

# Work Readiness

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	WRK215117
COURSE SPAN	2017 — 2025
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	YES
COMPUTERS AND INTERNET STANDARD	YES

This course was delivered in 2019. 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. School leavers entering the workforce may expect to have up to 17 different jobs across 5 industry areas during their career and many may be roles that do not yet exist. There is an imperative to prepare young people for this new world of work and life- long learning in what is becoming an increasingly competitive and ever changing workplace. The skills and capabilities needed to prosper in this new, knowledge-focused world will differ from those of the past. This requires a set of non-technical employability skills such as planning, organising and decision-making that are transferable into a range of contexts. Employers throughout Australia have identified key areas young people need to focus in preparing for work. These include having more exposure to the world of work while at school, improved job search and application skills, being able to transfer skills from one context to another and developing positive attributes for the workplace such as responsibility and reliability. 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 further education across a broad range of industry areas.

## Course Description

Work Readiness Level 2\* prepares learners for their career and work. It builds on *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. Work Readiness Level 2 complements this by aiming to develop the core skills learners require to plan for, participate in and maintain work.

This Work Readiness Level 2 course 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. The [Core Skills for Work Developmental Framework](#) utilises a developmental approach, informed by Dreyfus and Dreyfus' Novice to Expert Model of Skills Acquisition and research on skill development and performance. It encompasses five stages of performance – Novice, Advanced Beginner, Capable, Proficient and Expert. Work Readiness Level 2 focuses on performance at the Advanced Beginner stage.

[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.

\* 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.

## Relationship with Australian Curriculum F-10, Work Studies

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 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 Pathway to Work Level 1 and Work Readiness Level 2 in year 11 and 12 complements and build on these standards. Refer to Appendix 1 for Australian Curriculum Work Studies organisational chart.

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

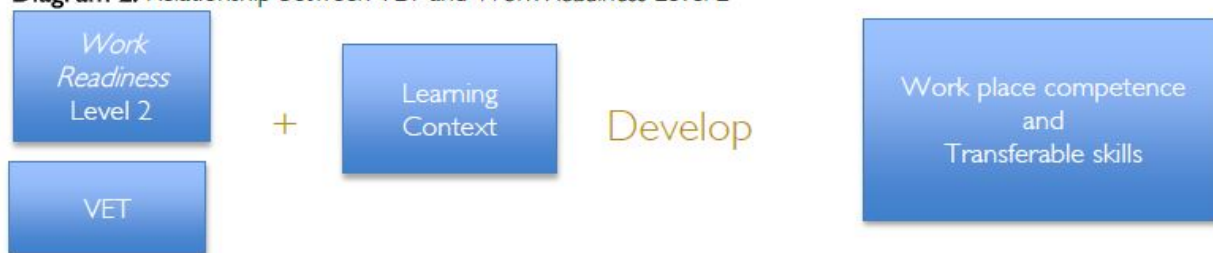


Note: the combination of skills as detailed in the Australian Core Skills Framework and Core Skills for Work Developmental Framework are referred to as Foundation Skills in the vocational education and training (VET) sector. In the school sector these skills are described as General Capabilities and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

## Relationship with Senior Secondary Vocational Education and Training (VET) Programs

Work Readiness Level 2 complements VET programs and can be delivered concurrently with VET studies. VET focuses on the technical, discipline-specific skills and Work Readiness Level 2 examines 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.

**Diagram 2: Relationship between VET and Work Readiness Level 2**



### 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.

School leavers entering the workforce may expect to have up to 17 different jobs across 5 industry areas during their career and many may be roles that do not yet exist.\* There is an imperative to prepare young people for this new world of work and life- long learning in what is becoming an increasingly competitive and ever changing workplace.

The skills and capabilities needed to prosper in this new, knowledge-focused world will differ from those of the past. This requires a set of non-technical employability skills such as planning, organising and decision-making that are transferable into a range of contexts.

Employers throughout Australia have identified key areas young people need to focus in preparing for work. These include having more exposure to the world of work while at school, improved job search and application skills, being able to transfer skills from one context to another and developing positive attributes for the workplace such as responsibility and reliability. 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 further education across a broad range of industry areas.

\* *Foundation for Young Australians*

### Consideration Of Learners' Stages Of Development

Learners will enter this course at various stages of development of work readiness. Some may already be able to draw on skills and understandings developed in a non-work or paid work context, others may have limited experience in each of the areas.

Influencing factors that also must be considered when planning for the delivery of this course 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, 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 learners' ability to successfully participate and develop and apply the core skills for work
- 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, p12*

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

### Learning Outcomes

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

1. identify options for gaining work and participate in the process of gaining work
2. identify responsibilities, expectations and accepted practices of work situations
3. demonstrate communication skills using appropriate conventions, protocols and formats for the workplace to connect to people and other organisations
4. use and apply numeracy skills and knowledge in a range of familiar workplace contexts
5. work collaboratively and cooperatively to achieve team goals
6. recognise and utilise diverse perspectives for work purposes and to manage conflict
7. identify and complete steps needed to undertake tasks and manage workloads
8. use decision-making approaches and identify and solve workplace problems
9. recognise opportunities to develop and apply new ideas and select ideas for implementation
10. use digital systems and technologies to: connect to other people; and access, organise and present information in a work-related context.

### Overlap With Other Courses

The *Collaborative, real world enterprise or project* component of the Work Requirements cannot be counted towards any other TASC course.

Work from another course of study may supply evidence for assessment against the explicit criteria and standards of this Work Readiness Level 2 course. While evidence from another course may form part of the evidence for a standard in this course it will not make up the majority of the evidence.

## Access

This course requires learners to work as a member of a group or team for some aspects of the course.

## Pathways

Work Readiness Level 2 provides a foundation for young people entering the workforce and further education, particularly in vocational education and training (VET) programs.

## 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 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

## Relationship To Other TASC Accredited And Recognised Senior Secondary Course

The *Collaborative, real world enterprise or project* component of the **Work Requirements** cannot be counted towards any other TASC course.

Work from another course of study may supply evidence for assessment against the explicit criteria and standards of this Work Readiness Level 2 course. While evidence from another course may form part of the evidence for a standard in this course it will not make up the majority of the evidence.

## Course Delivery

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
- work experience
- the paid work setting
- volunteering.

The course content must be delivered 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 ensures learners have opportunities to develop core skills that 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 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. Learners have opportunities to synthesise what they have learned. This is done through reflecting, analysing, evaluating, making decisions and setting goals.

## Course Requirements

Skill Cluster	Skill Area
Navigate the world of work	Manage career and work life
	Maintaining work
Interact with others	Communicate for work
	Connect and work with others
	Recognise and utilise diverse perspectives
Getting the work done	Plan and organise
	Make decisions
	Identify and solve problems
	Numeracy for work
	Create and innovate
	Work in a digital world

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*.

Content must be delivered holistically with learners applying knowledge, skills and understandings in a range of work contexts. Work exposure (Appendix 2) will be embedded throughout each of the skill areas to provide learners with opportunities to contextualise and apply knowledge, skills and understandings. The work requirement *Collaborative, real world enterprise or project* will provide further opportunities for learners to contextualise the skills, knowledge and understandings of the skill areas.

