

Pathways to Work

LEVEL 1	15 TCE CREDIT POINTS
COURSE CODE	WRK115117
COURSE SPAN	2017 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2023. Use [A-Z Courses](#) to find the current version (if available).

The future of work for young Australians will be characterised by flexibility and continuous change in how, what and where they will work

Jobs created in the future will be different from those of the past. Routine jobs will be limited, and outsourcing, contract work and flexible work arrangements will be the norm. Young people preparing to enter the workforce in both open and supported employment require a diverse range of opportunities to develop confidence, build understanding and respect for themselves, become sensitive to the needs of others, and develop confidence in appropriate social interactions with others for the workplace. They need to develop a set of transferable skills that are used in almost every occupation in the 21st Century workplace: work habits such as working safely, being reliable and trustworthy, working effectively with others, communicating clearly, applying past knowledge to new situations, problem solving and responding respectfully to diversity and difference. This course will help young people learn to be inclusive, responsible, and become sensitive to experiences and perceptions of others. By participating in practical work exposure experiences learners become active, responsible citizens who develop an understanding of how to make a contribution to their community through work. Employers throughout Australia have identified key areas young people need to focus on in preparing for work. This course will help learners plan for their future, understand themselves in relation to work, and provide them with essential skills, knowledge and understandings they require for participation in the rapidly changing world of work. The course will also prepare learners for entry level jobs, supported employment and further vocational study across a broad range of industry areas.

Course Description

Pathways to Work Level 1 is designed to prepare learners for their career and the world of work. It reiterates and consolidates work in the *Australian Curriculum: Work Studies* and complements Personal Pathway Planning Level 2. Personal Pathway Planning Level 2 aims to develop learners understanding of self, and develop goals and plans for their future and career. Pathways to Work Level 1 complements this by aiming to develop the core skills learners require to plan for, participate in and maintain work at an entry level.

Pathways to Work Level 1 has been developed using the [Core Skills for Work Developmental Framework](#) and [Australian Core skills Framework](#). 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. The Core Skills for Work Developmental Framework utilises a developmental approach, informed by Dreyfus and Dreyfus' Novice to Expert Model of Skills Acquisition and other research on skill development and performance. It encompasses five stages of performance – Novice, Advanced Beginner, Capable, Proficient and Expert. Pathways to Work Level 1 focuses on performance at the Novice stage.

See [Core Skills for Work Developmental Framework](#) for further information.

See [Australian Core Skills Framework](#) for further information.

[The Australian Blueprint for Career Development](#) is a complementary framework to the Core Skills for Work Developmental Framework and Australian Core Skills Framework with common skills, and competencies that overlap and are transferable.

Relationship with Australian Curriculum F-10, Work Studies

The *Australian Curriculum: Work Studies* is an elective for years 9 and 10. This is a school-based subject that provides opportunities for learners to undertake vocational learning and develop work-readiness skills in preparation for further study towards a skilled occupation or further education after leaving school. The course has a clear focus on applied learning and work exposure (Appendix 1) as learning contexts.

The content of the course is organised into two main interrelated strands: skills for learning and work; and career and life design. Learners are encouraged to be increasingly independent and self-directed learners.

The year 10 achievement standard for *Work Studies* is clearly described and Pathways to Work Level 1 in Year 11 and 12 reiterates and consolidates these standards. Refer to Appendix 2 for the *Australian Curriculum: Work Studies* organisational chart.

For further information about Work Studies, see the [Australian Curriculum](#) website.

Diagram 1: Relationship between Australian Curriculum Core skills for Work Developmental Framework, Australian Core Skills Framework and TASC courses



Note: the combination of skills as detailed in the Australian Core Skills Framework and Core Skills for Work Developmental Framework are referred to as Foundation Skills in the vocational education and training sector. In the school sector these skills are described as General Capabilities and in the higher education sector they are referred to as Graduate Attributes.

Relationship to Vocational Education and Training (VET)

Pathways to Work Level 1 is a foundation course which may prepare learners for a VET program. VET focuses on the technical, discipline-specific skills at various stages of development (AQF) and Pathways to Work Level 1 develops the core skills for work (foundation skills) that are transferable across contexts, sectors and occupations. Together they build the capacity of a learner to perform competently in the workplace context. At Level 1 this course is designed to be a precursor to entry level VET programs.

Rationale

The future of work for young Australians will be characterised by flexibility and continuous change in how, what and where they will work. Jobs created in the future will be different from those of the past. Routine jobs will be limited, and outsourcing, contract work and flexible work arrangements will be the norm.

