Preliminary Access to Work Stage 1

LEVEL PRE	0 TCE CREDIT POINTS
COURSE CODE	PRW005119
COURSE SPAN	2019 — 2023
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Preliminary Access to Work caters for learners who require flexible and individualised programs

Learners will experience a range of learning activities in a familiar context that will assist them to attend to and explore the world around them with as much independence as possible. Learning experiences in this course are designed to move learners from an emergent level of responding to a level where the response indicates intention.

Course Description

Preliminary Access to Work is designed to develop foundation skills towards learners successfully transitioning to open employment or supported work.

This course uses contemporary definitions of work and career that are much broader than paid employment. The Australian Curriculum defines work as a set of activities with an intended set of outcomes, from which it is hoped that an individual will derive personal satisfaction. In this course, the term 'work' is used to describe a range of contexts that enable the development of the core skill areas of the Core Skills for Work Developmental Framework. Work can mean:

- school
- a project or applied learning context
- a work exposure opportunity
- internship
- work experience
- a paid work setting
- volunteering.

Similarly, career is defined in the Australian Curriculum, as an individual's lifelong progression in learning and work. Learning includes education, training and informal learning, while work includes paid employment, self-employment, and unpaid work at home or in the community. More broadly, career includes life roles, leisure activities, learning and work.

Introduction to Preliminary to Level 1 courses

This course has been accredited under Section 55ZI of the Office of Tasmanian Assessment, Standards and Certification Act 2003 - Other education. 'Other education' is defined by the Act as including 'education specifically designed for a person with a disability'.

Section 55ZM of the Act requires that providers of this course issue qualifications to learners who achieve a Preliminary Achievement (PA) award or higher at any stage or size value. For further information and examples, see the Supporting Documents section of this course.

In addition to provider-issued qualifications, course providers may report learner results to the Office of TASC in late November each year using prescribed methods. Reported results will be used by TASC for inclusion on students' Qualification Certificates (QCs) and may form part of the evidence base for a Tasmanian Certificate of Educational Achievement (TCEA) for eligible learners.

Achievement in courses Preliminary to Level 1 does not contribute to the Tasmanian Certificate of Education (TCE). This allows for greater flexibility in regard to learner movement between stages and their learning time (reflected in variable size values for this course) than are available in Level 1 and higher senior secondary courses.

Learners

The Preliminary to Level 1 suite of courses is designed for learners whose circumstances significantly impact their learning – in an ongoing manner or for extended periods of time.

These learners include:

- learners with disability as defined by the Disability Discrimination Act (DDA) 1992, whose disability requires educational adjustments to support access and participation in learning
- learners whose circumstances have significantly impacted their ability to attend school for extended periods of time or engage in courses with higher levels of complexity
- learners who require significant support for learning English as an additional language or dialect.

Course Relationship to Australian Curriculum

Preliminary Access to Work is organised into three interrelated strands:

- Navigate the world of work;
- Getting the work done and;
- Interact with others

which closely relate to the Australian Curriculum: Work Studies, an elective for Years 9 and 10.

The alignment is shown in the following table:

<table>
<tr><th>Preliminary Access to Work</th><th colspan="2">Australian Curriculum: Work Studies</th></tr>
<tr><td>Strand 1 – Navigate the world of work</td><td colspan="2">Strand 2 - career and life design</td></tr>
<tr><td>Strand 2 – Getting the work done</td><td rowspan="2">Strand 1 - skills for learning and work</td><td rowspan="2">work exposure</td></tr>
<tr><td>Strand 3 – Interact with others</td></tr>
</table>

Preliminary Access to Work also provides opportunities to apply and further develop the Australian Curriculum General Capabilities in real or simulated workplace contexts.

See Appendix 3 for a more detailed diagram of the Australian Curriculum: Work Studies strands and inter-relationships with the General Capabilities.

Rationale

Preliminary Access to 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 in Year 11 before moving to other programs for Year 12.

Preliminary Access to Work caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in a familiar context that will assist them to attend to and explore the world around them with as much independence as possible. Learning experiences in this course are designed to move learners from an emergent level of responding to a level where the response indicates intention.