## Course Content

The course contains 3 compulsory skill clusters with 10 skill areas:

### Skill Cluster 1: Navigate the world of work

Manage career and work life	
<b>Focus</b>	This skill area is about managing decisions throughout life about how, when and where to work. It involves the capacity to self-manage career and work life, identifying work and career options, gaining work or creating work, pursuing horizontal or vertical career moves and undertaking learning appropriate to work needs and goals.
<b>Content: Skills, knowledge and understandings</b>	<ul style="list-style-type: none"> <li>values including work values</li> <li>managing change <ul style="list-style-type: none"> <li>chance factors such as job cuts, location, injuries</li> <li>adapting to chance factors</li> </ul> </li> <li>managing risk</li> <li>types of work <ul style="list-style-type: none"> <li>employment including self-employment and freelancing</li> <li>unemployment</li> <li>volunteering</li> </ul> </li> <li>seeking work (online, using social media, print, employment agencies, and making direct approaches to employers)</li> <li>recruitment and selection processes</li> <li>range of services that support employment and unemployment including but not limited to: Centrelink, employment and recruitment service providers, employment support services</li> <li>development of resume and portfolio (specific purpose and general)</li> <li>interview preparation, participation and evaluation: <ul style="list-style-type: none"> <li>why interview?</li> <li>types of interview o successful interviews</li> <li>preparation including: <ul style="list-style-type: none"> <li>business research</li> <li>questions to ask</li> <li>personal presentation</li> </ul> </li> </ul> </li> <li>how to follow up on an interview or application.</li> </ul>
<b>Context</b>	<p>Learners have opportunities to use tools including digital and online tools to explore and develop insights. They will use work exposure opportunities to understand types of work.</p> <p>Learners take steps to describe skills, knowledge and experiences by addressing specific job criteria and considering how to present themselves appropriately. Learners identify qualifications, skills and experience relevant to their desired 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 work contexts.</p>
<b>Work requirements</b>	<p>Portfolio:</p> <ul style="list-style-type: none"> <li>evidence of use of online tools to support work exploration</li> <li>at least 3 versions of a resume targeted to specific positions / occupations</li> <li>at least 3 job applications and cover letters associated with resumes</li> <li>evidence of appropriate online social media presence for seeking work</li> <li>evidence of interview preparation</li> <li>feedback from interview(s) (mock or real)</li> </ul> <p>Journal entries:</p> <ul style="list-style-type: none"> <li>reflection on progress of seeking work or planning for future career options.</li> </ul>

Maintaining work (Work with roles, rights and protocols)	
<b>Focus</b>	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.
<b>Content: Skills, knowledge and understandings</b>	<ul style="list-style-type: none"> <li>workplace conditions</li> <li>rights and responsibilities of workers and employers</li> <li>safety in the workplace: <ul style="list-style-type: none"> <li>accident reporting</li> <li>hazardous products</li> <li>right to refuse to carry out unsafe work.</li> </ul> </li> <li>legislation applying to the workplace: <ul style="list-style-type: none"> <li>human rights: <ul style="list-style-type: none"> <li>racial discrimination</li> <li>disability standards and workplace accessibility</li> <li>harassment</li> </ul> </li> <li>confidentiality and privacy</li> </ul> </li> <li>fair work and role of commissioners</li> <li>role of unions and impact in the workplace</li> <li>policies and procedures – how dealing with them contributes to a productive work environment</li> <li>entitlements, contracts, superannuation, tax</li> <li>leaving or resigning actions and letters</li> <li>tax file numbers and tax returns</li> <li>importance of training</li> </ul>

	<ul style="list-style-type: none"> <li>work environmental quality</li> <li>ethical dilemmas.</li> </ul>
<b>Context</b>	Learners must be given work exposure opportunities such as: guest speakers; use of websites; visits to workplaces and enterprises; interviews with experts and talking to people about their job to build and apply understandings and knowledge.
<b>Work requirements</b>	<p>Portfolio:</p> <ul style="list-style-type: none"> <li>work samples demonstrating evidence of: <ul style="list-style-type: none"> <li>identification of rights and obligations in the work context</li> <li>safety identification and reporting</li> <li>role of agencies supporting workers and workplaces</li> <li>learner following legal or regulatory responsibilities in a work context (this may be a list of situations.)</li> </ul> </li> </ul> <p>Journal:</p> <ul style="list-style-type: none"> <li>describing and reflecting on situations where decisions have been made based on legislative requirements or workplace protocols or procedures.</li> </ul>

## Skill Cluster 2: Interact with others

Communicate for work	
<b>Focus</b>	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 using vocabulary, metalanguage, accurate spelling, punctuation and formal and informal registers.
<b>Content: Skills, knowledge and understandings</b>	<ul style="list-style-type: none"> <li>effective communication for the workplace including: <ul style="list-style-type: none"> <li>what to communicate, how to communicate and with whom to communicate</li> <li>ways of communicating appropriately in the workplace including protocols for written, electronic and verbal communication</li> <li>multimodal communication</li> <li>visual literacy (including reading and interpreting workplace signs, symbols, graphs, flow diagrams, maps)</li> <li>role of feedback</li> <li>expressing emotions for effective workplace communication (appropriate ways of managing emotions and responding to others' emotions)</li> <li>using active listening, paraphrasing, non-judgmental statements</li> <li>forms of communication in the workplace: <ul style="list-style-type: none"> <li>written – for example: memos, duty statements, reports, invoices, websites, messages: <ul style="list-style-type: none"> <li>reading for understanding</li> <li>development of vocabulary and metalanguage to convey meaning relevant to the workplace</li> </ul> </li> <li>oral – for example face to face, telephone, digital</li> <li>non-verbal / body language</li> <li>use of punctuation to aid understanding</li> </ul> </li> </ul> </li> <li>use mathematical language to communicate mathematical and problem solving processes and results <ul style="list-style-type: none"> <li>informal oral and written mathematical language</li> <li>formal oral and written mathematical language</li> <li>working out process appropriate language</li> <li>appropriate use of language and symbols as representation of a problem. For example: correct use of units.</li> </ul> </li> </ul>
<b>Context</b>	<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.</p> <p>Opportunities are provided to:</p> <ul style="list-style-type: none"> <li>engage in work related conversations, responding using language, tone, non-verbal behaviours appropriate to the context</li> <li>identify most appropriate forms of communication for the purpose</li> <li>use clarifying questions to seek understanding</li> <li>respond appropriately to requests for information</li> <li>use a range of modes to communicate in a work environment</li> <li>construct messages and communication with some understanding of purpose, audience, needs and expectations</li> <li>use appropriate vocabulary.</li> </ul>
<b>Work requirements</b>	<p>Portfolio:</p> <ul style="list-style-type: none"> <li>five (5) work samples of written communication, each with a different purpose</li> <li>at least one (1) work sample of interpretation of workplace visual literacy</li> <li>two (2) samples of electronic communication for work. One must be email, others may include blogs, groups, forums or website communication</li> <li>two (2) samples of use of mathematical language to communicate workplace information.</li> </ul>

Connect and work with others	
<b>Focus</b>	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. This 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.
<b>Content: Skills,</b>	<ul style="list-style-type: none"> <li>self knowledge</li> <li>learning styles</li> <li>networks – their role, types, developing</li> </ul>

<b>knowledge and understandings</b>	<ul style="list-style-type: none"> <li>• building social capital</li> <li>• role of social media in networking in a work related context</li> <li>• group work (role of members in which they participate)</li> <li>• team building strategies and how they improve results</li> <li>• cooperation and collaboration</li> <li>• cultural and psychological sensitivity.</li> </ul>
<b>Context</b>	<p>Learners are given opportunities to explore their:</p> <ul style="list-style-type: none"> <li>• understanding of values and how beliefs align with or differ from those of others in the work context</li> <li>• knowledge of personal strengths and challenges associated with interacting with others skills in how to manage behaviour in particular work situations</li> <li>• understanding of the impact their emotions and behaviours have on others in the work context.</li> </ul>
<b>Work requirements</b>	<p>Portfolio:</p> <ul style="list-style-type: none"> <li>• feedback from team members, teacher or colleagues</li> <li>• work samples demonstrating building or expanding networks for work. May include emails, friend lists in social media such as LinkedIn or correspondence from people in learners' networks, mindmap of networks.</li> </ul> <p>Journal entries:</p> <ul style="list-style-type: none"> <li>• reflecting on importance of networks, challenges with developing them, progress in establishing or growing networks.</li> </ul>

