**Vocational specialisation:
Work Related Skills**

Draft study design
for consultation

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Contents

[Important information 5](#_Toc80017200)

[Accreditation period 5](#_Toc80017201)

[Other sources of information 5](#_Toc80017202)

[Senior secondary providers 5](#_Toc80017203)

[Copyright 5](#_Toc80017204)

[Introduction 6](#_Toc80017205)

[Scope of study 6](#_Toc80017206)

[Rationale 6](#_Toc80017207)

[Underpinned by applied learning 6](#_Toc80017208)

[Aims 7](#_Toc80017209)

[Structure 7](#_Toc80017210)

[Flexible delivery 7](#_Toc80017211)

[Entry 7](#_Toc80017212)

[Duration 8](#_Toc80017213)

[Changes to the study design 8](#_Toc80017214)

[Monitoring for quality 8](#_Toc80017215)

[Safety and wellbeing 8](#_Toc80017216)

[Employability skills 8](#_Toc80017217)

[Legislative compliance 8](#_Toc80017218)

[Assessment and reporting 9](#_Toc80017219)

[Satisfactory completion 9](#_Toc80017220)

[Evidence for assessment 9](#_Toc80017221)

[Levels of achievement 9](#_Toc80017222)

[Units 1 and 2 9](#_Toc80017223)

[Units 3 and 4 9](#_Toc80017224)

[Authentication 9](#_Toc80017225)

[Unit 1: Careers and Learning for the Future 10](#_Toc80017226)

[Area of Study 1: Future careers 10](#_Toc80017227)

[Outcome 1 10](#_Toc80017228)

[Evidence for assessment 11](#_Toc80017229)

[Area of Study 2: Presentation of career and education goals 11](#_Toc80017230)

[Outcome 2 11](#_Toc80017231)

[Evidence for assessment 12](#_Toc80017232)

[Unit 2: Workplace Skills and Capabilities 13](#_Toc80017233)

[Area of Study 1: Skills and capabilities for employment and further education 13](#_Toc80017234)

[Outcome 1 13](#_Toc80017235)

[Evidence for assessment 14](#_Toc80017236)

[Area of Study 2: Transferable skills and capabilities 14](#_Toc80017237)

[Outcome 2 14](#_Toc80017238)

[Evidence for assessment 15](#_Toc80017239)

[Unit 3: Industrial Relations, Workplace Environment and Practice 17](#_Toc80017240)

[Area of Study 1: Workplace wellbeing and personal accountability 17](#_Toc80017241)

[Outcome 1 17](#_Toc80017242)

[Evidence for assessment 18](#_Toc80017243)

[Area of Study 2: Workplace responsibilities and rights 18](#_Toc80017244)

[Outcome 2 18](#_Toc80017245)

[Evidence for assessment 19](#_Toc80017246)

[Area of Study 3: Communication and collaboration 19](#_Toc80017247)

[Outcome 3 19](#_Toc80017248)

[Evidence for assessment 20](#_Toc80017249)

[Unit 4: Portfolio Preparation and Presentation 22](#_Toc80017250)

[Area of Study 1: Portfolio development 22](#_Toc80017251)

[Outcome 1 22](#_Toc80017252)

[Evidence for assessment 23](#_Toc80017253)

[Area of Study 2: Portfolio presentation 23](#_Toc80017254)

[Outcome 2 23](#_Toc80017255)

[Evidence for assessment 24](#_Toc80017256)

[Assessment of levels of achievement 24](#_Toc80017257)

Important information

Accreditation period

Units 1–2: 1 January 20XX – 31 December 20XX
Units 3–4: 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 regularly includes advice on VCE studies. It will also include advice on studies within the Vocational specialisation stream 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 the Advice for teachers. The Advice for teachers will provide curriculum development and assessment advice for Units 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 studies within the Vocational specialisation and the Foundation pathways certificate.

Assessment information will be provided for school-based assessment in Units 3 and 4 with advice for teachers on how to construct assessment tasks using suggested performance descriptors and rubrics.

The current [*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.

