

Standard Level Course Manual

2014

ACER Senior Years
Learning Framework

Australian Council for Educational Research



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The following units of competency are from the BSB07 Business Services Training Package administered by the Commonwealth of Australia.

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BSBCMM201A Communicate in the workplace

BSBITU102A Develop keyboard skills

BSBLED101A Plan skills development

The following units of competency are from the HLT07 Health Training Package administered by the Commonwealth of Australia.

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HLTFA201B Provide basic emergency life support

The following units of competency are from the ICA05 Information and Communications Training Package administered by the Commonwealth of Australia

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ICAU1128B Operate a personal computer

ICAU1129B Operate a word processing application

ICAU1130B Operate a spreadsheet application

ICAU1133B Send and retrieve information using web browsers and email

The following unit of competency is from the PUA00 Public Safety Training Package administered by the Commonwealth of Australia.

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PUATEA001B Work in a team

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SECTION 1 THE SENIOR YEARS LEARNING FRAMEWORK PROGRAM

Introduction

The Senior Years Learning Framework (SYLF) is a national program for the final years of secondary school. The program has been designed to provide learning experiences that integrate personal development and academic skills with an extended practical work experience placement in order to develop those attributes necessary for effective workforce participation.

A distinctive feature of the SYLF is the Vocational-Academic-Personal framework upon which it is built. Within this framework, the program is designed to accommodate a range of courses at two levels - either **Standard Level** or **Advanced Level**. The SYLF certificate of completion is awarded on completion of the requirements for the Standard or Advanced course within the context of an extended work placement and a specifically focussed personal development activity.

Standard Level includes an accredited VET Certificate II that incorporates general subjects as well as a nominated vocational option.

Advanced Level can include courses such as *VCAL, VCE, WACE, IB DP that are undertaken within the unique structure of the SYLF.

The SYLF is designed to be offered in 'Participating SYLF Organisations' including schools and TAFE Colleges throughout Australia. The Australian Council for Educational Research (ACER) is the national body that offers and manages the program.

Important features of the SYLF program are that it is:

National

The SYLF is available throughout Australia. Unlike most senior certificates, this program is not developed or provided within a single state or territory.

Broad

The SYLF Certificate requires study to be integrated across three broad areas of learning: 'Vocational', 'Academic' and 'Personal'. In this sense it is different from most other senior secondary qualifications. The 'Vocational' approach of the program involves a strong emphasis on industry learning in preparation for work. The industry training component and its focus on the development of general skills required for work is central to the SYLF. But the program also requires study and evidence in relation to the 'Academic' and 'Personal' domains. The 'Academic' focus in the SYLF, Standard Level, is on literacy, numeracy and ICT Literacy. The 'Academic' focus in the SYLF, Advanced Level, is on the study of senior secondary subjects (e.g. VCE, WACE, IB DP, etc.)

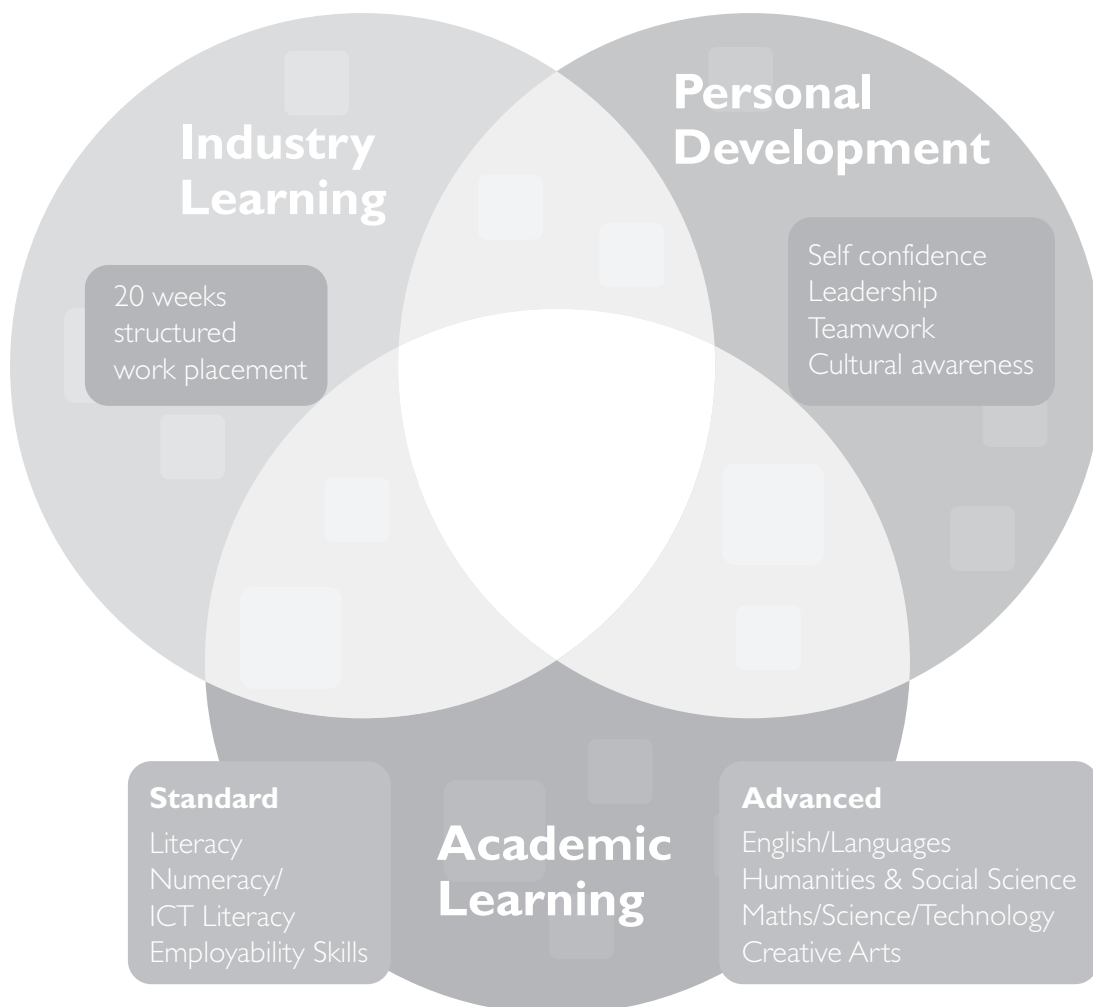
*VCAL *Advanced level*

Flexible

A distinctive feature of the SYLF is the Vocational-Academic-Personal framework on which it is built. Within this framework, the program accommodates courses developed for other certificates. It is possible for a student to receive the SYLF, in addition to other certificates if they meet the requirements for those certificates (e.g. VCAL, VCE, WACE, IBDP).