As learners prepare for post-school life, they need to acquire skills and knowledge to equip them for entry into post-school options that may include paid employment. *Preliminary Access to Work* provides the foundations for developing this suite of skills, and some introductory experience in real or simulated work environments, that may give them the confidence to recognise themselves as valuable contributors to society and to know what support is available for them.

Aims

Preliminary Access to Work stresses the application of knowledge and understanding, skills, capabilities, values and attitudes to a range of work-related environments. With co-active support, *Preliminary Access to Work* aims to develop learners' abilities to:

- develop knowledge and understanding of the nature and variety of work, and why people work
- develop skills to plan and set goals for future transitions
- participate in practical experiences to gain first-hand knowledge and understanding of being an active member of a workforce
- develop organisational and problem-solving skills which facilitate workplace engagement
- develop communication skills for successful participation in real or simulated work settings including the use and application of ICT.

In addition learners may:

- develop strategies to enhance self-esteem, confidence, resilience and adaptability to facilitate successful participation in the workforce.

Learning Outcomes

On successful completion of *Preliminary Access to Work* learners will be able to:

1. identify options for future learning, work and life roles
2. plan and set goals for future transitions
3. undertake simple tasks in real or simulated work contexts
4. communicate and interact with others in real or simulated work contexts, including the use of ICT.

Stages of Learning at Preliminary to Level 1

This course focuses on progressing learners from an emergent to early conventional level. It encourages learners to develop their independence as they explore, participate and engage in the world around them. Expectations for learner achievement are set at four stages which are not associated with age or year level that links chronological age to developmental progress. As learners progress through these stages the level of coactive support required decreases moving towards independence.

This document is **Stage 1** in four Stages of the course *Preliminary Access to Work*.

STAGE 1
Within Stage 1 learners experience a range of learning activities that will assist them to attend to and explore the world around them with as much independence as possible. Experiences are designed for learners at an emergent level. Learners require high levels of coactive support and focused attention from the teacher to assist them to engage, react and participate. Learners demonstrate some awareness and recognition of familiar people and routine activities.

STAGE 2
Within Stage 2 learners are reliant on verbal and physical prompts to facilitate their learning. They begin to explore their world independently and engage in cause and effect learning activities. Learners are able to focus on structured learning activities for short periods of time. They respond to familiar people and events in a familiar environment and begin to use 'yes/no' responses.

STAGE 3
Within Stage 3 Learners display the first signs of independence, are less reliant on partial physical prompts and respond more consistently to verbal and visual prompts and clear directions from the teacher. Learners begin to interact with their peers in social opportunities. They participate in structured activities alongside their peers and use pictures, photos and objects to communicate personal interests and experiences. They begin to use and link some familiar words and images to form a meaningful communication.

STAGE 4
Within Stage 4 learners participate cooperatively in group learning activities with indirect supervision and gestural prompts. They express their feelings, needs and choices in increasingly conventional ways and combine and sequence key words and images to communicate personal interests and to recount significant experiences. They indicate beginning understanding of social rules and expectations and are beginning to reflect on their own behaviour.

Access

Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners.

A learner will undertake a minimum of 50 hours study in this course, through to a maximum of 150 hours dependent on learner needs.

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 will 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 Act 2005 outline the obligations that educational providers must meet in supporting the needs of learners 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.

'Adjustment' does not mean the lowering or removal of standards but rather it means allowing learners appropriate means to demonstrate their learning and achievement against standards.

In the instance of online, distance or flexible delivery, adjustments may be made to the courses by teachers to suit the individual learner's learning environment. This may involve adaptation of the course to reflect the resources readily available to the learner within their home or community.

Pathways

This course is preparatory to:

- *Pathways to Work* Level 1
- Certificate I in *Access to Vocational Pathways.*

Course Size And Complexity

This course has a complexity Preliminary to Level 1.

Each stage of the course has a size value of 5 or 10 or 15 depending upon learners needs. A learner will undertake a minimum of 50 hours study in this course, through to a maximum of 150 hours dependent on learner needs.

