

Stage 6

Work and the Community Life Skills Course

Syllabus

Amended 2007

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Stage 6 Life Skills Courses: Guidelines for Schools

Preamble

The Government's White Paper for the Higher School Certificate, *Securing Their Future*, included a commitment to extend the curriculum and reporting arrangements that were established for the School Certificate to HSC students with special education needs. This was in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

To meet this commitment, the Board of Studies has developed Life Skills courses for Stage 6 in each broad area of learning. The courses are:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Work and the Community Life Skills.

These courses have Board Developed status and can be used along with other Board Developed courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 Unit Preliminary course and a 2 Unit HSC course. There will not be an external examination for Life Skills courses.

These guidelines have been designed to help schools make decisions about whether a pattern of study in Stage 6 that includes or comprises Life Skills courses is appropriate to the educational needs of individual students. Schools will use these guidelines and courses to assist in developing a pattern of study that is consistent with the individual transition-planning process for the student.

Rationale for Stage 6 Life Skills Courses

The Stage 6 Life Skills courses extend the curriculum and reporting arrangements that were established for the School Certificate for students with intellectual disabilities. There are eight Stage 6 Life Skills courses.

The Stage 6 Life Skills courses stress the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students with special education needs.

HSC rules and requirements

As detailed in the Board of Studies *Assessment Certification and Examination (ACE) Manual*, the eligibility requirements for the Higher School Certificate are the same for all candidates. Students must:

- have gained the School Certificate or other qualification that the Board of Studies considers satisfactory
- have attended a government school, an accredited non-government school, an institute of TAFE or a school outside NSW recognised by the Board
- have satisfactorily completed courses that comprise the pattern of study for the Higher School Certificate and
- have undertaken and made a serious attempt at the required forms of assessment for each course.

Pattern of study

To be eligible for the Higher School Certificate, all students, including those studying Stage 6 Life Skills courses, must undertake a Preliminary course pattern that includes 12 units of study and an HSC course pattern that includes 10 units of study. Both patterns must include:

- at least six units from Board Developed courses
- at least two units of a Board Developed course in English
- at least three courses of two units value and
- at least four subjects.

For the Preliminary course pattern, students may study Senior Science or no more than six units of any combination of Biology, Chemistry, Earth and Environmental Science, Physics.

For the HSC course pattern no more than six units of any combination of Biology, Chemistry, Earth and Environmental Science, Physics and Senior Science courses may be studied.

Students with special education needs can meet the requirements of the HSC using a combination of:

- Board Developed courses and/or
- Board Endorsed courses (including Content Endorsed courses) and/or
- Board Developed Life Skills courses and/or
- Industry Curriculum Framework course options.

This flexibility allows schools to develop individualised programs of study that challenge students according to their individual needs.

Eligibility to enrol in Stage 6 Life Skills Courses

Schools do not need to seek the Board's permission to enrol students in Stage 6 Life Skills courses. These decisions will be made by the school.

When making decisions about enrolling students in Stage 6 Life Skills courses, schools should bear in mind that the main aim of Stage 6 Life Skills courses is to extend the curriculum and reporting arrangements that were established in Stage 5 for students with special education needs. The Board expects that the majority of students who enrol in Stage 6 Life Skills courses will be students with an intellectual disability.

In general, students enrolling in Stage 6 Life Skills courses will have completed at least four courses based on Life Skills outcomes and content in Stage 5.

In special circumstances, a student who has not undertaken at least four courses based on Life Skills outcomes and content in Stage 5 may wish to enrol in Life Skills courses for Stage 6.

These special circumstances might include situations where:

- a student has attempted regular syllabuses for the School Certificate but has experienced significant difficulty
- a student transfers from interstate or overseas
- a student has a deteriorating condition.

In these and similar circumstances, schools should only enrol students in Stage 6 Life Skills courses as a result of careful planning. The planning should establish why options other than Stage 6 Life Skills courses, such as accumulation or special provisions for the HSC examinations, are not appropriate.

The individual transition-planning process

When entering students for Stage 6 Life Skills courses, the Principal is certifying that the student is eligible and that the decision is the result of an individual transition-planning process.

Schools will make decisions about whether to enrol individual students in Stage 6 Life Skills courses in the context of an individual transition-planning process that is completed for both Year 11 and Year 12. The process must address how the pattern of study and attainment of the Higher School Certificate will contribute to the student's transition from school to adult life.

Transition-planning documentation

The completion of a transition-planning process for each student is a condition of access to Stage 6 Life Skills courses.

Schools do not need to forward transition-planning documentation to the Office of the Board.

The transition-planning documentation for each student should show evidence of:

- involvement of the student, and other significant individuals in the student's life, in the planning process
- clear directions and goals for the student's studies
- priorities for instruction
- identification of relevant settings and strategies
- resource requirements (across home, school and community settings as appropriate)
- strategies for monitoring progress
- clearly defined time frames.

The documentation should show that the planned learning experiences and teaching activities are:

- appropriate to the chronological age of the student
- functional and life-skills oriented where appropriate
- developed across a range of settings
- planned collaboratively to meet present and future needs.

It should also address the student's specific needs at the point of transition from school to post-school.

Planning a pattern of study for students undertaking Stage 6 Life Skills courses

- Life Skills courses may form all or part of a pattern of study for students, based on the individual transition-planning process.
- Modules, outcomes and content from selected Stage 6 Life Skills courses will be chosen on the basis that they meet the individual needs, goals and priorities for each student.
- Students are not required to complete all the modules within a Life Skills course nor are they required to complete all the outcomes and content within each module of a Life Skills course.

The flow chart following demonstrates the links between individual transition planning, and the selection of courses to meet the needs of individual students and the Preliminary and HSC pattern of study requirements.

Individual Transition-planning Process

Student's Stage 5 Pattern of Study

List all courses (reflecting School Certificate key learning area requirements) being undertaken by the student and any workplace learning experiences

Student's Strengths Interests and Abilities

Summarise student's strengths, interests and abilities relevant to transition planning

Areas for Student's Further Development

Summarise specific areas for further development

Individual Transition-planning Meeting – End of Stage 5

- Ensure that student, parents, carers, appropriate school staff and other relevant people are fully involved in the meeting
- Agree on goals for post-school
- If agreed that student goals will best be met by remaining at school to complete the HSC, determine pattern of study for Year 11 (Preliminary Year)
- Document decisions made and associated responsibilities

Outline Pattern of Study for Year 11 – Preliminary Year – 12 Units

- List all courses to be undertaken by the student*, ensuring that these reflect student goals and priorities and the HSC requirements
- For **Stage 6 Life Skills courses, list the selected modules, outcomes and content which will constitute each student's educational program** as determined by the individual transition-planning process
- Identify relevant settings, strategies
- Identify resource requirements (across home, school and community settings as appropriate)
- Identify strategies for monitoring progress and clear time frames

Individual Transition-planning Meeting – End of Preliminary Year

- Ensure that student, parents, carers, appropriate school staff and other relevant people are fully involved in the meeting
- Review outcomes achieved in Preliminary year
- Review and confirm student post-school goals
- Determine pattern of study for HSC Year – Year 12
- Document decisions made and associated responsibilities

Outline Pattern of Study for Year 12 – HSC Year – 10 Units

- List all courses being undertaken (reflecting HSC requirements) by the student*, **ensuring that these reflect agreed student goals and priorities and the HSC requirements**
- For **Stage 6 Life Skills courses, list the selected modules, outcomes and content which will constitute the student's educational program** as determined by the individual transition-planning process
- Identify relevant settings, strategies and clear time frames
- Identify resource requirements (across home, school and community settings as appropriate)
- Identify strategies for monitoring progress within the context of the Profile of Student Achievement

Note:

* Stage 6 – Note that students entered for Stage 6 Life Skills courses may access Industry Curriculum Framework course options, and other Board Developed or Board Endorsed courses.