The structure of the Senior Years Learning Framework

The SYLF can be undertaken at Standard Level or Advanced Level. For both programs, students are required to complete six Units of Learning, each taken over a minimum of two years (see diagram below). Students who intend to go on to university will also take uniTEST, an aptitude test developed for the purpose of university entrance. The two different course streams have three broad areas of learning in common: 'Industry Learning', 'Personal Development' and 'Academic Learning'.



The minimum requirements to complete the SYLF are listed below.

Senior Years Learning Framework, Standard Level

To qualify for the SYLF, Standard Level it is necessary to:

- complete 20 weeks of **Industry Learning**,
- complete 150 hours of community service or provide evidence of **Personal Development** through completion of a project involving cultural awareness
- complete all of the subjects in the Certificate II in Work Preparation.

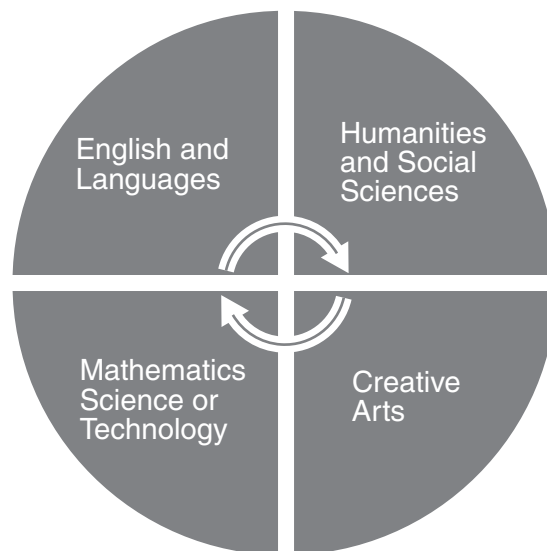
These are minimum requirements that will take place over a two year period.

Senior Years Learning Framework, Advanced Level

To qualify for the SYLF, Advanced Level, a student must:

- Complete a minimum of six academic subjects in total.

Academic subjects must include English (compulsory) and five other academic subjects from at least three of the following groupings.



In addition to these academic subjects it is necessary to:

- complete 20 weeks of **Industry Learning**; and
- complete 150 hours of community service; or
- provide evidence of **Personal Development** through completion of a project involving cultural awareness
- complete *uniTEST**.

*Students' who complete a mix of subjects from more than one course and do not have a current Enter score, could take *uniTEST* as evidence of their skills to study at university.

SECTION 2 STANDARD LEVEL COURSE OVERVIEW

Standard Level Course

The academic learning component in the Standard Level course is incorporated in a pre-vocational VET Certificate that provides preparation for employment in a range of industries and/or further study. The course is nationally accredited as a Certificate II in Work Preparation and focuses on the development of employability skills, literacy, numeracy and ICT literacy skills. The SYLF has been structured in a flexible fashion so that it can be adapted to local/regional requirements and opportunities.

The course is designed to provide entry-level employment skills, which are enhanced by learning experiences in workplaces and other community settings. It is intended that the experiences provided by this course will facilitate pathways to further education, training and work.

Who should study the Standard Level course?

This course is designed for students who are interested in moving directly into employment or in undertaking further vocational education studies after completing Year 12. It is also suitable for early school leavers and adults who have no formal qualifications or work experience. The course provides basic skills in an industry area in conjunction with generic work preparation skills gained from an extended industry placement. Literacy and numeracy skill development is included within the course.

The course enables students to access an extended period of industry experience in one or more specific areas with a view to establishing a career or undertaking further study in their preferred area.

The vocational outcomes of the course are the:

- development of social and personal skills relevant to participation in the workforce
- development of entry level employment skills
- development of skills related to further study.

The course involves a nominal 2000 hours of study; that is 400 hours for each of the six areas or its equivalent:

Industry Learning
Personal Development
Employability Skills
Literacy
Numeracy and
ICT Literacy

Industry Learning

'Industry Learning' is a structured work placement, part time apprenticeship, traineeship or part time job.

The aims of Industry Learning are to:

- develop students' understanding of workplace values and practices to facilitate school to work transition;
- develop students' industry specific knowledge and skills in context;
- provide opportunities for students to apply knowledge and skills that they have learned (e.g. adaptability, teamwork, reliability, time management) in the workplace; and investigate career possibilities.

Personal Development

'Personal Development' is participation in a community based project, voluntary work or a negotiated structured activity such as taking care of a family member or supporting a refugee family.

The aims of Personal Development are to develop students':

- leadership skills
- self confidence through undertaking new challenges;
- teamwork skills; and
- sense of social/cultural awareness.

Literacy

'Literacy' is the everyday adult reading, writing and speaking skills that allow students to participate productively and adaptively in their life beyond school education. Literacy can include relevant subjects from State and Territory senior secondary Certificates or other accredited studies such as from the Certificate of General Education for Adults.

The aims of Literacy are to develop students' reading, writing and speaking skills and understanding in a range of contexts including:

- workplace settings;
- education and training contexts;
- civic life; and
- personal and social life.

Numeracy and ICT Literacy

'Numeracy' is the everyday adult number, measurement, space chance and data knowledge and skills that allow students to participate productively and adaptively in their life beyond school education.

'ICT Literacy' is the everyday adult use of computers and the internet to access, manage, integrate and evaluate information, develop new understandings, and communicate with others in order to participate effectively in society.

