

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





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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
CPCWHS1001 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

<p>1. Copyright owner of the course</p>	<p>Copyright of this document is held by the Department of Education and Training, Victoria © State of Victoria.</p>
<p>2. Address</p>	<p>Executive Director Industry Engagement and VET Systems Higher Education and Skills Group Department of Education and Training (DET) GPO Box 4367 Melbourne Vic 3001</p> <p>Organisational Contact: Manager Training Products Higher Education and Skills Group Telephone: (03) 9637 3092 Email: course.enquiry@edumail.vic.gov.au</p> <p>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</p>
<p>3. Type of submission</p>	<p>Reaccreditation</p> <p>The 22280VIC Certificate I in Employment Pathways replaces and is equivalent to the 22012VIC Certificate I in Vocational Preparation.</p>
<p>4. Copyright acknowledgement</p>	<p>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</p> <ul style="list-style-type: none"> • BSB Business Services Training Package <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – CHCVOL001 Be an effective volunteer • CPC Construction Plumbing and Services Training Package <ul style="list-style-type: none"> – CPCCWHS1001 Prepare to work safely in the construction industry • CPC08 Construction Plumbing and Services Training Package



	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - PUAOHS001C Follow defined occupational health and safety policies and procedures • SIT Tourism, Travel and Hospitality Training Package <ul style="list-style-type: none"> - SITXWHS101 Participate in safe work practices - SITHFAB005 Prepare and serve espresso coffee - SITXFSA001 Use hygienic practices for food safety • TLI Transport and Logistics <ul style="list-style-type: none"> - TLIF1001 Follow work health and safety procedures • AHC Agriculture, Horticulture and Conservation and Land Management Training Package <ul style="list-style-type: none"> - AHCWHS101 Work safely • SIR Retail Training Package <ul style="list-style-type: none"> - SIRXWHS002 - Contribute to workplace health and safety - SIRXSLS002 - Follow point-of-sale procedures • HLT Health Training Package <ul style="list-style-type: none"> - HLTAID002 Provide basic emergency life support • FNS Financial Services Training package <ul style="list-style-type: none"> - FNSFLT201 Develop and use a personal budget <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 DET website at: www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx 22215VIC Certificate I in Mumgu-dhal tyama-tiyt</p> <ul style="list-style-type: none"> - VU21038 Develop study skills - VU21047 Participate in a practical placement with support (<i>please note this unit has been contextualised for the Certificate I in Employment Pathways and is therefore included in this curriculum document</i>) • 22235VIC Certificate I in General Education for Adults (Introductory) <ul style="list-style-type: none"> - VU21305 Create simple texts for employment purposes - VU21301 Engage with simple texts for employment purposes - VU21298 Conduct a project with guidance
5. Licensing and franchise	<p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence http://creativecommons.org/licenses/by-nd/3.0/au/). You are free to use, copy and distribute provided you attribute the State of Victoria (Department of Education and Training) as the copyright owner, and you license any derivative work you make available under the same licence.</p>



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6. Course accrediting body	Victorian Registration and Qualifications Authority	
7. AVETMISS information	<p>ANZSCO code: (Australian and New Zealand Standard Classification of Occupations)</p>	GEN19 General Education - not occupationally specific
	<p>ASCED code – 4 digit (Field of Education)</p>	1205 Employment Skills Programs
	<p>National course code 22280VIC</p>	
8. 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	
2. Vocational or educational outcomes		Standard 1 AQTF Standards for Accredited Courses
2.1 Purpose of the course	<p>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 re-accredited in 2010 in response to a clearly articulated need for the development of work preparation skills at a foundation level.</p> <p>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.</p> <p>The Certificate I in Vocational Preparation has been used in diverse learning environments and with diverse learning cohorts including:</p> <ul style="list-style-type: none"> • disengaged youth • older adults re-entering the workplace • students undertaking senior secondary certificates (VCE and VCAL) • indigenous learners • newly arrived refugees and migrants. <p>Learning environments include:</p> <ul style="list-style-type: none"> • as a pre-employment course • transition between secondary school and work • correctional settings. 	
3. 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

