

30627QLD Certificate II in Workplace Practices

CLASSIFICATION

ASCO GEN19

Qualification Field of Education 1201

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November 2006

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Part A: GENERAL INFORMATION

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4. Type of Submission

Reaccreditation

5. Copyright Information

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- © Queensland Catholic Education Commission 2006
- © Independent Schools Queensland 2006

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6. Licensing and Franchise

Not applicable

7. Course Accreditation Body

Queensland Studies Authority (QSA) under delegation from the Training and Employment Recognition Council, Queensland.

8. AVETMISS Information

Australian Standard Classification of Occupations Code (ASCO): GEN19
Qualification Field of Education: 1201

9. Period of Accreditation

29 November 2006 to 28 November 2011

Part B: COURSE INFORMATION

1. Nomenclature

1.1 Name of qualification

Certificate II in Workplace Practices

1.2 Nominal duration of the course

Total Hours:	220 hours
Nominal hours – supervised:	140 hours to undertake nine (9) units of competency
Nominal hours – unsupervised:	80 hours to undertake structured workplace learning

2. Development of the Course

2.1 Industry/enterprise/community needs

Certificate II in Workplace Practices was developed in response to an established market need and demand, identified through consultation with industry associations and employers, to provide candidates for industry who are acutely aware of what the world of work requires of an employee.

A consistent concern expressed by industry was the need for young people entering the workforce to have a ‘hands-on’ understanding of workplace culture and general workplace practices. In simple terms, industry wanted young people to have the knowledge and skills needed ‘to hit the ground running’ and to make a positive impression when they first entered employment. It was considered that a focus on the provision of specific industry competencies alone did not provide post-school success in an employment situation due, in part, to the lack within the vocational training system of a structure that provided a learner with personal attributes such as interpersonal skills and a positive work ethic and with foundation skills in communication, problem solving, and complex thinking. As such, it was considered that a course which assisted young people in preparing to optimise their personal contribution to the effectiveness of a workplace environment was needed to balance the industry-specific training provided under Training Packages at Certificate levels I and II.

Consultation also highlighted that a significant component of preparing young people for employment was the need to negotiate the world of work and appreciate future employment and further education and training options.

While not prescriptive, the model on which Certificate II in Workplace Practices was developed was designed to assist learners focus on:

- developing generic skills, capacities and general qualities that industry indicated young people needed to acquire to be truly effective employees
- negotiating the world of work by developing knowledge of labour market trends and job search methods and strategies
- understanding the nexus between future employment opportunities and further education and training options.

Data provide by the Queensland Studies Authority indicates the level of demand for the course by schools, to date (see Table 1).

Table 1: Queensland schools registered with QSA for Certificate II in Workplace Practices

School sector	No. of schools
State schools	32
Catholic schools	7
Independent schools	12
TOTAL	51

Data provided by the Centre for Training Materials, Department of Employment and Training (DET) indicates that 20 organisations other than schools (ie. TAFE Institutes and private Registered Training Organisations) purchased the Certificate.

The qualification 30064QLD Certificate II in Workplace Practices was initially accredited on 14 April 2000 and has been the primary course delivered in Queensland State, Catholic and Independent schools to assist learners prepare for and negotiate the world of work.

Accreditation for this course expires on 31 December 2006.

To investigate the continuing relevance of the course, a review was initiated by the three education sectors to ascertain whether the content and structure of the course met the needs of teachers, students and other stakeholders in facilitating learner acquisition of essential, pre-requisite generic employability skills and knowledge needed to meet entry-level demands of the workplace and negotiate the world of work. The effectiveness of the course in meeting these needs was evaluated using:

- an evaluation instrument, *Evaluation of Certificate II in Workplace Practices*, which incorporated the opportunity for students to provide feedback on the course
- seminal industry reports about generic employability skills.

As part of the evaluation of the certificate, stakeholders were asked to rate the effectiveness of the course in meeting the purpose for which it was designed using a five-point Likert scale rating from 'Very Satisfactory' to 'Very Unsatisfactory'. The following quantitative data provided by respondents indicates the effectiveness of the course in preparing young people to meet industry expectations of entry-level employees and to acquire essential skills and knowledge to negotiate the world in preparation for gaining employment.

Ninety-three per cent (93 %) of respondents indicated that the course met the purpose for which it was designed with:

- 47 % indicated they the course was 'Very Satisfactory'
- 46 % provided a 'Satisfactory' rating.

Examples of comments from stakeholders which support the above ratings, include:

- *Students leave the course more prepared with a better understanding of the workplace and their role within it.*
- *Desirable option. Work preparation critical for some students.*
- *Students on the whole enjoy this course. Appreciation of the opportunities created by SWL. For majority of students course offers sufficient challenge.*
- *SWL has led to employment. SBT ⇒ apprenticeships. SWL weeks ⇒ part-time, casual, and on a couple of occasions led to full-time employment. Employers very positive as regards SWL students.*
- *Some students have gained apprenticeships and full employment as a result of the work placement opportunities offered.*
- *Most go directly into the workplace following this year 12 program. A few complete apprenticeships/traineeships. The majority do not seek entry into tertiary courses.*
- *Overall, work placement assists students to make effective decisions for career pathways – can also destroy the 'passion' of a dream career & replace with the reality of a competitive labour market.*
- *Many students have been offered full-time jobs and S.A.T.s through SWL opportunities. Others find out their intended careers are not what they really want (very valuable). Others find they had unreal expectations of the workplace.*
- *Hopefully this course will enable students to enter the workforce more easily and to contribute in an effective, efficient way.*
- *Students without a progressive vision dwell carelessly. Those who have a strong work ethic achieve. Those who do not usually continue to struggle.*
- *It seems to be more effective where students are doing a school-based traineeship – they see the necessity of it.*
- *Focus – employability skills.*
- *Students value qualification achievement. Employers recognise completion.*
- *As it is a certificate course it holds more value to the student and to industry.*
- *This course provides the following advantages:*
 - *Allows the school management & control of students into work placements & school-based traineeships*
 - *Introduces students to workplace/competency/skills*
 - *Gives a solid subject option for our VET stream students to explore job pathways, etc.*

Of the remaining seven per cent (7%) of respondents:

- 4% indicated that the course was 'Neither satisfactory nor unsatisfactory'
- 3% indicated that the course was 'Unsatisfactory'.

As indicated by the following respondent comments, the main reasons provided for the course not being considered 'satisfactory' related to the inclusion of electives and the length of the course.

- *Dislike elective components.*
- *It is becoming very difficult to find elective units of competency (at AQTF Level II) offered at our school since most subjects that used to offer these are no longer choosing/able to provide opportunities to complete level II competencies.*
- *Omit electives ⇒ extend core competencies.*
- *Drop requirements for electives.*
- *If the student is present for the whole 2 years of the course it is suitable. However, less time results in less opportunity to make up ground.*
- *Sometimes the type of students taking this course need more time.*
- *Sometimes units feel rushed and it is difficult to give students multiple opportunities to attempt competencies within time constraints.*

Overall, the findings and recommendations of the review indicated wide-spread support for the re-development of the course. However, the review identified several issues, in addition to the inclusion of electives and course length, which needed to be taken into consideration when revising the course to ensure continuing relevance.

(1) Deletion of elective units

The inclusion of 45 hours (maximum) of electives drawn from any Australian Qualifications Framework (AQF) Level I or II Units of Competency from a nationally endorsed Training Package should be reconsidered in terms of their relative importance to the overall course given the fact that the course is often undertaken in tandem with other Certificate II qualifications from endorsed Training Packages.

(ii) Deletion of core unit of competency

Respondents considered that the inclusion of *GENWCC201: Analyse work-culture characteristics* was unnecessary as many learners were already familiar with the requirements of authentic workplaces as a result of part-time employment and/or participating in structured workplace learning in Certificate I in Work Education.

(iii) Revision of structure and content of core units of competency

The structure and content of the following units of competency needed to be revised:

- *GENIEW201: Interact effectively in the workplace*: The element of competency relating to team work should be removed to ensure the focus remains on communicating and interacting with all people in the workplace. As such, the unit should include the essential communication skills of active listening/questioning techniques and assertiveness skills which are addressed in another unit relating to managing the undertaking of tasks (*GENPMG201: Manage personal work performance*). In addition, more time should be allocated to the unit to provide learners with the opportunity to develop the level of skills and knowledge required to achieve competency.
- *GENIWR201: Demonstrate knowledge of industrial and workplace relations*: The content would need to be updated due to new Australian Government legislation in the area of workplace relations. In addition, content should provide a more practical application to the workplace.
- *GENOHS201: Work safely according to OHS principles and procedures*: The element of competency relating to first-aid should be removed due to its inappropriateness in view of the fact that learners are required to respond to accident and emergency situations in accordance with established workplace health and safety procedures and within their scope of responsibilities and competencies. In addition, the capacity for learners to develop knowledge of employee (and employer) obligations under OHS legislation prior to entering the workplace should be included to enhance their 'work-ready' capacity.
- *GENPAS201: Project workplace behaviour and image*: The unit should focus more on developing a greater understanding of the reasons employers place such high value on an employee's personal presentation, work ethic and personal values, hence their impact on the ability to gain and maintain employment, and when seeking promotion. As such, more time should be allocated to the unit to ensure learners are provided with the opportunity to develop the more detailed understanding of workplace behaviour and image and its pivotal role in their future employment success.
- *GENJAS201: Develop job acquisition strategies*: To assist learners negotiate the world of work, it is essential that knowledge of and skills in job-search processes and strategies for both the 'open' and 'hidden' job markets should be included. Furthermore, as part of preparing young people to gain employment, the 'hidden' job market should be highlighted as research indicates that most jobs are found in this market.

- *GENPCD201: Access employment and training options:* Most elements of the unit should be undertaken prior to learners commencing structured workplace learning as this would provide the opportunity for a learner to identify an industry or occupational area of interest in which they may wish/be able to obtain workplacement. This would afford the learner the opportunity to explore, and perhaps reconsider, personal employment preferences and future employment options, and to re-evaluate education and training needs to support future employment opportunities.
- *GENPMG201: Manage personal work performance:* The elements relating to communication skills (ie. assertiveness skills and active listening/questioning techniques) should be included in the unit of competency *GENIEW201: Interact effectively in the workplace*, as they are central to communicating and interacting effectively at all times in the workplace, not just when managing and completing individual allocated tasks. As such, they should not be treated in such detail in this unit of competency. The element of competency pertaining to team tasks would be better placed in a unit of competency pertaining to team work. In addition, to avoid superficial coverage of the skills and knowledge required to manage and complete tasks to workplace standards, more time should be allocated to provide learners with the opportunity to develop greater proficiency of these essential skills prior to entering the workplace.
- *GENSWL201: Structured Workplace Learning 2:* The module needs to be re-written as a unit of competency and should be reduced from 160 to 80 hours to ensure greater compatibility with school timetabling requirements.

(iv) Provision of an additional core unit of competency

A unit which specifically addresses the required skills and knowledge to work effectively in a team should be included. While *GENENP201: Apply an enterprising approach in an approved project* provides the opportunity for learners to develop skills and knowledge to work effectively in a team, it provides the option for learners to undertake an individual enterprise. Furthermore, while specific elements of competency relating to team work were embedded in other units, the sum of these elements did not constitute the skills in and knowledge of teamwork as it applies in a workplace environment. As such, provision should be made for learners to acquire skills and knowledge to work effectively in a team as part of becoming 'work ready'.

(v) Re-formatting units of competency

The format of all units of competency would need to be updated to meet current course design requirements as specified in the revised *Training Package Development Handbook*.

(vi) Embedding employability skills more explicitly in units of competency

Since the initial development of the course, the National Council for Vocational Education Research (NCVER), the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA) have sponsored research at a national level into desirable generic workplace skills and knowledge. The result of this research has been the development of the *Employability Skills Framework* and the embedding of these skills in units of competency has become a requirement.

A review of the generic employability skills, upon which the course was purpose-built, identified that the skills and personal attributes articulated in the *Employability Skills Framework* were addressed.

However, it would be necessary to align the course with the *Employability Skills Framework* making overt the generic employability skills the course does address in order to reaffirm the relevance and currency of the course in equipping learners with the identified generic employability skills appropriate for entry-level employees.

Determination

To identify whether equivalent courses were currently available in Australia to address the development of generic employability skills, a search of the National Training Information Service (NTIS) was undertaken. This search established that there were no equivalent courses.

It was determined, therefore, that a need and demand continued to exist for a course which equipped young people in the senior phase of schooling with essential generic employability skills prior to entering the workplace. As such, the course would need to be revised to address the issues outlined above to ensure its currency, hence continuing relevance.

To progress the revision of the course, a Course Development Advisory Committee (CDAC) was formed. The Committee comprised the following members representing industry and the education and training sectors:

- Chair, Business Services Industry Training Council
- Senior Education Officer, Senior Phase of Learning, Education Queensland
- Executive Officer – Education, Queensland Catholic Education Commission
- Program Officer – VET, Independent Schools Queensland
- Research & Policy Officer, Independent Schools Queensland
- Senior Education Officer – VET, Queensland Studies Authority

During the revision of the course, additional advice was sought from:

- Department of Employment and Training (DET)
 - Manager, Accreditation and Vocational Placements – Training, Quality and Regulation
 - Executive Officer, Accreditation Team – Training, Quality and Regulation
- Department of Education, Science and Training (DEST)
 - Assistant Director, Training Package Development and Review – VET Quality and Access Branch
- Service Skills Australia (SSA)
- Queensland Council of Unions (QCU)
- Young Workers Advisory Service (YWAS)
- Office of the Employment Advocate (OEA)

The revised course, developed to replace the qualification 30064QLD Certificate II in Workplace Practices, is comprised of 10 Units of Competency as outlined on page 14 and in Table 5 on page 17.

2.2 Review for re-accreditation

Accreditation for the qualification Certificate II in Workplace Practices Version 1.0 expires on 31 December 2006.

The review of the course was conducted in accordance with the ongoing monitoring and evaluation requirements of course accreditation.

The major issues identified in the review process were centred around the need to:

- revise the overall structure of the course in terms of relative importance of units of competency and electives and nominal hours for completion of competencies
- revise units of competency in terms of currency of content
- explicitly embed the industry endorsed employability skills and personal attributes outlined in the *Employability Skills Framework*
- update the format of the units of competency to meet current course design requirements in terms of style and structuring of content

Following is an outline of how each of these issues was identified and addressed in the revision of the course.

Issue 1: Revise overall structure of the course

(i) Source of identification of issue

- Feedback provided by major client group – teachers, students, private Registered Training Organisations – through the survey instrument *Evaluation of Certificate II in Workplace Practices*
- Curriculum Development Advisory Committee (CDAC)

(ii) Course changes

- Total hours of course set at 220 nominal hours (previously 320 hours)
 - deleted the provision for electives (maximum 45 hours)
 - deleted *GENWCC201: Analyse work-culture characteristics* (10 hours)
 - reduced nominal hours for structured workplace learning to 80 hours (previously 160 hours)
 - increased the total of nominal hours for three units of competency (by 20 hours: see *Nominal hours for three core units changed* on the following page)
 - added the unit of competency *GENTEM201A: Work effectively in a team* (15 hours)
- Units of competency increased to 10 (previously nine core units and one core module)
 - retained eight of the previous nine core units of competency
 - changed the core module about structured workplace learning to a unit of competency
 - added the unit of competency *GENTEM201A: Work effectively in a team*
- Nominal hours for four (4) units changed
 - *Interact effectively in the workplace* increased from 10 hours to 15 hours to accommodate the inclusion of additional elements of competency pertaining to the communication skills of active listening/questioning techniques and assertiveness skills
 - *Project workplace behaviour and image* increased from 5 hours to 15 hours to ensure learners are provided with the additional time to develop a more detailed understanding of the standards of personal presentation, professional work performance and behaviour, and personal code of conduct based on personal values and attributes that will be expected of them in the workplace and their pivotal role in gaining and maintaining employment
 - *Manage personal work performance* increased from 10 hours to 15 hours to assist learners develop greater proficiency in the skills of managing and completing tasks, for which they are responsible, to workplace standards
 - *Structured workplace learning* decreased from 160 hours to 80 hours to reflect school timetabling requirements

Issue 2: Update content of units of competency

(i) Source of identification of issue

- Feedback provided by major client group – teachers, students, private Registered Training Organisations – through the survey instrument *Evaluation of Certificate II in Workplace Practices*
- Curriculum Development Advisory Committee (CDAC)
- Research to ascertain changes in:
 - government legislation,
 - new sources of information for learner reference
 - employer expectations of entry-level employees

(ii) Course changes

- All units of competency
 - revised information sources for learner reference
- *GENIEW201B: Interact effectively in the workplace*
 - deleted element of competency relating to the development of skills to participate effectively in a team
 - realigned remaining content to distinguish those elements to be assessed off-the-job and those to be assessed on-the-job in a simulated work environment or as part of structured workplace learning
- *GENIWR201B: Demonstrate knowledge of workplace relations*
 - revised content on industrial instruments to reflect new Australian Government legislation in the area of workplace relations and to develop learners' awareness, knowledge and understanding of Australian Workplace Agreements (AWAs)
 - deleted the following content:
 - the performance criteria requiring the analysis of two different industrial instruments to compare conditions of employment (due to the restriction now placed on the Office of the Employment Advocate to provide examples of authentic AWAs)
 - the performance criteria requiring learners to demonstrate knowledge of the stages in the resolution of a complaint lodged with the Anti-Discrimination Commission
 - the element of competency relating to the role of the Industrial Relations Commission in the industrial relations system
 - included the following additional content:
 - an element of competency requiring learners to acquire knowledge of employment remuneration and superannuation which also addressed the difference between probation and unpaid trial work and paid leave entitlements
 - a performance criteria requiring learners to acquire knowledge of rates of pay and additional entitlements for apprentices and trainees
 - an element of competency requiring learners to demonstrate knowledge of workplace relations in a simulated or authentic workplace environment to reinforce the practical application in a workplace of the knowledge acquired about workplace relations off-the-job
 - an element of competency to assist learners identify essential information about employment terms and conditions that should be acquired upon entering the workforce
 - realigned content to distinguish those elements to be assessed off-the-job and those to be assessed on-the-job in a simulated work environment or as part of structured workplace learning

- *GENOHS201B: Work safely according to OHS principles and procedures*
 - deleted the element of competency requiring learners to act in a first aid situation
 - realigned content to create a greater distinction between emergency situations and hazardous situations and the response required in the workplace
 - included an additional element of competency for learners to identify specific employee obligations prior to entering the workplace
- *GENPAS201B: Project workplace behaviour and image*
 - redeveloped content to:
 - overtly reflect and provide more detail about the generic employability skills identified by industry (since the writing of Version 1) in areas of personal presentation, standards of professional behaviour and performance expected in the workplace, and essential interpersonal skills that contribute to working harmoniously and productively with all people in the workplace
 - provide greater focus on learners' preparation to meet industry standards
 - realigned content to distinguish those elements to be assessed off-the-job and those to be assessed on-the-job in a simulated work environment or as part of structured workplace learning
- *GENJAS201B: Develop job acquisition strategies*
 - redeveloped content to reflect a more contemporary nature of job-search strategies by placing greater emphasis on job-search processes and strategies required for both the 'open' and 'hidden' job markets
- *GENPCD201B: Access employment and training options*
 - reconfigured the intent of this unit of competency in that it should be undertaken prior to workplacement (with the exception of the last two performance criteria) to assist learners identify a preferred industry or occupational area for the purposes of undertaking structured workplace learning to explore employment interest and future options
 - identified that the last two performance criteria should be undertaken after workplacement to provide learners with the opportunity to use the knowledge and experience gained from working in a particular industry or occupational area to review and modify their personal career plan should circumstances or events have changed their employment preferences and aspirations
- *GENPMG201B: Manage personal work performance*
 - deleted performance criteria relating to team tasks
 - redeveloped content to ensure only the essence of the relevant communication and assertiveness skills were addressed to avoid repetition of detailed content provided in *GENIEW201B: Interact effectively in the workplace*
- *GENSWL201B: Participate in structured workplace learning 2*
 - realigned content to reflect priorities and terminology used in 'enabling' units of competency

Issue 3: Embed employability skills

- (i) Source of identification of issue
 - *Training Package Development Handbook* (Part 2: Chapter 5) on incorporating employability skills
 - Published references on employability skills
- (ii) Course changes
 - All units of competency
 - outlined how employability skills are addressed within a unit with guidance for the trainer, assessor and learner

- identified in the Evidence Guide which employability skills, their facets and personal attributes have specific application in a unit and provided examples of how a learner can:
 - identify, learn and develop the specified employability skills, their facets and personal attributes in the context of the unit of competency
 - demonstrate these generic skills and personal attributes in both off- and on-the-job contexts

Issue 4: Update format of units of competency

(i) Source of identification of issue

- *Training Package Development Handbook*
- National Training Information Service (NTIS)
- Queensland Department of Education, Training and the Arts (DETA)
- Australian Government Department of Education, Science and Training (DEST)
- Curriculum Development Advisory Committee (CDAC)
- Service Skills Australia (SSA)

(ii) Course changes

- All units of competency revised to meet requirements of *Training Package Development Handbook*:
 - revised sequence, layout and format of content and included mandatory text (Part 1: Chapter 1)
 - revised units of competency according to guidelines provided in Part 2: Chapters 2, 3, 4, 5 and 6 to:
 - ensure components of the units of competency, including the evidence guide, incorporated current requirements (Part 2: Chapters 2 & 3)
 - ensure course structure aligned with the Australian Qualifications Framework (AQF) requirements and that the knowledge and skills to be learned were appropriate for a Certificate I level (Part 2: Chapter 4)
 - systematically and explicitly embed employability skills as required (Part 2: Chapter 5)
 - incorporate language, literacy and numeracy information, making explicit reference to the use of language, literacy and numeracy skills underpinning performance of tasks within the context of each unit of competency (Part 2: Chapter 6)

2.3 Transition arrangements

There are no arrangements for students to transition from 30064QLD Certificate II in Workplace Practices (Version 1.0) to 30627QLD Certificate II in Workplace Practices (Version 2.0).

3. Course Outcomes

3.1 Qualification level

The course will enable Registered Training Organisations to implement individualised educational programs for young people who wish to pursue a range of vocational, employment and personal goals in the Vocational Training and Education (VTE) sector, but who, initially, lack the required level of skills and knowledge to successfully negotiate the world of work and meet industry standards of workplace culture and workplace practices.

The course will assist young people to acquire the knowledge, capacities and insights regarding workplace culture and practices to maximise their access to, and successful participation in, the workforce. Specifically, the course will enable Registered Training Organisations to design programs that increase confidence and competency in:

- using a variety of information sources, as well as relevant industry, education and community personnel, to explore personal employment preferences and future employment options by considering labour market trends, identifying possible employment options, defining education and training requirements, and developing or updating a personal career plan
- using job search methods to identify and evaluate employment opportunities in both the 'open' and 'hidden' job markets and practising applying and interviewing for suitable positions
- developing a general understanding of relevant industrial and workplace relations issues and an overall understanding of both their rights and responsibilities as employees and applying this knowledge in the workplace to contribute to productive and harmonious workplace relations
- meeting workplace standards for personal presentation, professional behaviour and performance and communication and interpersonal skills to interact effectively with all people in the workplace – management, co-workers, customers or clients
- demonstrating personal attributes that employers highly value
- develop knowledge of how to resolve difficult personal situations in a workplace
- contributing to safe work systems in a workplace by defining and applying individual obligations to work safely and competently to ensure own safety and that of others and by recognising workplace hazards, assessing associated risk and taking appropriate action to control risks while under limited supervision
- developing and applying a practical understanding of standard workplace procedures and practices
- working effectively as part of a team
- managing their own work and work performance to meet industry standards while under limited supervision
- being 'open' to constructive criticism as part of a desire and capacity to learn and to improve the effectiveness of their work performance

As such, the knowledge and skills acquired comprise generic employability skills identified by employers as essential requirements needed to work as a valued and productive member of an organisation, enterprise or business – that is, effective 'work-ready' employees who contribute to the smooth and efficient operation of 'core business'. This level of skill and knowledge acquisition aligns with AQF qualification Level II.

When the requirements of the course have been met, a Certificate II in Workplace Practices will be awarded.

A learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully if the full requirements for the issuing of a Certificate II in Workplace Practices are not met.

3.2 Competency standards

This is a general education course which is designed to provide flexibility in developing programs of study that meet young people or employer needs.

A search of the National Training Information Services (NTIS) database established that there were no equivalent units of competency within nationally endorsed industry Training Packages that would provide young people with the generic employability skills.

