

Prepare for Work

LEVEL PRE	0 TCE CREDIT POINTS
COURSE CODE	PRE015715
COURSE SPAN	2015 — 2018
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2018. Use [A-Z Courses](#) to find the current version (if available).

Prepare for Work is one of a suite of courses designed to provide basic skills to learners with high needs, many of whom have a learning difficulty or disability

Some learners may need the full suite of courses for study in both Years 11 and 12, some may need it for only part of their course load, and other learners may need only some courses for Year 11 before moving to other programs for Year 12. As learners prepare for post-school life, they need to acquire skills and knowledge to equip them for entry into the workforce. Prepare for Work provides basic information, knowledge and skills required to prepare the learner for the world of work. Some introductory experience in real (or simulated) working environments will prepare learners for their own future working life.

Course Description

Prepare for Work provides learners with experience in real work environments, and/or in simulated work environments.

Prepare for Work will assist learners to establish personal development goals of pathway planning and to explore further options for work, independence, decision-making, and social goals of responsibility to others e.g. with regard to the safe use of materials and equipment.

There is one mandatory Work Task to be completed in UNIT 3.

Rationale

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As learners prepare for post-school life, they need to acquire skills and knowledge to equip them for entry into the workforce. Prepare for Work provides basic information, knowledge and skills required to prepare the learner for the world of work. Some introductory experience in real (or simulated) working environments will prepare learners for their own future working life.

Learning Outcomes

On successful completion of this course, learners will:

1. be able to identify training, work and leisure information and activities, and describe some of their features/characteristics
2. understand the role of work in their life
3. have selected and planned a vocational experience
4. have undertaken a work experience
5. have developed a pathway plan

Pathways

Prepare for Work is preparatory to Work Readiness Level 1 and Level 2.

Prepare for Work can also prepare learners for a range of vocational education and training programs.

Further pathways could also include volunteer work.

Resource Requirements

All learners have a right to an education that meets their needs through full participation and engagement with learning. Teachers need to enhance the quality of all students' learning through responsive and planned learning programs that optimise achievement using inclusive practices.

Learners should have access to appropriate resources such as professional support staff; or adult assistance, and equipment such as assistive technology or modified facilities, as required. The *Disability Standards for Education*, 2005 outline the obligations that educational providers must meet in supporting the needs of students with disability through reasonable adjustments.

Adjustments include a range of supports and accommodations including but not limited to: supportive learning environments, tailored delivery models, visual and organisational supports, multimodal learning and assessment opportunities, varying levels of prompting and adult assistance. In the instance of online, distance or flexible delivery, adjustments may be made to the courses by teachers to suit the individual student's learning environment. This may involve adaptation of the course to reflect the resources readily available to the learner within their home or community.

Course Size And Complexity

This course has a complexity level preliminary to Level 1.

This course has a size value of 15.

Relationship Of Qualifications to TASC Certificates

Tasmanian Certificate of Education: The qualifications available have a level of complexity preliminary to that of Level 1. Achievement of the qualifications does not, therefore, contribute credit points towards meeting the participation and achievement standard of the Tasmanian Certificate of Education qualification.

Qualifications Certificate: The qualifications available can be listed on the Qualifications Certificate issued by TASC.

Course Content

This course has 5 Units. All Units are to be delivered. Providers will determine the time allocated to Units, to best cater for the individual needs of learners.

UNIT 1: Training, work and leisure activities: identification of information and activities related to each, and description of some features/characteristics of each

- explore training options (e.g. course outlines, fees, training facilities, transport to and from)
- explore work options (e.g. job applications, banking details, pay rates, voluntary, supported, casual, job-share, "on call")
- explore leisure options (e.g. cinema programs, transport options, entrance fees to attractions).

UNIT 2: Understand the role of 'work' in your life

- financial benefits (e.g. personal savings, ability to purchase items)
- social benefits (e.g. working in a team, work picnics)
- personal benefits (e.g. making new friends, building a work history).

UNIT 3: Select and plan an appropriate work experience (with significant guidance and support)

- explore skills, talents and interests
- match skills, talents and interests to vocational choice
- visit a range of relevant workplaces
- visit a range of employment agencies
- develop an action plan for chosen occupation
- workplace health and safety topics (e.g. protective clothing, ear/eye protection, safety boots, hazards, lunch breaks, WHS signs and symbols, emergency procedures).