Young people preparing to enter the workforce in both open and supported employment require a diverse range of opportunities to develop confidence, build understanding and respect for themselves, become sensitive to the needs of others, and develop confidence in appropriate social interactions with others for the workplace. They need to develop a set of transferable skills that are used in almost every occupation in the 21st Century workplace: work habits such as working safely, being reliable and trustworthy, working effectively with others, communicating clearly, applying past knowledge to new situations, problem solving and responding respectfully to diversity and difference.

This course will help young people learn to be inclusive, responsible, and become sensitive to experiences and perceptions of others. By participating in practical work exposure experiences learners become active, responsible citizens who develop an understanding of how to make a contribution to their community through work.

Employers throughout Australia have identified key areas young people need to focus on in preparing for work. This course will help learners plan for their future, understand themselves in relation to work, and provide them with essential skills, knowledge and understandings they require for participation in the rapidly changing world of work. The course will also prepare learners for entry level jobs, supported employment and further vocational study across a broad range of industry areas.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. identify some options for gaining work and demonstrate skills required to apply for work
2. identify the role agencies associated with employment play in gaining and maintaining work
3. identify responsibilities and accepted practices in work situations
4. plan, organise and implement simple tasks in a work context
5. use basic digital systems and technologies to connect to other people, and access and present information in a work related context
6. work cooperatively with colleagues to achieve team goals
7. respond appropriately to diversity and difference
8. use simple conventions, formats and protocols to communicate in the workplace
9. use basic numeracy skills and knowledge in some familiar workplace contexts.

Access

This course requires learners to work as a member of a group or team for some aspects of the course. Learners will enter this course at various stages of development of work readiness. They may be able to draw on skills and understandings developed in a non-work context or may have limited experience in each of the areas.

Influencing factors that also must be considered include:

- familiarity with the context – this could include the environment, industry or field, workplace, role type or specific task and will have an influence on performance. Change in context may affect performance significantly. Giving time and opportunities to transfer the skill to a new context will be critical to becoming competent in a range of contexts.
- complexity of tasks – if tasks are beyond the capabilities and confidence of the learner, performance may diminish. Providing well defined, structured, highly predictable concrete tasks will assist learners gain confidence to transfer skills to new and different contexts.
- level of autonomy – autonomy has been identified as a key factor in motivation to learn, and while learners require clear structures, guidelines and clearly defined areas for decision making, they will benefit from opportunities to make choices and reflect on effectiveness of their performance.
- external factors – including health, transport, housing arrangements, family responsibilities, social networks and other personal circumstances will all influence the learner's ability to successfully participate and develop and apply the core skills for work.

These influencing factors must be considered when planning and delivering learning. Support is encouraged and can take many forms: guidance; mentoring; peer support; training manuals; online and external information sources; expertise and networks. Support must be relevant to the learners' needs and their stage of development in the skill areas. Appropriate support has been shown to have a significant influence on and development of core skills and work performance over time.*

**Core Skills for Work Developmental Framework, p11.*

Pathways

Pathways to Work prepares learners for entry level occupations, supported employment, open employment, volunteer work and can be a foundation for Work Readiness. Successful completion of this course may provide a pathway for Certificate 1 in Skills for Vocational Pathways and Certificate II in Skills for Vocational Pathways. Learning from this course aligns with Certificate I in access to Vocational Pathways and may provide credit from the course.

Resource Requirements

The delivery of this course requires access to workplaces and/or simulated work environments. It also requires access to computers, tablets or mobile devices with connection to the internet and software applications generally available in the workplace.

Course Size And Complexity

This course has a complexity level of 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 15.

Course Delivery

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

- school-to-work
- job-to-job
- industry-to-industry.

Contexts may include, but are not limited to: classroom, group tasks or projects, external projects and customer/client relationships. If learners only have opportunities to apply skills in the classroom context, they will need to learn about protocols and expectations in work situations and gain practical experience applying the skills in a work environment before they can apply the skills to that context. This course reflects a 'learning by doing' approach.

Course Requirements

Content must be delivered holistically with learners developing knowledge, skills and understandings in a range of work contexts with a significant level of support. Work exposure will be embedded throughout each of the skill areas to provide learners with opportunities to contextualise and develop knowledge, skills and understandings. The work requirement will provide further opportunities for learners to contextualise the skills, knowledge and understandings of the skill areas.

All skill clusters - *Navigate the world of work*, *Interact with others* and *Getting the work done* - are compulsory. Skill areas within *Getting the work done* may be delivered holistically alongside skill areas from *Navigate the world of work* and *Interact with others*.

Course Content

The course contains 3 skill clusters with 10 skill areas:

Skill Cluster	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 perspectives

Skill Cluster 1: Navigate the world of work

Identifying work options and gaining work:

This Skill Area is about managing decisions throughout life about how, when and where to work. It involves the capacity to identify work and career options, to gain work or career advancement, and to undertake learning appropriate to work needs and goals.