<b>Recognise and utilise diverse perspectives</b>	
<b>Focus</b>	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.
<b>Content: Skills, knowledge and understandings</b>	<ul style="list-style-type: none"> <li>• social competence: <ul style="list-style-type: none"> <li>◦ building self esteem</li> <li>◦ building resilience</li> <li>◦ recovering from mistakes</li> <li>◦ overcoming fears</li> <li>◦ achieving goals</li> <li>◦ accepting positive reinforcement</li> <li>◦ giving and receiving feedback</li> </ul> </li> <li>• dimensions of diversity: <ul style="list-style-type: none"> <li>◦ age</li> <li>◦ race</li> <li>◦ culture</li> <li>◦ ethnicity</li> <li>◦ ability</li> <li>◦ sexual orientation</li> <li>◦ religion</li> <li>◦ socio-economic status</li> <li>◦ intercultural competence: <ul style="list-style-type: none"> <li>▪ role in effective communication and how it may affect relationships in the workplace</li> </ul> </li> </ul> </li> <li>• code of conduct</li> <li>• respecting the rights of others</li> <li>• valuing diversity in the workplace and the challenges with this</li> <li>• taking a stand against discriminatory behaviour</li> <li>• honesty, safety and respecting the law</li> <li>• managing conflict: <ul style="list-style-type: none"> <li>◦ identifying sources of pressure</li> <li>◦ conflict resolution models and strategies that reach mutually agreeable solutions.</li> </ul> </li> </ul>
<b>Context</b>	Learners must engage in work exposure opportunities such as guest speakers, workplace visits, interviews with experts, use of websites, or engagement with equity groups. Learners must be given opportunities to apply their skills, knowledge and understandings to a workplace context.
<b>Work requirements</b>	<p>Portfolio:</p> <ul style="list-style-type: none"> <li>• checklist with evidence of respectful behaviour authorised by teacher or employer/supervisor</li> <li>• work samples demonstrating: <ul style="list-style-type: none"> <li>◦ giving and receiving reflective and constructive feedback</li> <li>◦ valuing diversity</li> <li>◦ conflict resolution skills and strategies</li> <li>◦ listening skills.</li> </ul> </li> </ul> <p>Journal entries describing and reflecting on:</p> <ul style="list-style-type: none"> <li>• personal values and how they differ from others</li> <li>• adjustments made to accommodate difference and diversity.</li> </ul>

### Skill Cluster 3: Getting the work done

<b>Plan and organise</b>	
<b>Focus</b>	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.
<b>Content: Skills, knowledge and understandings</b>	<ul style="list-style-type: none"> <li>• action planning process: <ul style="list-style-type: none"> <li>◦ identify critical tasks</li> <li>◦ arrange tasks in a logical order</li> <li>◦ establish priorities – urgent, important, unimportant</li> <li>◦ use organisers such as: templates, schedules, diaries, timetables, to-do lists, gant charts, forms</li> <li>◦ monitor and adjust priorities</li> </ul> </li> <li>• role of protocols and procedures in the workplace</li> <li>• managing workload in a work place</li> <li>• personal organisation.</li> </ul>
<b>Context</b>	In clearly defined, familiar settings learners use the action planning process to plan individual work to achieve personal goals and goals of the group or task.
<b>Work requirements</b>	<p>Portfolio:</p> <ul style="list-style-type: none"> <li>• at least three (3) samples of to-do lists, schedules, personal planning or diary entries that demonstrate planning and organising.</li> </ul> <p>Journal:</p> <ul style="list-style-type: none"> <li>• reflection on undertaking the process of planning and organising for personal and group activities.</li> </ul>

Make decisions	
<b>Focus</b>	This skill area is about making a choice from a range of possibilities. It involves the capacity to use different decision-making approaches and to reflect on the outcomes of decisions.
<b>Content: Skills, knowledge and understandings</b>	<ul style="list-style-type: none"> <li>• what is decision making and how are decisions made</li> <li>• decision-making process: <ul style="list-style-type: none"> <li>◦ define the situation</li> <li>◦ generate alternatives</li> <li>◦ information gathering</li> <li>◦ selection (identify viable options)</li> <li>◦ action (include a plan for anticipated and unexpected challenges)</li> <li>◦ reflection</li> </ul> </li> <li>• decision making in the workplace</li> <li>• decision-making process in career planning. This includes: <ul style="list-style-type: none"> <li>◦ recognising that there is a need to make a decision</li> <li>◦ exploring self (interests, skills, abilities, values and life context) and exploring career possibilities</li> <li>◦ generating numerous alternatives and narrowing them down to the best 3-5 options</li> <li>◦ weighing up pros and cons and making a decision</li> <li>◦ developing a career plan to implement a career decision, including steps to make a successful transition to a selected destination.</li> </ul> </li> </ul>
<b>Context</b>	Learners must be given opportunities to select learning required, prioritise work tasks in a range of contexts and analyse the impact of their decisions on themselves and others.
<b>Work requirements</b>	<p>Portfolio:</p> <ul style="list-style-type: none"> <li>• at least two (2) work samples demonstrating making work related decisions</li> <li>• at least two (2) work samples evidencing decision making in career planning. This could include, but is not limited to, applications to education or training providers, choosing between a number of work opportunities, or identifying skills requiring further exploration.</li> </ul> <p>Journal:</p> <ul style="list-style-type: none"> <li>• reflection on decision making in planning and implementing a project or work placement</li> <li>• reflection on career plan, changes or what has been actioned from the plan.</li> </ul>

Identify and solve problems	
<b>Focus</b>	This skill area is about identifying and addressing routine and 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.
<b>Content: Skills, knowledge and understandings</b>	<ul style="list-style-type: none"> <li>• problem solving techniques and strategies (including use of matrices such as PMI, MAS and mind maps)</li> <li>• use problem solving to make career enhancing decisions</li> <li>• skills gap analysis (compare requirements of specific occupation with skills of learner, identifying skills needed to develop)</li> <li>• strategies for managing conflict in work contexts.</li> </ul>
<b>Context</b>	Learners must have opportunities to solve every day problems, make improvements to work tasks and review and reflect on outcomes.
<b>Work requirements</b>	<p>Portfolio:</p> <ul style="list-style-type: none"> <li>• at least one (1) Skills Gap Analysis</li> <li>• at least two (2) work samples demonstrating use of problem solving matrices.</li> </ul> <p>Journal: Reflection on use and effectiveness of problem solving strategies to:</p> <ul style="list-style-type: none"> <li>• complete tasks</li> <li>• solve a problem in a work context.</li> </ul>