	<ul style="list-style-type: none"> - plumbing - automotive - transport <ul style="list-style-type: none"> • self development. <p>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.</p> <p>Initial consultations undertaken identified a number of key areas for review as follows:</p> <ul style="list-style-type: none"> • Course structure to strengthen pathways into specific industries • Elective options to support pathways • Current unit content, outcomes and relevance • Areas of duplication <p>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.</p> <p>The reaccreditation of the Certificate was guided by a PSC comprised of the following members:</p> <p>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)</p>
<p>3.2 Review for re-accreditation</p>	<p>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.</p> <p>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.</p>

	<p>The majority of respondents indicated that the course was meeting the needs of their learners. The following issues were raised:</p> <ul style="list-style-type: none"> • a small number of respondents suggested that the content and language of <i>VU20006 Increase personal effectiveness</i> could be reviewed • one respondent suggested including <i>VU20009 Participate in job seeking activities</i> 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, <i>CPCCOHS1001A Work safely in the construction industry</i>. <p>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.</p>
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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

Previous Course		Current Course		Relationship
22012VIC Certificate I in Vocational Preparation		22280VIC Certificate I in Employment Pathways		
VU21323	Develop and document a learning plan and portfolio			Unit deleted
		VU21298	Conduct a project with guidance	New unit
		VU21305	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

Previous Course	Current Course	Relationship
22012VIC Certificate I in Vocational Preparation	22280VIC Certificate I in Employment Pathways	
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



4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses
<p>4.1 Qualification level</p>	<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>Knowledge: 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"> • 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. <p>Skills: Graduates at this level will have foundational cognitive, technical and communication skills to:</p> <ul style="list-style-type: none"> • 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. <p>Application of knowledge and skills</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"> • 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. <p>The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured and unstructured learning activities such as:</p> <ul style="list-style-type: none"> • 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	<i>Standard 4 AQTF Standards for Accredited Courses</i> Refer to Appendix A for Employability Skills Summary of the qualification.
4.3 Recognition given to the course (if applicable)	<i>Standard 5 AQTF Standards for Accredited Courses</i> Not applicable
4.4 Licensing/ regulatory requirements (if applicable)	<i>Standard 5 AQTF Standards for Accredited Courses</i> Not applicable



5. 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.

<i>Unit of competency code</i>	<i>Field of Education code</i>	<i>Unit of competency title</i>	<i>Nominal hours</i>
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

<p>5.2 Entry requirements</p>	<p>Standard 9 AQTF Standards for Accredited Courses</p> <p>There are no entry requirements for the 22280VIC Certificate I in Employment Pathways.</p> <p>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</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Learners with language, literacy and numeracy skills at lower levels than those suggested will require additional support to successfully undertake the qualification.</p>
<p>6. Assessment Standards 10 and 12 AQTF Standards for Accredited Courses</p>	
<p>6.1 Assessment strategy</p>	<p>Standard 10 AQTF Standards for Accredited Courses</p> <p>All assessment will be consistent with the AQTF Essential Conditions and Standards for Initial/Continuing Registration Standards 1.2/1.5.</p> <p>or</p> <p>Standard 1: Clauses 1.1 and 1.8 of the Standards for Registered Training Organisations (SRTOs) 2015</p> <p>See http://www.asqa.gov.au/about/australias-vet-sector/standards-forregistered-training-organisations-(rtos)-2015.html</p> <p>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:</p>

	<ul style="list-style-type: none"> • 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. <p>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.</p> <p>Assessment methods and tools may include:</p> <ul style="list-style-type: none"> • 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. <p>Evidence may include:</p> <ul style="list-style-type: none"> • interview records / checklists • assessment records including observations • student portfolios of a variety of evidence including digital, print based and recorded material. <p>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.</p>
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<p>6.2 Assessor competencies</p>	<p>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.</p>
<p>7. Delivery Standards 11 and 12 AQTF Standards for Accredited Courses</p>	
<p>7.1 Delivery modes</p>	<p>Standard 11 AQTF Standards for Accredited Courses</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The personal nature of the unit <i>VU21663 Develop personal effectiveness</i> 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</p>



