health, safety and environmental/occupational health, safety and environmental (WHSE/OHSE) requirements around work placements and agreements between RTOs and host employers/organisations will vary across jurisdictions. RTOs will need to make sure that the workplace provides:</p> <ul style="list-style-type: none"> <li>• a safe environment for learners</li> <li>• relevant WHSE/OHSE training and worksite induction before the work placement begins</li> <li>• appropriate supervision during the placement.</li> </ul> <p>RTOs should ensure they meet the insurance obligations of their registration against the <i>Standards for Registered Training Organisations</i> and obtain advice from their RTO regulator and/or WorkCover insurance provider.</p> <p>Small businesses may require the training organisation to provide more intensive support for the learner, particularly early in the placement.</p>
<p><b>7.2 Resources</b></p>	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Access to the following resources should be provided:</p>

	<ul style="list-style-type: none"> <li>• sources of information related to work preparation and employment opportunities such as employment services and job networks</li> <li>• access to suitable workplaces for the unit <i>VU22103 Participate in a practical placement with support</i></li> <li>• resources required to deliver and assess any imported units of competency</li> </ul>
<b>8. Pathways and articulation</b> Standard 8 AQTF Standards for Accredited Courses	
	<p>There are no formal articulation arrangements for this course.</p> <p>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.</p> <p>Possible further study outcomes from the 22523VIC Certificate I in Employment Pathways may include Certificate II industry qualifications, Certificate III industry qualifications and VCAL programs.</p>
<b>9. Ongoing monitoring and evaluation</b> Standard 13 AQTF Standards for Accredited Courses	
	<p>The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• any changes required to meet emerging or developing needs</li> <li>• changes to any units of competency from nationally endorsed training packages or accredited curricula.</li> </ul> <p>Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA</p>



## Section C — Units of competency

The following units of competency developed for this course are contained in Section C:

VU22786 Develop personal effectiveness

VU22787 Prepare for employment

VU22788 Develop an action plan for career planning

VU22789 Participate in job seeking activities

### Imported Units

The following imported units from accredited curricula can be accessed from the Victorian Department of Education and Training (More information is available [here](#))

- 22447VIC Certificate I in Mumgu-dhal tyama-tiyt
  - VU22093 Develop study skills
  - VU22103 Participate in a practical placement with support
  - VU22104 Prepare simple budgets
- 22476VIC Certificate I in General Education for Adults (Introductory)
  - VU22367 Create simple texts for employment purposes
  - VU22362 Engage with simple texts for employment purposes
  - VU22372 Work with and interpret simple numerical information in familiar texts

The following imported units of competency from endorsed training packages can be downloaded from Training.gov.au. (More information is available [here](#))

BSBWHS201 Contribute to health and safety of self and others

BSBCMM201 Communicate in the workplace

BSBITU111 Operate a personal digital device

BSBINM201 Process and maintain workplace information

BSBWOR204 Use business technology

BSBIND201 Work effectively in a business environment

BSBITU211 Produce digital text documents

BBWOR202 Organise and complete daily work activities

BSBSMB201 Identify suitability for micro business

FSKLRG04 Use basic strategies for work-related learning

ACMWS201 Participate in workplace health and safety processes

ACMGAS201 Work in the animal care industry

ACMGAS203 Complete animal care hygiene routines

ACMGAS204 Feed and water animals

ACMGAS205 Assist in health care of animals

ACMGAS206 Provide basic first aid for animals

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people  
CHCVOL001 Be an effective volunteer  
SISXCAI002 Assist with activity sessions  
SISXCCS001 Provide quality service  
SISXEMR001 Respond to emergency situations  
SISXIND001 Work effectively in sport, fitness and recreation environments  
CPCCWHS1001 Prepare to work safely in the construction industry  
CPCCCM1012 Work effectively and sustainably in the construction industry  
CPCCCM1015 Carry out measurements and calculations  
CPCCVE1011A Undertake a basic construction project  
CPCCCM2001 Read and interpret plans and specifications  
RIIWHS205D Control traffic with stop-slow bat  
AHCWHS101 Work safely  
AHCCHM101 Follow basic chemical safety rules  
AHCPGD101 Support gardening work  
AHCWRK101 Maintain the workplace  
AHCLSC101 Support landscape work  
AHCNSY201 Pot up plants  
AHCNSY202 Care for nursery plants  
AHCMOM203 Operate basic machinery and equipment  
SITXWHS001 Participate in safe work practices  
SITXFSA001 Use hygienic practices for food safety  
SITHCCC001 Use food preparation equipment  
SITHCCC002 Prepare and present simple dishes  
SITHCCC003 Prepare and present sandwiches  
SITHCCC004 Package prepared foodstuffs  
SITHKOP001 Clean kitchen premises and equipment  
SITHFAB004 Prepare and serve non-alcoholic beverages  
SHBXIND001 Comply with organisational requirements within a personal services environment  
SHBBCCS001 Advise on beauty products and services  
SHBXCCS003 Greet and prepare clients for salon services  
SIRXWHS002 Contribute to workplace health and safety  
SIRRMER001 Produce visual merchandise displays  
TLIF1001 Follow work health and safety procedures  
TLIA2011 Package goods  
TLIA2012 Pick and process orders  
TLIA2013 Receive goods