Numeracy for work	
<b>Focus</b>	This skill area is about selecting and interpreting mathematical information that may be embedded in a range of tasks and texts. It involves selecting and using a variety of mathematical and problem solving strategies in a work context.
<b>Content: Skills, knowledge and understandings</b>	<ul style="list-style-type: none"> <li>• solve problems with a combination of hands on, personal experience and prior knowledge using work contextual materials such as measuring tapes, jugs, cash registers, recipes, timetables, graphs and rosters</li> <li>• use a blend of calculation methods to undertake problem-solving processes such as order of operations, applying rates, long division with a calculator</li> <li>• select and use appropriate tools to solve problems in the work context</li> <li>• assess, check and reflect on the outcome of mathematical processes</li> <li>• calculate with whole numbers, everyday routine fractions, decimals and percentages and where appropriate convert between equivalent forms.</li> </ul>
<b>Context</b>	Learners must have opportunities to apply skills, knowledge and understandings in familiar work situations.
<b>Work requirements</b>	<p>Portfolio:</p> <p>There are no specific number of numeracy work requirements as learners will engage in rich authentic tasks that will provide evidence across a range of standards, which will vary from individual to individual and/or provider to provider. However, the learner must provide sufficient work samples to ensure they have demonstrated each of the <i>Skills, Knowledge and Understanding</i> in the table above. This will take the form of:</p> <ul style="list-style-type: none"> <li>• demonstrating solving problems with combinations of personal and prior knowledge using contextual materials such as: <ul style="list-style-type: none"> <li>◦ calculating wages from work rosters</li> <li>◦ using an original recipe and calculating quantities required to create multiple quantities or proportion if original quantity</li> <li>◦ using measuring equipment to calculate dimensions of a requested space (for example a room to be renovated)</li> <li>◦ read graphs and tables and draw conclusions from data (both given and collated)</li> </ul> </li> <li>• demonstrating use of calculation methods (including use of a calculator and relevant computer programs) such as: <ul style="list-style-type: none"> <li>◦ creating a budget</li> <li>◦ showing credit and debits and totals</li> <li>◦ calculations of simple interest to be paid/ owing</li> <li>◦ using unit prices to determine "best buys"</li> </ul> </li> <li>• selecting and using appropriate tools to solve problems in the work context such as: <ul style="list-style-type: none"> <li>◦ individual assignment on area of personal work interest, for example: <ul style="list-style-type: none"> <li>▪ retail – planning a sale of items and calculating price reductions and proposed income</li> <li>▪ construction and design – renovation of a room, or house, involving ideas, costings and calculations of amounts required</li> </ul> </li> </ul> </li> <li>• demonstrating assessing, checking and reflecting on the outcome of mathematical processes, such as: <ul style="list-style-type: none"> <li>◦ in-built task reflection regarding reasonableness of answer, e.g. comparing two (2) activities and their costs and making a recommendation with reasons for a client</li> <li>◦ routine mathematics problems, showing process for checking the accuracy of the answer (using paper methods and calculator methods)</li> </ul> </li> <li>• calculating with whole numbers, everyday routine fractions, decimals and percentages and where appropriate convert between equivalent forms such as: <ul style="list-style-type: none"> <li>◦ research into hourly wages and yearly pay for a given job</li> <li>◦ examples of use in measurement tasks</li> <li>◦ examples of use in financial mathematics</li> </ul> </li> <li>• other samples will include: <ul style="list-style-type: none"> <li>◦ creating 2D shapes and 3D objects from given measurements</li> <li>◦ using data to record results in a table and graph the results.</li> </ul> </li> </ul> <p>Note: the same work sample may be used to demonstrate a number of the skills listed above. For example a problem solving task may require the calculation of percentages and the graphing of the information.</p>

Create and innovate	
<b>Focus</b>	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.
<b>Content: Skills, knowledge and understandings</b>	<ul style="list-style-type: none"> <li>• analytical and lateral thinking</li> <li>• process of innovation: <ul style="list-style-type: none"> <li>◦ strategies for generating new ideas</li> <li>◦ modifying and refining ideas</li> <li>◦ when and how to seek advice</li> <li>◦ select and justify options</li> <li>◦ implementation</li> <li>◦ review</li> </ul> </li> <li>• the role of innovation in the workplace</li> <li>• intrapreneurship and entrepreneurship</li> <li>• social enterprise and business enterprise</li> <li>• continuous improvement of existing practices.</li> </ul>
<b>Context</b>	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.
<b>Work requirements</b>	<p>Portfolio:</p> <ul style="list-style-type: none"> <li>• at least two (2) work samples demonstrating the generation of new ideas</li> <li>• evidence of using the process of innovation. This could be in relation to planning and implementing a project.</li> </ul> <p>Journal:</p>

	<ul style="list-style-type: none"> <li>• reflection about a simple change that could be made in a work context to improve work flow, output, communication or some other aspect of work.</li> </ul>
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Work in a digital world	
<b>Focus</b>	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.
<b>Content: Skills, knowledge and understandings</b>	<ul style="list-style-type: none"> <li>• what are digital systems and technology:             <ul style="list-style-type: none"> <li>◦ role of social media</li> <li>◦ software and applications</li> <li>◦ data management systems (DMS) and customer relationship management systems (CRMS)</li> </ul> </li> <li>• transformed workplaces:             <ul style="list-style-type: none"> <li>◦ role of technology in today's workplace</li> <li>◦ how it has changed how and where work is done</li> <li>◦ how we interact and what impact this has on workload and home/work balance</li> </ul> </li> <li>• use of workplace technology</li> <li>• new opportunities</li> <li>• what skills training is required</li> <li>• use of social media and email in the workplace (twitter, Instagram, facebook, LinkedIn):             <ul style="list-style-type: none"> <li>◦ positive and negative use and impact</li> <li>◦ workplace and legal requirements for use of personal information.</li> </ul> </li> </ul>
<b>Context</b>	Learners have opportunities to use technology as a tool to communicate and complete tasks. Learners must use digital tools to navigate relevant career websites such as Skillsone, Myfuture and "snag a job", as well as Virtual career expos. Work exposure opportunities such as simulations, projects, community events, workplace visits, work experience, and virtual tours of industries and workplaces must be provided to enable learners to use relevant workplace digital systems and technology.
<b>Work requirements</b>	<p>Portfolio:</p> <ul style="list-style-type: none"> <li>• work samples demonstrating evidence of:             <ul style="list-style-type: none"> <li>◦ social media presence relevant to seeking work in LinkedIn, Facebook or other appropriate social media</li> <li>◦ online communication through email including send/receive/attachments</li> <li>◦ spreadsheets or other software applications:                 <ul style="list-style-type: none"> <li>▪ inputting information</li> <li>▪ creating graphs</li> <li>▪ some simple functions and features</li> </ul> </li> <li>◦ word processing:                 <ul style="list-style-type: none"> <li>▪ layout</li> <li>▪ formatting</li> <li>▪ styles</li> </ul> </li> <li>◦ presentations using software such as Power Point, Prezi or Keynote</li> <li>◦ establishment of an event or group and maintenance of that activity</li> <li>◦ use of learning environment or on-line help tools</li> <li>◦ may also include work samples from a Customer Relationship Management System (CRMS) or Data Management System (DMS).</li> </ul> </li> </ul>

## Work Requirements

### Portfolio

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

#### The portfolio will include:

##### *Skill cluster 1: Navigate the world of work*

- a skills audit at the beginning of the course and at least one other that demonstrates development / competence of core skills
- Work Readiness Attributes Checklist validated by an employer / supervisor – (used in a range of work contexts which may include: Work Readiness lessons, workplace/project work) Appendix 4
- evidence of use of online tools to support work exploration
- at least 3 versions of a résumé targeted to specific positions / occupations
- at least 3 job applications and cover letters associated with résumés
- evidence of appropriate online social media presence for seeking work
- evidence of interview preparation
- feedback from interview/s (mock or real)
- work samples demonstrating evidence of:
  - identification of rights and obligations in the work context
  - safety identification and reporting
  - role of agencies supporting workers and workplaces
  - learner following legal or regulatory responsibilities in a work context (this may be a list of situations).

##### *Skill cluster 2: Interact with others*

- five (5) work samples of written communication, each with a different purpose
- at least one (1) work sample of interpretation of workplace visual literacy
- two (2) samples of electronic communication for work. One must be email, others may include blogs, groups, forums or website communication
- two (2) samples of use of mathematical language to communicate workplace information
- feedback from team members, teacher or colleagues
- work samples demonstrating building or expanding networks for work. These may include emails, friend lists in social media such as LinkedIn or correspondence from people in learner's networks, mind map or list of people in networks
- checklist with evidence of respectful behaviour authorised by teacher or employer / supervisor
- work samples demonstrating:
  - giving and receiving reflective and constructive feedback
  - valuing diversity
  - conflict resolution skills and strategies
  - listening skills.

##### *Skill cluster 3: Getting the work done*

- at least two (2) work samples demonstrating making work related decisions
- at least two (2) work samples evidencing decision making in career planning. This could include but is not limited to applications to education or training providers, choosing between a number of work opportunities, or identifying skills requiring further exploration.
- at least one (1) Skills Gap Analysis
- at least two (2) work samples demonstrating use of problem solving matrixes
- at least two (2) work samples demonstrating the generation of new ideas
- evidence of using the process of innovation (this could be in relation to planning and implementing a project).