Satisfactory completion of Life Skills courses

A student will be considered to have completed a Stage 6 Life Skills course satisfactorily if, in the Principal's view, the student has:

- followed a program developed from the relevant Life Skills syllabus
- applied themselves with diligence and sustained effort to the set tasks and experiences of the program
- achieved some or all of the course outcomes (see Profile of Student Achievement below).

There are no time requirements for any Board Developed or Board Endorsed course. The Board expects, however, that most students would meet the outcomes for a 2 Unit Preliminary course and a 2 Unit HSC course over approximately 240 indicative hours in total (ie 120 indicative hours each).

What students receive on successful completion

As detailed in the Board of Studies *ACE Manual*, all students who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur, a Record of Achievement and a Profile of Student Achievement.

Testamur

The testamur is the Higher School Certificate. It shows the name of the student and the school, and includes a statement that the student has met the requirements for the credential.

Record of Achievement

A HSC Record of Achievement will be provided to any student who completes a Life Skills course. It lists all courses satisfactorily completed and the result for each course. A Record of Achievement is cumulative and lists all courses completed for Stage 6 in previous years.

Profile of Student Achievement

The Profile of Student Achievement is a report completed by the school on the student's individual achievements. The Board of Studies provides schools with a Profile of Student Achievement booklet for each student. The Profile of Student Achievement lists the outcomes for each Life Skills course. As the student demonstrates that they have achieved a learning outcome, the relevant section of the Profile of Student Achievement is signed and dated by the relevant school teacher.

Before the student leaves school, the Profile of Student Achievement is verified by the school principal as a true and accurate record of all learning outcomes demonstrated by the student. The Profile of Student Achievement is a record of all outcomes attained by the student.

Assistance and advice

School systems or sectors are able to advise schools on transition-planning and on options for students with special education needs. Schools seeking to enrol students in Stage 6 Life Skills courses may contact their system or sector's special education staff for information on transition-planning and options for their students.

Information and advice on any aspect of Life Skills Stage 6 courses are also available from the Senior Curriculum Officer (Special Education) at the Office of the Board of Studies. Board of Studies Liaison Officers can also advise on matters such as HSC entries and appeals.

The Board of Studies and the Office of the Board of Studies are committed to consultation and to responding to the needs of all students and schools. Schools and parents involved with the education of students with special needs are welcome to contact the Office of the Board of Studies at any time with comments or suggestions on the Life Skills courses or any other aspect of the Board's policies or requirements relating to students with special education needs.

Occupational health and safety

In developing units of work for Life Skills courses, teachers should consider the occupational health and safety issues of working with students. Safe working practices and environments should be provided at all times.

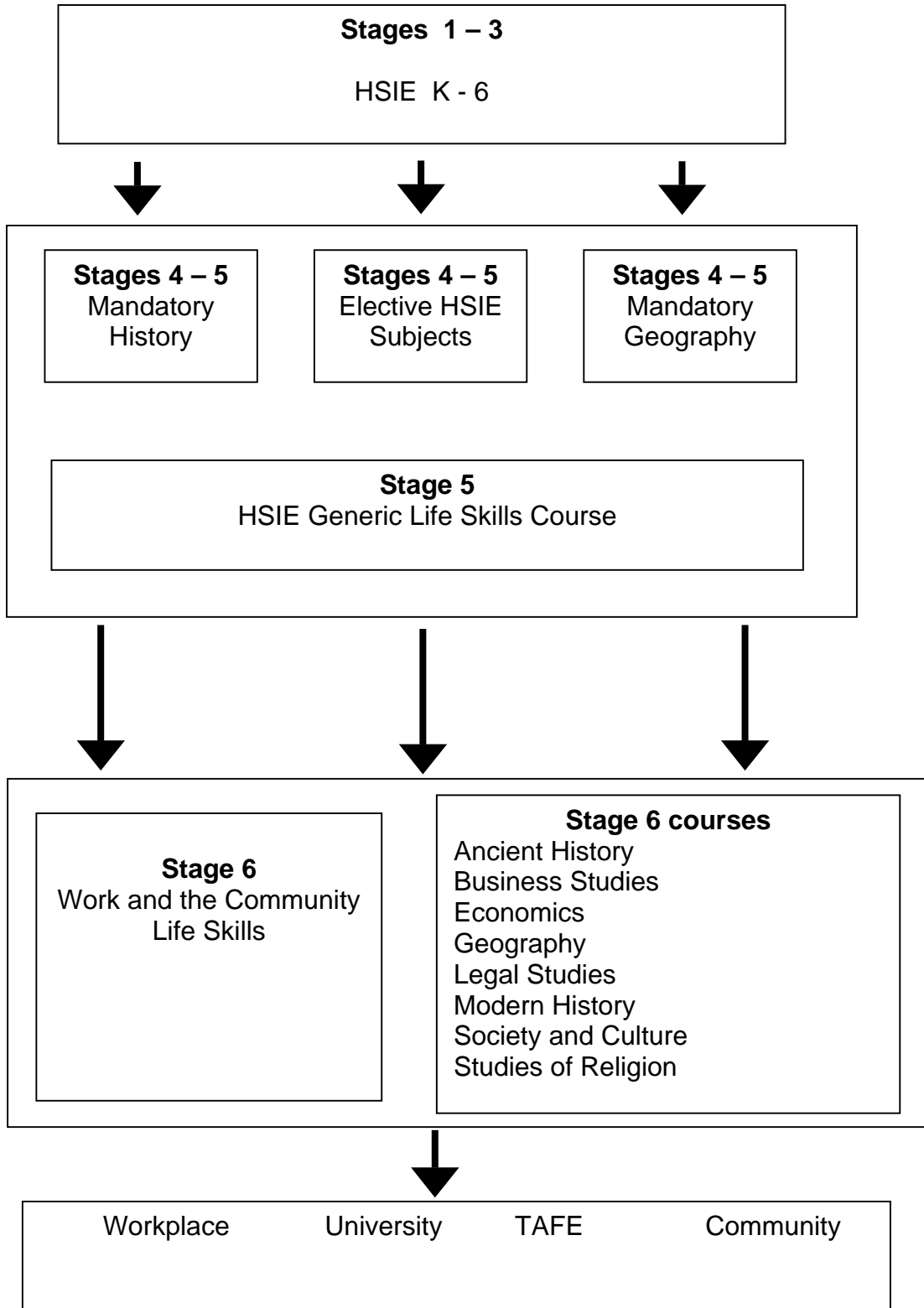
Care must be taken at all times in the practical activities students engage in. Non-slip mats can be provided in wet areas and the height and type of tables considered to suit the physical needs of students. Electrical hazards should be avoided at all times. For example, attention must be given to the safe use of tools, materials and technologies. If students are using tools or machinery, the dangers of working with such items should be explained. Students should be trained to work with tools and machinery. The adequate ventilation of classrooms, particularly when any hazardous substances are used, should be considered. Extractor fans, for example, can greatly assist in the removal of fumes from classrooms.

