22680VIC Certificate I in Employment Pathways

Version 1.0 - 4 October 2024

This course has been accredited under Part 4.4 of the Education and Training Reform Act 2006.

Accredited for the period:

1 January 2025 to 31 December 2029.

Version History:		Date
Version 1.1	Edit contact details	26 February 2026
Version 1.0	Initial release approved to commence from 1 January 2025.	4 October 2024

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Section A – Copyright and course classification information

1.	**Copyright owner of the course**	© State of Victoria 2024 Department of Jobs, Skills, Industry and Regions
2.	**Address**	**Deputy CEO** Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) GPO Box 4509 MELBOURNE VIC 3001 **Organisational contact** Manager, National Systems Engagement & Reform Unit Engagement & Reform Branch Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) Email: *course.enquiry@djsir.vic.gov.au* **Day-to-day contact:** Digital, Manufacturing, Public and Business Services Specialist Adviser: Vocational Qualification & Skill Reform service cmmservices@chisholm.edu.au
3.	**Type of submission**	This submission is for re-accreditation of: 22523VIC Certificate I in Employment Pathways
4.	**Copyright acknowledgement**	The following units of competency: • BSBCMM211 Apply communication skills • BSBESB301 Investigate business opportunities • BSBINS201 Process and maintain workplace information • BSBOPS201 Work effectively in business environments • BSBPEF202 Plan and apply time management • BSBTEC101 Operate digital devices • BSBTEC201 Use business software applications • BSBWHS211 Contribute to health and safety of self and others have been imported from the BSB Business Services Training Package

administered by the Commonwealth of Australia.

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The following units of competency:

- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- CHCVOL001 Be an effective volunteer

have been imported from the CHC Community Services Training Package administered by the Commonwealth of Australia.

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The following units of competency:

- CPCCCM2004 Handle construction materials
- CPCCCM2005 Use construction tools and equipment
- CPCCVE1011 Undertake a basic construction project
- CPCWHS1001 Prepare to work safely in the construction industry
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

have been imported from the CPC Construction, Plumbing and Services Training Package administered by the Commonwealth of Australia.

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The following unit of competency:

- FSKLRG004 Use short and simple strategies for work-related learning

has been imported from the FSK Foundation Skills Training Package administered by the Commonwealth of Australia.

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The following units of competency:

- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAID011 Provide First Aid
- HLTFSE001 Follow basic food safety practices
- HLTHSS009 Perform general cleaning tasks in a clinical setting
- HLTINF006 Apply basic principles and practices of infection prevention and control
- HLTWHS001 Participate in workplace health and safety

have been imported from the HLT Health Training Package administered by the Commonwealth of Australia.

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The following unit of competency:

- ICTICT213 Use computer operating systems and hardware

has been imported from the ICT Information and Communications Technology Training Package administered by the Commonwealth of Australia.

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The following units of competency:

- SIRXWHS002 Contribute to workplace health and safety
- SIRRMER001 Produce visual merchandise displays
- SIRXCOM001 Communicate in the workplace to support team and customer outcomes
- SIRXCOM002 Work effectively in a team
- SIRXIND002 Organise and maintain the store environment
- SIRXSLS001 Sell to the retail customer

have been imported from the SIR Retail Services Training Package administered by the Commonwealth of Australia.

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The following units of competency:

- SITHCCC025 Prepare and present sandwiches
- SITHCCC023 Use food preparation equipment
- SITHCCC024 Prepare and present simple dishes
- SITHFAB021 Provide responsible service of alcohol
- SITHFAB025 Prepare and serve espresso coffee
- SITHKOP009 Clean kitchen premises and equipment
- SITXFSA005 Use hygienic practices for food safety
- SITXWHS005 Participate in safe work practices

have been imported from the SIT Tourism, Travel and Hospitality Training Package administered by the Commonwealth of Australia.