Identifying work options:	
Focus	This skill area focuses on developing insights into personal goals, preferences and aptitudes relevant to work based on practical experiences (work exposure).
Skills, knowledge and understandings	<ul style="list-style-type: none"> Interests and personal strengths Occupations of interest Post-school options for learning and work (apprenticeships, traineeships, VET) Types of work: <ul style="list-style-type: none"> employment – including self-employment e.g. starting a business with support from others such as a dog walking / minding or a lawn-mowing business unemployment under-employment volunteering part-time, full-time, casual, permanent.
Context	Learners have opportunities to use tools including digital and online tools to explore and develop insights. They will use work exposure opportunities such as online tours, visits to workplaces, interviews with employers and employees to understand types of work.
Work requirements	<p>Learners will have visits to workplaces and/or visits by employers to develop understanding of work.</p> <p>Portfolio requirements: Learners will provide evidences of research into occupation interest areas, post school options into their portfolio as well as recording reflections from interviews and/or discussions with employers and employees into their journal, log book or blog.</p>

Gaining work:	
Focus	This skill area focuses on identifying specific occupations and work options and taking steps to identify skills and experiences required. It also focuses on identifying ways to address some factors that may be acting as barriers to gaining work and developing a career. Learners are encouraged to seek advice and guidance when unsure about what to do next and how to go about it.
Skills, knowledge and understandings	<ul style="list-style-type: none"> Job searching entry level positions including traineeships and apprenticeships (online, using social media, print, employment agencies and making direct approaches to employers)

	<ul style="list-style-type: none"> • Range of services that support employment and unemployment including but not limited to: Centrelink, employment and recruitment service providers, employment support services • Development of a resume, portfolio and job applications (written and online) • Interview preparation, participation and evaluation: <ul style="list-style-type: none"> ◦ why interview? ◦ types of interview ◦ successful interviews ◦ preparation including: <ul style="list-style-type: none"> ▪ business research ▪ questions to ask • Personal presentation: <ul style="list-style-type: none"> ◦ body language ◦ personal hygiene ◦ dress, gestures ◦ facial expressions • Factors affecting work options: <ul style="list-style-type: none"> ◦ location ◦ health ◦ economic climate ◦ environment ◦ local employers who may provide opportunities for entry level employment.
Context	Learners take steps to describe skills, knowledge and experiences by addressing specific job criteria and considering how to present themselves appropriately. With support, learners develop skills and experience relevant to entry level work roles. Learners seek feedback on performance from trusted sources such as teachers, mentors, workplace supervisors. Opportunities should be given to apply skills, knowledge and understanding in a range of suitable work contexts.
Work requirements	<p>Learners will participate in and review a mock interview and have visits to workplaces and visits by employers.</p> <p>Portfolio requirements:</p> <ul style="list-style-type: none"> • a resume • at least 3 job applications and cover letters • skills bank of attributes and skills

Maintaining work: (Work with roles, rights and protocols)	
Focus	This skill area is about understanding work roles and workplace rights and expectations. It involves the capacity to identify and manage responsibilities, recognise and respond to legal rights and responsibilities, and to recognise and respond to expectations and accepted practices of work situations.
Skills, knowledge and understandings	<ul style="list-style-type: none"> • Rights and responsibilities of workers and employers: <ul style="list-style-type: none"> ◦ role of unions in supporting workers ◦ where to get advice ◦ personal hygiene and presentation for work • Safety in the workplace: <ul style="list-style-type: none"> ◦ role of signage ◦ accident reporting ◦ hazardous products ◦ right to refuse to carry out unsafe work • Confidentiality and privacy • Fair work and role of commissioners • Entitlements (including effect of work on Centrelink benefits), rates of pay, contracts, superannuation, tax • Importance of training • Work place issues: harassment, confidentiality, responsible use of digital technology, equity.
Context	Learners will be given work exposure opportunities to follow workplace rules, expectations and legal and regulatory requirements relevant to entry level work roles.
Work requirements	<p>Portfolio requirements:</p> <p>Learners will:</p> <ul style="list-style-type: none"> • produce lists of hazards in a workplace environment

	<ul style="list-style-type: none"> conduct a safety audit including photographs, descriptions of the hazards and suggestions to reduce the risks. <p>Learners will demonstrate:</p> <ul style="list-style-type: none"> safe work practices working respectfully work appropriate personal presentation and hygiene <p>which can be validated through observation checklists by a third party.</p>
--	---