TLIA2020 Replenish stock  
TLID2004 Load and unload goods/cargo  
HLTWHS001 Participate in workplace health and safety  
HLTAID001 Provide cardiopulmonary resuscitation



<b>Unit Code</b>	<b>VU22786</b>
<b>Unit Title</b>	<b>Develop personal effectiveness</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to develop strategies that enhance the interpersonal and communication skills that support personal effectiveness for a range of contexts. It focuses on helping participants to develop strategies to improve their interpersonal communication, participate effectively in groups and identify personal goals.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who are seeking to improve their employability and work readiness. It provides opportunities for participants from diverse backgrounds to develop life skills including personal effectiveness to gain and maintain employment or to access further training opportunities.
<b>Element</b>	<b>Performance Criteria</b>
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	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 interpersonal communication	<p>1.1 Identify the <b><i>key features of effective interpersonal communication</i></b></p> <p>1.2 Describe strengths and limitations in own interpersonal communication skills</p> <p>1.3 Identify the <b><i>importance of effective interpersonal communication</i></b> in personal life and employment</p> <p>1.4 Identify <b><i>factors</i></b> that can impact on effective interpersonal communication</p> <p>1.5 Identify and apply strategies to develop and maintain effective interpersonal communication</p> <p>1.6 Identify <b><i>possible barriers</i></b> to the development of effective interpersonal communication skills</p>
2 Work with others as part of a group	<p>2.1 Respond to <b><i>group members</i></b> in a constructive and positive way</p> <p>2.2 Recognise individual differences in others</p>

- |   |  |  |
|---|--|--|
|   | 2.3  | Express and respond to views and ideas using <b>appropriate communication techniques</b>   |
| 3 | Identify strategies for personal health and well being         | <p>3.1 Identify situations which impact on health and well being</p> <p>3.2 Identify and describe <b>personal stress indicators</b></p> <p>3.3 Identify and apply <b>strategies for dealing with stress</b> in a range of <b>situations</b></p> <p>3.4 Recognise the <b>characteristics of conflict situations</b></p> <p>3.5 Identify and apply <b>strategies for dealing with conflict</b></p>     |
| 4 | Develop strategies for setting and implementing personal goals | <p>4.1 Identify and discuss <b>personal goals</b> with appropriate <b>support persons</b></p> <p>4.2 Locate and gather information from a range of <b>supporting resources</b> appropriate to current and potential future goals</p> <p>4.3 Prioritise personal goals</p> <p>4.4 Identify and address potential barriers to achieving goals</p> <p>4.5 Review goals and make appropriate changes</p> |

### 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
- how stress can affect well being

#### Required Skills:

- oral communication skills to:
  - participate in effective interpersonal communication
  - contribute and clarify ideas within a group
  - seek and provide feedback using communication techniques appropriate to group interaction
  - discuss and review personal goals
- literacy skills to access and use resources and information related to personal goal setting
- problem solving skills to identify and apply strategies to:
  - improve effectiveness of interpersonal communication
  - identify and address potential barriers in developing effective interpersonal communication skills
- self management skills to:
  - monitor and review personal goals

- apply strategies to manage personal well being
- 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.