Numeracy and ICT Literacy can include relevant subjects from State and Territory senior secondary Certificates or other accredited studies such as from the *Certificate of General Education for Adults*.

The aims of Numeracy and ICT Literacy are to develop students' numeracy and ICT skills and understanding in a range of contexts including:

- workplace settings;
- education and training contexts;
- civic life; and
- personal and social life.

Employability Skills

'Employability Skills' are industry specific and general work related skills developed through the completion of units selected from registered national or State / Territory Vocational Education and Training packages.

The aims of Employability Skills are to develop students' skills and understanding in:

- communication;
- teamwork;
- problem solving;
- enterprise and initiative;
- planning and organising;
- self management;
- learning; and
- technology.

uniTEST

Completion of the Certificate II in Work Preparation allows a student to be eligible for further study at Certificate III or Certificate level. In certain cases students' may be eligible for university entry via *uniTEST* which is an ACER aptitude test.

Mature age students who complete the SYLF, Standard Level, may be considered for university entrance on completion of the Special Tertiary Admission Test, *STAT*.

These tests assess the generic reasoning and thinking skills that underpin studies at higher education.

SECTION 3 ENTRY REQUIREMENTS

What value is the Senior Years Learning Framework, Standard Level?

The SYLF, Standard Level informs people, including employers and educational institutions, that a student:

- has everyday adult reading, writing and speaking skills
- has everyday adult mathematics skills
- can make everyday adult use of computers and the internet
- has completed a full program as part of senior secondary education and
- has undertaken workplace training.

To be eligible to receive the *Certificate II in Work Preparation* qualification, students' must successfully complete all core units, plus a selection of specific vocational units.

These subjects are designed to be completed over a two year period however some students' may take longer to complete the course.

Students need to have completed Year 10 or the equivalent to enrol in the SYLF Standard Level. There are no other entry requirements.

The SYLF Standard Level can be studied by adults and completed in one year full time if they are assessed and are successful in being granted for Recognition of Prior Learning (RPL)/ and Recognition of Current Competency (RCC).

What is involved in recognition of prior learning (RPL)/ or recognition of current competency (RCC) assessment?

Recognition of Prior Learning (RPL)/ Recognition of Current Competency (RCC) involves the assessment of the skills and knowledge that a person has gained through previous training or work experience.

RPL/ RCC processes are designed to recognise relevant prior learning as it directly applies to the requirements of the specific qualification. This process allows for recognition of learning achieved outside the formal system, as part of life experience or knowledge not gained through training.

A Recognition of Current Competency (RCC) assessment is a pathway to achieving an award whereby an individual has the requisite skills and knowledge to be able to satisfy the requirements of assessment without undergoing training to close a skill or knowledge gap.

How long does the Senior Years Learning Framework take to complete?

A full-time SYLF, Standard Level course undertaken after completing Year 10 can usually be completed at the end of Year 12. The course can take longer than two years if it is studied part-time, or if an extended period is needed to meet the required standard for any particular subject.

What if a student does not meet all the course requirements?

A student who does not meet all the requirements is issued an Award showing each subject that has been completed, the standard achieved and information about the student's industry training is provided, if the training was completed.

What do students receive if they successfully meet the standards?

The front page of the SYLF Award will show that a student has been awarded the SYLF at Standard Level or the SYLF at Advanced Level.

The Award will also include:

- the student's **Academic** qualification, the Certificate II in Work Preparation and
- the standard at which the student achieved each subject; and
- information about the student's **Industry Learning**
- information about the student's **Personal Development** activity .

For example a student could undertake work as a volunteer in a not for profit organisation. The practical aspects of this activity would be supported by a written exercise initially involving background research into the organisation and its work, followed by personal reflections when the activity is completed.

SECTION 4 COURSE DETAILS

Academic learning

To be eligible to receive the Certificate II in Work Preparation qualification, participants must successfully complete all core units as specified in the tables below, plus a range of elective units.

Employability Skills

Unit of competency code	Unit of competency title
BSBCMM201A	Communicate in the workplace
TLIPC107A	Demonstrate care and apply safe practices at work
VPAU103	Develop study skills
VU20007	Prepare for employment
VU0008	Participate in job seeking activities
BSBLED101A	Plan skills development
PUATEA001B	Work in a team
SITXCOM002A	Work in a socially diverse environment

Literacy

Unit of competency code	Unit of competency title
VBQU144	Engage with texts of some complexity for personal purposes
VBQU145	Engage with texts of some complexity for learning purposes
VBQU146	Engage with texts of some complexity for employment purposes
VBQU147	Engage with texts of some complexity to participate in the community
VBQU148	Create texts of some complexity for personal purposes
VBQU149	Create texts of some complexity for learning purposes
VBQU150	Create routine workplace documents
VBQU151	Create texts of some complexity to participate in the community

Numeracy

Unit of competency code	Unit of competency title
VBQU152	Investigate and interpret measurements and related formulae for everyday purposes
VBQU153	Investigate, interpret and produce numerical and statistical information
VBQU154	Investigate and use simple mathematical formulae for everyday purposes

ICT Literacy

Unit of competency code	Unit of competency title
ICAU1128B	Operate a personal computer
BSBITU102A	Develop keyboard skills
ICAU1130B	Operate a spreadsheet application
ICAU1129B	Operate a word processing application
ICAU1133B	Send and retrieve information using web browsers and email
BSBADM101A	Use business equipment and resources

Personal Development

Unit of competency code	Unit of competency title
VU20006	Increase personal effectiveness
VU20008	Develop an action plan for career planning
HLTFA202	Provide basic emergency life support
VBQU130	Develop and document a learning plan and portfolio
SITXCOM003A	Deal with conflict situations

Industry Learning

Unit of competency code	Unit of competency title
VBQU171	Participate in a practical placement
VPAU801	Prepare for work in an Australian industry

Students' are required to choose at least 3 units from one of the elective streams below to a minimum of 150 nominal hours*

Industry learning

Choice of elective stream units

1. Units must be chosen from one of the following elective streams. Elective streams available are:
 - pastoral
 - ecotourism
 - land management and conservation
 - mining
 - community development.
2. Units selected must be mainly drawn from qualifications packaged at Certificate II level.
3. Units selected from one Training Package must not duplicate units selected from another Training Package or units included within the core.