Skill Cluster 2: Getting the work done

Work in a digital world:	
Focus	This Skill Area refers to the capacity to connect to other people, information and contexts for work-related purposes using digital systems and technology. It involves understanding concepts and language associated with the digital world and the capacity to understand and work with emerging/accepted etiquette and risks associated with online environments. It also involves identifying how digital technology and digitally based systems can extend, enhance or make possible specific aspects of a role or task, and create new opportunities.
Skills, knowledge and understandings	<ul style="list-style-type: none"> What are digital systems and technology <ul style="list-style-type: none"> use of social media and email in the workplace (twitter, Instagram, Facebook, LinkedIn) software and applications Use of workplace technology including personal use What skills training is required.
Context	Learners have opportunities to use technology as a tool to communicate and complete tasks. Work exposure opportunities (such as simulations, projects, community events, workplace visits, guest speakers, work experience) should be provided to enable learners to use relevant workplace digital systems and technology.
Work requirements	<p>Portfolio requirements:</p> <ul style="list-style-type: none"> learners must provide at least five (5) work samples that: <ul style="list-style-type: none"> demonstrate use of software and applications which may include: <ul style="list-style-type: none"> word processing publishing presentation social media for work related tasks (online presence, event management or group activity) email other applications relevant to the work context.

Plan and organise:	
Focus	This Skill Area is about identifying and completing the steps needed to undertake tasks and manage workloads. This involves the capacity to organise self and information, plan and implement tasks, and plan and organise workloads.
Skills, knowledge and understandings	<ul style="list-style-type: none"> Strategies for completing tasks Managing time Following instructions and procedures Clarifying understanding
Context	<p>In clearly defined, familiar settings learners have opportunities to carry out tasks to achieve personal goals and goals of the group or task. Learners will benefit from:</p> <ul style="list-style-type: none"> unambiguous step-by-step instructions with modelling by someone proficient in the task small amounts of information at a time make selections from a limited range of given options.
Work	Portfolio requirements:

requirements	<ul style="list-style-type: none"> record understanding of designing and/or using organisational systems to produce quality outcomes at work (for example: steps to complete a mail-out, operate a car wash, cater for an event). Evidence may include a to-do List, checklist, work systems flow chart.
--------------	---

Make decisions:	
Focus	This Skill Area is about making a choice from a limited range of given options. It involves the capacity to use different decision-making approaches and to reflect on the outcomes of decisions.
Skills, knowledge and understandings	<ul style="list-style-type: none"> What is decision making and how are decisions made Decision making process in work related environment: <ul style="list-style-type: none"> identify the problem identify options to solve problem gather information required make a decision Implement the solution: <ul style="list-style-type: none"> reflect on the outcome Following decisions made by supervisors or managers Decision making process in career planning: <ul style="list-style-type: none"> develop a plan that addresses to goals including steps to make a successful transition to a selected post school options.
Context	<p>Learners must have opportunities to apply decision making to suitable entry level work tasks. This may include opportunities to select learning required, prioritise work tasks in a range of contexts and reflect on the impact of their decisions on themselves and others.</p> <p>Learners will benefit from achievable challenges and opportunities to practice.</p>
Work requirements	<p>Portfolio requirements:</p> <ul style="list-style-type: none"> use and evidence a tool for assessing decision making. For example: mindmap or a Plus, Minus, Interesting tool use a career planning assessment tool in planning transition to post school option. Evidence must include a report from a given assessment tool or documented evidence of decision making in planning for transition.

Identify and solve problems:	
Focus	This Skill Area is about identifying and addressing simple routine and simple non-routine problems in order to achieve work objectives. This involves the capacity to anticipate or identify problems, take steps to solve problems and reflect on the outcomes.
Skills, knowledge and understandings	<ul style="list-style-type: none"> Problem solving techniques and strategies (including mindmaps and brainstorming) Role of trial and error in solving simple problems Strategies for responding appropriately to conflict, achieving targets in work contexts.
Context	Learners must have opportunities to solve every-day problems, make improvements to work tasks and review and reflect on decisions.
Work requirements	<p>Portfolio requirement:</p> <ul style="list-style-type: none"> the learner must describe a problem they needed to solve, and list steps taken to solve the problem.

Create and innovate as appropriate:	
Focus	This Skill Area is about creating, applying and recognising the value of new ideas to; solve problems; improve or develop new processes, products or strategies; or deliver new benefits. It involves the capacity to challenge perceptions of how things are, and how they might be, and to recognise a potential opportunity. It also involves the use of formal processes to challenge and extend initial perceptions of a situation, and generate, and select from, a range of new ideas.