To this effect, the units of competency (listed alphabetically) developed for the course are:

- GENENP201B: Apply an enterprising approach in an approved project
- GENIEW201B: Interact effectively in the workplace
- GENIWR201B: Demonstrate knowledge of workplace relations
- GENJAS201B: Develop job acquisition strategies
- GENOHS201B: Work safely according to OHS principles and procedures
- GENPAS201B: Project workplace behaviour and image
- GENPCD201B: Access employment and training options
- GENPMG201B: Manage personal work performance
- GENSWL201B: Participate in structured workplace learning 2
- GENTEM201A: Work effectively in a team

3.3 Employability Skills

Overview of the Employability Skills Framework

The key skills identified in conjunction with the personal attributes to make up the Employability Skills Framework are:

- Communication skills that contribute to productive and harmonious relations between employees and customers;
- Team work skills that contribute to productive working relationships and outcomes;
- Problem solving skills that contribute to productive outcomes;
- Initiative and enterprise skills that contribute to innovative outcomes;
- Planning and organising skills that contribute to long-term and short-term strategic planning;
- Self management skills that contribute to employee satisfaction and growth;
- Learning skills that contribute to employee satisfaction and growth; and
- Technology skills that contribute to effective execution of tasks.

Table 4 (pp.15-16) provides a consolidation of the personal attributes, skills and elements that comprise the Employability Skills Framework.

Table 4: Employability Skills Framework

Personal attributes that contribute to overall employability		
<ul style="list-style-type: none"> ▪ Loyalty ▪ Commitment ▪ Honesty and Integrity ▪ Enthusiasm ▪ Reliability 	<ul style="list-style-type: none"> ▪ Personal presentation ▪ Commonsense ▪ Positive self esteem ▪ A sense of humour 	<ul style="list-style-type: none"> ▪ Balanced attitude to work and home life ▪ An ability to deal with pressure ▪ Motivation ▪ Adaptability
Skill	Element: facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job	
Communication ... that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> ▪ Listening and understanding ▪ Speaking clearly and directly ▪ Writing to the needs of the audience ▪ Negotiating responsively ▪ Reading independently ▪ Empathising ▪ Speaking and writing in languages other than English ▪ Using numeracy ▪ Understanding the needs of internal and external customers ▪ Persuading effectively ▪ Establishing and using networks ▪ Being assertive ▪ Sharing information 	
Communication ... that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> ▪ Listening and understanding ▪ Speaking clearly and directly ▪ Writing to the needs of the audience ▪ Negotiating responsively ▪ Reading independently ▪ Empathising ▪ Speaking and writing in languages other than English ▪ Using numeracy ▪ Understanding the needs of internal and external customers ▪ Persuading effectively ▪ Establishing and using networks ▪ Being assertive ▪ Sharing information 	
Team work ... that contributes to productive working relationships and outcomes	<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 ▪ Applying teamwork skills to a range of solutions eg. futures planning, crisis problem solving ▪ Identifying the strengths of team members ▪ Coaching, mentoring and giving feedback 	
Self management ... that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> ▪ Having a personal vision and goals ▪ Evaluating and monitoring own performance ▪ Having knowledge and confidence in own ideas and vision ▪ Articulating own ideas and vision ▪ Taking responsibility 	
Initiative and enterprise ... that contribute to innovative outcomes	<ul style="list-style-type: none"> ▪ Adapting to new situations ▪ Developing a strategic, creative, long-term vision ▪ Being creative ▪ Identifying opportunities not obvious to others ▪ Translating ideas into action ▪ Generating a range of options ▪ Initiating innovative solutions 	

Table 4: Employability Skills Framework (cont.)

Skill	Element: facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job
Planning and organising ... that contribute to long and short term strategic planning	<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 ▪ Adapting resource allocations to cope with contingencies ▪ Establishing clear project goals and deliverables ▪ Allocating people and other resources to tasks ▪ Planning the use of resources including time management ▪ Participating in continuous improvement and planning processes ▪ Developing a vision and a proactive plan to accompany it ▪ Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria ▪ Collecting, analysing and organising information ▪ Understanding basic business systems and other relationships
Learning ... that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> ▪ Managing own learning ▪ Contributing to the learning community at the workplace ▪ 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
Technology ... that contributes to effective execution of tasks	<ul style="list-style-type: none"> ▪ Having a range of basic IT skills ▪ Applying IT as a management tool ▪ Using IT to organise data ▪ Being willing to learn new IT skills ▪ Having the occupational health and safety knowledge to apply technology

Extract from *Employability Skills for the Future* (ACCI &BCA, 2002: 8-9)

Not all facets of a skill have been addressed in this course due to their irrelevance when placed in the context of a Certificate II level qualification (eg. Problem Solving: Resolving customer concerns in relation to complex project issues). The only personal attribute not addressed is ‘a balanced attitude to work and home life’.

The specific facets of a skill and the personal attributes addressed in each unit of competency and examples of their application are provided in Appendix A (pp.237-259).

3.4 Recognition given to the course

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.

3.5 Licensing/regulatory requirements

The course must be delivered by a Registered Training Organisation (RTO) which, by reason of its registration, operates under the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisation*.

Specific Queensland (or other state equivalents) legislative and regulatory requirements that apply to the delivery of this course are:

- Workplace Health and Safety legislation
- Anti-Discrimination legislation
- Education (Work Experience) Act 1996.

4. Course Rules

4.1 Course structure

The units of competency which comprise the course and their nominal hours are outlined in Table 5.

Table 5: Certificate II in Workplace Practices

Code	Units of Competency	Nominal Hours	
		Supervised	Unsupervised
CORE UNITS OF COMPETENCY — 220 nominal hours			
GENENP201B	Demonstrate an enterprising approach in an approved project	20	
GENIEW201B	Interact effectively in a workplace	15	
GENIWR201B	Demonstrate knowledge of workplace relations	15	
GENJAS201B	Develop job acquisition strategies	15	
GENOHS201B	Work safely according to OHS principles and procedures	15	
GENPAS201B	Project workplace behaviour and image	15	
GENPCD201B	Access employment and training options	15	
GENPMG201B	Manage personal work performance	15	
GENTEM201A	Work effectively in a team	15	
GENSWL201B	Participate in structured workplace learning 2		80

Pre-requisite units

While there are no pre-requisite units of competency to Certificate II in Workplace Practices, the fulcrum of this course is structured workplace learning which provides students with the opportunity to advance their understanding of and apply essential ‘work-ready’ knowledge and skills. As such, it is recommended that the following elements of competency or performance criteria be undertaken before *GENSWL201B: Participate in structure workplace learning 2* as they contain knowledge and skills to assist learners prepare for participation in a workplace environment.

- **GENPCD201B: Access employment and training options**
 - It is recommended that all elements of competency with the *exception* of performance criteria 4.4 and 4.5 be undertaken as the first unit of competency as it will assist learners to:
 - identify personal employment preferences
 - identify a preferred industry area in which to undertake structured workplace learning to develop knowledge and skills through practical experience to enhance future employability
 - identify required entry-level or specific knowledge, skills, qualifications (and experience) required for gaining employment in preferred industry/occupational area
- **GENIEW201B: Interact effectively in the workplace**
 - GENIEW201B/01: Identify industry standards for workplace communication
 - GENIEW201B/02: Identify skills to cope with difficult situations in the workplace
- **GENIWR201B: Demonstrate knowledge of workplace relations**
 - GENIWR201B/01: Develop knowledge of employer and employee rights and responsibilities
 - GENIWR201B/05: Develop knowledge of workplace insurance
 - GENIWR201B/07: Develop knowledge of discrimination in the workplace
 - GENIWR201B/08: Develop knowledge of workplace harassment
- **GENOHS201B: Work safely according to OHS principles and procedures**
 - GENOHS201B/01.1: Identify employer and employee legal responsibilities prescribed in OHS legislation
- **GENPAS201B: Project workplace behaviour and image**
 - GENPAS201B/01: Identify essential employability skills required in the workplace
 - GENPAS201B/02: Define the importance of essential skills to employability
- **GENPMG201B: Manage personal work performance**
 - GENPMG201B/01: Identify strategies to perform tasks to workplace standards
- **GENTEM201A: Work effectively in a team**
 - GENTEM201A/01: Develop knowledge of teamwork in an industry setting

Co-requisite units

While there are no co-requisite units of competency, the following elements of competency or performance criteria can be undertaken and assessed during *GENSWL101B: Participate in structured workplace learning*:

- **GENIEW201B: Interact effectively in the workplace**
 - GENIEW201B/03: Interact effectively in the workplace
- **GENIWR201B: Demonstrate knowledge of workplace relations**
 - GENIWR201B/09: Demonstrate positive workplace relations
- **GENOHS201B: Work safely according to OHS principles and procedures**
 - all elements of competency with the *exception* of GENOHS201B/01.1: Identify employer and employee legal responsibilities prescribed in OHS legislation
- **GENPAS101B: Project workplace behaviour and image**
 - GENPAS101B/03: Demonstrate required level of essential employability skills
- **GENPMG201B: Manage personal work performance**
 - GENPMG201B/02: Plan and organise work activities
 - GENPMG201B/03: Undertake tasks and review personal work performance

- *GENTEM201A: Work effectively in a team*
 - GENTEM201A/02: Identify team work activity
 - GENTEM201A/03: Organise and accept responsibility for allocated tasks
 - GENTEM201A/04: Establish and maintain effective working relationships with team members

4.2 Entry requirements

There are no restrictions on entry to this course.

4.3 Pathways

The course design allows for blended learning pathways, including:

- on-the-job or workplace-based experiential learning
- off-the job or school-based learning through flexible delivery incorporating:
 - face-to-face learner/teacher interaction;
 - learning with print-based materials; and/or
 - distance education or on-line learning.

The learning pathways chosen should reflect the content of the course and meet the needs of both learners and Registered Training Organisations delivering the course.

An individual's prior learning, achieved through formal and/or informal training, part-time work related activity or other experience, will be appropriately recognised. Learners who believe they can demonstrate particular competencies may be granted recognition upon substantiation of that claim. Competence would be recognised through a Recognition of Prior Learning (RPL) process in accordance with Australian Quality Training Framework (AQTF) requirements.

4.4 Customisation

Customisation must be in accordance with the *Guidelines for Customisation of Accredited Courses under the AQTF* within the *Australian Quality Training Framework Guidelines for Course Developers*.

The course has been developed for learners who are developing the skills, knowledge and attitudes that are needed to negotiate and enter the world of work as a 'work-ready' employee. It is expected that course delivery will be customised to ensure learners have the opportunity to complete their learning successfully.

Learners must be assessed at the standards expressed in the performance criteria of the Units of Competency.

Units of competency may be contextualised by:

- structuring learning processes and assessment tools so they are relevant to the particular needs of the client group – that is, the learning needs and goals of each learner
- contextualising the course at a local level to best respond to the needs of industry and the community within the area.

Customisation may involve:

- adding underpinning knowledge and performance criteria to identify unique aspects that apply to an industry sector, enterprise, community or particular client group (eg. products, terminology, work practices) where this does not contradict the course rules and customisation guidelines
- using enterprise, community specific equipment, facilities or learning resources
- using contexts that relate to the industry sector, enterprise or community group
- reasonable adjustment of the assessment strategy and tools to better suit the needs of particular clients or client groups (eg. clients with special needs) or to suit the needs of an industry sector, enterprise or community
- applying a range of delivery modes in the delivery approach (eg. by integrating the delivery and assessment of several units/elements of competency) to improve the flexibility of course delivery to better meet client needs. This must be consistent with the course rules and these customisation guidelines.

Where amendments or revisions fall outside of the customisation guidelines, application for approval will be made in writing to the Queensland Studies Authority.

5. Assessment

5.1 Assessment strategy

Assessment is the gathering of evidence of competent performance. Assessment should provide fair and equitable opportunities for all learners to demonstrate competency at the standard expressed in the Units of Competency.

Assessment procedures as indicated in each of the Units of Competency should be structured and applied to ensure the assessment is valid, reliable, flexible, fair and consistent. Assessment should not be narrowly based. For vocational competencies being assessed in an off-the-job delivery mode, assessment situations should be designed wherever practicable, to simulate the workplace situation.

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 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

On-the-job assessment, where appropriate, may be arranged between the learner, employer and the Registered Training Organisation delivering the course.

When conducting assessments, assessors must ensure that they are familiar with the full text of the units being assessed.

All assessments must be conducted in accordance with the AQTF *Standards for Registered Training Organisations* Standard 8 “RTO assessments” and Standard 9 “Learning and assessment strategies” and within the parameters of the following three competencies from the TAA04 Training and Assessment Training Package:

- TAAASS401A: Plan and organise assessment
- TAAASS402A: Assess competence
- TAAASS404A: Participate in assessment validation.

Assessment may be conducted by an individual, partnership or team of people who collectively meet these competencies or are able to demonstrate equivalent competencies from the BSZ98 Training Package for Assessment and Workplace Training. The assessor will negotiate assessment with the candidate and advise on appeal mechanisms and the like.

Inclusive assessment

Registered Training Organisations must comply with the AQTF *Standards for Registered Training Organisations* in responding to the requirements of diverse learners by creating and sustaining an inclusive learning environment. Factors such as age, gender, cultural difference, disability, language, literacy and numeracy are to be taken into account. For relevant Standards refer to *Working with Diversity: A Guide to Equity and the AQTF*.

Reasonable adjustment

Reasonable adjustment may be required for some learners with a disability. Assessors are obliged to make reasonable adjustments where necessary to provide learners with a disability opportunity to demonstrate competence on the same basis as learners who do not have a disability. Any adjustments should be made in consultation with the learner.

The integrity of the course and the assessment requirements should be maintained even though reasonable adjustment is made.

All learners do not need to complete the same assessment task. Adherence to a standardised task will not allow the creation of an inclusive assessment environment or the application of reasonable adjustment. A variety of ways should be used to determine whether the learner has achieved competence.

5.2 Assessor competencies

All Registered Training Organisations delivering this course must ensure the assessors meet the requirements either individually or within the composition of a team, the requirements of Standard 7 “The competence of RTO staff” within the AQTF *Standards for Registered Training Organisations* (p.9) as follows:

- 7.3 a The RTO must ensure assessments are conducted by a person who has:
 - i the following competencies³ from the training and Assessment Training Package or is able to demonstrate equivalent competencies:

- a TAAASS401A Plan and organise assessment
 - b TAAASS402A Assess competence
 - c TAAASS404A Participate in assessment validation
- ii relevant vocational competencies, at least to the level being assessed
- b However, if a person does not have the assessment competencies as defined in standard 7.3 a i and the vocational competencies as defined in standard 7.3 a ii, one person with all the assessment competencies listed in standard 7.3 a i and one or more persons who have the vocational competencies listed in standard 7.3 a ii may work together to conduct the assessments.

³ A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review Assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Relevant vocational competencies may be demonstrated through qualifications, work history, courses and private study undertaken, and/or by participation in relevant professional development opportunities.

5.3 Workplace assessment

Structured workplace learning will be done under the *Education (Work Experience) Act 1996*.

Learners will be provided with the opportunity to apply knowledge and skills in the work environment through structured workplace learning. Registered Training Organisations should visit workplaces during the structured workplace learning to provide support for on-the-job supervisors and for learners.

A log book will be available to assist both Registered Training Organisations and workplace personnel in supervision of the structured workplace learning component. Where a learner is in part-time employment, the employer may sign off the log book during performance of routine work tasks and schedules at work. The Registered Training Organisation, however, will have responsibility for validating the assessment.

5.4 Recognition of Prior Learning (RPL)

Recognition of Prior Learning policies and practices of Registered Training Organisations delivering this course must conform to the requirements of Standard 8.2 of the AQTF *Standards for Registered Training Organisation*.

6. Delivery

6.1 Delivery modes

Delivery may be full- or part-time, face-to-face or through flexible learning modes.

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:

- face-to-face learner interaction with teacher, trainer or workplace supervisor
- teacher and workplace supervisor example and demonstration
- one-on-one teacher or workplace supervisor guidance
- role play
- simulation
- guest lecturers
- group or project work
- distance education including on-line delivery for off-the-job course components.

Where delivery through a distance education mode is considered:

- access to appropriate materials – print, electronic, audio-visual – should be available
- practical activities should be linked to and reflect a local context.

It is necessary that learners possess language, literacy and numeracy competency levels commensurate with acquisition of individual competencies. Therefore, 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.

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.

6.2 Resources

6.2.1: Trainers

All Registered Training Organisations delivering this course must ensure that trainers meet the requirements of Standard 7 “The competence of RTO staff” within the *AQTF Standards for Registered Training Organisations* (p.9) as follows:

- 7.4 a The RTO must ensure that training is delivered by a person who:
- i holds the Certificate IV in Training and Assessment⁴ from the Training and Assessment Training Package or is able to demonstrate equivalent competencies or
 - ii is under the direct supervision⁵ of a person who has the competencies specified in standards 7.4 I and
 - iii is able to demonstrate vocational competencies, at least to the level of those being delivered.

⁴ A person who holds the Certificate IV in Assessment and Workplace Training from the Training Package for Assessment and Workplace Training (BSZ98) will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to the Certificate IV in Assessment and Workplace Training in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

⁵ Direct supervision is achieved when a person delivering training on behalf of the RTO has regular guidance, support and direction from a person designated by the RTO who has the competencies in standard 7.4 i and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all training delivery

Relevant vocational competencies may be demonstrated through qualifications, work history, courses and private study undertaken, and/or by participation in relevant professional development opportunities.

6.2.2: Physical resources

All Registered Training Organisations delivering the course must have access to the facilities, equipment, training and assessment materials required to provide the training and/or assessment services within its scope of registration and scale of operations, to accommodate client numbers, client needs, delivery methods and assessment requirements (including off-campus and on-line delivery), in accordance with the requirements of Standard 9.4 within the AQTF *Standards for Registered Training Organisations*.

Specific resources required for learners to develop the skills, knowledge and attitudes that are needed to enter the world of work and to ensure learners have the opportunity to complete their learning successfully include:

- information sources (eg. relevant people/organisations, print-based, electronic) relating to:
 - career planning and further education and training pathways
 - industrial and workplace relations
 - Occupational Health and Safety (OHS)
 - workplace standards of personal presentation, work performance and behaviour, interpersonal and communication skills, teamwork
 - employment opportunities in terms of:
 - labour market trends
 - job vacancies
 - enterprise education and enterprise projects
- relevant technology to:
 - access electronic reference sources (eg. Internet)
 - prepare specific products (eg. career plan, job application and resume, enterprise project documentation and presentation)
- current government legislation relating to:
 - Occupational Health and Safety (OHS) including workplace harassment
 - Workplace Relations
 - Workers' Compensation
 - Equal Employment Opportunity (EEO)
 - Anti-Discrimination
 - apprenticeships and traineeships
- examples of:
 - industrial instruments (eg. awards) and Training Contracts
 - pay slips
- a work situation appropriate to the learner's career aspirations as outlined in the learner's career plan
- personal protective equipment, if applicable
- material and financial resources for the undertaking of an enterprising project, if applicable
- real or simulated work environment

For structured workplace learning, a work situation appropriate to the learner's career aspirations as outlined in the career and learning development plan, is required.

7. Articulation and Credit Transfer

Not applicable in relation to Training Package qualifications

8. Ongoing Monitoring and Evaluation

Regular monitoring and evaluation of the course will be conducted mainly by those involved in its implementation. The Curriculum Development Advisory Committee (CDAC) will act as a reference body.

The proponents of the course will review the course in consultation with Registered Training Organisations delivering the course and industry representatives. Ongoing monitoring and evaluation will focus on:

- client satisfaction in that the course continues to meet the needs of learners, Registered Training Organisations, course coordinators, employers in equipping young people with generic employability skills required of entry-level employees
- currency of content
- learner destinations
- effectiveness of delivery

To ensure objective evaluation, representatives with relevant qualifications or experience in industry and who are not directly involved with the delivery of the course, might be utilised where possible.

An ongoing monitoring and evaluation report will be submitted to Queensland Studies Authority within 20 months of accreditation of this course as part of the need to demonstrate currency, relevance and continuous improvement.

Part C: UNITS OF COMPETENCY

1. The Units of Competency from Training Package/s

Not applicable

2. The Units of Competency Developed for the Course

Units of Competency developed for the course are:

- GENENP201B: Apply an enterprising approach in an approved project
- GENIEW201B: Interact effectively in the workplace
- GENIWR201B: Demonstrate knowledge of workplace relations
- GENJAS201B: Develop job acquisition strategies
- GENOHS201B: Work safely according to OHS principles and procedures
- GENPCD201B: Access employment and training options
- GENPAS201B: Project workplace behaviour and image
- GENSWL201B: Participate in structured workplace learning 2
- GENTEM201A: Work effectively in a team

CODE	GENPCD201B:
UNIT TITLE	Access employment and training options

DESCRIPTION	This unit covers the skills and knowledge required to access future employment and training options.
APPLICATION	<p>Accessing employment and training options requires the ability to:</p> <ul style="list-style-type: none"> ▪ develop knowledge of labour market trends ▪ use labour market trends to identify declining, growing and emerging industry and occupational areas to inform possible employment opportunities ▪ define personal occupational/employment preferences ▪ identify and use, if necessary, support services and appropriate resources to assist personal planning to progress employment aspirations ▪ identify skills and knowledge needed to secure employment in preferred industry/occupational area ▪ use a gap analysis process to establish own education and training needs to meet entry-level and/or specific employment requirements of preferred occupation ▪ identify providers which offer the required education and training ▪ develop knowledge of methods of accessing further education and training provision ▪ develop or update personal career plan to support occupational and employment aspirations.
EMPLOYABILITY SKILLS	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.
RELATED UNITS	<p>This unit is related to:</p> <ul style="list-style-type: none"> ▪ <i>GENIWR201B: Demonstrate knowledge of workplace relations</i> ▪ <i>GENJAS201B: Develop job acquisition strategies</i> ▪ <i>GENPAS201B: Project workplace behaviour and image</i> ▪ <i>GENSWL201B: Participate in structured workplace learning 2.</i>
SPECIAL NOTE	<ul style="list-style-type: none"> ▪ As this unit may assist learners to develop a career plan and/or identify the industry/occupational area in which to undertake structured workplace learning, this unit is to be the first unit of competency undertaken in <i>Certificate II in Workplace Practices</i>, with the exception of elements <u>GENPCD201B/04.4: Review personal career plan following workplacement</u> and <u>GENPCD201B/04.5: Modify plan to match changing circumstances or events</u> which will need to be undertaken following structured workplace learning. <p>The undertaking of these two elements of competency following learner's workplacement allows for learners to review and make any necessary adjustments to their Senior Education and Training (SET) Plans or career plan.</p>

CODE ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENPCD201B/01	<p>Use labour market trends to inform future employment options</p> <p>1.1 Use relevant <i>information sources</i> to develop knowledge of <i>labour market trends</i>.</p> <p>1.2 Apply knowledge of declining, growing and emerging <i>industry and occupational areas</i> to identify career and employment opportunities and associated skill needs.</p>
GENPCD201B/02	<p>Determine preferred employment options</p> <p>2.1 Conduct self-assessment to develop <i>employment preference profile</i>.</p> <p>2.2 Use <i>career-related support services and information resources</i> to define preferred employment option(s) in industry/occupational area of interest.</p>
GENPCD201B/03	<p>Identify education and training requirements of preferred employment options</p> <p>3.1 Identify <i>education and training requirements</i> of preferred employment options.</p> <p>3.2 Conduct <i>gap analysis</i> to identify <i>personal education and training needs</i> to gain employment in industry/occupational area of interest.</p> <p>3.3 Identify <i>appropriate education and training providers</i> and the <i>methods of accessing</i> providers.</p>
GENPCD201B/04	<p>Develop or update* personal career plan for preparing for future employment</p> <p>4.1 Set realistic and achievable goals and the steps required to gain required education and training.</p> <p>4.2 Set appropriate milestones and timeframes for achievement and progressive attainment of goals.</p> <p>4.3 Identify <i>possible barriers</i> to achieving goals and explore <i>possible solutions</i>.</p> <p>4.4 <i>Review</i> personal career plan following workplacement.</p> <p>4.5 Modify plan to match <i>changing circumstances or events</i>.</p>

* The development of a personal career and learning development plan was undertaken in *GENPCD101B: Develop career and learning development plan*.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Information sources relating to labour market trends may include but not be limited to:

- **Government agencies**
 - Australian and State government departments/agencies responsible for:
 - employment and training
 - business and industry
 - industrial relations
 - Australian Government, eg.
 - Job Outlook [www.jobsearch.gov.au/joboutlook]
 - Department of Employment and Workplace Relations (DEWR) [www.dewr.gov.au]
 - Australian Workplace [www.workplace.gov.au]
 - Department of Education, Science and Training [www.dest.gov.au]
 - Queensland Government, eg.
 - Department of Education, Training and the Arts (DETA) [www.trainandemploy.qld.gov.au]
 - Department of Industrial Relations (DIR) [www.dir.qld.gov.au]
- **Electronic career information sources**
 - myfuture [www.myfuture.edu.au]
 - Career Information Service [www.cis.qsa.qld.edu.au]
 - Australian Apprenticeships [www.australianapprenticeships.gov.au]
- **Unions**
 - ACTU (Australian Council of Trade Unions) [www.actu.asn.au]
 - QCU (Queensland Council of Unions) [www.qcu.asn.au]
- **Employer/industry associations**
 - Australian Chamber of Commerce and Industry (ACCI) [www.acci.asn.au]
 - Commerce Queensland [www.commerceqld.com.au]
- **Media**
 - newspapers – business section, in particular
 - business periodicals, eg. Bulletin, Australian Business Review
 - television, eg. “Business Sunday”

Labour market trends must include:

- labour market trends provide information at regional, state, national (and international) levels about:
 - projected employment growth or decline by industry, specific occupational and skills areas and levels affected
 - employment prospects
 - skill shortages
 - characteristics of individual occupations including:
 - age profile
 - hours of work
 - earnings and prospects
 - distribution (eg. main employing industries and locations)

- changes in employment patterns as a result of economic, technological, demographic/social developments
 - traditional pattern: initial education and training and one career and/or one job with one employer for working life
 - current and predicted future trend: on-going education and training for multiple careers and/or multiple jobs with multiple employers for working life
- use labour market trends to evaluate employment opportunities in terms of:
 - types of jobs
 - levels of skills and qualifications required
 - level of income
 - location of industry, eg.
 - overseas/international/global
 - Australia-wide or state-specific
 - metropolitan/provincial/rural/remote
 - mode of work, eg.
 - full-time or part-time permanent
 - casual
 - apprentice/trainee
 - shift
 - seasonal
 - fixed term/contract
 - self-employment

Industry areas and occupational areas refer to:

- industry areas – broad categorisations of ‘fields of work’ (eg. aerospace, automotive, biotechnology, building and construction, communication, community service, health, hospitality, mining, retail)
- occupational areas – categories or types of ‘work’ that occur in an industry area (eg. in the building and construction industry area, occupations include bricklayers and stonemasons, concreters and construction workers, carpenters and joiners, painters and decorators, plasterers and plumbers, tilers, slaters and floor finishers)

Employment preference profile may include but not be limited to:

- personal abilities/aptitudes
- personal interests
- personal values, ethics, beliefs
- lifestyle considerations
- preferred type of work activity or broad field of activity (industry/occupational area), eg.
 - creative, working with children, mechanical, health care, etc.
 - working with people, working independently, etc.
 - mobile/traveling, no travel requirements, etc.
 - service or production orientated, etc.
- work location/environment, eg. urban/rural, outdoor/indoor
- mode of work, eg. full time, part time, casual, shift work, contractual, self-employed, etc.
- financial expectations, eg. level of pay/salary
- opportunities for advancement

Career-related support services and information resources may include but not be limited to:

- school career counsellors
- TAFE, university, private providers' student services, eg.
 - career counsellors
 - disability services officer
 - job placement service
 - student unions
- personal/community contacts
- talking with/observing people employed in an area of interest
- employers
- Centrelink
- career reference centres
- relevant government departments, eg.
 - Queensland Department of Education, Training and the Arts (DETA)
 - Australian Government Department of Education, Science and Training (DEST)
- professional/business/technical associations
- unions
- participating in a 'work experience' program in an area of interest
- attending Open Days, Career Nights, etc.
- electronic career information sources, eg.
 - myfuture [www.myfuture.edu.au]
 - Career Information Service [www.cis.qsa.qld.edu.au]
 - Australian Apprenticeships [www.australianapprenticeships.gov.au]
- industry and occupational publications
- newspapers – career articles and employment section

Education and training requirements must include:

- entry-level knowledge, skills, qualification (and experience) required for gaining employment in a broad industry/occupational area
and/or
- specific knowledge, skills, qualification (and experience) required for a specific job role

The process of undertaking a *gap analysis* to identify personal education and training needs must include:

- undertaking personal knowledge, skills, qualification (and work experience) audit
- comparing current levels of knowledge, skills, qualifications and experience against those required for preferred industry/occupational area and/or specific job role
- identifying specific knowledge, skills, qualifications and experience that will need to be attained to gain employment in preferred industry/occupational area and/or specific job role

Personal education and training needs must include but not be limited to:

- knowledge of Australian Qualifications Framework (AQF) by sector of accreditation
 - school sector
 - vocational education and training sector
 - higher education sector

School Sector	Vocational Education and Training Sector	Higher Education Sector
Senior Secondary Certificate of Education (eg. Queensland Certificate of Education)	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree, Advanced Diploma Diploma

- establishing further education and training needs to meet requirements of preferred occupational area or specific job role, eg.
 - will need to attain a Certificate (I, II, III or IV) ⇒ VET ⇒ TAFE/private RTOs
 - will need an apprenticeship/traineeship to cater for structured training requirements ⇒ school-based apprenticeship or traineeship or if left school find appropriate employer or use a job placement agency to contact appropriate employer, eg. AAC (Australian Apprenticeship Centre), Group Training Scheme, Department of Education, Training and the Arts (DETA)
 - will need a Bachelor's Degree ⇒ university
 - will need to undertake short training course to acquire a specific skill ⇒ non-accredited short course ⇒ contact TAFE, private RTOs, universities
 - will need to acquire additional senior secondary subjects not undertaken as part of 'schooling' ⇒ Schools of Distance Education, Centres for Continuing Secondary Education, TAFE
 - will need to enter the 'industry' to begin training – that is, an accredited industry which offers own training/qualifications eg. armed forces or an enterprise industry worksite such as BHP Billiton, the Hilton hotel chain
- understanding modes of training/learning
 - full-time/part-time
 - on-campus/external (distance education/open learning)
 - day/evening
 - on-the-job/off-the-job

Appropriate education and training providers may include but not be limited to:

- additional or continuing secondary education
 - Schools of Distance Education (SDE), Education Queensland
 - Centres for Continuing Secondary Education (CCSE), Education Queensland
- vocational education and training
 - TAFE
 - Agricultural Colleges
 - private Registered Training Organisations (RTOs) or non-accredited trainers
 - skills centres (may be linked to a TAFE institute/college or group training company)
 - Adult Community Education (ACE)
 - accredited industry (eg. BHP Billiton, Hilton)
- higher education
 - universities
 - TAFE (Diploma & Advanced Diploma levels)
 - Agricultural Colleges
 - Open Universities Australia (OUA)

Methods of accessing appropriate education and training provider may include but not be limited to:

- for 'courses of study' at universities and TAFE
 - QTAC (Queensland Tertiary Admissions Centre)
 - direct entry
 - enrol on-line
- for an apprenticeship/traineeship
 - school-based apprenticeship/traineeship
 - approach appropriate employer directly
 - contact 'placement' agency, eg. AAC (Australian Apprenticeship Centre), Group Training Scheme, Queensland Department of Employment, Training and the Arts (DETA)
- for training offered by private Registered Training Organisations (RTOs)
 - direct entry
- for non-accredited short courses of study for personal development needs
 - scan advertisements in paper, contact TAFE, private providers, universities, etc.

Possible barriers to achieving goals may include but not be limited to:

- family advice, pressure or expectations
- peer group pressure
- costs of education and training program
 - tuition/course fees
 - RPL (Recognition of Prior Learning) costs, if applicable
 - voluntary student union fees
 - levies
 - materials/equipment
 - accommodation and travel costs, if need to leave home
- geographic location of educational institution (ie. having to leave >home= to pursue further education and training)
- 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)
- ability to travel to worksites
- degree of competition to enter a field or employment option

When exploring *possible solutions*, sources of financial assistance must be addressed, eg.

- HECS-HELP
- FEE-HELP
- Youth Allowance
- Austudy
- ABSTUDY
- Commonwealth Learning Scholarships
 - Commonwealth Education Costs Scholarships
 - Commonwealth Accommodation Scholarships
- university/organisation scholarship

A *review* of the personal career plan must be undertaken following workplacement and must include.

- using knowledge, skills, experience and insights gained from working in an industry/occupational area to review/re-evaluate and inform preferred employment options (refer to *Employment preference profile*, p.4), eg.
 - matched expectations and confirms interest in pursuing future employment in industry/occupational area
 - did not match expectations so need to re-consider choice of industry/occupational area
 - kindled interest in working in the industry/occupational area which was not previously considered
 - provided insights into other occupational areas that are of interest within the industry area
 - re-evaluating education and training requirements in view of any changes to employment preferences/aspirations:
 - defining entry-level or specific knowledge, skills, qualification and experience requirements (refer to *Education and training requirements*, p.5)
 - reassessing personal education and training needs (refer to *Gap analysis*, p.5)
 - aligning identified education and training needs with the appropriate provider (refer to *Appropriate education and training providers*, p.6) and method of accessing (refer to *Methods of accessing*, p.7)
 - rethinking possible barriers (refer to *Possible barriers*, p.7) and possible solutions (refer to *Possible solutions*, p.7), if required
-

Changing circumstances or events may include but not be limited to:

- skills, preferences and interests changing following workplacement
 - workplace reality does not match original expectations
 - not attaining the level of achievement required to undertake further education and training in a specific industry/occupational area
 - changes in labour market trends/employment opportunities, education and training requirements
 - change required in geographic location, health, financial or social circumstances
 - interests changing as one matures
-

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:

- develop and apply knowledge of labour market trends to identify industry and occupational areas – and associated skill requirements – that are in decline, growing and emerging
- use findings to inform possible future occupational/employment opportunities and associated skill requirements
- determine personal industry/occupational interests
- establish education and training requirements needed to meet employment requirements in preferred industry/occupational area
- identify education and training pathway aligned with employment aspirations
- develop or update personal career plan to support employment aspirations.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:

- labour market trends
 - regional, state, national and international
 - declining, growing and emerging industry and occupational areas and related skills
 - changing labour market conditions and changing employment patterns due to economic, technological, demographic and social developments
- industry and occupational areas
- personal employment preference(s)
- range of career-related support services and information resources to assist in defining preferred industry/occupational preference(s)
- gap analysis process
- the purpose of personal profiling in assisting career exploration and identifying learning development needs
- education and training requirements of preferred industry/occupational preference(s)
- further or higher education and training providers and methods of access
- developing and maintaining an up-to-date personal career plan
- present-future relationships among school subject choices, further education and training, including work experience, leading to employment in preferred career/occupational field
- the on-going nature of career and learning development planning requiring the necessity to regularly reassess a career plan as one matures or events or circumstances change

Specific skill requirements

Look for evidence of the learner's skills and ability to:

- locate and interpret information about:
 - labour market trends
 - industry and occupational areas
 - career planning
 - education and training provision
- use information and career planning personnel to identify:
 - industry and skill areas in decline, growing or emerging
 - future employment opportunities/options
 - entry-level and/or job-specific education and training requirements
 - education and training providers relevant to industry/occupational skill and/or qualification requirements
- define (in conjunction with appropriate personnel, if required):
 - personal employment preference(s) through self-assessment
 - preferred employment option(s) in industry/occupational area(s)
 - personal education and training needs to gain employment in area(s) of interest using a gap analysis process
 - appropriate education and training provider(s), associated costs and method(s) of access
- develop or update personal career plan outlining personal education and training needs to progress employment aspirations in terms of goals, steps, milestones and timeframes
- identify possible solutions to overcome potential difficulties/barriers to obtaining required education and training to attain employment aspirations
- modify career plan should circumstances or events change career/vocational/employment aspirations

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to access employment and training options.

Underpinning knowledge

Underpinning knowledge required by the learner includes:

- the writing process (plan, draft, review, edit)
- types of goals (short-, medium-, and long-term)

Underpinning skills

Underpinning skills required by the learner include:

- literacy skills, eg.
 - to read, interpret and use information to develop or update a personal career plan
- numeracy skills, eg.
 - to plan timelines based on timeframes of education and training courses
- communication skills, eg.
 - to seek advice from appropriate persons
- evaluation skills, eg.
 - to assess/evaluate self and information relating to the labour market, employment opportunities, industry areas and occupations, education and training requirements
- problem-solving skills, eg.
 - to make decisions about employment options in industry/occupational areas, education and training requirements and directions to follow

- planning skills, eg.
 - to plan an education and training pathway that supports employment aspirations and is logical in sequence/timelines
- technology skills, eg.
 - to use IT to access information about employment and training options
 - to prepare career development plan

Employability Skills

Accessing employment and training options provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes employers consider essential for **gaining employment** and **participating effectively in the workplace**.

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
 - using active listening and questioning techniques to clarify and confirm correct understanding of concepts and factual information needed to be considered when identifying possible employment opportunities using labour market trends, defining employment preferences and preferred employment options and attendant education and training needs and incorporating pertinent information in personal career plan
 - using congruent verbal and non-verbal cues to indicate active listening and understanding
 - listening to advice and feedback with an open mind
- speaking clearly and directly, eg.
 - organising and communicating ideas, information and opinions clearly and concisely, using appropriate language, volume, tone and pace, when consulting with relevant persons in the development of personal career plan
- writing to the needs of the audience, eg.
 - preparing or updating personal career plan in an appropriate format, organising and communicating ideas and information in appropriate language and style, and ensuring content includes all necessary information (eg. goals, education and training pathway, timeframes, etc.)
 - checking, editing and revising career plan for accuracy of information, grammar, spelling and punctuation, and making necessary changes
- reading independently, eg.
 - locating, understanding and using information about labour market, industry/occupational areas, career planning and further education and training options and applying to career planning process
- using numeracy effectively, eg.
 - using timeframes of courses of study and/or training when developing career plan
 - monitoring progress against timelines/milestones
- being assertive, eg.
 - asking directly and openly in an appropriate manner for clarification if meaning of information is not understood and ensuring that own understanding is correct

- sharing information, eg.
 - reporting on and/or discussing with relevant persons issues associated with labour market trends, employment options, interests and preferences, education and training requirements and providers, career planning

Teamwork – not applicable

Problem solving

- developing practical solutions, eg.
 - identifying perceived difficulties or constraints to achieving goals and suggesting possible strategies to resolve issues/dilemmas

Initiative and enterprise

- developing a strategic, creative, long-term vision, eg.
 - identifying career/occupational/employment interests and preferences
 - defining education and training needs aligned with interests and preferences
 - developing career plan based on further/future education and training needs
- translating ideas into action, eg.
 - completing career plan outlining specific education and training to be undertaken to progress/attain preferred career/occupational/employment aspirations

Planning and organising

- managing time and priorities – setting timelines, coordinating tasks for self, eg.
 - identifying a logical sequence of learning (course work and work experience) and related timeframes to meet employment requirements for preferred occupation
- being resourceful, eg.
 - identifying and accessing relevant people (eg. people from industry/community, career advisory services, education and training institutions) to obtain information, discuss options, and provide advice
- taking initiative and making decisions, eg.
 - making decisions about career/occupational options and education and training needs
- establishing clear project goals and deliverables, eg.
 - defining career/occupational preferences and associated education and training needs in a career plan
- participating in continuous improvement and planning processes, eg.
 - using advice and feedback from relevant persons to improve knowledge and skills in career planning
- developing a vision and proactive plan to accompany it, eg.
 - identifying employment interests and preferences and the necessary education and training requirements to obtain employment in preferred career/occupational area(s) and developing a career plan to follow to realise employment aspirations
- predicting – weighing up risk, evaluating alternative and applying evaluation criteria, eg.
 - using labour market trends on declining, growing and emerging industry/occupational areas to predict and identify possible employment opportunities and inform future employment options
 - taking into account potential barriers and changing circumstances (eg. changes in labour market/employment opportunities/education and training requirements, personal preferences and interests changing after work experience) when developing career plan

- collecting, analysing and organising information, eg.
 - gathering information about labour markets, industry and occupational areas, career planning, education and training provision
 - comparing information against own employment preferences and aspirations, current skills and knowledge to determine employment opportunities/options
 - analysing information about preferred employment choice(s) to identify necessary education and training requirements and identify pertinent providers
 - organising information to provide the required content in the career plan

Self-management

- having a personal vision and goals, eg.
 - defining career goals and objectives to learn knowledge and skills to progress career aspirations and gain employment in preferred industry area/occupation
- evaluating and monitoring own performance, eg.
 - developing employment preference profile and using profile to determine possible employment options and further education and training needs in industry/occupational area(s) of interest
 - reviewing career plan following work experience
- having knowledge and confidence in own ideas and vision, eg.
 - developing knowledge of and confidence in:
 - defining career options that reflect personal career/occupational/employment interests, preferences and aspirations
 - identifying education and training needs to support these aspirations
- articulating own ideas and vision, eg.
 - expressing clearly and concisely personal career/occupational aspirations and the necessary education and training required to progress aspirations and gain employment in preferred field
- taking responsibility, eg.
 - acknowledging and accepting own responsibility in determining future employment possibilities and the required education and training to advance those interests
 - demonstrating responsibility by:
 - undertaking the necessary steps to effectively plan personal education and training pathway
 - asking for advice, help or assistance when required to ensure plan contains all information required
 - completing personal career plan

Learning

- managing own learning, eg.
 - defining understanding of activities to be carried out
 - identifying and collecting pertinent information/resources
 - organising information/resources to complete activities
- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
 - seeking input into the development of the career plan from relevant persons (eg. teachers, career advisory personnel, industry personnel, community mentors)
 - using IT to obtain information
- having enthusiasm for ongoing learning, eg.
 - seeing the values and benefits (the ‘why’) of establishing a purpose/focus for further education and training through linking to preferred career/employment options and using this focus to maintain motivation to acquire the knowledge and skills required to gain employment in preferred industry area/occupation

- being willing to learn in any setting – on or off the job, eg.
 - recognising the importance of acquiring and using knowledge and skills to:
 - identify career/occupational and employment preferences
 - develop career plan to direct immediate/on-going education and training
 - recognising the need to engage in career planning/learning development throughout one's career
- being open to new ideas and techniques, eg.
 - being willing to listen to and consider ideas, information and advice provided by relevant persons (eg. industry/community and career advisory personnel) when determining employment preferences and required education and training
 - being receptive to learning about and applying appropriate methods for planning and developing career plan
- being prepared to invest time and effort in learning new skills, eg.
 - understanding the nexus between education/training (putting in the effort to learn new knowledge and skills) and gaining/maintaining employment in preferred industry/occupational area
- acknowledging the need to learn to in order to accommodate change, eg.
 - understanding that there is continual change in industry which requires the need to engage in on-going learning to acquire essential knowledge and skills to become 'employment ready' and then to remain employed (ie. learning new or upgrading knowledge and skills)
 - understanding that career interests may change requiring the need to acquire different or new knowledge and skills to gain employment in preferred industry/occupational area
 - recognising that career ambitions may change requiring the need to acquire different, new or advanced knowledge and skills to progress

Technology

- having a range of basic IT skills, eg.
 - using IT to:
 - locate and obtain information pertaining to career planning
 - prepare career plan

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- commitment, eg.
 - furthering education and training to progress towards preferred career goals/employment aspirations
- enthusiasm, eg.
 - being energetic, positive and self-motivated to learn about and gain practical experience in identifying/determining employment preferences, possible employment opportunities and options in industry/occupational area(s) of interest, required education and training and relevant providers, career plan
- reliability, eg.
 - building a reputation for being dependable by completing career plan as required
- positive self-esteem, eg.
 - possessing confidence in own abilities/capabilities to progress successfully towards preferred career/employment goals
- motivation, eg.
 - seeing values and benefits of education and training through establishing link between education/training and employability in industry/occupation of interest
 - achieving milestones

- adaptability, eg.
 - reviewing and modifying career plan should career aspirations change following work experience or changed circumstances

CONTEXTS AND METHODS OF ASSESSMENT

Competence is to be demonstrated off-the-job.

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:

- demonstration
- observation
- oral questioning
- written material (eg. career plan)

Products and processes that could be used as evidence

Products

- employment preference profile
- career plan

Processes

- how information about labour market trends was used to inform future employment options and identify associated skill needs
- how preferred employment options were determined through conducting a self-assessment and using career information support services and information
- how further and future education and training needs to support employment aspirations were identified using a gap analysis process
- how relevant education and training providers and methods of access were identified
- how career plan was developed (eg. setting goals, defining steps, identifying and addressing barriers, setting timeframes)
- how career plan was reviewed following work experience (eg. determining if employment interests/preferences had changed following work experience, modifying plan if interests have changed)

Resource implications

Access to appropriate resources needed to develop a personal career and learning development plan is required. Resources may include:

- printed and electronic information sources relating to labour market trends, industry and occupational areas, career planning and education and training provision
- relevant persons who can offer appropriate sources of advice
- relevant technology to:
 - access electronic information
 - prepare career plan

CODE	GENENP201B:
UNIT TITLE	Apply an enterprising approach in an approved project

DESCRIPTION	This unit covers the skills and knowledge needed to undertake an enterprise project, either as an individual or team activity, requiring initiative and enterprise to be exercised.
APPLICATION	<p>Applying an enterprising approach in an approved project requires the ability to work individually or collaboratively with others to:</p> <ul style="list-style-type: none"> ▪ identify an appropriate enterprise project ▪ prepare and submit the project proposal for approval ▪ plan and prepare for the commencement of the project ▪ implement and manage the production of the product, service or activity ▪ evaluate and report the project outcomes.
EMPLOYABILITY SKILLS	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.
RELATED UNITS	<p>This unit is related to:</p> <ul style="list-style-type: none"> ▪ <i>GENIEW201B: Interact effectively in the workplace</i> ▪ <i>GENOHS201B: Work safely according to OHS principles and procedures</i> ▪ <i>GENPAS201B: Project workplace behaviour and image</i> ▪ <i>GENPCD201B: Access employment and training options</i> ▪ <i>GENPMG201B: Manage personal work performance</i> ▪ <i>GENTEM201A: Work effectively in a team</i> ▪ <i>GENSWL201B: Participate in structured workplace learning 2.</i>

CODE ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENENP201B/01	<p>Develop knowledge of 'an enterprising approach'</p> <p>1.1 Identify the <i>attributes of enterprising people</i>.</p> <p>1.2 Identify <i>types of enterprise projects</i>.</p>
GENENP201B/02	<p>Identify project</p> <p>2.1 Generate <i>idea/possibilities</i> for a project.</p> <p>2.2 <i>Evaluate</i> ideas.</p> <p>2.3 Decide on the nature of the project.</p>
GENENP201B/03	<p>Acquire approval for project</p> <p>3.1 Develop a <i>project proposal</i>.</p> <p>3.2 Obtain <i>formal approval</i> for the project.</p>
GENENP201B/04	<p>Plan and prepare for the commencement of the project</p> <p>4.1 Develop an <i>action plan</i> for the project.</p> <p>4.2 Acquire project <i>resources</i> and establish <i>required databases</i>.</p> <p>4.3 Stage <i>practice run</i> of project, if required.</p> <p>4.4 <i>Modify</i> project plan, if required.</p>
GENENP201B/05	<p>Implement and manage the project</p> <p>5.1 Produce the product, service or activity.</p> <p>5.2 <i>Monitor</i> the efficiency and effectiveness of producing the product, service or activity.</p>
GENENP201B/06	<p>Evaluate the project</p> <p>6.1 <i>Evaluate</i> project outcomes.</p> <p>6.2 Prepare final project <i>report</i>.</p> <p>6.3 Present the report to an appropriate <i>audience</i>.</p>

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Attributes of enterprising people may include but not be limited to:

- 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 but not be limited to:

The initiative can be:

- a team or individual project
- 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
 - Australian Business Week - ABW Enterprise Education [www.abw.org.au]
 - Australian Network of Practice Firms [www.anpf.cit.act.edu.au]
 - Young Achievement Australia [www.yaa.org.au]

Ideas/possibilities may be based on:

- 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. Commerce Queensland)
 - industry or community guest speaker(s)
 - simulated enterprise activity (eg. Australian Business Week)
 - professional/trade associations

Evaluation of ideas requires the appraisal of the feasibility of possibilities in terms of:

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

Elements of the *project proposal* may include but not be limited to:

- name of enterprise project
- name of individual operator or members of the project team
- what the individual or team wants to achieve
 - a mission statement
 - a brief description of product, service or activity
 - the need for the product, service or activity
 - the client group (eg. school, parents, community) or specific target group
 - the area of operation (eg. school, local area, outside district)
 - the intent to ensure success of project (eg. by meeting identified need, forming partnerships, working in particular ways)
 - project goals/objectives
- how the individual or team tends to achieve goals/objectives
 - operational strategies to achieve overall project goals/objectives by providing an overview of the process/steps that will be followed to produce the product or perform the service or activity including:
 - project duration (period of time: starting and finishing dates)
 - partnership links and/or support required from persons/organisations
 - resources required, eg. materials, equipment, time
 - a marketing strategy, eg.
 - focus/target: identify and describe customer/client group
 - price of product (including packaging/distribution costs), service or activity to be charged, if applicable
 - an advertising strategy, if required
 - a financial plan, eg.
 - budget required: cost of all equipment and materials required, total amount required
 - project proceeds, if applicable: outline what is to be done with any proceeds from the project, giving reasons
 - partnership links and/or support required from persons/organisations, if applicable
 - for a *team project*, an organisational structure indicating the combination of roles and functions required to operationalise the project
- how the individual or team will evaluate whether or not goals/objectives are achieved
 - outline of performance/success indicators in terms of anticipated project/educational outcomes from doing/participating in the project, eg.
 - project indicators (evaluating progress and final achievement/s against overall project goals/objectives)
 - educational indicators (evaluating learning outcomes in terms of enterprise skills, specific knowledge and/or skills that link to other subject areas or to other units in Certificate II in Work Education)
 - outline of strategy for reporting evidence or proof that anticipated outcomes have been achieved, eg. overall/final evaluation of the project, preparation of a final report and presentation of the report to a wider audience

Formal approval requires:

- submission of project plans for consideration and authorisation/approval from an appropriate person/organisation, eg.
 - principal or delegated authority
 - industry/community organisation
-

An *action plan* may include but not be limited to:

- For an *individually operated project*, the action plan outlines:
 - project goals/objectives
 - an overall mode of operation which specifies:
 - the logical/systematic sequencing of tasks required to complete the project
 - performance/success indicators for achieving the specified outcomes of the project including timelines/milestones
 - a strategy for managing financial resources (ie. administration and record keeping), if applicable
 - risk management strategies, if applicable
 - evaluation strategies:
 - formative: for monitoring project progress
 - summative: for final reporting of evidence/proof of achieving outcomes
 - For a *team project*, the action plan outlines:
 - project goals/objectives
 - an overall mode of operation which specifies:
 - the logical/systematic sequencing of tasks required to complete the project
 - performance/success indicators for achieving the specified outcomes of the project including timelines/milestones
 - allocation of tasks/roles to team members
 - the organisational structure of the team clearly defining individual and team responsibilities as well as ‘levels of authority’ to enhance clear communication and an understanding of performance criteria
 - a strategy for managing financial resources (ie. administration and record keeping), if applicable
 - risk management strategies, if applicable
 - evaluation strategies:
 - formative: for monitoring project progress
 - summative: for final reporting of evidence/proof of achieving outcomes
-

Resources refer to:

- equipment and/or materials
 - financial resources
-

Relevant databases refer to:

- financial management
 - roster for team members, if appropriate
-

Practice run refers to:

- undertaking the development of prototype/dummy run/practices to determine whether or not the specified mode of operation is efficient and effective and to make any necessary adjustments, if the nature of the product, service or activity warrants this strategy
- undertaking a site visit, for projects conducted off-campus, to ensure that the specified mode of operation:
 - caters for the characteristics of the site
 - will complement any other associated operations
 - will be able to be run efficiently and effectively at the site
 - to make any necessary adjustments, if the nature of the product, service or activity warrants this strategy

Modify the project plan refers to:

- making any necessary/appropriate changes to the mode of operation (including financial management, if applicable), should difficulties/problems be identified, to ensure project goals/objectives/outcomes are achieved

Monitor the quality, efficiency and effectiveness of the product, service or activity refers to:

- for an *individually operated project*, monitoring activities against quality criteria relating to the efficiency and effectiveness of the operation using the formative evaluation strategies specified in the action plan
- for a *team project*:
 - individual team members monitoring the undertaking/completion of own task against quality and time criteria
 - the project team meeting regularly to monitor :
 - the efficiency and effectiveness of the overall operation using the formative evaluation strategies specified in the action plan
 - financial activities/records, if applicable

Evaluating the project outcomes must include:

- for an *individually operated project*, undertaking a review, reflection and debriefing to evaluate the project in terms of:
 - project and educational achievements
 - difficulties encountered and solutions generated
 - skills gained (technical, personal, interpersonal)
- for a *team project*, undertaking individual and team review, reflection and debriefing to evaluate the project in terms of:
 - project and educational achievements
 - difficulties encountered and solutions generated
 - skills gained (technical, personal, interpersonal)

Note:

If applicable, the evaluation process should include internal/external clients'/customers' evaluation of product, service or activity.

Focus for personal reflection (as an individual or team member) may include but not be limited to:

- what the student knew/needed to learn at the commencement of the project
- what the student learnt as a result of participating in the enterprise project

Focus for debriefing may include but not be limited to:

- for an *individual operator* debriefing:
 - the success of the product, service or activity
 - the process:
 - any cooperation required (eg. Business, community member/s, etc.)
 - roles and responsibilities
 - ideas generation, decision making
 - negotiation and bargaining
 - planning and organisation
 - predicting and performance assessment
 - identification of important lessons learnt from participating in the enterprise project
- for a *team* debriefing:
 - the success of the product, service or activity
 - the process:
 - teamwork and cooperation
 - roles and responsibilities
 - social interaction, membership skills
 - ideas generation, decision making
 - negotiation and bargaining
 - planning and organisation
 - predicting and performance assessment
 - identification of important lessons learnt from participating in the enterprise project

The format of the final *report* and presentation may include but not be limited to:

- title of enterprise project
- name of individual operator or members of the project team
- a brief description of the project and tasks and associated roles if a team project
- performance/success indicators against which own/team achievements are evaluated, eg.
 - collaborating with others
 - making decisions
 - identifying problems and finding solutions
 - delivery of quality work to the right person at the right location within the allocated time
 - maintaining a clean and tidy workplace
 - maintaining the quality of the product
 - adhering to budget, if applicable
- enterprise project achievements
- difficulties/inhibitors encountered
- solutions generated to overcome difficulties
- skills gained
 - technical
 - personal
 - interpersonal

The report can be:

- PowerPoint presentation
- oral presentation (with charts, etc.)
- written presentation

The *audience* for the presentation may include but not be limited to:

- peers
 - teachers
 - parents
 - industry/business/community representatives
-

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:

- develop a basic understanding of the concept of what it means to be enterprising
- demonstrate enterprising characteristics throughout the undertaking of all phases of an individual or team project.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:

- attributes of enterprising people
- types of enterprise projects
- appropriate evaluation criteria for feasibility of ideas
- elements of a project proposal and action plan
- established procedure for submission of proposal for approval
- project planning and management processes
- project review and evaluation procedures
- formative and summative evaluation strategies and processes

Specific skill requirements

Look for evidence of the learner's skills and ability to:

- access relevant information sources on enterprise education and project examples
- use information to define and apply the characteristics of being enterprising in an approved project
- for *individual* project:
 - undertake and meet requirements of all phases of the project activity from identification of a suitable initiative through to the evaluation and reporting on the project
- for a *team* project:
 - work co-operatively and productively with other team members to undertake and meet requirements of all phases of the project activity from identification of a suitable initiative through to the evaluation and reporting on project, including:
 - setting team/group goals to achieve project outcomes
 - allocating responsibilities/tasks among team members
 - negotiating timelines, roles and responsibilities, if required
 - working individually and as a team member to produce product, service or activity
 - recognising limitations and seeking assistance from other team members to complete tasks

- offering assistance to other team members when required
- attending team meetings
- participating in the review and evaluation of the team's performance
- participating in the preparation of the final report and presentation to a wider audience

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to apply an enterprising approach in an approved project.

Underpinning knowledge

Underpinning knowledge required by the learner includes:

- creative thinking techniques (eg. brainstorming, what-iffing)
- types of goals (short-, medium- and long-term)
- writing process (plan, draft, review, edit)
- principles of effective communication (verbal and non-verbal skills) including negotiation skills
- OHS principles and procedures
- quality standards
- basic financial management skills (preparation of a budget, account-keeping processes)
- principles of effective teamwork

Underpinning skills

Underpinning skills required by the learner include:

- literacy skills, eg.
 - to read and understand information about enterprise education
 - to develop project proposal, action plan, final report and project presentation
 - financial literacy – to develop budgets, record transactions, maintain records (if applicable)
- numeracy skills, eg.
 - to estimate time and quantities of materials required
 - to cost resources and keep accurate records of financial transactions (if applicable)
- communication skills, eg.
 - to facilitate effective two-way communication with other members of the school- or wider-community, external organisations/businesses, industry/community mentors
 - to clarify and confirm team and own responsibilities/tasks
 - to ask for help, advice or guidance as needed
- technology skills, eg.
 - to use IT to access and obtain information about enterprise education
 - to use project resource materials and/or equipment in accordance with fundamental safety practices
 - to select and use appropriate multi-media communication tool(s) to prepare and present final report
- evaluation skills, eg.
 - to assess/evaluate the feasibility of possibilities/ideas generated for an enterprise project
 - to monitor the progress of project activities
 - to evaluate project outcomes
- problem-solving skills, eg.
 - to solve simple, routine problems that may occur in the planning and implementation phases of the product, service or activity
- team work skills, eg.
 - to work effectively with others to achieve a successful project outcome

Employability Skills

Applying an enterprising approach in a team project provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes employers consider essential for **gaining employment** and **participating effectively in the workplace**.

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
 - using active listening and questioning techniques to:
 - facilitate effective two-way communication with industry/community mentors and teacher/tutors and other team members
 - clarify and confirm own responsibilities and tasks to be undertaken
 - using congruent verbal and non-verbal cues to indicate active listening and understanding in face-to-face interactions
 - listening to the ideas of industry/community mentors, teachers/tutors, team members and peers in networks with an open mind
- speaking clearly and directly, eg.
 - organising and communicating ideas and information clearly and concisely using appropriate language, volume, tone and pace, in interactions with relevant persons and when presenting the final report
- writing to the needs of the audience, eg.
 - preparing project documentation (proposal, action plan, final report and presentation) in the specified format, organising and communicating ideas and information in appropriate language and style, and ensuring content includes all necessary information
 - checking, editing and revising documents for accuracy of information, grammar, spelling and punctuation, and making necessary changes
- negotiating responsively, eg.
 - negotiating timelines, roles and responsibilities with industry/community mentors, teachers/tutors and other team members
- reading independently, eg.
 - locating, understanding and using information about enterprise education and applying to the project process
- empathising, eg.
 - using non-discriminatory language in all interactions with team members and other persons (eg. industry/community mentors, customers or clients of the product, service or activity) demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.)
- using numeracy effectively, eg.
 - estimating time and quantities of material resources required
 - costing resources
 - applying knowledge of basic financial management processes to prepare and manage project budget (develop budget, record transactions, maintain records)
 - monitoring timelines when undertaking tasks to ensure own task is completed on time to meet inter-related operating processes and timelines for the overall team activity to be completed within given timeframe

- understanding the needs of internal and external customers, eg.
 - basing the project on identified 'client/customer' (eg. school, community, or industry) needs for a product, service or activity
 - producing the product, service or activity to meet the needs of 'client/customer'
 - clarifying and confirming requirements of own activity/task with other team members and completing task to contribute to the team's success in producing the required product, service or activity to 'client/customer's' satisfaction
- being assertive, eg.
 - asking directly and openly in an appropriate manner for clarification if meaning of information, own role and responsibilities in contributing to project activities is not understood and ensuring that own understanding is correct to make an effective contribution to all phases of the project
 - using assertiveness skills to communicate own point clearly and positively (ie. in a non-threatening manner)
- sharing information, eg.
 - reporting on and/or discussing ideas and information with others about the project overall and responsibilities and tasks to ensure successful outcomes for all phases of the team enterprise from conceptualisation to evaluation and presentation of final report
 - participating in meetings with community/industry mentors, teachers/tutors and the team to share information, knowledge and experiences as part of monitoring the progress of the project and to make any adjustments to operating procedures
 - participating in de-briefing sessions to share information, knowledge, experiences and insights gained

Teamwork

- working with people of different ages, gender, race, religion or political persuasion, eg.
 - working harmoniously and communicating/interacting with all people associated with the project in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others
- working as an individual and as a member of a team, eg.
 - taking responsibility for own work, working conscientiously and completing work on time and to quality standards
 - working cooperatively and productively with other team members throughout all phases and activities of the project
 - seeking help and advice when needed and offering assistance to support other team members when required
- knowing how to define role as part of the team, eg.
 - understanding the nature and purpose of the overall project and participating in the identification of roles and responsibilities (activities/tasks) of the team as a whole
 - understanding the interrelated and interdependent nature of:
 - the roles and responsibilities (activities/tasks) of the team as a whole required to successfully complete each stage of the project
 - own role and responsibility in contributing to the successful completion of each stage of the project
 - identifying, clarifying and confirming understanding of own role/responsibilities (details of activity/task including timelines, resources required, etc.) to ensure effective contribution is made to the team's successful completion of each stage of the project
- identifying the strengths of the team members, eg.
 - allocating roles and responsibilities (activities/tasks) based on knowledge of known individual team members' abilities to complete task requirements (personal profiling undertaken in GENPCD101B could assist in this task)

- gaining further insights into individual strengths through monitoring the progress of the project, review and debriefing processes
- coaching and mentoring skills including giving feedback, eg.
 - sharing knowledge and expertise to show/help other team members undertake specific task
 - providing feedback in a constructive and considerate manner to team members when required and when appropriate

Problem solving

- developing creative, innovative solutions, eg.
 - generating, identifying and assessing opportunities with others to provide a new product, service or activity
 - identifying ways to improve existing products, services or activities
 - considering ways of applying new ideas and technologies using idea generation techniques (eg. lateral thinking, brainstorming, ‘what-iffing’)
- developing practical solutions, eg.
 - identifying perceived difficulties or constraints to achieving team project goals and objectives and suggesting possible strategies to resolve issues/dilemmas
- showing independence and initiative in identifying problems and solving them, eg.
 - identifying any difficulties or constraints that hinder the completion of own or team activity/task
 - seeking advice from industry/community personnel, teacher/tutor, other team members
 - determining appropriate action to take to rectify the problem to continue with the activity/task
- solving problems in teams, eg.
 - working cooperatively with others to assess situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution
 - using a consensus approach to decision making and supporting the team’s decision
- using mathematics including budgeting and financial management to solve problems, eg.
 - estimating project costs (including quantities/cost of resources) as part of determining if the project is feasible
 - working within the approved budget by re-allocating funds should a ‘short-fall’ arise due to an emergent issue (eg. shortage of a particular resource)

Initiative and enterprise

- adapting to new situations, eg.
 - considering other ideas and being open to make changes to the original idea
 - modifying ideas to make improvements or develop idea(s) based on feedback received from industry/community mentors, other team members, teachers/tutors
 - being flexible by working on a variety of tasks or working individually, in pairs, or as a team
- being creative, eg.
 - using creative thinking techniques (eg. brainstorming, what-iffing) to identify possibilities/ideas for a new or refined product, service or activity
- identifying opportunities not obvious to others, eg.
 - generating new ideas or solutions or uses for old ideas (eg. product/service/activity) and improving (eg. by value adding)
- translating ideas into action, eg.
 - planning and organising steps to be undertaken to develop the idea
 - developing project proposal and action plan

- initiating innovative solutions, eg.
 - implementing the project and monitoring and reviewing own and team performance
 - making any adjustments required to own or team activities/tasks/timelines to achieve project goals if required

Planning and organising

- managing time and priorities – setting timelines, coordinating tasks for self, eg.
 - identifying and planning/organising a logical sequence of own and team activities/tasks and the resources and timelines required to meet identified project goals and achieve a successful outcome
 - organising own task in terms of overall requirements, steps to take, resources needed and timeline for completion
 - gathering required resources to undertake task
 - following instructions to perform task efficiently to avoid having to repeat the task
 - monitoring own performance to ensure task is completed on time and to specified requirements
- being resourceful, eg.
 - organising and using project material resources, including time, efficiently to minimise waste, avoid repetition and/or delay to produce cost-effective product, service or activity
- taking initiative and making decisions, eg.
 - responding to emergent problems or constraints, considering alternatives and making decision as to how to modify activity/task or method of operation to ensure activity/task proceeds
- establishing clear project goals and deliverables, eg.
 - defining project goals and outcomes in project proposal and action plan
 - clarifying and confirming with industry/community mentors and/or teachers/tutors that overall project goals and objectives as outlined in the project's proposal and action plan will deliver the required product, service or activity to meet 'client/customers' needs/satisfaction
- allocating people and other resources to tasks, eg.
 - identifying most suitable team members to undertake roles and responsibilities and allocating members to specific activity/task
 - allocating resources to specific activity/task/individual
- planning the use of resources including time management, eg.
 - identifying (with industry/community mentors, teachers/tutors, other team members) resource requirements (materials, equipment, tools, time) for specific project activities/tasks
 - identifying, clarifying and confirming (with industry/community mentors, teachers/tutors, other team members) methods for using (way to use and/or how to use) resources, including time, effectively and efficiently to eliminate waste, avoid repetition, delay or damaging resources in order to develop and/or deliver a cost-effective product or service
- participating in continuous improvement and planning processes, eg.
 - using advice and feedback (from industry/community mentor, teacher/tutor, other team members) to improve:
 - own and team performance
 - the standard/quality of the product, service or activity being produced
 - own knowledge and skills about being enterprising; planning, organising and undertaking tasks; working effectively as a member of a team
- developing a vision and proactive plan to accompany it, eg.
 - identifying a project and developing the proposal and action plan to undertake the individual or team enterprise

- collecting, analysing and organising information, eg.
 - locating and gathering information on enterprise education
 - using the information to expand or confirm ideas in identifying an appropriate idea for a project
 - collecting, analysing and organising evaluative data on project (including external stakeholders in industry/community/school) to prepare and present final report on individual or team enterprise
- understanding basic business systems and their relationships, eg.
 - developing an understanding of basic business functions particularly if the project is a simulated enterprise, such as Australian Business Week Enterprise Education, Australian Network of Practice Firms, Young Achievement Australia

Self-management

- evaluating and monitoring own performance, eg.
 - reviewing and reflecting on own performance identifying strengths and areas for improvement
 - incorporating both positive and negative feedback from industry/community mentors, teachers/tutors and other team members to improve own performance
- having knowledge and confidence in own ideas and vision, eg.
 - developing confidence in own ability to be enterprising, plan and organise tasks, evaluate own performance, and organise and communicate ideas and information in an appropriate format to meet audience requirements
- articulating own ideas and vision, eg.
 - expressing clearly and concisely, in writing, the information required in project documentation (proposal, action plan, final report and project presentation)
 - expressing oneself clearly, concisely and confidently when:
 - discussing pertinent aspects of the project with industry/community mentors, teachers/tutors and other team members
 - presenting the report on the project to a wider audience
- taking responsibility, eg.
 - acknowledging and accepting responsibility for:
 - contributing to the overall success of the project
 - completing own activity/task to required standards and within given timeframe

Learning

- managing own learning, eg.
 - using project to develop knowledge and skills that are applicable/required in the workplace:
 - working cooperatively and productively with others
 - planning, organising and completing own or team activity/task to meet specified requirements
 - exercising personal initiative and applying enterprising attributes within defined project parameters
 - evaluating own performance (with industry/community mentors, teachers/tutors and other team members) to identify strengths and areas for improvement
 - using feedback and advice from others to improve own performance
- contributing to the learning community in the workplace, eg.
 - participating in and sharing information in team meetings and/or meetings with community/industry mentors, teachers/tutors
 - helping others to undertake tasks when required

- using a range of mediums to learn – mentoring, peer support and networking, IT, courses, eg.
 - learning from industry/community mentors, teachers/tutors and other team members basic knowledge and skills to identify, plan and organise, implement and report on an individual or team enterprise
 - using networking opportunities to learn from mentors and peers in simulated enterprises, such as Australian Business Week Enterprise Education, Australian Network of Practice Firms, Young Achievement Australia
 - using IT to:
 - obtain information about enterprise education to apply to a team enterprise
 - conduct team enterprise (eg. Australian Network of Practice Firms)
 - network with mentors and peers
- applying learning to 'technical' issues (eg. learning about 'products') and 'people' issues (eg. interpersonal and cultural aspects of work), eg.
 - learning essential knowledge and skills about how to develop positive working relationships with all people involved in a team by:
 - communicating in a professional and courteous manner in all interactions to facilitate positive working relationships with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
 - working cooperatively and productively with others
- having enthusiasm for ongoing learning, eg.
 - seeing values and benefits (the 'why') of developing knowledge and skills in enterprising behaviours (and attitudes), working with others, planning, organising, implementing, evaluating and reporting on an individual or team enterprise as part of preparing self for the workplace
- being willing to learn in any setting – on and off the job, eg.
 - recognising the importance of acquiring knowledge and skills in enterprising behaviours (and attitudes), working with others, planning, organising, implementing, evaluating and reporting on an individual or team enterprise as part of preparing self for the workplace
 - using individual or team enterprise to develop knowledge, skills, behaviours and attitudes that have transferability/applicability in a workplace environment
- being open to new ideas and techniques, eg.
 - being willing to listen to and consider ideas presented by industry/community mentor, teacher/tutor, peers in networks and other team members
 - being receptive to learning about and applying appropriate methods for planning, organising, implementing, evaluating and reporting on individual or team enterprise
- being prepared to invest time and effort in learning new skills, eg.
 - putting in the effort to learn knowledge and skills in enterprising behaviours (and attitudes), working with others, planning, organising, implementing, evaluating and reporting on an individual or team enterprise as part of preparing self for the workplace
- acknowledging the need to learn in order to accommodate change, eg.
 - understanding that there is the need to engage in on-going learning to acquire essential personal (eg. being enterprising, getting along with others) and workplace knowledge and skills (eg. planning, organising and completing tasks, working cooperatively and productively with others) to become 'employment ready' and to remain employed (ie. learning new or upgrading skills and knowledge)

Technology

- having a range of basic IT skills, eg.
 - using IT to:
 - locate and obtain information pertaining to enterprise education and enterprise projects
 - prepare project proposal, action plan, financial records, final report and presentation

- conduct individual or team enterprise (eg. Australian Network of Practice Firms)
- network with mentors and peers
- applying IT as a management tool, eg.
 - using a project management software program to facilitate project planning, monitoring and reporting
 - establishing and maintaining financial records
- using IT to organise data, eg.
 - producing project proposal, action plan, financial records, final report and presentation
- having the OHS knowledge to apply technology, eg.
 - using equipment, tools, machinery, etc, safely and competently in accordance with prescribed workplace health and safety procedures and practices
 - keeping work area tidy to avoid hazardous situations

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- loyalty, eg.
 - demonstrating loyalty by ‘staying with’ the project until it is completed and showing trust in and respect for community/industry mentors, teachers/tutor and other team members
- commitment, eg.
 - fulfilling responsibilities to ensure the individual or team project achieves the identified outcomes:
 - persevering with individual and/or team activities/tasks until completed to achieve a successful outcome
 - contributing to all phases of a team project
- honesty and integrity, eg.
 - honoring one’s responsibility to make a positive contribution to the enterprise by working to the best of one’s ability in all phases of the project to achieve a successful outcome
- enthusiasm, eg.
 - being energetic, positive and self-motivated to learn about and gain practical experience in skills valued highly in the workplace: being enterprising, working effectively with others, planning and organising tasks, persevering until task is completed and/or project completed, etc.
- reliability, eg.
 - building a reputation for being dependable by:
 - being punctual in attending meetings, starting work on individual or team activities/tasks
 - completing individual tasks to the best of one’s ability
 - working cooperatively with others to complete project activities/tasks to achieve a successful outcome
- personal presentation, eg.
 - presenting a confident personal image through high standards of personal hygiene, dress, grooming and deportment and using effective communication skills in face-to-face interactions/meetings with industry/community mentors and when presenting the project final report to a live audience
 - meeting OHS standards in terms of wearing personal protective clothing, maintaining hygiene standards if preparing food
- common sense, eg.
 - avoiding risk-taking behaviour which could jeopardise own safety and that of others
 - ensuring understanding of allocated task by clarifying and confirming requirements before beginning and then following through on the instructions

- asking for help and guidance when unsure of what method to use or unable to complete a task
- positive self-esteem, eg.
 - having confidence in own ability to learn, grow and achieve
 - reflecting positive self-worth through:
 - being willing to express own ideas and opinions and share information with industry/community mentors, teachers/tutor and team members
 - taking pride in work being done
 - accepting and acting on feedback and advice from others in order to improve enterprising capabilities, working with others, planning and organisation skills, etc.
- a sense of humour, eg.
 - taking one's task seriously, but not taking oneself too seriously
 - ability to maintain sense of humour in adversity
- an ability to deal with pressure, eg.
 - staying calm in adverse situations
 - remaining positive, maintaining focus, energy and persistence to achieve required outcome
 - seeking help or giving assistance to complete urgent tasks
- motivation, eg.
 - being willing to learn new knowledge and skills required to participate in an enterprise project
 - utilising feedback and advice to improve own performance and/or team enterprise
- adaptability, eg.
 - displaying flexibility through willingness to:
 - work independently or as part of team
 - undertake new or different roles and responsibilities (activities/tasks)

CONTEXTS AND METHODS OF ASSESSMENT

Competence is to be demonstrated off-the-job.