There are many possible ways of combining the Stages of learning and the size value of 5 or 10 or 15 depending upon learners needs.

For example:

- A learner might study Preliminary to Level 1, Stage 3 of the course and complete it in 50 hours. This learner might then study Preliminary to Level 1, Stage 4 of the course and require 100 hours to achieve this. After successful completion, this learner might then undertake Pathways to Work Level 1 in the following year.
- In one year a learner might study Preliminary to Level 1, Stage 2 of the course and complete it in 50 hours. This learner might then also study Preliminary to Level 1, Stage 3 of the course and require 100 hours to achieve this.
- A learner may study Preliminary to Level 1 Stage 1 in 150 hours.

Course Delivery

The course content must be delivered in a range of contexts to ensure learners have opportunities to develop core skills that can be adapted and applied from one context to another.

Contexts may include, but are not limited to: classroom; group enterprise tasks or projects; or real or simulated work contexts.

Learning activities must include a range of work exposure activities to introduce learners to the world of work. Examples of work exposure activities include - but are not limited to:

- direct involvement in real or simulated workplaces
- visits to and from business and industry
- visits to and from employers, employees, self-employed people
- ‘career taster’ days
- mentoring and shadowing opportunities
- use of work-related simulations and role plays
- virtual tours of industries and workplaces
- volunteering currently undertaken by learners.

More work exposure examples are included in the definition provided in the Glossary.

Work exposure experiences will occur throughout the course to inform the development of transition plans. Each work exposure experience provides an opportunity for learners to be guided to reflect and update their personal interests, strengths and improvement goals.

This course uses a ‘learning by doing’ approach, and as such many aspects can be integrated into applied learning contexts such as those that are offered in other Preliminary to Level 1 courses, for example, Science, Humanities and Technologies.

Preliminary Access to Work is suitable for delivery in parallel to other Preliminary courses, where simulated work settings can provide a context for the learning.

Course Requirements

Content must be delivered in an integrated way with learners developing knowledge, skills and understandings in a range of real or simulated work contexts with the level of support appropriate to the stage of learning. All three strands of *Preliminary Access to Work:* Navigate the world of work, Getting the work done, and Interact with others are compulsory at all stages.

Course Content

The course context is organised in three strands related to the Core Skills for Work clusters of Skills. The content can be unpacked and re-organised into units of work to suit the program within which *Preliminary Access to Work* is delivered. Please note that the format of each strand begins with an overarching description followed by details that describe the content specific to the stage of learning.

STAGE 1: (5, 100 AND 150 HOURS)

This course has a size value of 5, 10 or 15 points.

STRAND 1: NAVIGATING THE WORLD OF WORK

Through this strand, learners gain a conceptual understanding of what it is to work, to be an active member of a community and how this relates to their personal preferences, interests and aspirations. They reflect on the employability skills they already have and how they can develop additional skills. Learners build their knowledge and understanding of the choices and challenges life after school can offer and develop the skills and support networks to assist them with this transition. Participation in work exposure experiences helps learners develop a sense of identity by identifying their interests, skills and talents.

In Stage 1, the focus is on beginning to build concepts of future learning options by experiencing relevant vocabulary and information. They also begin to build concepts about work and life roles by experiencing the roles of familiar people they encounter on a daily basis. They experience some characteristics of work and are introduced to vocabulary specific to work and work roles, such as the names of jobs and tasks undertaken. They begin to develop awareness of their own interests and skills by encountering feedback and suggestions for development.

Learners:

- experience informative print and non-print texts about future learning options including education, training and leisure
- respond to images, words, sounds, symbols, objects or events about future learning options including education, training and leisure
- encounter and react to vocabulary specific to future learning options
- respond to images, models or videos of familiar adults in different work and life roles
- respond to everyday vocabulary relating to work and life roles of familiar adults
- communicate personal skills or interests about learning, work and leisure
- communicate an interest in work and life roles
- react to feedback about personal skills and interests
- react to suggestions for developing skills and interests.

STRAND 2: GETTING THE WORK DONE

Learners undertake a variety of applied learning and work exposure experiences that provide work-related contexts for them to apply and further develop their literacy and numeracy skills. Within these work-related contexts, they will begin to develop skills to work in a digital world, plan and organise, make decisions, identify and solve problems.