There are no specific number of numeracy work requirements as learners will engage in rich authentic tasks that will provide evidence across a range of standards, which will vary from individual to individual and/or provider to provider.

However, the learner must provide sufficient work samples to ensure they have demonstrated each of the Skills, Knowledge and Understanding in the Numeracy for Work content table. This will take the form of:

- demonstrating solving problems with combinations of personal and prior knowledge using contextual materials such as:
  - calculating wages from work rosters
  - using an original recipe and calculating quantities required to create multiple quantities or proportion of original quantity
  - using measuring equipment to calculate dimensions of a requested space (for example a room to be renovated)
  - read graphs and tables and draw conclusions from data (both given and collated)
- demonstrating use of calculation methods (including use of a calculator and relevant computer programs) such as:
  - creating a budget
  - showing credit and debits and totals
  - calculations of simple interest to be paid/ owing
  - using unit prices to determine “best buys”
- selecting and using appropriate tools to solve problems in the work context such as:
  - individual assignment on area of personal work interest, for example:
    - retail – planning a sale of items and calculating price reductions and proposed income
    - construction and design – renovation of a room, or house, involving ideas, costings and calculations of amounts required
- demonstrating assessing, checking and reflecting on the outcome of mathematical processes, such as:
  - in-built task reflection regarding reasonableness of answer e.g. comparing two (2) activities and their costs and making a recommendation with reasons for a client
  - routine mathematics problems, showing process for checking the accuracy of the answer (using paper methods and calculator methods)
- calculating with whole numbers, everyday routine fractions, decimals and percentages and where appropriate convert between equivalent forms such as:
  - research into hourly wages and yearly pay for a given job
  - examples of use in measurement tasks
  - examples of use in financial mathematics

- other samples should include:
  - creating 2D shapes and 3D objects from given measurements
  - using data to record results in a table and graph the results  
 Note: the same work sample may be used to demonstrate a number of the skills listed above. For example a problem solving task may require the calculation of percentages and the graphing of the information. Note: the same work sample may be used to demonstrate a number of the skills listed above. For example a problem solving task may require the calculation of percentages and the graphing of the information.
- Work samples demonstrating evidence of:
  - social media presence relevant to seeking work in LinkedIn, Facebook or other appropriate social media
  - online communication through email including send / receive / attachments
  - spreadsheets or other software applications:
    - inputting information
    - creating graphs
    - some simple functions and features
  - Word processing:
    - layout
    - formatting
    - styles
  - presentations using software such as Power Point, Prezi or Keynote
  - establishment of an event or group and maintenance of that activity
  - use of virtual learning environment or on-line help tools
  - may also include work samples from a Customer Relationship Management System (CRMS) or Data Management System (DMS).

#### **A Personal Journal with entries:**

##### *Skill cluster 1: Navigate the world of work*

- reflecting on progress of seeking work or planning for future career options
- describing and reflecting on situations where decisions have been made based on legislative requirements or workplace protocols or procedures.

##### *Skill cluster 2: Interact with others*

- reflecting on the importance of networks, challenges with developing them, progress in establishing or growing networks
- reflecting on personal values and how they differ from others
- describing adjustments made to accommodate difference and diversity.

##### *Skill cluster 3: Getting the work done*

- reflection on decision making in planning and implementing a project or work placement
- reflection on career plan, changes or what has been actioned from the plan
- reflection on use and effectiveness of problem solving strategies to:
  - complete tasks
  - solve a problem in a work context
- reflection about a simple change that could be made in a work context to improve work flow, output, communication or some other aspect of work.

#### **Collaborative, real world enterprise or project**

Learners completing *Work Readiness* Level 2 in contexts other than alongside a VET program will work as part of a team to identify a need within their community and respond to the need. Projects or enterprises must take the form of a social enterprise, school – industry cooperative project or an entrepreneurial project (see Appendix 3 for more details on these types of projects).

Learners will:

- work as part of a team to plan, develop and complete the project which results in a culminating event or a finished product
- utilise opportunities to plan and organise, make decisions, problem solve and be creative and innovative
- add evidences of the development of these skills and reflection about their role within the group and the project to their portfolio
- develop the project brief in consultation with the teacher to ensure the project has enough scope for all members of the group to have the opportunity to develop skills, knowledge and understandings as outlined in the Learning Outcomes and to meet the criteria.

## 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) or 'A' (high 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:

- 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 –

1) By 1 March each year course providers will send to the Office of TASC:

- a) a copy of the provider's scope and sequence documentation (the planning documentation for delivery and assessment) for this course. Delivery and assessment may be included in a single document, or a separate assessment matrix may be used
- b) evidence of time allocation for the discrete delivery and assessment of the course.

### Notes:

- For more information about scope and sequence documentation, see [Planning course delivery and assessment](#).
- The documentation must include explicit mapping of all course content (skills, knowledge and understandings) and all work requirements
- While the documentation may be based on a scope and sequence template, it will reflect the specific planning of the individual course provider
- Evidence of time allocation might take forms such as: line/period allocation on a general school/college timetable; explicit time allocation mapping within the discrete scope and sequence documentation for the course; or explicit time allocation mapping within scope and sequence documentation for concurrently delivered courses
- Providers should raise a TRACS task to provide documentation and evidence to TASC. The task type should be 'Quality Assurance Related' and the Task Title should read 'Work Readiness - [Provider Name]'

2) Each provider will submit bodies of learners' work sufficient to allow an assessment against a nominated range of criteria and the overall award to an annual review meeting organised by TASC. The work, while not necessarily fully resolved, will be assessed by the provider against the range of nominated assessment criteria and the overall award. TASC will give each provider guidance regarding the selection of learners and the nominated criteria.

Each body of learner work that providers submit to the meeting should include sufficient and appropriate material for judgements to be made about the learner's standard of literacy and numeracy skills. The review meeting will give advice about the provider's assessment standards. Providers are expected to act on this advice.

TASC may require providers to supply further samples of individual learners' work to determine that standards have been applied appropriately when finalising learners' results. The nature and scope of this requirement will be risk-based.

3) Using a risk-based approach, TASC will schedule verification checks of selected provider's:

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

This process may also include interviews with past and present learners.

**Criteria**

The assessment for Work Readiness Level 2 will be based on the degree to which the learner can:

1. identify and describe career and work options
2. identify responsibilities, expectations and accepted practices in a work-related context
3. use and apply literacy skills and knowledge in a work-related context
4. uses entrepreneurial thinking and problem solving strategies
5. work collaboratively and cooperatively to achieve team goals
6. identify and respond to diverse perspectives
7. plan, organise and implement tasks
8. use digital systems and technologies in a work-related context

## Standards

### Criterion 1: identify and describe career and work options

Key for Standards

ICT= using computers and the internet

LIT= reading and writing

NUM= maths

The learner:

Rating A	Rating C
identifies a wide range of strategies and resources and describes the effectiveness of strategies used when career planning (ICT)	identifies and uses a blend of digital and paper-based career planning tools and strategies (ICT)
uses systemic processes to locate and use tools and methods for accessing digital and other recruitment and selection processes (ICT)	locates and uses a limited range of tools, methods and skills for accessing digital and other recruitment and selection processes (ICT)
uses internet searches to access a range of data about how and why people work (ICT)	uses internet to access data about how and why people work (ICT)
collects a wide a range of data about how and why people work (NUM)	collects basic data about how and why people work (NUM)
reads, interprets and compares diagrams, graphs and infographics to form an opinion, predict a trend and make career decisions (LIT)	reads and interprets diagrams, graphs and infographics to form an opinion, predict a trend and make career decisions (LIT)
uses and constructs tables and graphs in familiar and unfamiliar contexts including but not limited to how and why people work (NUM)	uses and constructs routine tables and graphs to interpret how and why people work (NUM)
identifies possible barriers to gaining work and describes and assesses strategies for overcoming those barriers	identifies some factors that may be acting as barriers to gaining work and developing career
creates factual texts such as a job application letter using accepted protocols and writing conventions (LIT).	creates factual texts such as a job application letter following some accepted protocols (LIT).