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The following units are imported from the 22604VIC Certificate I in Mumgu-dhal tyama-tiyt community, connection and pathways:

- VU23240 Participate in a practical placement with support
- VU23241 Prepare simple budgets

The following unit is imported from the

22605VIC Certificate II in Mumgu-dhal tyama-tiyt community, connection and pathways:

- VU23230 Develop study skills

The following units are imported from the 22476VIC Certificate I in General Education for Adults (Introductory):

- VU22362 Engage with simple texts for employment purposes
- VU22367 Create simple texts for employment purposes
- VU22372 Work with and interpret simple numerical information in familiar texts

5.	Licensing and franchise	Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions) 2024.
		  Request for other use should be addressed to: Manager, National Systems Engagement & Reform Unit Engagement & Reform Branch Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) Email: *course.enquiry@djsir.vic.gov.au*
6.	Course accrediting body	Victorian Registration and Qualifications Authority
7.	AVETMISS information	**ANZSCO code** - GEN19 General Education - not occupationally specific **ASCED code -** 1205 Employment Skills Programs **National course code** - 22680VIC.
8.	Period of accreditation	1 January 2025 to 31 December 2029

Section B – Course information

1. Nomenclature	Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses
1.1 Name of the qualification	22680VIC Certificate I in Employment Pathways
1.2 Nominal duration of the course	126 to 270 hours
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
2.1 Outcome(s) of the course	This course has been designed to support learners to develop skills and knowledge to explore options for alternative study and vocational opportunities and to improve their employability and work readiness skills. It supports learners to explore work options and/or potential pathways by: • preparing for initial work and/or further learning by exploring work preparation options and pathways • developing and documenting an action plan for career planning • identifying strategies to enhance personal effectiveness to support employment or further learning • accessing and using information about selected industries and the skills they require.
2.2 Course description	The Certificate I in Employment Pathways is intended to equip learners who are reengaging in learning to explore options for alternative study and vocational opportunities. It supports learners to investigate a range of industries and workplaces of interest, develop work preparation skills and introduces them to workplace expectations.
3. Development of the course	Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses
3.1 Industry, education, legislative, enterprise or community needs	This accredited course supports national and state government policies, which focus on inclusion and re-engagement of disadvantaged learners in the labour market. This includes the Victorian Skills Authority Strategic Plan 2022-2025[1] that identifies support for clear pathways that build on prior learning and support individuals' career ambitions,

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[1] Victorian Skills Authority (VSA), Strategic Plan for 2022 - 25, (Page 12), Victorian Government, accessed 21 August 2023
< https://www.vic.gov.au/vsa-strategic-plan-2022-2025>

including at-risk Victorians as a priority area. The accompanying Victorian Skills Plan[2] includes an action to develop and make available courses designed to specifically support people to move into work across foundation, digital, introductory work and essential industry skills.

The Victorian Government's Reconnect program focuses on initiatives which support new, innovative approaches to help long-term unemployed young people aged 15 to 24 years to improve their skills and move toward sustainable employment. This course supports these initiatives by assisting learners to develop general work preparation skills such as general personal effectiveness and to investigate potential vocational or work pathways.

At the national level, the Commonwealth's Workforce Australia Employability Skills Training (EST)[3] program helps people aged 15 years and over to develop the skills that employers want, explore career options, and build job search, workplace and industry specific skills to re-engage with education and training pathways.

Employer groups such as the Australian Industry Group (AiG) and the Australian Chamber of Commerce and Industry (ACCI) have consistently referred to the importance of general capabilities in the workplace and have identified high dissatisfaction levels for the self-management, planning and organising, problem solving, initiative and enterprise skills of school leavers.

A number of activities were undertaken to establish the current and projected need for the course and included:

- analysis of enrolment data for the period 2020-2023

- desktop review of literature

- conduct of an online survey of providers

- email correspondence and discussions with providers, trainers, and staff at the Victorian Curriculum and Assessment Authority (VCAA) who are involved in the delivery of the course in secondary colleges.

- analysis of feedback from individual providers

- consideration of recommendations from the mid cycle review of the course

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[2] Victorian Skills Authority (VSA), Victorian Skills Plan for 2022 into 2023 – A shared vision for skills-led solutions (Page 36), Victorian Government, accessed 21 August 2023 <https://www.vic.gov.au/victorian-skills-plan-2022>

[3] Department of Employment and Workplace Relations, *Employability Skills Training – A Workforce Australia Program (EST),* Australian Government, accessed 21 August 2023 <https://www.dewr.gov.au/EST>

Continued and consistent use of the course in secondary schools is evidenced. Feedback from providers has indicated the course broadens the understanding of young people of the types of jobs that exist, how they are changing and smooths the school-to-work transition.