Suitable units of competency for vocational elective areas are listed in Appendix I. These units are given as a guide only and no implication that these particular units are mandated is intended

Training providers should ensure that the unit ***TLIPC107A Demonstrate care and apply safe practices at work*** is delivered early in the program and that students are assessed as competent prior to being involved in an industry or work placement.

Students participating in Industry Learning must be exposed to periods of time in a work environment for twenty weeks over a period of two years. All relevant regulations must be observed during workplace training. It is the responsibility of the training provider to ensure that any required safety clothing and equipment is available to students, that adequate supervision is exercised and that all students are instructed in safe workplace practices.

It is recommended that RTOs implement strategies to prepare the student to participate in work experience, for example use of motivational speakers, provision of advice about workplace expectations and vocational counselling.

Work experience placements should be scheduled appropriately to allow students to complete work readiness units of competency and to commence vocational electives before starting their work placement.

It is recommended that links to the workplace be maintained throughout delivery of relevant units as well as during the practical placement. Strong community and industry connections will assist RTOs to link students into work experience and industry.

Learning in context

Units of competency may be contextualised to reflect the needs of particular occupational groups. In contextualising units of competency, elements and performance criteria must not be removed, added to or altered in any way. Contextualisation may include additions to the range statement and evidence guide, provided such changes do not diminish the breadth of the unit of competency and its portability. Contextualisation of units of competency imported from Training Packages must conform to the contextualisation rules of the relevant Training Package.

Personal Development

'Personal Development' is participation in a community based project, voluntary work or a negotiated structured activity such as taking care of a family member or supporting a refugee family.

The aims of Personal Development are the development of:

- self confidence through undertaking new challenges;
- teamwork skills; and
- a sense of social awareness.

Assessment

It is expected that students will be involved in 150 hours of Personal Development activity. Evidence of the completion of 40 hours of Personal Development activity is required. This may be completed through a written reflection or report on a project including cultural awareness or social observations.

Evidence may be drawn from a range of sources, for example:

- reflective work journals, diaries or logbooks;
- oral presentations, research assignments, job application letters, videos, photographic records, power point presentations, radio broadcasts and websites;
- written reports on industry visits or work placements;
- mock interviews/simulation exercises; and
- examinations and written tests.

Assessments may be made by teachers, supervisors, learners or peers (verified by teacher/supervisor).

For further information, refer to course unit framework in Appendix IV.

SECTION 5 COURSE DELIVERY

There are no restrictions on offering the program on either a full-time or part-time basis. The course is not considered suitable for full distance delivery.

Students participating in the Certificate II in Work Preparation will have diverse needs, and delivery strategies should be selected to reflect the needs of the participants. Some areas of content are common to more than one unit (for example interpersonal skills are presented in different units) and therefore integrated delivery is recommended.

SECTION 6 RESOURCES

Resources necessary for delivery of the core* units of competency for this course include:

- an environment conducive to learning
- access to library facilities
- computer facilities with Internet access
- normal business computer software
- arrangements for exposure to the real work environment.

It will be necessary for the RTO to provide support to students prior to and during the work experience periods, in particular through visits by trainers and assessors to the workplace.

Access to language, literacy and numeracy support is required.

Elective units of competency can be chosen from the nominated industry areas and training providers must ensure that appropriate resources for each unit of competency offered as an elective are provided, in line with the requirements outlined in the Training Package or accredited course from which the unit is imported.

Who delivers the training?

Training must be delivered by individuals who are appropriately qualified according to the requirements of the *AQTF 2007 Essential Standards for Registration*. That is, those who hold the *TAA40104 Certificate IV in Training and Assessment* or equivalent. Trainers must also have relevant vocational competencies, at least to the level being delivered, or work under the direct supervision of a person who has the specified competencies.

Trainers delivering units of competency that have been imported from Training Packages or accredited courses must meet the requirements for trainers specified in that Training Package or accredited course.

*all units other than Industry Learning

SECTION 7 ASSESSMENT

Assessment strategies are to be consistent with the conditions and methods of assessment specified in the Evidence Guide of each unit of competency.

The following assessment strategies are recommended for this course:

- observation of the candidate demonstrating practical skills in a workplace or simulated workplace situation;
- submission of authenticated third party reports from a supervisor and/or feedback from clients;
- oral/written answers to questions about specific skills and knowledge;
- preparation of written reports.

Who can assess these Units of Learning?

Assessors for the course must hold the following units of competency from TAA04 Training and Assessment Training Package:

- TAAASS401C Plan and organise assessment
- TAAASS402C Assess competence
- TAAASS404B Participate in assessment validation

Assessors must also have relevant vocational competencies, at least to the level being assessed, or their equivalent.

Assessors for units imported from Training Packages or accredited courses must meet the requirements for assessors as stipulated in the assessment guidelines of the relevant Training Package or accredited course.

Recognition of Prior Learning

Registered Training Organisations must ensure that Recognition of Prior Learning (RPL) is offered to all applicants. The assessor must ensure that RPL evidence complies with the rules of evidence, namely that it is authentic, valid, reliable, current and sufficient.

The processes used to assess RPL/RCC applications can include the following:

1. participation in exactly the same or modified versions of the assessment the student would be required to complete as part of a full course;
2. assessment based on a portfolio of evidence;
3. direct observation or demonstration of skill or competence;
4. reflective papers, journals or portfolios that relate past learning to the learning or competency outcomes of the current course or qualification;
5. provision of examples of the student's work drawn from the workplace, social,

community or other setting in which the student applies their learning, skill or competence;

6. testimonials of learning, skill or competence; and
7. combinations of any of the above.

Recognition of Current Competency

A Recognition of Current Competency (RCC) assessment is a pathway to achieving an award when the requisite skills and knowledge exist to satisfy the requirements of assessment without further training to close a skill or knowledge gap.

