

30981QLD Certificate II in Workplace Practices

Version 2, August 2013

VERSION HISTORY

Version 1	Renewal	29 November 2011
Version 2	Amendment – Replace superseded unit BSBOHS201A to BSBWHS201A (deemed equivalent)	16 August 2013

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Section A: Copyright and course classification information

1. Copyright owner of the course	<ol style="list-style-type: none"> 1. State of Queensland (Department of Education and Training) 2. Queensland Catholic Education Commission 3. Independent Schools Queensland
2. Address	<ol style="list-style-type: none"> 1. State of Queensland (Department of Education and Training) Street address: 30 Mary Street BRISBANE QLD 4000 Postal address: PO Box 15033 CITY EAST QLD 4002 Email: Meg.Quinn@deta.qld.gov.au 2. Queensland Catholic Education Queensland Street address: 1/143 Edward Street BRISBANE QLD 4000 Postal address: GPO Box 2441 BRISBANE QLD 4001 Email: director@qcec.catholic.edu.au 3. Independent Schools Queensland Street address: 96 Warren Street SPRING HILL QLD 4000 Postal address: PO Box 957 SPRING HILL QLD 4001 Email: office@aisq.qld.edu.au <p><u>Day-to-day contact person:</u> Ms Meg Quinn, Principal Policy Officer, Education Queensland Street address: 30 Mary Street BRISBANE QLD 4000 Postal address: PO Box 15033 CITY EAST QLD 4002 Email: Meg.Quinn@deta.qld.gov.au</p>
3. Type of submission	Amendment
4. Copyright acknowledgement	<p>The copyright owners of the units of competency developed for inclusion in this course are:</p> <ol style="list-style-type: none"> 1. State of Queensland (Department of Education and Training) 2. Queensland Catholic Education Commission 3. Independent Schools Queensland. <p>The following units of competency:</p> <ul style="list-style-type: none"> ▪ <i>BSBCMM201A: Communicate in the workplace</i> ▪ <i>BSBIND201A: Work effectively in a business environment</i> ▪ <i>BSBWHS201A: Contribute to health and safety of self and others</i> <p>are from the BSB07 Business Services Training Package administered by the Commonwealth of Australia © Commonwealth of Australia</p>
5. Licensing and franchise	There are currently no licensing or franchising arrangements in place for this course.

6. Course accrediting body	The Australian Skills Quality Authority (ASQA)						
7. AVETMISS information	<table border="1"><tr><td>ANZSCO</td><td>GEN19</td></tr><tr><td>ASCED</td><td>1201</td></tr><tr><td>National course code</td><td>30981QLD</td></tr></table>	ANZSCO	GEN19	ASCED	1201	National course code	30981QLD
ANZSCO	GEN19						
ASCED	1201						
National course code	30981QLD						
8. Period of accreditation	29 November 2011 – 28 November 2016 (5 years)						

Section B: Course information

1. Nomenclature	
1.1 Name of the qualification	30981QLD Certificate II in Workplace Practices
1.2 Nominal duration of the course	220 hours
2. Vocational or educational outcomes	
2.1 Purpose of the course	<p>The Certificate II in Workplace Practices is primarily designed to young people still in school, who have not yet determined their career pathway. Work placement that forms a significant part of the learning associated with the course may occur in a broad range of industry areas. Placements are sought in areas of interest for students and, for example, can include placements in Health and Community Services, Construction, Automotive, Horticulture and Rural Industries, Engineering, Education, Information Technology, Tourism and Hospitality.</p> <p>The intended purpose of this pre-vocational course is to maximise young people's employability potential in small, medium or large enterprises by equipping them with knowledge, skills, generic and specific competencies that enable them to:</p> <ul style="list-style-type: none"> ▪ meet the demands of the workplace as a proficient 'worker' – that is, one who manages own work performance to meet workplace standards expected of an entry-level employee required to exercise limited judgment and autonomy and take an appropriate level of responsibility for own work outcomes, including: <ul style="list-style-type: none"> ▫ undertake and complete allocated individual and collaborative team tasks to workplace standards of time and quality to support productive workplace outcomes ▫ work effectively as a team member not only on collaborative team tasks but as a member of a work-based team environment in general ▫ contribute to safe work systems by complying consistently with workplace health and safety standards to ensure own safety and that of others ▫ establish and maintain harmonious, co-operative and productive working relationships with all people in the workplace using effective communication and teamwork skills ▫ apply a practical understanding of standard or routine workplace policies, procedures and practices to meet employee industrial obligations ▫ meet workplace requirements for personal presentation and appropriate behaviour ▪ plan and manage own skills development and employment options by understanding the interdependencies among formal and informal lifelong learning and gaining and maintaining employment in an unpredictable labour market in changing work and employment environments, including: <ul style="list-style-type: none"> ▫ management of personal skill development aligned with identified career aspirations ▫ management of employment options and opportunities.

3. Development of the course	
<p>3.1 Industry/ enterprise/ community needs</p>	<p>Certificate II in Workplace Practices was developed in response to an established market need and demand, identified through consultation with industry associations and employers and in seminal research reports, to provide candidates for industry who are acutely aware of what the world of work requires of an employee – that is, one who is able to respond to the demands of a workplace ‘as a worker’.</p> <p>A consistent concern expressed by industry and employers was the need for young people entering the workforce to have a ‘hands-on’ understanding of workplace culture and general workplace practices.</p> <p>In <i>Employability Skills for the Future</i> (DEST, 2002), the seminal report of the research project managed by the Australian Chamber of Commerce and Industry and the Business Council of Australia which resulted in the Employability Skills Framework, it was reported that:</p> <ul style="list-style-type: none"> ▪ There has been broad agreement that all young people need a set of personal attributes and skills that will prepare them for both employment and further learning. (p.1) ▪ Employers acknowledge that the required technical and job-specific skills, being subject to ongoing change, are not readily predictable. What is important, therefore, is the capacity to continually adapt and upgrade with the application of core or generic employability skills that can be transferred across different settings. (p.11) ▪ ... a large number of employers indicated that they would prefer to teach a new employee technical rather than employability skills. Therefore, those who possess employability skills are more likely to obtain and maintain employment ... (p.49) <p>As such, it was considered that a course which assisted young people to acquire highly transferable generic employability skills as part of preparing for employment was needed to compliment industry- and occupation-specific training provided under Training Packages at Certificate II level.</p> <p>Furthermore, given that the traditional notion of obtaining one set of skills or qualification(s) that would suffice for a lifetime of permanent employment generally with the one employer is no longer the dominant model, consultation also highlighted that a significant component of the requirements for young people to earn a living in fluid, changing, reactive and responsive work and employment environments demands that they possess the knowledge and skills to:</p> <ul style="list-style-type: none"> ▪ plan and manage on-going skills development by engaging in lifelong formal and informal learning to ensure one’s ‘portfolio of knowledge and skills’ remains current and/or relevant to career/employment aspirations to accommodate expected multiple job/career changes ▪ manage employment options to gain paid employment by participating effectively and productively in an unpredictable job market by identifying, assessing and pursuing employment options, including working for themselves and/or developing a ‘portfolio of work’ based on a mix of casual, part-time or contractual working arrangements.

	<p>The resultant Certificate II in Workplace Practices is delivered in Queensland State, Catholic and Independent Schools to assist young people in the senior phase of schooling develop generic skills, capacities and general qualities that industry and employers indicated young people needed to acquire to be truly effective employees.</p> <p>Data provided by the Queensland Studies Authority (QSA) indicates that a total of 3,116 students are enrolled in the course in 138 Queensland schools registered for Certificate II in Workplace Practices, namely:</p> <ul style="list-style-type: none"> ▪ 100 State schools ▪ 20 Catholic schools ▪ 18 Independent schools. <p>Accreditation for this course expires on 28 November 2011.</p> <p>To progress the reaccreditation process, a Course Development Advisory Committee was formed comprising the following members from industry, the education sectors and VET practitioners:</p> <ul style="list-style-type: none"> ▪ Chair, Health and Community Services Workforce Council ▪ Principal Policy Officer, Education Queensland ▪ Executive Officer - Education, Queensland Catholic Education Commission ▪ Program Officer - VET, Independent Schools Queensland ▪ Principal Education Officer (VET) and Senior Lead Auditor, Vocational Education and Training Branch, Queensland Studies Authority ▪ Senior Schooling Head of Department, Holland Park State High School and cross-sectoral Professional Development Consultant, Work Education Certificates. <p>The Course Development Advisory Committee advised that a targeted consultation be undertaken with key stakeholders, including:</p> <ul style="list-style-type: none"> ▪ Queensland Studies Authority (QSA) ▪ all schools registered with QSA to undertake the Certificate ▪ private Registered Training Organisations which deliver the certificate ▪ NQX Freight System through the Transport & Logistics Industry Skills Council ▪ Hutchinson Builders ▪ Cummins South Pacific Pty Ltd ▪ Keema Automotive Group ▪ IKEA Logan ▪ MEGT Australian Apprenticeships Centre – State Key Priority Groups (School-based & Indigenous) ▪ Community Partnerships Broker – The Smith Family. <p>The following consultation and validation activities that took place with these groups to determine the continued need and support for the course were:</p> <ul style="list-style-type: none"> ▪ advice was sought from QSA regarding issues identified through the audit process with course skills and knowledge outcomes, structure and assessment strategy ▪ two (2) written evaluation instruments sought feedback on the currency and relevance of the course content and appropriateness of the course structure:
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	<p>(i) Evaluation of Certificate II in Workplace Practices – distributed to all schools registered with QSA to undertake the certificate and private Registered Training Organisations which deliver the certificate, incorporating the opportunity for students and employers to provide feedback on the course</p> <p>(ii) Evaluation Form for Certificate II in Workplace Practices – distributed to a range of relevant industry, employer and community organisations providing the opportunity to indicate support for the course and to comment on the appropriateness of the core units of competency</p> <ul style="list-style-type: none"> ▪ face-to-face or telephone interviews with representatives from school, industry, employer and community organisations to seek further information or clarification of written responses. <p>Feedback from users of the certificates identified that the course meets the needs of a niche market in the education community that is not fully met by industry Training Packages. A scan of existing products using the then National Training and Information Service (NTIS) – now known as training.gov.au – validated this feedback. The proposed award is not covered by a qualification within a Training Package.</p>
<p>3.2 Review for re- accreditation</p>	<p>During the period of accreditation, the course has been monitored by the three Queensland education sectors, as the course owners, through internal professional development and assessment validation activities. The feedback from these activities coupled with the findings and recommendations of the consultation and validation activities, provided consensus that a continuing need and demand for the course existed.</p> <p>Feedback from the education sectors and private Registered Training Organisations indicated that the core units of competency were considered effective in providing learners with skills and knowledge to maximise the proficiency of learners to meet the demands of the workplace with 66.7% giving a 'very satisfactory' rating and the remaining 33.3% providing a 'satisfactory' rating (on a five-point Likert scale rating from 'very satisfactory' to 'very unsatisfactory').</p> <p>Examples of comments from stakeholders which support the above ratings include:</p> <ul style="list-style-type: none"> ▪ <i>Students love the work placement. The only complaint some have is that they hate working for no money.</i> ▪ <i>Most feedback is positive and students see value in the practical components taught.</i> ▪ <i>Most are trying to gain a school based apprenticeship or traineeship out of this or full-time apprenticeship to leave school.</i> ▪ <i>Students perform better in the workplace. Most make the link to the reality of it, others gain school based apprenticeship or traineeship or part-time work from their work placement.</i> ▪ <i>Our students have gone to all types of employment.</i> ▪ <i>Students have been offered casual work, school based apprenticeships or traineeships and full-time employment on completion of Year 12. Students have been told to return to workplaces on completion of Year 12 for employment.</i> <p>Feedback provided by schools and private Registered Training Organisations from employers about the validity of the course included:</p>