Evidence will need to be collected throughout all phases of the mini-enterprise project to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:

- project documentation (proposal, action plan, etc.)
- demonstration
- observation
- oral questioning
- oral presentation

Products and processes that could be used as evidence

Products

- project proposal
- project action plan
- project product, service or activity
- project final report
- project presentation

Processes

- how the nature of the project was determined
 - generation of ideas/possibilities
 - evaluation of ideas
 - agreement on idea for the project
- how the project proposal was developed collaboratively with community/industry mentors, teachers/tutor and/or team members
- how planning and preparation for the commencement of the project was undertaken with community/industry mentors, teachers/tutor and/or team members
- how the implementation and monitoring of the progress of the project was undertaken with community/industry mentors, teachers/tutor and/or team members
- how the project was evaluated through review, reflection and debriefing with community/industry mentors, teachers/tutor and/or team members to identify:
 - achievements
 - difficulties encountered and solutions generated
 - skills gained (technical, personal and interpersonal)
- how the project final report was developed collaboratively with community/industry mentors, teachers/tutor and/or team members
- how the final report was presented individually or collaboratively with other team members to the audience

Resource implications

Access to appropriate resources needed to apply an enterprising approach in an approved project is required. Resources may include:

- print and electronic information sources about enterprise education and enterprise projects
 - appropriate persons (eg. community or industry mentor) to seek advice/feedback about the appropriateness/feasibility of the project and planning, managing, monitoring, evaluating and reporting on the project
 - relevant technology to:
 - access and explore electronic information about enterprise education and enterprise projects
 - develop project proposal, action plan, financial records, formal report and final presentation
 - resources (eg. materials, equipment, financial) required for the undertaking of the project
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CODE	GENIEW201B:
UNIT TITLE	Interact effectively in the workplace

DESCRIPTION	This unit covers the skills and knowledge required to use appropriate communication and interpersonal skills for effective interaction with all people in the workplace – management, co-workers, customers or clients.
APPLICATION	Interacting effectively in the workplace requires the ability to: <ul style="list-style-type: none"> ▪ use appropriate standards of communication in the workplace when conversing face-to-face, via telephone or in writing ▪ maintain productive working relations with all people in the workplace by effectively handling difficult situations which may arise ▪ use basic communication skills effectively to facilitate positive interactions with management, co-workers and customers or clients
EMPLOYABILITY SKILLS	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.
RELATED UNITS	This unit is related to: <ul style="list-style-type: none"> ▪ <i>GENENP201B: Demonstrate an enterprising approach in an approved project</i> ▪ <i>GENIWR201B: Demonstrate knowledge of workplace relations</i> ▪ <i>GENOHS201B: Work safely according to OHS principles and procedures</i> ▪ <i>GENPAS201B: Project workplace behaviour and image</i> ▪ <i>GENPMG201B: Manage personal work performance</i> ▪ <i>GENTEM201A: Work effectively in a team</i> ▪ <i>GENSWL201B: Participate in structured workplace learning 2.</i>
SPECIAL NOTE	Relationship to <i>GENSWL201B: Participate in structured workplace learning 2:</i> <ul style="list-style-type: none"> ▪ It is recommended that the following elements of competency be undertaken prior to structured workplace learning to prepare learners for participation in a workplace environment: <ul style="list-style-type: none"> ▫ <u>GENIEW201B/01: Identify industry standards for workplace communication</u> ▫ <u>GENIEW201B/02: Identify skills to cope with difficult situations in the workplace</u> ▪ The following element of competency must be assessed in a real or simulated work environment and, therefore, could be assessed as part of <i>GENSWL201B: Participate in structured workplace learning 2:</i> <ul style="list-style-type: none"> ▫ <u>GENIEW201B/03: Interact effectively in the workplace</u>

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
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Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENIEW201B/01	<p>Identify industry standards for workplace communication</p> <p>1.1 Identify <i>modes of communication</i> in the workplace.</p> <p>1.2 Identify <i>basic communication skills</i> to enhance communication with management, co-workers and customers/clients.</p> <p>1.3 Identify <i>interpersonal communication standards</i> expected in the workplace.</p>
GENIEW201B/02	<p>Identify skills to cope with difficult situations in the workplace</p> <p>2.1 Identify <i>types of difficult situations</i> that may occur in the workplace.</p> <p>2.2 Identify <i>strategies</i> for appropriate handling of difficulties without effecting productivity of the workplace.</p>
GENIEW201B/03	<p>Interact effectively in the workplace</p> <p>3.1 Apply effective communication skills in interactions with management, co-workers, customers or clients.</p> <p>3.2 Maintain productive working relationships with management, co-workers, customers or clients.</p>

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Modes of communication must include:

- face-to-face
- telephone
- written (eg. time sheets, leave forms, OHS reporting forms, orders, faxes, emails, letters)

Communication skills must include:

1. speaking clearly and confidently in face-to-face and telephone communications

- *think before speaking*
 - think through what needs to be said
 - organise thoughts 'on paper' before meeting (ie. jot down the key points to refer to)
- use language listeners understand
 - *avoid the use of technical words or jargon ('technical-speak' or 'industry-speak')* when speaking with others not in the same line of work
 - *if technical words or jargon are essential, then make sure their meaning is explained*
- *speak concisely*
 - 'get to the point' and don't ramble on
 - *by getting to the point, listeners stayed 'tuned-in'*
- *speak clearly*
 - speak at a comfortable volume (not too soft or too loud)
 - speaking too softly, or mumbling, can make listening too hard, so listeners 'tune out'
 - speaking too loudly can irritate listeners who may feel they are being bombarded with words and they 'tune out'
 - speak at a steady pace (not too fast or too slow)
 - speaking too quickly can make it hard for listeners to keep up with what is being said so they 'tune out'
- use a tone of voice that matches or reinforces the meaning of words (eg. use an enthusiastic tone of voice if you're saying that you're enthusiastic)
 - match the tone of voice and words to make it easier for listeners to grasp the meaning of what is being said
 - a mis-match between tone of voice and words sends the listener a confusing or mixed-message (eg. using a flat tone of voice when saying you are enthusiastic)

2. listening attentively in face-to-face and telephone communications

- give speaker 100% attention
 - stop whatever work is being done
 - do not interrupt
- use verbal cues to indicate attention and understanding, eg.
 - *Yes, I understand.*
 - *I see.*
 - *That's a good point.*

- use active listening/questioning techniques, eg.
 - ask for clarification if meaning is not understood/clear, eg.
 - *I'm not quite sure what you mean by ... Would you explain that point to me, please.*
 - *I didn't understand what you said about ... Would you repeat that, please.*
 - check for understanding at end by paraphrasing or summarising key points, eg.
 - *Let me check if I've got that right. First, I have to ...*
 - *Let me check to see if I got the whole message. ...*
 - *If I understand you correctly, you want me to ...*
 - *So what you want me to do is ...*
- take notes, if appropriate, of key points
- keep an open mind (ie. do not allow personal opinions, beliefs and values to 'get in the way' of listening to *all* that the other person has to say)

3. using body language cues in face-to-face interactions

- body language cues relate to:
 - eyes ⇒ eye contact
 - face ⇒ facial expressions
 - gestures ⇒ made using hands, head, shoulders
 - arms and legs ⇒ open or closed posture
 - body position ⇒ front-on, sideways
 - personal space between people ⇒ respecting personal space

Note:

Learners need to be aware of, and sensitive to, what is considered appropriate body language for people from different cultures.

- general principles:
 - use body language that matches what is being said
 - *when listeners can match what they 'hear' (words and tone of voice) with what they 'see' (body language), they consider the message credible (ie. what you say, is what you really mean)*
 - *when body language and words do not match, it undermines the credibility of what is being said as listeners receive a mixed message, ie. you're saying one thing, but your body language is 'saying' something else*
 - use 'open' body language
 - *when body language is open (eg. looking at listener and arms are by the side), it signals to other people that you are open to communicating with them (ie. you're willing to discuss an issue or an idea, share information, tell them what you think, etc.)*
 - *when body language is closed (eg. not looking at person and arms are crossed), it creates barriers that prevent open and frank discussion*
- effective or positive body language to facilitate two-way communication
 - position body to face other person
 - look at the other person
 - when speaking:
 - match facial expression to words and tone of voice
 - use hand, head and shoulder gestures that are 'open' and that match words and tone of voice
 - when listening use appropriate facial expression and gestures to show that attention is being paid and what is being said is understood
 - use open posture (eg. not crossing arms or legs to present a barrier)
 - respect the personal space of the other person so that they 'feel' comfortable when speaking with you

4. using assertiveness skills to communicate in a professional manner

- know the difference among assertive, aggressive and passive behaviours and communication
 - assertive behaviour and communication:
 - assertive people do
 - ask for what they want
 - directly and openly
 - in an appropriate manner
 - ask confidently without undue anxiety
 - assertive people don't
 - violate other people's rights
 - expect other people to magically know what they want
 - freeze up with anxiety
 - assertive people
 - know how to say 'no' to people who demand their time
 - know how to ask for help and guidance
 - have the confidence to ask questions when something is not understood
 - aggressive behaviour and communication:
 - aggressive people do
 - try to get what they want
 - in any way that works
 - often give rise to bad feelings in others
 - threaten, cajole, manipulate, be sarcastic, fight
 - aggressive people don't
 - respect that other people have a right to get their needs met
 - look for situations in which both people/everyone might be able to get what they want (win-win)
 - passive behaviour and communication:
 - passive people do
 - hope they will get what they want
 - sit on their feelings
 - rely on others to guess what they want
 - passive people don't
 - ask for what they want
 - express their feelings
 - usually get what they want
 - upset anyone
 - get noticed
- skills to assert oneself when communicating in the workplace include:
 - know what you want to say
 - say it and be specific
 - maintain eye contact
 - use open body language
 - do not laugh nervously
 - do not whine or be sarcastic

5. writing in appropriate format and style for purpose, situation and audience

- ensure handwritten communications are legible (eg. time sheets, orders, forms)
- ensure all sections of 'standard' forms are completed and the required information given (eg. OHS incident reports, leave forms, timesheets)
- use organisation's conventions for the setting out of 'formal' documents – letters, faxes, etc.

- ensure the writing process is followed if job role requires preparation of written correspondence:
 - prepare a draft copy for checking and approval by supervisor or relevant person
 - make any necessary corrections and re-check for any errors before getting final approval or signature
 - use language that is clear and concise
 - ensure spelling, grammar, punctuation are correct – check completed work (do not rely on a spell-checker for electronic communications, but use one)
 - keep a dictionary, spelling and grammar guide at hand

Interpersonal communication standards must include:

- all communication is non-discriminatory
- all communication is conducted in a courteous manner appropriate to position in the organisation, age and cultural differences
- standards of decorum, good manners and social behaviour are maintained
 - appropriate form of address (eg. Mr/Mrs/Ms/Miss) is used unless requested to use given name
 - polite conventions in conversations are observed (eg. no offensive language, jokes in poor taste)
- client confidentiality is maintained
- information about personnel or business matters is not disclosed, eg.
 - personal details of people who work for the organisation (eg. home phone number, address)
 - names and information about other clients
 - financial information
- appropriate communication channels are used (eg. report to supervisor and do not go to the employer, report to WHS representative)
- professional manner/attitude is projected when making or receiving telephone calls and relevant workplace policies and procedures are complied with:
 - for in-coming calls:
 - calls are answered promptly
 - give name or use organisation's greeting
 - identify and note:
 - caller's name, organisation, contact details, date and time of call
 - purpose of call
 - assist caller if able to address the caller's needs or take appropriate action, eg.
 - transfer call to the appropriate person/location
 - pass the message on to the relevant person as required (eg. forward message by email or leave written message in designated place such as on person's or secretary's desk, message spike, in-tray, pigeon hole)
 - when making calls state your name, organisation and reason for calling or person to whom you wish to speak

Types of difficult situations must include but not be limited to:

- receiving negative feedback from management about some aspect of personal work performance, eg.
 - not meeting 'performance' criteria
 - inappropriate attitude in interactions with management, co-workers and/or customers/clients

- lack of compliance with workplace schedules, eg. not punctual in starting work, finishing/leaving early, late returning from lunch break
- personal presentation/hygiene standards, eg. not complying with dress standards, inadequate attention to personal hygiene
- experiencing difficulty in getting own work done, eg.
 - interruptions making it difficult to maintain commitment to task, eg. talkative co-worker
 - lack of knowledge to complete a task
 - unsure how to do a task
 - come across a problem that is preventing you from completing the task
 - have made a mistake
- experiencing difficulty in getting along with a co-worker
- handling customer/client complaint
- dealing with an irate or difficult customer/client

Strategies may include but not be limited to:

- receiving negative feedback from management about some aspect of work performance
 - in general, instead of thinking that you are receiving negative feedback, remind yourself that you are receiving constructive advice – advice that will help you to ‘fine tune’ your skills, behaviour or attitude that can only enhance your professional image
 - in particular:
 - do not take the feedback ‘personally’: it is not your ‘person’ that is being criticised, it is your performance on-the-job
 - keep an open mind: listen to what the person has to say and what it is about your performance that is being criticised, ie. what you could do ‘better’
 - act on the feedback: let the person know that you will follow through, or act, on the advice
- experiencing difficulty in getting work done
 - to deal with unnecessary interruptions tell the person that you have a task to complete and cannot talk at the moment but you can talk at lunch time or after work
 - to deal with an additional workload:
 - if appropriate (ie. a co-worker is asking), explain to the person that you have other work that must be completed and that you are unable to do the work
 - when necessary (ie. a supervisor is asking), explain that you have other work that must be completed by a given time so:
 - you will do the task as soon as you are finished and that you are unable to do the work, or
 - could the supervisor help you to prioritise the tasks
 - to be able to complete a task but are unsure what to do, experience a problem, or have made a mistake go immediately to supervisor or experienced co-worker and:
 - ask for advice or assistance
 - discuss how the problem can be resolved
 - keep in mind that:
 - you are not expected to know everything
 - you are part of a team in the workplace and are expected to ask for advice or assistance when needed
 - your employer, supervisor and co-workers would rather you ask for advice or assistance before a problem becomes a ‘bigger’ problem
 - others will not think that you do not have the ability to do the job just because you ask for help but will respect you for wanting to do your job competently

- experiencing difficulty in getting along with a co-worker, eg.
 - focus on the 'problem' (eg. behaviour or attitude) and not the person
 - critically evaluate own behaviour and attitude to identify if you have contributed to the other person's behaviour and attitude towards you
 - if you recognise that your behaviour or attitude caused offence, apologise to the person
 - if you honestly believe that you are not the cause of the problem (ie. you have observed that other co-workers are experiencing the same level of difficulty in interactions with the person), discuss your concerns with a trusted senior co-worker who may be able to identify the reason for the other person's behaviour (eg. physical illness) and ask for advice in how best to continue to work productively with the person
 - if you consider that the other person's behaviour or attitude towards you is unreasonable or inappropriate (ie. you have observed that other co-workers are not experiencing the same level of difficulty), then speak with a senior staff member and ask for assistance in resolving the difficulty
 - if you consider that it is appropriate for you to address the difficulty (eg. the other person is the same age and works at the same level of responsibility),
 - address concerns early before they grow
 - be open and honest with oneself and others about concerns
 - listen to and objectively evaluate other's viewpoint
 - be prepared to accept and admit part of the blame
 - be prepared to change own viewpoint or practices
 - do not carry grudges
 - do not personalise the cause
 - handling customer/client complaint
 - stay calm and polite and convey a positive helpful attitude
 - follow workplace policies and procedures for dealing with customer/client complaint, eg.
 - establish and confirm the nature of the complaint with the customer/client using active listening/questioning techniques
 - take appropriate action to resolve complaint to customer's/client's satisfaction, if within established level of responsibility
 - if unable to resolve complaint or it is not within level of responsibility, refer the complaint promptly to delegated person (eg. more senior staff member, supervisor, or manager)
 - dealing with an irate or difficult customer/client
 - stay calm and polite
 - follow workplace procedures to seek immediate assistance from delegated person (eg. more senior staff member, supervisor, or manager) to deal with the customer or client
-

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:

- use standards of communication expected in the workplace when interacting with others face-to-face or via telephone and when completing workplace documents in writing
- maintain productive working relationships by effectively handling difficult situations, should they arise
- contribute to productive working relationships with all people in the workplace through using effective communication and interpersonal skills in all interactions with management, co-workers, customers or clients.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:

- modes of interactions that occur in the workplace
 - face-to-face
 - telephone
 - written
- basic communication skills to facilitate effective two-way communication
 - verbal communication skills: effective speaking skills and attentive listening skills
 - non-verbal communication skills: use of body language cues
 - written communication skills for both formal and informal communications
- interpersonal communication standards expected of employees in all interactions in the workplace
 - non-discriminatory communication
 - appropriate standards of decorum, good manners and social behaviour
 - appropriate level of formality for interactions with management, co-workers, customers or clients
 - client and 'business' confidentiality requirements
 - communication channels in a workplace
 - telephone communication standards in accordance with workplace policies and procedures
- the difference among assertive, aggressive and passive behaviours and communication
- assertiveness skills that enhance productive and harmonious working relationships
- types of difficult situations that may occur in the workplace with management, co-workers, customers or clients:
- possible resolution strategies to ensure that productive working relationships are maintained when:

- receiving negative feedback from management about personal work performance
- experiencing difficulty in getting own work done
- experiencing difficulty in getting along with a co-worker
- handling a complaint from a customer/client
- dealing with an irate or difficult customer/client
- workplace policies and procedures relating to:
 - communication protocols
 - telephone protocols
 - correspondence format
 - handling difficult or conflict situations

Specific skill requirements

Look for evidence of the learner's skills and ability to:

- use verbal and non-verbal communication skills to interact effectively in the workplace in face-to-face situations and on the telephone
- meet written communication standards for both informal and formal documentation
- use appropriate interpersonal standards when communicating and interacting with management, co-workers, customers or clients
- use appropriate assertiveness skills when communicating and interacting with others in the workplace
- maintain productive working relationships with all people in the workplace through the use of appropriate strategies when confronted with difficult situations, should the need arise
- establish and maintain positive working relationships with all people in the workplace by:
 - communicating and interacting effectively
 - working co-operatively, productively and harmoniously

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to interact effectively in the workplace.

Underpinning knowledge

Underpinning knowledge required by the learner includes:

- principles of effective verbal and non-verbal communication
- basic conventions for written communication (eg. correct grammar, spelling and punctuation, legible handwriting, if applicable)
- social conventions used in interactions with others (eg. being polite, courteous, non-discriminatory)
- concepts of positive self-esteem and self-image
- ways in which self-esteem and self-image may influence the effectiveness of interpersonal skills
- principles of effective customer/client service

Underpinning skills

Underpinning skills required by the learner include:

- literacy skills, eg.
 - to read and understand:
 - information about communicating with others, effective interpersonal skills, handling difficult situations in the workplace
 - relevant workplace policies and procedures
 - to meet written standards of communication required for completion of standard workplace documentation

- communication skills, eg.
 - to facilitate effective two-way communication in interactions with management, co-workers, customers or clients
- teamwork skills, eg.
 - to work cooperatively, productively and harmoniously with others from a range of social, cultural, religious, and ethnic backgrounds and with a range of physical and intellectual impairments
- technology skills, eg.
 - to use IT to access and obtain information about workplace standards for communication, interpersonal skills and handling difficult situations
 - to prepare formal workplace documentation (eg. letters), if applicable to job role

Employability Skills

Interacting effectively in the workplace provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes employers consider essential for gaining employment and **participating effectively in the workplace**.

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
 - using active listening and questioning techniques to facilitate effective two-way communication in order to achieve effective and purposeful exchange of information:
 - in all interactions
 - when dealing with difficult situations, in particular
 - using congruent verbal and non-verbal cues to indicate active listening and understanding:
 - in face-to-face interactions
 - when dealing with difficult situations, in particular
 - listening to the advice and feedback from supervisor and experienced co-workers with an open mind
- speaking clearly and directly, eg.
 - organising and communicating ideas and information clearly and concisely, using appropriate language, volume, tone and pace, in all workplace interactions with management, co-workers, customers or clients
- writing to the needs of the audience, eg.
 - completing workplace documentation to meet required standards and functions (eg. letters, emails, telephone messages, timesheets, incident or accident reports)
- negotiating responsively, eg.
 - dealing with difficult issues, conflict or disagreements constructively to strive for a win-win outcome to avoid disruption to workplace outcomes, should the need arise
- reading independently, eg.
 - locating, understanding and applying information in workplace policies and procedures to performance on-the-job to meet standards relating to:
 - communication protocols, including telephone, email and fax communications
 - formal and informal workplace documentation and written correspondence
 - conflict resolution and handling of complaints

- empathising, eg.
 - using communication strategies that reflect sensitivity to individual, social and cultural diversity
 - understanding difficult situations from other person's point of view to seek a win-win outcome
- understanding the needs of internal and external customers, eg.
 - understanding employer expectations of employees to use effective two-way communication skills and comply with workplace communication standards to:
 - develop effective working relationships with others
 - identify accurately and politely customer or client request, need or issue to provide the required service or appropriate response (eg. refer to designated person)
- being assertive, eg.
 - using assertiveness skills to clarify and confirm information being exchanged as part of communicating in a professional manner in interactions with management, co-workers, customers or clients
- sharing information, eg.
 - participating in meetings to discuss issues, share information and ideas, and report on individual or team tasks

Teamwork

- working across different ages and irrespective of gender, race, religion or political persuasion, eg.
 - working harmoniously and communicating/interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others
- working as an individual and as a member of a team, eg.
 - taking responsibility for the effectiveness of own communication/interaction with others
 - using two way communication skills and following workplace communication standards and protocols to develop and manage co-operative and productive working relationships with others
- coaching and mentoring skills including giving feedback, eg.
 - providing feedback in a constructive and considerate manner to others in a team environment when required and when appropriate

Problem solving

- showing independence and initiative in identifying problems and solving them, eg.
 - identifying any difficulties or constraints that hinder effective communication/interaction with others and taking appropriate action to rectify the problem (within scope of responsibilities and level of competency)
 - identifying nature of customer/client complaint and taking appropriate action to resolve the matter (within scope of responsibilities and level of competency) or referring the complaint promptly to designated person in accordance with workplace policies and procedures
- solving problems in teams, eg.
 - working cooperatively with others in a team environment to assess difficult situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution

Initiative and enterprise

- adapting to new situations, eg.
 - understanding and operating effectively within structure and culture of the workplace

- using feedback from supervisor and relevant co-workers to enhance communication/interaction with others

Planning and organising

- participating in continuous improvement and planning processes, eg.
 - participating in workplace induction program
 - accepting and using constructive criticism to meet workplace communication standards
- collecting, analysing and organising information, eg.
 - locating, interpreting and applying information in workplace documents to meet workplace standards for communicating and interacting effectively with others
- understanding basic business systems and their relationship, eg.
 - learning about the specific organisation, business or enterprise: its mission, goals and products/services
 - identifying and using communication structures (eg. chain of command) in the organisation

Self-management

- evaluating and monitoring own performance, eg.
 - reviewing and reflecting on own ability to communicate/interact effectively with others, identifying strengths and areas for improvement
 - incorporating both positive and negative feedback to improve effectiveness of communication/interaction with others
- having knowledge and confidence in own ideas and vision, eg.
 - developing confidence in own ability to meet workplace communication standards and to apply effective communication and interpersonal skills to the development and management of harmonious and productive working relationships with management, co-workers, customers/clients
- articulating own ideas and vision, eg.
 - expressing own ideas and opinions clearly, concisely and in an appropriate manner in interactions with others and when resolving difficult issues
- taking responsibility, eg.
 - acknowledging and accepting own responsibility for:
 - complying with workplace communication standards
 - developing and maintaining positive working relationships with management, co-workers, customers or clients by communicating and behaving in a non-discriminatory manner, using communication protocols, courtesies and skills