This criterion links to the [Core Skills for Work Developmental Framework](#).

### Criterion 2: identify responsibilities, expectations and accepted practices in a work-related context

Key for Standards

ICT= using computers and the internet

LIT= reading and writing

NUM= maths

The learner:

Rating A	Rating C
identifies employer and employee rights and responsibilities expected in the workplace. When provided with a scenario where rights are not being respected can identify the issues	identifies basic employer and employee rights and obligations expected in the workplace
recognises and responds to explicit and implicit protocols and meets expectations of their own role within the workplace	recognises and responds to protocols used in a work related context
follows legal and regulatory requirements relevant to their own work and draws attention when issues arise that may affect them or others	follows legal and regulatory requirements associated with the workplace as directed
identifies and performs roles and responsibilities, and explains how own work contributes to and affects the work of others	identifies responsibilities and boundaries of responsibilities and performs tasks of specified roles within the learning environment, projects or the workplace
completes and coordinates tasks independently and takes ownership of goals, plans, decisions and outcomes	completes tasks as directed
completes workplace records and forms accurately and legibly using appropriate specialised terminology (LIT)	completes workplace records and forms accurately and legibly using some specialised terminology (LIT)
identifies and explains legislative health and safety requirements using digital tools* (ICT)	identifies and explains basic legislative health and safety requirements using digital tools* (ICT)



explains and accurately uses in context common acronyms and specialised terminology associated with the workplace (ICT).	explains common acronyms and specialised terminology associated with the workplace (ICT).
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This criterion links to the [Core Skills For Work Development Framework](#)

\* such as WHS websites, [Online Workplace safety resources South Australia](#).

### Criterion 3: use and apply literacy skills and knowledge in a work-related context

Key for Standards

ICT= using computers and the internet

LIT= reading and writing

NUM= maths

The learner:

Rating A	Rating C
accurately spells most frequently used and unusual, unfamiliar words, technical and specialised vocabulary (LIT)	accurately spells most common words (LIT)
controls a range of simple, compound and complex sentence structures to clearly convey complex ideas (LIT)	uses a combination of simple, compound and complex sentence structures to convey ideas (LIT)
uses, selects and refines vocabulary choices and metalanguage with precision to convey meaning (LIT)	uses vocabulary and some metalanguage appropriately from every day and specific contexts to convey meaning (LIT)
uses a wide range of methods to decipher unfamiliar words (LIT)	uses a limited range of methods to decipher unfamiliar words (LIT)
uses punctuation accurately and effectively to convey a range of emotions and intentions (LIT)	uses punctuation as an aid to understanding (LIT)
selects and effectively uses registers appropriate to purpose, audience and context (LIT)	uses formal and informal registers as directed (LIT)
communicates workplace information using a range of digital tools (ICT)	communicates workplace information using digital tools (ICT)
accurately creates, drafts, edits and proofreads workplace documentation using a blend of digital and other tools and strategies (ICT)	creates, drafts, edits and proofreads workplace documentation using a blend of digital and other tools and strategies (ICT)
uses a range of formatting techniques and layouts to help convey the context of the text (ICT)	uses layout and format to help convey the content of the text (ICT)
uses a combination of formal and informal mathematical language and communication skills to meet task requirements in familiar and unfamiliar contexts.	uses a combination of formal and informal mathematical language and communication skills to meet task requirements in familiar contexts.

The criterion links to the [Australian Core Skills Framework](#).

### Criterion 4: uses entrepreneurial thinking and problem solving strategies

Key for Standards

ICT= using computers and the internet

LIT= reading and writing

NUM= maths

The learner:

Rating A	Rating C
assesses outcomes of decision making against stated goals and provides suggestions for future improvement	reflects orally and in writing on the outcomes of decision making to identify successes and/or make suggestions for future improvements
identifies issues in the workplace and applies formal problem solving processes to devise solutions	identifies issues in the workplace and proposes new ideas that can be implemented to solve problems or improve processes in a workplace context
reads information and describes how the information may apply in familiar and unfamiliar contexts (LIT)	reads provided information and describes how the information may apply in familiar contexts (LIT)
proposes (and implements where appropriate) small changes to a process, product or service to make improvements	identifies small changes that can be made to a process, product or service to make improvements

selects appropriate methods of solution from a range of mathematical processes in routine and non-routine situations (NUM)	selects appropriate methods of solution from a limited range of mathematical processes (NUM)
uses a blend of 'in-the-head', 'pen and paper', calculator and other techniques as appropriate to solve problems in familiar and unfamiliar contexts (NUM)	uses a blend of 'in-the-head', 'pen and paper' and calculator techniques to solve problems in familiar contexts (NUM)
solves problems and calculates in familiar and unfamiliar contexts using whole numbers and fractions, decimals and percentages in familiar and unfamiliar contexts (NUM)	solves problems in familiar contexts using whole numbers and familiar fractions, decimals and percentages (NUM)
solves problems in familiar and unfamiliar situations by interpreting, drawing and constructing familiar 2D shapes and 3D objects (NUM)	solves problems in familiar situations by interpreting, drawing and constructing familiar 2D shapes and 3D objects (NUM)
solves problems by following information presented in manuals, instructions or technical drawings (LIT).	solves basic problems by following information presented in manuals, instructions or technical drawings (LIT).

This criterion links to the [Australian Core Skills Framework](#).

## Criterion 5: work collaboratively and cooperatively to achieve team goals

Key for Standards

ICT= using computers and the internet

LIT= reading and writing

NUM= maths

The learner:

Rating A	Rating C
identifies own role and role of other members of the team and works cooperatively with team members	identifies own role in relation to other members of the team
meets commitments to others such as meeting agreed deadlines and keeping others informed of progress	performs roles in teams, as directed
selects and uses a wide range of verbal and non-verbal communication strategies and asks clarifying questions in order to resolve issues in the workplace	uses language, tone and non-verbal behaviours that are appropriate in a range of contexts
collaborates with others to achieve joint outcomes, planning an active role in facilitating effective group interactions, influencing direction and taking a leadership role when appropriate	contributes to group discussions and activities, following accepted conventions for work interactions
identifies problems, discusses solutions and seeks help when required	seeks advice from appropriate sources when required
collaborates with others using wide range of features of digital planning tools (ICT).	collaborates with others using basic features* of digital tools to work collaboratively (ICT).

This criterion links to the [Core Skills for Work Developmental Framework](#)

\* features include: using calendars, meeting requests, tools such as planner, basic could be Facebook, email etc.

## Criterion 6: identify and respond to diverse perspectives

Key for Standards

ICT= using computers and the internet

LIT= reading and writing

NUM= maths

The learner:

Rating A	Rating C
recognises and adheres to legal requirements and protocols related to diversity and difference and can explain the potential impact of not following these	recognises and adheres to legal requirements and protocols related to diversity and difference
explains how personal communication style can be adapted to show respect for values, beliefs and cultural expectations of others (LIT)	describes basic adjustments to personal communication style in recognition of the values, beliefs and cultural expectations of others in given scenarios (LIT)
recognises and identifies the impact that cultural background and personal experience have on own behaviour and that of others	with assistance, recognises how personal values and beliefs align or differ from those of others in a work context
identifies and describes others' perspectives by asking clarifying questions and successfully manages behaviours resulting from others' varying values, beliefs and opinions in the work context	uses a limited range of strategies for managing own reactions to different values, beliefs and opinions

recognises and explains situations of conflict, and seeks advice when unable to resolve major conflict, listens and asks questions to clarify concerns or needs	recognises and identifies ways behaviour may contribute to conflict in the work context
recognises and describe triggers for specific emotions and behaviour that may initiate or escalate conflict such as: discussing potential contentious issues respectfully or resisting blame or defensiveness.	responds appropriately to particular situations and people and resolves simple issues when they arise.

