

**30971QLD Certificate I in Work
Education**

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Section A: Copyright and course classification information

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|---|--|--------|-------|-------|------|----------------------|--|
| 1. Copyright owner of the course | 1. State of Queensland (Department of Education and Training) 2. Queensland Catholic Education Commission 3. Independent Schools Queensland | | | | | | |
| 2. Address | <p>1. State of Queensland (Department of Education and Training) Street address: 30 Mary Street BRISBANE QLD 4000 Postal address: PO Box 15033 CITY EAST QLD 4002 Email: Meg.Quinn@deta.qld.gov.au</p> <p>2. Queensland Catholic Education Queensland Street address: 1/143 Edward Street BRISBANE QLD 4000 Postal address: GPO Box 2441 BRISBANE QLD 4001 Email: director@qcec.catholic.edu.au</p> <p>3. Independent Schools Queensland Street address: 96 Warren Street SPRING HILL QLD 4000 Postal address: PO Box 957 SPRING HILL QLD 4001 Email: office@aisq.qld.edu.au</p> <p><u>Day-to-day contact person:</u> Ms Meg Quinn, Principal Policy Officer, Education Queensland Street address: 30 Mary Street BRISBANE QLD 4000 Postal address: PO Box 15033 CITY EAST QLD 4002 Email: Meg.Quinn@deta.qld.gov.au</p> | | | | | | |
| 3. Type of submission | Re-accreditation | | | | | | |
| 4. Copyright acknowledgement | The course copyright owners of this course and enterprise units of competency are: 1. State of Queensland (Department of Education and Training) 2. Queensland Catholic Education Commission 3. Independent Schools Queensland | | | | | | |
| 5. Licensing and franchise | There are currently no licensing or franchising arrangements in place for this course. | | | | | | |
| 6. Course accrediting body | The Australian Skills Quality Authority (ASQA) as a delegate of the Training and Employment Recognition Council (Queensland) | | | | | | |
| 7. AVETMISS information | <table border="1"> <tr> <td>ANZSCO</td> <td>GEN19</td> </tr> <tr> <td>ASCED</td> <td>1201</td> </tr> <tr> <td>National course code</td> <td></td> </tr> </table> | ANZSCO | GEN19 | ASCED | 1201 | National course code | |
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| ASCED | 1201 | | | | | | |
| National course code | | | | | | | |

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| 8. Period of accreditation | 13 September 2011 – 12 March 2013 |
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Section B: Course information

| 1. Nomenclature | |
|---|---|
| 1.1 Name of the qualification | 30971QLD Certificate I in Work Education |
| 1.2 Nominal duration of the course | 110 hours |
| 2. Vocational or educational outcomes | |
| 2. Purpose of the course | <p>The intended purpose of this course is to prepare students for entry into and participation in 'the world of work' by providing them with a range of key employment-related knowledge, skills, generic and specific competencies to:</p> <ul style="list-style-type: none"> ▪ negotiate the world of work <ul style="list-style-type: none"> ▫ develop an initial awareness and understanding of types and variety of work options/paid employment ▫ consider occupational/career options in current and emergent industry areas and develop own career plan supported by a relevant learning development (education and training) plan to acquire the requisite skills, qualifications and experience necessary for gaining employment in preferred career/occupational area of interest ▫ access employment options using job search strategies for both open and hidden job markets to identify and evaluate appropriate employment opportunities, and meet industry standards when applying and interviewing for suitable positions ▪ prepare for effective participation in work environment <ul style="list-style-type: none"> ▫ define employee responsibilities, legislative requirements (anti-discrimination and Workplace Health and Safety) and routine procedures for participation in a work environment ▫ identify workplace standards for personal presentation, personal and professional behaviour/conduct expected of a responsible employee, and essential communication and interpersonal skills required to interact effectively with all people in the workplace ▪ apply knowledge and skills in a work environment through structured workplace learning, and contextualise knowledge and skills by learning from supervisor and experienced co-workers on-the-job to: <ul style="list-style-type: none"> ▫ work in a safe and competent manner at all times ▫ comply with working hours arrangements and attendance requirements ▫ conform to dress code and maintain personal care and grooming standards ▫ complete defined tasks according to given instructions to workplace standards while under guidance ▫ communicate in an effective, professional and courteous manner in all interactions with people in the workplace ▫ work harmoniously, collaboratively and industriously with supervisor, team members and co-workers on allocated individual or team tasks. |

| 3. Development of the course | |
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| <p>3.1 Industry/enterprise/community needs</p> | <p>Certificate I in Work Education was developed in response to an established market need and demand, identified through consultation with industry associations and employers, to prepare young people for entry into the 'world of work'. It was established that key employment-related skills and knowledge required by young people leaving school and seeking access to employment should be the focus. This required developing their ability to understand and negotiate the 'world of work', equipping them with essential knowledge, skills, capacities and insights regarding workplace culture and practices, and requisite generic employability skills that they would need to be effective employees when they enter, or seek to enter, the workforce.</p> <p>The resultant Certificate I in Work Education is the primary pre-vocational course delivered in Queensland State, Catholic and Independent Schools. Data provided by the Queensland Studies Authority (QSA) indicates that a total of 9,196 students are enrolled in the course in 197 Queensland schools registered for Certificate I in Work Education, namely:</p> <ul style="list-style-type: none"> ▪ 149 State schools ▪ 26 Catholic schools ▪ 22 Independent schools. <p>Accreditation for this course expires on 12 September 2011.</p> <p>To progress the reaccreditation process, a Course Development Advisory Committee was formed comprising the following members from industry, the education sectors and VET practitioners:</p> <ul style="list-style-type: none"> ▪ Chair, Health and Community Services Workforce Council ▪ Principal Project Officer, Education Queensland ▪ Executive Officer - Education, Queensland Catholic Education Commission ▪ Program Officer - VET, Independent Schools Queensland ▪ Principal Education Officer (VET) and Senior Lead Auditor, Vocational Education and Training Branch, Queensland Studies Authority ▪ Senior Schooling Head of Department, Holland Park State High School and cross-sectoral Professional Development Consultant, Work Education Certificates ▪ VET/Work Experience Coordinator, Seton College. <p>As it was determined that a minor rewrite of the course was required, the Course Development Advisory Committee advised that a targeted consultation be undertaken with key stakeholders, including:</p> <ul style="list-style-type: none"> ▪ Queensland Studies Authority (QSA) ▪ all schools registered with QSA to undertake the Certificate ▪ private Registered Training Organisations which deliver the certificate ▪ Australian Industry Group (Ai Group) – education and training advisors ▪ NQX Freight System through the Transport & Logistics Industry Skills Council ▪ Hutchinson Builders ▪ Cummins South Pacific Pty Ltd ▪ Keema Automotive Group ▪ MEGT Australian Apprenticeships Centre – State Key Priority Groups (School-based & Indigenous) ▪ Community Partnerships Broker – The Smith Family. |

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| | <p>The following consultation and validation activities that took place with these groups to determine the continued need and support for the course were:</p> <ul style="list-style-type: none"> ▪ advice was sought from QSA regarding issues identified through the audit process with course skills and knowledge outcomes, structure and assessment strategy ▪ two (2) written evaluation instruments sought feedback on the currency and relevance of the course content and appropriateness of the course structure: <ul style="list-style-type: none"> (i) Evaluation of Certificate I in Work Education – distributed to all schools registered with QSA to undertake the certificate, as well as private Registered Training Organisations which deliver the certificate, incorporating the opportunity for students and employers to provide feedback on the course (ii) Evaluation Form for Certificate I in Work Education – distributed to a range of relevant industry, employer and community organisations providing the opportunity to indicate support for the course and to comment on the appropriateness of the core units of competency in preparing students for entry into and participation in the workplace, identifying any units of competency considered irrelevant ▪ face-to-face or telephone interviews with representatives from school, industry, employer and community organisations to seek further information or clarification of written responses. <p>Feedback from users of the certificates identified that the course meets the needs of a niche market in the education community that is not yet met by industry Training Packages. A scan of existing products using the then National Training and Information Service (NTIS) – now known as training.gov.au – validated this feedback. The proposed award is not covered by a qualification within a Training Package.</p> |
| <p>3.2 Review for re-accreditation</p> | <p>During the period of accreditation, the course has been monitored by the three Queensland education sectors, as the course owners, through internal professional development and assessment validation activities. The feedback from these activities coupled with the findings and recommendations of the consultation and validation activities, provided consensus that a continuing need and demand for the course existed.</p> <p>Feedback from the education sectors and private Registered Training Organisations indicated that the core units of competency were considered effective in providing learners with skills to negotiate the world of work, and requisite generic employability skills to meet employer expectations upon entering the workplace, with 57.9% giving a 'very satisfactory' rating and the remaining 42.1% providing a 'satisfactory' rating (on a five-point Likert scale rating from 'very satisfactory' to 'very unsatisfactory').</p> <p>Comments from stakeholders indicated that:</p> <ul style="list-style-type: none"> ▪ the course assists students to plan for future employment, education and training <ul style="list-style-type: none"> ▫ <i>This course is vital for all students in clarifying their Senior Education Training Plans and future direction while at school and in terms of post-schooling pathways.</i> |

- the course provides students with essential generic work skills and a positive attitude to work that employers want them to bring to a work environment (eg. punctuality, appropriately dressed, willingness to follow instructions, a work ethic, ability to get along with others and work in a team)
 - *Students generally make comments about the work ethic and standard of work expected of them.*
 - *Students agree that the course assists them in gaining basic work skills and work ethics.*
- the course can lead to gaining employment or pursuing further vocational education and training
 - *Some employers have been impressed with our students whilst on work experience – offered part-time or full-time employment as a result.*
 - *Some students go on to participate in Certificate II in Workplace Practices. A small percentage has gained part-time employment from work experience. All students who successfully complete the course gain credit towards their Queensland Certificate in Education.*
 - *Students continue studying or find full-time employment. Some who complete work experience have been provided with part-time employment or School-based Apprenticeships or Traineeships.*
- employers in the local community support the course
 - *Employers agree that the course is beneficial for students who will eventually be entering the workforce.*
 - *Feedback from internal reviews and audits indicate that employers are supportive of the program.*
 - *Students use this as prevocational but feedback from industry in general has been that the course is very valid.*

Feedback from industry, employer and community organisations indicated support for the course. Comments included:

- *Pre-vocational education is an essential pre-requisite for students taking their first steps in entering today's workforce. In the face of an economic crisis and rising unemployment rates, youth of today will need all the knowledge, skills and assistance if they are to make a smooth transition into work and society.*
- *Over the last years where pre-vocational courses were more the normal entry into the workplace, the students were more prepared and acceptable to the change in their lives from school ways to the workplace. ... Certificate I is the basic level of entry into the workplace whether it is at TAFE on a pre-vocational course, start of an apprenticeship or work experience placement.*
- *There is a need for students to be prepared for employment at this level whilst still at school ... The Transport & Logistics Industry employs students upon completion of school to work arrangements to enable the student to develop the practical skills and knowledge specifically required for the industry. Skills and knowledge that a Transport & Logistics industry organisation would require from a student to enter into Work Experience, Vocational Placement and/or Traineeship arrangements would be:*
 - *Writing CVs or resumes and career plan*
 - *Choosing suitable employment and applying for a job*
 - *Participating in an interview process*
 - *Personal presentation and punctuality*

- *Personal and work time management (understanding how to plan time around completing assigned tasks)*
- *Attentive listening and communication skills*
- *The ability to take direction/s and work with others*
- *The ability to locate and apply information (sourcing information to complete a task etc.).*
- *We recognise the critical importance of delivering employability skills in the school environment that will support the transition to work for all students. ... As for which competencies are more important than others, generally they all look suitable to be included into the qualification. The outcomes ... should be employability skills and anything that supports communication skills, interview skills, presentation skills, problem solving, team work, employer expectations, LL&N, and what working in a job is all about should be encouraged.*

The findings and advice received from schools, private Registered Training Organisations, QSA, industry, employer and community organisations, indicated that, overall, the skills and knowledge outcomes of the course, structure and assessment strategy do not need to be revised. However, feedback also identified a number of issues that need to be addressed in an updated version of the course:

- the content of all units of competency needs to be reviewed to ensure currency is maintained, including the removal of references citing specific legislation, government departments and sources of information which can change
- the format of the units of competency needs to be updated to meet current course design requirements in terms of style and structure
- the unit *GENIWR101B: Develop basic knowledge of workplace relations* is too detailed requiring students to acquire a level of knowledge that is not necessary or which becomes outdated
- the unit *GENJSI101B: Apply job search and interview skills* needs to identify that job applications/resumes and interview skills meet contemporary industry standards.

Based on the advice received, the course has been updated as follows.

