**Foundation pathways certificate: Work Related Skills**

Draft curriculum
for consultation

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Contents

[Important information 4](#_Toc80016086)

[Accreditation period 4](#_Toc80016087)

[Other sources of information 4](#_Toc80016088)

[Providers 4](#_Toc80016089)

[Copyright 4](#_Toc80016090)

[**Introduction 5**](#_Toc80016091)

[Scope of study 5](#_Toc80016092)

[Rationale 5](#_Toc80016093)

[Underpinned by applied learning 5](#_Toc80016094)

[Aims 6](#_Toc80016095)

[Structure 6](#_Toc80016096)

[Entry 6](#_Toc80016097)

[Duration 6](#_Toc80016098)

[Changes to the curriculum 6](#_Toc80016099)

[Monitoring for quality 6](#_Toc80016100)

[Safety and wellbeing 7](#_Toc80016101)

[Employability skills 7](#_Toc80016102)

[Legislative compliance 7](#_Toc80016103)

[**Assessment and reporting 8**](#_Toc80016104)

[Satisfactory completion 8](#_Toc80016105)

[Learning growth 8](#_Toc80016106)

[Assessment 8](#_Toc80016107)

[Supporting students with additional needs 9](#_Toc80016108)

[**Unit 1 10**](#_Toc80016109)

[Module 1: Interests, skills and capabilities in the workplace 10](#_Toc80016110)

[Module 2: Employment opportunities and workplace conditions 10](#_Toc80016111)

[Module 3: Applying for an employment opportunity 11](#_Toc80016112)

[Evidence for satisfactory completion 11](#_Toc80016113)

[**Unit 2 12**](#_Toc80016114)

[Module 1: Identifying and planning for a work-related activity 12](#_Toc80016115)

[Module 2: Completing and reviewing a small-scale work-related activity 12](#_Toc80016116)

[Module 3: Reporting on a small-scale work-related activity 13](#_Toc80016117)

[Evidence for satisfactory completion 13](#_Toc80016118)

[**Unit 3 15**](#_Toc80016119)

[Module 1: Healthy workplace practice 15](#_Toc80016120)

[Module 2: Rights and responsibilities 15](#_Toc80016121)

[Module 3: Physical health and safety 16](#_Toc80016122)

[Evidence for satisfactory completion 16](#_Toc80016123)

[**Unit 4 17**](#_Toc80016124)

[Module 1: Explore and plan for potential pathways 17](#_Toc80016125)

[Module 2: Employment seeking activities and the application process 17](#_Toc80016126)

[Module 3: Interview 18](#_Toc80016127)

[Evidence for satisfactory completion 18](#_Toc80016128)

Important information

Accreditation period

1 January 20XX – 31 December 20XX.

Implementation of this study commences in 20XX.

Other sources of information

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

To assist teachers in developing courses, the VCAA will publish online *Advice for teachers*. The *Advice for teachers* will provide curriculum development and assessment advice for Modules 1 to 4, including examples of teaching and learning activities and resources for each unit.

The *Advice for Teachers* will also provide advice on opportunities to integrate units across the Vocational specialisation and Foundation pathways certificate.

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

Providers

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

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Introduction

Scope of study

FPC Work Related Skills will enable the development of knowledge, skills and attributes relevant to further education and employment. It will also provide practical, authentic opportunities to develop employability skills.

This study examines four key areas: workplace health and culture, skills and capabilities, planning and executing a small-scale work-related activity, and activities related to seeking employment and further training. FPC Work Related Skills has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

FPC Work Related Skills emphasises student participation in activities that develop tangible employability skills and prepares students for their desired future pathway.

Rationale

Students preparing to transition to the workforce and to further education are best placed for success when they have an understanding of self and of others, as well as the skills to communicate effectively, to work within a team and the capacity to reflect and improve when applying knowledge, experiences and skills to a real-world situation.

The study of FPC Work Related Skills leads to opportunities across different industries and further education providers, and provides young people with the tools they need to succeed in the future.

Underpinned by applied learning

This Work Related Skills curriculum is framed around an applied learning approach to teaching. Applied learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences. Learners apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. Applied learning emphasises the relevance of what is learnt in the classroom to the ‘real-world’ outside the classroom, and makes that connection as immediate and transparent as possible.

Applied learning contextualises curriculum in a way which empowers and motivates students, while assisting them to develop key skills and knowledge required for employment, further education and active participation in their communities. It advocates nurturing and working with students in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences.

Applied learning takes into account differences in ways of learning and forms of assessment. This focus on an authentic application will often require a shift in focus from discrete curriculum to a more integrated and contextualised approach to learning. Students will focus on learning and applying the skills and knowledge to solve a problem, implement a project or participate in the workforce.