In Stage 1, in the preparation, undertaking and follow up of a range of work exposure experiences, learners will have opportunities to develop work-related skills by participating in a range of repetitive tasks.

Learners:

- experience planning and organising of workplace tasks
- participate in repetitive workplace tasks that enable them to apply literacy and numeracy skills, for example,

  o experience and respond to number symbols, names and quantities within workplace tasks
  o react to objects in workplace tasks with the use of sensory input, for example, build, stack
  o participate in work related activities involving very basic measurement concepts

- become familiar with the places, materials, tools or equipment used for workplace tasks
- respond to images, words and sounds regarding safety
- respond to an instruction regarding safety
- experience problems within everyday work-related situations and accept assistance from familiar adults to manage problems
- experience decisions being made to solve workplace problems
- respond to the use of digital systems to store or recognise information or aid communication.

STRAND 3: INTERACT WITH OTHERS

Through participation in a range of work exposure experiences, learners have opportunities to develop communication and interpersonal skills. They also develop understanding that work-related contexts may require particular ways of communicating and interacting that are different to everyday social communication and interaction.

In Stage 1, learners are provided with opportunities to interact with others by responding and reacting. They learn about interacting with others by experiencing others communicating and cooperating in work-related settings. They learn to be socially receptive to others in work-related settings. They begin to develop an understanding of themselves and their needs.

Learners:

- recognise significant people by gesturing, vocalising or orienting to them
- are supported to interact with others to share interests relating to learning, work or leisure
- begin to focus attention on others and acknowledge their presence
- experience others using language and non-verbal behaviours appropriate in a workplace context
- encounter others working together.

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.

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.

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.

NOTATION ON EVIDENCE OF LEARNING

Some of the criteria standard elements use the terms reacting, responding and recognising.

In the context of this preliminary level course reacting/responding might be defined as:

- an intentional repeatable and observable behaviour that can be interpreted simply, objectively and conclusively.

In the context of this preliminary level course recognising might be defined as:

- intentionally signalling identification of (someone or something) through gesture, facial expression or sound from having encountered them before.

Quality Assurance 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.

Under Section 55ZN of the Office of Tasmanian Assessment, Standards and Certification Act 2003, TASC may give a provider written direction regarding the provision and assessment of an accredited other education course.

Criteria

The assessment for *Preliminary Access to Work* will be based on whether the learner can:

1. identify information about options for future learning, work and life roles
2. plan and set goals for future transitions
3. apply work related skills to participate in tasks in real or simulated work contexts
4. interact with others.

Standards

Criterion 1: identify information about options for future learning, work and life roles

The learner:

Rating C
*reacts to information** related to a future learning option - refer to glossary
reacts to a work or life role of a familiar adult.

*refer to glossary

Criterion 2: plan and set goals for future transitions

The learner:

Rating C
communicates a personal preference from a choice of two
reacts to feedback about developing a personal interest or skill
communicates a preferred goal from a choice of two.

Criterion 3: apply work related skills to participate in tasks in real or simulated work contexts

The learner:

Rating C
reacts to familiar places, materials, tools or equipment used for a workplace task
responds to an instruction requiring safe behaviour
reacts to a step in a workplace task
reacts to a familiar problem in the workplace
reacts to a familiar digital system used for a work-related purpose.

Criterion 4: interact with others.

The learner:

Rating C
communicates through accept/reject responses
responds to familiar others
responds to familiar others who are modelling cooperation.

Qualifications Available

Preliminary Pathways to Work Preliminary to Level 1: Stage 1, 2, 3 or 4 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT.

Award Requirements

The final award for *Preliminary Access to Work* Stage 1 will be determined by the provider from four (4) ratings.

The minimum requirements for an award in *Preliminary Access to Work* Level Preliminary to Level 1 are as follows:

Satisfactory Achievement (SA)
4 'C' ratings

Preliminary Achievement (PA)
2 '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 forward 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.

Course Developer

The Department of Education acknowledges the significant leadership of Janine Bowes in the development of this course.