Skills, knowledge and understandings	Identify new ways of working as part of continuous improvement.
Context	Learners have opportunities to identify ways of addressing problems, make small changes to processes and apply new ideas and ways of thinking in a work context.
Work requirements	Portfolio requirements: <ul style="list-style-type: none"> the learner must list ideas for addressing a simple workplace problem the learner must describe small changes they made to a process to complete a work task.

Skill Cluster 3: Interact with others

Communicate for work:	
Focus	This Skill Area is about using communication skills to achieve work outcomes. It involves the capacity to recognise communication protocols and etiquette, use communication systems and processes, understand messages and get messages across to others.
Skills, knowledge and understandings	<ul style="list-style-type: none"> Effective communication for the workplace including: <ul style="list-style-type: none"> purpose: what to communicate, how to communicate and who to communicate with expressing emotions (appropriate ways of managing emotions and responding to others' emotions) asking questions to understand instructions forms of communication in the workplace: <ul style="list-style-type: none"> written – for example: memos, duty statements, simple reports, invoices, websites, phone messages reading for understanding development of vocabulary relevant to the workplace oral – for example face-to-face, telephone, digital non-verbal use of equipment to gather information effective use of multimedia as a form of workplace communication Effective numeracy for the workplace: <ul style="list-style-type: none"> solve simple problems with a combination of hands-on, personal experience and prior knowledge using work contextual materials such as measuring tapes, jugs, cash registers, recipes, scales, dials and gauges, timetables, graphs and rosters use a calculator to undertake problem solving processes such as basic operations on whole numbers workplace measurement: <ul style="list-style-type: none"> time mass length temperature use workplace maps and plans.
Context	<p>Learners have opportunities to demonstrate what to communicate, with whom and how in familiar work situations, including ways to communicate with those in authority. Opportunities are provided to:</p> <ul style="list-style-type: none"> engage in work-related conversations, responding appropriately and contributing using language, tone and non-verbal behaviours considered appropriate to the context seek clarification when don't understand complete simple tasks as directed communicate verbally, in writing and through digital technology practice use of appropriate workplace vocabulary.
Work requirements	<p>Portfolio requirements:</p> <p>Ten (10) work samples demonstrating reading for understanding and oral and written communication skills through:</p> <ul style="list-style-type: none"> the use of simple forms and templates to complete tasks such as taking telephone messages, task lists, end of shift notes, timesheets

	<ul style="list-style-type: none"> oral communication: making an appointment or schedule a meeting, making phone enquiries, discussing performance reading for understanding: manual, instruction book, recipe, task list, job description, statement of duties, Workplace Health and Safety (WHS) posters and signs. <p>Ten (10) work samples demonstrating effective use of basic numeracy in the workplace:</p> <ul style="list-style-type: none"> measuring length, time, volume reading simple plans, maps, and using travel applications (such as Google Maps, Metro Tas, Toilet map) mathematical problem solving calculator skills.
--	---

Connect and work with others:	
Focus	This Skill Area is about building the work-related relationships needed to achieve an outcome within a workgroup, or achieve goals through team-based collaborations. It involves the capacity to understand others and build rapport, which in turn involves understanding one's own values, goals, expectations and emotions, and making choices about regulating one's own behaviour, taking the needs of others, and the often implicit social rules of the context, into account.
Skills, knowledge and understandings	<ul style="list-style-type: none"> Group work (role of members in teams in which they participate) Team building strategies and how they improve results Co-operation Networks – supportive relationships with individuals, groups in school and the broader community (mentors, tutors, employers, clubs and groups, non-government organisations) Role of social media in networking in a work-related context
Context	Learners are given a variety of scaffolded opportunities in a range of contexts (such as group activities, volunteering, work experience) to develop skills in how to manage behaviour in particular work situations. Learners are also given opportunities to understand the impact emotions and behaviours have on others in the work context.
Work requirements	<p>Portfolio requirements:</p> <ul style="list-style-type: none"> at least five (5) samples of self-assessment focusing on participation and contribution to a team at least two (2) evidences using a self-knowledge and awareness attributes checklist.

Recognise and utilise diverse perspectives:	
Focus	This Skill Area is about the capacity to recognise and respond to differing values, beliefs and behaviours, to draw on diverse perspectives for work purposes and to manage conflict when it arises.
Skills, knowledge and understandings	<ul style="list-style-type: none"> social competence: <ul style="list-style-type: none"> building self esteem recovering from mistakes overcoming fears achieving goals accepting positive reinforcement respect for diversity in the workplace: <ul style="list-style-type: none"> age race culture ethnicity ability sexual orientation religion socio economic status <ul style="list-style-type: none"> inclusive language and behaviour code of conduct respecting the rights of others valuing diversity in the workplace and the challenges with this taking a stand against discriminatory behaviour honesty, safety and respecting the law

	<ul style="list-style-type: none"> • responding to conflict: <ul style="list-style-type: none"> ◦ identifying sources of pressure ◦ conflict resolution models (including seeking assistance) and strategies that reach mutually agreeable solutions.
Context	Learners must be given opportunities to engage with work exposure opportunities such as guest speakers, workplace visits, interviews with experts, use of websites, engagement with equity groups. Learners must be given opportunities to apply their skills, knowledge and understandings to a workplace context.
Work requirements	Portfolio requirements: <ul style="list-style-type: none"> • checklist of observations that demonstrate positive behaviours and respect verified by teacher and/or supervisor.