- *Have gone from employers' comments saying none of our students show initiative and confidence to most of them doing so - the change is remarkable.*
- *Well implemented with the collection of evidence.*
- *Students are well-prepared for the workplace (compared to other schools). Worthwhile part of the course: students gain experience and knowledge of industry.*
- *Given the integration of this program with several Tasmanian Certificate of Education subjects it has been well received by our industry partners as students are able to complete dual qualifications and not repeat requirements/work in several areas.*

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

- *There is a significant shortage of applicants who possess the right generic employability skills including attitude to work, punctuality and willingness to undertake direction appropriately. Many employers of entry level positions or employers of new university graduates regard generic employability skills as a higher priority than experience or skill sets, providing the base qualifications are satisfied (eg: Driver's Licence or a tertiary degree with no relevant additional experience). The skills learnt in the Certificate regarding effective communication and working as part of a team are life skills which can not only enhance general employability but have flow on effects in other aspects of a student's life.*
- *A Cert II in Workplace Practices is the basis for quality guarantee, expectations and accountability for clients employing school students and school leavers. All core units are deemed essential and relevant.*
- *Based on feedback from Business and Industry, as well as observations gained through school and industry liaison, students who have participated in Work Education programs prior to seeking employment are regularly regarded as having a better chance of gaining the work that they prefer, and often perform better as employees. This applies to skilled and semi-skilled roles as well as entry level positions. This is particularly true for aspects such as personal presentation, understanding how to behave appropriately at work, and being aware of what an employer expects of an employee.*
- *Overall, the ten units cover a broad spectrum of what today's modern industries are looking for in either work experience students or new recruits whether trainees or apprentices.*
- *When a new employee starts an apprenticeship they generally bring very few skills to the table. So as an employer the main things I look for are attitude, commitment and the ability to listen with their ears and not their mouth. Training around working in team situations, managing and prioritising work load and professional interpersonal communication is valuable.*

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

- *GENIWR201B: Develop knowledge of workplace relations* is too detailed and should be more practical to achieve greater application to a workplace environment
- the outcome of several units of competency could be achieved through using units of competency drawn from BSB20107: Certificate II in Business from the BSB07 Business Service Training Package as follows:
 - the units of competency relating to workplace relations, team work, managing personal work performance, and workplace standards for personal presentation and behaviour are substantially addressed in the unit of competency *BSBIND201A: Work effectively in a business environment*
 - the outcomes of *GENIEW201B: Interact effectively in the workplace* could be achieved through *BSBCMM201A: Communicate in the workplace*
 - using *BSBOHS201A: Participate in OHS processes* would overcome the need to develop an updated unit of competency *GENOHS201B: Work safely according to OHS principles and procedures* based on the generic unit of competency *OHS200: Participate in OHS processes* in *Guidelines for Integrating OHS into National Industry Training Packages* (Australian Safety and Compensation Council, Australian Government, 2008)
- the content of enterprise units of competency to be retained in the revised course need to be:
 - reviewed to ensure currency is maintained, including the removal of references citing specific legislation, government departments and sources of information which can change
 - re-formatted to meet current course design requirements in terms of style and structure.

Based on the advice received, the following changes have been made to the course.

First, the overall structure of the course has been revised. The course now comprises a total of seven (7) core units of competency, whereas the superseded course comprised 10 core units of competency. The changes are:

- three (3) units of competency imported from BSB20107: Certificate II in Business have replaced six (6) 'enterprise' units of competency (ie. developed by the course owners and are non-industry training package units of competency):
 - *BSBCMM201A: Communicate in the workplace* has replaced:
 - *GENIEW201B: Interact effectively in the workplace*
 - *BSBIND201A: Work effectively in a business environment* has replaced:
 - *GENIWR201B: Demonstrate knowledge of workplace relations*
 - *GENPAS201B: Project workplace behaviour and image*
 - *GENPMG201B: Manage personal work performance*
 - *GENTEM201A: Work effectively in a team*
 - *BSBOHS201A: Participate in OHS processes* has replaced:
 - *GENOHS201B: Work safely according to OHS principles and procedures*
- the four (4) 'enterprise' units of competency retained are:

- *GENENP201B: Apply an enterprising approach in an approved project*
- *GENJAS201B: Develop job acquisition strategies*
- *GENPCD201B: Access employment and training options*
- *GENSWL201B: Participate in structured workplace learning 2.*

Second, the above four (4) 'enterprise' units of competency have been revised as follows:

- the format has been updated to comply with current course design requirements for style and structure as outlined in *Training Package Development Handbook and Standards for VET Accredited Courses 2011*
- the content has been modified in terms of wording to clarify meaning and, as such, the overall intent or competency outcomes remain unchanged
- as indicated below, the code suffix has been changed from B to C to indicate the units have been modified, and the title of three units of competency have been changed as well
 - *GENENP201C: Undertake an individual or team enterprise project*
 - *GENJAS201C: Manage personal employment options*
 - *GENPCD201C: Manage career planning and further learning*
 - *GENSWL201C: Participate in structured workplace learning 2*

Third, while the overall nominal hours for the course remain unchanged at 220 hours, the nominal hours assigned to the units of competency imported from BSB20107 Certificate II in Business differ to those of the superseded 'enterprise' units.

The nominal hours for the course and units of competency are shown in Section 5.1 Course structure, p.16.

A transition guide is provided in the non-endorsed support materials.

Transition and teach-out arrangements are as follows:

- Registered Training Organisations (RTOs)
 - If an RTO has the superseded 30627QLD Certificate II in Workplace Practices V2.0 on its scope and it is intended to offer the revised 30981QLD Certificate II in Workplace Practices V1.0, the RTO must apply to have the replacement course added to its scope of registration as soon as practicable but no later than 12 months from the date of publication of the replacement accredited course on the national register.
 - For Queensland schools, the Queensland Studies Authority (QSA) has addressed this requirement.
- New student enrolments
 - The RTO must commence enrolments in the 30981QLD Certificate II in Workplace Practices V1.0 as soon as practicable but no later than 12 months from the date of publication of the replacement course on the national register. There should be no new student enrolments into the superseded 30627QLD Certificate II in Workplace Practices V2.0 or units of competency after the 12 month deadline.