	<p>develop support strategies to ensure learners do not feel threatened or unable to participate.</p> <p>It is intended that the unit VU21665 <i>Develop an action plan for career planning</i> 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.</p> <p>The unit VU21047 <i>Participate in a practical placement with support</i> requires work placement. Providers should refer to the Guidelines for Registered Training Organisations and Employers 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.</p> <p>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.</p>
<p>7.2 Resources</p>	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>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</p> <p>Standard 1: Clauses 1.13,1.14,1.15,1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015</p> <p>Access to the following resources should be provided:</p> <ul style="list-style-type: none"> • 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 <i>Participate in a practical placement with support</i> • resources required to deliver and assess any imported units of competency

	<ul style="list-style-type: none"> 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. <p>Training providers delivering the qualification should ensure that staff are aware of the location and referral procedures for employment services and job network services.</p>
8. Pathways and articulation	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 22280VIC Certificate I in Employment Pathways may include Certificate II industry qualifications (pre-apprenticeships), Certificate III industry qualifications and VCAL programs.</p> <p>Selecting electives for vocational outcomes or specialisations</p> <p>The vocational outcome or area of specialisation must guide the selection of the three elective units.</p> <p>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.</p> <p>Office Administration</p> <p>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</p> <p>Construction</p> <p>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</p> <p>Hospitality</p> <p>SITXWHS101 Participate in safe work practices</p>



	<p>SITHFAB005 Prepare and serve espresso coffee</p> <p>SITXFSA101 Use hygienic practices for food safety</p> <p>SIRXSLS002 Follow point-of-sale handling procedures</p> <p>General Job Seeking</p> <p>BSBWHS201 Contribute to health and safety of self and others</p> <p>VU21305 Create simple texts for employment purposes</p> <p>VU21666 Participate in job seeking activities</p> <p>VU21047 Participate in a practical placement with support</p>
<p>9. Ongoing monitoring and evaluation Standard 13 AQTF Standards for Accredited Courses</p>	
	<p>The 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"> • any changes required to meet emerging or developing needs • changes to any units of competency from nationally endorsed training packages or accredited curricula. <p>Any significant changes to the course resulting from course monitoring and evaluation procedures will be reported to the VRQA through a formal amendment process.</p>

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	<p>Contribute and clarify ideas verbally within a group, discuss personal goals, seek and respond to verbal feedback on personal action plan.</p> <p>Read and extract information from a range of sources on employment opportunities.</p> <p>Document a personal action plan.</p> <p>Use digital literacy skills to access and navigate digital information sources to research workplaces, employment opportunities and training programs.</p>
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	Performance Criteria
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 self confidence	<p>1.1 Describe own personal strengths and limitations</p> <p>1.2 Identify how self confidence affects personal life and employment</p> <p>1.3 Identify factors that can affect self confidence</p> <p>1.4 Identify and apply strategies to develop and maintain self confidence</p> <p>1.5 Identify possible barriers to the development of self confidence</p>
2 Co-operate with others as part of a group	<p>2.1 Express views and opinions clearly using appropriate communication techniques</p> <p>2.2 Respond to others in a constructive and positive way</p> <p>2.3 Contribute positively to a discussion</p> <p>2.4 Recognise individual differences in others</p> <p>3.1 Identify situations contributing to stress</p>

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| 3 | Develop personal strategies for handling conflict and 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.

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	Performance Criteria
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 Determine general workplace expectations and their purpose</p> <p>1.2 Identify necessary strategies and behaviour required to gain and maintain employment</p> <p>1.3 Determine the need for co-operation and collaboration in the workplace</p> <p>1.4 Identify self development needs to gain and maintain employment</p>
2 Research 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 types of employment available within the industry</p> <p>2.3 Identify the future employment prospects for the industry</p> <p>2.4 Identify possible career pathways within the industry</p>