Learning

- managing own learning, eg.
 - combining off-the-job learning with on-the-job experience to develop essential communication and interpersonal skills that employers require in the workplace
- contributing to the learning community at the workplace, eg.
 - working with co-workers to apply new skills and knowledge on-the-job
- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
 - using IT to obtain information about communication and interpersonal skills to inform preparation for the workplace
 - learning from teacher/tutor and peers engaged in part-time employment about communicating and interacting effectively with all people in the workplace

- observing and learning from supervisor and experienced co-workers on-the-job about interacting and communicating effectively with management, co-workers, customers and clients
- applying learning to 'technical' issues (eg. learning about 'products') and 'people' issues (eg. interpersonal and cultural aspects of work), eg.
 - applying appropriate standards of communication and interpersonal skills to the development of positive working relationships with management, co-workers, customers or clients
 - communicating in a professional and courteous manner in all interactions to facilitate positive working relationships with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
 - using two-way communication skills to ensure purposeful and accurate exchange of information
 - learning to handle difficult situations that may arise in the workplace in an appropriate manner
- having enthusiasm for ongoing learning, eg.
 - seeing values and benefits of using on-the-job experience to learn new or specific knowledge, skills, workplace procedures and practices to progress employment readiness
 - using satisfaction gained through seeing improvement in own level of ability to be an efficient and effective employee as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation
- being willing to learn in any setting – on and off the job, eg.
 - recognising the importance of acquiring pre-requisite knowledge and skills to interact effectively in the workplace prior to workplacement
 - utilising on-the-job experience to:
 - define and comply with workplace policies and procedures relating to workplace communication standards and protocols
 - learn new or specific application of knowledge, skills, behaviours and attitudes to develop productive working relationships using effective communication and interpersonal skills
- being open to new ideas and techniques, eg.
 - being receptive to learning and applying workplace policies, procedures and practices relating to communication standards and protocols
 - being willing to learn and apply new or different ways to communicate and interact effectively to develop and maintain productive working relationships with management, co-workers, customers or clients
- being prepared to invest time and effort in learning new skills, eg.
 - observing and listening to supervisor and experienced co-workers to learn effective ways of interacting and communicating with others
 - learning from experience/mistakes, accepting and using feedback to improve effectiveness of interpersonal and communication skills
- acknowledging the need to learn in order to accommodate change, eg.
 - being willing to learn new knowledge and skills on-the-job or adapt/modify knowledge and skills learned off-the-job to:
 - meet the specific communication requirements/standards of the workplace
 - improve ability to interact and communicate effectively with others to achieve workplace outcomes
 - recognising the need to engage in-ongoing learning to continue to develop knowledge and skills to gain employment and then to remain employed (ie. being prepared to learn new knowledge and skills throughout working life)

Technology

- having a range of basic IT skills, eg.
 - using IT to obtain information about communication and interpersonal skills and their application in a workplace environment
 - undertake tasks or elements of tasks (eg. preparing written documentation, sending emails, if applicable to job role and responsibilities)
- being willing to learn new IT skills, eg.
 - learning new computer-related skills to perform tasks or elements of tasks (if applicable to job role and responsibilities)
- having the OHS knowledge to apply technology, eg.
 - using equipment safely and competently in accordance with prescribed workplace health and safety procedures and practices
 - keeping work area tidy to avoid hazardous situations

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- loyalty, eg.
 - safeguarding the reputation or good name of the organisation, business or enterprise by acting professionally in all interactions (eg. not 'bad mouthing' the place of work especially to clients or customers, maintaining confidentiality about client details)
- commitment, eg.
 - fulfilling responsibilities as an employee by interacting and communicating with all people according to communication protocols and in a courteous, helpful and non-discriminatory manner
- honesty and integrity, eg.
 - honoring one's responsibility to interact and communicate with all people in a courteous, helpful and non-discriminatory manner
- enthusiasm, eg.
 - being energetic, positive and self-motivated towards work and job role/tasks undertaken
- reliability, eg.
 - building a reputation for being dependable by consistently complying with workplace communication policies and procedures and communicating effectively and interacting positively with management, co-workers, customers or clients
- personal presentation, eg.
 - presenting a confident personal and professional image by using communication protocols, courtesies and verbal and non-verbal skills to facilitate effective two-way communication and support positive working relationships
- common sense, eg.
 - referring customer/client complaints to designated person if unable to resolve the matter promptly and politely
 - asking for help and guidance when unsure of appropriate communication protocol to use in a specific situation
- positive self-esteem, eg.
 - having confidence in own ability to learn, grow and achieve
 - reflecting positive self-worth through:
 - interacting, communicating and working with others in a courteous, helpful and non-discriminatory manner
 - accepting and acting on feedback and advice to improve efficiency and effectiveness of communication and interactions with others

- a sense of humour, eg.
 - taking the task of communicating and interacting effectively seriously, but not taking oneself too seriously
 - ability to maintain sense of humour in adversity
- ability to deal with pressure, eg.
 - staying calm in adverse or difficult situations
 - seeking help to resolve or handle difficult situations, when appropriate
- motivation, eg.
 - complying with workplace policies, procedures and practices relating to communication standards and protocols
 - being willing to learn new knowledge and skills to:
 - communicate and interact appropriately to meet required workplace standards
 - foster positive working relationships through effective interaction and communication
 - utilising feedback and advice to improve capacity to communicate and interact effectively in all workplace situations
- adaptability, eg.
 - being open to new ideas and responding constructively to change
 - learning from mistakes and accepting feedback to improve performance efficiency and effectiveness

CONTEXTS AND METHODS OF ASSESSMENT

For the following elements, competence is to be demonstrated off-the-job:

- GENIEW201B/01: Identify industry standards for workplace communication
- GENIEW201B/02: Identify skills to cope with difficult situations in the workplace

For the element GENIEW201B/03: Interact effectively in the workplace competence is to be demonstrated either on-the-job under the typical range of workplace conditions or in a simulated work environment.

Assessing this element as part of *GENSWL201B: Participate in structured workplace learning 2* would provide the opportunity for the learner to gain competency and obtain feedback from a workplace supervisor.

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:

- relevant authenticated correspondence or reports from employers, supervisors or team leaders
- demonstration
- observation
- simulation
- oral questioning
- role play
- written material (eg. worksheets)

Products and processes that could be used as evidence

Products

- written responses provided on worksheets, from activities, completed project work
- portfolio of documentation about strategies for interacting effectively in the workplace:
 - identified through classroom activities (off-the-job)
 - collected during work experience (on-the-job)
- Student Log Book for *GENSWL201B: Participate in structured workplace learning 2*

Processes

- how pertinent sources of information were used to identify key information to develop knowledge and understanding of skills to communicate and interact effectively in the workplace and cope with difficult situations in the workplace should they arise
- how knowledge and understanding of expected communication and interpersonal standards and strategies for the handling of difficult situations informed preparation for interacting effectively when in the workplace
- how knowledge and understanding of skills for interacting effectively in the workplace were applied in communicating with all people in the workplace and in dealing with difficult situations in the workplace, if they arose

Resource implications

Access to appropriate resources needed to interact effectively in the workplace is required.

Resources may include:

- print and electronic information sources relating to communication and interpersonal skills and conflict resolution
 - relevant technology to access electronic sources of information
 - guest speaker(s)
 - real or simulated work environment
-

CODE	GENIWR201B:
UNIT TITLE	Demonstrate knowledge of workplace relations

DESCRIPTION	This unit covers the skills and knowledge required to develop, maintain and model positive workplace relationships through defining basic industrial/workplace relations matters that meet statutory and legislative requirements.
APPLICATION	<p>Demonstrate knowledge of workplace relations requires the ability to:</p> <ul style="list-style-type: none"> ▪ define the basic rights and responsibilities of employers and employees in any workplace ▪ define key industrial arrangements that exist within workplaces: <ul style="list-style-type: none"> ▫ employment remuneration and superannuation ▫ industrial instruments ▫ Training Contracts for apprentices and trainees ▫ workplace insurance, including Workers' Compensation ▪ define the rights and obligations of employers and employees under these industrial arrangements ▪ define the purpose, membership and services of industrial organisations <ul style="list-style-type: none"> ▫ unions of employees ▫ unions of employers ▪ define obligations of employers and employees under Equal Employment Opportunity, Anti-Discrimination and Workplace Health and Safety legislation to ensure a workplace that is free of unlawful discrimination, sexual harassment, vilification and workplace harassment ▪ demonstrate positive workplace relations in a work environment by complying with workplace procedures and procedures that relate to employee obligations ▪ prepare for future employment opportunities by identifying key information about employment terms and conditions that should be acquired by employees when starting a new job.
EMPLOYABILITY SKILLS	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.
RELATED UNITS	<p>This unit is related to:</p> <ul style="list-style-type: none"> ▪ <i>GENENP201B: Demonstrate an enterprising approach in an approved project</i> ▪ <i>GENIEW201B: Interact effectively in the workplace</i> ▪ <i>GENJAS201B: Develop job acquisition strategies</i> ▪ <i>GENOHS201B: Work safely according to OHS principles and procedures</i> ▪ <i>GENPAS201B: Project workplace behaviour and image</i> ▪ <i>GENPCD201B: Access employment and training options</i> ▪ <i>GENPMG201B: Manage personal work performance</i> ▪ <i>GENTEM201A: Work effectively in a team</i> ▪ <i>GENSWL201B: Participate in structured workplace learning 2.</i>

SPECIAL NOTE

Relationship to *GENSWL201B: Participate in structured workplace learning 2*:

- It is recommended that the following elements of competency be undertaken prior to structured workplace learning in preparation for learners' participation in a workplace environment:
 - GENIWR201B/01: Develop knowledge of employer and employee rights and responsibilities
 - GENIWR201B/05: Develop knowledge of workplace insurance
 - GENIWR201B/07: Develop knowledge of discrimination in the workplace
 - GENIWR201B/08: Develop knowledge of workplace harassment
 - The element of competency GENIWR201B/09: Demonstrate positive workplace relations must be assessed in a real or simulated work environment. This element, therefore, could be assessed as part of *GENSWL201B: Participate in structured workplace learning 2*.
 - The element of competency GENIWR201B/10: Prepare for work should be undertaken following structured workplace learning.

The undertaking of this element of competency following learner's workplacement allows for the learner to identify key information requirements that should be acquired by an employee before commencing work in paid employment.
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CODE ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENIWR201B/01	<p>Develop knowledge of employer and employee rights and responsibilities</p> <p>1.1 Identify workplace <i>rights and responsibilities of employers and employees</i>.</p>
GENIWR201B/02	<p>Develop knowledge of employment remuneration and superannuation</p> <p>2.1 Identify types of <i>paid work</i>.</p> <p>2.2 Identify difference between <i>probation</i> and <i>unpaid trial work</i>, including <i>implications</i>.</p> <p>2.3 Acquire knowledge of <i>paid and unpaid leave entitlements</i>.</p> <p>2.4 Identify <i>basic pay arrangements</i> in the workplace.</p> <p>2.5 Acquire basic knowledge of <i>superannuation</i>.</p>
GENIWR201B/03	<p>Develop an understanding of industrial instruments used in the workplace</p> <p>3.1 Identify the <i>basic types of industrial instruments</i>, their <i>purpose</i> and <i>parties involved in their making</i>.</p> <p>3.2 Identify the <i>predominant industrial instrument</i>, including <i>key employment terms and conditions</i>, used in industry/occupational area of interest.</p> <p>3.3 Acquire knowledge of the <i>process of making an individual workplace agreement</i>, including the <i>role and obligations of the parties</i> involved.</p>
GENIWR201B/04	<p>Develop knowledge of training arrangements for apprentices and trainees</p> <p>4.1 Identify the <i>main differences in purpose and nature</i> of apprenticeships and traineeships.</p> <p>4.2 Identify the <i>purpose of a Training Contract</i> and <i>Training Plan</i>.</p> <p>4.3 Identify the <i>obligations of parties</i> involved in an apprenticeship or traineeship.</p> <p>4.4 Acquire knowledge of <i>rates of pay and additional entitlements</i> for apprentices and trainees.</p> <p>4.5 Identify <i>appropriate action to take to resolve issues</i> which may arise during the course of training.</p>
GENIWR201B/05	<p>Develop knowledge of workplace insurance</p> <p>5.1 Identify the purpose of <i>Workers' Compensation</i>, including <i>employer and employee obligations</i>.</p> <p>5.2 Identify the purpose of <i>Public Liability insurance</i>.</p>

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- GENIWR201B/06 **Develop knowledge of industrial organisations**
- 6.1 Identify the *purpose, membership and services of unions of employees and unions of employers.*
 - 6.2 Identify the union(s) of employees relevant to the industry area in which part-time employment or work experience occurs.
- GENIWR201B/07 **Develop knowledge of discrimination in the workplace**
- 7.1 Identify *principles of Equal Employment Opportunity.*
 - 7.2 Identify *types of discrimination, sexual harassment and vilification* that are illegal in the workplace under Anti-Discrimination legislation.
 - 7.3 Identify the *rights and responsibilities of employers and employees* under Equal Employment Opportunity and Anti-Discrimination legislation.
 - 7.4 Identify *appropriate action to take* in response to discrimination that may occur in the workplace.
- GENIWR201B/08 **Develop knowledge of workplace harassment**
- 8.1 Identify *types of situations that constitute workplace harassment* under workplace health and safety legislation.
 - 8.2 Identify the *rights and responsibilities of employers and employees* relating to workplace harassment.
 - 8.3 Identify *appropriate action to take* in response to workplace harassment.
- GENIWR201B/09 **Demonstrate positive workplace relations**
- 9.1 Identify *workplace procedures and practices* to be complied with as an employee.
 - 9.2 Comply with workplace procedures and practices for *meeting employee responsibilities* wherever necessary and within scope of responsibilities and level of competency.
- GENIWR201B/10 **Prepare for work**
- 10.1 Identify *key information* about employment conditions that should be acquired prior to starting a new job.
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RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Sources of information on industrial and workplace relations may include but not be limited to:

- Current relevant federal and state government legislation relating to:
 - industrial/workplace relations
 - apprenticeships and traineeships
 - workplace health and safety
 - anti-discrimination/equal employment opportunity
- Government agencies
 - Australian Government and state government departments relevant to industrial/workplace relations and employment and training
 - Australian Government
 - Department of Employment and Workplace Relations (DEWR) [www.dewr.gov.au]
 - Australian Workplace [www.workplace.gov.au]
 - WorkChoices [www.workchoices.gov.au]
 - Office of the Employment Advocate [www.oea.gov.au]
 - Australian Apprenticeships [www.australianapprenticeships.gov.au]
 - Australian Tax Office (ATO) [www.ato.gov.au]
 - Queensland Government:
 - Department of Employment and Industrial Relations (DEIR) [www.deir.qld.gov.au]
 - Department of Education, Training and the Arts (DETA) [www.deta.qld.gov.au]
 - Wageline [www.wageline.qld.gov.au]
 - WorkCover Queensland [www.workcover.qld.gov.au]
 - Workplace health and safety [www.deir.qld.gov.au/workplace]
 - Federal and state industrial relations commissions
 - Australian Industrial Relations Commission (AIRC) [www.airc.gov.au]
 - Queensland Industrial Relations Commission (QIRC) [www.qirc.qld.gov.au]
 - Federal and state anti-discrimination commissions
 - Human Rights and Equal Opportunity Commission (HEROC) [www.humanrights.gov.au]
 - Anti-Discrimination Commission Queensland ADCQ [www.adcq.qld.gov.au]
- Unions
 - ACTU (Australian Council of Trade Unions) [www.actu.asn.au]
 - QCU (Queensland Council of Unions) [www.qcu.asn.au]
 - unions affiliated with industry areas
- Internet workplace relations sites for young people
 - Young Workers Advisory Service (YWAS) [www.wyas.org]
 - ACTU Worksite for Schools [www.worksite.actu.asn.au]
 - Youth and Family Services (Logan City) Inc. - wired up for work: young people at work [www.yfs.org.au/wiredup/young_people_at_work]
 - Lawstuff: know your rights [www.lawstuff.org.au]
- Employer/industry associations
 - Australian Chamber of Commerce and Industry (ACCI) [www.acci.asn.au]
 - Commerce Queensland [www.commerceqld.com.au]
 - industry specific employer associations

Basic rights and responsibilities of employers and employees that apply to all workplaces must include:

Employer rights and responsibilities

▪ Rights

- Employers' rights are what they can legally and reasonably expect from their employees in terms of work performance, behaviour and attitude.
- Employers have the right to expect employees to:
 - follow all lawful instruction
 - give a fair day's work for a fair day's pay by:
 - doing work well (ie. working to a high standard)
 - working conscientiously (ie. working hard and staying on task)
 - working the required number of hours (ie. arriving at work on time, not extending the time allocated for meal breaks, finishing work at the scheduled time)
 - meet attendance requirements by:
 - coming to work unless genuinely ill
 - promptly informing work if going to be absent
 - keeping an accurate record of time worked (eg. completing time sheets)
 - follow all workplace health and safety instructions to ensure own safety and that of others
 - treat all people in a non-discriminatory manner and not to engage in sexual harassment, vilification or bullying of others
 - behave in an ethical manner to protect the interests of the employer/business by:
 - being honest when handling the business's money
 - maintaining confidentiality pertaining to all business dealings
 - handing over inventions, designs or creations, if they have been created as part of the job
 - provide appropriate notice if resigning

▪ Responsibilities

- Employers' responsibilities are their legal obligations to their employees.
- Employers' responsibilities to employees include:
 - paying appropriate wage
 - providing a pay slip with each pay
 - paying superannuation benefits
 - ensuring that working hours are reasonable with meal breaks
 - providing leave entitlements
 - providing safe and healthy systems of work to prevent work-related accidents, injury or illness
 - insuring all employees against work-related accidents, injuries and illness (ie. Workers' Compensation)
 - enacting Equal Employment Opportunity, Anti-Discrimination and Workplace Health and Safety legislation to prevent discrimination, sexual harassment, vilification and bullying in the workplace
 - providing legislated redundancy provisions and those set down in relevant industrial instruments

Note:

An employee's position can become redundant due to technological change, organisational change or the business changes hand and should not be confused with dismissal.

- ensure dismissal procedures are fair and lawful

Note:

- Employees during their probationary period and short-term casual employees may be excluded from unfair dismissal.
- Under the Australian Government's WorkChoices legislation, employees in workplaces with 100 or fewer staff are exempt from unfair dismissal.

Employee rights and responsibilities

- **Rights**
 - Employees' rights are their legal entitlements in the form of the minimum terms and conditions of employment.
 - Employees' rights and entitlements include:
 - being paid an appropriate rate of pay for hours worked in keeping with the classification of job role and category of employment set down in relevant industrial instrument
 - receiving a pay slip with each pay
 - receiving superannuation entitlements
 - having appropriate meal breaks during stipulated working hours
 - receiving leave entitlements, such as holiday and sick leave, according to category of employment and the type of work done
 - working in a safe and healthy environment
 - being insured against work related injury or illness
 - working in an environment that is free from discrimination, sexual harassment, vilification and bullying
 - receiving legislated redundancy provisions and those set down in relevant industrial instruments
 - being protected against unfair or unlawful dismissal, if applicable
- **Responsibilities**
 - Employees' responsibilities are their legal obligations to employers.
 - Employee responsibilities include:
 - following all lawful instructions
 - working competently by doing the job that they have been hired to do to the best of their ability
 - being punctual (observing starting and finishing times, and taking meal breaks in the allocated time)
 - meeting attendance requirements (coming to work unless genuinely ill, notifying employer promptly if going to be absent from work, and keeping accurate records of attendance, eg. filling in the required time sheet)
 - following all general safety and health instructions and rules in the workplace, and always taking care of own safety and that of others
 - complying with Equal Employment Opportunity, Anti-Discrimination and Workplace Health and Safety legislation to prevent discrimination, sexual harassment, vilification and bullying in the workplace
 - behaving in an ethical way in the workplace to safeguard employers' interests (ie. reputation, viability and profitability)
 - giving appropriate notice if resigning

Types of paid employment must include:

- **full-time permanent employee**
 - employed permanently to work a set number of hours per week (eg. 35-40 hours)
 - entitled to benefits such as paid annual leave, sick leave and public holidays
- **part-time permanent employee**
 - employed permanently to work less hours per week than a full-time employee
 - paid the same hourly rate as a full-time employee
 - entitled to same benefits as a full-time employee, but on a pro-rata basis according to the hours worked

- casual employee
 - employed on an 'as needs' hourly or daily basis
 - not entitled to same benefits as a permanent employee (eg. paid annual or sick leave)
 - paid a higher hourly rate (called loading) than a permanent employee to compensate for the lack of benefits
- junior employee
 - employed under the age of 21 or 20
 - paid at a lower rate than an adult (eg. 65% of an adult wage)
- apprentice
 - employment-based structured training program to learn trade skills through theory and skill development at college and practical application on-the-job
 - paid a percentage of the wage of a fully-qualified tradesperson according to the year or stage of training
- trainee
 - employment-based structured training and work
 - paid a percentage of the adult wage of a fully-trained person according to the level of training
- fixed-term employee
 - employed to do a specific job for an agreed length of time (eg. undertake a project or fill-in for an employee on long-service leave)
- pieceworker
 - employed to do a specific task that can be measured or counted
 - paid on the basis of results (eg. number of boxes of fruit packed, number of articles of clothing sewn)
- outworker
 - employed to do a specific task (generally one that can be measured or counted) but work in their own home
 - paid on the basis of results (eg. number of articles of clothing sewn)
- employees working on a commission basis
 - employed on a commission basis – paid a percentage for each sale made
 - employed on a 'commission only' basis – paid when a specific sales target is reached
 - employed on a 'commission and retainer' basis – paid a fixed amount with an additional commission paid when a specific sales target is achieved
- contractor
 - enters a contract for service, rather than of service, to an employer and is not an employee
 - usually operates as an independent business and may be paid on completion of a job, rather than an hourly rate
 - looks after their own superannuation, taxation, and Workers' Compensation insurance
 - not covered by award or agreement

The difference between *probation* and *unpaid trial work* must include:

- probation
 - probation is the initial period in a new job - generally for full-time or part-time employment - to:
 - give employers time to assess performance of employees and their suitability for the job
 - give employees time to consider if the job is suitable and meets their expectations
 - a probationary period lasts for a set period of time
 - generally three months but can vary depending on the type of work to be done

- employees must be informed before they start the job:
 - if there is a probationary period
 - the length of the probationary period
 - the period of probation can only be extended if employees are advised before they start that the probationary period might be extended
- probationary employees are:
 - employed under a relevant award or agreement which sets out employment terms and conditions including rate of pay, hours of work and leave entitlements
 - covered by Workers' Compensation against work-related injury or illness
- **unpaid trial work**

Note:

Unpaid trial work should not be confused with voluntary work. Unpaid trial work applies to a business operating for profit.