- *GENOHS101C: Work safely*
The content has been aligned with the generic unit of competency *OHS100: Work Safely in Guidelines for Integrating OHS into National Industry Training Packages* (Australian Safety and Compensation Council, Australian Government, 2008.)
- *GENIWR101C: Develop basic knowledge of workplace relations*
The content has been simplified and the level of required knowledge adjusted accordingly.
- *GENJSI101C: Apply job search and interview skills*
Additional content has been inserted to extend learners' knowledge of job search strategies, to address the need for written job applications and accompanying resume to meet contemporary industry standards, to acquire interview skills for group interview situations and to address behavioural/situation-based interview questions.
- References (eg. specific legislation, internet sites) in all units of competency have been removed and generic references used instead.
- The format of all unit of competencies has been updated to comply with current course design requirements for style and structure as outlined in *Training Package Development Handbook and Standards for VET Accredited Courses 2011*.

| | As the course has no substantial changes, no transition arrangements are necessary. | | | | | | | | | | | |
|----------------------------------|---|--|----------------------------|---|----------------------|--|-----------------|--|------------------------|---|----------------------------------|--|
| 4. Course outcomes | | | | | | | | | | | | |
| 4.1 Qualification level | <p>The course outcomes meet the AQF requirements of a Certificate I level course as it develops basic functional knowledge and skills to undertake work and/or further learning as follows:</p> <ul style="list-style-type: none"> ▪ learners acquire foundational knowledge to: <ul style="list-style-type: none"> ▫ prepare for work by identifying: <ul style="list-style-type: none"> – employee responsibilities to be met in a work environment – anti-discrimination and WHS legislative requirements, routine work procedures (eg. working hours arrangements) to be complied with – workplace standards for personal presentation, appropriate personal and professional behaviour, and communicating in a professional manner with all people ▫ plan and manage their own transition to employment, including further education and training ▪ learners use skills to: <ul style="list-style-type: none"> ▫ undertake and complete defined tasks requiring limited technical competence, both individually and as a team member, using equipment, materials and/or tools in a safe and competent manner while under guidance ▫ communicate effectively with others in the workplace, including receiving and conveying messages in a defined range of contexts, and reporting any basic issues or problems to the designated person in accordance with workplace policies and procedures or work instructions <p>This level of skill and knowledge acquisition aligns with AQF qualification Level I.</p> | | | | | | | | | | | |
| 4.2 Employability skills | <table border="1" data-bbox="483 1301 1449 2018"> <thead> <tr> <th data-bbox="483 1301 823 1368">Employability skill</th> <th data-bbox="823 1301 1449 1368">Industry/enterprise requirements for this course include the following facets:</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 1368 823 1574"><i>Communication</i></td> <td data-bbox="823 1368 1449 1574"> <ul style="list-style-type: none"> ▪ Listening and understanding ▪ Speaking clearly and directly ▪ Writing to the needs of the audience ▪ Reading independently ▪ Using numeracy effectively ▪ Sharing information </td> </tr> <tr> <td data-bbox="483 1574 823 1812"><i>Teamwork</i></td> <td data-bbox="823 1574 1449 1812"> <ul style="list-style-type: none"> ▪ Working with people of different ages, gender, race, religion, or political persuasion ▪ Working as an individual and as a member of team ▪ Knowing how to define a role as part of a team </td> </tr> <tr> <td data-bbox="483 1812 823 1881"><i>Problem solving</i></td> <td data-bbox="823 1812 1449 1881"> <ul style="list-style-type: none"> ▪ Developing practical solutions ▪ Solving problems in teams </td> </tr> <tr> <td data-bbox="483 1881 823 2018"><i>Initiative and enterprise</i></td> <td data-bbox="823 1881 1449 2018"> <ul style="list-style-type: none"> ▪ Adapting to new situations ▪ Being creative ▪ Translating ideas into action ▪ Generating a range of options </td> </tr> </tbody> </table> | | Employability skill | Industry/enterprise requirements for this course include the following facets: | <i>Communication</i> | <ul style="list-style-type: none"> ▪ Listening and understanding ▪ Speaking clearly and directly ▪ Writing to the needs of the audience ▪ Reading independently ▪ Using numeracy effectively ▪ Sharing information | <i>Teamwork</i> | <ul style="list-style-type: none"> ▪ Working with people of different ages, gender, race, religion, or political persuasion ▪ Working as an individual and as a member of team ▪ Knowing how to define a role as part of a team | <i>Problem solving</i> | <ul style="list-style-type: none"> ▪ Developing practical solutions ▪ Solving problems in teams | <i>Initiative and enterprise</i> | <ul style="list-style-type: none"> ▪ Adapting to new situations ▪ Being creative ▪ Translating ideas into action ▪ Generating a range of options |
| Employability skill | Industry/enterprise requirements for this course include the following facets: | | | | | | | | | | | |
| <i>Communication</i> | <ul style="list-style-type: none"> ▪ Listening and understanding ▪ Speaking clearly and directly ▪ Writing to the needs of the audience ▪ Reading independently ▪ Using numeracy effectively ▪ Sharing information | | | | | | | | | | | |
| <i>Teamwork</i> | <ul style="list-style-type: none"> ▪ Working with people of different ages, gender, race, religion, or political persuasion ▪ Working as an individual and as a member of team ▪ Knowing how to define a role as part of a team | | | | | | | | | | | |
| <i>Problem solving</i> | <ul style="list-style-type: none"> ▪ Developing practical solutions ▪ Solving problems in teams | | | | | | | | | | | |
| <i>Initiative and enterprise</i> | <ul style="list-style-type: none"> ▪ Adapting to new situations ▪ Being creative ▪ Translating ideas into action ▪ Generating a range of options | | | | | | | | | | | |

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|---|---|--------------------------------|---|------------------------|---|-----------------|---|-------------------|---|
| | <table border="1"> <tr> <td data-bbox="485 208 820 645"><i>Planning and organising</i></td> <td data-bbox="820 208 1449 645"> <ul style="list-style-type: none"> ▪ Managing time and priorities – setting timelines, co-ordinating tasks for self and with others ▪ Being resourceful ▪ Taking initiative and making decisions ▪ Establishing clear project goals and deliverables ▪ Allocating people and other resources to tasks ▪ Planning the use of resources including time management ▪ Collecting, analysing and organising information </td> </tr> <tr> <td data-bbox="485 645 820 815"><i>Self management</i></td> <td data-bbox="820 645 1449 815"> <ul style="list-style-type: none"> ▪ Having a personal vision and goals ▪ Evaluating and monitoring own performance ▪ Articulating own ideas and vision ▪ Taking responsibility </td> </tr> <tr> <td data-bbox="485 815 820 1352"><i>Learning</i></td> <td data-bbox="820 815 1449 1352"> <ul style="list-style-type: none"> ▪ Managing own learning ▪ Using a range of mediums to learn – mentoring, peer support and networking, IT, courses ▪ Applying learning to ‘technical issues’ (eg. learning about products) and ‘people issues’ (eg. interpersonal and cultural aspects of work) ▪ Having enthusiasm for ongoing learning ▪ Being willing to learn in any setting – on and off the job ▪ Being open to new ideas and techniques ▪ Being prepared to invest time and effort in learning new skills ▪ Acknowledging the need to learn in order to accommodate change </td> </tr> <tr> <td data-bbox="485 1352 820 1491"><i>Technology</i></td> <td data-bbox="820 1352 1449 1491"> <ul style="list-style-type: none"> ▪ Having a range of basic IT skills ▪ Using IT to organise data ▪ Having the occupational health and safety knowledge to apply technology </td> </tr> </table> | <i>Planning and organising</i> | <ul style="list-style-type: none"> ▪ Managing time and priorities – setting timelines, co-ordinating tasks for self and with others ▪ Being resourceful ▪ Taking initiative and making decisions ▪ Establishing clear project goals and deliverables ▪ Allocating people and other resources to tasks ▪ Planning the use of resources including time management ▪ Collecting, analysing and organising information | <i>Self management</i> | <ul style="list-style-type: none"> ▪ Having a personal vision and goals ▪ Evaluating and monitoring own performance ▪ Articulating own ideas and vision ▪ Taking responsibility | <i>Learning</i> | <ul style="list-style-type: none"> ▪ Managing own learning ▪ Using a range of mediums to learn – mentoring, peer support and networking, IT, courses ▪ Applying learning to ‘technical issues’ (eg. learning about products) and ‘people issues’ (eg. interpersonal and cultural aspects of work) ▪ Having enthusiasm for ongoing learning ▪ Being willing to learn in any setting – on and off the job ▪ Being open to new ideas and techniques ▪ Being prepared to invest time and effort in learning new skills ▪ Acknowledging the need to learn in order to accommodate change | <i>Technology</i> | <ul style="list-style-type: none"> ▪ Having a range of basic IT skills ▪ Using IT to organise data ▪ Having the occupational health and safety knowledge to apply technology |
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| <i>Technology</i> | <ul style="list-style-type: none"> ▪ Having a range of basic IT skills ▪ Using IT to organise data ▪ Having the occupational health and safety knowledge to apply technology | | | | | | | | |
| 4.3 Recognition given to the course (if applicable) | <p>The course is nationally accredited. However, there is no recognition given to the course with regard to memberships or associations with professional or industry bodies.</p> | | | | | | | | |
| 4.4 Licensing/ regulatory requirements (if applicable) | <p>Regulatory and legislative requirements applicable to Registered Training Organisations will apply during the delivery of this course.</p> <p>Specific Queensland (or other state equivalents) legislative and regulatory requirements that apply to the delivery of this course are:</p> <ul style="list-style-type: none"> ▪ Workplace Health and Safety legislation ▪ Anti-Discrimination legislation ▪ Education (Work Experience) Act 1996. | | | | | | | | |

| 5. Course structure | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|--|---------------|------------|---------------|------------|--|----|------------|--|----|------------|---------------------------------------|----|------------|-------------|----|------------|---|---|------------|--|----|------------|--|----|---------------------------------|--|------------|
| 5.1 Course structure | <p>To be issued with this qualification, participants must successfully complete the seven (7) units of competency outlined in the following table.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Unit Code</th> <th style="text-align: left;">Unit Title</th> <th style="text-align: center;">Nominal Hours</th> </tr> </thead> <tbody> <tr> <td>GENENP101C</td> <td>Apply an enterprising approach in a team project</td> <td style="text-align: center;">20</td> </tr> <tr> <td>GENIWR101C</td> <td>Develop basic knowledge of workplace relations</td> <td style="text-align: center;">15</td> </tr> <tr> <td>GENJSI101C</td> <td>Apply job search and interview skills</td> <td style="text-align: center;">10</td> </tr> <tr> <td>GENOHS101C</td> <td>Work safely</td> <td style="text-align: center;">10</td> </tr> <tr> <td>GENPAS101C</td> <td>Present a positive image in the workplace</td> <td style="text-align: center;">5</td> </tr> <tr> <td>GENPCD101C</td> <td>Develop career and learning development plan</td> <td style="text-align: center;">10</td> </tr> <tr> <td>GENSWL101C</td> <td>Participate in structured workplace learning</td> <td style="text-align: center;">40</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Core Nominal Hours</td> <td style="text-align: center;">110</td> </tr> </tbody> </table> <p>There are no pre-requisite units but it is recommended that <i>GENOHS101C: Work safely</i> be undertaken prior to structured workplace learning to prepare learners for participation in a workplace environment.</p> <p>Those students who exit this course at any time prior to completion will receive a statement of attainment for those units of competency they have successfully achieved.</p> <p>Those students who successfully complete all the required units of competency will receive the qualification 30971QLD Certificate I in Work Education.</p> | Unit Code | Unit Title | Nominal Hours | GENENP101C | Apply an enterprising approach in a team project | 20 | GENIWR101C | Develop basic knowledge of workplace relations | 15 | GENJSI101C | Apply job search and interview skills | 10 | GENOHS101C | Work safely | 10 | GENPAS101C | Present a positive image in the workplace | 5 | GENPCD101C | Develop career and learning development plan | 10 | GENSWL101C | Participate in structured workplace learning | 40 | Total Core Nominal Hours | | 110 |
| Unit Code | Unit Title | Nominal Hours | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GENENP101C | Apply an enterprising approach in a team project | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| GENPAS101C | Present a positive image in the workplace | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GENPCD101C | Develop career and learning development plan | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GENSWL101C | Participate in structured workplace learning | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Core Nominal Hours | | 110 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.2 Entry requirements | <p>There are no restrictions on entry to this course.</p> <p>The following language, literacy and numeracy skills are likely to facilitate successful completion of the course:</p> <ul style="list-style-type: none"> ▪ oral and written communication skills sufficient to clarify instructions and read and understand manuals and reports ▪ ability to perform basic numeric calculations ▪ ability to use computers | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.1 Assessment strategy | <p>Assessment in this course is designed to ensure that the participant demonstrates competency in all the stated units of competency. Assessment should provide fair and equitable opportunities for all learners to demonstrate competency at the standard expressed in the units of competency.</p> <p>Assessment procedures as indicated in each of the units of competency should be structured and applied to ensure the assessment is valid, reliable, flexible, and fair.</p> <p>Assessment should not be narrowly based. Assessment techniques will vary and will draw from direct, indirect and supplementary sources of evidence ensuring that evidence is sufficient, valid, authentic and current.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |

A range of assessment approaches is recommended. These approaches include holistic, integrated and cross assessment of units of competency in the course. They may include elements from several units. They may also utilise a range and variety of assessment methods which may include but are not limited to:

- oral or written questioning
- written materials
- portfolio
- projects
- journal logs / diary
- reports (oral or written)
- practical assessment through demonstration, simulation or role play
- supervised situations that simulate the workplace environment
- direct observation
- relevant authenticated correspondence or reports from employers, supervisors or team leaders

The main focus of the course is on the learning outcomes rather than how, when or where the learning occurred. Some participants may already be competent in one or more competencies and will, therefore, be given the opportunity to apply for Recognition of Prior Learning (RPL) or credit transfer.