Further information about working with hazardous substances is available in the document *Chemical Safety in Schools Package* produced by the Department of Education and Training, 1998.

Exposure to excessive noise levels may lead to impaired hearing. The frequency and loudness of sound should be taken into account in the planning of any activities.

Schools will need to ensure appropriate levels of safety and supervision for any workplace learning experiences within which students are engaged. Teachers should consult their relevant sector/system guidelines for details regarding the compulsory procedures for implementing work experience programs for school students. These procedures relate to insurance and indemnity, child protection procedures and occupational health and safety procedures.

3 Continuum of Learning for Stage 6 Work and the Community Life Skills Students



4 Aim

The aim of Stage 6 Work and the Community Life Skills is to provide students with the skills, knowledge, understanding, values and attitudes they need for employment, participation and independence in the community.

5 Objectives

In Stage 6 Work and the Community Life Skills, students will:

- develop knowledge and understanding of the nature, patterns, concepts and variety of work
- develop individual knowledge, understanding, skills, values and attitudes that enhance effective participation in workplace and community-based learning
- develop knowledge, skills and understanding to clarify issues, choices and options relating to workplace learning
- learn about the nature of work through experience in workplace environments
- participate successfully in ongoing workplace and community-based learning and apply knowledge and skills in new situations
- learn about specific employment or community-based learning options through planned, progressive participation in a range of environments.

6 Course Structure

Each course has six modules, which focus on generalising knowledge, understanding, skills, values and attitudes across a range of post-school environments. The structure of each Stage 6 Life Skills course is designed to provide a broad and balanced approach to meet individual student needs within the context of the transition-planning process.

The Stage 6 Work and the Community Life Skills course has an indicative time allocation of 120 hours in each of the Preliminary and HSC courses. The choice of outcomes and content from the modules within each course, and the time spent on the content, should reflect the needs of individual students.

Generally the outcomes contained in the Stage 6 Work and the Community Life Skills course progress in degree of difficulty. The outcomes, however, are not based on a developmental hierarchy. Therefore students are not required to satisfy previous outcomes before engaging with particular outcomes and content later in each module.

The content points listed with each outcome form the basis of the learning opportunities for students. Teachers may choose the most relevant aspects of the content to meet the particular needs of individual students. Any examples provided with the content points are suggested strategies only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

Module	Module Description
Understanding the World of Work	This module provides students with opportunities to examine concepts of 'work'. The module focuses on developing understanding of the nature, patterns, variety and implications of paid and volunteer work.
Planning for Participation in Workplace and Community-based learning	This module provides for the development of knowledge, understanding, skills, values and attitudes which are important for effective participation in workplace and community-based learning experiences
Developing a Portfolio in Preparation for Employment	This module is driven by the individual needs of each student. The development of a personal portfolio will assist students to identify and clarify issues, choices and options relating to employment.
Introduction to the Workplace or Community-Based Learning Environment	This module provides opportunities for students to clarify their expectations of workplace and community-based learning environments on the basis of actual experiences.
Dealing with Workplace and Community-Based Learning Environment Issues	This module provides students with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter. The module focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices.
Participating in Workplace Learning and Community Based Learning Experiences	This module will provide the opportunity for students to further develop skills through graduated experiences and participation in workplace and community-based learning environments that have been determined as a consequence of the individual transition-planning process.

7 Objectives and Outcomes

Objective Students will:	Outcomes A student:
1. develop knowledge and understanding of the nature, patterns, concepts and variety of work	1.1 demonstrates knowledge and understanding of the purposes of work
	1.2 expresses positive values and attitudes regarding their own participation in the workforce
	1.3 demonstrates knowledge and understanding of the nature of work
	1.4 demonstrates knowledge and understanding of the patterns and variety of work
	1.5 demonstrates knowledge and understanding of the concepts and implications of paid and volunteer work
2. develop individual knowledge, understanding, skills, values and attitudes that enhance effective participation in workplace and community-based learning	2.1 identifies personal strengths and preferences when planning for workplace and community-based learning
	2.2 demonstrates knowledge and understanding of the relationship between employment and employment-related training
	2.3 demonstrates knowledge, skills and appropriate attitudes in relation to work ethics and habits
	2.4 demonstrates knowledge, skills and appropriate attitudes in job-seeking and job application processes
	2.5 demonstrates knowledge and skills in job interview processes
	2.6 establishes personal links with appropriate personnel and agencies before leaving school to ensure effective support

Objective Students will:	Outcomes
3. develop knowledge, skills and understanding to clarify issues, choices and options relating to workplace learning	3.1 identifies personal strengths and areas where further development is needed and uses information to maximise options for employment
	3.2 determines personal preferences and choices for experience in specific workplace learning environments
	3.3 understands the impact of a range of personal considerations on workplace learning choices and options
	3.4 demonstrates skills in determining the entry level requirements in prior knowledge, training or experience for specific workplace learning environments
	3.5 demonstrates knowledge, understanding and skills in planning a personalised 'career path'
4. learn about the nature of work through experience in workplace environments	4.1 identifies and understands similarities and differences between school environments and workplace or community-based learning environments
	4.2 responds appropriately during initial visits to workplace learning environments or community-based learning environments
	4.3 demonstrates knowledge and understanding of the daily organisational features of workplace learning environments

Objective Students will:	Outcomes
<p>5. participate successfully in ongoing workplace and community-based learning and apply knowledge and skills in new situations</p>	<p>A student: 5.1 demonstrates an understanding of the general occupational health and safety issues in workplace learning and community-based learning environments</p>
	<p>5.2 adapts successfully to features of workplace learning environments</p>
	<p>5.3 understands and uses appropriate communication processes in workplace learning environments</p>
	<p>5.4 demonstrates knowledge, skills and appropriate attitudes relating to interpersonal and social issues in workplace learning or community-based learning situations</p>
	<p>5.5 demonstrates knowledge, understanding and appropriate attitudes of entitlements to fair and equal treatment in workplace learning or community-based learning situations</p>
	<p>5.6 demonstrates knowledge and understanding of personal roles, rights and responsibilities as an employee</p>
	<p>5.7 demonstrates knowledge and understanding of personal roles, rights and responsibilities of employers and other employees</p>
	<p>5.8 recognises personal responsibility for the quality and quantity of work produced</p>
	<p>5.9 demonstrates knowledge and understanding of issues relating to wages and conditions in the workplace</p>
	<p>5.10 demonstrates knowledge and understanding of factors relating to job retention and career advancement, including efficient and effective work ethics and practices and upgrading of appropriate skills and knowledge</p>
<p>6. learn about specific employment or community-based learning options through planned, progressive participation in a range of environments</p>	<p>6.1 engages in community-based learning experiences</p>
	<p>6.2 engages in within-school workplace learning experiences</p>
	<p>6.3 engages in workplace learning experiences in the community</p>

8 Key Competencies

The Stage 6 Work and the Community Life Skills course provides a context for the development of general competencies essential for the acquisition of effective, higher-order thinking skills. These are necessary for community living, further education and training and employment.