***Key features of effective interpersonal communication*** may include:

- context of the communication
- clarity of purpose
- active listening
- selecting appropriate communication mode or medium:
  - verbal
  - non verbal/body language
  - visual
  - written
- seeking clarification and confirming understanding

***Importance of effective interpersonal communication*** may include:

- identifying and resolving problems
- negotiating solutions
- presenting a viewpoint
- conveying important information
- seeking and providing feedback

***Factors*** may include:

- lack of empathy
- lack of self confidence
- inappropriate nonverbal gestures
- lack of purpose
- ineffective listening
- inappropriate communication medium

***Possible barriers*** may include:

- emotional
- psychological:
  - lack of self esteem
  - anxiety
- physiological
- cultural
- perceptual

- language:
  - idioms
  - jargon
  - buzz words

**Group members** may include

- peers
- work colleagues
- supervisors

**Appropriate communication techniques** may include:

- turn taking
- initiating interactions
- maintaining eye contact
- disagreeing respectfully
- contributing positively

**Personal stress indicators** may include:

- difficulty dealing with change
- increasing anxiety
- sleeping problems
- personal conflict
- ill health
- declining mental health
- drug and alcohol dependency
- withdrawal and depression

**Strategies for dealing with stress** may include:

- doing things with others
- focusing on strengths
- taking time out
- keeping active
- eating well
- getting enough sleep

**Situations** may include:

- personal:
  - family breakdown
  - relationship breakups
  - unemployment
- social problems
- work related problems

**Characteristics of conflict situations** may include:

- aggression
- avoidance
- constant interruptions
- withdrawal

**Strategies for dealing with conflict** may include:

- assertiveness
- negotiation
- compromise
- seeking advice / feedback of others
- collaboration

**Personal goals** may include:

- short
- medium
- long term
- learning goals
- further study goals
- employment goals
- fitness goals
- improving personal presentation
- focusing on well being

**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
- employment apps
- digital apps related to personal goals and well being

## 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 Curriculum.

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- develop a range of interpersonal communication strategies to enhance own personal effectiveness
- identify barriers to the development of personal effectiveness and ways to overcome these barriers
- identify and set personal goals to support development of personal effectiveness

### Context of and specific resources for assessment

Assessment must ensure access to:

- appropriate support persons allowing for full participation, such as peers, mentors
- a group of people to enable group participation
- appropriate sources of information relevant to needs and personal goals

### Method(s) of assessment

The following are suggested assessment methods 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, case studies and action plan to identify and prioritise personal goals

<b>Unit Code</b>	<b>VU22787</b>
<b>Unit Title</b>	<b>Prepare for employment</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to prepare for employment. It focuses on developing knowledge of Australian workplaces, their work practices and how they are changing and potential employment opportunities to assist participants in making decisions about possible career paths.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to participants who are seeking to improve their employability and work readiness skills. This unit provides opportunities for learners to develop their understanding of workplace requirements and practices to gain and maintain employment or to access further vocational training opportunities.
<b>Element</b>	<b>Performance Criteria</b>
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	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	<p>1.1 Identify <b><i>changing patterns of work</i></b></p> <p>1.2 Determine general <b><i>workplace expectations to gain and maintain employment</i></b></p> <p>1.3 Identify <b><i>general employee attributes</i></b> preferred by employers</p> <p>1.4 Identify own attributes</p> <p>1.5 Identify <b><i>self development needs</i></b> to gain and maintain employment</p>
2 Investigate a range of industries	<p>2.1 Locate the major centres of the industry and the main employers within that industry</p> <p>2.2 Identify the major <b><i>types of employment</i></b> available within the industry</p> <p>2.3 Identify the <b><i>skills required</i></b> by the industry</p> <p>2.4 Identify <b><i>current issues</i></b> faced by the industry</p> <p>2.5 Identify possible <b><i>career pathways</i></b> within the industry</p>



- |   |   |   |
|---|---|---|
|   | 2.6   | 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 <b>specific operating requirements</b> of the enterprise                                 |
|   |   | 3.4 Identify <b>ways in which jobs and tasks are organised</b> in the enterprise                          |
|   |   | 3.5 Describe <b>basic industrial conditions</b> relevant to a job in the industry                         |
| 4 | Investigate an employment opportunity                         | 4.1 Use a <b>range of resources</b> to identify an employment opportunity                                 |
|   |   | 4.2 Use <b>appropriate methods</b> 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 the job opportunity                                  |
|   |   | 4.5 Prepare a personal action plan for the employment opportunity with <b>appropriate support persons</b> |

## Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

### Required Knowledge:

- purpose of workplace expectations
- 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 and interpret employment information about different industries and workplaces
  - develop a personal action plan

- digital literacy skills to access and navigate digital information sources to investigate workplaces and employment opportunities
- numeracy skills to identify basic industrial conditions such as rates of pay, hours of work and leave entitlements
- self management skills to:
  - examine own skills and attributes and determine any gaps and additional development needed
  - examine own behaviours in relation to local industry expectations