Providers also indicated that the course is effective in providing a diverse group of learners with varying educational experiences and work preparation skills. The current course, or components of it, is used across diverse educational settings.

Units from the course are also used in some Foundation skills courses such as the Certificates in General Education for Adults (CGEA) and the Mumgu-dhal Tyama-tiyt: community, connections and pathways.

There are currently ten Victorian Registered Training Organisations (RTOs) with the course on their scope of registration. The course is also delivered by RTOs in other jurisdictions such as NSW, Queensland and WA. The data below represents enrolments across four Victorian providers between 2020 and 2022. Enrolments are largely Fee for Service.

22523VIC Certificate I in Employment Pathways				
Funding Type	**2020**	**2021**	**2022**	**2023**
Fee for service	63	47	194	0
Government funded	0	0	4	0

Source: Department of Jobs, Skills, Industry and Regions (DJSIR)

The course is also delivered in the secondary school sector. The data below shows enrolments between 2020 and 2023.

Year	**2020**	**2021**	**2022**	**2023**
Enrolment data	1029	1093	567	468

Source: Victorian Curriculum and Assessment Authority (VCAA)

The target group of learners for the Certificate I in Employment Pathways is diverse and is used in diverse learning environments.

Learner groups include:

- learners wanting to explore alternative study and vocational opportunities that better suit their needs.
- learners who want to reengage in learning in a different model to traditional secondary school learning
- disengaged youth
- learners referred from employment service organisations

- older adults re-entering the workplace

- at risk students in secondary schools or early school leavers

Learning contexts include:

- delivery as a pre-employment course

- delivery with or in addition to pre-apprenticeship programs

- transition between high school and work

- delivery with a specific focus, for example business and customer engagement

A Skills and Knowledge Profile was developed to guide the outcomes of the qualification following consultation, feedback and validation from PSC members.

The course development was guided by a Project Steering Committee comprising:

Nina Bekker (Chair) - Executive Officer ACEVic

Danielle McAuliffe - Program Manager - Victorian Curriculum and Assessment Authority (VCAA)

Jane Dunstan - Product Coordinator - IVET Group

Vivian Seremetis - Careers & Pathways Leader - Mazenod College, Mulgrave

Paolo Damante - Senior Policy Officer – The Australian Industry Group (AI Group)

Mathew Byrn – Manger, Quality and Compliance - The Centre for Continuing Education, Wangaratta

This course:

- does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification

- is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set

- does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification

- does not comprise units that duplicate units of competency of a training package qualification.

3.2 Review for re-accreditation	The review and redevelopment of the Certificate I in Employment Pathways was based on monitoring and evaluation, research, consultation and validation processes to ensure the course is required and remains relevant.
	A mid cycle review of the 22523VIC Certificate I in Employment Pathways was conducted in September 2022 by the Curriculum

Maintenance Manager General Studies and Further Education on behalf of the copyright owner, the Department of Jobs, Skills, Industry and Regions. This occurred via a trainer questionnaire and follow up discussions.

The course still meets its original outcome/aim to keep students engaged, or re-engage at risk students, and to generally improve their employability skills and work readiness.

The following issues emerged as a result of all research, discussion and feedback received:

- review vocational elective units in this course to ensure the needs of the broader cohort of students are met. Currently many of the VET units listed are not being offered as part of the course by providers

- review the core units to ensure they still align with the emerging study and employment needs of learners, including digital capability, literacy and work preparation skills

- review the following core units to check if there is duplication in the content and determine what changes are needed in the units

  - o VU22788 Develop an action plan for career planning

  - o VU22786 Develop personal effectiveness

  - o VU22787 Prepare for employment

- review the following unit to determine what changes are needed for this unit.

  - o VU22789 Participate in job seeking activities

- review which vocational elective streams should be retained in the course and what impact this has on the WHS/OHS Stream units listed

- review digital literacy skills and if they need to be strengthened in the course

These issues were addressed during this reaccreditation by:

- reviewing and updating the four core enterprise units for this course to meet the 2021 Standards for Accredited Courses and updated VRQA template requirements. Content for each unit was updated based on feedback and final endorsement from the project steering committee members

- strengthening digital capability, where relevant, in the four core enterprise units

- reviewing the vocational elective streams to ensure units will meet the future employment and study needs of learners

- reviewing the units included in the WHS/OHS stream to make sure the units are still applicable for the updated elective streams

The course 22680VIC Certificate I in Employment Pathways supersedes and is equivalent to 22523VIC Certificate I in Employment

Pathways.