This criterion links to the [Core Skills for Work Developmental Framework](#).

## Criterion 7: plan, organise and implement tasks

Key for Standards

ICT= using computers and the internet

LIT= reading and writing

NUM= maths

The learner:

Rating A	Rating C
plans and organises own workload, negotiating some key aspects with others	plans, sequences and completes routine tasks using appropriate resources as directed
organises and priorities work and personal commitments and monitors impact of workload on outcomes	uses personal organisation systems to manage time and commitments
uses a range of digital tools* to plan, organise and implement tasks (ICT)	uses a limited range of digital tools* to plan, organise and implement tasks (ICT)
identifies the potential competing demands of individual and group priorities and describes ways to maintain balance between own and others' needs in the work context	seeks guidance when unable to meet commitments or circumstances change
makes and explains decisions made, directly related to own role in a work context	makes and describes decisions made in familiar work related contexts
measures, estimates and calculates length, mass, time, temperature, perimeters and areas in routine and non-routine situations (NUM)	measures, estimates and calculates length, mass, time, temperature, perimeters and simple areas (such as the area of a rectangle) (NUM)
produces a personal and project budget and reviews progress against these (NUM)	produces a simple personal and project budget (NUM)
interprets maps and plans, graphs, rosters and invoices in non-routine situations (NUM)	interprets routine maps and plans, graphs, rosters and invoices (NUM)
accurately handles money and change in cash transactions (NUM)	handles money and change in simple cash transactions (NUM)
communicates ideas effectively using a logical structure to produce a cohesive text/response (LIT).	communicates ideas using a clear structure that meets task requirements (LIT).

This criterion links to the [Core Skills for Work Developmental Framework](#)

\* such as tables, calendars, gantt charts

## Criterion 8: use digital systems and technologies in a work-related context

Key for Standards

ICT= using computers and the internet

LIT= reading and writing

NUM= maths

The learner:

Rating A	Rating C
utilises a broad range of features and functions within applications to improve personal productivity (ICT)	uses the main features and functions of digital systems and technologies to complete set tasks (ICT)
uses online forums, blogs and social networking sites to connect with others to interact, collaborate and create in a work related context (ICT)	establishes and maintains appropriate online connections in a work-related context to complete tasks (ICT)
recognises and applies conventions of online etiquette and independently manages own online profile recognising permanence and reach of personal and work related information (ICT)	recognises and applies conventions of online etiquette as directed (ICT)
access and filter data; extract, and organise and display information relevant to the role (ICT)	uses digital systems and technologies to enter, store and

	retrieve information in a work context (ICT)
makes estimates and selects and uses appropriate tools, when undertaking metric measurements in routine and non-routine situations (NUM)	makes estimates and selects and uses appropriate tools, when undertaking metric measurements (NUM)
uses digital tools such as spell checkers to aid communication (LIT).	uses basic features of digital tools such as spell checkers to aid communication (LIT).

This criterion links to the [Core Skills for Work Developmental Framework](#).

## Glossary Of Terms Used In Standards

Term	Explanation
Access	obtain or retrieve computer data or files
Adheres	follows closely or exactly to something
Adapts	modifies
Analyse	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	use, utilise or employ in a particular situation
Collaborate	the action of working with someone to produce something
Communicates	conveys knowledge and/or understandings to others
Complex	consisting of multiple interconnected parts or factors
Constructs	build or make something
Conventions	an accepted practice that has developed over time and is generally used and understood
Describe	give an account of characteristics or features
Evaluate	provide a detailed examination and substantiated judgement concerning the merit, significance or value of something
Explain	provide additional information that demonstrates understanding of reasoning and/or application
Familiar	previously encountered in prior learning activities
Identify	establish or indicate who or what someone or something is
Metalanguage	vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as 'sentence', 'clause', 'conjunction')
Non-routine context	contexts that have not previously been encountered in prior learning activities
Organise	systematically order and arrange
Performs	carries out
Protocols	customs and regulations that workplaces expect employees to follow
Range	a number of different things of the same general type; breadth
Recognise	acknowledge the existence of
Reflect	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
Relevant	applicable and pertinent
Routine context	context that has been encountered in prior learning activities
Select	choose in preference to another or others
Simple	easy to understand and deal with; involving few elements, components or steps; obvious data or outcomes; may concern a single or basic aspect; limited or no relationships
Structured	organised or arranged in order
Systematic	methodical, organised and logical
Unfamiliar	not previously encountered in prior learning activities
Utilises	makes practical and effective use

## Qualifications Available

Work Readiness Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE 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 Work Readiness Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)  
7 'A' ratings and 1 'C' rating

HIGH ACHIEVEMENT (HA)  
5 'A' ratings and 3 'C' ratings

COMMENDABLE ACHIEVEMENT (CA)  
3 'A' ratings and 5 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)  
8 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)  
5 '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 Megan Gunn, Alana Lane, Gaylene Allen, Fiona French, Susan Marshall, Trevor Borough, Michael Flannigan and Lindy Pritchard 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 25 November 2016 for use from 1 January 2017. This course replaces Work Readiness (WRK210112) that expired on 31 December 2016.

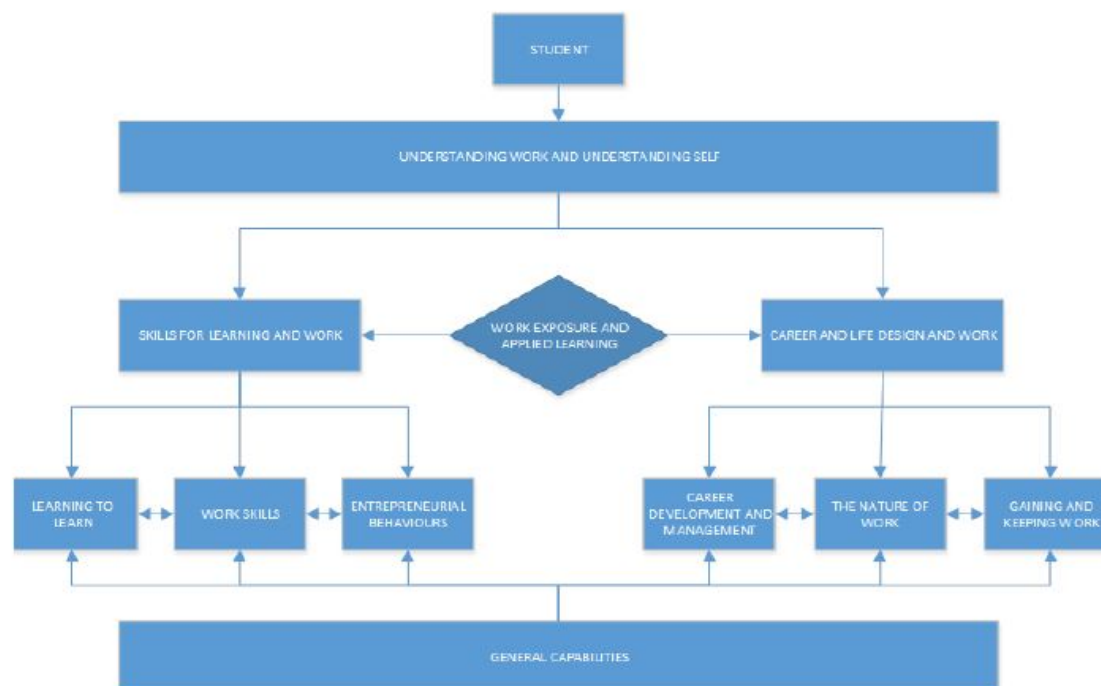
Version 1.1 – Renewal of accreditation on 13 August 2017 for use in 2018.