The assessment is based on how the individual currently applies their skills and knowledge in the workplace, not in the training room, or in a hypothetical case study.

There are two possible outcomes as a result of the RCC/ RPL assessment:

1. competent against the national standards; or
2. not yet competent, and a request for further evidence.

SECTION 8 PATHWAYS

This prevocational course is a pathway qualification that enables individuals to develop the skills required to successfully prepare for employment in a range of industries and/or further study. Post-course pathways generally include TAFE, apprenticeships, traineeships and the workplace.

The majority of units contained in the Certificate II in Work Preparation have been imported from Training Package qualifications in the areas of health, business, OHS and information technology. Students who successfully complete units of competency or modules imported from Training Packages or accredited curriculum will receive credit within those qualifications for those units/modules achieved.

The course provides basic skills in an industry area in conjunction with generic work preparation skills and an extended industry placement. Literacy and numeracy skill development is included in the course.

The vocational outcomes of the course are identified as:

- development of social and personal skills relevant to participation in the workforce;
- development of entry level employment skills; and
- development of skills related to further study.

The course enables participants to access an extended period of industry experience in one specific area with a view to establishing a career or undertaking further study in the preferred area.

Some possible areas are:

- pastoral
- tourism
- hospitality
- land management and conservation
- mining
- community development and
- childcare

Further Study

Post-course pathways will generally include TAFE and/or the workplace.

Students completing the SYLF Standard Level qualification at school and who want to be considered for university entrance would be required to complete an aptitude test to demonstrate they have the skills to be successful at university.

In certain cases, students' may be eligible for university entry via uniTEST which is an ACER aptitude test. Mature age students who complete the SYLF, Standard Level may be considered for university entrance on completion of the Special Tertiary Admission Test,

STAT. These tests assess the generic reasoning and thinking skills that underpin studies at the higher education level.

uniTEST

This test designed for school leavers, assesses the generic reasoning and thinking skills required for successful study in Higher Education. uniTEST assesses a students' capacity to reason in a range of familiar and less familiar contexts which do not require subject specific knowledge.

The test takes two and a half hours to complete and includes the following components:

Quantitative and formal reasoning

Reasoning in the domains of mathematics and science is described as quantitative and formal reasoning and includes the application of generally accessible quantitative, scientific and technological information – including numbers, tables, graphs text and diagrams.

Verbal and plausible reasoning

The kinds of reasoning typically elicited in the domains of arts, humanities and the social sciences is described as verbal and plausible reasoning. This encompasses verbal and visual comprehension, plausible reasoning, holistic judgements about meaning and social-cultural understandings (e.g. the interpretation of subjective human constructs.)

Critical reasoning

This dimension addresses general reasoning elicited in both the broad domains and is relevant to a range of courses including scientific, technical, business, humanities and social sciences.

Mature Age Students

Mature age students who have completed the SYLF, Standard Level and who later wish to be considered for university entrance will need to complete an aptitude test, the Special Tertiary Admissions Test, to demonstrate they have the skills to be successful at university.

Special Tertiary Admissions Test (STAT)

STAT is designed to assess a range of competencies considered important for success in tertiary study. The purpose of STAT is to assess an individuals' ability to understand and analyse information provided during the test, and to think critically about issues. STAT is not a test of knowledge of specific academic subjects. STAT comprises both multiple choice and written English assessments. The Written English test assesses an individuals' ability to organise and express thoughts in a logical and effective way.

Appendix I Development of skills and knowledge profile

The Certificate II in Work Preparation was designed and developed in direct response to the need to prepare young people and adults who have little formal education for work and community roles and further vocational education.

The Steering Committee identified the need for a course which:

- equips participants for learning, work and life
- is flexible enough to be appropriate to students' talents, interests and needs in classrooms, workplaces and other community settings
- facilitates pathways to further vocational education, training and work
- allows the development of local curriculum solutions to meet local student needs
- provides a framework within which diversity, innovation and local responsiveness are possible and encouraged.
- allows students to pursue a range of pathways in vocational studies in workplaces and community settings
- includes a core of fundamental knowledge, principles and skills such as – reading literacy/verbal reasoning, mathematical literacy/ quantitative reasoning, written English and ICT literacy
- develops skills that will prepare people to function as informed and engaged members of society and productive members of the workforce
- provides for direct observations and judgments of participants' performances in workplaces, educational and community settings
- provides learning experiences to meet the needs of a generation of Australians who will work across the entire employment spectrum
- develops understandings and skills necessary to function as engaged and active citizens, and with skills and experiences relevant to workplaces (e.g. the ability to work in teams, to communicate, to plan and organise activities, and to self manage)

The above elements are all met through the proposed Certificate II in Work Preparation.

1. Personal Development:
 - thinking skills such as logical and analytical reasoning, problem solving and intellectual curiosity
 - effective communication skills
 - teamwork skills
 - capacities to identify, access and manage knowledge and information
 - personal attributes such as imagination, creativity and intellectual rigour
 - values such as ethical practice, persistence, integrity and tolerance.

2. Employability Skills

- communication skills that contribute to productive and harmonious relations between employees and customers
- teamwork skills that contribute to productive working relationships and outcomes
- problem-solving skills that contribute to productive outcomes
- initiative and enterprise skills that contribute to innovative outcomes
- self-management skills that contribute to employee satisfaction and growth
- learning skills that contribute to ongoing improvement in employee and company operations and outcomes
- technology skills that contribute to effective execution of tasks.

3. Four key capabilities:

- reading literacy
- mathematical literacy
- written English
- ICT literacy.