Current Code and Title	Superseded Code and Title	Relationship
VU23722 Develop personal effectiveness	VU22786 Develop personal effectiveness	Equivalent
VU23723 Prepare for employment	VU22787 Prepare for employment	Equivalent
VU23724 Develop an action plan and portfolio for career planning	VU22788 Develop an action plan for career planning	Equivalent
VU23725 Participate in job seeking activities	VU22789 Participate in job seeking activities	Equivalent
VU22367 Create simple texts for employment purposes	VU22367 Create simple texts for employment purposes	No Change
VU22362 Engage with simple texts for employment purposes	VU22362 Engage with simple texts for employment purposes	No Change
VU22372 Work with and interpret simple numerical information in familiar texts	VU22372 Work with and interpret simple numerical information in familiar texts	No Change
VU23240 Participate in a practical placement with support	VU22103 Participate in a practical placement with support	Equivalent
VU23241 Prepare simple budgets	VU22104 Prepare simple budgets	Equivalent
VU23230 Develop study skills	VU22093 Develop study skills	Equivalent
CHCCOM005 Communicate and work in health or community services	CHCCOM005 Communicate and work in health or community services	No Change
CHCDIV001 Work with diverse people	CHCDIV001 Work with diverse people	No Change
CHCVOL001 Be an	CHCVOL001 Be an	No

effective volunteer	effective volunteer	Change
CPCWHS1001 Prepare to work safely in the construction industry	CPCWHS1001 Prepare to work safely in the construction industry	No Change
HLTAID009 Provide cardiopulmonary resuscitation	HLTAID009 Provide cardiopulmonary resuscitation	No Change
SIRXWHS002 Contribute to workplace health and safety	SIRXWHS002 Contribute to workplace health and safety	No Change
HLTWHS001 Participate in workplace health and safety	HLTWHS001 Participate in workplace health and safety	No Change
SIRRMER001 Produce visual merchandise displays	SIRRMER001 Produce visual merchandise displays	No Change
BSBINS201 Process and maintain workplace information	BSBINM201 Process and maintain workplace information	Equivalent
BSBOPS201 Work effectively in business environments	BSBIND201 Work effectively in a business environment	Equivalent
BSBPEF202 Plan and apply time management	BSBWOR202 Organise and complete daily work activities	Equivalent
BSBTEC101 Operate digital devices	BSBITU111 Operate a personal digital device	Equivalent
BSBTEC201 Use business software applications	BSBITU211 Produce digital text documents	Equivalent to both units
	BSBWOR204 Use business technology	
BSBWHS211 Contribute to health and safety of self and others	BSBWHS201 Contribute to health and safety of self and others	Equivalent
FSKLRG004 Use short and simple strategies for	FSKLRG04 Use basic strategies for work-related	Equivalent

work-related learning	learning	
SITHCCC025 Prepare and present sandwiches	SITHCCC003 Prepare and present sandwiches	Equivalent
SITHCCC023 Use food preparation equipment	SITHCCC001 Use food preparation equipment	Equivalent
SITHCCC024 Prepare and present simple dishes	SITHCCC002 Prepare and present simple dishes	Equivalent
SITHKOP009 Clean kitchen premises and equipment	SITHKOP001 Clean kitchen premises and equipment	Equivalent
SITXFSA005 Use hygienic practices for food safety	SITXFSA001 Use hygienic practices for food safety	Equivalent
SITXWHS005 Participate in safe work practices	SITXWHS001 Participate in safe work practices	Equivalent
BSBCMM211 Apply communication skills	BSBCMM201 Communicate in the workplace	Not Equivalent
BSBESB301 Investigate business opportunities	BSBSMB201 Identify suitability for micro business	Not Equivalent
CPCCCM2004 Handle construction materials		Newly imported unit
CPCCCM2005 Use construction tools and equipment		Newly imported unit
CPCCVE1011 Undertake a basic construction project		Newly imported unit
CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.		Newly imported unit
HLTAID011 Provide First Aid		Newly imported unit