	<ul style="list-style-type: none"> ▪ Continuing students <ul style="list-style-type: none"> ▫ The RTO must transfer continuing students of the superseded 30627QLD Certificate II in Workplace Practices V2.0 into the replacement 30981QLD Certificate II in Workplace Practices V1.0 as soon as practicable but no later than 12 months from the date of publication of the replacement course on the national register, unless they will be genuinely disadvantaged if required to do so. ▫ The RTO may continue to deliver training and assessment services, and issue awards, to current students of the superseded 30627QLD Certificate II in Workplace Practices V2.0 who would be genuinely disadvantaged if required to transfer to the replacement 30981QLD Certificate II in Workplace Practices V1.0 for up to 18 months after the publication of the replacement course on the national register. Students who have not completed during this timeframe must be transferred to another Training Package qualification or accredited course. ▫ During the teach-out period, the RTO must not enroll students and/or commence delivery in the superseded 30627QLD Certificate II in Workplace Practices V2.0.
4. Course outcomes	
4.1 Qualification level	<p>The course outcomes meet the AQF requirements of a Certificate II level course as it provides learners with basic factual, technical and procedural knowledge and cognitive, communication and technical skills to:</p> <ol style="list-style-type: none"> 1. perform mainly routine individual and collaborative team tasks using limited practical skills and basic operational knowledge in a supervised or monitored work environment requiring that some autonomy and judgement is demonstrated and limited accountability for the quality of own outcomes is accepted 2. plan for engaging in further learning to maximise their potential to gain and maintain employment in changing work and employment environments. <ol style="list-style-type: none"> 1. To perform mainly routine tasks, learners: <ul style="list-style-type: none"> ▪ acquire basic factual, technical and procedural knowledge relating to: <ul style="list-style-type: none"> ▫ legislative or regulatory requirements and workplace policies and procedures in Occupational Health and Safety, anti-discrimination, and employee industrial responsibilities ▫ working collaboratively in a work-based team environment and communicating effectively with others ▪ use cognitive, communication and technical skills to: <ul style="list-style-type: none"> ▫ access, interpret and apply information as required from reference materials, workplace policies and/or procedures, standard operating procedures and work practices ▫ undertake team and individual tasks, identifying team roles, responsibilities and reporting relationships; planning and organising own tasks in collaboration with relevant person(s), clarifying and confirming overall requirements and workload priorities, following instructions to perform tasks to workplace standards; seeking assistance and guidance when necessary and offering assistance to other team members when appropriate; and meeting oral and/or written reporting requirements

	<ul style="list-style-type: none"> ▫ monitor own work performance to ensure the required outcome is achieved – a quality product is produced and/or a quality service is provided – responding to any difficulties or constraints that hinder the completion of allocated tasks and taking appropriate action to rectify the problem rather than waiting for direction when it is within scope of responsibilities and competency; or raising and addressing any emergent problems or constraints with relevant person(s) ▫ evaluate own work performance against required level of workplace standards, in collaboration with others, acting on feedback to improve proficiency of work performance ▫ consistently apply safe methods/systems of work to ensure own safety and that of others, including: safe handling/operation of task-related equipment, tools and/or materials; identifying, assessing, controlling or minimising hazards, within scope of responsibilities and competency, and reporting hazards orally and/or in writing in accordance with workplace procedures ▫ establish and maintain harmonious and co-operative working relationships with others respecting individual, social and cultural diversity. <p>2. To develop the capacity for career and learning self-reliance (managing change, lifelong learning and career redefinition), learners:</p> <ul style="list-style-type: none"> ▪ develop factual, technical and procedural knowledge relating to: <ul style="list-style-type: none"> ▫ labour market trends, current and emergent industry/occupational areas, career-related support services and resources, including IT applications to facilitate career planning, Australian Qualifications Framework (AQF) and pathways, education and training provision ▫ processes of self-assessment/personal profiling, gap analysis and on-going career planning ▪ use cognitive, communication and technical skills to: <ul style="list-style-type: none"> ▫ access, interpret, evaluate and apply information about labour market trends, industry and occupational areas, education and training pathways and providers to identify employment opportunities/options, establish education and training requirements and define education and training pathway(s) ▫ conduct a self-assessment to define personal career/occupational and employment interests/preferences and use a gap analysis process to establish personal education and training needs to meet entry-level and/or specific employment requirements ▫ consider external factors that may impact decision-making, identifying potential difficulties/barriers to obtaining required education and training, and exploring possible solutions to overcome constraints ▫ develop or update written personal career plan outlining goal, steps, milestones and timeframes, and monitor progress in achieving goals, as well as reviewing and modifying career plan to accommodate change, as required ▫ consult with career guidance, industry and community personnel to seek advice and feedback to inform development of personal career plan and supporting education and training pathway.
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	<p>To meet the expectancy of multiple career changes and the inherent need to self-manage employment (including generating a portfolio of work combinations, or creating self-employment opportunities), learners develop basic factual, technical and procedural knowledge relating to job search and enterprise activities and use basic cognitive, communication and technical skills needed to utilise pertinent resources, tools and processes to:</p> <ul style="list-style-type: none"> ▪ manage employment options by: identifying employment opportunities in 'open' and 'hidden' job markets, evaluating job opportunities against personal employment preferences aligned with career/occupational aspirations, planning and preparing written applications to meet industry standards, preparing for and participating in formal interview situations utilising verbal and non-verbal communication strategies, evaluating the effectiveness of application and interview skills, and incorporating both positive and negative feedback to the development of a personal plan to self-manage future job search activities ▪ exercise initiative and enterprise to undertake an enterprise project, with guidance from industry, community and educational mentors to identify an appropriate enterprise project, prepare and submit a written proposal for formal approval, plan and prepare for the commencement of the project, implement and manage the production of the product, service or activity, evaluate and report project outcomes. 						
<p>4.2 Employability skills</p>	<table border="1"> <thead> <tr> <th data-bbox="485 1070 820 1137">Employability skill</th> <th data-bbox="820 1070 1449 1137">Industry/enterprise requirements for this course include the following facets:</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1137 820 1742"><i>Communication</i></td> <td data-bbox="820 1137 1449 1742"> <ul style="list-style-type: none"> ▪ communicating verbally with colleagues, clients, industry and community mentors ▪ using communication strategies in all interactions with others that reflect sensitivity to individual, social and cultural diversity ▪ reading, interpreting and applying information as required from relevant workplace policies and procedures, career information sources and employment options ▪ completing a range of written documentation including standard workplace forms, correspondence, project documentation, career plans and job applications to meet required organisational or industry standards and functions </td> </tr> <tr> <td data-bbox="485 1742 820 1951"><i>Teamwork</i></td> <td data-bbox="820 1742 1449 1951"> <ul style="list-style-type: none"> ▪ understanding the nature and purpose of overall team activity/ies and roles and responsibilities of team members, including own role and responsibilities ▪ working cooperatively and productively with others to complete collaborative tasks </td> </tr> </tbody> </table>	Employability skill	Industry/enterprise requirements for this course include the following facets:	<i>Communication</i>	<ul style="list-style-type: none"> ▪ communicating verbally with colleagues, clients, industry and community mentors ▪ using communication strategies in all interactions with others that reflect sensitivity to individual, social and cultural diversity ▪ reading, interpreting and applying information as required from relevant workplace policies and procedures, career information sources and employment options ▪ completing a range of written documentation including standard workplace forms, correspondence, project documentation, career plans and job applications to meet required organisational or industry standards and functions 	<i>Teamwork</i>	<ul style="list-style-type: none"> ▪ understanding the nature and purpose of overall team activity/ies and roles and responsibilities of team members, including own role and responsibilities ▪ working cooperatively and productively with others to complete collaborative tasks
Employability skill	Industry/enterprise requirements for this course include the following facets:						
<i>Communication</i>	<ul style="list-style-type: none"> ▪ communicating verbally with colleagues, clients, industry and community mentors ▪ using communication strategies in all interactions with others that reflect sensitivity to individual, social and cultural diversity ▪ reading, interpreting and applying information as required from relevant workplace policies and procedures, career information sources and employment options ▪ completing a range of written documentation including standard workplace forms, correspondence, project documentation, career plans and job applications to meet required organisational or industry standards and functions 						
<i>Teamwork</i>	<ul style="list-style-type: none"> ▪ understanding the nature and purpose of overall team activity/ies and roles and responsibilities of team members, including own role and responsibilities ▪ working cooperatively and productively with others to complete collaborative tasks 						

	<i>Teamwork (cont.)</i>	<ul style="list-style-type: none"> ▪ taking responsibility for allocated tasks, following instructions and working conscientiously to complete tasks to required standards ▪ providing assistance to and seeking assistance from other team members ▪ working harmoniously with other team members showing respect for individual differences and the ideas, opinions, values and beliefs of others
	<i>Problem solving</i>	<ul style="list-style-type: none"> ▪ identifying and reporting any workplace hazards ▪ choosing appropriate methods for communicating and transferring information
	<i>Initiative and enterprise</i>	<ul style="list-style-type: none"> ▪ generating, identifying and assessing ideas and opportunities with others and putting ideas into action ▪ understanding and operating effectively within the structure and culture of an organisation ▪ responding to change and workplace challenges ▪ raising occupational health and safety issues with designated personnel
	<i>Planning and organising</i>	<ul style="list-style-type: none"> ▪ planning and organising daily work schedule ▪ planning the layout of simple documents using appropriate software ▪ utilising information obtained from a variety of sources, making decisions and planning career and learning pathways ▪ evaluating employment opportunities, planning and organising resources to prepare job applications for submission ▪ planning, organising, implementing, monitoring and evaluating an enterprise project
	<i>Self management</i>	<ul style="list-style-type: none"> ▪ meeting employee responsibilities in the workplace ▪ monitoring personal work performance against workplace standards and making any necessary adjustments or corrections to ensure quality product or service is produced ▪ defining personal career plan and personal job search strategy to gain employment in industry/occupational area of interest
	<i>Learning</i>	<ul style="list-style-type: none"> ▪ observing and listening to supervisor/team leader and experienced colleagues to learn effective and efficient ways of managing personal work performance