The following key competencies are embedded in Work and the Community Life Skills:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

These key competencies are developed through the objectives, modules, outcomes and content of the Stage 6 Work and the Community Life Skills course, in ways which address individual student needs.

9 Modules

Module 1: Understanding the World of Work

Module Description

This module provides students with opportunities to examine concepts of 'work'. The module focuses on developing understanding of the nature, patterns, variety and implications of paid and volunteer work.

Outcome

1.1 Demonstrates knowledge and understanding of the purposes of work

Content

Students:

- identify purposes of work, recognising that work has different meanings for different people
 - eg – to provide a source of income
 - to provide an opportunity to take an adult role as a contributing member of society
 - to produce goods and supply services

Outcome

- 1.2 Expresses positive values and attitudes regarding their own participation in the workforce

Content

Students:

- accept and value their own potential to take on an adult role as a contributing member of society
- value the potential for social interaction, support and friendships in the workplace

Outcome

1.3 Demonstrates knowledge and understanding of the nature of work

Content

Students:

- identify the nature and variety of work environments
 - eg – indoor and outdoor
 - working with others or working alone
- recognise that work can occur in different environments
 - eg – identify specific work environments
 - identify work places such as retail establishments, factories, farms
 - identify training providers such as school, TAFE, private providers, community colleges
- categorise types of work
 - eg – primary, secondary, tertiary industries
 - government services
 - open employment
 - supported employment
- demonstrate understanding of a range of work arrangements
 - eg – full-time
 - part-time
 - contract
 - commission
 - volunteer
- identify issues relating to self-employment, including the establishment of a small business
 - eg – personal qualities and skills
 - ‘being one’s own boss’
- recognise that most employment is open to both women and men
 - eg – male nurses, secretaries
 - female carpenters, engineers
- investigate and identify changes in the nature of work over time
 - eg – study the history of work taking into consideration impact of technology
 - investigate changing working conditions such as flexible hours, casual work
- develop awareness of future directions for employment based on social and economic factors
 - eg – research the types of jobs advertised in newspapers and on the Internet
 - collect data on advertised positions in local and suburban newspapers
 - interview employment agency staff about potential high employment sectors

Outcome

1.4 Demonstrates knowledge and understanding of the patterns and variety of work

Content

Students:

- identify patterns and opportunities for work in the local area

- demonstrate understanding of the concept of changing employment
 - eg – request new work experience placement
 - apply for a position in a different fast food outlet
 - interview friends or relatives about their job changes

- undertake different tasks in workplace learning environments for interest and personal satisfaction
 - eg – learn landscaping skills as well as lawn care at a golf course
 - undertake work experience in a range of retail establishments

- develop a weekly timetable involving part-time, casual and volunteer work, to complete a full-time employment pattern
 - eg – add up 20 hours part-time work at a fast food outlet, literacy training one morning a week and volunteer work mowing lawns as part of a home help service for the elderly

- demonstrate understanding of the concept of promotion in employment
 - eg – request a different task at work experience placement, which requires increased responsibility, such as moving from cleaning to a cooking task at a fast food outlet
 - develop a case study investigating promotion pathways in a workplace or industry

Outcome

1.5 Demonstrates knowledge and understanding of the concepts and implications of paid and volunteer work

Content

Students:

- distinguish between paid and volunteer work and recognise that both have value
 - eg – identify the difference between paid and volunteer work
 - categorise types of paid and volunteer work people undertake in the local community
 - recognise the difference between work experience and volunteer work
 - describe and develop an appreciation of the benefits of paid and volunteer work to the individual and the community

- discuss the benefits and implications of undertaking volunteer work
 - eg – gain experience
 - learn to work as part of a team and to help others
 - identify the personal costs of volunteer work such as transport costs
 - identify the need for balance between undertaking voluntary work and seeking paid employment

- recognise that volunteer work may increase wages or access to paid employment
 - eg – identify types of volunteer work which increase employability
 - volunteer to do further training to increase skills and knowledge

- recognise that standards and codes of conduct must be acknowledged and followed while undertaking paid, unpaid or volunteer work
 - eg – investigate standards and codes of conduct for volunteers at specific workplace environments
 - maintain client confidentiality
 - follow health and safety procedures

Module 2: Planning for Participation in Workplace and Community-Based Learning

Module Description

This module provides for the development of knowledge, understanding, skills, values and attitudes which are important for effective participation in workplace and community-based learning experiences.

Outcome

2.1 Identifies personal strengths and preferences when planning for workplace and community-based learning

Content

Students:

- assess their own strengths, abilities and interests
 - eg – complete aptitude tests and questionnaires and discuss results
 - use computer-generated questionnaires to assess possible employment options

- use information on skills, abilities and interests to plan for future workplace learning experiences and employment options
 - eg – assess personal skills and abilities and list possible work placements that may be suitable
 - research employment options that may relate to interests, such as sewing and garment assembly, gardening and horticulture

Outcome

2.2 Demonstrates knowledge and understanding of the relationship between employment and employment-related training

Content

Students:

- appreciate the value of learning new skills
 - eg – to enhance or broaden employment opportunities
- identify the purposes of employment-related training
 - eg – to enhance personal and interpersonal skills
 - to gain specific employment-related skills
 - to enhance or improve employment opportunities and options
- distinguish between different types of training
 - eg – practical (on-the-job), theoretical, or a combination of both, paid and unpaid training, apprenticeships or traineeships, full-time study
 - accredited training
 - interest-based training and skill development
- set goals for future employment and develop strategies to access training to meet those goals
 - eg – attend community college hospitality course to gain skills in food preparation and undertake work experience in a motel dining room
- understand the correlation between desired employment outcomes and the specific training required
 - eg – some jobs require a specific operator's and driver's licence such as forklift driver, courier
 - the ability to drive to and from work may be required for employment in remote locations
- enquire about on-the-job training opportunities
 - eg – research apprenticeship requirements and funding which may be available
 - research options in different industries
- identify ways in which training can improve access to promotion opportunities within chosen industries
 - eg – Certificate Level II training may lead to a position of greater responsibility
- identify entry level requirements for vocational education and training pathways and relate this to the selection of a pathway of study
 - eg – School Certificate

- identify vocational education and training pathways and develop vocational pathway plans with assistance from others
 - eg – make appointment with counsellor or teacher consultant at TAFE to discuss training options
 - discuss vocational goals with parents and teachers
 - approach careers adviser for advice and support

- recognise that training can be undertaken and arranged in different ways
 - eg – an employer may pay for training courses and attendance time
 - training may be self-funded
 - training may be undertaken as part of Years 11 and 12 studies