HLTFSE001 Follow basic food safety practices		Newly imported unit
HLTHSS009 Perform general cleaning tasks in a clinical setting		Newly imported unit
HLTINF006 Apply basic principles and practices of infection prevention and control		Newly imported unit
ICTICT213 Use computer operating systems and hardware		Newly imported unit
SIRXCOM001 Communicate in the workplace to support team and customer outcomes		Newly imported unit
SIRXCOM002 Work effectively in a team		Newly imported unit
SIRXIND002 Organise and maintain the store environment		Newly imported unit
SIRXSLS001 Sell to the retail customer		Newly imported unit
SITHFAB021 Provide responsible service of alcohol		Newly imported unit
SITHFAB025 Prepare and serve espresso coffee		Newly imported unit
	ACMWHS201 Participate in workplace health and safety processes	Unit deleted from this course
	ACMGAS201 Work in the animal care industry	Unit deleted from this

		course
	ACMGAS203 Complete animal care hygiene routines	Unit deleted from this course
	ACMGAS204 Feed and water animals	Unit deleted from this course
	ACMGAS205 Assist in health care of animals	Unit deleted from this course
	ACMGAS206 Provide basic first aid for animals	Unit deleted from this course
	SISXCAI002 Assist with activity sessions	Unit deleted from this course
	SISXCCS001 Provide quality service	Unit deleted from this course
	SISXEMR001 Respond to emergency situations	Unit deleted from this course
	SISXIND001 Work effectively in sport, fitness and recreation environments	Unit deleted from this course
	CPCCCM1012 Work effectively and sustainably in the construction industry	Unit deleted from this course
	CPCCCM1015 Carry out measurements and	Unit deleted

		calculations	from this course
		CPCCVE1011A Undertake a basic construction project	Unit deleted from this course
		CPCCCM2001 Read and interpret plans and specifications	Unit deleted from this course
		RIIWHS205D Control traffic with stop-slow bat	Unit deleted from this course
		AHCWHS101 Work safely	Unit deleted from this course
		AHCCHM101 Follow basic chemical safety rules	Unit deleted from this course
		AHCPGD101 Support gardening work	Unit deleted from this course
		AHCWRK101 Maintain the workplace	Unit deleted from this course
		AHCLSC101 Support landscape work	Unit deleted from this course
		AHCNSY201 Pot up plants	Unit deleted from this course
		AHCNSY202 Care for nursery plants	Unit deleted

		AHCMOM203 Operate basic machinery and equipment	Unit deleted from this course
			from this course
		AHCMOM203 Operate basic machinery and equipment	Unit deleted from this course
		SITHCCC004 Package prepared foodstuffs	Unit deleted from this course
		SITHFAB004 Prepare and serve non-alcoholic beverages	Unit deleted from this course
		SHBXIND001 Comply with organisational requirements within a personal services environment	Unit deleted from this course
		SHBBCCS001 Advise on beauty products and services	Unit deleted from this course
		SHBXCCS003 Greet and prepare clients for salon services	Unit deleted from this course
		TLIF1001 Follow work health and safety procedures	Unit deleted from this course
		TLIA2011 Package goods	Unit deleted from this course
		TLIA2012 Pick and process orders	Unit deleted from this course
		TLIA2013 Receive goods	Unit

		deleted from this course
	TLIA2020 Replenish stock	Unit deleted from this course
	TLID2004 Load and unload goods/cargo	Unit deleted from this course

4. Course outcomes	Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses
4.1 Qualification level	The Certificate I in Employment Pathways is consistent with the criteria and specifications of the AQF Level I as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:

Knowledge: Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through knowledge of:

- OHS / WHS procedures and signs
- sources of information on a range of industries
- sources of information for employment opportunities
- strategies for setting work related goals
- education/training requirements for specific jobs.

Skills: Graduates at this level will have foundational cognitive, technical and communication skills to:

- follow and apply OHS / WHS and emergency procedures in specific industries
- identify own self development needs and strategies to improve personal effectiveness
- identify own skills and match to job opportunities
- identify processes and stages to develop basic career action plan.