- unpaid trial work is when an employer asks a job applicant to work for a period as a 'trial' and does not pay wages for the trial period
- unpaid trial work is illegal
- job seekers may be tempted to undertake unpaid trial work because:
 - they assume they will be paid
 - the employer has led them to believe they already have the job
 - the employer says that a trial period is necessary to judge the performance and suitability of a job applicant
 - they believe that an unpaid trial period is common practice and employers are legally entitled to get job applicants to work for a trial period without pay
 - they are desperate to do anything that could lead to a job, even though the chance of being paid is minimal
- the practice of unpaid trial allows employers to save on labour costs (ie. they get people to work for them without paying wages)
- **implications of unpaid trial work**
 - employers are engaging in unlawful conduct:
 - by failing to provide minimum terms and conditions of employment (eg. rate of pay, hours of work, leave entitlements)
 - misleading conduct
 - failing to comply with requirements relating to Workers' Compensation, payroll tax, group tax, etc.
 - the person undertaking the work:
 - is not covered by a relevant award or agreement to ensure minimum employment terms and conditions are provided by the employer
 - is not covered against work-related injury or illness under Workers' Compensation

Note:

If involved in a situation of unpaid trial work, contact:

- relevant State authority (in Queensland, contact Department of Employment and Industrial Relations: DEIR or *Wageline*)
- young persons' industrial relations support service (in Queensland contact YWAS)
- relevant union or the State's peak union body (in Queensland, Queensland Council of Unions: QCU)

Paid and unpaid leave entitlements must include:

- **types of leave**
 - annual leave:
 - four weeks or 20 working days paid leave per year
 - five weeks or 25 working days paid leave per year for shift workers.
 - personal leave (comprising sick leave and carer's leave):
 - sick leave is usually ten days paid leave per year

- carer’s leave allows an employee to use a number of sick leave days (usually up to five days) to care for an immediate family member (eg. a dependant child or parent)
- generally, personal leave not taken in one year carries over to the next year
- parental leave (ie. maternity leave, paternity leave and adoption leave)
 - unpaid leave entitlement for a maximum of 52 weeks to allow either a mother or father to care for a newborn baby or newly adopted child
- compassionate leave (often called bereavement leave)
 - generally two days paid leave when a close family member dies
- long service leave
 - generally 13 weeks paid leave after 10 years of service with the one employer
- public holidays (eg. Christmas Day, Boxing Day, New Year’s Day, Australia Day)
 - paid leave if fall on a week day
- leave entitlements
 - leave entitlements depend on:
 - category of employment
 - permanent full-time employees receive full leave entitlements
 - permanent part-time employees receive an appropriate portion of the entitlements based on how much they work (eg. if work half of the time of a weekly employee, then will receive half of leave entitlements)
 - casual employees do not receive any of the leave entitlements but are paid ‘loading’ (a higher hourly rate of pay) to compensate them for the loss of these entitlements
 - industry/occupational area
 - employees working in the hospitality, retail or health industry (eg. nurses) may be rostered on public holidays and they may receive a penalty rate (eg. paid double time) for working on a public holiday depending on the industrial instrument they work under

Note:

If unsure about leave entitlements:

- refer to relevant industrial instrument (if under an award or certified agreement contact *Wageline*)
- contact relevant State authority (in Queensland, contact Department of Employment and Industrial Relations: DEIR)
- young persons’ industrial relations support service (in Queensland contact YWAS)
- relevant union or the State’s peak union body (in Queensland, Queensland Council of Unions: QCU)

Basic pay arrangements must include:

- rate of pay
 - based on employee classification and category of employment
 - employee classification is based on:
 - type of work done (eg. nurse, waiter/waitress, chef)
 - level of skill, duties and responsibilities required for the job
 - employee category of employment is ‘type of paid employment’, eg.
 - full-time or part-time permanent
 - casual
 - adult or junior who receives part of the relevant wage
 - apprentice or trainee who receives a training wage

Note:

If unsure about rate of pay:

- refer to relevant industrial instrument (if under an award or certified agreement contact *Wageline*)
- contact relevant State authority (in Queensland, contact Department of Employment and Industrial Relations: DEIR)
- young persons’ industrial relations support service (in Queensland contact YWAS)
- relevant union or the State’s peak union body (in Queensland, Queensland Council of Unions: QCU)

- **payment period**
 - usually weekly, fortnightly or monthly
 - pay period usually stipulated in industrial instrument under which employee works
- **method of payment**
 - payment method usually stipulated in industrial instrument under which employee works
 - can be direct deposit in an employee's bank account through electronic funds transfer (EFT), by cheque or in cash

Note:

 - Employees do not pay any bank fee deduction or payroll processing charge for EFT payments
 - Wages paid in cash must be paid in Australian dollars.
- **pay slips**
 - it is a legal requirement that employers give employees a pay slip with each pay
 - the information that must be included on a pay slip is:
 - the name of the employer and employee
 - the classification of the employee
 - the date of payment and the period covered by the payment (eg. week, fortnight or month)
 - the hours worked during the pay period comprising:
 - (i) the ordinary hours (ie. normal hours of work) worked during the pay period:
 - number of ordinary hours
 - rate per hour
 - total amount paid at this rate
 - (ii) overtime (if allowable according to the industrial instrument relevant to the employee):
 - number of hours worked overtime
 - rate per hour
 - total amount paid at this rate
 - (iii) penalty rates (if allowable according to the industrial instrument under which the employee works):
 - number of hours worked at penalty rates
 - rate per hour
 - total amount paid at this rate
 - any additional pay entitlements (if allowable according to the industrial instrument relevant to the employee), eg. meal allowance, remote area allowance
 - gross payment (ie. the amount earned before tax and any other deductions are taken out)
 - deductions
 - amount of tax
 - personal deduction(s) that the employee wants taken out of their pay showing the name of the fund or account into which the deduction was paid, eg. private health insurance, voluntary superannuation contribution, union dues (if allowable according to industrial instrument relevant to the employee)

Note:
An employer can only make personal deductions from an employee's wage if the employee has given written authority.
 - net pay (ie. the amount received by the employee after tax and any personal deductions are taken out)
 - superannuation payment made by the employer, if employee is eligible

Note:

Some employers list the hours of personal leave (comprising sick leave and carer's leave) and annual leave the employee has accrued on the pay slip for reference.

Samples of pay slips

The following samples of employee pay slips are for two employees who work in the fast food industry under the *Queensland Fast Food Industry Award – South-Eastern Division*.

The rates of pay and employee classifications as shown on the pay slips are set down in the award. The pertinent details of pay rates and employee classifications are documented on page 77 for reference.

FullTUM Pizzas — Pay Advice			
Employee name:		Michael Rankin	
Employment type:		Casual - Junior (17 years) Level 2	
Pay period:		Start: 10 Nov 2006 Finish: 24 Nov 2006	
Payment date:		24 November 2006	
Earnings	Hours worked	Hourly rate	Amount
Ordinary	20	10.5165 (1.00)	210.33
Allowances			
GROSS PAY			\$210.33
Deductions			
Tax:	\$0.00		
Deduction total			\$ 0.00
NET PAY			\$210.33
Employer superannuation contribution:			Sunsuper Custom Super Plan \$ 0.00

Employee classification
Two-week period of work employee is being paid for
Date employee paid
Ordinary hours worked in a fortnight
Total amount earned
No tax is paid as amount is below the tax threshold
Total amount of take home' pay
Employee is not eligible

FullTUM Pizzas — Pay Advice			
Employee name:		Ashleigh Doresz	
Employment type:		Full-time Level 3	
Pay period:		Start: 10 Nov 2006 Finish: 24 Nov 2006	
Payment date:		24 November 2006	
Earnings	Hours worked	Hourly rate	Amount
Ordinary	76	13.673 (1.00)	1 039.20
Wend Penally	15	17.091 (1.25)	256.36
Overtime	5	20.510 (1.50)	102.55
Allowances			
GROSS PAY			\$1 398.11
Deductions			
Tax:	\$268.00		
Medibank:	\$ 35.00		
Union Fees:	\$ 11.00		
Deduction total			\$ 314.00
NET PAY			\$1 084.11
Employer superannuation contribution:			Sunsuper Custom Super Plan \$ 116.60

Employee classification
Two-week period of work employee is being paid for
Date employee paid
Ordinary hours worked
Hours worked on weekends paid at time and a quarter (1.25)
Hours worked overtime paid at time and a half (1.5)
Total amount earned
Tax paid on gross pay
Payroll deductions requested by employee
Total amount of deductions
Total amount of take home' pay
Calculated at 9% of gross earnings (excluding overtime)

Extracts from the **Award Summary Sheet** for the Queensland *Fast Food Industry Award – South-Eastern Division 2003*. (Reference: *Wageline*, Department of Industrial Relations)

Rates of Pay:

Adult employees (20+ years of age)				Junior employee (under 17 years of age to 19 years of age)					
Classification	Weekly	Part-time	Casual	Juniors	% of adult rate	Level	Weekly	Part-time	Casual
Level 1	\$484.40	12.7474	15.6793	Under 17 yrs	55%	1	\$266.40	7.0105	8.6229
Level 2	\$499.80	13.1526	16.1777			2	\$274.90	7.2342	8.8981
Level 3	\$519.60	13.6737	16.8186			3	\$285.80	7.5211	9.2509
				17 years	65%	1	\$314.90	8.2868	10.1928
						2	\$324.90	8.5500	10.5165
						3	\$337.70	8.8868	10.9308
				18 years	75%	1	\$363.30	9.5605	11.7594
						2	\$374.90	9.8658	12.1349
						3	\$389.70	10.2553	12.6140
				19 years	85%	1	\$411.70	10.8342	13.3261
						2	\$424.80	11.1789	13.7501
						3	\$441.70	11.6237	14.2971

The award specifies that:

- **Ordinary hours:** Ordinary hours of work shall be an average of 38 hours per week ... No employee under the age of 18 years shall work, or be permitted to work, later than 8.00 pm without the consent of his/her parents or legal guardians.
- **Penalty rates:** Weekend penalty
 - All ordinary hours worked by a full-time employee (not part-time or casual) on a Saturday or Sunday shall be paid at the rate of time and a quarter (1.25).Late work penalty Monday to Friday
 - All ordinary hours worked by a full-time and part-time employee (not casual) between 11.00 pm and 12.30 am shall be paid an additional \$1.239 per hour.
 - All ordinary hours worked by an employee between 12.30 am and 5.00 am shall be paid an additional \$1.9185 per hour
- **Overtime:** Time worked outside or in excess of ordinary hours or outside the usual commencing and ceasing times shall be paid at the rate of time and a half (i.50) for the first 3 hours and double time thereafter in any one day.
- **Casual loading:** Casual loadings are payable as such:
 - 23% for all ordinary hours worked (i.00)
 - 73% where the rate of pay is prescribed as time and a half (i.50)
 - 123% where the rate is prescribed as double time (2.00)

Employee Classifications and Definitions:

The award classifies employee levels as follows:

- **Fast Food Worker Level 1** means an employee undergoing training in a fast food establishment who is in the first 15 weeks of service and who performs basic tasks under supervision. For the purpose of this definition, 'service' shall mean any work performed for an employer involving the preparation and/or sale of prepared food.
- **Fast food Worker Level 2** means an employee with at least 15 weeks service who can competently perform designated operations functions.
- **Fast Food Worker Level 3** means a senior employee who is proficient in all operational functions and who is appointed by the employer to assist and supervise employees at Levels 1 and 2.

Superannuation must include:

- **purpose**
 - superannuation is money put aside into a superannuation fund for employees to provide an income when they retire
 - superannuation may also include Death and Disability insurance for employees to provide financial support in cases of serious illness, injury or death
- **legislated requirement**
 - the Commonwealth *Superannuation Guarantee (Administration) Act 1992* makes it compulsory for employers to pay superannuation on behalf of their eligible employees into a complying superannuation fund
 - if employees are paid under an award, some awards specify that the employer must contribute to their superannuation even if they earn less than \$450.00 per month
- **eligibility**
 - the majority of employees are entitled to have contributions paid into a superannuation fund as a condition of their employment
 - employees not eligible to receive employer superannuation payments include those who:
 - are under 18 years of age working 30 hours or less a week
 - earn less than \$450 per month (unless stated otherwise in applicable award)
 - do work of a domestic or private nature for 30 hours or less a week (eg. nanny, housekeeper)
 - are over 70 years of age
- **employer contribution**
 - employers are required to pay 9% of an employee's 'before-tax wage' into superannuation
 - the amount is additional to an employee's weekly earning and must not be deducted from an employee's wage
- **voluntary contributions**
 - employees can choose to make additional voluntary contributions (out of their 'after-tax wage') to their superannuation account to increase the benefit they will receive
- **co-contribution scheme**
 - co-contribution is a payment made by the Commonwealth Government to the superannuation accounts of low- and middle-income earners, provided they make additional contributions to their superannuation (ie. voluntary contributions)
 - for every \$1.00 contributed the Government will contribute up to \$1.50 depending on employees' income level
 - the maximum co-contribution that can be gained is shown below

Annual income level (assessable income + reportable fringe benefits)	Personal contribution needed to achieve maximum co-contribution	Maximum Government co-contribution
\$28 000	\$1 000	\$1 500
\$30 000	\$934	\$1 400
\$40 000	\$600	\$900
\$45 000	\$434	\$650
\$55 000	\$100	\$150

- **superannuation funds**
 - some employees can choose their own superannuation fund
 - others are required to join the fund their employer contributes to because of an industrial award or there is a private fund already set up which complies with government legislation
 - types of superannuation funds include industry funds, corporate funds, public sector funds, master trusts for individuals, self-managed funds

The *basic types of industrial instruments*, their *purpose* and *parties involved in their making* must include:

- **Award:**
 - purpose: an award is a legal document which sets out wages and employment conditions of employment for all employees in a specific industry or occupation (multiple worksites):
 - examples of industries: retail, hospitality, childcare, construction
 - examples of occupations: clerks, nurses, teachers, hairdressers
 - common award employment terms and conditions include:
 - wages/rate of pay (based on employee classification and category of employment)
 - hours of work (ie. ordinary hours)
 - spread of hours (ie. when hours can be worked)
 - meal breaks and rest pauses
 - additional pay entitlements (eg. overtime, penalty rates, allowances)
 - leave entitlements (eg. annual, sick, family, bereavement)
 - parties involved in the making of an award:
 - generally, an award is made as a result of negotiations between:
 - relevant union(s) of employers, acting on behalf of employers
 - relevant union(s) of employees, acting on behalf of employees
 - Queensland State awards must be approved and certified by the Queensland Industrial Relations Commission (QIRC)
- **Certified Agreement or Collective Workplace Agreement:**
 - purpose: a certified agreement is a written collective employment agreement which sets out (i) all or (ii) some employment terms and conditions for:
 - a particular group or category of employees in several workplaces
 - only a particular group or category of employees in a workplace
 - all employees in one workplace
 - (i) if the agreement sets out all employment terms and conditions, the agreement replaces the existing award relevant to the employees
 - (ii) if the agreement sets out only some employment terms and conditions (eg. changes pay rates or hours of work), it is used in conjunction with the ‘parent’ award so that all employment terms and conditions are covered
 - parties involved in the making of a certified agreement:
 - the certified agreement can be negotiated by:
 - employer, generally represented by union of employers
 - a group of employees, generally represented by their union(s) of employees
 - a State agreement must be approved and certified by the QIRC
 - a Federal agreement must be lodged with the Office of the Employment Advocate (OEA)
- **Individual workplace agreement**
Australian Workplace Agreement (AWA) and Queensland Workplace Agreement (QWA)

Note:

- an Australian Workplace Agreement can be made by a person under 18 years of age but requires parental or guardian approval
- a Queensland Workplace Agreement cannot be made with a person under 18 years of age
- purpose: an individual workplace agreement is a written individual employment agreement which sets out the wages, employment conditions and working arrangements for an individual employee
 - by law, an AWA must contain, at least, the following five minimum employment conditions:
 - a basic hourly rate of pay which depends on employee classification (eg. permanent full-time or casual)

- a maximum of 38 ordinary hours of work per week (which can be averaged over a 12 month period) plus reasonable additional hours
- four weeks paid annual leave per year (five weeks for continuous shift employees) of which up to two weeks can be cashed out
- ten days paid personal leave (including sick and carer's leave) per year plus an additional two days of unpaid carer's leave per occasion and an additional two days of paid compassionate leave per occasion
- 52 weeks unpaid parental leave (maternity, paternity, adoption)
- parties involved in the making of a workplace agreement:
 - a workplace agreement is negotiated directly between:
 - an employer, or an appointed bargaining agent (eg. relevant union of employers representative)
 - individual employee, or an appointed bargaining agent (eg. relevant union of employees representative, solicitor, relative)
 - a QWA must be approved and registered by the QIRC for it to become legally binding and enforceable for both employer and employee
 - an AWA must be lodged with the Office of the Employment Advocate (OEA)

The *predominant industrial instrument*, including *key employment terms and conditions* must include:

- identifying predominant industrial instrument (eg. award, certified agreement, individual workplace agreement - AWA):
 - ask family, relatives, friends employed in industry/occupational area
 - ask employer in industry/occupational area
 - ask relevant union aligned with industry/occupational area or peak State union (in Queensland, Queensland Council of Unions: QCU)
 - access *Wageline* [www.wageline.qld.gov.au]
- identifying key employment terms and conditions:
 - employee classifications
 - category of employment
 - rates of pay
 - additional pay entitlements
 - hours of work/working hours arrangements
 - leave entitlements

Note:

It may not be possible to access relevant industrial instruments to identify key employment terms and conditions. If this is the case, it is suggested that learners access an appropriate State award or agreement and identify the key employment terms and conditions set out in the document.

The *process of making an individual workplace agreement – Australian Workplace Agreement –* must include:

Step 1: Negotiate the AWA

- an AWA is negotiated directly between:
 - an employer; and
 - an individual employee

Note:

1. An AWA can be made by a person under 18 years of age but requires parental or guardian approval.
2. An AWA can be made with a current employee (ie. already working in the business) or with a new employee (ie. not yet started working in the business).
3. An employer cannot force an employee to make an AWA, but an employer can make an AWA a condition of employment for a new employee.

- both parties can request a bargaining agent to help or represent them (ie. undertake the negotiations on their behalf)
 - a bargaining agent cannot be the same person for both the employer and employee
 - an employee's bargaining agent can be a union representative, solicitor, relative, friend or any other person whose advice can be trusted
- both parties must appoint their bargaining agent in writing and give a copy of the written appointment to the other party
- the employer must:
 - give the employee, or provide access to, the following documents at least seven (7) days before the AWA is to be signed:
 - *Information Statement for Employees (Australian Workplace Agreement)*
 - the proposed AWA
 - any other workplace agreement or award if the AWA incorporates terms from these documents
 - if any changes to the proposed AWA are made after it has been given to the employee, and before the employee has signed it, the employer must give the employee a copy of the changed AWA for an extra seven days before it is signed.

Note:

An employee can waive the seven day period required between being given the proposed agreement and before signing it, but must do so in writing.

Step 2: Sign the AWA

- both parties sign and date the AWA when they have agreed on the terms and conditions if person is under 18 years of age, a parent or guardian must also sign and date the AWA and have the signature witnessed
- the signatures must be witnessed
 - the witness must not be the other party or their bargaining agent
 - if the employer is a corporation, the witness must not be one of its directors or managers

Step 3: Approve the AWA

- the AWA is approved when both the employer and employee (and parent/guardian if person is under 18 years of age) sign and date the AWA and the signatures are witnessed

Step 4: Lodge the AWA

- the employer must lodge a copy of the signed AWA and employer declaration (ie. declaring that the correct procedures were followed) with the OEA within 14 days
- the employer and employee are sent a receipt noting the date the employer's declaration was received

Start of AWA – the AWA starts (ie. takes effect) on the day the OEA receives the employer's declaration and AWA

Maximum length of operation – five (5) years unless otherwise stated in the AWA or the AWA is terminated or replaced

Differences in the purpose and nature of apprenticeships and traineeships must include:

- apprenticeship
 - learn specific competencies for a particular trade to receive a trade qualification, eg. hairdresser (ladies), aircraft maintenance engineer – avionics, electrician
 - combination of both on- and off-the-job training but significant periods of off-the-job training with an RTO may form part of the training program
 - the probationary period for full-time apprenticeships is generally 90 days
 - duration of apprenticeship can be up to four years

- traineeship
 - learn specific competencies needed to obtain a qualification for a particular job or occupation, eg.
 - salon assistant, bar attendant, laboratory assistant, music technician, dental assistant
 - combination of both on- and off-the-job training but training may be conducted totally on-the-job (dependent largely, or in some cases, on the skill level associated with the particular traineeship, for instance whether it is Level II or Level IV)
 - the probationary period for full-time traineeship is generally 30 days
 - duration of traineeship can be from one to two years

Note:

The length of time for an apprenticeship or traineeship depends on:

- the apprenticeship or traineeship being undertaken
- how quickly competencies are achieved
- mode of training (eg. full-time or part-time)

The purpose of a Training Contract must include but may not be limited to:

- the Training Contract is a legally binding contract that allows an employer and prospective apprentice/trainee to enter into an apprenticeship/traineeship
- the Training Contract outlines details of the apprentice/trainee's employment terms and conditions (based on a relevant award, agreement or other employment arrangements) and the type of training that will be conducted by the employer
- the parties involved in the signing of the Training Contract are:
 - the employer
 - the apprentice/trainee (if under 18 years of age, parent/guardian must sign)

The purpose of a Training Plan must include but may not be limited to:

- the Training Plan outlines:
 - the competencies to be achieved
 - the timeframe for learning each competency
 - where learning will take place (eg. on-the-job with employer, off-the-job with TAFE or private RTO)
 - who will assess successful completion of competencies (eg. employer, RTO or workplace assessor)
- the Training Plan is developed and agreed to by the supervising RTO in conjunction with the employer and apprentice/trainee (and a parent/guardian if under 18) during the probationary period
 - if school-based apprentice/trainee, RTO must negotiate an Education, Training and Employment Schedule (ETES) with the parties and the school

The obligations of parties involved in the training arrangements must include:

Note:

Where reference is made to "relevant State authority" in this section, the relevant authority in Queensland is the Department of Education, Training and the Arts (DETA).

- **Employer**
 - same responsibilities or legal obligations of an employer (refer to *Employer responsibilities*, p.5)
 - additional obligations as an employer of an apprentice/trainee include:

- ensure the Training Contract is signed by all parties before the end of the probationary period
- choose supervising RTO and negotiate a Training Plan with the apprentice/trainee and RTO before the end of the probationary period
- forward signed Training Contract for registration - via an Australian Apprenticeships Centre - to the relevant State authority within one month after the end of the probationary period
- ensure the apprentice/trainee receives on-the-job training and assessment in accordance with the requirements of the Training Plan
 - provide appropriate facilities and expertise to ensure apprentice/trainee is able to learn and practise the authentic or 'real' skills of the trade or occupation
 - ensure that an experienced and qualified person supervises apprentice/trainee
- release apprentice/trainee to undertake any off-the-job training specified in the Training Plan
- ensure training records are kept up-dated and progress monitored and reviewed
- **Apprentice/Trainee**
 - same responsibilities or legal obligations of an employee (refer to *Employee responsibilities*, p.6)
 - additional obligations as an apprentice/trainee include:
 - sign the Training Contract
 - participate in the development of the Training Plan
 - undertake training and assessment as stipulated in the Training Plan
 - keep the training record book in his/her possession and up-to-date
 - work conscientiously to learn and develop the skills and knowledge of trade or occupation
 - attend any compulsory off-the-job-training
- **Supervising RTO**
 - obligations of the supervising RTO include:
 - provide induction information on rights and responsibilities
 - conduct employer resource assessment to ensure employer's capacity to train apprentice/trainee
 - negotiate Training Plan in conjunction with employer and apprentice/trainee (and a parent/guardian if under 18)
 - if school-based apprentice/trainee, RTO must negotiate an Education, Training and Employment Schedule (ETES), including the school in the negotiations
 - develop training record to monitor apprentice/trainee's progress against the Training Plan
 - work with employer and apprentice/trainee to provide facilities, services, supervision and training required under the Training Plan
 - monitor the progress of training against the Training Plan and amend the Training Plan, if required
 - issue the qualification or statement of attainment upon successful completion of the training within the legislated timeframe (in Queensland, within 21 days of signing the completion agreement)
 - advise the relevant State authority that the qualification has been issued within the legislated timeframe (in Queensland, within 14 days after issuing the qualification), in order that the State authority can issue and forward the Certificate of Completion to the apprentice/trainee

Rates of pay and additional entitlements for apprentices and trainee must include:

- **pay rates**
 - full-time or part-time apprentice/trainee
 - paid according to the pay rate set down in the relevant award, agreement or other employment arrangements
 - pay rate is linked to the level of training
 - for apprentice, level of training is specified in years: 1st, 2nd, 3rd or 4th year apprentice.
 - for trainee, level of training is specified as an AQF level: Level II - Level VI
 - paid for all training undertaken both on-the-job and off-the job
 - Note:
School-based apprentice/trainee is paid only for the hours worked on-the-job.
- **additional entitlements**
 - government allowances which help apprentices and trainees meet the costs of their training include:
 - a living away from home allowance if the apprentice/trainee needs to leave home (eg. move to another town) to undertake apprenticeship/traineeship
 - a travel and accommodation allowance if the apprentice/trainee needs to:
 - travel more than 100 km to attend off-the-job training outlined in the training plan
 - stay away from home to attend off-the-job training outlined in the training plan

Appropriate action to take to resolve issues which may arise in the course of training must include:

Note:

Where reference is made to "relevant State authority" in this section, the relevant authority in Queensland is the Department of Education, Training and the Arts (DETA).