4. A greater emphasis on Vocational Learning.

Appendix II Suggested units for vocational elective areas

Pastoral

RIIG005A	Read and interpret map
FPICOT3202A	Navigate in remote or trackless area
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC3209A	Plan and construct conventional fencing
RTE1001A	Support agricultural crop work
RTE1101A	Support extensive livestock work
RTE1102A	Support intensive livestock work
RTE1103A	Support woolshed activities
RTE1104A	Support horse work
RTE1105A	Undertake basic shearing and crutching
RTE1107A	Support organic production
RTE2002A	Assist with prescribed burning
RTE2011A	Assist agricultural crop establishment
RTE2029A	Assist agricultural crop maintenance
RTE2030A	Assist agricultural crop harvesting
RTE2104A	Carry out regular horse observation
RTE2106A	Care for and train working dogs
RTE2107A	Crutch sheep
RTE2110A	Maintain livestock water supplies
RTE2111A	Identify and mark livestock
RTE2114A	Monitor water supplies
RTE2115A	Muster and move livestock
RTE2117A	Pen sheep
RTE2118A	Handle livestock using basic techniques
RTE2121A	Provide daily care for horses
RTE2128B	Provide feed for livestock
RTE2130A	Ride and care for horses and equipment
RTE2131B	Care for health and welfare of livestock
RTE2136A	Load and unload livestock
RTE2144A	Carry out regular livestock observation
RTE2201A	Carry out basic electric fencing operations
RTE2216A	Assist in preparing for shearing and crutching
RTE2308A	Operate ride-on vehicles
RTE2503B	Observe and report on weather
RTE2804A	Provide information on products and services
RTE2901A	Observe enterprise quality assurance procedures
RTE2902B	Collect and record production data

Ecotourism

RIIG005A	Read and interpret map
FPICOT3202A	Navigate in remote or trackless area
SITTGDE001A	Work as a guide
SITTGDE002A	Provide arrival and departure assistance
SITTGDE006A	Prepare and present tour commentaries or activities
SITTGDE007A	Develop and maintain the general and regional knowledge required by guides
SITTGDE008A	Research and share general information on Australian Indigenous cultures
SITTGDE009A	Interpret aspects of local Australian Indigenous culture
SITTIND001A	Develop and update tourism industry knowledge
SITTPPD005A	Plan and develop interpretive activities
SITTTOP002A	Load touring equipment and conduct pre-departure checks
SITTTOP004A	Set up and operate a camp site
SITXENV002A	Implement and monitor environmentally sustainable work practices

Land Management and Conservation

RIIG005A	Read and interpret map
FPICOT3202A	Navigate in remote or trackless area
RTD1501A	Support natural area conservation
RTD2004A	Collect, prepare and preserve plant specimens
RTD2022A	Carry out natural area restoration works
RTD2101A	Apply animal trapping techniques
RTD2116A	Muster pest animals
RTD2126A	Recognise animals
RTD2202A	Conduct erosion and sediment control activities
RTD2312A	Inspect machinery for plant, animal and soil material
RTD2313A	Clean machinery of plant, animal and soil material
RTD2402A	Clear features that harbour pest animals
RTD2403A	Conduct vertebrate pest activities from aircraft
RTD2501A	Maintain cultural places
RTD2502A	Maintain wildlife habitat refuges
RTD2703A	Operate in isolated and remote situations
RTD2802A	Record information about country
RTD2803A	Observe and report plants and/or animals

Mining

MNMCCCCOO003A	Plan and organise individual work
MNMCCCCOO004A	Contribute to quality work outcomes
MNMCCCCOO005A	Apply local risk control processes

Community Development.

CHCADMIN5C	Work within the administration protocols of the organisation
CHCCD12D	Apply a community development framework
CHCCHILD1C	Identify and respond to children and young people at risk of harm
CHCCN1D	Ensure children's health and safety
CHCCN2C	Care for children
CHCCOM1B	Communicate with people accessing the services of the organisation
CHCCOM2B	Communicate appropriately with clients and colleagues
CHCCS201A	Prepare for work in the Community Services Industry
CHCCS301A	Work within a legal and ethical framework
CHCFC1C	Support the development of children in the service
CHCIC1C	Interact effectively with children
CHCORG1B	Follow the organisation's policies, procedures and programs
CHCPR1C	Deliver services/activities to stimulate children's development and enhance their leisure
CHCPR3C	Develop an understanding of children's interests and developmental needs
HLTCSD306B	Respond effectively to difficult or challenging behaviour
HLTIN301A	Comply with infection control policies and procedures in health

Appendix III Prepare for Work in an Australian Industry

Unit: VPAU801

Unit Descriptor

This unit described the outcomes required to commence work in an entry-level position in a typical Australian workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included will assist in identifying employability skill requirements.

Application of the Unit

This unit applied to people undertaking preliminary training or seeking to enter a particular industry. The unit is designed to be contextualised to apply to the industry identified by the participant and/or in which the participant is undertaking a work placement.

Element	Performance Criteria
Element 1: Develop knowledge of the industry	<p>1.1 Work reflects knowledge of the current issues which impact on the work area/organisation and different models of work in the industry.</p> <p>1.2 In collecting information about the work role and the organisations role, the views of key stakeholders and representatives from relevant target groups are sought and used in accordance with organisational policies and procedures.</p>
Element 2: Demonstrate commitment to the central philosophies of the industry.	<p>2.1 Work undertaken demonstrates consideration and understanding of the underpinning values and philosophy of the sector.</p> <p>2.2 Company requirements for work in the sector are identified and followed.</p> <p>2.3 Work demonstrates a commitment to acting in accordance with the rights and responsibilities of employers and employees</p> <p>2.4 A high level of personal presentation and hygiene is demonstrated in accordance with company requirements.</p>

Element	Performance Criteria
Element 3: Identify future career opportunities in the industry.	3.1 Possible career opportunities are researched. 3.2 Development opportunities and potential learning pathways are discussed with appropriate person(s).

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- Interpersonal communication with employer/ees and other stakeholders
- Working as part of a team and as a sole worker
- Basic research skills.