Application of knowledge and skills

Graduates at this level will apply knowledge and skills to demonstrate some autonomy in highly structured and stable contexts and within narrow parameters through:

- collecting and organising information to develop a portfolio of documented skills

	• accessing and using employment and workplace information • compiling a skills portfolio and simple resumé • using digital technology to access information about selected industries and employment opportunities. The volume of learning for this qualification is typically 6 months and incorporates structured and unstructured learning activities such as • structured activities to develop work preparation skills such as developing and monitoring a basic career action plan • unstructured activities such as accessing and collecting information about different employment areas and work opportunities.
4.2 Foundation skills	Foundation skills essential to performance are detailed in each unit of competency within this course. Foundation skill requirements, where not explicit in the performance criteria, are stated in the 'Foundation Skills' field of the units of competency.
4.3 Recognition given to the course (if applicable)	Not Applicable
4.4 Licensing/regulatory requirements (if applicable)	Not Applicable

5. Course rules	Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses
5.1 Course structure	To achieve the qualification 22680VIC Certificate I in Employment Pathways, learners must successfully complete a total of 7 units comprising:

- 3 Core units
- 1 OHS / WHS Stream unit selected from:
  - o units from OHS / WHS Stream in this qualification

    OR
  - o units first packaged in Certificate I or II qualifications in endorsed Training Packages or other accredited curricula. The units selected must relate to OHS / WHS requirements in the workplace
- 3 elective units selected from:
  - o elective units listed below, where units may be chosen from within or across any listed skill cluster
  - o units from other endorsed or accredited training products where the unit/s are first packaged in Certificate I or II qualifications in the source training product and reflect the integrity and intent of the qualification

Where the qualification is not completed, a Statement of Attainment will be issued for any completed unit/s.

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
Core units				
VU23722	Develop personal effectiveness	120599	Nil	30
VU23723	Prepare for employment	120599	Nil	30
VU23724	Develop an action plan and portfolio for career planning	120599	Nil	30
OHS/WHS UNITS				
BSBWHS211	Contribute to health and safety of self and others	061301	Nil	20
CPCWHS1001	Prepare to work safely in the construction industry	061301	Nil	6
SITXWHS005	Participate in safe work practices	061301	Nil	12

HLTWHS001	Participate in workplace health and safety	061301	Nil	20
SIRXWHS002	Contribute to workplace health and safety	061301	Nil	20
Elective units				
General job seeking				
VU23230	Develop study skills	120105	Nil	10
VU22367	Create simple texts for employment purposes	120103	Nil	25
VU22362	Engage with simple texts for employment purposes	120103	Nil	25
FSKLRG004	Use short and simple strategies for work-related learning	120505	Nil	15
VU22372	Work with and interpret simple numerical information in familiar texts	120103	Nil	30
VU23725	Participate in job seeking activities	120599	Nil	30
VU23240	Participate in a practical placement with support	120505	Nil	40
BSBCMM211	Apply communication skills	120505	Nil	40
VU23241	Prepare simple budgets	120105	Nil	10
Business				
BSBINS201	Process and maintain workplace information	120505	Nil	30
BSBTEC101	Operate digital devices	080905	Nil	20
ICTICT213	Use computer operating systems and hardware	080905	Nil	60
BSBTEC201	Use business software applications	080905	Nil	60
BSBOPS201	Work effectively in business environments	120505	Nil	30

BSBPEF202	Plan and apply time management	120505	Nil	20
BSBESB301	Investigate business opportunities	080301	Nil	25
Community services and health				
CHCCOM005	Communicate and work in health or community services	120505	Nil	30
CHCDIV001	Work with diverse people	120505	Nil	40
CHCVOL001	Be an effective volunteer	120505	Nil	25
HLTAID011	Provide First Aid	069907	Nil	18
HLTAID009	Provide cardiopulmonary resuscitation	069907	Nil	4
HLTINF006	Apply basic principles and practices of infection prevention and control	061399	Nil	35
HLTHSS009	Perform general cleaning tasks in a clinical setting	039909	Nil	20
HLTFSE001	Follow basic food safety practices	110111	Nil	30
Construction				
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry.	120505	Nil	20
CPCCCM2004	Handle construction materials	040301	CPCCWHS 2001	16
CPCCCM2005	Use construction tools and equipment	030717	CPCCWHS 2001	96
CPCCVE1011	Undertake a basic construction project	040301	CPCCWHS 2001	40
Hospitality				
SITXFSA005	Use hygienic practices for food safety	110111	Nil	15
SITHCCC023	Use food preparation equipment	110109	SITXFSA005	25
SITHCCC024	Prepare and present simple dishes	110109	SITXFSA005	25
SITHCCC025	Prepare and present sandwiches	110109	SITXFSA005	10