Accreditation

The accreditation period for this course is from 1 January 2019 until 31 December 2023.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1.0 - This course was accredited on 14 December 2018 for use from 1 January 2019 until 31 December 2023. This course replaces PRE15715 *Prepare for Work* that expired on 31 December 2018.

Appendix 1 - Glossary

Glossary of verbs

Verb	Meaning
attends to	take notice of
choose	decide or select the most suitable from a number of different options
create	make something
describe	in the context of this 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
experience	be exposed, observe others' participation, or be immersed in
explore	investigate, search for
identify	Recognise and name or indicate who or what someone or something is. In the context of this 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. a picture with a corresponding name card)
label	identify by placing a name or word used to describe the object or thing
react	a reaction or response is a deliberate, repeatable and observable behaviour that can be interpreted simply, objectively and conclusively
recognise	be aware of or acknowledge
represent	use words, images, symbols or signs to convey meaning.
respond to	provide an answer; reply
select	choose from alternative options. 'Selecting' might be done by methods such as: pointing,; nodding circling with a pen; or matching (e.g. a picture with a corresponding name card)
sequence	identify by placing a name or word used to describe the object or thing
show	give information; illustrate
understand	Perceive what is meant, grasp an idea, and to be thoroughly familiar with

Glossary of terms

(AC) indicates that the definition is an Australian Curriculum definition

Term	Meaning
applied learning	**Australian Curriculum definition** The use of skills, knowledge and understanding to complete tasks, solve problems and/or implement projects in a particular context or environment. In this course, applied learning is teacher-guided and learner-centred. The learner plays an active role in managing the processes of applying knowledge.
Career (AC)	An individual's lifelong progression in learning and work. Learning includes education, training and informal learning, while work includes paid employment, self-employment, and unpaid work at home or in the community. More broadly, career includes life roles, leisure activities, learning and work.
digital system (AC)	Digital hardware and software *components* (internal and external) used to transform *data* into a *digital solution*. When *digital systems* are connected, they form a network. For example: • a smartphone is a digital system that has software (apps, an operating system), input *components* (for example, touch screen, keyboard, camera and microphone), output *components* (for example, screen and speakers), memory *components* (for example, silicon chips, solid state drives), communication components (for example, SIM card, wi-fi, bluetooth or mobile network antennas), and a processor made up of one or more silicon chips. • a desktop computer with specific software and hardware *components* for dairy farming. The computer is connected via cables to milking *equipment* and via wi-fi to sensors that read tags on the cows. Through these hardware *components* the software records how much milk each cow provides. Such systems can also algorithmically control attaching milking *equipment* to each cow, providing feed and opening gates.
information	texts, images, words, sounds, symbols, objects, events
learning	in the context of this course, learning means education, training or informal learning
leisure	time when one is not working or occupied
lifelong learning (AC)	the ongoing, voluntary and self-motivated pursuit of knowledge, understanding and skills development for either personal or professional reasons – enhancing personal development, competitiveness and employability
social media	social media refers to online services, mobile applications and virtual communities that provide a way for people to connect and share user-generated content and to participate in conversation and learning
work	**Australian Curriculum definition** a set of activities with an intended set of outcomes, from which it is hoped that an individual will derive personal satisfaction; it is not necessarily tied to paid employment and can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering. **For this course**, the term work is used to describe a range of contexts that enable the development of the core skill areas of the Core Skills for Work Framework. Work can mean: · school · a project or applied learning · a work exposure opportunity · paid work

	· volunteering.
work-contexts	the term work-context is used to describe a range of contexts that enable the development of the core skills areas. Work context can mean: · simulated work at school · a project or applied learning context · a work exposure context · a paid work setting · a volunteering setting.
work exposure	work exposure means opportunities or activities designed to introduce learners to the world of work. Examples of work exposure activities include but are not limited to: · direct involvement in real or simulated workplaces · visits to and from business and industry · visits to and from employers, employees, self-employed people · 'career taster' days · mentoring and shadowing opportunities · use of various media sources · labour market research · use of work-related simulations and role plays · virtual tours of industries and workplaces · industry, community, career or problem-based projects · use of part time work, unpaid work or community-based, volunteering currently undertaken by learners · engaging with work-related education programs.
work-related learning (AC)	learning that predominantly provides the key work-related knowledge, skills and competencies needed to participate effectively in the world of work
work skills (AC)	the broad knowledge, skills and attributes required to gain work and become an effective participant in work including the skills related to career development and managing transitions