There are no explicit limitations for the course in terms of the environment in which assessment can occur and is run to meet the requirements of the particular workplace and needs of the participant. Some aspects of the course may be assessed in an appropriately resourced real work environment or a realistically simulated work environment.

Note: Where a realistically simulated work environment is to be utilised for assessment, it is to be resourced with all the appropriate materials and equipment that would normally be found in such a work environment and is to be designed to replicate the usual dynamics of the relevant work environment.

Workplace assessment is mandatory for:

- the unit of competency *GENSWL101C: Participate in structured workplace learning*
- the element of competency GENPAS101B/02: Meet workplace personal presentation, behaviour and communication standards from the unit of competency *GENPAS101B: Present a positive image in the workplace.*

Structured workplace learning will be done under the *Education (Work Experience) Act 1996* for students in Queensland schools.

Learners will be provided with the opportunity to apply knowledge and skills in the work environment through structured workplace learning. Where appropriate, assessment in a workplace environment may be arranged among the learner, employer and the Registered Training Organisation delivering the course.

Registered Training Organisations should visit workplaces during the structured workplace learning to provide support for on-the-job supervisors and for learners.

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| | <p>A log book will be available to assist both Registered Training Organisations and workplace personnel in supervision of the structured workplace learning component.</p> <p>All assessment must be conducted in accordance with stated requirements of the <i>AQTF Essential Conditions and Standards for Continuing Registration</i> or <i>Standards for NVR Registered Training Organisations</i> or its successors in effect at the time of assessment.</p> <p>Participants will clearly understand the requirements and conditions of the assessment procedure.</p> |
| 6.2 Assessor competencies | <p>All assessment must be undertaken by assessors who meet the requirements stated to apply under the Australian Quality Training Framework in effect at the time at which assessment is conducted. This includes the necessary assessment competencies determined by the National Quality Council or its successors in effect at the time of delivery and assessment or the requirements stated to apply under the <i>Standards for NVR Registered Training Organisations</i>.</p> |
| 7. Delivery | |
| 7.1 Delivery modes | <p>Delivery may be full- or part-time, face-to-face or through flexible learning modes.</p> <p>Flexible learning may be undertaken through any mode or a combination of modes of delivery appropriate for the achievement of the competencies in the qualification, including:</p> <ul style="list-style-type: none"> ▪ work-based learning ▪ realistic simulation ▪ face-to-face learner interaction with teacher, trainer or workplace supervisor ▪ teacher and workplace supervisor example and practical demonstration ▪ one-on-one teacher or workplace supervisor guidance ▪ observation ▪ role play ▪ guest speakers ▪ group or project work ▪ distance education including on-line delivery for off-the-job course components. <p>Where delivery through a distance education mode is considered:</p> <ul style="list-style-type: none"> ▪ access to appropriate materials – print, electronic, audio-visual – should be available ▪ practical activities should be linked to and reflect a local context. <p>Note: Where a realistically simulated work environment is to be utilised for training delivery, it is to be resourced with all the appropriate materials and equipment that would normally be found in such a work environment and is to be designed to replicate the usual dynamics of the relevant work environment.</p> <p>It is necessary that participants possess language, literacy and numeracy competency levels commensurate with acquisition of individual competencies.</p> |

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| | <p>To maximise participants' completion of the course, access to literacy and numeracy support, where required, should be addressed either by internal means (eg. teacher with relevant competencies to assist with literacy and numeracy) or referral to external agencies/persons with literacy and numeracy support expertise.</p> <p>Reinforcement of correct workplace health and safety practices, and other legislative and regulatory compliances must be integrated with the delivery of units in the course.</p> <p>Registered Training Organisation may contextualise units of competency in this course to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained. Any contextualisation of units of competency in this course must be within the bounds of the following advice. In contextualising units of competency, Registered Training Organisations:</p> <ul style="list-style-type: none"> ▪ must not remove or add to the number and content of elements and performance criteria ▪ may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes ▪ may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or ▪ may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use. |
| 7.2 Resources | <p>Participants will:</p> <ul style="list-style-type: none"> ▪ be issued with instructional material and equipment relevant to the unit of competency being taught ▪ have access to an appropriate workplace where assessment can take place or realistically simulated workplace setting for assessment ▪ have access to resources available for development of language, literacy and numeracy needs if required. <p>Where delivery occurs in an actual work environment, the venue is expected to be fully resourced with the required materials and equipment, including training materials and equipment.</p> <p>All delivery must be undertaken by trainers who meet the requirements stated to apply under the Australian Quality Training Framework in effect at the time at which assessment is conducted. This includes, the necessary training competencies determined by the National Quality Council or its successors in effect at the time of delivery and assessment.</p> |
| 8. Pathways and articulation | |
| 8. Pathways and articulation | <p>Completion of this course provides access to recognised training within the VET sector. It provides a foundation knowledge and introduction to the world of work. The achievement of Certificate I in Work Education will provide a stepping stone to the achievement of further qualifications and employment.</p> |

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| | There are no formalised articulation and/or credit transfer arrangements. |
| 9. Ongoing monitoring and evaluation | |
| 9. Ongoing monitoring and evaluation | <p>Ongoing regular monitoring and evaluation (OME) of the course will be undertaken by the course owners to maintain currency and relevance to industry and community needs. An OME report will be submitted to the course accrediting body 20 months from the date of accreditation.</p> <p>The following quality improvement procedures will be implemented:</p> <ul style="list-style-type: none"> ▪ conduct evaluative surveys of content, methodology, mode of delivery, assessment procedures, student destination, employer satisfaction, trainer/assessor satisfaction <p>The final review will be early in the third year to determine if an alternative product is available on the national training market before the decision is made regarding the necessity for the re-development of the course.</p> |

Section C: Units of competency

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GENENP101C**Apply an enterprising approach in a team project****Unit Descriptor**

This unit describes the outcomes required to work effectively as a team member to undertake a project which requires initiative and enterprise to be exercised.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills

Application of the Unit

This unit applies to individuals developing basic skills and knowledge to work collaboratively and systematically with others to produce a product, service or activity in preparation for working in a broad range of settings done under guidance.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or range statement. Assessment is to be consistent with the Evidence Guide.

- | | |
|--|---|
| 1 Develop knowledge of 'an enterprising approach' | <p>1.1 A basic understanding of <i>attributes of enterprising people</i> is acquired.</p> <p>1.2 <i>Types of enterprise projects</i> are identified.</p> |
| 2 Identify a mini-enterprise team project | <p>2.1 <i>Ideas/possibilities</i> for a project are generated and feedback sought from <i>relevant people</i> about the appropriateness or feasibility of the project</p> <p>2.2 Ideas are <i>evaluated</i> and agreement reached on the project to be undertaken.</p> |
| 3 Prepare team project proposal | <p>3.1 A <i>basic project proposal</i> is developed.</p> <p>3.2 Project proposal is reviewed and confirmed with relevant people.</p> <p>3.3 <i>Formal approval</i> for the project is obtained.</p> |
| 4 Plan and prepare for commencement of team project | <p>4.1 A <i>basic action plan</i> identifying individual team member's role is developed.</p> <p>4.2 Action plan is reviewed and confirmed with relevant people.</p> <p>4.3 Resources for the project are acquired.</p> |
| 5 Undertake team project | <p>5.1 The action plan is followed to produce the product, service or activity.</p> <p>5.2 The progress of the project is monitored.</p> |

- 6 Evaluate team project**
- 6.1 The project outcomes are **evaluated**.
 - 6.2 A **basic oral or written presentation** is prepared to report on the project.
 - 6.3 The report is presented to an **appropriate audience**.

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- attributes of enterprising people
- types of enterprise projects
- elements of a basic project proposal and basic action plan
- basic project planning process
- basic project review and evaluation procedures

Essential skills:

- literacy skills to:
 - comprehend information about enterprise education and define what it means to be enterprising
 - prepare basic project proposal, action plan, final report, and project presentation
- financial literacy skills to develop a budget, record transactions, maintain records – if applicable
- numeracy skills to estimate/calculate quantities of resources needed, cost resources, and keep accurate records of financial transactions – if applicable
- initiative and enterprise skills to:
 - generate options for an mini-enterprise product, service or activity
 - translate ideas into action through developing a project proposal, action plan and producing the product, service or activity through team initiative, resourcefulness and drive
- communication skills to facilitate effective two-way communication with team members and others through using active listening and questioning techniques to confirm understanding and speaking clearly and concisely when identifying team project, seeking feedback on ideas, project proposal and action plan, own and team performance, and evaluating product, service or activity
- teamwork skills to:
 - work harmoniously with other team members showing respect for individual differences and the ideas, opinions, values and beliefs of others
 - work productively to complete own and team tasks, seeking help and advice when needed and offering assistance to support other team members to complete tasks as required
- planning and organising skills to establish clear project goals and deliverables with team members and others, allocate tasks to team members, obtain necessary resources, set timelines, and coordinate individual and team tasks
- self management skills to monitor own performance to complete tasks on time and evaluate own performance
- problem-solving skills to solve simple, routine problems that may occur in the planning and implementation phases of the project
- technology skills to:
 - prepare project proposal, action plan, and presentation
 - use project resource materials and/or equipment in accordance with occupational health and safety requirements to ensure own safety and that of others

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. 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.

Attributes of enterprising people may include:

- generating, identifying and assessing opportunities
- identifying, assessing and managing risks
- collecting, organising and analysing information
- communicating ideas and information
- planning and organising
- seeking information and advice
- making decisions, solving problems and avoiding problems
- recruiting and managing resources
- working with others and in teams
- negotiating and influencing
- matching personal capabilities to an undertaking
- using initiative and drive
- being flexible and dealing with change
- being determined and resilient
- being responsible
- being positive and flexible
- monitoring, reviewing and assessing one's own and the team's performance

Types of enterprise projects may include:

- a product, a service or an activity
- an internal project, eg. producing a newsletter, organising an event
- an external project, eg. providing a product, service or activity for local industry or community organisation
- a simulation, eg. establish a company to provide a service or manufacture, market and sell a product (see Australian Business Week - ABW Enterprise Education)

Ideas/possibilities may include:

- ideas resulting from/responding to a school or community need
- ideas generated by self and/or peers
- ideas drawn from:
 - government agency databases (local, state and federal)
 - business advisory services, eg. Queensland Chamber of Commerce & Industry (QCCI)
 - industry or community guest speaker(s)
 - simulated enterprise activity, eg. Australian Business Week
 - professional/trade associations

Evaluating ideas may require assessing ideas/possibilities in terms of:

- skills required
- time required
- resources required (materials, equipment, financial)
- consumer or market demand

Relevant people may include:

- teacher(s)/tutors(s)
- representative from community, industry, business sector or organisation which aligns with the focus area of the project

Basic project proposal

may include:

- name/title of the project
- brief description of the project (product, service or activity)
- outcomes to be achieved
- steps to follow to undertake the project
- project duration (anticipated time)
- materials and/or equipment required
- a budget (if applicable)
- marketing focus (if applicable) identifying customer/client group, proposed price of product/service/activity (if applicable), and promotion or advertising strategy
- project proceeds (if applicable) outlining what is to be done with any profits made from the project and why
- members of the project team
- strategy for reporting evidence or proof that anticipated outcomes have been achieved, eg. evaluating the project including internal/external clients'/customers' evaluation of the product, service or activity, and reporting on the project to a wider audience, eg. such as using multi-media presentation to deliver project report

Formal approval must

include:

- submission of project plan for consideration and authorisation/approval from an appropriate person/organisation, eg. principal, teacher or industry/community organisation representative

Basic action plan must

include:

- project name/title
- goal/objectives
- project team members
- tasks – what tasks have to be done and in what sequence
- individual roles/responsibilities – who will do what tasks
- timeline – when tasks are to be completed
- resources – materials and/or equipment (and money, if applicable) needed to undertake tasks
- strategy for managing financial resources (if applicable) – administration and record keeping
- performance/success indicators

Evaluating the project outcomes may include:

- individual and team review, reflection and debriefing to evaluate the project in terms of:
 - what went right
 - how individuals contributed to team project
 - what went wrong
 - how problems were met and overcome at individual and/or team levels or, if problems were not overcome, what should have been done at individual and/or team levels
- feedback from internal/external clients/customers about the product, service or activity

Basic oral or written

presentation may include:

- a multi-media presentation
- an oral presentation (with charts, etc.)
- a written report

Information for the presentation:

- the title of enterprise project
- brief description of project
- outcomes to be achieved
- project team members, roles and tasks of members
- evaluation of project outcomes

- Appropriate audience** for the presentation may include:
- peers
 - teachers
 - parents
 - industry/business/community representatives

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this unit.