Senior secondary providers

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

Copyright

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

Introduction

Scope of study

Work Related Skills examines the ways that people develop a range of skills, knowledge and capabilities in order to achieve their career and educational goals. The Work Related Skills study design considers four key areas: the future of work, workplace skills and capabilities, industrial relations and the workplace environment and practice and the development of a personal portfolio. Students develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

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

Rationale

Faced with dynamic technological, social and economic factors and the ever-changing nature of work and education, students preparing to enter the workforce and further study are best placed for success when they have confidence and self-awareness, along with the skills to interpret accurate and unbiased information and make informed decisions to achieve their desired goals.

In studying Work Related Skills, students develop the knowledge, skills and experiences to be active and engaged citizens, who can communicate effectively, advocate for themselves and be adaptable to change. The study of Work Related Skills leads to opportunities across all industries and further education providers, and provides young people with the tools they need to succeed in the future.

Underpinned by applied learning

This curriculum is framed around an applied learning approach to teaching work related skills. 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 is about nurturing and working with a student in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences. Applied learning values skills and knowledge that may not normally be the focus of more traditional school curricula. It also recognises differences in ways of learning. Real-life application will often require a shift from a traditional focus on discrete curriculum to a more integrated and contextualised approach to learning, as students learn and apply the skills and knowledge required to solve a problem, implement a project or participate in the workforce.

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.

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

Aims

This study enables students to:

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

Structure

The study is made up of four units.

Unit 1: Careers and Learning for the Future

Unit 2: Workplace Skills and Capabilities

Unit 3: Industrial Relations, Workplace Environment and Practice

Unit 4: Portfolio Preparation and Presentation

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

A glossary defining terms used across Units 1 to 4 in the *Work Related Skills Study Design* will be included in the *Advice for teachers.*

Flexible delivery

Work Related Skills has been designed so Units 1 and 2 can be undertaken as stand-alone units or concurrently. Units 3 and 4 must be undertaken as a sequence.

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

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

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

Entry

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

Changes to the study design

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

Monitoring for quality

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. Refer to the Department of Education’s advice for all schools undertaking SWL: [Structured Workplace Learning: Policy | education.vic.gov.au](https://www2.education.vic.gov.au/pal/structured-workplace-learning/policy?Redirect=1)

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 outcomes specified for the unit. Demonstration of achievement of outcomes 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 outcomes.

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

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use to demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose not to have levels of achievement, or may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

Procedures for the optional assessment of levels of achievement in Units 3 and 4 are being considered and more information will be available in due course.

It is expected that the student’s level of achievement in Units 3 and 4 will be based on evidence from coursework.

Authentication

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

Unit 1: Careers and Learning for the Future

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

Area of Study 1: Future careers

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

Outcome 1

On completion of this unit the student should be able to identify and discuss likely employment growth areas using current and predicted trends and data analysis, and will engage in research and self-reflection.

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

Key knowledge

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

Key skills

* identify and explain key ideas and concepts relating to sources of information about employment
* research, compare and evaluate concepts and strategies relating to sources of information about employment
* propose and justify strategies to improve future career prospects through the development, promotion and application of skills
* collect evidence and artefacts of self-reflection, planning and decision-making for future employment.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates:

1. the ability to locate and use credible and specialist sources of information to understand and list career and education pathways
2. the ability to outline skills shortage areas, industry growth areas, emerging industries, local, national and global trends, and the ability to outline both advantages and disadvantages of pursuing employment in low, medium and high growth industries
3. the ability to outline and use evidence-based strategies to improve future career prospects
4. a collection of evidence and artefacts that demonstrates pathways planning, self-reflection and decision-making related to employment or further education.

Area of Study 2: Presentation of career and education goals

This area of study enables students to consolidate their knowledge and understanding of future careers and their personal aspirations, skills, capabilities and attributes. Students will learn strategies for conducting research and presenting their research findings, as well as in seeking feedback and how to refine and improve their goals through self-reflection.

Outcome 2

On completion of this unit the student should be able to examine an industry growth area, forecast potential employment possibilities and recommend several education pathways that would support the acquisition of skills and knowledge into the industry.