Work Requirements

Portfolio

Learners will develop and maintain a portfolio of evidence of development of core skills for work.

The portfolio will include:

- a skills bank that demonstrates development/competence of core skills
- a well-constructed resume
- at least three (3) versions of job applications and cover letters targeted to specific occupations and positions
- research into occupation interest areas and post school options
- report from a career-planning tool or documented evidence of decision making in planning for transition
- to-do lists, personal planners, or diary entries that demonstrate planning and organising
- Work Attributes Checklist validated by an employer/supervisor (used in a range of work contexts which may include Pathways to Work lessons, workplace, project work)
- journal, log book, blog containing a variety of reports on practical work tasks in a variety of forms (PowerPoint, Publisher, video, digital image) that provide an opportunity for reflection. It must include:
 - reflection about discussions with employers and/or employees
 - five (5) evidences of self-assessment focusing on participation and contribution to a team
 - at least two (2) evidences using self-knowledge and awareness attributes checklists
- work samples demonstrating completion of work tasks:
 - list of hazards in a workplace
 - basic safety audit including photographs, descriptions of hazards, suggestions to reduce risk
 - ten (10) work samples demonstrating reading for understanding and basic oral and written communication skills
 - ten (10) work samples demonstrating effective use of basic numeracy in the workplace
 - evidence of using organisational systems that are used to provide quality outcomes at work
 - evidence of using a tool for assessing decision making
 - five (5) work samples that demonstrate the use of software and applications
- teacher observations:
 - safe work practices
 - using positive behaviour and working respectfully
 - work appropriate personal presentation and hygiene.

The term **Work** is used to describe a range of contexts that enable the development of the core skill areas. Work can mean:

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

Work Exposure

Learners completing Pathways to Work Level 1 will work as part of a team to plan, implement and participate in at least five (5) simulated work tasks and may participate in work experience or volunteering.

Learners will:

- visit workplaces and/or experience visits by employers / employees to the class
- utilise opportunities to plan and organise, make decisions, problem-solve and be creative and innovative
- learners must add evidences of the development of these skills and reflection about their role within the group and the project to their portfolio.

Note: expectations will need to be clearly articulated and reviewed regularly with learners to ensure they are reasonable and achievable.

Learners will benefit from:

- small amounts of information at a time
- a limited range of tasks with clearly stated priorities and sequences
- achievable challenges and opportunities to practice
- acknowledgement that mistakes are an important part of learning
- encouragement and time to reflect.

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 processes 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 – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications that TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
 - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
 - class records of assessment
 - examples of learner work that demonstrate the use of the marking guide
 - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Pathways to Work Level 1 will be based on whether the learner can:

1. identify some pathways to work
2. recognise some responsibilities, expectations and accepted practices of work situations
3. plan, organise and implement simple tasks in a work context
4. use digital systems and technologies in a work related context as directed
5. work cooperatively to achieve team goals
6. respond appropriately to diversity and difference
7. use basic literacy skills and knowledge in a work-related context
8. use basic numeracy skills and knowledge in a work-related context

Standards

Criterion 1: identify some pathways to work

The learner:

Rating C
locates and uses career information
identifies a limited range of work options
describes how a person can contribute to their community through work
identifies qualifications, experience and skills needed to gain a specific job
uses a limited range of strategies to apply for jobs.

Criterion 2: recognise some responsibilities, expectations and accepted practices of work situations

The learner:

Rating C
identifies basic rights and obligations encountered in the workplace
follows basic rules and expectations in a work related context
follows essential legal and regulatory requirements associated with the workplace
follows basic instructions to complete well defined tasks.

Criterion 3: plan, organise and implement simple tasks in a work context

The learner:

Rating C
completes simple tasks as directed
follows clear, step-by-step instructions or procedures relevant to the task or role
uses language, tone and non-verbal behaviours that are appropriate in a workplace context
makes appropriate decisions from a limited number of choices in familiar workplace setting
supports adoption of new solutions or approaches in familiar routines
recognises and responds to simple routine problems in a work context
uses a trial and improvement approach to solve simple problems.