Essential knowledge:

- Approaches to work in the industry
- The range of activities undertaken in the industry
- Employer and employee rights and obligations
- Basic principles of access and equity
- Overview of current issues facing the sector/industry
- Basic understanding of legal and ethical framework of the industry
- Limitations of work role and responsibilities.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Models of work may include:

- casual
- contract
- permanent
- part-time
- seasonal
- traineeships
- apprenticeships
- cadetships
- internships
- job sharing
- placements
- fieldwork
- office-based
- organisation structure
- roles and boundaries
- programs and services
- outsourcing

Stakeholders and representatives may include:

- clients
- friends, peers and target group
- families and care givers
- local community
- community organisations
- government representatives and service providers
- specialists/experts
- peak bodies and networks in the sector
- management, colleagues, supervisors, team members

Company requirements may include:

- access and equity policy, principles and practice
- business and performance plans
- client communication procedures
- client confidentiality procedures
- client service standards
- communication channels and reporting procedures
- company goals, objectives, plans, systems and processes
- company issues identification badge/card/pass
- company policy and procedures
- company service standards
- dress and presentation requirements
- duty of care, code of conduct, code of ethics
- emergency response and evacuation procedures
- maintenance procedures for equipment and PPE
- OH&S policies and procedures
- personnel practices and guidelines
- policies and procedures relating to own role, responsibility and delegation
- quality and continuous improvement processes and standards
- records and information systems and processes
- rights and responsibilities of employees and employers
- training (induction, refresher and new skills) materials
- use of contractors
- work site access security clearance procedures

Rights and responsibilities of employers and employees related to:

- confidentiality and privacy rights
- duty of care
- knowing the appropriate personnel for reporting
- purposes
- knowing the location of manuals and/or related documents
- knowing the terms and conditions of own employment
- knowing the workplace procedures
- providing a safe working environment free from discrimination and sexual harassment (see relevant State and Commonwealth anti-discrimination legislation)
- providing a safe workplace in accordance with OH&S legislation, codes of practice, regulations and standards
- providing information and training in work tasks, OH&S and other employment related matters
- the right to dismiss

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to communicate effectively with clients and colleagues within the normal range of situations required for the job role
- personal presentation which meets workplace requirements
- ability to compile information about the job role and the industry context

Context of and specific resources for assessment

Assessment will require access to:

- workplace or simulated workplace situations

This unit must be assessed concurrently with elective specialisation units chosen.

Delivery and assessment of this unit should span the period during which work placement is undertaken.

Method of assessment

Evidence should include information about products, processes and procedures from the workplace context.

Evidence must include:

- Observation of the candidate in a workplace or simulated workplace situation

Evidence may include:

- Authenticated third party reports from a supervisor
- Client feedback
- Oral/written answers to questions about specific skills and knowledge.

Appendix IV Personal Development

Field: Personal Development

Unit of Learning: Personal Development and Culture

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge, required to display an awareness and acceptance of cultural differences. It involves gathering, interpreting and conveying information about a cultural group within a work-based or community setting.

Element	Performance Criteria
Element 1: Gather information about a specific cultural group.	<ol style="list-style-type: none">1.1 Use primary and/or secondary sources to collect information about beliefs, traditions and customs for a specific cultural group.1.2 Use primary and/or secondary sources to collect information about language customs and usage for a specific cultural group.1.3 Use primary and/or secondary sources to collect information about historical issues related to a specific cultural group.1.4 Use primary and/or secondary sources to collect information about current social issues related to a specific cultural group.1.5 Use primary and/or secondary sources to collect information about hierarchal structures within a specific cultural group.
Element 2: Interpret information related to a cultural group.	<ol style="list-style-type: none">2.1 Compare differences and commonalities between one's own beliefs, traditions and customs and another cultural group.2.2 Present information about cultural stereotypes and its impact on a specific group.2.3 Display an understanding of why cultural awareness and empathy are important for successful working relationships.2.4 Develop strategies for overcoming challenges related to cultural differences within a work-based or community activity.2.5 Display cultural sensitivity when solving problems during a work-based or community activity.

Element 3:

Convey an understanding of cultural awareness.

- 3.1 Apply an understanding of how and why decisions are made within cultural groups based on beliefs, traditions and customs.
 - 3.2 Communicate information about a specific cultural group within a work based or community activity.
 - 3.3 Apply culturally appropriate communication skills within a work based or community activity.
 - 3.4 Apply a knowledge of cultural awareness when planning a work based or community activity.
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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills:

- Research skills to collect information from primary and secondary sources.
- Presentation skills to display understanding of knowledge and skills related to cultural awareness.
- Problem-solving skills to solve predictable issues related to cultural stereotypes within communities and work-based settings.
- Appropriate communication skills for different cultural setting.
- Analytical skills to compare and contrast differences in cultural aspects.
- Strategic skills for overcoming cultural challenges.

Required knowledge:

- Knowledge of cultural customs, beliefs and traditions associated with specific groups.
- Knowledge of power and organisational structure within specific cultural groups.
- Knowledge of common societal stereotypes associated with specific cultural groups.
- Knowledge of empathy and its impact on working relationships.
- Knowledge of historical and current issues related to specific cultural groups occurring in community and work-based settings.

Assessment:

Evidence of successful completion of the following is essential:

- Collecting and analysing information about a specific cultural group from a variety of primary and secondary sources.
- Demonstrate knowledge of specific cultural customs, beliefs, traditions and issues related to a specific group.
- Knowledge and skills for overcoming cultural stereotypes and differences within a community or work based activity.
- Demonstrate the application of cultural awareness and sensitivity within a community or work-based activity.

Evidence Guide

	Competent	Not Yet Competent	Not Competent
Element 1: Gather information about a specific cultural group.			
<i>Collect information about beliefs, traditions and customs.</i>	A range of information about beliefs traditions and customs is collected from several primary and/or secondary sources.	A minimal collection of information about beliefs, traditions and customs from 2-3 primary and/or secondary sources.	Basic to no collection of information about beliefs, traditions and customs from a limited number of primary and/or secondary sources.
<i>Collect information about language customs and usage.</i>	A range of information about language customs and usages is collected from several primary and/or secondary sources.	A minimal collection of information about language customs and usages from 2-3 primary and/or secondary sources.	Basic to no collection of information about language customs usage from a limited number of primary and/or secondary sources.
<i>Collect information about historical issues.</i>	A range of information about historical issues is collected from several primary and/or secondary sources.	A minimal collection of information about historical issues from 2-3 primary and/or secondary sources.	Basic to no collection of information about historical issues from a limited number of primary and/or secondary sources.
<i>Collect information about current social issues.</i>	A range of information about current social issues is collected from several primary and/or secondary sources.	A minimal collection of information about current social issues from 2-3 primary and/or secondary sources.	Basic to no collection of information about current social issues from a limited number of primary and/or secondary sources.
<i>Collect information about hierarchal structures.</i>	A range of information about hierarchal structures is collected from several primary and/or secondary sources.	A minimal collection of information about hierarchal structures from 2-3 primary and/or secondary sources.	Basic to no collection of information about hierarchal structures from a limited number of primary and/or secondary sources.