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

Key knowledge

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

Key skills

* identify, outline and explain key ideas and concepts relating to career and education goals
* discuss, compare, analyse, research and evaluate strategies relating to career and education goals
* collect evidence and artefacts relating to career and/or educational goals
* apply knowledge and present findings of research (oral, written, digital or multimodal delivery)
* seeking and acting on feedback from a qualified source.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates:

1. the ability to locate and use credible and specialist sources of information to develop and present career and further education goals based on personal aspirations, skills, capabilities, and attributes
2. the ability to discuss, explain and present goals and findings in relation to future career and education goals and aspirations
3. a collection of evidence to support choice of goals and aspirations related to future career and education goals and aspirations.

Assessment activities could be chosen from the following:

1. Research, analyse and consult with a wide variety of sources to create and present a detailed Career Action Plan that takes into account individual skills, knowledge, aspirations and capabilities, as well as relevant industry growth. The final product should demonstrate the student’s ability to understand and synthesise the information collected, action feedback and present in a succinct report that suits the audience and purpose of the task.

The Career Action Plan could be a physical or digital folio or multi-model texts.

OR

1. Small groups of students work together to research and analyse industry growth areas and make predictions about employment growth areas and jobs of the future; forecast the skills, capabilities and training required and then present their findings. The final product should demonstrate the students’ ability to understand and synthesise the information collected, action feedback and present in a succinct report that suits the audience and purpose of the task.

This could be delivered as an oral presentation or in a written format.

Unit 2: Workplace Skills and Capabilities

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

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

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

Outcome 1

On completion of this unit the student should be able to identify and analyse their individual aptitudes and interests as it relates to broad industry groups and demonstrate evidence relating to the core skills, attributes and capabilities required by an industry of their choice.

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

Key knowledge

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

Key skills

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

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates:

1. the ability to explain the changing nature of employment
2. the ability to differentiate between specific occupation and broad skill and industry areas
3. the ability to identify, explain and distinguish between employability skills and attributes, and technical and specialist employment requirements
4. the ability to identify and explain individual employability skills and attributes, and individual technical knowledge and expertise
5. the ability to propose strategies to improve and enhance individual employability for a particular employment pathway
6. a collection of evidence and artefacts in relation to individual skills and capabilities for future employment.

Area of Study 2: Transferable skills and capabilities

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

Outcome 2

On completion of this unit the student should be able to apply their understanding and demonstrate both tangible and abstract capabilities and skills that are utilised in a variety of vocations and industry areas through participating in a mock recruitment and selection process.

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

Key knowledge

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

Key skills

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

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates:

1. the ability to identify and explain the concept of transferable skills for a variety of careers
2. the ability to research and propose strategies to improve future career prospects through, identification, articulation and development of skills and capabilities as well as self-promotion
3. the ability to identify and explain the benefits of ongoing knowledge and skill acquisition
4. the ability to identify key features of and develop a cover letter and resume, and address key selection criteria where required
5. the ability to identify and apply relevant interview techniques
6. a collection of evidence and artifacts in relation to applying and interviewing for a job.

Assessment activities could be chosen from the following:

1. A group of students could use their identified skills, capabilities and attributes to role-play how to effectively apply and interview for an advertised position.

Roles of the group should be allocated, defined and explained by students as part of the process and key learning should be outlined in the presentation. The final product should demonstrate the students’ ability to understand the information presented to them.

OR

1. Students could interview employees and employers to understand the skills, capabilities and technical knowledge required by specific industries. Formulate and ask relevant questions to develop an understanding of the interviewee’s skills attainment and employment journey . A report of the student’s findings should take into account the audience and purpose of the task.

OR

1. A group of students could attend a careers expo to collect information from employer groups and education institutions to ascertain general and specific skills, capabilities, technical knowledge, and training required for employment and present findings to their peers.

Roles of the group should be allocated, defined and explained by students as part of the process and key actions and learnings should be outlined in the presentation. The final product should demonstrate the students’ ability to understand the information presented to them, synthesize that information, and then present a succinct report that suits the audience and purpose of the task.

