

# Preliminary Access to Work Stage 4

LEVEL PRE	0 TCE CREDIT POINTS
COURSE CODE	PRW005419
COURSE SPAN	2019 — 2023
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2019. 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.

### Course Description

*Preliminary Access to Work* is designed to develop foundation skills towards learners successfully transitioning to work 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 55Z1 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:

Preliminary Access to Work	Australian Curriculum: Work Studies	
Strand 1 – Navigate the world of work	Strand 2 - career and life design	
Strand 2 – Getting the work done	Strand 1 - skills for learning and work	work exposure
Strand 3 – Interact with others		

*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 4** 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, Environment and Nature, 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 4: (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 4, the focus is on developing skills to find information about future learning, work and life options that match their identified interests, strengths, skills and capabilities.

Learners:

- explore future learning, work and life options through a mix of strategies including relevant websites or online tools, for example, a mix of in-person, event-based, print, online and other audio/visual sources, for example:

- o identify course outlines, fees, available support, transport to and from

- o explore types of work options (full time, part time, other)

- explore the benefits of work, for example:

- o financial independence

- o can tie in with interests and hobbies

- o gives a sense of self-identity and social connectedness

- group familiar people in work and life roles
- identify personal interests and share their likes and dislikes
- identify strengths and interests and how these would transfer to the workplace. For example:

- o ability to follow a task consisting of one or more steps

- o skills in working with technology

- identify personal work-related challenges and strategies for support. For example:

- o build confidence through role play

- o identify need to develop particular skills e.g. literacy

- identify job types, further education pathways and career options that align with personal skills, interest and aspirations, for example:

- o school
- o Vocational Education and Training (VET) providers, for example, TasTAFE
- o disability employment service providers
  - assist to develop goals to incorporate into a transition plan.

## **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 4, in the preparation, undertaking and follow of a range of work exposure activities and/or internships or work experience, learner will have opportunities to develop work-related skills by working as part of a team to plan, prepare and complete tasks.

Learners:

- participate in a range of familiar and new workplace tasks individually and with others, that enable them to apply basic literacy and numeracy skills, for example:
  - o use appropriate language and names for places, materials, tools and equipment used in familiar workplace tasks
  - o accurately count collections up to 10 using correct names for numbers
  - o assist to check that collections conform to a specified size by number, and add or subtract accordingly, for example, checking if packaged biscuits have the correct number
  - o match coins to images
  - o use money in 'exchange of goods for cash or payment for work' simulations
  - o experience reading measurements on linear scales (e.g. thermometer, oven dial, ruler, tape measure) and assist to use these measurements in more complex activities involving them
  - o discuss work-related events using time markers including yesterday, earlier today, next week, next month
    - identify their role in a team and select places, materials, tools or equipment needed to complete designated tasks
    - demonstrate some safe work practices
    - identify situations that could be a problem or challenge, and discuss relevant ways to access help
    - use digital systems to locate, access and store information from digital sources, for example:
      - o use icons-based menus
      - o follow hyperlinks
      - o print pages
      - o copy, paste and save text and images
      - o use buttons and tabs
      - o use favourites, bookmarks and reading lists.

## **STRAND 3: INTERACT WITH OTHERS**

Through the preparation, undertaking and follow up of a range of work exposure experiences, learners have opportunities to develop their workplace 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 4, students learn to be socially perceptive and to guide their behaviour across a range of familiar situations. They are learning to adhere to class practice, offer assistance, share, initiate activities and regulate emotional expression. On a personal level they are learning about their characteristics, strengths and preferences. This course provides opportunities for learners to build their independence to establish and maintain friendships and skills required to work in a small group.

Learners:

- participate in routine work-related activities and interact with others in a range of familiar contexts showing cooperative behaviour
- communicate in work-related settings to share ideas, information and needs, for example:

o greet people

o respond to questions

o make a request

o ask for help

o give and receive instructions

- recognise how communication changes according to the context and the people, for example:
  - o peers, teachers, employers
  - o classroom
  - o public or work place
- begin to use the professional etiquette of work-place communication, for example:

o personal space

o topic of conversation

o use of mobile phones

- work with various peers, including participating in an activity not of their choosing
- respond to others in work-related group situations, working in a small group cooperatively
- demonstrate some understanding that negative words and actions in the workplace can be hurtful, and that their behaviour can impact on others.



## 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

Rating C
locates and identifies one or more features of at least one piece of information related to a future learning option *
locates and identifies one or more features of at least one piece of information related to work or life roles.

\*-e.g learning with provider X is a good option because there is learning support

### Criterion 2: plan and set goals for future transitions

The learner:

Rating C
communicates at least one personal interest and work-related skill, strength or capability
selects and uses feedback to develop skills
identifies at least one goal for developing a work-related skill and follows one or more steps to create a plan.

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

The learner:

Rating C
selects at least one place, material, tool or piece of equipment and uses it for a specific work-related task
uses at least one common safety practice in a range of familiar workplace situations
performs a limited sequence of steps to complete at least one workplace task
identifies at least one routine workplace problem and selects a strategy to solve it
uses at least one common function of a familiar digital system in a work-related context.

### Criterion 4: interact with others

The learner:

Rating C
communicates to share information appropriately
selects and uses personal and social skills to interact appropriately with others
co-operates with others.