	Competent	Not Yet Competent	Not Competent
Element 2: Interpret information related to a cultural group.			
<i>Compare differences and commonalities between one's own beliefs, traditions and customs and another cultural group.</i>	Several examples of differences and commonalities with several pieces of supportive evidence.	A basic comparison of differences and commonalities with a few pieces of supportive evidence.	A simple comparison of differences and commonalities with little to no supportive evidence.
<i>Present information about cultural stereotypes and its impact on a specific group.</i>	A presentation about cultural stereotypes and its impact on a specific groups which utilises several current and historical examples.	A basic presentation with a few pieces of information about cultural stereotypes and it's impact on a specific group.	A simple presentation with minimal information about cultural stereotypes.
<i>Display an understanding of why cultural awareness and empathy are important for successful working relationships.</i>	A basic understanding of why cultural awareness and empathy are important for successful working relationships as evidence in an unstructured environment (ie. Work placement, community activity).	A basic understanding of why cultural awareness and empathy are important for successful working relationships as evidenced in a structured environment (ie. Classroom, discussion with peers).	Little to no evidence of understanding why cultural awareness and empathy are important for successful working relationships.
<i>Develop strategies for overcoming challenges related to cultural differences within a work-based or community activity.</i>	Several strategies developed for overcoming challenges related to cultural differences within a work-based or community activity.	2-3 strategies developed for overcoming challenges related to cultural differences within a work-based or community activity.	Little to no strategies developed for overcoming challenges related to cultural differences.

	Competent	Not Yet Competent	Not Competent
Element 3: Convey an understanding of cultural awareness.			
<i>Apply an understanding of how and why decisions are made within cultural groups based on beliefs, traditions and customs</i>	A basic understanding within a work-based setting of how and why decisions are made within cultural groups utilising evidence from beliefs, traditions and customs.	An increasing understanding how and why decisions are made within cultural groups utilising evidence from beliefs, traditions and customs.	A simple understanding of how and why decisions are made within cultural groups with little to no evidence about beliefs, traditions and customs.
<i>Communicate information about a specific cultural group within a work-based or community activity</i>	Select appropriate information to communicate about a specific cultural group based on situational context within a work-based or community activity.	Select appropriate information to communicate about a specific cultural group based on a situational context within a structured environment (i.e. Classroom, discussion with peers).	Receive and pass on information about a specific cultural group within a highly structured and supported environment.
<i>Apply culturally appropriate communication skills within a work-based or community activity</i>	Consistently apply a basic understanding of culturally appropriate language customs when communicating within a work-based or community based activity.	Intermittently apply a basic understanding of culturally appropriate communication skills within a work-based or community activity.	Apply simple communication skills which do not evidence an awareness of cultural differences in a work-based or community activity.
<i>Apply a knowledge of cultural awareness when planning a work-based or community activity</i>	Several examples which evidence cultural awareness when planning a work-based or community activity.	Minimal evidence of cultural awareness when planning a work-based or community activity.	Little to no evidence of cultural awareness when planning a work-based or community activity.

<i>Display cultural sensitivity when solving problems during a work-based or community activity</i>	Consistently display cultural sensitivity when applying solutions to problems during a work-based or community activity.	Intermittently display cultural sensitivity when applying solutions to problems during a work-based or community activity.	Display little to no cultural sensitivity when applying solutions to problems during a work-based or community activity.
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Appendix V Certificate II in Work Preparation

Employability Skills	Facets addressed by this course
Communication	<p>Locate, interpret and evaluate relevance of information</p> <p>Complete written forms</p> <p>Use the appropriate language for a work situation</p> <p>Develop non-verbal communication techniques</p> <p>Relate to people from a range of social, cultural and ethnic backgrounds</p> <p>Discuss and share information/ideas/opinions with others.</p> <p>Use questioning and active listening to ascertain and clarify information/ideas/opinions</p> <p>Follow/give verbal instructions.</p>
Teamwork	<p>Greet others and respond to greetings</p> <p>Work collaboratively with others</p> <p>Respect and understand others' views</p> <p>Practice inclusive behaviour</p> <p>Listen to and act on suggestions from others.</p>
Problem solving	<p>Apply OHS requirements to work situations</p> <p>Clarify nature of problem individually or with others</p> <p>Identify possible problems and act to avoid them where possible. Solve problems in a range of contexts.</p> <p>Select and apply a range of mathematical strategies to solve problems in a variety of contexts.</p>
Initiative and enterprise	<p>Adapt to changes in procedures or arrangements</p> <p>Suggest changes/ideas to other group members to improve outcomes.</p>
Planning and organising	<p>Use basic research skills to locate information</p> <p>Develop a personal budget</p> <p>Clarify goals with appropriate person(s)</p> <p>Plan own processes, timelines and responsibilities</p> <p>Locate and access resources</p> <p>Evaluate outcomes and identify barriers to completion of plans.</p>
Self management	<p>Present self in an appropriate manner for work</p> <p>Prioritise and complete delegated tasks</p> <p>Monitor and evaluate own performance.</p>

Learning	Identify a range of learning options, and clarify learning goals. Identify personal strengths and weaknesses and recognise how to learn best. Accept opportunities to learn new ways of doing things Review progress towards goals Implement changes in strategy if necessary.
Technology	Use basic business equipment Use the Internet for research.



Further information

To find out more about the new
ACER Senior Years Learning Framework
phone ACER on 03 9277 5555 or
visit the Senior Years Learning Framework website www.acer.edu.au/sylf