This could be delivered as an oral presentation or in a written format.

OR

1. Students could interview employees and employers to understand the skills, capabilities and technical knowledge required by specific industries. Create and ask relevant questions to develop an understanding of the individual’s journey through skills development, training and employment. Record and report their questions and findings taking into account the audience and purpose of the task.

This could be delivered as an oral presentation or in a written format.

Unit 3: Industrial Relations, Workplace Environment and Practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas: wellbeing, culture and the employee-employer relationship, workplace relations, and communication and collaboration. In this unit, students will learn how to maintain positive working relationships with colleagues and employers, through understanding the characteristics of a positive workplace culture and its relationship to business success. Students will investigate key areas relating to workplaces relations, including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Area of Study 1: Workplace wellbeing and personal accountability

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

Outcome 1

On completion of this unit the student should be able to outline and analyse the features and characteristics of a healthy, collaborative, cooperative and harmonious work where employers and employees share responsibility for maintaining a safe, cohesive environment. Students identify and explain strategies to contribute to a healthy workplace environment.

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

Key knowledge

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

Key skills

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

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates:

1. the ability to identify, explain and analyse a variety of workplace structures, environments processes and practices
2. the ability to research, explain and demonstrate ways that both employees and employers can contribute to a healthy workplace culture
3. the ability to research, identify and explain the expectations, rights and responsibilities of employers and employees and the interconnected nature and impacts of those expectations, rights and responsibilities
4. the ability to research, identify and explain how to resolve conflict in the workplace and how to report unresolved issues to appropriate individuals or bodies.

Area of Study 2: Workplace responsibilities and rights

This area of study gives an overview of workplace relations, including the National Employment Standards and methods to determine pay and conditions of work. Students consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students examine processes to address and resolve workplace disputes.

Outcome 2

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

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

Key knowledge

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

Key skills

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

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment tasks are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates:

1. the ability to locate and identify state and federal employment and workplace health and safety laws
2. the ability to identify a variety of statutory bodies and employee advocacy groups, explain the service and support they offer and their enforcement powers
3. the ability to research, identify and explain workplace discrimination, harassment, and bullying
4. the ability to research, identify and explain a variety of issues that affect young workers and how individuals and organisations can deal with issues arising in a productive, lawful manner.

Area of Study 3: Communication and collaboration

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

Outcome 3

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

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

Key knowledge

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

Key skills

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

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates:

1. the ability to research, identify and apply effective, inclusive methods and mechanisms of communication, questioning and collaboration techniques
2. the ability to research, identify and apply effective problem-solving, utilising a variety of appropriate resources and techniques
3. the ability to research, identify and explain the benefits of establishing workplace relationships and formal and informal networks
4. the ability to research, identify and apply effective, digital and electronic collaboration, utilising appropriate resources.

Assessment activities could be chosen from the following:

1. Students could visit the Fair Work Commission and observe a hearing. Develop and ask relevant questions to Fair Work Australia staff to develop an understanding of the role and powers of the commission and report their findings. The questions and report should take into account the audience and purpose, and demonstrate the students’ ability to understand the information presented to them, synthesise that information and present it in a succinct manner.

OR

1. Students could participate in an incursion or excursion to hear from a variety of unions and/or employee bodies. Students could create and ask relevant questions to develop an understanding of the role and services provided by the bodies and the issues that affect young workers, and report their findings. The questions and report should take into account the audience and purpose and demonstrate the students’ ability to understand the information presented to them, synthesise that information and present it in a succinct manner.

OR

1. A group of students could work as a team to plan, organise and execute a work-related activity.

Roles of the group should be allocated, defined and explained by students as part of the process. Students should demonstrate their individual and collective ability to apply their skills and knowledge of communication and collaboration throughout the activity.

Activities could include: a gardening project, a construction project, a customer or client service project.

Unit 4: Portfolio Preparation and Presentation

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

Area of Study 1: Portfolio development

This area of study outlines the purpose of a portfolio and considers the intended audiences and uses of portfolios in different contexts. Students will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will prepare a portfolio proposal and outline the development process for their portfolio.