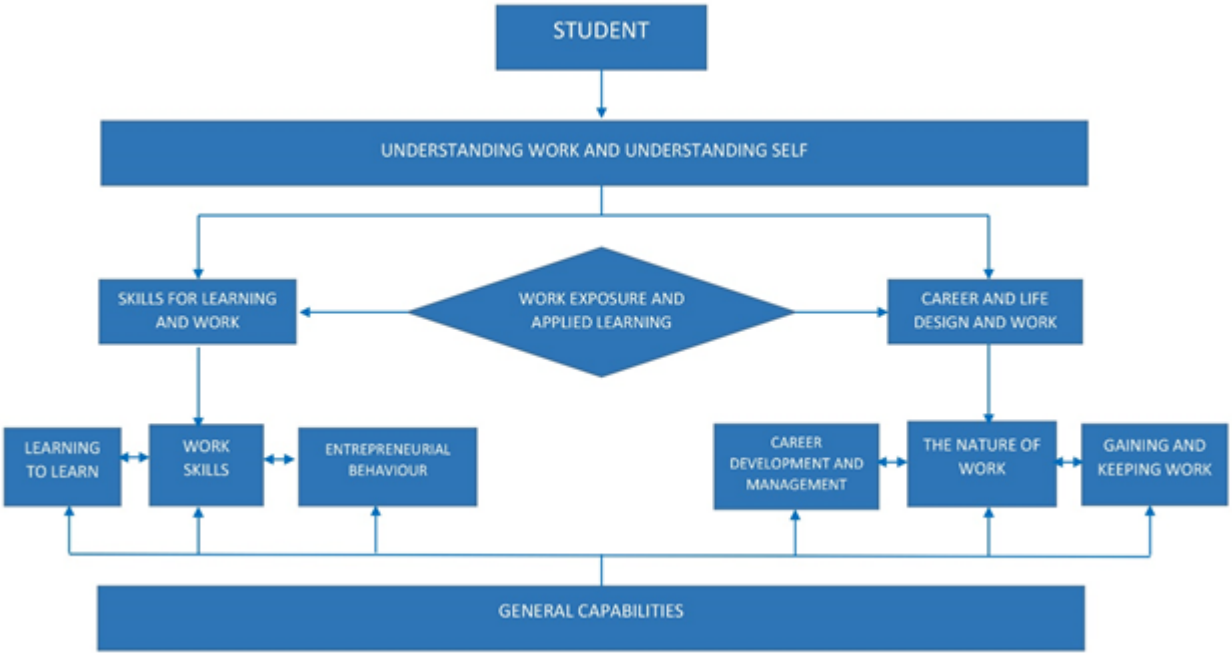
Appendix 2 - Line of Sight

Outcomes	Criteria	Content	Criteria and elements
1. identify options for future learning, work and life roles.	Criterion 1 identify information about options for future learning, work, and life roles	Strand 1 – navigating the world of work	Criterion 1 - all elements
2. plan and set goals for future transitions	Criterion 2 plan and set goals for future transitions	Strand 1 – navigating the world of work	Criterion 2 -all elements
3. undertake simple tasks in work-related contexts	Criterion 3 apply work-related skills to participate in tasks in real or simulated work contexts.	Strand 2 – getting the work done	Criterion 3 - all elements
4. communicate and interact with others in real or simulated work contexts, including the use of ICT	Criterion 4 interact with others	Strand 2 – getting the work done Strand 3 – interact with others	Criterion 4 - all elements

Appendix 3

Appendix 3– Structure of Australian Curriculum: Work Studies

The Work Studies Years 9–10 curriculum (ACARA, 2018) structure reflects the focus on learning, work and the development of work readiness within two strands: Skills for learning and work, and career and life design.