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4.3 Recognition given to the course (if applicable)	<p>The course is nationally accredited. However, there is no recognition given to the course with regard to memberships or associations with professional or industry bodies.</p>																											
4.4 Licensing/ regulatory requirements (if applicable)	<p>Regulatory and legislative requirements applicable to Registered Training Organisations will apply during the delivery of this course.</p> <p>Specific Queensland (or other state equivalents) legislative and regulatory requirements that apply to the delivery of this course are:</p> <ul style="list-style-type: none"> ▪ Workplace Health and Safety legislation ▪ Anti-Discrimination legislation ▪ Education (Work Experience) Act 1996. 																											
5. Course rules																												
5.1 Course structure	<p>To be issued with this qualification, participants must successfully complete all seven (7) core units of competency which comprise the course.</p> <p style="text-align: center;">30981QLD Certificate II in Workplace Practices</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Unit Code</th> <th style="text-align: left;">Unit Title</th> <th style="text-align: center;">Nominal Hours</th> </tr> </thead> <tbody> <tr> <td>BSBCMM201A</td> <td>Communicate in the workplace</td> <td style="text-align: center;">40</td> </tr> <tr> <td>BSBIND201A</td> <td>Work effectively in a business environment</td> <td style="text-align: center;">30</td> </tr> <tr> <td>BSBWHS201A</td> <td>Contribute to health and safety of self and others</td> <td style="text-align: center;">20</td> </tr> <tr> <td>GENENP201C</td> <td>Undertake an individual or team enterprise project</td> <td style="text-align: center;">20</td> </tr> <tr> <td>GENJAS201C</td> <td>Manage personal employment options</td> <td style="text-align: center;">15</td> </tr> <tr> <td>GENPCD201C</td> <td>Manage career planning and further learning</td> <td style="text-align: center;">15</td> </tr> <tr> <td>GENSWL201C</td> <td>Participate in structured workplace learning 2</td> <td style="text-align: center;">80</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Core Nominal Hours</td> <td style="text-align: center;">220</td> </tr> </tbody> </table>	Unit Code	Unit Title	Nominal Hours	BSBCMM201A	Communicate in the workplace	40	BSBIND201A	Work effectively in a business environment	30	BSBWHS201A	Contribute to health and safety of self and others	20	GENENP201C	Undertake an individual or team enterprise project	20	GENJAS201C	Manage personal employment options	15	GENPCD201C	Manage career planning and further learning	15	GENSWL201C	Participate in structured workplace learning 2	80	Total Core Nominal Hours		220
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	<p>There are no pre-requisite units.</p> <p>Those students who exit this course at any time prior to completion will receive a statement of attainment for those units of competency they have successfully achieved.</p> <p>Those students who successfully complete all the required units of competency will receive the qualification Certificate II in Workplace Practices.</p>
<p>5.2 Entry requirements</p>	<p>There are no restrictions on entry to this course.</p> <p>The following language, literacy and numeracy skills are likely to facilitate successful completion of the course:</p> <ul style="list-style-type: none"> ▪ oral and written communication skills to clarify instructions and read and understand manuals and reports ▪ interpersonal skills to acknowledge and respond to a wide range of views and relate to persons from differing cultural, social and religious backgrounds ▪ problem solving skills required to fulfill job role ▪ ability to perform basic numeric calculations ▪ ability to use computers
<p>6. Assessment</p>	
<p>6.1 Assessment strategy</p>	<p>Assessment in this course is designed to ensure that the participant demonstrates competency in all the stated units of competency. Assessment should provide fair and equitable opportunities for all learners to demonstrate competency at the standard expressed in the units of competency.</p> <p>Assessment procedures as indicated in each of the units of competency should be structured and applied to ensure the assessment is valid, reliable, flexible, and fair.</p> <p>Assessment should not be narrowly based. Assessment techniques will vary and will draw from direct, indirect and supplementary sources of evidence ensuring that evidence is sufficient, valid, authentic and current.</p> <p>A range of assessment approaches is recommended. These approaches include holistic, integrated and cross assessment of units of competency in the course. They may include elements from several units. They may also utilise a range and variety of assessment methods which may include but are not limited to:</p> <ul style="list-style-type: none"> ▪ oral or written questioning ▪ written materials ▪ portfolio ▪ projects ▪ journal logs / diary ▪ reports (oral or written) ▪ practical assessment through demonstration, simulation or role play ▪ supervised situations that simulate the workplace environment ▪ direct observation ▪ relevant authenticated correspondence or reports from employers, supervisors or team leaders.

	<p>The main focus of the course is on the learning outcomes rather than how, when or where the learning occurred. Some participants may already be competent in one or more competencies and will, therefore, be given the opportunity to apply for Recognition of Prior Learning (RPL) or credit transfer.</p> <p>There are no explicit limitations for the course in terms of the environment in which assessment can occur and is run to meet the requirements of the particular workplace and needs of the participant. Some aspects of the course may be assessed in an appropriately resourced real work environment or a realistically simulated work environment.</p> <p>Note: Where a realistically simulated work environment is to be utilised for assessment, it is to be resourced with all the appropriate materials and equipment that would normally be found in such a work environment and is to be designed to replicate the usual dynamics of the relevant work environment.</p> <p>Workplace assessment is mandatory for the unit of competency <i>GENSWL201C: Participate in structured workplace learning 2</i>.</p> <p>Structured workplace learning will be done under the <i>Education (Work Experience) Act 1996</i> for students in Queensland schools.</p> <p>Learners will be provided with the opportunity to apply knowledge and skills in the work environment through structured workplace learning. Where appropriate, assessment in a workplace environment may be arranged among the learner, employer and the Registered Training Organisation delivering the course.</p> <p>Registered Training Organisations should visit workplaces during the structured workplace learning to provide support for on-the-job supervisors and for learners.</p> <p>A log book will be available to assist both Registered Training Organisations and workplace personnel in supervision of the structured workplace learning component.</p> <p>All assessment must be conducted in accordance with stated requirements of the <i>AQTF Essential Conditions and Standards for Continuing Registration</i> or <i>Standards for NVR Registered Training Organisations</i> or its successors in effect at the time of assessment.</p> <p>Assessment methods for units of competency from the BSB07 Business Services Training Package contained in this course must be consistent with the respective Training Package assessment guidelines.</p> <p>Participants will clearly understand the requirements and conditions of the assessment procedure.</p>
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<p>6.2 Assessor competencies</p>	<p>All assessment must be undertaken by assessors who meet the requirements stated to apply under the Australian Quality Training Framework in effect at the time at which assessment is conducted. This includes the necessary assessment competencies determined by the National Quality Council or its successors in effect at the time of delivery and assessment or the requirements stated to apply under the <i>Standards for NVR Registered Training Organisations</i>.</p> <p>Trainers will need to satisfy the assessment requirements for the Training Package units of competency imported into this course.</p>
<p>7. Delivery</p>	
<p>7.1 Delivery modes</p>	<p>Delivery may be full- or part-time, face-to-face or through flexible learning modes.</p> <p>Flexible learning may be undertaken through any mode or a combination of modes of delivery appropriate for the achievement of the competencies in the qualification, including:</p> <ul style="list-style-type: none"> ▪ work-based learning ▪ realistic simulation ▪ face-to-face learner interaction with teacher, trainer or workplace supervisor ▪ teacher and workplace supervisor example and practical demonstration ▪ one-on-one teacher or workplace supervisor guidance ▪ observation ▪ role play ▪ guest speakers ▪ group or project work ▪ distance education including on-line delivery for off-the-job course components. <p>Where delivery through a distance education mode is considered:</p> <ul style="list-style-type: none"> ▪ access to appropriate materials – print, electronic, audio-visual – should be available ▪ practical activities should be linked to and reflect a local context. <p>Note: Where a realistically simulated work environment is to be utilised for training delivery, it is to be resourced with all the appropriate materials and equipment that would normally be found in such a work environment and is to be designed to replicate the usual dynamics of the relevant work environment.</p> <p>It is necessary that participants possess language, literacy and numeracy competency levels commensurate with acquisition of individual competencies.</p> <p>To maximise participants' completion of the course, access to literacy and numeracy support, where required, should be addressed either by internal means (eg. teacher with relevant competencies to assist with literacy and numeracy) or referral to external agencies/persons with literacy and numeracy support expertise.</p>

	<p>Reinforcement of correct workplace health and safety practices, and other legislative and regulatory compliances must be integrated with the delivery of units in the course.</p> <p>Registered Training Organisation may contextualise units of competency in this course to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained. Any contextualisation of units of competency in this course must be within the bounds of the following advice.</p> <p>In contextualising units of competency, Registered Training Organisations:</p> <ul style="list-style-type: none"> ▪ must not remove or add to the number and content of elements and performance criteria ▪ may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes ▪ may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or ▪ may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.
<p>7.2 Resources</p>	<p>Participants will:</p> <ul style="list-style-type: none"> ▪ be issued with instructional material and equipment relevant to the unit of competency being taught ▪ have access to an appropriate workplace where assessment can take place or realistically simulated workplace setting for assessment ▪ have access to resources available for development of language, literacy and numeracy needs if required. <p>Where delivery occurs in an actual work environment, the venue is expected to be fully resourced with the required materials and equipment, including training materials and equipment.</p> <p>All delivery must be undertaken by trainers who meet the requirements stated to apply under the Australian Quality Training Framework in effect at the time at which assessment is conducted. This includes, the necessary training competencies determined by the National Quality Council or its successors in effect at the time of delivery and assessment.</p>
<p>8. Pathways and articulation</p>	
<p>8. Pathways and articulation</p>	<p>This course develops generic employability skills and knowledge and provides a pathway to a wide range of employment and training outcomes.</p> <p>Participants who complete Certificate II in Workplace Practices will be eligible to be granted RPL or credit transfer in respect of the Training Package units of competency achieved when seeking recognition towards the full or partial achievement of Training Package qualifications or other accredited courses where the units are included in the packaging rules.</p>

9. Ongoing monitoring and evaluation	
9. Ongoing monitoring and evaluation	<p>Ongoing regular monitoring and evaluation (OME) of the course will be undertaken by the course owners to maintain currency and relevance to industry and community needs. An OME report will be submitted to the course accrediting body 20 months from the date of accreditation.</p> <p>The following quality improvement procedures will be implemented:</p> <ul style="list-style-type: none">▪ conduct evaluative surveys of content, methodology, mode of delivery, assessment procedures, student destination, employer satisfaction, trainer/assessor satisfaction. <p>The final review will be early in the third year to determine if an alternative product is available on the national training market before the decision is made regarding the necessity for the re-development of the course.</p>