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

Evidence of the following is essential:

- basic knowledge of enterprising attributes
- working harmoniously, cooperatively and productively as a team member in the selection, planning and preparation, implementation, evaluation and reporting phases of a basic team project

To ensure consistency of performance, competency should be demonstrated on more than one occasion over a period of time.

Context of and specific resources for assessment

Assessment must occur in a simulated environment.

Access to the following resources is required for assessment of this unit:

- print and electronic information sources about enterprise education and enterprise projects
- appropriate persons (eg. community or business mentor) to seek advice from and provide feedback where relevant (eg. feasibility of project idea, project proposal, action plan, evaluation of product, service or activity)
- relevant technology to develop basic project proposal, action plan, formal report and final presentation
- resources (eg. materials, equipment, financial) required for the undertaking of the project

Methods of assessment

The following assessment methods are appropriate for this unit:

- oral or written questioning to assess knowledge of enterprising attributes
- direct observation of:
 - the level of individual and/or team initiative and enterprise demonstrated throughout all phases of the project
 - individual contribution to team work
- review of project proposal and action plan
- evaluation of a team's product, service or activity by internal/external clients or customers

Access and equity considerations

All learners should be aware of access and equity issues in relation to their own environment.

All learners should develop their ability to work in a culturally diverse environment.

GENIWR101C: Develop basic knowledge of workplace relations

| | |
|-----------------------------|--|
| Unit Descriptor | This unit describes the outcomes required to develop basic knowledge and understanding of employer and employee rights and responsibilities in the workplace as they contribute to productive workplace relations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. |
| Employability Skills | This unit contains Employability Skills. |
| Application of Unit | This unit applies to individuals developing an initial awareness and basic understanding of employer and employee rights and responsibilities under key industrial arrangements and anti-discrimination and Workplace Health & Safety legislation in preparation for working in a broad range of settings done under guidance. |

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

| | |
|--|---|
| 1 Identify employer and employee basic rights and responsibilities | <p>1.1 The <i>basic rights and responsibilities of employers and employees</i> that apply to all workplaces are identified.</p> <p>1.2 Employer expectations of an effective entry-level employee are defined.</p> |
| 2 Acquire basic knowledge of employment terms and conditions in the workplace | <p>2.1 A basic understanding of <i>industrial instruments</i> and their <i>purpose</i> is developed.</p> <p>2.2 A basic understanding of <i>types of paid employment</i> and the <i>basic differences in employment terms and conditions</i> is developed.</p> <p>2.3 A basic understanding of <i>employer responsibilities</i> when paying employees is developed.</p> <p>2.4 A basic understanding of <i>employee responsibilities</i> to meet working hours arrangements and work role requirements in any workplace is developed.</p> |
| 3 Acquire basic knowledge of workers' compensation | <p>3.1 A basic understanding of the <i>purpose of workers' compensation</i> is developed.</p> <p>3.2 A basic understanding of <i>employer and employee obligations</i> under workers' compensation is developed.</p> |

- | | |
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| 3 Acquire basic knowledge of discrimination in the workplace | <p>4.1 A basic understanding of discrimination in the workplace under current anti-discrimination legislation, including employer and employee obligations is developed.</p> <p>4.2 Appropriate action required to respond to and report discrimination in the workplace is identified and outlined.</p> |
| 5 Acquire basic knowledge of workplace harassment | <p>5.1 A basic understanding of workplace harassment under current Workplace Health and Safety legislation, including employer and employee obligations is developed.</p> <p>5.2 Appropriate action required to respond to and report workplace harassment is identified and outlined.</p> |
| 6 Acquire basic knowledge of unions for employees | <p>6.1 Peak union organisations for employees at national and state levels are identified.</p> <p>6.2 A basic understanding of the purpose, membership and services of unions is developed.</p> |

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- the basic rights and responsibilities of employers and employees in all workplaces
- industrial instruments:
 - the 'types' of industrial instruments used in the workplace to set down employment terms and conditions that are legally binding for both employers and employees
 - the purpose of any industrial instrument
 - key employment terms and conditions specified in any industrial instrument
- paid employment:
 - types of paid employment offered in the workplace – what they are and how they basically differ in terms and conditions of employment
 - basic employer responsibilities for paying employees, including when on a probationary or trial period
 - employee responsibilities to comply with working hours arrangements and meet basic employer expectations of carrying out work role
- workers' compensation:
 - who and what it covers
 - employer and employee obligations under workers' compensation
- anti-discrimination legislation as it applies to the workplace
 - types of discrimination
 - what sexual harassment is
 - what vilification is
 - employer and employee obligations
 - action to take should discrimination, sexual harassment or vilification occur in the workplace
- workplace harassment (bullying)
 - what workplace harassment is
 - employer and employee obligations
 - action to take should bullying occur in the workplace
- the purpose, membership and services of unions of employees

Essential skills:

- literacy skills to comprehend information about basic employer and employee rights and responsibilities, industrial instruments, paid employment, workers' compensation, anti-discrimination legislation as it applies to employment, workplace harassment (bullying) under WHS legislation, and unions of employees
- planning and organisation skills to locate appropriate information sources relating to industrial and workplace relations
- communication skills, including active listening and questioning skills, to obtain information and clarify understanding of workplace relations and to provide a verbal summary of information when appropriate
- learning skills to utilise knowledge and understanding gained of employee rights and responsibilities to their expected role as employees in the workplace

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. 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.

Basic rights and responsibilities of employers and employees must include:

Employer rights & responsibilitiesRights

Employers' rights are what they can legally and reasonably expect in terms of work performance, behaviour and attitude from their employees. Employers have the right to expect all employees to:

- obey all lawful instructions
- meet attendance requirements, be punctual for work and comply with working hours arrangements
- perform work employed to do conscientiously and to workplace standards
- follow all workplace health and safety instructions to ensure personal safety and that of others, including not engaging in any form of bullying
- treat all people in a non-discriminatory manner, including not engaging in sexual harassment or vilification
- behave in an ethical manner to protect the interests of the employer/business (eg. maintain confidentiality pertaining to all business dealings, including trade secrets such as recipes, sales projections)
- provide appropriate notice if resigning

Employers have the right to dismiss employees in accordance with current legislative requirements (eg. for theft, violence, serious breaches of OHS procedures).

Responsibilities

Employers' responsibilities are their legal obligations to their employees, including:

- paying the wage set down in the relevant industrial instrument or rate of pay in accordance with relevant legislation,
- paying superannuation entitlements into employee's nominated super fund if employee is eligible under current legislative requirements

- providing a pay slip showing the required information for each pay period
- ensuring that working hours are reasonable with meal breaks
- providing leave entitlements as per employment status
- providing safe and healthy systems of work to prevent work-related accidents, injury or illness
- insuring all employees against work-related accidents, injury or illness (ie. take out workers' compensation)
- preventing discrimination, sexual harassment, vilification and bullying from occurring in the workplace
- ensure dismissal procedures are fair and lawful in keeping with current legislative requirements

Employee rights and responsibilities

Rights

Employees' rights are their legal entitlements in the workplace, including:

- being paid the rate of pay set down in the relevant industrial instrument or relevant legislation
- having superannuation entitlements paid into nominated super fund if eligible under current legislative requirements
- receiving a pay slip showing the required information for each pay period
- working reasonable hours and having appropriate meal breaks during stipulated working hours
- receiving leave entitlements as per employment status
- working in a safe and healthy environment
- being insured against work-related accidents, injury or illness
- working in an environment that is free from discrimination, sexual harassment, vilification and bullying
- being protected against unfair dismissal in accordance with current legislative requirements (eg. when it is based on discriminatory grounds)
- having the right to join or not to join a union

Responsibilities

Employees' responsibilities are their legal obligations to employers, including:

- following all lawful instructions
- meeting attendance requirements, being punctual and observing time limits for meal breaks
- working conscientiously and competently to complete work tasks to workplace standards
- complying with all workplace health and safety instructions and rules, and always taking care of own safety and that of others
- complying with Anti-Discrimination and Workplace Health and Safety legislation to prevent discrimination, sexual harassment, vilification and bullying occurring in the workplace
- behaving in an ethical manner to safeguard the interests of the employer/business
- giving appropriate notice if resigning

Industrial instruments
must include:

- industrial instruments are legal documents, ie. they are legally binding for both an employer and employee
- types of industrial instruments: award, agreement, contract

Purpose of industrial instruments must include but not limited to:

- set down an employee's terms and conditions of employment for work role (ie. job employed to do) and employment status (eg. permanent full-time or casual)
- employment terms and conditions generic to all industrial instruments are:
 - rate of pay
 - hours of work
 - leave entitlements (eg. personal and recreation leave)
 - superannuation entitlements for eligible employee

Types of paid employment must include but not limited to:

- full-time permanent employee
- part-time permanent employee
- casual employee
- junior employee
- apprentice or trainee

Basic differences in employment terms and conditions must include but not limited to:

- hours of work / working hours arrangements
- pay rates associated with employment status
- leave entitlements

Employer responsibilities must include:

- pay employees the correct rate of pay in accordance with specified employment terms and conditions set down in the relevant industrial instrument or under relevant legislation
- pay employees the correct rate of pay during probationary or trial periods
- provide employees with a pay slip for each pay period
- provide information on a pay slip in accordance with current legislative requirements

Employee responsibilities must include but not limited to:

- know the days and hours when required to work
- comply with workplace procedure if unable to attend work (eg. be punctual)
- comply with workplace procedure for recording working hours (eg. fill-in time sheet on a daily basis)
- observe time limits for meal breaks
- work conscientiously and competently to complete work role tasks to workplace standards
- work safely by complying consistently with all workplace health and safety instructions and rules to take care of own safety and that of others
- follow all lawful instructions

Purpose of workers' compensation must include:

- in Queensland, workers' compensation is known as *WorkCover*
- covers all employees against work-related injury or illness caused or contributed to by work undertaken
- covers injury or illness which occurs at work, travelling on an approved work activity, and travelling to and from work by the most direct route
- ensures employees are financially compensated for any pay lost due to time off work and any expenses associated with medical treatment and rehabilitation assistance

Employer and employee obligations must include:

Employer obligations

- insuring all employees against work-related accidents, injuries and illness
- completing any necessary forms to facilitate a claim
- supporting and assisting an employee's rehabilitation program by finding suitable duties or alternative working arrangements

Employee obligations

- reporting immediately the injury or illness to the person's employer (or supervisor)
- obtaining a Workers' Compensation Medical Certificate from a doctor if medical attention is required or the person is unable to continue working
- filling out the required Compensation Claim Form
- undertaking any further medical examinations arranged by *WorkCover*
- participating in a rehabilitation program, if required, to help the person return to suitable duties as soon as possible

Discrimination in the workplace must include:

- discrimination based on listed 'attributes' (eg. race, gender, age, impairment) defined in anti-discrimination legislation
- direct or indirect discrimination which is unlawful
- lawful discrimination
- sexual harassment
- vilification

Employer and employee obligations must include:

Employer obligations

- enacting anti-discrimination legislation in the workplace through workplace policies, procedures and practices to ensure the work environment is free from all forms of unlawful discrimination, sexual harassment and vilification
- providing all employees with access to fair, prompt and confidential processes to deal with discrimination, sexual harassment or vilification complaints and grievances

Employee obligations

- complying with workplace policies, procedures and practices to ensure all people (management, co-workers, customers or clients) are treated fairly and with respect by not discriminating against, sexually harassing or vilifying others
- acting to prevent discrimination against, sexual harassment or vilification of others in the workplace

Appropriate action must include:

- the steps to follow if discriminated against, sexually harassed or vilified in the workplace
- workplace policies and procedures addressing discrimination, sexual harassment or vilification
- relevant outside organisations which can provide assistance if the issue is not addressed or resolved in the workplace

Workplace harassment must include:

- workplace harassment is commonly called 'bullying'
- actions that constitute workplace harassment in the workplace

Employer and employee obligations must include:

Employer obligations

- ensuring a safe and healthy work environment for all employees through workplace policies, procedures and practices that do not tolerate or condone workplace harassment in any form, including practices that could cause injury or illness inadvertently (eg. teasing or practical jokes against workers or initiation practices for new workers)
- provide all employees with access to fair, prompt and confidential processes to deal with workplace harassment complaints and grievances

Employee obligations

- complying with workplace harassment policies, procedures and practices to ensure a workplace that is free from bullying by not engaging in repeated behaviour that constitutes bullying of others – management, co-workers, customers or clients
- acting to prevent bullying of others occurring

Appropriate action must include:

- the steps to follow if workplace harassment occurs
- workplace policies and procedures addressing workplace harassment
- relevant outside organisations which can provide assistance if the issue is not addressed or resolved in the workplace

Purpose, membership and services of unions must include:

Purpose

- unions of employees represent the industrial rights and interests of employees in a particular trade, industry or work area when negotiating fair and just wages and working conditions with employers and governments

Membership

- membership of a particular union requires that a person must be an employee (ie. not an employer), be in the particular trade, industry or area of work that the union represents, and pay the appropriate membership union fees or dues

Services for members include

- provide support and advice on industrial interests in the workplace and at government levels:
- provide additional benefits (eg. home loans and personal loans, discount on a range of goods and services through the “union shopper”, cut rate travel, dental services, scholarships to help meet the cost of study)

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this unit.