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

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

Aims

This study allows students to:

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

Structure

The study is made up of four units. Each unit contains three modules. The learning goal of each module describes the intended learning outcome. The approach to achieving the learning outcome is centred on applied learning principles and is detailed through the application of key knowledge and skills.

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

Entry

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

Duration

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

Changes to the curriculum

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

Monitoring for quality

The VCAA will conduct monitoring and quality assurance processes on an annual basis.

Safety and wellbeing

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

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for Teachers* companion document will provide specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

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

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of learning goals specified for the module. Demonstration of achievement of a learning goal and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of learning goals.

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

Learning growth

The VCAA is exploring options to support the use of a learning growth model of assessment and reporting within the Foundation pathways certificate. More information will be available in due course.

Assessment

The teaching, learning and assessment strategies should be based around the applied learning principles.

The learning goal and application listed alongside the applied learning principles should be used for course design and for the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class or work environment and within a predetermined timeframe.

Assessment is to be undertaken as an ongoing process which integrates knowledge and skills with practical applications over a period of time. It will require a combination of evidence collected through teacher observations along with the collection of records of students’ work.

Suitable tasks for assessing these modules may be selected from the following:

* recorded activities using appropriate information and communications technologies (ICT) evidence, including internet usage, blogs, vlog, wikis, podcasts, e-portfolios, multimedia presentations and video clips
* structured teacher observation
* guided, negotiated self-assessment
* response to written, oral or visual text
* a portfolio of accumulated evidence
* responses to structured questions
* record or report of interviews
* oral or written report, review or article
* brochure
* discussion or debate
* role-play or performance
* folio or logbook of tasks or investigations
* project or daily activity planner
* a critically reflective journal of participation in practical tasks
* a presentation in oral, visual or multimedia format.

Authentication

Work related to the outcomes of each module will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

Supporting students with additional needs

In the Foundation pathways certificate, students can be supported and guided in their work and in their assessments. Explicit high levels of teacher support, scaffolding and guidance should be made available. The level of support can include, but is not limited to:

* the provision of highly structured guides, templates, rubrics and exemplars
* encouraging and supporting students to learn through interaction and cooperation – via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups
* prompting or questioning to help guide the student when they are checking the reasonableness, appropriateness or feasibility of their work/plan/communication/response
* working alongside the student when learning or undertaking a task – explaining and prompting as they work
* prompting, assisting and collaborating with students when contacting and communicating with internal and external individuals, groups or organisations
* encouraging students to document and report on their work and investigations in a way they feel most comfortable with – orally, in writing, using an audio or video recording, an image or graphic
* providing a variety of flexible and alternative methods and mechanisms to demonstrate learning, for example students who are hearing impaired may sign their response, and those with a physical disability may use a voice synthesiser or communication board
* providing additional time for students to demonstrate learning in addition to the nominal hours suggested if required
* using a variety of flexible, alternative and additional visual, audio, oral and written prompts for explanation, including the use of symbols and gestures.

Unit 1

Module 1: Interests, skills and capabilities in the workplace

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

Learning goal

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

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

Application

In a relevant context the application of the learning goal requires students to understand:

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

Module 2: Employment opportunities and workplace conditions

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

Learning goal

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

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

Application

In a relevant context the application of the learning goal requires students to:

* research employment opportunities within a workplace, including looking at labour market data and trends
* understand the role of qualifications and further study to increase employment opportunities
* understand employee rights and responsibilities in the workplace relating to pay and conditions
* understand employer rights and responsibilities in the workplace relating to pay and conditions.

Module 3: Applying for an employment opportunity

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

Learning goal

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

* develop a resume and cover letter that is relevant to an employment opportunity
* apply feedback to improve employment prospects.

Application

In a relevant context the application of the learning goal requires students to:

* apply strategies to identify an employment opportunity
* understand the purpose of a pathway plan
* understand the key elements of a resume, including purpose, format and inclusion of relevant information
* understand the key elements of a cover letter, including purpose, format and inclusion of relevant information
* apply strategies to improve resumes and cover letters
* understand how to address key selection criteria, where applicable
* draft and complete an application for the selected employment opportunity using relevant technical vocabulary
* seek feedback from a careers practitioner or suitable staff member on your application for the selected employment opportunity
* apply feedback to strengthen the cover letter and resume.

Evidence for satisfactory completion

Assessment for satisfactory completion of Unit 1 should draw on evidence provided by the student that demonstrates the ability to:

1. differentiate between interests, attributes and capabilities and align personal interests and strengths to specific industry groups
2. identify and describe employability skills and capabilities and their application in a variety of settings
3. identify and describe the technical skills and capabilities required by specific industry groups
4. identify employment opportunities
5. plan, draft and edit a cover letter and resume, and apply feedback including all key elements and addressing key selection criteria
6. apply for an employment opportunity using technical vocabulary.