Section C: Units of competency

Units of Competency	Page
GENENP201C: Undertake an individual or team enterprise project	23
GENJAS201C: Manage personal employment options	33
GENPCD201C: Manage career planning and further learning	41
GENSWL201C: Participate in structured workplace learning 2	50

GENENP201C: Undertake an individual or team enterprise project

Unit Descriptor	This unit describes the outcomes required to undertake an enterprise project, either as an individual or team activity, requiring initiative and project management skills to be exercised. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains Employability Skills.
Application of Unit	This unit applies to individuals developing the ability to work individually or collaboratively with others to 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, and evaluate and report the project outcomes.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1 Develop knowledge of 'an enterprising approach'	<p>1.1 The attributes of enterprising people are identified.</p> <p>1.2 Identify and analyse a range of enterprising initiatives and define the successful characteristics.</p>
2 Identify an enterprising project	<p>2.1 Types of enterprise projects are identified.</p> <p>2.2 Ideas/possibilities for a project are generated and evaluated.</p> <p>2.3 The nature of the project is decided.</p>
3 Obtain approval for the project	<p>3.1 A project proposal is developed.</p> <p>3.2 Formal approval for the project is obtained.</p>
4 Prepare for the commencement of the project	<p>4.1 An action plan for the project is developed.</p> <p>4.2 Project resources are acquired and database(s) established, if required.</p> <p>4.3 A practice run of the project is staged and project plan is modified, if required.</p>
5 Implement and manage the project	<p>5.1 The product, service or activity is produced.</p> <p>5.2 The efficiency and effectiveness of producing the product, service or activity is monitored.</p>

- 6 Evaluate the project**
- 6.1 An **evaluation of project outcomes** is conducted.
 - 6.2 A **final project report** is prepared.
 - 6.3 The report is presented to an **appropriate audience**.

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- attributes of enterprising people
- characteristics of successful enterprising initiatives
- 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

Essential skills:

- literacy skills to:
 - read and understand information about enterprise education
 - develop project proposal, action plan, final report and project presentation
- financial literacy skills to develop budgets, record transactions, maintain records (if applicable)
- numeracy skills to:
 - estimate time and quantities of materials required
 - cost resources and keep accurate records of financial transactions (if applicable)
- communication skills to:
 - facilitate effective two-way communication with other members of the school- or wider-community, external organisations/businesses, industry/community mentors
 - clarify and confirm team and own responsibilities/tasks
 - ask for help, advice or guidance as needed, and share information
- team work skills to work effectively with others to achieve a successful project outcome
- problem-solving skills to solve simple, routine problems that may occur in the planning and implementation phases of the product, service or activity
- initiative and enterprise skills to:
 - develop creative, innovative solutions by generating, identifying and assessing opportunities with others to provide a new product, service or activity, or identifying ways to improve existing products, services or activities, or considering ways of applying new ideas and technologies using idea generation techniques (eg. lateral thinking, brainstorming, 'what-iffing')
 - translate ideas into action by:
 - documenting steps to be undertaken to develop the idea in a project proposal and action plan
 - producing the product, service or activity
- planning and organising skills to:
 - define project goals and outcomes in project proposal and action plan to deliver the required product, service or activity to meet client or customers' needs/satisfaction
 - allocate team members to tasks, if a team project, and identify a logical sequence of own and/or team activities/tasks and the resources and timelines required to meet identified project goals and achieve a successful outcome
 - 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

- collect, analyse and organise evaluative data on project (including external stakeholders in industry/community/school) to prepare and present final report on individual or team enterprise
- develop an understanding of basic business functions particularly if the project is a simulated enterprise, such as Australian Business Week Enterprise Education
- self-management skills to:
 - monitor the progress of project activities and evaluate project outcomes
 - take responsibility for contributing to the overall success of the project by completing own activity/task to required standards and within given timeframe
- learning skills to:
 - learn from industry/community mentors, teachers/tutors and other team members (if a team project) basic knowledge and skills to identify, plan and organise, implement and report on an individual or team enterprise
 - use individual or team enterprise to develop knowledge, skills, behaviours and attitudes that have transferability/applicability in a workplace environment
- technology skills to:
 - use IT to access and obtain information about enterprise education
 - use project resource materials and/or equipment in accordance with fundamental OHS practices
 - select and use appropriate multi-media communication tool(s) to prepare and present final report

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Attributes of enterprising people may include but not 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

Enterprising initiatives may include but not limited to:

- enterprise in business
- enterprise in the community (eg. not-for-profit activity)
- enterprise in public life (eg. local government activity)
- enterprise in personal life

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 (see Australian Business Week - ABW Enterprise Education)

Ideas/possibilities may include but not limited to:

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

Evaluated must include:

- evaluation of ideas/possibilities requires the appraisal of the feasibility of possibilities in terms of:
 - skills required
 - time required
 - resources required (materials, equipment, financial)
 - consumer or market demand

Project proposal may include but not limited to:

- name of enterprise project
- name of individual operator or members of the project team
- what the individual or team wants to achieve, eg.
 - 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 must include:

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

Action plan may include but not 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

Project resources may include:

- equipment and/or materials
- financial resources, if required

Database(s) may include:

- a database for financial management, if applicable
- a roster for team members, if appropriate

Practice run may include:

- 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

Modified may include:

- modifying 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

Monitored must include:

- for an *individually operated project*, monitoring the activities involved in producing the product, service or activity 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

Evaluation of project outcomes may include:

- for both an *individually operated project* and a *team project*, evaluating project outcomes by undertaking review, reflection and debriefing activities 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:

- 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:

- 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

Final project report may include but not 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:

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

Appropriate audience may include but not limited to:

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

EVIDENCE GUIDE

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

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

Evidence of the following is essential:

- knowledge of enterprising characteristics
- the ability to access relevant information sources on enterprise education and project examples and to use information to define and apply the characteristics of being enterprising in an approved project

For an *individual* project, evidence of the following is essential:

- the ability 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 the project

For a *team* project, evidence of the following is essential:

- the ability to 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

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

Context of and specific resources for assessment

Assessment must occur in a simulated environment.

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

- print and electronic information sources about enterprise education and enterprise projects
- appropriate persons (eg. community or 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

Method of assessment

The following assessment methods are appropriate for this unit:

- oral or written questioning to confirm knowledge and understanding of enterprising attributes, and procedures and processes involved in all phases of the
- direct observation of the following processes:
 - how the nature of the project was determined
 - how the project proposal was developed collaboratively with community/industry mentors, teachers/tutor, and for a team project with other team members
 - how planning and preparation for the commencement of the project was undertaken with community/industry mentors, teachers/tutor, and for a team project with other team members
 - how the implementation and monitoring of the progress of the project was undertaken with community/industry mentors, teachers/tutor, and for a team project with other team members
 - how the project was evaluated through review, reflection and debriefing with community/industry mentors, teachers/tutor, and for a team project with other 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 for a team project with other team members
 - how the final report was presented individually, or for a team project collaboratively with other team members
- review of documentation relating to:
 - project proposal
 - project action plan
 - project product, service or activity
 - project final report
 - project presentation

Guidance information for assessment

Holistic or integrated assessment is recommended with the following units:

- *BSBCMM201A: Communicate in the workplace*
- *BSBIND201A: Work effectively in a business environment*
- *BSBWHS201A: Contribute to health and safety of self and others*

Access and equity considerations

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

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

GENJAS201C: Manage personal employment options

Unit Descriptor	This unit describes the outcomes required to develop a personal job search strategy. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains Employability Skills.
Application of Unit	This unit applies to individuals developing skills and knowledge to manage their own employment options by: utilising the most appropriate job search strategies to identify suitable employment opportunities, preparing industry standard applications; participating in a formal interview situation; and using feedback to develop a personal plan for seeking and gaining employment in preferred industry/occupational area.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1 Use job search strategies to identify employment opportunities	<p>1.1 <i>Job search strategies for 'open' and 'hidden' job markets</i> are identified and <i>processes</i> defined.</p> <p>1.2 Relevant job search strategies are used to identify two <i>suitable employment opportunities</i> in areas(s) of interest.</p>
2 Use application and interview skills to seek employment opportunities	<p>2.1 Knowledge of <i>job application process</i> is acquired and applied to the preparation of <i>job applications</i> for two advertised positions.</p> <p>2.2 Knowledge of <i>interview processes</i> including the application of <i>Equal Employment Opportunity (EEO) and anti-discrimination legislative requirements</i> is acquired and applied in a <i>formal interview situation</i>.</p>
3 Use feedback to improve personal performance	<p>3.1 <i>Personal performance</i> is evaluated and areas for improvement identified to meet <i>industry standards</i>.</p> <p>3.2 A <i>personal reference guide</i> for further job-search activities is developed.</p>

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- the 'open' and 'hidden' job markets
- various job search strategies and processes aligned with each type of job market
- the process to follow when applying for a job in writing
- knowledge of current interview methods
- the process to follow to prepare for and participate effectively in interviews
- principles of equal employment opportunity and anti-discrimination legislation as applied to an interview situation

Essential skills:

- literacy skills to:
 - read and interpret job advertisements
 - prepare job application and accompanying resume to meet industry standards
- numeracy skills to:
 - identify timeframes for submitting an application to ensure it is received by the due date
 - ensure punctuality in arriving at interview as per designated time
- problem-solving skills to make decisions between/among a limited range of employment opportunities
- communication skills to:
 - prepare written job applications in the specified format, organising and communicating ideas and information in appropriate language and style, and ensuring content includes all necessary information
 - ensure correct understanding of questions posed in the interview and to organise and communicate ideas and information clearly and concisely when responding
- planning and organising skills to:
 - collect and analyse information on job advertisements
 - manage application process and timelines
 - prepare and participate in an interview
- self-management skills to take responsibility for:
 - self-evaluation of job advertisements
 - evaluating and monitoring quality of application and resume before submitting to prospective employer
 - being punctual, appropriately dressed and prepared for the interview process
 - improving quality of job search, job application and interview skills based on both positive and negative feedback
- learning skills to:
 - use job search, job application and interview processes to develop knowledge and skills to enhance employment prospects
 - engage in further learning acknowledging the need to learn in order to accommodate continual change in industry and maintain employability
- technology skills to:
 - use IT to access and obtain information about job-search strategies, and advertised positions
 - prepare job application (and resume)
 - develop personal reference guide for future job-search activities