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

Evidence of the following is essential:

- basic knowledge and understanding of:
 - the rights and responsibilities of employers and employees that apply in any workplace relating to minimum employment terms and conditions set down in industrial instruments, workers’ compensation, discrimination, sexual harassment, vilification and workplace harassment or bullying

- appropriate action to take to respond to or prevent discrimination, sexual harassment, vilification, and workplace harassment
- types of paid employment, how they differ, and key information required on a pay slip for an employee's reference
- the role and services of unions of employee
- interpreting key information on a basic pay slip
- applying basic knowledge of employer and employee rights and responsibilities to define requirements of an effective employee who contributes to productive workplace relations in preparation to meet basic employee obligations in a workplace

Context of and specific resources for assessment

Assessment must occur in a simulated environment.

Access to the following resources is required for assessment of this unit:

- print and electronic information sources relating to legislative requirements applicable to basic employer and employee rights and responsibilities in the workplace, industrial instruments, paid employment, workers' compensation, discrimination in employment, workplace harassment or bullying in the workplace, and unions of employees
- guest speakers (eg. employer, representative from an employers' organisation, representative from a union or youth employment advisory service) to provide essential information and practical advice on workplace relations
- examples of workplace policies and procedures outlining employee responsibilities, including:
 - complying with working hours arrangements
 - action to take when not able to attend work
 - workers' compensation
 - anti-discrimination legislation in the workplace, including action to take to respond to or prevent discrimination, sexual harassment and vilification should it occur
 - WHS legislative requirements to prevent or respond to workplace harassment
- examples of pay slips
- relevant technology to access electronic information sources relating to workplace relations

Method of assessment

The following assessment methods are appropriate for this unit:

- oral or written questioning to confirm basic knowledge and understanding of employer and employee rights and responsibilities under current legislative requirements for terms and conditions of employment, workers' compensation, and prevention of discrimination, sexual harassment, vilification and bullying in the workplace
- role-plays and simulations to confirm basic understanding of appropriate action to take to respond to and prevent discrimination and bullying in the workplace
- case studies and problem-solving exercises to assess learner's application of knowledge to workplace situations and contexts

Access and equity considerations

All learners should be aware of access and equity issues in relation to their own environment.

All learners should develop their ability to work in a culturally diverse environment.

GENJSI101C**Apply job search and interview skills****Unit Descriptor**

This unit describes the outcomes required to seek and apply for suitable employment and to participate in an interview to gain employment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the Unit

This unit applies to individuals developing basic skills and knowledge in job search strategies, identifying suitable positions, preparing written applications, participating in interview situations and evaluating own performance in preparation for seeking and gaining employment in a broad range of settings.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

1 Identify and evaluate employment opportunities

- 1.1 Basic knowledge of ***job search strategies*** used to find employment opportunities is developed.
- 1.2 Information sources are used to identify appropriate employment opportunities in area(s) of interest.
- 1.3 ***Requirements*** of position(s) from job advertisement are identified.
- 1.4 Any ***additional information*** not included in the advertisement required for personal consideration of the position is obtained.
- 1.5 Position(s) is evaluated to determine ***suitability*** in relation to own skills, qualifications and experience and employment preferences.

2 Plan and prepare job application

- 2.1 A ***planned approach*** is used to prepare job application(s).
- 2.2 A written application is completed in the ***specified format*** to meet ***industry standards***.
- 2.3 A ***resume*** to accompany the job application is prepared.

3 Participate in a job interview

- 3.1 Basic knowledge of ***types of interview situations*** is developed.
- 3.2 ***Essential protocols, personal attributes and skills*** that present and promote a positive image in any interview situation are identified.

- 3.3 **Necessary preparation** for interview situation is undertaken.
- 3.4 Participation in interview situation is undertaken.
- 4 **Evaluate personal performance in the job application process**
- 4.1 Both positive and negative **feedback** about the application and interview process are sought.
- 4.2 Feedback is used to identify strengths and areas for improvement with **appropriate person**.
- 4.3 Strategies are identified with appropriate person to improve quality of application and interview skills.

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- job search strategies for both 'open' and 'hidden' job markets
- key information contained in job advertisements
- application formats and processes for submitting applications
- industry standards for job applications and resumes
- types of interview situations, including group interviews
- STAR (Situation, Task, Action, Response) model for behavioural interview questions
- standards of personal presentation, conduct and communication skills required for interview situations

Essential skills:

- literacy skills to read and interpret job advertisements and to prepare job application and accompanying resume to meet industry standards
- numeracy skills to identify timeframes for submitting an application and attending an interview
- problem-solving skills to make decisions between/among a limited range of employment opportunities
- communication skills to communicate effectively in writing and face-to-face
- planning and organising skills to:
 - collect and analyse information on employment opportunities/job advertisements to determine suitable positions to apply for
 - manage application process and timelines
 - predict and prepare appropriate responses relevant for face-to-face or group interview situation, including responses using the STAR (Situation, Task, Action, Response) model for behavioural interview questions
 - prepare to arrive on time, appropriately dressed and rehearsed for interview
- self-management skills to take responsibility for:
 - evaluating and monitoring quality of application and resume before submitting to prospective employer
 - being punctual, appropriately dressed and prepared for the interview process
- learning skills to utilise positive and negative feedback on the quality of job application and interview performance to improve job search, application writing and interview skills
- apply technology skills to collect information on advertised positions and prepare job application and resume

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. 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.

Job search strategies may include but not limited to:

- 'open' job market – 'the employer looks for you'
 - positions are advertised
 - research indicates that only a small percentage of job vacancies are advertised (eg. only about 20-30% of jobs are advertised in newspapers) making the 'open' job market very competitive particularly for entry-level positions
- job search strategies for 'open' market
 - use Internet on-line job-search databases for all industry areas (eg. CareerOne, MyCareer, SEEK, Australian JobSearch)
 - use on-line job boards for specific industry areas (eg. hospitality, nursing), Australian or State Governments (whole-of or specific government department), individual companies
 - visit Centrelink office (or go on-line) to access Australian JobSearch to search National Vacancy Database via touchscreens
 - approach a group training company for apprenticeship/traineeship
 - read newspapers: local, metropolitan, regional, interstate, national (some are on-line)
 - scan noticeboards in supermarkets, libraries, shopping centres
 - look for 'position vacant' notices in shop windows, on counters, outside factories, etc.
 - register with private employment agencies
 - registering with labour hire or temporary agencies
 - visit career or job expos
 - listen to 'job spots' on radio
- 'hidden' job market – 'you look for the employer'
 - positions are not advertised
 - employers are constantly on the lookout for suitable candidates to replace departing, retiring or inefficient workers, to work on new projects, or to add expertise in a particular area
 - positions tend to be filled by candidates who come to an employer's attention through another employee's recommendation, referrals from trusted associates, recruiters, or direct contact with the candidate
research indicates that the greater percentage of job vacancies are in this category (estimates vary between 50%-80%)
- job search strategies for 'hidden' job market
 - networking by telling personal contacts (eg. relatives, friends, neighbours, social contacts – sporting club, church, hobby groups, etc.) that you are looking for a job or asking contacts for job leads in terms of vacant positions or appropriate company you could approach
 - making a direct approach to a company (ie. 'cold calling') by enquiring in person, telephoning and/or mailing a cover letter and resume
 - placing a self-advertisement
 - undertaking information-gathering interviews
 - being 'headhunted' (ie. being approached directly by an employer)

Requirements may include but not limited to:

- job title
- job specification
 - purpose of position, key duties and skills required
 - selection criteria (if applicable)
- employment terms and conditions
 - employment type (eg. part-time, full-time, casual)
 - salary or wage (if provided)
- location
- mode of application
 - apply in person
 - apply by telephone for an interview
 - complete a 'proforma-type' application form only
 - submit a written application
 - send resume or portfolio of work with covering letter
- closing date of application
- how to submit written application
 - send hard copy via mail
 - lodge electronically via email or submit on-line
 - hand deliver
- company/organisation's details, eg. name, website
- contact person and details, eg. telephone, facsimile, email

Additional information may include but not limited to:

- any key information not contained in the advertisement
- detailed position description and selection criteria (if applicable)
- information about the company/organisation
- information can be obtained by using contact details provided in the advertisement and from website (if available)

Suitability may include but not limited to:

- required skills, aptitudes, qualifications, experience
- type of employment (eg. part-time, casual, permanent full-time)
- hours of work
- wage/salary
- location of job
- potential of the position to develop knowledge, skills and abilities to enhance future employment opportunities or

Planned approach may include but not limited to:

- develop a checklist/sequence of tasks to ensure a systematic process is used:
 - prepare application in specified format
 - prepare or update resume and/or portfolio
 - review and revise both documents to check:
 - application answers/matches job criteria
 - spelling, grammar and punctuation are correct
 - collect and collate any supporting documentation required, eg. copy of certificates/qualifications and references
 - forward application as required, eg. hand deliver, post hard copy, lodge electronically via email or submit on-line
 - a timeline for completion of tasks working backwards from closing date

Specified format must include but not limited to:

- 'proforma-type' application (eg. complete a form)
- a letter of application, with resume or portfolio attached
- specific selection criteria to be addressed, with cover letter, resume or portfolio attached

Industry standards

must include but not limited to:

- format specified in job advertisement/position description is used
- when required to address selection criteria, application addresses the stated criteria
- spelling, grammar and punctuation are correct
- application is submitted:
 - in the required mode
 - in time to be received before closing date/time

Resume may include but not limited to:

- electronic resume (eg. Word document) or e-resume within a webfolio tool
- format and content of resume
 - 'generic' resume that could be used for any employment opportunity
 - 'tailored' resume to suit specific job/industry
- importance of layout, grammar, spelling and punctuation to meet employer expectations/industry standards (first impressions count)

Types of interview situations must include but not limited to:

- one-to-one interview
- panel interview
- group interview
- telephone interview

Essential protocols, personal attributes and skills must include but not limited to:

- be punctual (ie. arrive approximately 15 minutes before interview is scheduled to start)
- be appropriately dressed and groomed
- be well-mannered at all times with all people encountered (interviewees are observed from the moment they enter the workplace by other workers who may well be prospective colleagues)
- do not take food or drink bottle into an interview situation (if not offered a drink, ask for a glass of water)
- ensure mobile phone is turned off
- use interpersonal and communication skills to express ideas effectively, organise and deliver information appropriately and listen actively
 - use active listening and questioning techniques to clarify questions (ie. information required by 'interviewer')
 - respond to questions in an informative, courteous, concise and relevant manner
 - use positive/'open' body language during the interview process
 - demonstrate pre-interview research into company/organisation's activities via comments and questions

Preparation must include but not limited to:

- confirm arrangements for the interview
 - time and place/location for interview
 - type of interview (eg. individual, group, activity-based)
 - the person to contact on arrival
 - any information that interviewee is required to bring to the interview
- plan for travelling to the interview in order to arrive 15 minutes before time – take a test run if needing to identify location of interview (address), best mode of transport to use (eg. bus/train), determine time to take to reach location, determine best timetabling/scheduling
- plan personal presentation
 - identify appropriate dress requirements and choose clothes to wear to the interview in advance
 - ensure clothes are clean and ironed, shoes polished, etc. to present a positive image as first impressions count

- preparation for responding appropriately in the interview situation
 - re-read the job advertisement, position description, selection criteria (if applicable) and know the specific details of the job role and responsibilities
 - read information on company/organisation and job position, so that interview responses can be related to the company and position to demonstrate interest in the company and job role
 - predict questions and plan probable answers that could be asked by the interviewer(s) especially in relation to the 'qualities' the employer is seeking as stated in the job advertisement, position description and/or selection criteria
 - prepare responses using the STAR (Situation, Task, Action, Response) model for behavioural interview questions relating to 'behaviours' or competencies required in the role
 - work out any questions that the interviewee should ask the interviewer(s)
 - rehearse or role-play with family, friends, or peers

Appropriate person
may include:

- school personnel – teacher, career advisor/counselor
- community/industry mentor
- parent or guardian

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this unit.

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

Evidence of the following is essential:

- basic knowledge of:
 - strategies for searching for a job in the 'open' and 'hidden' job markets
 - types of formats for job applications and the various ways to submit them
 - basic industry standards for written job applications and resume
 - appropriate personal presentation standards, behaviour and communication skills for interview situations
- interpreting job advertisements and evaluating suitability of employment opportunities taking into account skills, qualification and experience, and terms and conditions of employment being offered and comparing with own employment preferences, skills and experience
- preparing a written job application and accompanying resume that meet industry standards
- preparing for and participating in interview situation
- evaluating own performance utilising positive and negative feedback to improve job search, application writing and interview skills

Context of and specific resources for assessment

Assessment must occur in a real or simulated environment.