WORK TASK (UNIT 3)

Learners will develop a three-point "Moving Towards Work" plan covering:

- a) my work skills
- b) work I will be suited to
- c) where I could work.

Learners will also collate a portfolio of information about at least one of their work choices (e.g. job title, type of work, where that job could be located, approximate pay rates, how to apply for that job).

The portfolio could be presented in a range of formats including (but not restricted to) scrapbooking, photo essay, pictogram, text, PowerPoint presentation, short talk.

Information can be sourced from (for example) advertisements, newspaper clippings, brochures, internet sites, job search engines, personal visits to workplaces.

UNIT 4: Undertake work experience activities

It is anticipated that learners will require significant guidance and support in undertaking this Unit.

- apply appropriate basic interpersonal skills
- follow direction and seek guidance when needed
- appropriately complete work activities
- follow workplace health and safety directives.

UNIT 5: Develop a pathway plan

- explore possible pathways and how to work towards their achievement, using (for example) diagrams, pictures, text, photographs, job ads
- identify what further training/work experience and opportunities may be suitable.

NOTATION ON EVIDENCE OF LEARNING

Some of the criteria standard elements (see below) use the terms 'identify' or 'describe'.

In the context of this preliminary level course, 'identification' might be done via methods such as:

- correctly selecting from a given list
- correctly selecting from a set of images
- correctly naming from memory or after consulting a source such as the internet.

'Selecting' might be done by methods such as: pointing; nodding; circling with a pen; or matching (e.g. picture with corresponding name card).

In the context of this preliminary level course, 'describing' might be done via methods such as:

- an oral description
- a written description (e.g. a word list of characteristics)
- a series of actions
- a series of images with simple written notations.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality](#)

[assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following process will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Where TASC identifies sufficient potential for concern about the integrity or validity of a provider's award decisions it will undertake an investigation. After such an investigation is completed, TASC may take action under Section 33 of the *Office of Tasmanian Assessment Standards and Certification 2003* as it considers appropriate, including but not limited to:

- giving the school/college a direction in relation to the provision or assessment of the course (section 33 (2))
- refusing to accept results for this course from the provider (section 33 (4)).

Criteria

The assessment for Prepare for Work will be based on the degree to which the learner can:

1. identify and describe training, work and leisure activities
2. identify work benefits
3. select and plan an appropriate work choice
4. undertake work experience activities
5. develop a pathway plan

Standards

Criterion 1: identify and describe training, work and leisure activities

The learner:

Rating C
identifies information and activities related to training, and describes some of their features/characteristics
identifies information and activities related to work, and describes some of their features/characteristics
identifies information and activities related to leisure, and describes some of their features/characteristics.

Criterion 2: identify work benefits

The learner:

Rating C
identifies some financial benefits gained by working (e.g. disposable income, taxation, savings from monies earned)
identifies some social benefits gained by working (e.g. working in a team, social interaction)
identifies some personal benefits gained by working (e.g. feelings of self worth, achieving goals, new friends).

Criterion 3: select and plan an appropriate work choice

The learner:

Rating C
identify the work skills they can offer an employer (e.g. punctuality, enthusiasm for the nature of the work, talents)
identify a selection of appropriate employment options for which they have - or are developing - the necessary skills and knowledge (e.g. work in the service industry)
identify a range of appropriate workplaces they could consider for future employment (e.g. "X" supermarket, "Y" shop).

Criterion 4: undertake work experience activities

The learner:

Rating C
works with others to plan at least one work experience
undertakes at least one real or simulated work experience
discuss personal performance with teacher or significant other (e.g. course counsellor)
discuss work experience activities and plans for future work options
follows essential workplace health and safety directives.

Criterion 5: develop a pathway plan

The learner:

Rating C
identifies a range of suitable pathways (e.g. school to TAFE, school to part-time work)
describes different job/work options (e.g. part time, casual, volunteer)
identify basic information about at least one of the work choices they have nominated.

Qualifications Available

Prepare for Work (with the award of):

SATISFACTORY ACHIEVEMENT (SA)

PRELIMINARY ACHIEVEMENT (PA)

Award Requirements

The minimum requirements for an award in Prepare for Work are as follows:

SATISFACTORY ACHIEVEMENT (SA)

4 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2015 to 31 December 2018.

Version History

Version 1 – Accredited on 2 April 2014 for use in 2015 to 2018. This course replaces Prepare for Work (PRE012710) that expired on 31 December 2014.

Version 1.a – Minor amendments to course content and criteria standards. 21 December 2017.