SITHKOP009	Clean kitchen premises and equipment	039909	SITXFSA005	13
SITHFAB021	Provide responsible service of alcohol	110103	Nil	10
SITHFAB025	Prepare and serve espresso coffee	110103	SITXFSA005	30
Retail				
SIRXCOM002	Work effectively in a team	120505	Nil	30
SIRXSLS001	Sell to the retail customer	080599	Nil	20
SIRXIND002	Organise and maintain the store environment	120505	Nil	20
SIRXCOM001	Communicate in the workplace to support team and customer outcomes	120505	Nil	40
SIRRMER001	Produce visual merchandise displays	080599	Nil	35
		Total nominal hours	**126 to 270 hours**	

	Standard 5.11 AQTF 2021 Standards for Accredited Courses
5.2 Entry requirements	There are no entry requirements for the 22680VIC Certificate I in Employment Pathways.
	Learners enrolling in the 22680VIC Certificate I in Employment Pathways are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 2 of the ACSF. More information on the ACSF can be accessed <u>here</u>
	Learners with language, literacy and numeracy skills at lower levels than those suggested may require additional support to successfully undertake the qualification.

6. Assessment	**Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses**
6.1 Assessment strategy	All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:
	• Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,
	OR
	• the Standards for Registered Training Organisations 2015 (SRTOs),
	OR

- the relevant standards and Guidelines for RTOs at the time of assessment.

Assessment should reflect the AQF level of this qualification.

RTOs must provide access to an appropriate work placement and an appropriate support person to enable assessment of the unit *VU23240 Participate in a practical placement with support*.

Assessment strategies for the course should:

- incorporate feedback of individual progress toward, and achievement of competencies

- address the skills and knowledge which underpin performance

- gather sufficient evidence to judge achievement of progress towards determining competence

- utilise a variety of different processes/sources, such as written, oral, observation, projects appropriate to assess knowledge and performance

- recognise achievement of elements/competencies regardless of where the enabling learning took place

- foster a collaborative and co-operative relationship between the learner and assessor

- be flexible in regard to the range and type of evidence provided by the learner

- provide opportunity for the learner to challenge assessment provisions and participate in reassessment

- be equitable and fair to all learners

- not unnecessarily restrict the progress of a learner through the course

- comprise a clear statement of both the criteria and assessment process

- use assessment tools to suit the needs of the learner cohort.

A variety of assessment methods and evidence gathering techniques should be used, with the overriding consideration being that the combined assessment must enable demonstrable performance by the student. Assessment tools must take into account the requirements of units in terms of skills, knowledge and performance.

Assessment methods may include:

- observation of performance

- records of discussion with the learner

- oral and / or written questioning to confirm knowledge

- oral and / or written evidence completed by the learner

- verbal presentations

	• portfolios Assessment of units of competency from nationally endorsed training packages or accredited courses must comply with the assessment requirements detailed in the source training product.

6.2 Assessor competencies	Assessment must be undertaken by a person or persons in accordance with:
	
	• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,
	
	    OR
	
	• the Standards for Registered Training Organisations 2015 (SRTOs),
	
	    OR
	
	• the relevant standards and Guidelines for RTOs at the time of assessment.
	
	Units of competency imported from training packages or accredited courses must reflect the requirements for assessors specified in that training package or accredited course.

7. Delivery	**Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses**
7.1 Delivery modes	The skills and experiences of learners in the 22680VIC Certificate I in Employment Pathways may be diverse and delivery strategies should be selected to enable learners to develop competence in the skills and knowledge contained in the units. Face to face delivery modes should allow for active involvement of all participants. Additional support should also be provided through programs such as mentoring and peer support where appropriate. Delivery should take into account the educational backgrounds and experiences of learners and the constraints of the individual learner and ensure learning and assessment methods are sensitive to their specific needs. Some areas of content may be common to more than one unit and therefore integration may be appropriate. Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate. Training providers should ensure that relevant OHS / WHS units are delivered early in the program and learners assessed as competent prior to any participant of the course being involved in an industry or work placement related to the course. The personal nature of the unit VU23722 Develop personal effectiveness may see learners examine and expose some sensitive and personal information. Trainers should therefore be aware of the potential reluctance of some learners to undertake this unit. Trainers and assessors should be aware of possible responses and should

develop support strategies to ensure learners do not feel threatened or unable to participate.