Access to the following resources is required for assessment of this unit:

- print and electronic information sources about job search strategies and interview skills

- guest speakers (eg. employer, HR personnel, representative of an employment agency) to provide advice about searching, applying and interviewing for a job
- job advertisements
- examples of applications and resume formats
- interview situation(s)

Methods of assessment

The following assessment methods are appropriate for this unit:

- oral or written questioning to assess knowledge of:
 - job search strategies
 - job application and resume formats and industry standards
 - required protocols, personal presentation standards and communication skills for interview situations
 - preparation requirements for an interview situation
- role-plays and simulations to assess knowledge, skills and abilities to participate in one-to-one and group interview situations
- direct observation of punctuality in arriving for interview, dress and grooming standards appropriate for interview situation, communication skills used effectively to listen and respond to interview questions, including the use of the STAR method
- review of third-party reports on job application and interview process
- review of documents – job application, resume or portfolio – to assess appropriate format and content used to meet industry standards

Access and equity considerations

- All learners should be aware of access and equity issues in relation to their own environment.
- All learners should develop their ability to work in a culturally diverse environment.

GENOHS101C: Work safely

| | |
|-----------------------------|---|
| Unit Descriptor | <p>This unit describes the outcomes required to work within Occupational Health and Safety (OHS) requirements across a range of industry contexts in order to demonstrate personal awareness of OHS legislative requirements, and basic principles of risk management and prevention of injury and illness at work.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p> |
| Employability Skills | This unit contains Employability Skills. |
| Application of Unit | <p>This unit is based on the generic unit of competency <i>OHS100: Work Safely</i> in <i>Guidelines for Integrating OHS into National Industry Training Packages</i> (Australian Safety and Compensation Council, Australian Government, 2008.)</p> <p>This unit of competency supports the attainment of the basic OHS knowledge required prior to undertaking designated work tasks.</p> <p>This unit is intended to address workplace requirements of the work experience student or new workplace entrants during an initial familiarisation period.</p> <p>This competency complements, and is applicable in combination with, other industry or enterprise-specific competencies.</p> |

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

| | |
|--|--|
| 1 Identify OHS legislative requirements | <p>1.1 Applicable <i>Occupational Health and Safety (OHS) legislative requirements</i> relevant to own work, role and responsibilities are identified.</p> <p>1.2 <i>Duty of care requirements</i> are identified and explained.</p> <p>1.3 Own responsibilities to comply with <i>safe working practices</i> are identified and explained.</p> |
| 2 Identify workplace hazards and control measures | <p>2.1 <i>Basic principles of risk management</i> are identified.</p> <p>2.2 <i>Common workplace hazards</i> are identified and explained.</p> <p>2.3 <i>Measures for controlling risks</i> are identified and explained.</p> <p>2.4 Requirements for the selection and use of relevant <i>Personal Protective Equipment</i> are identified and explained.</p> |

- | | | |
|---|-----|---|
| | 2.5 | Safety signs and symbols are identified and explained. |
| | 2.6 | Procedures for reporting hazards and risks are identified and explained. |
| 3 Identify OHS communication and reporting processes | 3.1 | Participative arrangements for OHS including communication processes, information and documentation are identified and discussed. |
| | 3.2 | Designated OHS roles for raising OHS concerns including concerns relating to the right to refuse unsafe work are identified and explained. |
| 4 Identify OHS incident response procedures. | 4.1 | General procedures for responding to incidents, injuries and emergencies are identified and explained. |
| | 4.2 | Procedures for first aid are identified and explained. |
| | 4.3 | Fire safety equipment is identified and explained. |

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- applicable Commonwealth, State or Territory OHS legislation, regulations, standards, codes of practice
- applicable industry standards/guidance notes relevant to work, role and responsibilities
- basic principles of risk management and assessment relating to work role
- common workplace hazards
- common workplace safety signage and their meanings
- general workplace emergency response and evacuation procedures
- work activities
- general first aid response requirements
- general procedures for raising OHS issues
- general procedures for responding to hazards, incidents and injuries
- general procedures for reporting OHS hazards, accidents, incidents, emergencies, injuries, near misses and dangerous occurrences
- general workers compensation and injury management requirements
- OHS hierarchy of controls
- OHS responsibilities and rights of duty holders (including employers, supervisors and workers)
- own responsibilities to comply with safe working practices (relating to identification of hazards, preventing bullying or harassment, use of amenities, smoking, use of drugs and alcohol, and housekeeping)
- role of OHS committees and representatives
- types of common Personal Protective Equipment and fire safety equipment
- types of OHS information and documentation

Essential skills:

- comprehension skills to:
 - explain the basic OHS legislative requirements which will be applicable to own work
 - explain the meaning of safety signs and symbols
 - identify workplace hazards
 - explain the basic principles of risk management

- apply communication/interpersonal skills to:
 - clarify OHS legislative requirements
 - verbally report workplace hazards and risks
 - ask effective questions
 - relay information to others
 - discuss OHS issues and information

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. 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.

OHS legislative requirements are to be in accordance with applicable OHS legislation. Requirements should relate to:

- OHS and welfare Acts and regulations and codes of practice
- induction training, eg. National Code of Practice for Induction Training for Construction Work
- safety codes of practice
- national safety standards
- OHS standards and guidelines
- duty of care
- Australian standards
- health and safety representatives, committees and supervisors

Duty of care requirements must include:

- relate to the legal responsibilities under “duty of care” to do everything reasonably practicable to protect others from harm
- relate to relevant State or Territory OHS requirements and may include:
 - employers and self employed persons
 - persons in control of the work site
 - supervisors
- relate to own responsibilities to comply with safe working practices

Safe working practices must include:

- smoking in designated areas
- housekeeping to ensure a clean, tidy and therefore safe work area
- general requirements for safe use of plant and equipment
- general requirements for use of Personal Protective Equipment and clothing
- drugs and alcohol at work
- preventing bullying and harassment
- access to site amenities such as drinking water and toilets

Risk relates to:

- the likelihood of a hazard causing injury or harm

Basic principles of risk management must include:

- identify hazards
- assess the risks involved
- consult and report ensuring the involvement of relevant workers
- control the hazard
- review to identify change or improvement

Hazard relates to:

- anything (including an intrinsic property of a thing) or situation with the potential to cause injury or harm

Common hazards may include:

- manual handling
- hazardous substances and dangerous goods
- noise
- plant and equipment
- UV radiation
- electrical safety
- traffic and mobile plant
- confined spaces
- hot and cold working environments
- HIV and other infectious diseases

Measures for controlling risk eliminate or minimize hazards in accordance with the hierarchy of control including:

- Elimination (1)
- Substitution (2)
- Isolation (3)
- Engineering controls (4)
- Administrative controls (5)
- Personal Protective Equipment (6)

Personal Protective Equipment (PPE) may include:

- protective, well fitting clothes
- arm guards
- aprons
- high visibility retro reflective vests
- hard hat
- eye protection
- hearing protection
- gloves
- respiratory protection
- UV protective clothing and sunscreen

Safety signs and symbols may include:

- regulatory signs (eg. Prohibition, mandatory and limitation or restriction)
- hazard signs (danger and warning)
- emergency information signs (exits, equipment, first aid)
- fire signs (location of fire alarms and fire fighting equipment)
- safety tags and lockout (danger tags, out of service tags)

OHS communication process may include:

- processes for raising OHS issues
- OHS participative arrangements
- OHS meetings
- discussions with OHS representatives
- workplace consultation relating to OHS issues and changes
- OHS notices, newsletters, bulletins and correspondence

OHS information and documentation may include:

- workplace documentation and plans
- safe work method statements
- material safety data sheets (MSDS)
- job safety analyses
- accident and incident reports
- reports of near misses and dangerous occurrences
- risk assessments
- labels
- safety meetings minutes
- proformas for reporting hazards, incidents and injuries

- Acts
- Regulations
- codes of practice
- guidance notes
- evacuation plans
- emergency contact information
- Australian Standards
- workplace safety inspection reports

Designated OHS personnel may include:

- supervisors
- OHS representatives
- OHS committee members
- First aid officers

Relevant authorities may include:

- Emergency Services (eg. Police, Ambulance, Fire Brigade, Emergency Rescue)
- OHS regulatory authority
- supervisor

Incidents may include:

- accidents resulting in personal injury or damage to property
- near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence

Emergencies may include:

- fire
- toxic and/or flammable vapours emission
- vehicle/mobile plant accident
- chemical spill
- injury to personnel

General procedures for responding to incidents and emergencies may include:

- basic emergency response (keep calm, raise alarm, obtain help)
- evacuation
- referring to workplace emergency plans and documentation
- notification of designated OHS personnel and authority
- notification of Emergency Services (eg. when and how)

Fire safety equipment may include:

- fire fighting equipment
- fire blankets
- breathing apparatus

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this unit.

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

- Evidence must confirm personal awareness of the following:
- applicable OHS legislative and safety requirements for work role, including duty of care
 - the range of common workplace hazards and procedures for the assessment of risk and application of the hierarchy of control
 - OHS communication processes, information and documentation including the role of OHS committees and representatives, the

meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries

- general procedures for responding to incidents and emergencies including, evacuation, first aid, fire safety and equipment and PPE.

Context of and specific resources for assessment

Assessment must occur in a real or simulated environment.

Access to the following resources is required for assessment of this unit:

- induction procedure
- appropriate documentation, eg.:
 - OHS legislation and guidelines and relevant industry codes of practice (ie. those that relate to industry area in which work experience is undertaken)
 - the specific OHS policies and workplace procedures of the organisation in which work experience is undertaken
 - specific work instructions, written and/or verbal, related to job role and/or tasks undertaken on-the-job under direct supervision
- organisational personnel (eg. OHS representative, First Aid Officer, Fire Warden)
- printed and electronic information sources relating to OHS
- relevant technology to access electronic information relating to OHS

Methods of assessment

The following assessment methods are appropriate for this unit:

- oral or written questioning to confirm basic knowledge and understanding of relevant OHS legislation and individual requirements relating to workplace health and safety
- role-plays and simulations to assess knowledge of:
 - hazard identification and risk assessment and application of hierarchy of control
 - consultation meetings
- case studies and problem-solving exercises, role-plays and simulations for emergency situations
- direct observation of consistent compliance with workplace safety procedures (including signage) and workplace instructions while under direct supervision to ensure own safety and that of others
- review of portfolios of evidence and third-party workplace reports of on-the-job performance
- Student Log Book for *GENSWL101C: Participate in structured workplace learning*

Access and equity considerations

All learners should be aware of access and equity issues in relation to their own environment.

All learners should develop their ability to work in a culturally diverse environment.

GENPAS101C**Present a positive image in the workplace****Unit Descriptor**

This unit describes the outcomes required to meet workplace standards for personal presentation, professional behaviour and interacting effectively.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of Unit

This unit applies to individuals developing basic skills and knowledge of essential standards for dressing appropriately for work, behaving in a professional manner at all times in the workplace, and communicating courteously and effectively in all interactions with management, co-workers customers or clients in preparation for working in a broad range of settings done under guidance.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

1 Identify workplace standards for personal presentation, behavior and communication

- 1.1 ***Personal presentation standards*** required in the workplace are identified.
- 1.2 ***Personal and professional standards of behaviour*** required of a responsible employee are identified.
- 1.3 ***Standards of communication*** required in the workplace are identified.

2 Meet workplace personal presentation, behaviour and communication standards

- 2.1 Personal presentation standards are appropriate for job role and workplace location.
- 2.2 Conduct is in accordance with standards of personal and professional behaviour required in the workplace.
- 2.3 Communication with management, co-workers, customers or clients is courteous, friendly and professional at all times.

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- basic standards for dress, personal grooming and deportment required in the workplace, including compliance with workplace health and safety requirements
- basic standards of appropriate conduct in the workplace at both personal and professional levels

- communication protocols, courtesies and basic communication techniques to facilitate positive interaction with all people in the workplace
- principles of effective verbal and non-verbal (ie. body language) communication

Essential skills:

- literacy skills to:
 - comprehend information about dressing appropriately for work, conducting oneself as a professional in the workplace, and communicating effectively and appropriately when interacting with management, co-workers, customers or clients
 - process basic, relevant workplace documentation relating to employer expectations/workplace standards for required dress code, including WHS requirements, professional conduct, and communication protocols
- communication skills to:
 - identify, clarify and confirm employer expectations/workplace standards for required dress code, including WHS requirements, professional conduct, and communication protocols
 - interact effectively in the workplace using workplace communication protocols that exemplify non-discriminatory attitude and behaviour towards others, and using basic communication techniques that facilitate effective two-way conversations and understanding
- self-management skills to take personal responsibility for:
 - conforming to workplace dress code and maintaining personal care and appropriate grooming standards
 - acting responsibly in the workplace at all times by complying with workplace standards of punctuality and attendance, working safely, and working conscientiously to complete allocated tasks to required workplace standards
 - establishing positive working relationships with others through using appropriate communication protocols that exemplify non-discriminatory attitude and behaviour and using basic communication techniques that facilitate effective two-way communication and understanding
- learning skills to utilise work experience to contextualise knowledge of personal presentation, behaviour and communication standards by observing and learning from experienced co-workers
- technology skills to access and obtain information about workplace standards for personal presentation, behaviour and communication

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. 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.