Criterion 4: use digital systems and technologies in a work related context as directed

The learner:



Rating C
uses basic functions of digital systems and technologies
recognises and uses basic terms and symbols
follows step-by-step instructions to enter, store and retrieve information digitally in a work context
connects digitally with others in immediate work context
uses appropriate conventions for online etiquette.

Criterion 5: work cooperatively to achieve team goals

The learner:

Rating C
performs role in small teams as directed
uses language, tone and non-verbal behaviours that are appropriate in a workplace context
contributes positively to group discussions and activities
asks for help when unsure
identifies people to ask for help
uses respectful language and behaviour and supports the contributions of other team members.

Criterion 6: respond appropriately to diversity and difference

The learner:

Rating C
outlines how some common cultural differences can impact on interactions in the workplace
identifies emotions and behaviours that can lead to conflict in the workplace
draws on a limited set of positive strategies for dealing with conflict
identifies in scenarios when to seek support in dealing with conflict
articulates some ways the values, beliefs and behaviour of others may differ from their own
uses inclusive and respectful language and behaviour.

Criterion 7: use basic literacy skills and knowledge in a work-related context

The learner:

Rating C
contributes to conversations relevant to own role in work situation
correctly follows simple instructions

generates questions to clarify instructions in scenarios
uses some routine forms of written communication relevant to the workplace
locates specific information from a short list
reads basic information from workplace equipment (such as dials, scales, data printouts)
records simple routine information on a standard template
completes a range of simple forms requiring routine factual data with assistance (such as OHS forms, vehicle logs, databases).

Criterion 8: use basic numeracy skills and knowledge in a work-related context

The learner:

Rating C
uses some basic formal and informal mathematical communication skills to meet task requirements
uses basic 'pen and paper' and calculator techniques to solve simple problems
uses basic operations of addition, subtraction, multiplication and division to perform calculations using whole numbers
uses numerical and alphabetical ordering in workplace contexts
uses appropriate tools when undertaking routine metric measurements
measures and estimates length, mass, time and temperature using basic measurement scales
uses simple tables to complete tasks
uses simple maps, timetables and follows plans.

Qualifications Available

Pathways to Work Level 1 (with the award of):

HIGH ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings.

The minimum requirements for an award in Pathways to Work Level 1 are as follows:

HIGH ACHIEVEMENT (HA)

8 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 '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.

Course Developer

The Department of Education acknowledges the significant leadership of Mike Flanagan and Megan Gunn in the development of this course.

Expectations Defined By National Standards

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

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2025.

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 senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 22 August 2016 for use from 1 January 2017. This course replaces Work Readiness (WRK110112) that expired on 31 December 2016.

Version 1.1 – Renewal of accreditation on 13 August 2017 for use in 2018.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.2 - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2025, without amendments.

Appendix 1

WORK EXPOSURE

Work exposure promotes learning in a wide variety of environments, for example, by bringing the world of work into the classroom and taking the classroom to the world of work. It provides a platform for applied learning experiences and is an integral element of the Work Studies Years 9–10 curriculum. Work exposure is embedded in content descriptions and elaborations, making it integral to the curriculum. Work exposure opportunities are not intended to be restricted to the traditional practice of blocks of work experience, although work experience may take up part of work exposure.

Rather, work exposure can take many forms including:

- direct involvement in the workplace
- visits to and from private and public enterprises and community organisations
- visits to and from industry experts, employers, employees, self-employed people
- ‘career taster’ days
- mentoring and shadowing
- interviews with industry experts, employers, employees, and self-employed people
- 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.

Learners’ knowledge of the dynamic nature of workplaces and understanding of workplace expectations are enhanced through interacting with employers, employees, self-employed people, entrepreneurs and community agencies. Work exposure contributes to learners’ understanding of the changing nature and requirements of work, the variances between different occupations and industries, and the skills and personal qualities needed for work and life. It encourages learners to identify and practise these skills in school and other environments and to recognise the relevance and importance of their ongoing learning. Work exposure provides the opportunities and impetus for learners to explore and frame possible future work options and career pathways. These opportunities require schools to develop and/or continue to expand ties with local industry, business and community agencies, as well as education and training institutions. These partnerships form the foundation for providing students with learning and real work exposure opportunities and allow learners to explore traditional and non-traditional employment options.

Work exposure needs to be tailored to meet individual learner and school needs, and reflect availability in the local and wider community. Remote schools or schools with limited options for access to such authentic learning experiences may require different solutions to broaden the range of offerings accessible to learners such as the use of:

- internet research
- visits to remote and rural schools by businesses and community organisations
- virtual workplaces
- tours.