## 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.

***Changing patterns of work*** may include:

- types of work/work tasks
- growth areas/emerging job clusters
- number of jobs/employers in work life
- increased automation
- increased use of digital literacy
- hours of work: fulltime, part time, casual
- location of work: local/global
- transfer of skills across different jobs

***Workplace expectations*** may include:

- ongoing development of new skills
- following workplace policies and procedures:
  - OHS/WHS
  - workplace social media policies
- using acceptable language
- reporting unacceptable behaviours
- observing workplace etiquette including dress codes
- ability to follow instructions
- working with others
- taking initiative
- being motivated
- completing work on time
- acceptable behaviour:
  - dependable and responsible
  - punctual
  - co-operative and collaborative

***General employee attributes*** may include:

- punctuality / reliability
- personal presentation

- attention to detail
- mechanical aptitude
- physical fitness
- flexibility to undertake a range of tasks / work shifts
- motivation

**Self development needs** may include:

- improving:
  - self image
  - self motivation
  - self confidence
  - specific skills
  - employee attributes
- clarifying aspirations

**Types of employment** may include:

- casual
- part-time / full-time
- permanent
- seasonal
- shift work
- outsourced
- on demand
- contractor

**Skills required** may include:

- manual skills
- technical skills
- digital skills
- organisational skills
- problem solving skills to address commonly encountered situations / issues according to organisational requirements
- verbal communication skills to interact with co-workers / customers as required
- self management skills to attend punctually, observe designated breaks and carry out work within designated timeframes
- literacy / numeracy levels required to read and understand workplace information
- writing skills to complete common workplace documentation

**Current issues** may include:

- rapid / slow growth
- skills shortages
- technological change
- climate change / green jobs
- specialised skills
- changing consumer demands
- outsourcing
- casualization of workforce
- aging workforce
- sustainability

**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 jobs and tasks are organised** may include:

- teams
- shifts
- work roles and responsibilities
- management structures
- hours of operation
- projects
- short term contracts
- automated tasks

**Basic industrial conditions** may include:

- wage entitlements
- leave entitlements
- hours of work
- superannuation
- 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
- speaking to someone who is doing the job

**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 Curriculum.

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- identify workplace expectations including required attributes and own self development needs
- source and use information for a range of industries to investigate a range of occupational fields and to identify potential employment opportunities
- use an action plan approach in response to employment opportunities

### 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 work requirements and employment opportunities

- computer hardware and software to access online resources

**Method(s) of assessment**

The following are suggested assessment methods 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, VU22788 Develop an action plan for career planning and VU22789 Participate in job seeking activities.

<b>Unit Code</b>	<b>VU22788</b>
<b>Unit Title</b>	<b>Develop an action plan for career planning</b>
<b>Unit Descriptor</b>	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.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who are seeking to explore a range of employment or further study options.
<b>Element</b>	<b>Performance Criteria</b>
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	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 Prepare a personal skills profile	<p>1.1 Identify interests which could support employment</p> <p>1.2 Identify and document <b><i>skills gained formally and informally</i></b></p> <p>1.3 Identify links between own skills and potential employment with support persons</p> <p>1.4 Examine own skills to identify strengths and weaknesses</p> <p>1.5 Investigate transferability of own skills to different jobs</p>
2 Identify potential areas of interest for work or further training	<p>2.1 Identify potential jobs to match identified skills and interests</p> <p>2.2 Identify education / training or skill requirements for identified jobs</p> <p>2.3 Identify and examine training programs appropriate to individual skills, interests and abilities</p> <p>2.4 Identify potential pathways from identified jobs and <b><i>requirements</i></b> to progress along pathway</p>
3 Prepare a personal action plan to support pathways to employment or further training	<p>3.1 Identify <b><i>information required</i></b> for the personal action plan</p> <p>3.2 Gather and organise information for action plan</p> <p>3.3 Document the personal action plan and seek feedback from <b><i>appropriate personnel</i></b></p>

- 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 individual 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
- how skills can be transferred across jobs

### Required Skills:

- oral communication skills to:
  - seek and respond to feedback on action plan
  - participate in interactions to determine and examine 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
- problem solving skills to identify and examine 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
- digital skills to access and navigate information about further training or employment areas

## 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 and informally*** may include:

- formally
  - literacy and numeracy
  - technical
  - digital
- informally:
  - physical/practical
  - community participation
  - interpersonal skills



- cultural awareness knowledge and skills
- communication skills
- digital skills
- work skills including volunteering

**Requirements** may include:

- further training
- experience

**Information required** may include:

- goals
- timelines
- steps towards goal achievement
- sources of information to support transition to work or further learning

**Appropriate personnel** may include:

- teachers
- mentors
- peers
- family
- friends
- careers counsellors

**Key Information** may include:

- action plan
- industry information
- self assessment activities
- personal skills profile
- examples of employability skills and their application
- work experience journals/references
- structured workplace learning records
- visual diary

## 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 Curriculum.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Assessment must confirm the ability to:

- identify and examine 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

**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 are suggested assessment methods 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, VU22789 *Participate in job seeking activities*.