Personal presentation standards must include but not limited to:

- personal hygiene or cleanliness (both body and dental care)
 - shower or bathe daily, shampoo hair regularly, use deodorant each day, brush teeth before going to work, keep nails clean (including toe nails if open-toed shoes are worn)
 - WHS standards related to specific workplace location/job role (eg. wearing disposable gloves when preparing food and washing hands between each order)
- clothes
 - in good repair, clean and ironed
 - appropriate for workplace location (eg. indoor/outdoor, city/regional, office/beach resort, front office/workshop) and specific job role (eg. office: receptionist, cleaner; restaurant: waiter/ress, kitchen hand; golf course: gardener, caddy)
 - WHS standards related to specific workplace location/job role (eg. wearing a hard hat on a construction site)

- shoes/footwear
 - clean/polished and in good repair (ie. no holes in the soles and heels are not run-down)
 - practical and comfortable for the type of work done
 - WHS standards related to specific workplace location/job role (eg. wearing steel-capped workboots on a construction site)
- overall grooming
 - hair, nails, make-up, men's facial hair, jewellery, perfume or aftershave – appropriate for job role
 - WHS standards related to specific workplace location/job (eg. in some trade areas, it is considered dangerous to wear rings and earrings which can become entangled with equipment being used)
- deportment (good posture)
 - general posture: walk tall, stand tall and sit tall
 - WHS standards related to a specific job role (eg. working at a keyboard)

Personal and professional standards of behaviour must include but not limited to:

- basic personal standards of behaviour expected in any workplace
 - have a high standard of personal values such as honesty, trustworthiness, dependability, loyalty
 - show respect for all people
 - use common courtesy in everyday interactions
- basic professional standards of behavior expected in any workplace
 - consistently comply with workplace health and safety procedures and instructions to ensure own safety and that of others
 - work cooperatively and productively with others from diverse backgrounds and relate to people from a range of social, cultural, religious, and ethnic backgrounds and with a range of physical impairments in a non-discriminatory manner
 - comply with routine workplace procedures relating to:
 - hours of work (ie. working allocated hours by being punctual in arriving for work, not extending rest/meal breaks, not leaving early)
 - attendance (eg. maintaining attendance record such as filling in daily time sheet, attending work unless genuinely ill, notifying nominated person if unable to attend work)
 - have a positive attitude to work (eg. following instructions to complete allocated tasks to workplace standards, working conscientiously to complete tasks, being willing to learn including accepting feedback to improve performance, etc.)
 - keep personal work area clean and tidy
 - show consideration for co-workers (eg. return equipment to the correct place so it is available for the next person who needs it, leave common work areas clean and tidy)

Standards of communication must include but not limited to:

- basic communication protocols required in any workplace
 - all communication must be non-discriminatory
 - do not use offensive language
 - comply with established communication procedures (eg. lines of communication for reporting hazards or emergencies)
 - use an appropriate form of address in dealings with all people
- basic courtesies used when communicating with others in any workplace

- conduct all communication with management, co-workers, customers or clients in a courteous, professional and friendly manner
- use polite conventions in communications
- basic communication skills required in any workplace
 - express oneself clearly and confidently
 - be a good or attentive listener (ie. give speaker 100% attention, use open body language, use verbal cues to indicate attention and understanding, use active listening/questioning techniques
 - take notes of key points/instructions to follow (if appropriate)
- keep an open mind (ie. do not allow personal opinions, beliefs, attitudes and values to 'get in the way' of listening to *all* that the other person has to say)

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this unit.

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

Evidence of the following is essential:

- knowledge of workplace standards for personal presentation, personal and professional behaviour, and communication protocols and basic communication skills
- complying with standards of dress and grooming appropriate for the workplace location and job role, including relevant WHS requirements
- meeting standards of personal and professional conduct expected in the workplace
- using communication protocols and basic communication techniques to interact effectively with all people in the workplace

To ensure consistency of performance, competency should be demonstrated on more than one occasion over a period of time.

Context of and specific resources for assessment

Assessment must occur in a real or simulated environment.

Relationship to *GENSWL101C: Participate in structured workplace learning*:

- It is recommended that element GENPAS101C/1: Identify workplace standards for personal presentation, behaviour and communication be undertaken prior to structured workplace learning to prepare learners for participation in a workplace environment.
- Element GENPAS101C/2: Meet workplace presentation, behaviour and communication standards must be assessed in a workplace environment. This element, therefore, must be assessed as part of *GENSWL101C: Participate in structured workplace learning*

Access to the following resources is required for assessment of this unit:

- print and electronic information sources about standards of personal presentation, personal and professional behaviour and communicating/interacting with others
- workplace policies and procedures relevant to dress code, conduct on-the-job and communication procedures

- guest speakers (eg. employer, management personnel, representative of an employment agency) to provide advice about employer expectations/workplace standards for personal appearance, conduct of a responsible employee in a workplace environment, and appropriate forms of communication when interacting with all people in the workplace

Methods of assessment

The following assessment methods are appropriate for this unit:

- oral or written questioning to assess knowledge of standards of personal presentation, behaviour and communication in the workplace
- role-plays and simulations to assess knowledge, skills and abilities to meet standards of behaviour and communication required in the workplace
- direct observation of standards of personal presentation, personal and professional behaviour and communication being met in the workplace
- review of third-party workplace reports of on-the-job performance
- Student Log Book for *GENSWL101C: Participate in structured workplace learning*

Access and equity considerations

- All learners should be aware of access and equity issues in relation to their own environment.
- All learners should develop their ability to work in a culturally diverse environment.

GENPCD101C**Develop career and learning development plan****Unit Descriptor**

This unit describes the outcomes required to consider career options and develop, in conjunction with relevant persons, a personal career plan supported by a relevant learning plan.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the Unit

This unit applies to individuals developing basic skills and knowledge to undertake initial career planning in conjunction with relevant people including: investigation of possible career pathways in area(s) of interest; using skills, qualifications and experience required for preferred occupation(s) to plan own learning development; developing an initial career/learning development plan; and monitoring and reviewing plan against progress or changing career/occupational preferences in preparation for working in a broad range of settings.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information 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 personal profile to facilitate career planning

- 1.1 Current ***knowledge, skills and personal attributes that contribute to employability*** are identified in consultation with ***relevant persons***.
- 1.2 ***Employment interests and preferences*** are determined.

2 Identify career/occupational pathway

- 2.1 ***Career information sources*** are used to acquire knowledge of the ***range of existing and emergent industry areas and occupational opportunities***.
- 2.2 Career/occupational preferences and related employment requirements are identified in consultation with relevant persons.

3 Identify learning development pathway

- 3.1 Preferred career/occupational employment requirements are compared with personal profile to define gaps in education, training and personal development needs in consultation with relevant persons.
- 3.2 Career information sources are used to acquire knowledge of ***education and training options*** to address identified gaps.
- 3.3 A ***learning development pathway*** to acquire relevant education, training and personal development is established in consultation with relevant persons.

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|--|--|
| 4 Develop plan to progress career aspirations | <p>4.1 Realistic and achievable goals aligned with career and learning development pathways are set in consultation with relevant persons.</p> <p>4.2 Steps necessary to attain identified goals are defined in consultation with relevant persons.</p> <p>4.3 Perceived/potential barriers to achieving goals are identified and possible strategies to overcome barriers are explored in consultation with relevant persons.</p> <p>4.4 Action plan with appropriate timeframes and milestones for progressive attainment of goals is developed in consultation with relevant persons.</p> |
| 5 Monitor and review career and learning development plan | <p>5.1 Progress against timeframes and milestones is monitored.</p> <p>5.2 Plan is modified when circumstances or events change.</p> |

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- the purpose of personal profiling in assisting career exploration and identifying learning development needs
- the types and uses of career information sources considered integral to career and learning development planning
- present-future relationships among school subject choices, further education and training, including work experience, leading to employment in preferred career/occupational field
- the coordination of occupational and learning pathways, including work experience, to meet employment requirements of preferred career/occupation
- the on-going nature of career and learning development planning requiring the necessity to regularly reassess personal career/learning development plan as one matures or events or circumstances change

Essential skills:

- literacy skills to:
 - read and understand information used in the career planning process
 - prepare career and learning development plan
- numeracy skills to plan timelines based on timeframes of education and training courses
- communication skills to seek advice from appropriate persons
- planning and organising skills to:
 - assess/evaluate self and information relating to employment, industry areas and occupations, education and training options/pathways
 - plan career and learning development pathways that are logical in their sequence/timelines
- problem-solving skills to make decisions about career/occupational options and directions to follow
- technology skills to:
 - access career development and planning information
 - prepare career and learning development 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 italicized 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.

Knowledge, skills and personal attributes that contribute to employability may include but not limited to those gained through:

- schooling
 - formal study, eg. specific subjects undertaken and educational attainments
 - personal qualities that demonstrate generic employability skills, eg. willingness to learn, managing own learning, evaluating and monitoring own performance (learning, self-management); getting tasks done and in on time (planning and organising, self-management, motivation, reliability); taking initiative in identifying problems and solving them (problem solving)
 - social and interpersonal skills that demonstrate skills and attitudes needed to work cooperatively, eg. teamwork and cooperation, compromise and negotiation
- work experience
 - specific industry knowledge and skills
 - generic employability skills
- extracurricular activities (such as community service work and/or sport)
 - personal qualities that demonstrate generic employability skills, eg. working as member of a team (team work), attending practice sessions (personal attributes: commitment, reliability, loyalty, integrity, enthusiasm, motivation)
 - social and interpersonal skills that demonstrate skills and attitudes needed to work cooperatively, eg. teamwork and cooperation, compromise and negotiation, conflict resolution, assertiveness

Relevant persons may include but not limited to:

- parents and other family members
- peers
- teachers, career counsellors – school, TAFE, university, private organisation/agency
- mentors associated with community service work or sporting activity
- employer(s) and co-workers associated with work experience
- industry personnel in industry area/occupation of interest

Employment interests and preferences may include but not limited to:

- types of work aligned with personal skills, abilities, interests, personality and values
- mode of work, eg. full time, part time, temporary, casual, contractual, self-employment
- work location/environment, eg. urban/rural, outdoor/indoor, high-tech
- income, eg. level of pay, type of pay such as weekly wage, commission only

Career information sources may include but not limited to:

- electronic information sources on current and emergent industries, career and post school education and training (eg. Career Information Service, My Future, Job Search and Job Outlook, Year 12 – what next?, The Australian Blueprint for Career Development)
- Centrelink
- career services/career counselors – school, TAFE, technical college, university, private organisation
- talking with people employed in an area of interest

- personal/community contacts
- attending Open Days, Career Nights, Career Expos, etc.
- publications – occupational, industry
- professional/business/technical associations
- unions
- newspapers – career articles and employment section
- participating in a work experience program in an industry area/occupation of interest

Range of industry areas and occupational opportunities may include:

- industry areas – broad categorisations of ‘fields of work’ (eg. aerospace, automotive, biotechnology, building and construction)
- occupational opportunities – describe types of ‘work’ that occur in an industry area (eg. in the Food Processing industry area, occupations include baker, butcher, smallgoods maker)

Education and training options may include but not limited to:

- vocational education and training
 - VET in Schools, School-based Apprenticeship and Traineeship
 - TAFE, agricultural colleges, technical colleges
 - private Registered Training Organisations (RTOs)
 - skills centres (may be linked to a TAFE institute or group training company)
 - Adult and Community Education (ACE)
- higher education
 - universities
 - TAFE (Diploma & Advanced Diploma levels)
 - agricultural colleges
- mode of access
 - full time/part time
 - on-campus/external (distance education, open learning)
 - day/evening
 - workplace
- training options, eg.
 - traineeships, apprenticeships
 - workplacement/employment activities to facilitate skill development
- other considerations – credit transfer/RPL

Learning development pathway may include but not limited to:

- progression of formal education and training needed to support entry into preferred occupation identifying relevant:
 - school subjects
 - vocational education and training courses
 - higher education courses
 - specific training options (apprenticeship), workplacement or employment activities to facilitate skill development
- timeframes for courses of study or training options (eg. apprenticeship)

Barriers to achieving goals may include but not limited to:

- family advice, pressure or expectations
- financial status of family relative to the level of support which can be offered
- conflict of education and training schedule with other work or social commitments (eg. may be required to attend lectures at same time as part-time work obligation)
- peer group pressure
- geographic location of educational institution (ie. having to leave ‘home’ to pursue further education and training)

Changing circumstances and events may include but not limited to:

- ability to travel to worksites
- degree of competition to enter a field or employment option
- skills, preferences and interests changing as one matures and gains experience
- change required in geographic location, health, financial or social circumstances
- workplace reality does not match original expectations
- not attaining the level of achievement required to undertake further education and training in a specific field
- changes in labour market trends/employment opportunities, education and training requirements

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this unit.