- recognise that training may be hierarchical in nature and that prerequisites exist for some training
 - eg – identify that achievement of a Certificate Level I may be required before undertaking Certificate Level II training
 - identify that completion of Year 10 or equivalent is required to access some TAFE courses and accredited VET courses

Outcome

2.3 Demonstrates knowledge, skills and appropriate attitudes in relation to work ethics and habits

Content

Students:

- understand and fulfil requirements in relation to work ethics and habits while undertaking workplace learning
 - eg – sign name to confirm attendance
 - resume work promptly after a break
- respond to advice from employers about work ethics and habits
 - eg – read employers' work reports and develop strategies to improve areas of concern such as punctuality, appearance, attendance or ability to stay on task
- undertake sound work ethics and habits that increase employability
 - eg – ask for assistance when required rather than waiting for help
- show respect for their own possessions and the possessions of others
 - eg – ask permission to use others' equipment
- clarify procedures for reporting breaches of ethics

Outcome

2.4 Demonstrates knowledge, skills and appropriate attitudes in job-seeking and job application processes

Content

Students:

- show awareness that job seeking requires personal effort
- identify sources where jobs are advertised such as newspapers, employment agencies, the Internet
 - eg – obtain local paper and scan classifieds for part-time or casual employment opportunities each week
- identify and contact a range of people who may provide assistance in job seeking
 - eg – ask parent to assist with written applications
 - meet with employment agency staff for support in job seeking
- analyse advertisements to ascertain requirements for positions
 - eg – list the essential and desirable requirements for a job and compare their own skills in relation to the criteria
- complete job application forms from a variety of sources with accurate details
 - eg – fill in an application form for a workplace learning position
 - fill in an application form for a part-time position at a local store
- write letters of application in correct format using conventional grammar and correct spelling
 - eg – write sample letter
 - write letter applying for advertised position
- use the telephone to make enquiries about advertised positions
- canvass for potential employment vacancies
 - eg – for part-time employment
 - for post-school employment

Outcome

2.5 Demonstrates knowledge and skills in job interview processes

Content

Students:

- identify suitable dress and grooming requirements for job interviews
 - eg – choose and wear appropriate clothing for a job interview
 - demonstrate appropriate grooming for a job interview

- rehearse interview processes using appropriate language, deportment, body language and gestures
 - eg – role-play practice interview
 - view video of practice interview and review and discuss

Outcome

2.6 Establishes personal links with appropriate personnel and agencies before leaving school to ensure effective support

Content

Students:

- seek assistance to identify and contact key people in the community who will provide support in finding a job and choosing appropriate training courses
- contact training providers such as TAFE to discuss suitable courses and learning support issues
- visit and register with government and non-government agencies that offer support to school leavers
 - eg – job agencies
 - Centrelink
- contact other departments or agencies to identify options for further community-based support

Module 3: Developing a Portfolio in Preparation for Employment

Module Description

This module is driven by the individual needs of each student. The development of a personal portfolio will assist students to identify and clarify issues, choices and options relating to employment.

Outcome

3.1 Identifies personal strengths and areas where further development is needed and uses information to maximise options for employment

Content

Students:

- list strengths, abilities and interests based on discussion with significant people
eg – teachers, friends, parents, youth group leaders, sports coaches, work experience employers
- identify personal skills which will increase employability
eg – effective listening, team player, supporting others
- evaluate interests and hobbies to identify skills which would transfer to the workplace
eg – ability to follow plans and instructions to complete a project
- evaluate self-care skills and needs which might influence choice of work options
eg – access to wheelchair, toilet, assistance required with transfers, level of hygiene for industries such as hospitality and human services
- identify requirements needed for specific employment situations and evaluate personal abilities to meet these
eg – ability to lift items for storeperson
– ability to calculate change for cashier
- identify potential barriers to employment
eg – capacity to meet prior learning requirements
– capacity to travel by public transport
- develop an action plan to overcome difficulties
eg – examine factors which may reduce employability for specific jobs; list steps to overcome these

Outcome

3.2 Determines personal preferences and choices for experience in specific workplace learning environments

Content

Students:

- investigate industry areas of interest

- visit local industrial areas, shopping complexes or business parks in order to develop preferences and make choices regarding suitable work experience and training

- interview relatives and friends

- discuss employment options with family, friends and others
eg – find out what types of employment friends' parents have and ask them what is involved and what training is required

- investigate preferences and choices for work experience and workplace learning following discussion with family and friends

- investigate the availability of preferred options for workplace learning experiences that suit skills, interests and abilities
eg – availability of kitchen hand and store assistant work experience in the local area

Outcome

- 3.3 Understands the impact of a range of personal considerations on workplace learning choices and options

Content

Students:

- assess requirements for various workplace learning situations, taking into consideration personal needs
 - eg – access and mobility factors such as steps, ramps and toilets
 - available supports such as mentors and counsellors
 - financial commitments such as cost of courses

- recognise their strengths and areas where development is required for workplace learning
 - eg – identify self-care skills and needs such as assistance with personal hygiene
 - identify transport and travel skills and needs
 - evaluate level of knowledge and skills in relation to minimum entry requirements
 - identify specific work requirements such as use of safety equipment, literacy and numeracy skills

- seek assistance with skills that require further development as part of the individual transition planning process
 - eg – undertake travel training
 - further develop measurement skills required by a specified employment area

- identify workplace learning options that utilise strengths and minimise their need for support
 - eg – workplaces that are accessible by public transport if student does not drive
 - positions involving customer contact for students who have good personal presentation and communication skills

Outcome

3.4 Demonstrates skills in determining the entry level requirements in prior knowledge, training and/or experience for specific workplace learning environments

Content

Students:

- identify prior knowledge and prerequisite skills required to undertake workplace learning
 - eg – demonstrate awareness of occupational health and safety practices
 - demonstrate fine motor skills required for kitchen hand position

- keep records to demonstrate prior learning that may be used towards a recognised credential
 - eg – completion of a module in workplace communications which may be recognised by TAFE
 - completion of a First Aid certificate

- assess literacy, numeracy and access skills necessary for some workplace learning situations
 - eg – ability to read data to copy to computer application
 - ability to calculate change

Outcome

3.5 Demonstrates knowledge, understanding and skills in planning a personalised 'career path'

Content

Students:

- gather relevant information in preparation for individual transition planning, highlighting skills, abilities, interests and preferences
 - eg – work reports
 - personal references from community members
 - examples of hobbies or interests
- seek further assistance to clarify suitable employment options
 - eg – arrange interview with careers advisers
 - assessments by occupational psychologists
 - registration interview with supported employment agency
- develop long- and short-term goals and actions to achieve these as part of a collaborative planning process
 - eg – as part of individual transition-planning discuss and document ways and means of achieving employment goals
- keep journal of daily tasks, impressions and skills learned while on work experience in order to determine strengths and preferences
 - eg – note preferences for particular activities and experiences
 - list skills mastered in each work experience or work placement situation
- create a personal portfolio from documentation and information on skills, abilities and interests, using technology
 - eg – save data on skills, abilities and interests using computer word processor to retrieve for job applications
 - photocopy references and reports to include with job applications

Module 4: Introduction to the Workplace or Community-Based Learning Environment

Module Description

This module provides opportunities for students to clarify their expectations of workplace and community-based environments on the basis of actual experiences.