Appendix 4

APPENDIX 4 – ALIGNMENT TO OTHER CURRICULUM AND FRAMEWORKS
COURSE RELATIONSHIP TO THE AUSTRALIAN CORE SKILLS FRAMEWORK

Preliminary Access to Work has been developed using the *Core Skills for Work Developmental Framework,* and the *Australian Core Skills Framework - Pre-Level 1 2017*. These frameworks provide a common reference point and language to develop the criteria, content, assessment and relationship to other courses. The Core Skills for Work are relevant across all industry sectors and are identified by employers as important for successful participation in the workforce at all levels of expertise.

See Core Skills for Work Developmental Framework for further information.
See Australian Core Skills Framework for further information.
See Australian Core Skills Framework – Pre-Level 1 2017 for further information.

The Core Skills for Work Framework identifies 10 skill areas, organised into three skill clusters that, together with literacy, numeracy and learning skills represent the Foundation Skills needed to engage in meaningful work. The clusters and skill areas of the Core Skills for Work are shown in Table 2 below.

Table 2: Core Skills for Work Skill Clusters and Areas

Core Skills for Work:Skill Cluster	Core Skills for Work: Skill Area
Navigate the world of work	Identifying work options and gaining work
	Maintaining work
Getting the work done	Work in a digital world
	Plan and organise
	Make decisions
	Identify and solve problems
	Create and innovate as appropriate
Interact with others	Communicate for work
	Connect and work with others
	Recognise and utilise diverse perspective

The table below shows the alignment of *Preliminary to Level 1 Access to Work* with the Australian Curriculum: Work Studies Years 9 and 10 (ACARA 2018) and the Australian Core Skills for Work Developmental Framework (Australian Government Department of Education and Training 2018).

	Australian Curriculum: Work Studies		***Preliminary to Level 1 Access to Work***		***Australian Core Skills for Work Developmental Framework***	
Context	**Strand**	**Sub-strand**	**Context**	**Strand**	**Skill Cluster**	**Skill Area**
Work Exposure and Applied Learning (provides the context for developing	Career and Life Design and Work	Career development and management	Work Exposure and Applied Learning (provides the context for developing	Navigate the world of work	Navigate the world of work	Identifying work options and gaining work
		The nature of work				Maintaining work
		Gaining and keeping work				

the other strands)	Skills for learning and work	Learning to learn	the other strands)	Getting the work done	Getting the work done	Work in a digital world
		Work skills				Plan and organise
						Make decisions
						Identify and solve problems
		Entrepreneurial behaviour				Create and innovate as appropriate
				Interact with others	Interact with others	Communicate for work
						Connect and work with others
						Recognise and utilise diverse perspectives

Appendix 5

APPENDIX 5 - REFERENCES

Some content in this publication is © Australian Curriculum, Assessment and Reporting Authority.

Licensed under Creative Commons Attribution-Non Commercial 4.0 Australia (CC BY NC), viewed 3 September 2018

ACARA Australian Curriculum and Reporting Authority 2018, Australian Curriculum: Work Studies, viewed 3 September 2018, https://www.australiancurriculum.edu.au/f-10-curriculum/work-studies/

Australian Government Department of Education and Training 2015, Australian Core Skills Framework, viewed 3 September 2018, https://docs.education.gov.au/system/files/doc/other/acsf_document.pdf

Australian Government Department of Education and Training 2017, Australian Core Skills Framework – Pre-Level 1 2017, viewed 3 September 2018, https://docs.education.gov.au/system/files/doc/other/acsf_prelevel_1_2017.pdf

Australian Government Department of Education and Training 2018, Core Skills Developmental Framework, viewed 3 September 2018, https://www.education.gov.au/core-skills-work-developmental-framework

Supporting documents including external assessment material

- TASC - Preliminary Level Courses - Issuing Qualifications.PDF (2024-01-16 08:39am AEDT)

Tasmanian Government

© 2024 TASC. All rights reserved.

PDF generated on: 2024-03-29 22:31:18 AEDT
https://www.tasc.tas.gov.au/