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Job search strategies for 'open' and 'hidden' job markets must include:

- the 'open' job market – employer advertises positions
 - research indicates that only a small percentage of job vacancies are advertised (eg. only about 20-30% of jobs are advertised in newspapers) making the 'open' job market very competitive particularly for entry-level positions
- 'open' job market job search strategies include:
 - using Internet on-line job-search databases for all industries
 - using on-line job boards for:
 - specific industry area
 - Australian or State/Territory Governments: whole-of or specific department
 - individual businesses/organisations
 - registering with private employment agencies
 - registering with labour hire agencies
 - visiting local Centrelink office
 - approaching a group training company for apprenticeship/traineeship
 - using print-based publications
 - newspapers: local, metropolitan, regional, interstate, national
 - professional and industry journals
 - scanning noticeboards in supermarkets, libraries, shopping centres
 - looking for 'position vacant' notices in shop windows, on counters, outside factories, etc.
 - visiting career or job expos
- the 'hidden' job market – employer does not advertise positions
 - research indicates that the greater percentage of job vacancies are in this category (estimates vary between 50%-80%)
 - employers are constantly on the lookout for suitable candidates to replace departing, retiring or inefficient workers, to work on new projects, or to add expertise in a particular area
 - positions tend to be filled by candidates who come to an employer's attention through another employee's recommendation, referrals from trusted associates, recruiters, or direct contact with the candidate – that is, the candidate comes 'pre-recommended' by someone the employer trusts
- 'hidden' job market job search strategies, include:
 - networking
 - tell personal contacts (eg. relatives, friends, neighbours, social contacts – sporting club, church, hobby groups, etc) that you are looking for a job
 - ask contacts for job leads in terms of vacant positions or appropriate enterprises/organisations you could approach
 - directly approaching a business/organisation where you would like to work (ie. canvassing or 'cold calling'):
 - enquire in person
 - via telephone
 - via mail/email a cover letter and resume

- placing a self-advertisement in paper or on noticeboard
- placing resume on-line
- undertaking information-gathering interviews being approached directly by an employer (ie. headhunted)

Processes may include but not limited to:

- knowing 'what' a strategy entails, eg.
 - what a labour hire agency is/the role of an agency in helping job seekers to gain employment
 - what Centrelink is/the role of Centrelink in helping job seekers to gain employment
 - what networking is
 - what a direct approach to an employer is
 - what an information-gathering interview is
- knowing 'how' to utilise a job search strategy, eg.
 - how to register with employment or labour hire agencies
 - how to identify and apply for advertised positions on-line
 - how to respond to an advertisement in the newspaper
 - how to use 'networking' to identify job leads

Suitable employment opportunities may include but not limited to:

- employment opportunities that reflect personal employment preferences, eg.
 - job is in industry/occupational area of interest
 - type of employment is preferred (eg. part-time, casual, full-time, permanent)
 - hours of work offered are suitable
 - wages offered are in-keeping with expectations
 - location of job is appropriate
 - required skills, qualifications and experience can be met
 - the position offers potential to develop knowledge, skills and abilities to enhance future employment opportunities in keeping with career/vocational interests and aspirations

Job application process may include but not limited to:

- identify key information before preparing an application
 - job title
 - purpose of position and skills required
 - role of position/key duties
 - responsibilities
 - selection criteria, if applicable
 - type of employment (eg. part-time, full-time, casual, shift, seasonal, temporary, commission, self-employment)
 - mode of application (eg. apply in person, forward written application plus resume)
 - closing date of application
 - organisation's details
 - name
 - address
 - contact person and details, eg. telephone, facsimile, email
- identify any specific/additional information required to complete an application
 - any key information not contained in advertisement
 - detailed position description and selection criteria – both public and private sectors
 - information about the enterprise/organisation
- acquire specific/additional information using an appropriate or the specified mode of communication

- identify any supporting documentation required, eg. resume, work samples
- select and brief person(s) to provide character reference or be a referee, if applicable
- complete a written application in the specified format
- prepare or update resume
- proof-read written application and resume to ensure:
 - application answers/matches job/selection criteria
 - required information is provided in specified format
 - spelling, grammar and punctuation are correct
- collect, collate and attach any supporting documentation required, eg. copy of certificates/qualifications, resume, written reference(s)
- forward application as required, eg. lodge on-line, submit via email, post, hand deliver

Job applications may include:

- applications for the two positions should require learner to complete a written application in the required format, eg.
 - 'proforma-type' application form (ie. complete a form)
 - a letter of application with accompanying resume and/or portfolio* attached
 - an application addressing specified selection criteria with accompanying resume attached

*Note: A resume and/or portfolio was developed in *GENJS1101C: Apply job search and interview skills*. It will need to be up-dated, or if Certificate I in Work Education was not undertaken, a resume or e-resume within a webfolio tool will need to be developed.

Interview processes must include:

- general process for different types of interview situations:
 - one-to-one
 - panel
 - group
 - telephone
- preparing for the interview:
 - clarifying time and place of interview, as well as person to contact on arrival
 - identifying and addressing personal presentation standards appropriate for the position and the enterprise/organisation
 - preparing for any assigned selection 'tests' that may need to be undertaken, eg. word processing accuracy and speed
 - predicting questions and planning answers in relation to questions that could be asked by the interviewer(s) including preparing responses using the STAR (Situation, Task, Action, Response) model for behavioural interview questions relating to 'behaviours' or competencies required in the role
 - collating and reading information on the enterprise and position being applied for, in order that interview responses can be contextualised, and an interest in and knowledge of the core business of the enterprise/organisation demonstrated
- undertaking the interview:
 - being punctual
 - being dressed and groomed appropriately
 - having required documentation (eg. portfolio of work), if applicable
 - responding to questions in an informative, courteous, concise and relevant manner

- demonstrating pre-interview research into enterprise/organisation activities via comments and questions
- using active listening and questioning techniques when required (eg. to clarify interview question)
- asking relevant questions when appropriate, eg.
 - more details about what the job will actually involve
 - what the prospects are for advancement or training
- using positive and open 'body-language'

Equal Employment Opportunity (EEO) and anti-discrimination legislative requirements

must include:

- the application of EEO and anti-discrimination legislative requirements in an interview situation pertains to the types of questions that employers should not ask relating to a person's:
 - age (unless the rate of pay has age increments for juniors, or the job requires a driver's licence or is on licensed premises)
 - religion (unless the job is aligned to a particular religious affiliation and an exemption has been obtained)
 - nationality/race (unless position is for an Aboriginal Designated position, or an actor be of a particular nationality/race for reasons of authenticity for a dramatic performance)
 - marital or relationship status (single, married, divorced, widowed, separated or living in a de facto relationship)
 - sexual preference (gay, lesbian, heterosexual or bisexual)
 - parental status (dependent child/ren)
 - family responsibilities
 - political belief or activity
 - trade union activity

Formal interview situation

may include:

- a one-to-one or panel interview situation with questions posed requiring responses using the STAR (Situation, Task, Action, Response) model for behavioural interview questions relating to 'behaviours' or competencies required in the role
- a group interview situation

Personal performance

may include but not limited to:

- utilising feedback about quality of job applications and interviews in meeting industry standards:
 - seeking both positive and negative feedback
 - using feedback for self-evaluation purposes:
 - appraising standard of job applications and interview performances, identifying strengths and areas for improvement
 - identifying strategies to improve job application/interview skills

Industry standards may include but not limited to:

- for job applications:
 - used format specified in job advertisement/position description
 - the job/selection criteria were addressed
 - spelling, grammar and punctuation were correct
 - application was submitted in the required mode and by due date/time
- for interview situations:
 - was punctual
 - personal presentation demonstrated appropriate dress and grooming standards

- interpersonal and communication skills were used appropriately
 - questions were responded to in an informative, courteous, concise and relevant manner
 - active listening techniques were used and relevant questions asked, if appropriate
 - positive or open body language was used during the interview process and an awareness of non-verbal cues in assessing progress of the interview was demonstrated
 - pre-interview research into enterprise/organisation's activities was demonstrated via comments and questions

Personal reference guide may include but not limited to:

- personal reference guide can be a checklist, table (yes/no), or in a format the learner prefers and include specific notes/tips:
 - on job search, application and interview processes
 - on feedback received and resultant strategies/tips to improve job application and/or interview skills

EVIDENCE GUIDE

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

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

Evidence of the following is essential:

- knowledge of:
 - 'open' and 'hidden' job markets and job search strategies used for each market
 - Equal Employment Opportunity (EEO) and anti-discrimination legislation as applied to interview situations
- the ability to:
 - use appropriate job-search methods, resources and tools to identify employment opportunities
 - self-evaluate suitability of employment opportunities against:
 - personal interests and career aspirations
 - skills, qualifications and experience required to do the job
 - prepare two written applications that meet industry standards
 - prepare for and participate in a formal interview
 - evaluate own performance using feedback to improve effectiveness of job application and interview processes to meet industry standards
 - document key strategies for job application and interview processes to facilitate future job-search activities

Context of and specific resources for assessment

Assessment must occur in a real or simulated environment.