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

Evidence of the following is essential:

- basic knowledge and understanding of career planning process, particularly the importance of critically evaluating self in relation to employability to ascertain own employment preferences, aspirations, skills, aptitudes, qualifications and experience
- developing a personal profile that relates to employability
- identifying career/occupation preference(s) and employment requirements
- identifying gap between own and preferred career/occupation skills, qualification and experience
- determining learning pathway to address the gap
- developing career and learning development plan including setting goals, defining steps, identifying and addressing potential barriers, and setting timeframes
- seeking advice from appropriate persons and considering and incorporating advice in the planning process
- reassessing plan following completion of work experience (and as circumstances or events change)

Context of and specific resources for assessment

Assessment must occur in a simulated environment.

The career and learning development plan must be reassessed by the following completion of work experience.

Access to the following resources is required for assessment of this unit:

- printed and electronic information sources relating to career planning and further education and training
- relevant persons who can offer appropriate sources of advice
- relevant technology to:
 - access electronic information
 - prepare career and learning development plan

Method of assessment

The following assessment methods are appropriate for this unit:

- oral or written questioning to confirm basic knowledge and understanding of career planning process and personal profiling

- direct observation of processes followed when developing personal career and learning development plan
- review of documentation
 - personal profile
 - career and learning development plan

Access and equity considerations

All learners should be aware of access and equity issues in relation to their own environment.

All learners should develop their ability to work in a culturally diverse environment.

GENSWL101C**Participate in structured workplace learning****Unit Descriptor**

This unit describes the outcomes required to organise self, perform tasks, behave responsibly and work effectively as a member of a work group or team while under direct supervision.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains Employability Skills.

Application of the Unit

This unit applies to individuals developing basic skills and knowledge to participate productively in a workplace environment requiring demonstration of responsible work practices, including workplace health and safety, and positive working relationships with relevant people in preparation for working in a broad range of settings.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information 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 Demonstrate responsible work practices

- 1.1 ***Responsible work behaviour in accordance with safe working practices*** is demonstrated.
- 1.2 ***Working hours arrangements*** are complied with.
- 1.3 ***Personal presentation standards*** are maintained.

2 Complete allocated tasks to workplace standards

- 2.1 ***Task requirements*** are identified and confirmed in consultation with ***relevant persons***.
- 2.2 ***Conscientious work practices*** are demonstrated to complete task as instructed to meet ***workplace standards***.
- 2.3 ***Assistance*** is sought when necessary from relevant persons.
- 2.4 Own work performance is ***monitored*** against workplace standards.
- 2.5 Feedback on performance is ***responded to positively*** and used to improve work efficiency and productivity.

3 Demonstrate positive working relationships with relevant people

- 3.1 Interaction with management, co-workers, customers or clients ***meets workplace standards***.
- 3.2 Work is undertaken ***cooperatively and productively*** in a team environment.

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- personal and professional standards of behaviour expected of responsible employees in the workplace in the areas of:
 - workplace health and safety
 - working hours arrangements including attendance requirements
 - personal presentation standards relating to hygiene, dress, grooming and deportment appropriate for work location, job role and tasks
- the essential elements (requirements) of a task that need to be identified and confirmed with appropriate persons for task to be undertaken efficiently and competently
- conscientious work habits
- basic quality assurance principles relevant to job role and tasks undertaken
- the process of monitoring own work performance
- the purpose and use of feedback to improve individual work performance
- the use of communication protocols, courtesies and verbal/non-verbal speaking and listening skills in effective interactions in the workplace
- cooperative and productive work habits and attitudes that ensure a positive contribution is made to team work

Essential skills:

- literacy skills to read and understand relevant workplace policies, procedures, practices and/or work instructions
- communication skills to:
 - identify, clarify and confirm understanding of routine workplace procedures, OHS workplace procedures and safe work practices, requirements of job role and allocated tasks
 - request advice or assistance when required, and receive feedback
 - facilitate effective two-way communication using verbal and non-verbal communication skills when speaking with and listening to others
 - relate to all people in the workplace in a non-discriminatory, courteous, professional and friendly manner
 - establish harmonious working relationships with others from diverse backgrounds and with diverse abilities
- planning and organisation skills to manage and complete tasks according to work instructions
- team work skills to work cooperatively and productively with relevant people
- self-management skills to:
 - accept personal responsibility for consistently complying with all workplace health and safety instructions, working hours arrangements, workplace standards for personal presentation, and observing workplace communication procedures
 - monitor own performance to complete tasks on time and to workplace standards and to evaluate own performance
- learning skills to combine initial off-the-job learning with on-the-job experience to develop essential knowledge and skills that employers require in the workplace in relation to working in a responsible manner, completing tasks according to given instructions, using effective interpersonal and communication skills to establish and maintain positive working relationships with all people in the workplace
- technology skills to use materials, equipment and tools relevant to job role safely and competently

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 italicized 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.

Responsible work behaviour in accordance with safe working practices must include:

- working in a safe and competent manner by:
 - following all workplace health and safety instructions to avoid putting others at risk and to protect own health and safety
 - following specified safe working procedures and practices for tasks undertaken by:
 - using any machinery, equipment, materials and tools correctly
 - wearing personal protective clothing/equipment at the required times
- participating in workplace health and safety induction program/sessions

Working hours arrangements must include:

- complying with scheduled hours of work
 - starting time – being punctual in arriving for work
 - finishing time – leaving work at the designated time (ie. not ‘ducking off’ from work early)
 - meal breaks – taking meal breaks at the designated times and returning to work promptly
- complying with attendance requirements
 - maintaining record of attendance such as filling in a ‘time sheet’
 - informing appropriate person if unable to attend work, obtaining medical certificate if required, completing ‘sick leave’ form

Personal presentation standards must include:

- personal hygiene or cleanliness
- mode of dress (clothes and shoes/footwear) and grooming (hair, etc.) appropriate for the workplace location and job role including any workplace health and safety (WHS) requirements
- deportment (good posture)
 - general posture
 - working posture: complying with WHS standards, if applicable (eg. working at a keyboard)

Task requirements must include:

- ‘what’ has to be done
 - the overall nature and purpose (goal/objective/outcome) of the task to be undertaken
- ‘how’ it is to be done:
 - the appropriate sequence of step-by-step instructions/directions (including those relating to workplace health and safety) for undertaking the task including:
 - organising particular materials, equipment (including personal protective equipment) or tools needed for the task
 - carrying out the task
 - cleaning up after completing the task
 - working arrangements – working as a member of a team or individually
 - quality requirements/standards to be met
- ‘when’ it has to be done by – an appropriate timeframe or set timeline
- ‘who’ to seek assistance from, if required, and to report task progress and completion

Relevant persons may include:

- supervisor
- mentor
- team leader
- appropriate team members or co-workers

Conscientious work practices must include:

- beginning task promptly
- following given instructions in a logical sequence
- following workplace health and safety instructions
- staying on task and doing the task to the best of one's ability
- meeting specified workplace standards related to quality and time (ie. producing quality work/product and/or providing a quality service in the appropriate/given timeframe)

Workplace standards may include but not limited to:

Note: In this unit of competency, *workplace standards* refer ONLY to those:

- appropriate to AQF Level I responsibility and competence
- identified/specified by the supervisor as relevant/integral to the task(s) being undertaken
- 'performed' working under direct supervision and with no supervisory responsibilities for other people
- regulatory industry quality assurance standards
- an enterprise/organisation's quality assurance policy and standards relating to the development of a product or delivering a service
- specific quality assurance standards aligned with a workplace operation or procedure
- manufacturers' specifications

Assistance must include:

- seeking help or advice to ensure:
 - progress is maintained (ie. work does not 'stall')
 - the completed task meets specified quality and time standards
- situations where it may be necessary to seek assistance include:
 - difficulty in meeting timelines
 - complying with workplace health and safety requirements
 - finding materials, equipment and/tools are defective or experiencing difficulties with their use
 - not possessing the necessary skills or knowledge to undertake a specific element of a task
 - maximising efficiency/productivity

Monitored must include:

- checking that the task is being performed in the correct sequence (ie. according to specified step-by-step directions/instructions or guidelines)
- checking that specified workplace standards for doing a 'quality job' (eg. providing a quality service, making a quality product) are being met throughout the performance of a task
- checking progress against given timeline to ensure task will be completed in a timely manner
- constantly checking for errors or mistakes and making appropriate corrections or adjustments within scope of job role and responsibilities
- identifying any difficulties in undertaking task (eg. not understanding exactly what to do at a certain point, not able to meet timeline), informing appropriate person and seeking necessary advice or assistance

Respond to positively

must include:

- accepting feedback as constructive (ie. not acting defensively or taking feedback or advice personally)
- acknowledging feedback and acting upon it to improve work performance

Meets workplace

standards must include:

- acting in a non-discriminatory manner by consistently:
 - displaying non-discriminatory behaviour/attitude
 - using non-discriminatory language
- following established communication procedures (eg. lines of communication to report hazards or emergencies)
- conducting all communications in a courteous, professional and friendly manner including:
 - using correct forms of identification and address as required (eg. *Mr, Mrs, Ms, Miss, Dr, Fr, Rev, Sir or M'am*)
 - using polite conventions (eg. *please, thank you, excuse me*) in interactions
- speaking clearly and confidently using appropriate verbal and non-verbal communication skills
- using active listening/questioning techniques, open body language and verbal cues to indicate attentive listening and understanding

Cooperatively and productively

must include:

- interacting with all people in a non-discriminatory manner
- demonstrating a courteous and helpful manner at all times
- attending to requests willingly and promptly
- willingness to learn new knowledge and skills
- working effectively and competently as a team member, including:
 - understanding the team's objectives and the interrelated nature of the work activities
 - accepting responsibility for personal work task(s)
 - undertaking allocated task(s) in accordance with specified procedures (including workplace health and safety procedures) on an individual or shared basis
 - completing task within designated timeframe and to the required standards to ensure successful integration into the overall team task
 - asking for help, guidance or advice from an appropriate person when required to avoid delay and to ensure personal work task(s) is completed to meet required standards
 - offering to help co-workers if appropriate (eg. able to assist with task, own work will not be impacted upon)
 - using feedback from others to learn and improve job performance

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this unit.

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

Evidence of the following is essential:

- basic knowledge of relevant workplace policies, procedures, practices and/or work instructions
- consistently complying with workplace health and safety instructions and procedures including using materials, equipment and tools as instructed, and wearing required personal protective clothing and equipments when applicable to job role and tasks undertaken

- complying with requirements for personal hygiene, dress, grooming and deportment relative to workplace environment and job role
- consistently complying with working hours arrangements by being punctual for work, taking meal/rest breaks within designated timeframes, and workplace procedures for attendance (eg. filling in daily time sheet and following workplace procedures if unable to attend work)
- understanding and following all instructions, including workplace health and safety instructions, to complete allocated tasks to workplace standards, including monitoring own work, asking for help or guidance as needed, and incorporating advice or feedback to improve work efficiency and productivity
- using non-discriminatory language and behaviour in all workplace interactions, observing lines of communication, and meeting workplace requirements for courteous, professional and friendly interaction and communication with all people in the workplace
- using verbal and non-verbal communication techniques to interact effectively with all people in the workplace
- working in a cooperative and productive manner with relevant people to complete individual and team tasks

To ensure consistency of performance, competency should be demonstrated on more than one occasion over a period of time.

Context of and specific resources for assessment

Assessment must occur in a workplace environment.

The following element of competency must be undertaken and assessed with *GENSWL101C: Participate in structured workplace learning*:

- *GENPAS101B: Present a positive image in the workplace*
 - GENPAS101B/02: Meet workplace personal presentation, behaviour and communication standards.

Access to the following resources is required for assessment of this unit:

- relevant documentation relating to workplace policies and procedures, workplace health and safety and job role and functions
- personal protective equipment and clothing (if applicable)
- workplace environment where learner is regarded as a workplace colleague and not as a school student

Methods of assessment

The following assessment methods are appropriate for this unit:

- oral questioning to assess knowledge and understanding of relevant workplace policies and procedures
- direct observation of:
 - consistent compliance with workplace health and safety policies and procedures, non-discriminatory policies and procedures, working hours arrangements, and required dress code for workplace location/job role
 - ability to undertake and complete allocated tasks to meet workplace standards though ensuring initial understanding to task requirements, following through on instructions, staying on task, seeking help or advice when necessary, monitoring own work performance, and using feedback to improve competence and productivity
 - use of communication skills and protocols to establish and maintain positive working relationships with other people relevant to job role

- ability to work productively and cooperatively with team members
- review of third-party workplace reports of on-the-job performance
- Student Log Book for *GENSWL101C: Participate in structured workplace learning*

Access and equity considerations

All learners should be aware of access and equity issues in relation to their own environment.

All learners should develop their ability to work in a culturally diverse environment.