More information can be found at the [Australian Curriculum](#) website in the learning area *Work Studies*.

Appendix 2

AUSTRALIAN CURRICULUM WORK STUDIES ORGANISATIONAL CHART



Appendix 3

GLOSSARY OF COURSE TERMINOLOGY


Term	Explanation
career	the sequence and variety of work roles (paid and unpaid) undertaken throughout a lifetime, including life roles, leisure activities, learning and work
conventions	a way in which something is usually done
digital system	<p>digital hardware and software <i>components</i> (internal and external) used to transform <i>data</i> into a <i>digital solution</i>. When <i>digital systems</i> are connected, they form a network. For example:</p> <ul style="list-style-type: none"> 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> (e.g. silicon chips, solid state drives), communication <i>components</i> (e.g. 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 <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.
digital technology	any <i>technology</i> controlled using digital instructions, including computer hardware and software, digital media and media devices, digital toys and accessories, and contemporary and emerging communication technologies. These technologies are based on instructions given, using <i>binary</i> (0 or 1) code, that invariably mean one or more processors are present to respond to these instructions. Computers, smartphones, digital cameras, printers and robots are all examples of digital technologies.
guidance	advice or information given
interpret	explain the meaning of information or actions
open employment	employment in the open labour market and at minimum wage or above
reflection	the capacity for individuals to exercise introspection to learn more about their fundamental nature and purpose, their skill set, to learn from mistakes and gain deeper insight, to develop self-awareness and grow personally and professionally, to help with clarifying priorities, strengths and goals, and build resilience
social network	a structure that describes the relationships that exist between individuals and/or organisations. Social networking services and <i>tools</i> provide a mechanism for people who share common interests or personal ties to communicate, share and interact using a range of media such as text, images and video.
unemployment	a situation in which an individual is without paid work and is actively seeking work
work	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
work readiness	a work-ready individual possesses skills and attributes to successfully gain, maintain and participate in work. They are able to transfer these skills and attributes to new contexts. Work can be as an employee, someone who is self-employed or as a volunteer.
Work Health and Safety	legislation (2011) that covers the physiological and psychological wellbeing of people engaged in work and employment; employers and employees have a common law duty to take reasonable care to guard everyone's health and safety in the workplace
work-related learning	learning that predominantly provides the key work-related knowledge, skills and competencies needed to participate effectively in the world of work

Appendix 4

LINE OF SIGHT- Pathways to Work Level 1

Learning Outcomes	Criteria	Criteria and Elements	Content	Work Requirements
<ul style="list-style-type: none"> identify some options for gaining work and demonstrate skills required to apply for work 	1. Identify some pathways to work	C1 E1-5	Skill Cluster 1 (also Skill Cluster 2 'make decisions')	resumes, applications, skill bank (+ decision making tool)
<ul style="list-style-type: none"> identify the role agencies associated with employment play in gaining and maintaining work 	1. Identify some pathways to work	C1 E2 + E5	Skill Cluster 1	resumes, applications
<ul style="list-style-type: none"> identify responsibilities and accepted practices in work situations 	2. Recognise some responsibilities, expectations and accepted practices of work situations	C2 E1-4	Skill Cluster 1	safety audit
<ul style="list-style-type: none"> plan, organise and implement simple tasks in a work context 	3. Plan, organise and implement simple tasks in a work context	C3 E1-7	Skill Cluster 2, 3	portfolio + workplace problems
<ul style="list-style-type: none"> use basic digital systems and technologies to connect to other people, and access and present information in a work related context 	4. Use digital systems and technologies in a work-related context as directed	C4 E1-5	Skill Cluster 2	5 samples
<ul style="list-style-type: none"> work cooperatively with colleagues to achieve team goals 	5. Work cooperatively to achieve team goals	C5 E1-6	Skill Cluster 2 (identify and solve + create and innovate) + Skill Cluster 3	workplace problems + portfolio
<ul style="list-style-type: none"> respond appropriately to diversity and difference 	6. Respond appropriately to diversity and difference	C6 E1-6	Skill Cluster 3	portfolio
<ul style="list-style-type: none"> use simple conventions, formats and protocols to communicate in the workplace 	7. Use basic literacy skills and knowledge in a work-related context	C7 E1-8, C3 E3	Skill Cluster 3 - communicate for work	portfolio
<ul style="list-style-type: none"> use basic numeracy skills and knowledge in some familiar workplace contexts 	8. Use basic numeracy skills and knowledge in a work-related context	C8 E1-8	Skill Cluster 3 - communicate for work	portfolio

Supporting documents including external assessment material

-  [WRK215117 WorkReadiness QA set.pdf](#) (2017-07-21 01:05pm AEST)