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

- print and electronic information sources relating to 'open' and 'hidden' job markets, advertised employment opportunities, job application and interview processes
- relevant technology to:
 - access electronic sources of information
 - prepare written job applications including resume or portfolio

- employers/organisational personnel (eg. HR personnel, representative of a labour hire/employment agency) to provide advice about effective job search strategies in both 'open' and 'hidden' job markets, industry standards for applying and interviewing for a job, and to conduct interview, if necessary
- recording of interviews, if simulated, to allow for analysis

Method of assessment

The following assessment methods are appropriate for this unit:

- oral or written questioning to confirm knowledge of job search strategies, application and interview processes
- role plays and simulations to assess interview skills
- direct observation of the following processes:
 - how employment opportunities in area(s) of interest were identified
 - how determination was made of relevance/suitability of employment opportunity to self
 - how the job application process was planned and organised
 - how well job applications were completed to meet industry standards
 - how the interview process was prepared for to meet industry standards
 - how personal performance in the interview was evaluated
 - how positive and negative feedback was utilised to enhance future job search, application writing and interview skills
- review of job applications, resume and/or portfolio to assess if quality met industry standards
- review of personal reference guide to assess if feedback on job application and interview skills have been incorporated with a view to improve future performance
- review of third-party reports on job application and interview skills

Guidance information for assessment

Holistic or integrated assessment is recommended with the following units:

- *BSBCMM201A: Communicate in the workplace*
- *BSBIND201A: Work effectively in a business environment*

Access and equity considerations

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

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

GENPCD201C: Manage career planning and further learning

Unit Descriptor	This unit describes the outcomes required to obtain relevant skills, qualifications and experience needed to access employment opportunities in industry/occupational area of interest. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains Employability Skills.
Application of Unit	This unit applies to individuals developing the skills and knowledge to manage their own career planning and further learning by: using labour market trends and career information sources to define personal career/occupational aspirations; and identify and access the relevant education and/or training needed to obtain employment in preferred industry/occupational area of interest.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1 Conduct employment self-assessment	<p>1.1 Personal employment preferences are considered.</p> <p>1.2 A self-assessment of current skills, qualification and work experience is conducted.</p> <p>1.3 A personal employment profile is outlined and reviewed by relevant person(s).</p>
2 Identify career/occupational interest(s)	<p>2.1 Knowledge of labour market trends is developed using relevant information sources.</p> <p>2.2 Career information sources are used to define preferred career/occupational/employment option(s) in industry/occupational area(s) of interest.</p> <p>2.3 Skills, qualification and experience requirements for identified option(s) are established and confirmed with relevant person(s).</p>
3 Define education and training requirements needed to obtain employment	<p>3.1 A gap analysis between current and future skill requirements is conducted to identify personal education and training needs to gain employment in industry/occupational area of interest.</p> <p>3.2 Appropriate education and training providers and the methods of accessing providers are identified.</p> <p>3.3 An outline of personal education and training requirements is developed and reviewed with relevant person(s).</p>

- | | |
|--|---|
| 4 Develop or update* personal career plan for preparing for future employment | 4.1 Realistic and achievable goals are established to gain required education and training. |
| | 4.2 Steps, appropriate milestones and timeframes are set for achievement and progressive attainment of goals. |
| | 4.3 Possible barriers to achieving goals are identified and possible solutions are explored. |
| | 4.4 Plan is modified to match changing circumstances or events . |
| | 4.5 Personal career plan is reviewed with relevant person(s). |

* The development of a personal career and learning development plan was undertaken in *GENPCD101C: Develop career and learning development plan*.

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- purpose of labour market trends
- industry and occupational areas of interest
- 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
- 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

Essential skills:

- literacy skills to:
 - comprehend and apply information on labour market trends, industry areas and occupations, education and training requirements
 - develop/update and review personal career and learning development plan
- numeracy skills to plan timelines based on timeframes of education and training 'courses'
- communication skills to seek advice from appropriate persons
- problem-solving skills to make decisions about career/occupational options, education and training requirements and directions to follow
- planning and organising skills to collect, analyse and organise information to define/plan an education and training pathway that supports employment aspirations and is logical in sequence/timelines
- self management skills to:
 - define personal vision and goals for career/occupational and employment aspirations
 - evaluate self realistically/objectively when establishing personal employment profile and identifying personal education and training needs through the gap analysis

- learning skills to develop the 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)
- technology skills to:
 - use IT to access information about labour markets trends, industry areas and occupations, education and training options
 - update or prepare career development plan

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Personal employment preferences may include but not limited to:

- personal interests and abilities
- 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/travelling, 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

Self-assessment may include but not limited to:

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

- social and interpersonal skills that demonstrate skills and attitudes needed to work cooperatively, eg. teamwork and cooperation, compromise and negotiation, conflict resolution, assertiveness

Relevant person(s) may include but not limited to:

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

Labour market trends may include:

- 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

Information sources may include but not limited to:

- Australian and State government departments/agencies responsible for:
 - employment and training
 - business and industry
- electronic career information sources, eg. myfuture, apprenticeships
- employer/industry associations, eg. Australian Chamber of Commerce and Industry (ACCI)
- unions, eg. ACTU (Australian Council of Trade Unions)
- newspapers (business section, in particular), and business periodicals

Career information

sources may include but not 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/guest speakers from industry areas
- Centrelink
- relevant government departments
- professional/business/technical associations
- unions
- participating in a 'work experience' program
- attending Open Days, Career Nights, etc.
- electronic career information sources
- industry and occupational publications
- newspapers – career articles and employment section

Industry/occupational area(s) must include:

- 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

Skills, qualification and experience requirements must include:

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

Gap analysis must include:

- the process of undertaking a gap analysis to identify personal education and training needs includes:
 - 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 limited to:

- knowledge of Australian Qualifications Framework (AQF)
- 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 or group training scheme to contact appropriate employer
 - 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 learning

Appropriate education and training providers may include but not 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 may include but not 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 or group training scheme
- 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, explore on-line or make direct contact with TAFE, private providers, universities, etc.

Possible barriers may include but not limited to:

- family advice, pressure or expectations
- peer group pressure
- costs of education and training program, including:

- 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

Possible solutions may include but not limited to:

- sources of financial assistance, eg.
 - HECS-HELP
 - FEE-HELP
 - Youth Allowance
 - Austudy
 - ABSTUDY
 - Commonwealth Learning Scholarships
 - Commonwealth Education Costs Scholarships
 - Commonwealth Accommodation Scholarships
 - university/organisation scholarship

Changing circumstances or events may include but not limited to:

- skills, preferences and interests change as one matures
- 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
- when workplace reality does not match original expectations
 - 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 *Personal employment preferences*) 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 *Skills, qualification and experience requirements*)
 - reassessing personal education and training needs (refer to *Gap analysis*)
 - aligning identified education and training needs with the appropriate provider (refer to *Appropriate education and training providers*) and method of accessing (refer to *Methods of accessing*)

EVIDENCE GUIDE

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

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

Evidence of the following is essential:

- defining personal employment preferences and current skills, qualifications and experience through self-assessment
- applying knowledge of labour market trends and using career information sources to identify industry and occupational area(s) of interest and associated skills, qualification and experience requirements
- identifying personal education and training requirements needed to gain employment in preferred industry/occupational area(s)
- identifying personal education and training needs and providers which offer the required education and training
- developing or updating personal career plan to support occupational and employment aspirations.

Context of and specific resources for assessment

Assessment must occur in a simulated environment.

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

- print and electronic information sources relating to labour market trends, industry and occupational areas, career planning and education and training provision
- relevant persons who can offer appropriate sources of advice, eg. career counsellors
- guest speakers, eg. employers, representatives from industry/occupational areas
- relevant technology to:
 - access electronic sources of information
 - prepare career and learning development plan

Method of assessment

The following assessment methods are appropriate for this unit:

- oral or written questioning to confirm knowledge of labour market trends, and understanding of career planning process and personal profiling
- direct observation of the following processes:
 - how personal employment preferences and current skills, qualifications and experience were determined through conducting a self-assessment
 - how information about labour market trends and career information sources were used to inform future employment options and required skills, qualifications and experience in industry/occupational area(s) of interest
 - 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

- review of documentation relating to:
 - employment self-assessment – personal employment preferences and self assessment of current skills, qualification and work experience
 - personal education and training needs identified in gap analysis
 - career and learning development plan

Guidance information for assessment

Holistic or integrated assessment is recommended with the following unit:

- *GENJAS201C: Manage personal employment options*

Access and equity considerations

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

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

GENSWL201C: Participate in structured workplace learning 2

Unit Descriptor

This unit describes the outcomes required to make a positive and effective contribution in a workplace environment working with limited autonomy and judgement and accepting some accountability for the quality of own outcomes.

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

Employability Skills

This unit contains Employability Skills.

Application of Unit

This unit applies to individuals developing the skills and knowledge to manage the effectiveness of their own performance in a work environment by: consistently meeting standards for employees set down in workplace policies and procedures relating to working hours and attendance, workplace health and safety, anti-discrimination and workplace harassment and personal presentation; applying effective work practices to complete tasks to workplace standards; and establishing and maintaining productive and harmonious working relationships with management, customers, co-workers or clients by effective use of interpersonal, communication and teamwork skills.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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

1 Comply with workplace policies and procedures

- 1.1 ***Routine workplace practices*** are complied with consistently.
- 1.2 Work tasks are undertaken safely at all times in accordance with ***workplace health and safety policies and procedures***.
- 1.3 Interaction with all people in the workplace complies with ***anti-discrimination and workplace harassment policies and procedures***.
- 1.4 ***Personal presentation standards*** are appropriate for job role and workplace location.

2 Work effectively to complete allocated tasks

- 2.1 Tasks are undertaken and completed with a ***positive attitude***.
- 2.2 Allocated tasks are ***managed and completed*** to workplace standards within designated timelines.
- 2.3 Advice and feedback are ***responded to positively*** in order to improve workplace performance.