- **training arrangements**
 - early completion of an apprenticeship/traineeship
 - if apprentice/trainee successfully completes apprenticeship/traineeship before completion date given in the Training Contract, the RTO will:
 - issue the qualification or statement of attainment
 - advise the relevant State authority which issues and forwards the Certificate of Completion to the apprentice/trainee
 - extending the length of an apprenticeship/traineeship
 - if apprentice/trainee needs more time to successfully complete the training, an extension may be granted
 - the employer and/or apprentice/trainee must apply for an extension through the relevant State authority
 - transferring an apprenticeship/traineeship
 - if the employer sells the business, the apprenticeship/traineeship is transferred to the new owner
 - the new owner must advise the relevant State authority, in writing, of the new arrangements within the required timeframe (in Queensland, 14 days)
 - cancelling an apprenticeship/traineeship
 - a Training Contract can be cancelled during or after probation:
 - when both parties mutually agree or when one party wishes to withdraw

The employer and/or the apprentice/trainee must contact the nearest Australian Apprenticeships Centre which will provide advice on the correct procedure to follow. However, the relevant State authority is responsible for the actual cancellation of the Training Contract.

- a Training Contract can be cancelled as a disciplinary measure if an apprentice/trainee breaks the terms of the Training Contract by:
 - wilfully disobeying an employer's lawful instruction
 - behaving dishonestly or engaging in gross misbehaviour
 - being absent from work without the employer's approval
 - failing to attend compulsory off-the-job training
 - failing to make satisfactory progress with his or her training, either on-the-job or off-the-job

In these circumstances, it is the relevant State authority which makes the decision as to whether or not the Training Contract should be cancelled.

In the event of the Training Contract being cancelled as a disciplinary measure, the apprentice/trainee can appeal the decision by contacting the designated State authority (in Queensland, the Training Ombudsman) for advice

- training on- or off-the-job
 - if an apprentice/trainee has a cause of complaint about the quality of the training being provided:
 - if appropriate, discuss the issue with the employer or RTO
 - if inappropriate or the apprentice/trainee already has but the issue has not been resolved then contact the designated State authority (in Queensland, the Training Ombudsman) for advice
- unsafe work
 - if an apprentice/trainee is asked to do a task which s/he believes is unsafe because of lack of training or workplace health and safety procedures or standards will have to be disregarded:
 - talk to the supervisor and/or WHS representative who should go to the employer whose responsibility it is to assess the risk and resolve the problem, eg. provide the appropriate level or additional training for the work to be undertaken safely or provide alternative work
 - if a senior person still insists that the task is undertaken, the apprentice/trainee should
 - not go ahead with the work
 - indicate firmly, but politely s/he is not prepared to undertake the task until steps have been taken to remove the danger or further training in the skill necessary to do the job is received
 - contact the appropriate State organisation responsible for WHS (In Queensland, Workplace Health and Safety, Department of Employment and Training: DET)

Note:

Workplace safety is a serious matter. In recent years, there have been a number of workplace fatalities and injuries involving apprentices and trainees (particularly in the electrical industry). We all have a responsibility to ensure that our workplaces are safe and prevent such tragedies.

Employers of apprentices or trainees have an obligation to ensure their health and safety in the workplace. The overall objective of the *Workplace Health and Safety Act 1995* is to prevent death, injury or illness in workplaces, workplace activities, or in specified high risk plants. Apprentices and trainees are considered to be workers under the act.

DETA. (2004). *Apprenticeships and Traineeships Factsheet No.134 – Safety at work for apprentices and trainees*.

Information about *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:
 - physical injuries (eg. fractures, cuts, industrial deafness)
 - occupational disease (eg. Q-fever which can affect the health of abattoir employees who come in direct contact with cattle, in particular, as well as sheep or goats)

- psychological conditions which may occur when employees are subjected to violent or traumatic incidents in the workplace (eg. robbery, on-going bullying, victimisation or harassment)
- covers injury or illness which occur:
 - at work (including meal and rest breaks)
 - travelling on an approved work activity
 - travelling to and from work by the most direct route
- ensures employees are financially compensated for:
 - any pay lost due to time off work
 - any expense associated with medical treatment and rehabilitation assistance

Employer and employee obligations under Workers' Compensation must include:

- Employer obligations
 - 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
 - immediately reporting 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

Information about *Public Liability insurance* must include:

- covers members of the public against any damage to either their person or property that they may incur:
 - when dealing with the business (eg. a customer may slip on the business's floor and be physically injured)
 - as a result of the business's activity (eg. the goods on the business's delivery van may fall off and damage the car travelling behind the van)

Purpose, membership and services of unions of employees 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 at Federal and State levels
- Membership
 - membership of a particular union of employees 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 of employees represents
 - pay the appropriate membership fees (which are tax deductible)

- Services for members include
 - provide support and advice on industrial interests:
 - in the workplace, eg.
 - provide advice about award entitlements and wage rates
 - represent employees in the negotiation of awards, certified and workplace agreements
 - at government levels, eg.
 - work with governments to develop policies on industrial relations laws
 - lobby political parties to influence and change government policy on industrial relations matters such as maintaining and improving wage rates and family friendly policies
 - provide additional benefits including:
 - home loans and personal loans
 - financial and investment planning
 - advice about superannuation
 - 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 (eg. pay for any books)

Purpose, membership and services of unions of employers must include:

- Purpose
 - unions of employers:
 - represent members joint industrial and business interests at Federal and State Government levels
 - share information that helps employers to develop and promote the performance of their businesses
- Membership
 - membership of a particular union of employers requires that the person
 - be an employer (from a sole trader to a large organisation)
 - be in the particular industry that the union of employers represents
 - pay the appropriate membership fees (which are tax deductible)
 - unions of employers may be aligned with:
 - a particular industry:
 - at a state level (eg. Motor Traders Association of Queensland: MTA-Q)
 - at a national level (eg. Master Builders Australia)
 - a broad area of business management (eg. Commerce Queensland)
 - employers can belong to one or more unions of employers (eg. an employer in the motor trade industry can join MTA-Q, as well as Commerce Queensland)
- Services for members include
 - provide support and advice on industrial and workplace relations policy and practice including:
 - employment matters (eg. explaining employee award entitlements and wage rates; helping members with legislation relating to dismissal, anti-discrimination and equal employment opportunity)
 - employment of apprentices/trainees (eg. advice on apprenticeship/traineeship programs; assistance in employing apprentices/trainees; employer incentives)
 - negotiating industrial matters on behalf of employer(s) when awards, certified and workplace agreements are made
 - advocacy (ie. support) for an employer in cases of alleged unfair dismissal, not providing appropriate award entitlements, sexual harassment and union disputes

- workplace health and safety (eg. workplace health and safety regulations; workers' compensation; training; audits for noise, heat, hazards)
- provide support and advice on business matters including:
 - networking (eg. business information sessions and seminars; introduction to industry buyers, suppliers and overseas purchasers)
 - trade (eg. assistance for export development, links with national and international businesses)
 - training (eg. assessment and planning of a company's training needs; delivering training sessions and seminars)
 - taxation regulations
- lobby political parties to influence and change government policy on:
 - industrial relations matters related to industry reform (eg. workplace adaptability and flexibility)
 - strategic directions for business (eg. international competitiveness)
- work with governments to develop business policies and industrial relations laws
- extra benefits available to members include:
 - fuel discounts
 - insurance packages
 - travel discounts

Principles of Equal Employment Opportunity (EEO) must include:

- all employment and management practices are fair and equitable to give all personnel in a workplace equality of opportunity.
 - recruitment, selection and promotion processes are transparent and based on merit (ie. based on relevant skills and qualifications of applicants not on the basis of sex (gender), age, race, impairment, parental status, political belief and activity, etc.)
 - remuneration (ie. same/equal pay as others receive for performing the same work – or work of equal value – requiring the same skills and qualifications)
 - conditions of employment (ie. wage/salary, number and spread of working hours, allowances, entitlements)
 - training/professional development (ie. equal access to training and development opportunities that enables one to be productive in their work and pursue a career path)
 - termination of employment
 - equal access to fair, prompt and confidential processes to deal with complaints and grievances

Types of discrimination, sexual harassment and vilification that are illegal in the workplace under Anti-Discrimination legislation must include:

- **Discrimination**
Discrimination is treating a person unfairly or differently based on the following grounds or attributes:
 - sex (whether they are male or female)
 - age (whether they are young or old)
 - impairment (whether they have or have had a physical, intellectual, psychiatric or mental disability, injury or illness, including whether they are HIV+, or use a guide dog, wheelchair or some other remedial device)
 - race (race, colour, nationality, ethnic origin)
 - sexuality (eg. gay, lesbian, heterosexual or bisexual)
 - gender identity

- religious belief or activity
- relationship status (single, married, divorced, widowed, separated or living in a de facto relationship)
- parental status (dependent child/ren)
- family responsibilities
- pregnancy
- political belief or activity
- trade union activity
- association with or relation to someone who has any of these listed attributes or personal characteristics

Examples of discrimination are:

- making offensive jokes about another worker's racial or ethnic background, sex, sexual preference, age or disability
- expressing negative stereotypes about particular groups, eg. "married women shouldn't be working"
- judging someone on their political or religious beliefs rather than work performance
- using selection processes for a job based on irrelevant attributes such as age, race or disability rather than skills or merit

▪ **Direct and indirect discrimination**

Discrimination can be direct or indirect. Both types are against the law.

- direct discrimination is when it is obvious that a person is being treated unfairly or differently, eg. people being told they are unsuitable for a job because of their age, gender, nationality or political belief
- indirect discrimination is when an employment or management policy applies to everyone but has an unfair effect on some groups, eg. prohibiting the wearing of 'headgear' in an office discriminates against people whose religious beliefs require they wear it

Examples of direct discrimination are:

- Any action which treats a person unfairly or badly compared to others because of a personal characteristic irrelevant to the situation (eg. sex or ethnic origin). Direct discrimination can be applied consciously or unconsciously, be open and obvious (ie. written or spoken) or hidden.
 - sex (gender): a female being told by an employer that she is not suitable for a plumbing apprenticeship because she is not a male
 - impairment: an employer sacking a person upon learning that the person has diabetes
 - age: an applicant for a position in a record store is told that he didn't get the job because he is too old and that only young, trendy people were suitable for such a position
 - race: people of a different nationality being told they are not suitable applicants for a position because they 'won't fit in'

Examples of indirect discrimination are:

- A condition, rule or policy which seems fair or neutral but may impact negatively on people because of a personal characteristic irrelevant to the situation (eg. ethnic origin).
 - sex (gender): the tasks allocated by an employer may reflect implicit beliefs about what it is reasonable/not reasonable for a male or female to do
 - impairment: a person with a disability being given more menial tasks in the workplace because the employer implicitly believes s/he is helping the person
 - age: unless it is a reasonable requirement for a specific job, job advertisements specifying that applicants must have at least 'x' number of years experience (eg. 5 or 10) disadvantages young people
 - race: a rule specifying that employees must be of a certain minimum height may exclude people of particular ethnic origin

- **Lawful discrimination**

There are certain times when an employer is able to discriminate when employing a person (eg. if an employee is required to drive a car as part of a job, an employer would not be able to consider a person under 18 years of age).

Examples of discrimination exemptions are:

- sex (gender): an exemption can apply on the basis of genuine occupational requirements, eg. it is lawful to employ only women applicants for positions involving body searches of women
- impairment: denying a person with a disability a job is only lawful if an employer can demonstrate that it would impose an *unjustifiable hardship* to make any reasonable adjustments or the person cannot perform the 'inherent requirements of the job'
- age: an exemption can apply on the basis of genuine occupational requirements, eg. requiring only people over the age of 18 to work on licensed premises
- race: an exemption can apply on the basis of genuine occupational requirements, eg. a position is Aboriginal designated or selecting an actor for a dramatic performance on the basis of race for reasons of authenticity

- **Sexual harassment**

Sexual harassment can take various forms and may be obvious or indirect, physical or verbal. It also includes behaviour and practices which create a sexually hostile or intimidating environment. Sexual harassment laws apply to both men and women and cover same sex harassment.

Examples of sexual harassment are:

- unwelcome physical touching
- sexual or suggestive comments, jokes or innuendo
- sexually-based insults or taunts
- sexual propositions
- inquiries into sexual/private life
- persistent requests to go out when one has said 'no'
- the display of sexually explicit material such as posters or pictures
- unwanted invitations
- staring/leering
- offensive communications, including telephone calls, letters, faxes, E-mail

Sexual harassment does not have to be repeated or continuous to be against the law. Some actions or remarks are so offensive that they constitute sexual harassment in themselves, even if they are not repeated. Other single incidents, such as an unwanted invitation or compliment, may not be harassment if they are not repeated. Some forms of sexual harassment, such as assault, physical molestation, stalking, sexual assault and indecent exposure, are also criminal offences.

- **Vilification**

Vilification is behaviour that incites hatred, serious contempt or severe ridicule of individuals or groups because of their race, religion, gender identity or sexuality.

Examples of vilification are:

- wearing symbols, badges or clothing in the workplace which have on them slogans that incite hatred
- an employee abusing a person because of their race, religion, sexuality or gender identity in the workplace which encourages others to hate people of that race, religion, sexuality or gender identity
- placing a poster or sticker on the customer service counter which incites others to hate people because of their race, religion, sexuality or gender identity

The *rights and responsibilities of employers and employees* under current Equal Employment Opportunity and Anti-Discrimination legislation must include:

Employer rights and responsibilities

- **Rights**
 - a workplace that is free from unlawful discrimination, sexual harassment and vilification as a result of employees:
 - treating people fairly (not discriminating, sexually harassing or vilifying others) in the workplace
 - acting to prevent unlawful discrimination, sexual harassment and vilification against others in the workplace
 - respecting differences, such as social and cultural diversity, among management, co-workers, customers and clients
- **Responsibilities**
 - ensure all work practices and behaviours are fair in the workplace
 - ensure the work environment is free from all forms of unlawful discrimination, sexual harassment and vilification
 - ensure equal conditions of employment
 - ensure selection and promotion processes are transparent and based on merit
 - provide all employees with equal opportunity to apply for available jobs, higher duties, job rotation schemes and flexible working arrangements, if applicable
 - give employees equal access to relevant training and development opportunities
 - provide all employees with equal access to fair, prompt and confidential processes to deal with complaints and grievances

Employee rights and responsibilities

- **Rights**
 - a workplace that is free from unlawful discrimination, sexual harassment and vilification
 - an equal chance of being recruited or selected for a job and gaining promotion as those with the same qualifications and skills (ie. competitive merit-based selection processes for recruitment and promotion)
 - equal training and development opportunities that enables one to be productive in their work and to pursue a career path
 - same (equal) pay as others receive for performing the same work (or work of equal value) requiring the same skills and qualifications
 - same conditions of employment (eg. wage/salary, number of working hours, times in which they are worked, allowances, etc.)
 - equal access to fair processes to deal with work-related complaints and grievances
- **Responsibilities**
 - treat people fairly (not discriminating, sexually harassing or vilifying others) in the workplace
 - act to prevent unlawful discrimination, sexual harassment or vilification against others in the workplace
 - respect differences, such as social and cultural diversity, among co-workers, customers and clients

Appropriate action to take in response to unlawful discrimination, sexual harassment or vilification should they occur in the workplace must include:

- dealing with discrimination under EEO legislation
 - If one is directly discriminated against when applying for a job (eg. told too young or too old), a complaint can be lodged with the Anti-Discrimination Commission.
 - If it is a perception that one is being indirectly discriminated against in the workplace (eg. having a physical impairment and being asked to undertake menial tasks because it is implicitly believed this is a help) talk to the supervisor or employer about the situation.
- dealing with discrimination, sexual harassment or vilification
 1. Tell the person to stop

Tell person (or group) to stop discrimination, harassment or vilification. Tell person the behaviour is offensive, humiliating and intimidating. This may be all that is needed as person may not realise the behaviour is inappropriate.

If person continues, s/he is no longer able to say that s/he did not know the behaviour was offensive, humiliating or intimidating.
 2. Keep a written record

Keep diary notes of all incidents including names, dates, times, places and descriptions of the incidents.
 3. Follow the grievance procedure in the workplace

Report the person to designated personnel (eg. EEO officer – if an organisation is large enough to appoint a ‘specialist’ officer, or the supervisor/employer).
 4. If there is no grievance procedure

Raise issue with immediate supervisor, both verbally and in writing. If supervisor is at fault, then go to a higher authority.
 5. Seek outside if necessary

If matter is not resolved satisfactorily, contact an organisation which can help (eg. relevant union for advice, Young Workers’ Advisory Service (YWAS), or Anti-Discrimination Commission).

Types of situations that constitute workplace harassment (bullying) under workplace health and safety legislation must include:

- Workplace harassment is being subjected to repeated behaviour that:
 - is unwelcome and unsolicited
 - the person considers offensive, intimidating, humiliating or threatening
 - can impact on a person’s health and safety.
- The ‘harasser’ can be:
 - an individual or a group
 - someone of the same sex or someone of the opposite sex
 - an employer, senior manager, supervisor, co-worker, or customer/client.
- Workplace harassment comes under Workplace Health and Safety legislation. As such:
 - it does not include sexual harassment which comes under Anti-Discrimination legislation
 - it is not a grievance about legitimate management actions taken in a reasonable way (eg. performance management processes, action taken to transfer a worker, allocating work in compliance with systems and policies).

Examples of workplace harassment are:

- deliberate actions that humiliate, intimidate or undermine a person, such as:
 - abusing the person loudly, usually when others are present
 - constantly using put-downs, insults, belittling comments

- using gestures to intimidate (eg. finger pointing, slamming things down, throwing objects)
- humiliating a person through gestures, sarcasm, criticism and insults, often in front of customers, management or other workers
- spreading gossip or false, malicious rumours about the person with an intent to cause harm to the person's professional and/or personal reputation
- threatening the person with job loss or other severe punishment for no reason
- maliciously excluding or isolating the person from workplace activities
- leaving offensive messages on email or voicemail
- sabotaging a person's work, such as:
 - ensuring the person does not have the required resources to complete the work satisfactorily (eg. supplies, help, enough time through setting impossible timelines)
 - cutting the person out of a work-related information loop (eg. stops mail, e-mail, memos, and does not return telephone calls) or 'buries' the person in information (eg. mail, e-mail, memos, messages) to prevent the person from getting the work done
 - supplying the person with incorrect information that affects the person's ability to complete a job successfully
 - constantly and unreasonably criticising the person's competence/ability and the quality of work done
 - taking/stealing credit for the person's work
 - blaming the person for any mistakes he or she makes
 - giving the person meaningless tasks to do or tasks that are below the person's ability level to make the person feel useless

Rights and responsibilities of employers and employees relating to workplace harassment must include:

Employer rights & responsibilities

- Rights
 - a workplace that is free from harassment (bullying) as a result of employees:
 - not engaging in repeated behaviour that constitutes harassment of others (management, co-workers, customers or clients)
 - acting to prevent harassment of others occurring
- Responsibilities
 - ensure a safe and healthy work environment for all employees through workplace policies, procedures and practices that do not tolerate or condone 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 harassment complaints and grievances

Employee rights & responsibilities

- Rights
 - a workplace that is free from harassment, including teasing or practical jokes against workers or initiation practices for new workers
 - access to fair and prompt processes to deal with work-related harassment complaints and grievances
- Responsibilities
 - complying with workplace harassment policies, procedures and practices to ensure a workplace that is free from harassment (bullying) by:
 - not engaging in repeated behaviour that constitutes harassment of others
 - acting to prevent harassment of others occurring

Action to take in response to workplace harassment should it occur in the workplace may include but not be limited to:

1. Immediately tell the person to stop
Immediately tell the person to stop. Tell person the behaviour is unfair or offensive. However, if it is considered unsafe to do so, then tell immediate supervisor or, if s/he is involved, speak to another senior person.
2. Keep a written record of harassment
As harassment is being subjected to repeated behaviour that is offensive, intimidating, humiliating or threatening, keep a diary to record tangible examples of incidents, including any witnesses. Keep any related correspondence (eg. emails, notes).
3. Follow the steps outlined in your workplace's grievance procedure
If there is a grievance procedure in the workplace, then follow that procedure. This may involve telling a specific person (eg. Equity Officer) about the harassment and then letting that person resolve the issue.
4. Seek help from an appropriate person in the organisation if there is no grievance procedure
Raise the issue with management (or with a person of higher authority if the immediate manager is the person doing the harassing). Do this verbally and in writing (eg. letter or email).
5. Seek outside help if harassment does not stop
If the issue is not resolved (ie. the harassment continues), contact an organisation that can help:
 - relevant State authority that deals with WHS (in Queensland Department of Employment and Industrial Relations: DEIR)
 - young person's industrial relations support service (in Queensland Young Workers' Advisory Service (YWAS))
 - relevant union, if a member
 It may also be necessary to obtain medical assistance from a doctor if physical health and mental well-being is being undermined.

Meet employee obligations and responsibilities in day-to-day activities must include:

- all lawful instructions are complied with
- all tasks are undertaken according to work instructions and work is done to the best of ability
- punctuality is demonstrated by:
 - starting and finishing on time
 - taking meal breaks in the allocated time
- attendance requirements are met by:
 - coming to work unless genuinely ill
 - notifying employer or designated person promptly if going to be absent from work
 - keeping accurate records of attendance, eg. fill in the required time sheet
- all general safety and health instructions and rules in the workplace are complied with to ensure own safety and that of others
- Equal Employment Opportunity, Anti-Discrimination and Workplace Health and Safety legislative and workplace requirements are complied with to contribute to a workplace that is free of unlawful discrimination, sexual harassment, vilification and workplace harassment
- the employer's interests (ie. reputation, viability and profitability) are safeguarded through behaving in an ethical way in the workplace

Workplace procedures and practices to be complied with as an employee may include but not be limited to:

Note:

It is anticipated that routine or generic workplace procedures and practices to be complied with during workplacement will be included in the workplace induction.

- working hours arrangements
 - identify starting and finishing times
 - identify meal and rest breaks
- attendance requirements
 - identify method of keeping a record of time worked (eg. fill in timesheet)
 - identify procedure to follow if unable to attend work
 - designated person to call
 - required timeframe for notifying designated person if unable to attend
- WHS procedures and practices
 - identify relevant procedures or instructions to be complied with at all times:
 - in the workplace, eg.
 - identifying and reporting hazards
 - responding to emergency situations
 - when undertaking specific job role, if applicable, eg.
 - meeting personal hygiene standards if job role involves food preparation - wearing gloves, hairnet, washing hands after going to the toilet, etc.
- anti-discrimination and workplace harassment
 - identify relevant procedures and practices to be followed:
 - to work with others in a non-discriminatory manner
 - in the event of discrimination or harassment occurring
- ethical behaviour standards, eg.
 - handling of money, if applicable
 - maintaining confidentiality
- Workers' Compensation

Meeting employee responsibilities refers to:

- being punctual
 - starting and finishing work (ie. putting in the required number of hours)
 - observing set times for meal and rest breaks
- complying with attendance requirements
- complying with WHS procedures and practices to ensure own safety and that of others:
 - in general
 - in specific job role
- complying with anti-discrimination and workplace harassment policies and procedures in interactions with all people in the workplace and in the event of being discriminated against or bullied
- complying with established procedures and practices
 - if handling money
 - to maintain confidentiality
- complying with all lawful instructions
- 'putting in a fair day's work' – that is, working conscientiously (staying on task) and completing tasks to the best of one's ability

Key information about employment conditions that should be acquired prior to starting a new job include:

Reference:

Queensland Department of Employment and Industrial Relation (DEIR)

[www.dir.qld.gov.au/industrial/rights/workforce/newjob/index.htm]

▪ **details about your new job**

When you're offered a job, you need to know more than what you'll do and what is expected of you. You need to know about workplace health and safety, pay rates and work conditions too. You should find out the following:

- the award or agreement, if applicable, under which you are working
- where to find a copy of the award or agreement
- your employment status
- your hours of work
- meal breaks
- record keeping requirements
- duration of the probation period
- the period of notice required to be given by the employer and employee to terminate the employment
- your pay rates
- your leave entitlements and application processes
- who to talk to for information on employment questions
- who to notify, when and in what circumstances you are to be absent from work
- your rights and obligations under the employment contract, as well as those of your employer
- where to go for help in determining pay and conditions for work

▪ **about a contract of employment**

When you are hired, ask your employer to put your conditions of employment in writing. The details you'll want included are:

- the name of your employer (e.g. a person, a partnership or firm using a business name, a family trust, a non-constitutional corporation)
- the name of the award or agreement which covers the job you do
- your rate of pay
- your hours of work
- your days of work
- whether the job is full-time, part-time or casual
- the wages and allowances payable to you
- your job title (classification)
- whether there is a special probationary period

Without these details in writing, there is potential for disputes concerning the job you were hired to do.