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| | 2.5 | Identify and describe the role of organisations representing workers in the industry |
| 3 | Investigate the workplace operations of a range of workplaces | <p>3.1 Identify the type of enterprise and its products</p> <p>3.2 Identify the external customers of the enterprise</p> <p>3.3 Identify any specific operating requirements of the enterprise</p> <p>3.4 Investigate ways in which work is organised in the enterprise</p> <p>3.5 Describe basic industrial conditions relevant to a job in the industry</p> |
| 4 | Research an employment opportunity | <p>4.1 Use a range of resources to identify an employment opportunity</p> <p>4.2 Use appropriate methods to research the employment opportunity</p> <p>4.3 Identify personal strengths, weaknesses and interests in relation to the employment opportunity</p> <p>4.4 Identify the main steps involved in applying for a job</p> <p>4.5 Prepare a personal action plan for the employment opportunity with appropriate support persons</p> |

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*.

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	Performance Criteria
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 Create a personal skills profile	<p>1.1 Identify and document <i>skills gained formally and informally</i></p> <p>1.2 Identify interests which could support employment</p> <p>1.3 Seek advice from <i>appropriate persons</i> on links between own skills and potential employment</p> <p>1.4 Assess own skills to identify strengths and weaknesses</p> <p>1.5 Investigate transferability of skills to different jobs</p>
2 Identify potential areas of interest for work or further training	<p>2.1 Identify <i>broad categories</i> of career interests</p> <p>2.2 Identify potential jobs to match identified skills and interests</p> <p>2.3 Identify education / training or experience requirements for identified jobs</p> <p>2.4 Investigate a range of training programs appropriate to individual skills, interests and abilities and obtain relevant information</p> <p>2.5 Identify potential pathways from identified jobs and <i>requirements</i> to advance along pathway</p>

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| 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	Performance Criteria
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 evaluate information on employment opportunities	<p>1.1 Collect information on employment opportunities from a variety of sources</p> <p>1.2 Evaluate the information collected according to employment interests</p> <p>1.3 Make enquiries to follow up information using appropriate communication strategies</p>
2 Access the hidden job market	<p>2.1 Access a range of employment advertising sources to identify job vacancies</p> <p>2.2 Identify and access personal networks for job opportunities</p> <p>2.3 Identify opportunities to cold call a range of enterprises using appropriate methods</p>
3 Identify a relevant job	<p>3.1 Identify an appropriate position according to own skills and interest</p> <p>3.2 Identify job requirements for the position</p> <p>3.3 Obtain information on the enterprise or business</p>

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| | 3.4 | Gather supporting documentation according to application requirements |
| 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. |
| 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 |
| 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. |

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

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

Evaluation may include:

- the participant's preferences
- skills
- aptitudes
- qualifications experience
- conditions of employment
- future employment opportunities

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

Appropriate methods may include:

- telephone
- email / letter
- personal contacts
- timing of approach
- personal presentation
- clear and concise communication

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

- Application requirements** may include:
- online application process
 - modes of contact including online
 - format / presentation
 - content
 - referees

- 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 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

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*.

Unit Code	VU21047
Unit Title	Participate in a practical placement with support
Unit Descriptor	<p>This unit describes the skills and knowledge to select, negotiate and participate in a practical work or community placement.</p> <p>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.</p>
Employability Skills	This unit contains employability skills.
Application of the Unit	<p>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.</p> <p>Skill development at this level will generally require assistance from a support person.</p>
Element	Performance Criteria
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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.</p>
1 Plan own practical placement with support	<p>1.1 Identify own preferences and priorities in relation to practical placement</p> <p>1.2 Investigate placement options</p> <p>1.3 Identify placement requirements</p> <p>1.4 Identify potential barriers or problems</p>
2 Negotiate practical placement arrangements, with support	<p>2.1 Organise a time to meet with appropriate personnel in the workplace</p> <p>2.2 Confirm skills, experience, needs and preferred options</p> <p>2.3 Identify documents and information required by both parties</p>

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|---|---|--|
| | 2.4 | Identify employer expectations |
| | 2.5 | Establish workplace routine and any required documentation |
| | 2.6 | Identify and address cultural safety issues |
| 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 |
| 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 |
| 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 |

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

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

Placement requirements may include:

- completing required forms
- obtaining permission signatures
- complying with OHS requirements

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

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

Record of experiences may include:

- log book
- employer report
- statement of duties

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