Outcome

4.1 Identifies and understands similarities and differences between school environments and workplace learning or community-based learning environments

Content

Students:

- describe the similarities between school environments and workplace learning or community-based learning environments
 - eg – regular or daily activity
 - days of involvement such as week days
 - supervision
 - rules and expectations for participation and safety
 - rules and expectations for behaviour and interpersonal skills

- outline the differences between school environments and workplace learning or community-based learning environments
 - eg – hours for work may vary and may include evening and shift work
 - days for work may vary and may include weekends and public holidays
 - level of supervision may vary and a greater degree of ‘self starting’ may be required
 - transport to and from work may need to be paid for
 - payment and allowances for work may be available
 - there may be greater use of machinery or technology in work situations

Outcome

4.2 Responds appropriately during initial visits to workplace learning environments or community-based learning environments

Content

Students:

- gather appropriate background material for specific workplace learning situations
 - eg – address of workplace

- prepare appropriately for initial meeting
 - eg – choose appropriate clothing
 - undertake appropriate grooming

- identify and use transport arrangements
 - eg – select bus timetable, identify appropriate bus and time

- greet managers or supervisors in a courteous manner

- greet other workers and staff in a courteous manner

- listen to directions and explanations from supervisor and fellow employees

- ask appropriate questions
 - eg – ‘what are my work hours?’
 - ‘what should I wear?’
 - ‘what is this machine for?’

Outcome

4.3 Demonstrates knowledge and understanding of the daily organisational features of workplace learning environments

Content

Students:

- identify different starting and finishing times for a range of jobs and describe the reasons for variation
 - eg – why some taxi drivers begin work at 4.00 am
- identify and describe differences in organisational features of a range of work situations, and the reasons for them
 - eg – shift work
 - split shifts
 - weekend work
- identify and describe the way work is organised in specific workplaces
 - eg – assembly work undertaken in one area
 - production work undertaken in a specific area
 - small businesses
 - larger businesses
 - level of technology and automation
- identify and describe when and how breaks are taken in work situations
- identify and describe supervisory arrangements of a specific work situation

Module 5: Dealing with Workplace and Community-Based Learning Environment Issues

Module Description

This module provides students with a broad range of information, skills and experience in important aspects of the post-school environments they will encounter. The module focuses on skills in communication, awareness of rights and responsibilities and safe and successful working practices.

Outcome

5.1 Demonstrates an understanding of the general occupational health and safety issues in workplace learning and community-based learning environments

Content

Students:

- recognise and interpret occupational health and safety information in a range of workplace learning or community-based learning environments
 - eg – identify, locate and read manual to operate lathe in workshop
 - identify instructions on machines such as a lawn edger, mower, hand and power tools
 - identify and read safety signs
- demonstrate safe personal practices in community-based learning situations
 - eg – avoid walking on liquid spills on a hard floor
 - carefully dispose of broken glass found in a park
- discuss the responsibilities of property owners, business and government agencies in complying with occupational health and safety requirements in settings accessed by the public
- discuss the responsibility of employers, employees and students involved in workplace learning or community-based learning in complying with occupational health and safety requirements
- identify and describe specific occupational health and safety issues
 - eg – requirements ensuring safe movement in and around specific work areas, such as height, slippery surfaces, operational machinery
 - restricted access such as loading areas, hazardous materials storage areas
 - requirements for safe clothing, headwear, eyewear and footwear
 - requirements ensuring safe lifting and moving
 - requirements ensuring safe use of machinery such as use of guards, gloves, eye wear, footwear
 - requirements ensuring safe use of chemicals and materials and other hazardous substances
 - requirements for identifying, reporting and managing hazards in the workplace

- requirements for reporting accidents, spills or injuries
 - evacuation procedures, fire drill procedures
 - first aid procedures
 - dealing with hazards and spills
- demonstrate safe work practices in workplace learning situations
 - eg – use goggles when welding
 - wear safety footwear when lawn mowing
 - clean up spills immediately
 - handle equipment with care

Outcome

5.2 Adapts successfully to features of workplace learning environments

Content

Students:

- identify and describe the physical features of a range of workplace learning environments
 - eg – impact of large machinery in a factory
- recognise that features such as noise, space and change in the workplace may have implications for individual workers
 - eg – noise of phones, printers and faxes
 - working in isolation
- demonstrate skills in dealing with issues such as noise, space and change by observing others and using appropriate strategies
 - eg – keep workspace uncluttered
 - remain on task in a busy work environment
- demonstrate skills in adapting to a range of workplace learning situations
 - eg – work inside or outside
 - work alone or with others
 - move around or stay in one place

Outcome

5.3 Understands and uses appropriate communication processes in workplace learning environments

Content

Students:

- identify and describe the hierarchy which influences communication in specific workplace learning environments
eg – discuss organisation charts
- identify from an organisation chart the person responsible for direct supervision in a particular workplace learning situation
- identify issues which should be taken up with a supervisor
eg – occupational health and safety issues
– task-related issues
– personal issues relating to the workplace such as use of telephone for private calls
– interpersonal issues which relate to the workplace such as disagreements with co-workers
- describe how, when and where issues should be raised with supervisor or line manager
eg – ask supervisor or line manager for an interview to discuss an issue rather than interrupting in the middle of a work task
- demonstrate knowledge and skills in communicating with supervisor or line manager on the following issues:
eg – explaining need for time off due to illness
– reporting a potential hazard in the workplace
– discussing the issue of keeping up with the amount of work
– discussing the issue of interpersonal relationships with other workers
- demonstrate skills in communicating with others as part of a team
eg – listen to team members put forward a point of view
– express points of view to other team members
– make suggestions as part of a team to improve working situation
– address a problem to achieve a team goal

Outcome

5.4 Demonstrates knowledge, skills and appropriate attitudes relating to interpersonal and social issues in workplace learning or community-based learning situations

Content

Students:

- describe or role-play appropriate interpersonal behaviour in workplace learning or community-based learning situations
 - eg – respect others' belongings and personal space
 - greet others appropriately
 - accept praise from others
 - accept criticism from others
 - deal with frustration relating to personal or work issues appropriately
 - deal with conflict with other workers, trainees, managers or employers

- successfully manage interpersonal relationships in workplace learning or community-based learning situations
 - eg – with supervisors, managers, co-workers of the same and opposite sex

- successfully manage social interactions in workplace learning or community-based learning situations
 - eg – contribute to teamwork, co-operation and flexibility
 - interact with co-workers during breaks

Outcome

5.5 Demonstrates knowledge and understanding and appropriate attitudes of entitlements to fair and equal treatment in workplace learning or community-based learning situations

Content

Students:

- identify and describe legislative protection from harassment and vilification and discrimination on the basis of race, gender, religion, age or disability
eg – Anti-Discrimination Act, Human Rights and Equal Opportunity Commission
- identify and describe support available for people with disabilities in workplace learning or community-based learning situations
eg – modified work space or equipment
- identify and describe legislative and related information on industrial agreements, awards, enterprise bargaining
eg – information from trade unions, Department of Industrial Relations
- identify and describe legislative and related requirements for occupational health and safety
eg – describe an occupational health and safety workplace committee and its roles and responsibilities
- identify and describe legislative and other issues relating to workers' compensation
eg – employer requirement to have adequate insurance cover
– service provided by WorkCover
- identify and describe legislation, organisations and interest groups involved in the negotiation and variation of working conditions and wages
eg – role of unions, enterprise bargaining, the Industrial Commission
- value and respect fair and equal treatment of all people in the workplace and community
eg – show sensitivity to others in the workplace and community
– respect individual and cultural differences
– empathise for an individual given a scenario reflecting unfair treatment

Outcome

5.6 Demonstrates knowledge and understanding of personal roles, rights and responsibilities as an employee

Content

Students:

- understand the expectations employers and other workers will have of them as employees or workplace learning students
 - eg – behaviour
 - completing work tasks
 - personal presentation
- demonstrate knowledge and understanding of general rights of employees in relation to awards, conditions and fair treatment at work
 - eg – unfair dismissal laws, breaks for meals, overtime
 - fair payment for work undertaken
- demonstrate knowledge and understanding of specific rights of employees in particular situations or circumstances
 - eg – payment for extra hours worked
 - travel allowance
- demonstrate knowledge of general responsibilities of employees
 - eg – appropriate interpersonal behaviour
 - consideration for others
 - completing work tasks as directed by employer or supervisor
- demonstrate knowledge and understanding of specific responsibilities which may apply to employees in particular situations or circumstances
 - eg – confidentiality
 - maintenance of equipment

Outcome

5.7 Demonstrates knowledge and understanding of personal roles, rights and responsibilities of employers and other employees

Content

Students:

- demonstrate knowledge and understanding of role of an employer
eg – identify responsibilities of an employer in a specific workplace such as supervision of staff and customer relations
- demonstrate knowledge and understanding of roles of other employees in the workplace
eg – individual and team tasks
- demonstrate appropriate and realistic expectations of employers
- demonstrate appropriate and realistic expectations of other employees
- demonstrate knowledge and understanding of general rights of employers in relation to awards, conditions, fair treatment
- demonstrate knowledge and understanding of general rights of other employees in relation to awards, conditions, fair treatment
- investigate specific roles, rights and responsibilities which apply to employers in particular situations or circumstances
- investigate specific roles, rights and responsibilities which apply to other employees in particular situations or circumstances
- demonstrate knowledge of general responsibilities of all employers
eg – behaviour, consideration for others, safety
- gather information about specific responsibilities which may apply to an employer in a particular situation or circumstance
- demonstrate knowledge of general responsibilities of other employees
eg – behaviour, consideration for others, safety
- gather information about specific responsibilities which may apply to other employees in particular situations or circumstances
eg – cleaning up spills in a kitchen promptly
– storing sharp implements immediately after use

Outcome

5.8 Recognises personal responsibility for the quality and quantity of work produced

Content

Students:

- identify and describe expectations of work quality in specific workplace learning situations
 - eg – a kitchen hand must demonstrate hygienic practices in food preparation
- identify and describe expectations of quantity of work in specific workplace learning situations
 - eg – fill a designated number of orders each day
 - meet a quota for packing goods in supported situation
- demonstrate knowledge and understanding of appropriate action required if expectations regarding quality of work cannot be met
 - eg – inform supervisor if machinery, equipment or materials are faulty
- demonstrate knowledge and understanding of appropriate action required if expectations regarding quantity of work cannot be met
 - eg – inform supervisor if problems develop with speed of work

Outcome

5.9 Demonstrates knowledge and understanding of issues relating to wages and conditions in the workplace

Content

Students:

- gather information about wages which apply to jobs in a particular workplace
 - eg – obtain a wage scale
 - contact Department of Industrial Relations Award Enquiries Centre
- identify and describe commencement wages for a particular position
 - eg – find base salary for an apprentice carpenter
- identify and describe wage increments and the factors influencing them
 - eg – experience and qualifications, length of service
- identify and describe conditions relating to various jobs within a designated work
 - eg – shift work for hospital staff
 - overtime for process workers
- describe when and where conditions may be varied
 - eg – overtime to meet special orders
 - shift changes for special occasions such as Olympics

Outcome

5.10 Demonstrates knowledge and understanding of factors relating to job retention and career advancement, including efficient and effective work ethics and practices and upgrading of appropriate skills and knowledge

Content

Students:

- identify and describe general factors influencing job retention
 - eg – adherence to work ethics
 - punctuality
 - reliability
 - honesty
 - diligent work
 - appropriate personal and interpersonal skills

- identify and describe factors influencing career advancement
 - eg – maintaining skill level
 - upgrading skills in new areas
 - loyalty, efficiency and reliability as a worker

- discuss processes for upgrading of appropriate skills and knowledge in workplace situations
 - eg – undertake a TAFE course to acquire additional skills
 - attend training sessions at work
 - learn new skills from a co-worker or supervisor

- apply efficient and effective work ethics and practices in real workplace situations
 - eg – during work experience evaluate own efficiency and effectiveness
 - undertake volunteer work to demonstrate abilities in work environment
 - use alarm clock to ensure timely arrival at work

Module 6: Participating in Workplace Learning and Community-Based Learning Experiences

Module Description

This module will provide the opportunity for students to further develop skills through graduated experiences and participation in workplace and community-based learning environments that have been determined as a consequence of the individual transition-planning process.

Outcome

6.1 Engages in community-based learning experiences

Content

Students:

- participate in a variety of community settings in order to transfer and generalise skills to a range of environments
 - eg – communicate with people in new situations
 - eat meals in a variety of situations in the community such as cafes or restaurants in a shopping centre
 - eat meals using disposable utensils and tableware in a variety of settings
 - follow directions or instructions given by unfamiliar people such as joining a queue for service at a supermarket
 - follow written signs and symbols indicating safe practices at a community swimming pool
 - communicate with unfamiliar people to indicate preferences or choices for meals or when purchasing items in new settings

- demonstrate mobility skills in accessing community locations
 - eg – demonstrate problem-solving skills when encountering an obstacle to safe wheelchair access
 - access a shopping centre using a wheelchair or other mobility aid
 - safely use a variety of regular and special transport services

Outcome

6.2 Engages in within-school workplace learning experiences

Content

Students:

- demonstrate generic work and social skills in within-school work experience
 - eg – stay on task and attend to own work
 - ask for assistance when necessary

- work safely, showing awareness of occupational health and safety considerations
 - eg – turn off power point before removing appliance plug
 - wash hands thoroughly before handling food
 - pick up materials that have been accidentally dropped on the floor
 - use tongs to handle food

- show respect for fair and equal treatment of others in the workplace
 - eg – respect individual and cultural differences

- develop work skills when participating in school-based enterprise projects
 - eg – processing a product for a local employer
 - developing, producing and selling a product or service to the school or local community

- develop work skills when participating in specific within-school work experience positions
 - eg – in the library
 - in the canteen
 - with maintenance staff
 - in the office

Outcome

6.3 Engages in workplace learning experiences in the community

Content

Students:

- demonstrate generic work and social skills in workplace learning experiences in the community
 - eg – ring employer and school if sick or late
 - work well with co-workers
 - work without taking unnecessary breaks

- conduct themselves appropriately in workplace learning experiences in the community showing awareness of occupational health and safety, anti-discrimination and equal employment opportunity considerations
 - eg – recognise that harassment is not acceptable in any work setting
 - realise that dangerous goods and equipment should be stored safely in the workplace
 - take personal responsibility for working safely
 - know principles for checking and assessing potential dangers in the workplace
 - know and practise strategies for dealing with workplace harassment

- show respect for fair and equal treatment of others in the workplace
 - eg – respect individual and cultural differences

- develop work skills when participating individually or in small groups with direct supervision in workplace learning experiences in the community
 - eg – clear and clean tables in a cafe or restaurant
 - dust and present shelves in a supermarket
 - assist in maintaining a park area
 - assist in keeping a sports facility clean

- develop work skills when participating independently with some supervision in workplace learning experiences in the community
 - eg – undertake filing and mail tasks in an office
 - detail cars in the pre-delivery section of a new car sales department
 - undertake food preparation tasks in a club kitchen

Note: Refer to page 12 for advice in relation to occupational health and safety and procedures for implementing work experience programs.

10 Post-school Opportunities

The study of Stage 6 Work and the Community Life Skills assists students to prepare for employment, further education and training and full and active participation in community life. In particular, there are opportunities for students to gain recognition in vocational educational and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

RTOs, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students. Information in relation to life skills courses can be found on the TAFE NSW website (www.tafensw.edu.au).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement so that the degree of recognition available can be determined.

11 Assessment and Reporting

11.1 Assessment

Assessing student achievement is the process of collecting information on student performance in relation to the knowledge and skills objectives of the course and the related outcomes.

Within the Stage 6 Work and the Community Life Skills course, the individual transition-planning process will determine the educational priorities for each student, from which modules and outcomes are studied and content covered. The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide examples of assessable activities on which teacher judgement will be based.

Assessment should take account of the individual ways that students demonstrate achievement of syllabus objectives and outcomes based on the content covered in the course. To cater for such individuality, a range of assessment materials should be used, appropriate for the outcomes to be measured, and relevant to students' capabilities. Such assessment instruments may include:

- observation of participation
- observation of performance of practical activities
- work experience reports
- oral reports and presentations
- group work
- journal writing
- written tasks.

Evidence of achievement of module outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points.

Students may demonstrate achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of adult environments.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the task. Examples of support may include:

- the provision of extended amounts of time
- physical and/or verbal assistance from others
- the provision of technological aids
- adjustments to the environment based on the specific needs of individual students.

Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support, and to list the most relevant examples of syllabus content that demonstrate achievement towards particular outcomes.

11.2 Reporting using the Profile of Student Achievement

The Board of Studies will provide schools with a Profile of Student Achievement booklet for each student. The Profile of Student Achievement lists the outcomes for each Life Skills course. Schools will use the Profile to report on student performance for each of the syllabus outcomes that the student has been working towards. As the student demonstrates that they have achieved a learning outcome, the relevant section of the Profile of Student Achievement will be signed off and dated by the relevant school teacher.

Using the Profile of Student Achievement, students' achievement of the designated outcomes, independently or with support, will be reported. Where a student is still working towards independent achievement of particular outcomes, teachers will indicate on the Profile of Student Achievement the level of the student's achievement with support, using a practical example.

Before the student leaves school, the Profile of Student Achievement is verified by the school principal as a true and accurate record of all learning outcomes demonstrated by the student. The Profile of Student Achievement is a permanent record of all outcomes attained by the student.

In addition, students who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur and a Record of Achievement.

12 Glossary

Augmentative Communication	<p>Any method of communication other than speech that is used either:</p> <ul style="list-style-type: none">– with speech where speech is difficult to understand– to facilitate increased use of speech– instead of speech, where speech will not develop. Communication modes such as signing or using communication aids ‘augment’ informal communication behaviours such as natural gestures, facial expression and body language.
Board Developed Courses	<p>Refer to Section 10 of the Board of Studies <i>Assessment, Certification and Examination Manual</i>.</p>
Board Endorsed Courses (including Content Endorsed Courses)	<p>Refer to Section 10 of the Board of Studies <i>Assessment, Certification and Examination Manual</i>.</p>
Collaborative planning	<p>Involves a team of people who have significant knowledge and understanding of the student, or the capacity to assist in the decision-making process. These people may include:</p> <ul style="list-style-type: none">• the student• parents/caregivers• teachers and other school personnel• transition personnel• Department of Community Services personnel• an advocate• others as appropriate.
Communication aid	<p>Usually non-electronic and accessed directly by touch or indirectly by eye-gaze. May include picture boards, communication books, object boards, etc.</p>
Communication device	<p>Any augmentative/alternative communication equipment. May be electronic with text or voice output options (VOCA) and accessed directly or indirectly by use of a switch.</p>
CPR	<p>Cardiopulmonary Resuscitation (CPR) is the method of performing EAR and ECC in tandem. This can be performed by one or two operators.</p>
EAR	<p>The term Expired Air Resuscitation (EAR) is used to describe the mouth-to-mouth, mouth-to-nose and mouth-to-mask methods of artificial ventilation of the lungs in addition to the mouth-to-mouth-and-nose method used on infants.</p>

ECC	External cardiac compression.
Individual transition-planning process	This is a mechanism that assists the school, student, parents/caregivers and other relevant personnel to select and work towards goals that will maximise the student's independence and quality of life. The transition-planning process focuses particularly on enabling the most appropriate educational program to be planned, with a view to preparing a student for post-school life.
Modules	Areas of study within each course that relate to particular content.
No-Go-Tell	A series of safety steps or strategies that can be used in unsafe or threatening situations. It involves the skills required to say no in threatening situations, to get away from the unsafe situation and to seek help, advice and support.
Personal communication/strategies system	Individually customised system of communication using augmentative strategies and supports. These are determined by assessment of physical and/or expressive/receptive need of the individual and may include one or a combination of the following supports: real objects, remnants, photographs, line drawings, signing and electronic voice output communication devices (VOCAs).
Personal health care procedures	Include feeding, toileting and suctioning of fluids.
Post-school environments	Within the context of transition-planning, students will be prepared for participation in a range of post-school environments including: <ul style="list-style-type: none">• employment• further education, training and other programs• community living.
Professional health care support	Includes nurses, medical practitioners and therapists.
Protective behaviours	Actions (personal safety skills) taken by both children and adults to help keep themselves safe and work towards reducing violence in the community. They help everyone to stay safe from the risks that surround us in our everyday life.
Subject	A subject is a name given to a defined area of knowledge. Several courses may be offered in a subject.

Syllabus	A document that describes a course/s of study for a subject. A syllabus includes statements of purpose, objectives, outcomes, content and indicative time.
Syllabus package	This includes a syllabus document with additional information on assessment and support material.
VET (Vocational Education and Training)	VET is industry-specific training that may lead to the award of a VET credential under the Australian Qualifications Framework.