<b>Unit Code</b>	<b>VU22789</b>
<b>Unit Title</b>	<b>Participate in job seeking activities</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge required by participants to investigate job opportunities. It focuses on participating in the job seeking process and reviewing the outcomes.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	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.
<b>Element</b>	<b>Performance Criteria</b>
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	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 interpret information on employment opportunities	<p>1.1 Identify and collect information on employment opportunities from a variety of <b>sources</b></p> <p>1.2 Identify <b>key information</b> in the information collected</p> <p>1.3 <b>Relate</b> the information collected to own employment interests</p> <p>1.4 Make enquiries to follow up information using appropriate communication strategies</p>
2 Investigate the hidden job market	<p>2.1 Identify <b>components of the hidden job market</b></p> <p>2.2 Identify and access <b>networks</b> for job opportunities</p> <p>2.3 Identify opportunities to cold call a range of enterprises</p> <p>2.4 Investigate <b>appropriate methods</b> to approach prospective employers</p>
3 Identify a relevant job	<p>3.1 Identify an appropriate position according to own skills and interest</p> <p>3.2 Identify <b>job requirements</b> for the position</p> <p>3.3 Obtain information on the enterprise or business</p>

	3.4	Gather supporting documentation according to <b>application requirements</b>
4 Prepare the application	4.1	Prepare a letter of application in response to the position.
	4.2	Respond to <b>key selection criteria</b> in a written application.
	4.3	Prepare a <b>simple resumé</b> for the position according to <b>specified format</b>
	4.4	Draft the application and seek feedback from an appropriate support person.
	4.5	Develop final application
5 Participate in a job interview	5.1	Confirm <b>interview details and requirements</b>
	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
6 Review 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.

## 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 for obtaining information about employment opportunities
- different types of interviews to enable effective preparation

### Required Skills:

- literacy skills to:
  - read, select and interpret 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
  - participate in a job interview using appropriate communication techniques to answer questions, clarify information and seek information
- 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
  - investigate 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 employment 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
  - review own performance in order to make improvements

## 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:

- internet sites:
  - enterprise sites
  - job search sites
  - industry association sites
- local newspapers
- employment agencies
- community noticeboards
- personal networks

**Key information** may include:

- what the job involves
- whether the job is offered full-time, part-time, casual or as a fixed-term contract
- what skills or qualifications are required
- key attributes required
- what work experience is required
- type of organisation
- how you should apply and where to send your job application (for example by mail or email)
- who to contact for further information
- closing date for applications

**Relate** may include:

- identifying:
  - own preferences
  - skills
  - aptitudes
  - qualifications and experience

- conditions of employment
- future employment opportunities

**Components of the hidden job market** may include:

- formal and informal networks
- online networks
- community noticeboards
- work and career expos
- family and friends

**Networks** may include:

- personal
- community
- social media
- family
- social / recreational
- educational
- volunteering

**Appropriate methods** may include:

- impromptu telephone call
- email / letter
- walk off street
- cold calling
- face to face

**Job requirements** may include:

- previous experience
- location
- hours of work
- drivers licence / own transport
- level of education/qualifications
- forklift licence

**Application requirements** may include:

- online application process
- modes of contact including online
- format / presentation
- content
- referees

**Key selection criteria** may include:

- required attributes
- knowledge
- skills

- experience

**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

**Specified format** may include:

- electronic or hard copy pro forma
- size and type of documents

**Interview details and requirements** may include:

- time / date / place
- type of interview:
  - group / panel
  - one on one
- dress / personal presentation

## 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 Curriculum.

**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, investigate and respond to employment information in order to participate in the job seeking process
- identify appropriate modes of contact to access and follow up information on job opportunities
- apply appropriate communication techniques to participate in a job interview and review 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 resumé

**Method(s) of assessment**

The following are suggested assessment methods 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 *VU22788 Develop an action plan for career planning*.