#### 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 4 will be determined by the provider from four (4) ratings.

The minimum requirements for an award in *Preliminary Access to Work* 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

## 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	<p>in the context of this course, 'describing' might be done via methods such as</p> <ul style="list-style-type: none"> <li>·an oral description</li> <li>·a written description (e.g. a word list of characteristics)</li> <li>·a series of actions</li> </ul> <p>a series of images with simple written notations</p>
experience	be exposed, observe others' participation, or be immersed in.
explore	investigate, search for
identify	<p>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</p> <ul style="list-style-type: none"> <li>·correctly selecting from a given list</li> <li>·correctly selecting from a set of images</li> <li>·correctly naming from memory or after consulting a source such as the internet.</li> </ul> <p>'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)</p>
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	<p><b>Australian Curriculum definition</b></p> <p>The use of skills, knowledge and understanding to complete tasks, solve problems and/or implement projects in a particular context or environment.</p> <p>In this course, applied learning is teacher-guided and learner-centred. The learner plays an active role in managing the processes of applying knowledge.</p>
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	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:

(AC)	<ul style="list-style-type: none"> <li>a smartphone is a digital system that has software (apps, an operating system), input <i>components</i> (for example, touch screen, keyboard, camera and microphone), output <i>components</i> (for example, screen and speakers), memory <i>components</i> (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.</li> </ul> <p>a desktop computer with specific software and hardware <i>components</i> for dairy farming. The computer is connected via cables to milking <i>equipment</i> and via wi-fi to sensors that read tags on the cows. Through these hardware <i>components</i> the software records how much milk each cow provides. Such systems can also algorithmically control attaching milking <i>equipment</i> to each cow, providing feed and opening gates.</p>
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	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
(AC)	
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	<p><b>Australian Curriculum definition</b> 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.</p> <p><b>For this course</b>, the term <i>work</i> 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:</p> <ul style="list-style-type: none"> <li>· school</li> <li>· a project or applied learning</li> <li>· a work exposure opportunity</li> <li>· paid work</li> <li>· volunteering.</li> </ul>
work-contexts	<p>the term <i>work-context</i> is used to describe a range of contexts that enable the development of the core skills areas. Work context can mean:</p> <ul style="list-style-type: none"> <li>· simulated work at school</li> <li>· a project or applied learning context</li> <li>· a work exposure context</li> <li>· a paid work setting</li> <li>· a volunteering setting.</li> </ul>
work exposure	<p>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:</p> <ul style="list-style-type: none"> <li>· direct involvement in real or simulated workplaces</li> <li>· visits to and from business and industry</li> <li>· visits to and from employers, employees, self-employed people</li> <li>· 'career taster' days</li> <li>· mentoring and shadowing opportunities</li> <li>· use of various media sources</li> <li>· labour market research</li> <li>· use of work-related simulations and role plays</li> <li>· virtual tours of industries and workplaces</li> </ul>

	<ul style="list-style-type: none"> <li>·industry, community, career or problem-based projects</li> <li>·use of part time work, unpaid work or community-based,</li> <li>·volunteering currently undertaken by learners</li> <li>·engaging with work-related education programs</li> <li>·</li> </ul>
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

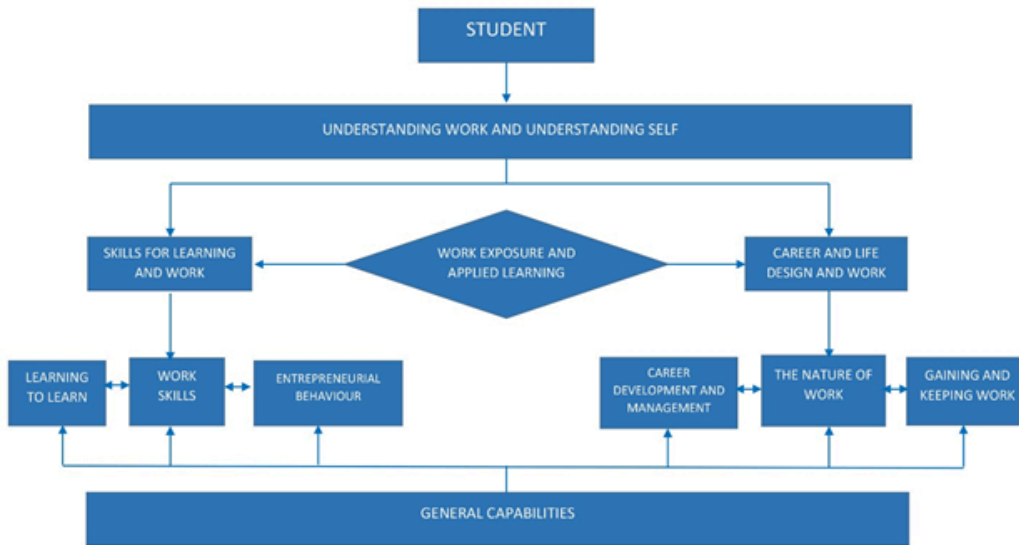
### LINE OF SIGHT

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

#### 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.



**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

<b>Core Skills for Work: Skill Cluster</b>	<b>Core Skills for Work: Skill Area</b>
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).

	<b>Australian Curriculum: Work Studies</b>		<b>Preliminary to Level 1 Access to Work</b>		<b>Australian Core Skills for Work Developmental Framework</b>	
<b>Context</b>	<b>Strand</b>	<b>Sub-strand</b>	<b>Context</b>	<b>Strand</b>	<b>Skill Cluster</b>	<b>Skill Area</b>



Work Exposure and Applied Learning  (provides the context for developing the other strands_)	Career and Life Design and Work	Career development and management	Work Exposure and Applied Learning  (provides the context for developing the other strands_)	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					
	Skills for learning and work	Learning to learn			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
					Connect and work with others		
					Recognise and utilise diverse perspectives		

## Appendix 5

### REFERENCES

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### Supporting documents including external assessment material

-  [Preliminary Qualifications Issuing Information.pdf](#) (2019-01-08 04:45pm AEDT)



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