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

### Australian Curriculum Work Studies Organisational Chart



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## Appendix 2

### 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 3

### Collaborative, Real World Enterprise or Project

#### Why a project?

Projects provide opportunities to develop 21st century skills for career and life in an authentic and engaging way. Students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas and manage themselves more effectively. Learners become empowered to make a difference, by solving problems and addressing real issues.

When working on a project of interest the learning is active, engages the heart and mind and provides real world relevance. Learners develop a deeper understanding of the content of what they are learning and retain it for longer and are more readily able to apply their knowledge, skills and understandings in new situations. Digital technology and tools become resources to find and communicate as well as collaborate effectively and connect with experts, partners and audiences in the local community and around the world. Projects also provide opportunities to practice and use functional literacy and numeracy skills.

Projects are also a relevant and meaningful way for learners to engage with businesses, community groups and further education providers with opportunities for learners to seeking advice or provide a product or service to an organisation.

Projects may take many forms. They must be a social enterprise, an entrepreneurial initiative or a school industry cooperative project.

#### Social enterprises:

Social enterprises are set up to tackle a social or environmental issue. It is well documented that learners thrive when involved in a social enterprise, as they enrich their sense of social justice and they can immerse themselves in issues that are important to them.

Examples include but are not limited to:

- partnering with a food security NGO to provide meals / food to a group within the community (breakfast program in a local primary school / packaged meals for isolated elderly people / a barbecue for a local social enterprise event such as The Mothers Day Classic or Relay for Life
- partnering with an environmental group or government Natural Resource Management (NRM) to take action against climate change
- partnering with a Neighbourhood centre or local LINC centre to assist the elderly with using digital technology
- partnering with the RSPCA or dogs home and a local primary school to provide education about caring for pets
- taking action to support a local community organisation through education or promotion activities
- collaborating with a school in another location, state, or country to identify, plan and run an environmentally responsible enterprise. Examples include fundraising to supply milk or other needs to an orphanage in another country, or a sustainability project on a work related topic.

#### Entrepreneurial Projects:

Entrepreneurial projects show learners how they can participate in society and shape the future. They involve producing something new, innovating, taking action to produce products, services or events that are valued in the community because they meet specific needs. Learners become independent thinkers who can take responsible actions.

Identifying opportunities and implementing a plan are critical skills required in today's society, both personally and in work. Learners move from being job seekers to job creators when participating in an entrepreneurial project.

Examples include but are not limited to:

- development of a new product
- organising an international aid project
- offering services within the local community
- establishment of a mock business.

#### School - industry cooperative projects

Schools form a partnership with businesses and other community organisations whereby business, industry or educational representatives advise or liaise with learners doing a practical work-related or community-based project. The project may involve an existing school-industry partnership, or schools may establish a new school-industry partnership.

Opportunities include but are not limited to:

- organising and hosting a careers event for parents and learners
- establishing a workplace induction program for a local business.

Note: The project does not necessarily have to be within the provider's area of expertise. Learners can be given guidance in how to seek answers themselves. In the job market as well as many other situations learners are required to find answers on their own.



## Appendix 4

### 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.
Collaboration	The action of working with someone to produce something.
Complex sentence	A sentence with one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: <ul style="list-style-type: none"> <li>I took my umbrella [because it was raining]</li> <li>[Because I am studying for an exam], my time is limited</li> <li>The man [who came to dinner] is my brother.</li> </ul>
Compound sentence	A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: <ul style="list-style-type: none"> <li>[Jill came home this morning] [but she didn't stay long]</li> <li>[Kim is an actor], [Pat is a teacher], [and Sam is an architect].</li> </ul>
Conventions	A way in which something is usually done
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: <ul style="list-style-type: none"> <li>a smartphone is a digital system that has software (apps, an operating system), input components (for example, touch screen, keyboard, camera and microphone), output components (for example, screen and speakers), memory components (for example, silicon chips, solid state drives), communication components (for example, SIM card, wi-fi, bluetooth or mobile network antennas), and a processor made up of one or more silicon chips</li> <li>a desktop computer with specific software and hardware components for dairy farming. The computer is connected via cables to milking equipment and via wi-fi to sensors that read tags on the cows. Through these hardware components the software records how much milk each cow provides. Such systems can also algorithmically control attaching milking equipment to each cow, providing feed and opening gates.</li> </ul>
Digital technology	Any technology controlled using digital instructions, including computer hardware and software, digital media and media devices, digital toys and accessories, and contemporary and emerging communication technologies. Computers, smartphones, digital cameras, printers and robots are all examples of digital technologies.
Entrepreneur	Someone who undertakes a significant project or activity finding new and better ways of doing things; they are opportunity aware, take risks and utilise a range of behaviours, such as initiative and innovation, that create value and contribute to their success.
Guidance	Advice or information given.
Interpret	Explain the meaning of information or actions.
Intrapreneur	Highly self-motivated, proactive and action-oriented individual who displays initiative, leadership, risk-taking and creative thinking within an organisation or workplace for the benefit of the organisation or workplace.
Meta language	Vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as 'sentence', 'clause', 'conjunction').
Project	A set of activities undertaken by learners to address specified content, involving understanding the nature of a problem, situation or need; creating, designing and producing a solution to the project task; and documenting the process. Project work has a benefit, purpose and use; a user or audience, which can provide feedback on the success of the solution; limitations to work within; and a real-world technologies context influenced by social, ethical and environmental issues. Criteria for success are used to judge a project's success.
Recruitment	The process of finding and hiring people for a work role.
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.
Simple sentence	Has a form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.').
Social network	A structure that describes the relationships that exist between individuals and/or organisations. Social networking services and tools 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 Skills	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.
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 5

### LINE OF SIGHT – Work Readiness Level 2

Criteria	Criteria and Elements	Work Requirements	Content
1. Identify and describe career and work options	C1 E1-8	Portfolio/ Personal Journal	Skill Cluster 1: Manage Career and Work Life and Maintaining work
2. Identify responsibilities, expectations and accepted practices in a work related context	C2 E1-4, 6-8	Portfolio	Skill Cluster 1: Manage Career and Work Life and Maintaining work
3. Use and apply literacy skills and knowledge in a work-related context (C1, C2, C3, C4, C6, C7, C8)	C3 (E1-6), C1(E5, 8), C2 (E6, 8), C4 (E3, 9), C6 (E2), C7 (E10), C8 (E6)	Portfolio	Skill Cluster 2: Communicate for Work (pt 1)
C1, C3, C4, C7, C8	C4 (E5-8), C1 (E4, 6), C3 (E10), C7 (E6-9), C8 (E5)	Portfolio	Skill Cluster 2: Communicate for Work (pt 2)
5. Work collaboratively and cooperatively to achieve team goals	5 E1-6	Plan and Implement a Project	Skill Cluster 2: Connect and Work with Others
6. Identify and respond to diverse perspectives	C6 E1-6	Personal Journal	Skill Cluster 2: Recognise and Utilise Diverse Perspectives
7. Plan, organise and implement tasks	C7 (E1-3, 6-9), C2 E5	Plan and Implement a Project Personal Journal	Skill Cluster 3: Plan and Organise
	C4 (E5-8), C1 (E4,6), C3 (E10), C7 (E6-9), C8 (E5)	Portfolio	Skill Cluster 3: Numeracy for Work
7. Plan, organise and implement tasks	C7 (E3-6)	Plan and Implement a Project Personal Journal	Skill Cluster 3: Make Decisions and Identify and Solve Problems
4. Use entrepreneurial thinking and problem solving strategies	C4 (E1-5)	Plan and Implement a Project Personal Journal	Skill Cluster 3: Create and Innovate
8. Use digital systems and technologies in a work-related context	C8 (E1-4,6), C7 (E3), C5 (E6), C3 (E7-9)	Portfolio Personal Journal	Skill Cluster 3: Work in a Digital World