- 3 Work harmoniously and productively with others**
- 3.1 **Workplace communication standards** are applied to achieve effective and purposeful exchange of information.
- 3.2 **Contribution to and participation in a work-based team environment** is effective and appropriate.

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- workplace policies and procedures relating to:
 - working hours arrangements and attendance requirements
 - workplace health and safety
 - anti-discrimination and workplace harassment
 - standards of personal presentation
 - communication protocols
- structure and culture of the organisation, business or enterprise
- expectations of own job role and responsibilities

Essential skills:

- literacy skills to read and understand relevant workplace policies, procedures, practices and/or work instructions
- numeracy skills to:
 - comply with working hours arrangements
 - schedule/prioritise work activities against timelines
- communication skills to:
 - achieve purposeful and effective exchange of information in the workplace
 - interact effectively with others from diverse social and cultural backgrounds
- planning and organising skills to manage and complete individual or team tasks within appropriate timeframes and to quality standards
- problem-solving skills to:
 - prioritise tasks to avoid conflicting schedules, if necessary
 - solve simple, routine problems related to:
 - hazards in the workplace
 - allocated tasks
- team work skills to support and contribute to the team environment of the workplace
- self-management skills to:
 - consistently comply with relevant workplace policies and procedures
 - complete tasks without undue delay to required standard
 - monitor and evaluate personal work performance incorporating both positive and negative feedback to improve work practices
- learning skills to observe and learn from supervisor and experienced co-workers about:
 - the organisation, business or enterprise's products and/or services and required workplace standards (including workplace health and safety standards) to ensure effective contribution to the development of a quality product and/or delivery of a quality service that meets employer and/or customer/client expectations or needs
 - developing positive working relationships by using courteous and non-discriminatory communication/behaviour and working collaboratively and industriously to complete tasks to meet workplace standards
- technology skills to:
 - use tools and equipment safely while on-the-job
 - use IT to undertake workplace tasks, if applicable

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Routine workplace

practices may include but not limited to:

- working hours arrangements
 - is punctual in arriving for work
 - observes and complies with time allocated for meal and rest breaks
 - is punctual in attending meetings, if required
- attendance requirements
 - maintains regular attendance
 - keeps record of hours worked (eg. completing time sheet)
 - knows correct procedure for notifying workplace if unable to attend work
 - knows designated person to telephone and the acceptable timeframe for calling in sick
 - knows procedure for recording absence (eg. completing a sick leave form)

Workplace health and safety policies and

procedures may include but not limited to:

- participates in and contributes to WHS arrangements in the workplace
 - undertakes WHS induction and training program
 - participates in hazard inspection of own work area
 - raises WHS issues with designated person in accordance with workplace procedures for participative arrangements, if applicable
- knows the identity and role of designated WHS personnel (the number of personnel may vary depending on the size of the workplace), eg.
 - WHS representative
 - first aid officer
 - fire warden
- consistently complies with WHS procedures and work instructions, within scope of responsibility and level of competence, in order to:
 - ensure own safety and that of others by
 - recognising and obeying safety signs and symbols
 - wearing personal protective clothing and using personal protective equipment, if applicable
 - observing personal hygiene requirements
 - identify, assess, report and control hazards
 - respond to emergency situations should they arise

Anti-discrimination and workplace harassment

policies and procedures may include but not limited to:

- understands and follows workplace procedures and practices:
 - to interact and work with others in a non-discriminatory manner by respecting individual diversity, using culturally appropriate work practices and communicating sensitively/respectfully with persons from diverse backgrounds and cultures
 - in the event of discrimination or harassment occurring

Personal presentation

standards may include but not limited to:

- maintains basic standards of personal presentation expected in the workplace, eg.
 - maintains personal cleanliness and hygiene
 - is well-groomed
 - wears clothes that are clean, ironed and appropriate for the workplace location and/or job role
 - wears shoes that are appropriate for the workplace location and/or job role
 - maintains good posture when walking, standing and sitting
- meets additional standards of personal presentation, if applicable:
 - wears specific clothing, footwear, etc. for working in a particular industry, occupation or location
 - wears required uniform
- complies with WHS requirements that apply to the work being undertaken:

Positive attitude

may include but not limited to:

- willing to follow instructions
- willing to learn
- taking responsibility for own work
- taking pride in the quality of work
- working enthusiastically and conscientiously with minimal supervision

Managed and completed

may include but not limited to:

- organises tasks before commencing
- manages time when undertaking task
- monitors progress
- checks work for errors or mistakes to ensure quality of product or service meets workplace standards

Responded to positively

may include but not limited to:

- understands that advice and feedback, often given as constructive criticism, is part of learning how to do a job (particularly a new job) efficiently and effectively to meet workplace standards, ie.
 - does not consider advice or criticism about workplace performance to be personal
 - does not become defensive
- seeks, acknowledges, accepts and acts on advice and constructive criticism to improve efficiency and effectiveness of work performance
 - identifies 'what worked well' to ensure replication of performance in further activities
 - identifies 'what could be done better' to enhance performance in further activities
- willingly learns from others how to perform tasks to:
 - meet specific organisational, business or enterprise requirements
 - increase productivity (ie. efficiency and effectiveness) by working:
 - more quickly (saving time)
 - more meticulously (doing it properly the first time to avoid having to repeat work)
- more 'professionally' (adding those 'finishing' touches to ensure a quality product is produced or a quality service is provided)

Workplace**communication standards**

may include but not limited to:

- all communication is conducted in a professional, polite and friendly manner
 - uses common courtesies, eg. "*please*", "*thank you*", "*excuse me*"
 - uses appropriate forms of address (eg. Mr/Mrs/Ms/Miss) unless asked to use first names

- demonstrates appropriate social behaviour (eg. covers coughs and sneezes)
- shows consideration for others using same work areas
- all communication shows respect for position in the organisation, individual social and cultural differences
- appropriate communication channels are used
- two-way communication skills are used to receive and convey information accurately and concisely
 - uses active listening and questioning techniques to ensure own and others' understanding is correct
 - speaks clearly, concisely and confidently using appropriate volume, tone and pace to convey information in a professional manner
 - uses assertiveness skills to communicate own point clearly and positively (ie. in a non-threatening manner)
 - ensures own body language and verbal cues indicate attentive listening and understanding of what the other person is saying
 - observes other person's body language and responds appropriately
- judgement and discretion are used in conducting workplace communications
 - client confidentiality is maintained
 - information about personnel or business matters is not disclosed
- correct forms of greeting are used when making or receiving telephone calls (if using telephone is part of job role)
 - formal written communication, including email and faxes, is in appropriate format and style (if communicating formally in writing is part of job role)

Contribution to and participation in team environment may include

but may not limited to:

- understands, and works within, the structure and culture of the organisation, business or enterprise
 - understands own job role, including expectations, and how it fits into 'core business'
 - understands how personal performance supports 'core business'
- works co-operatively and collaboratively with others to accomplish team tasks
 - understands the inter-related nature of the team work activities
 - knows overall team task, roles and responsibilities, and reporting relationships
 - confirms own tasks, role and responsibilities, and reporting relationship
 - contributes to successful completion of overall team task by:
 - completing allocated tasks to workplace standards
 - asking for and giving assistance as required
 - participates in team processes to:
 - share information
 - monitor progress and review performance
 - resolve issues, problems and conflicts through agreed and accepted processes
- contributes to positive working relationships within a team environment
 - respects individual social and cultural differences and varying skills and abilities of others

- uses two-way communication skills effectively to communicate constructively
 - openly shares opinions, suggestions, feedback with others
 - listens to others' feedback, concerns, ideas and suggestions
- uses good manners and common courtesies in all interactions

EVIDENCE GUIDE

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

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

Evidence of the following is essential:

- knowledge and understanding of:
 - pertinent workplace policies and procedures relating to working hours and attendance, workplace health and safety, anti-discrimination and workplace harassment, personal presentation, and communication standards/protocols
 - expectations of own job role and responsibilities
- compliance with working hours arrangements, attendance requirements, and appropriate personal presentation standards
- the ability to:
 - consistently comply with all WHS policies, procedures, instructions and directives within scope of responsibility and level of competence to ensure own safety and that of others
 - define, schedule, manage and complete tasks to workplace standards
 - use interpersonal, communication and teamwork skills effectively to establish and maintain harmonious and productive working relationships with relevant people in the workplace
- demonstration of willingness to meet workplace demands and expectations by:
 - following through on instructions promptly and efficiently
 - learning from others and acting on advice and feedback to enhance on-the-job performance
 - working enthusiastically and conscientiously to complete individual and team tasks to meet workplace standards

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

Context of and specific resources for assessment

Assessment must occur in a real or simulated environment.

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

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

Method of assessment

The following assessment methods are appropriate for this unit:

- oral questioning to assess knowledge and understanding of pertinent workplace policies and procedures

- direct observation of:
 - consistently complying with pertinent workplace policies and procedures
 - bringing a positive attitude, good work ethic and effective work practices to the management and completion of individual and team tasks in order to meet required workplace standards
 - using advice and feedback to improve standard of workplace performance
 - working harmoniously, cooperatively, productively and safely to make a constructive contribution to team goals and workplace activities in accordance with own role and responsibilities
- review of third-party workplace reports of on-the-job performance
- Student Log Book for *GENSWL201C: Participate in structured workplace learning 2*

Guidance information for assessment

As noted in the following units of competency, holistic and integrated assessment of elements of competency must be undertaken in structured workplace learning:

- *BSBCMM201A: Communicate in the workplace*
- *BSBIND201A: Work effectively in a business environment*
- *BSBWHS201A: Contribute to health and safety of self and others*

Access and equity considerations

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

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