Outcome 1

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

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

Key knowledge

* overview of the purpose of a portfolio, including reasons for creating a portfolio, intended audience and uses in different contexts
* types of portfolios including physical, digital and/or hybrid
* appropriate evidence and artefacts included within a physical, digital and/or hybrid portfolio
* characteristics of a physical portfolio, including cover letter, resume, photographic evidence, written examples and additional artefacts
* purpose of a portfolio including promotion of skills, knowledge and capabilities to an employer or education institute
* reasons for selection and use of physical, digital and/or hybrid portfolio including different industry practice and requirements, employer preference and tertiary education application
* characteristics of a digital portfolio, including user experience, images, videos, multimedia and annotations
* uses of a digital portfolio and the appropriateness of a digital portfolio in a range of contexts
* the advantages and disadvantages of a digital portfolio
* the similarities and differences between a physical and digital portfolio
* the advantages and disadvantages of a physical and/or digital hybrid portfolio
* the use of portfolios in current relevant industry practice or further education
* characteristics of a high-quality portfolio, including relevance to target industry, layout, aesthetic, adherence to conventions of Australian spelling and grammar, adherence to set criteria and/or entry requirements.

Key skills

* prepare a portfolio proposal and outline of the process undertaken
* explain key ideas and concepts relating to physical and digital, and/or hybrid portfolios
* research and evaluate the key characteristics and purpose of physical and digital portfolios
* research the current industry practices for portfolios in a chosen field
* collect evidence and artefacts relating to career and/or education goals
* propose and justify strategies to improve future career prospects through the use of physical and/or digital portfolios.

Evidence for assessment

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates:

1. the ability to research, identify and explain the key concepts, characteristics and purpose of physical, digital and hybrid portfolios
2. the ability to research, identify and explain the advantages and disadvantages of physical digital and hybrid portfolios as they relate to relevant current industry and further education practice and purpose
3. the ability to research, identify and propose a plan to develop a suitable portfolio for the purpose of self-promotion in an identified industry area or education pathway
4. a collection and curation of relevant evidence and artefacts.

Area of Study 2: Portfolio presentation

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

Outcome 2

On completion of this unit the student should be able to present their personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel.

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

Key knowledge

* selection criteria and/or entry requirements to inform the selection of pieces included in the portfolio
* employability skills, personal skills, knowledge and attributes
* appropriate evidence and artefacts included within a physical, digital and/or hybrid portfolio
* strategies to present a portfolio to a target industry and audience, including verbal presentation
* strategies to communicate personal skills and attributes in a physical, digital and/or hybrid portfolio
* strategies to evaluate development and presentation of portfolio, including self-assessment, feedback from different sources (such as teachers and careers specialists), and comparison to selection criteria and/or entry requirements.

Key skills

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

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates:

1. the ability to research, identify and explain the key concepts, characteristics and purpose of physical digital and hybrid portfolios
2. the ability to research, identify and explain key selection criteria, portfolio conventions, employability skills, personal skills, knowledge and attributes to develop an appropriate portfolio following a well-structured plan and timeline
3. the ability to identify suitable professionals to provide feedback on a draft portfolio. Acting on their feedback, develop and refine a final portfolio
4. the ability to use a final portfolio to present individual skills, knowledge, capabilities and qualifications to a panel that uses evidence curated and collected to enhance and justify presentation statements
5. the ability to use the panel’s feedback and self-reflection, to propose areas of strength as well as areas for refinement and improvement.

Assessment activities could be:

* The development of a draft and final portfolio that is fit for its purpose and audience and adheres to relevant conventions and criteria, that promotes the student for employment in a specific industry or education pathway.
* A succinct, evidence-based, professional presentation of the portfolio to a panel.
* The development of a verbal, written or multi-modal report based on the feedback of the panel and a self-evaluation identifying areas of strength, and proposing areas and strategies for refinement and improvement.

Assessment of levels of achievement

Procedures for the optional assessment of levels of achievement in Units 3 and 4 are being considered and more information will be available in due course.