Unit 2

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

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

Learning goal

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

* collaboratively plan for a small-scale work-related activity
* seek and apply feedback to their plan
* identify the employability skills that align to their activity
* evaluate the effectiveness of their plan.

Application

In a relevant context the application of the learning goal requires students to:

* explore and suggest a possible small-scale work-related activity
* participate in the planning process
* provide an overview of a planned small-scale work-related activity using examples
* understand the role of collaboration and teamwork to plan the activity
* understand the key features of teamwork and work within a team to identify roles and responsibilities
* outline technology and/or resources required for the activity
* identify the employability skills required to complete the small-scale work-related activity
* suggest strategies to assess the strengths and weaknesses of the small-scale work-related activity plan.

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

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

Learning goal

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

* implement their planed small-scale work-related activity
* evaluate, communicate, problem-solve, use technology, delegate and time manage to complete the activity.

Application

In a relevant context the application of the learning goal requires students to:

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

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

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

Learning goal

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

* demonstrate their communication and technology skills through reporting on their small-scale work-related activity
* present a report on their small-scale work-related activity that demonstrates appropriate structure and conventions of a written report and describes the planning, implementation and evaluation of the small-scale work-related activity
* reflect on how they can improve future work-related outcomes.

Application

In a relevant context the application of the learning goal requires students to:

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

Evidence for satisfactory completion

Assessment for satisfactory completion of Unit 2 should draw on evidence provided by the student that demonstrates the ability to:

1. plan and participate in a small-scale work-related activity
2. identify and apply key features of teamwork
3. identify and allocate roles of responsibility within a team
4. outline and suggest key skills and capabilities used within the activity that can be transferred to other work contexts
5. identify and apply strategies to problem-solve and make improvements while undertaking a small-scale work-related activity
6. review the effectiveness of self and others regarding the implementation and outcomes of a small-scaled work-related activity
7. use digital technologies to prepare a report
8. communicate in writing and presenting.

Unit 3

Module 1: Healthy workplace practice

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

Learning goal

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

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

Application

In a relevant context the application of the learning goal requires students to understand:

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

Module 2: Rights and responsibilities

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

Learning goal

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

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

Application

In a relevant context the application of the learning goal requires students to understand:

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

Module 3: Physical health and safety

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

Learning goal

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

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

Application

In a relevant context the application of the learning goal requires students to:

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

Evidence for satisfactory completion

Assessment for satisfactory completion of Unit 3 should draw on evidence provided by the student that demonstrates the ability to:

1. identify and describe a variety of workplace structures
2. identify and describe physical and mental health and contributing factors to positive and negative mental health in the workplace
3. identify and describe the key elements of workplace health and safety, universal strategies and safeguards to reduce harm and hazard reporting processes
4. apply hazard reduction strategies
5. identify the roles of both employers and employees in contributing to and maintaining mental and physical health in the workplace
6. identify policies that promote respect and inclusion in the workplace
7. identify safe, unsafe, lawful and unlawful practices in the workplace
8. identify internal and external workplace safety or harassment reporting processes
9. identify the responsibilities of employees in the workplace.

Unit 4

Module 1: Explore and plan for potential pathways

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

Learning goal

On completion of this module, the student should be able to identify a potential pathway, access and assess online platforms to explore pathway options, apply their knowledge to draft their pathway plan, seek feedback and refine their pathway plan.

Application

In a relevant context the application of the learning goal requires students to:

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

Module 2: Employment seeking activities and the application process

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

Learning goal

On completion of this module, the student should be able to source and evaluate information relating to employment opportunities, and apply their knowledge to apply for a job.

Application

In a relevant context the application of the learning goal requires students to:

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

Module 3: Interview

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

Learning goal

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

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

Application

In a relevant context the application of the learning goal requires students to:

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

Evidence for satisfactory completion

Assessment for satisfactory completion of Unit 4 should draw on evidence provided by the student that demonstrates the ability to:

1. engage with networks, forums, resources, and services to investigate employment and education pathway options and opportunities, identify interview questions and formulate responses
2. identify a range of suitable interview responses and relevant questions to ask potential employers
3. engage with professionals to identify, discuss and seek feedback on employment and education pathway options, apply appropriate strategies to refine and complete a pathway plan
4. use strategies to identify key elements of job advertisements and job applications
5. develop and refine a cover letter and resume that effectively promotes relevant skills, knowledge, qualifications and experience, and addresses key selection criteria where required
6. prepare for, practice and apply strategies to communicate and promote relevant skills, knowledge, capabilities, qualifications and experience in a job interview, using suitable responses and questions
7. identify and report on areas of strength and improvement in applying for a job.