It is intended that the unit VU23724 Develop an action plan and portfolio for career planning be delivered concurrently with other units of competency in the course. The learner must have the capacity to review and change the action plan, if necessary.

The elective unit VU23240 Participate in a practical placement with support requires work placement and will require the RTO to provide access to an appropriate work placement and an appropriate support person. The RTO must monitor placements regularly and address any issues of concern to the learner or the employer. Issues may include but are not limited to safety, allocation of meaningful work tasks and performance of duties. RTOs should be aware of state or territory legislative requirements and their own responsibilities when placing learners with a work placement organisation for the purpose of training.

The Victorian Government has issued information to assist RTOs and employers in meeting their work placement obligations: Guidelines issued by the Victorian Government for Registered Training Organisations and Employers in relation to Post-Secondary Students undertaking Practical Placements.

Where students enrolled in a school are undertaking this unit, placements need to be undertaken in line with the Department of Education requirements for Structured Workplace Learning.

RTOs should also meet any relevant legislative requirements for volunteering or vocational placement for learners undertaking the course in adult settings.

The RTO will need to establish protocols with the host employer/organisation providing the work placement so that the roles and responsibilities of all involved – host employer/organisation, RTO and learner are clear, manageable and of mutual benefit.

Work health, safety and environmental/occupational health, safety and environmental (WHS/OHS) requirements around work placements and agreements between RTOs and host employers/organisations will vary across jurisdictions. RTOs will need to make sure that the workplace provides:

- a safe environment for learners
- relevant WHS/OHS training and worksite induction before the work placement begins
- appropriate supervision during the placement.

RTOs should ensure they meet the insurance obligations of their registration against the Standards for Registered Training Organisations and obtain advice from their RTO regulator and/or Workcover insurance provider.

Small businesses may require the training organisation to provide more intensive support for the learner, particularly early in the placement.

7.2 Resources	Training must be undertaken by a person or persons in accordance with:
	• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers
	OR
	• the Standards for Registered Training Organisations 2015 (SRTOs)
	OR
	• the relevant standards and Guidelines for RTOs at the time of assessment.
	Access to the following resources must be provided:
	• sources of information related to work preparation and employment opportunities such as employment services and job networks
	• access to suitable workplaces for the unit VU23240 Participate in a practical placement with support
	• resources required to deliver and assess any imported units of competency
	Units of competency imported from training packages or accredited courses must reflect the requirements for resources/trainers specified in that training package or accredited course.

8. Pathways and articulation	**Standard 5.10 AQTF 2021 Standards for Accredited Courses**
	There are no formal articulation arrangements for this course.
	There are a range of potential pathways available into training package and/or accredited qualifications when units from endorsed training packages and / or accredited courses are undertaken as part of this qualification. RTOs may design courses which contain a number of elective units from a particular training package and/or accredited course qualification to provide a specific pathway to that qualification on completion. Learners will receive credit for these units.
	Possible further study outcomes from the 22680VIC Certificate I in Employment Pathways may include Certificate II industry qualifications, Certificate III industry qualifications, the Victorian Pathways Certificate or the Vocational Major stream of the VCE.

9. Ongoing monitoring and evaluation	**Standard 5.15 AQTF 2021 Standards for Accredited Courses**
	The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification.
	A formal review will take place once during the period of accreditation

and will be informed by feedback from users of the curriculum and will consider at a minimum:

- any changes required to meet emerging or developing needs
- changes to any units of competency from nationally endorsed training packages or accredited curricula.

Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA.

Section C – Units of competency

Units of competency imported from training packages available from the National Register of VET

- BSBCMM211 Apply communication skills
- BSBESB301 Investigate business opportunities
- BSBINS201 Process and maintain workplace information
- BSBOPS201 Work effectively in business environments
- BSBPEF202 Plan and apply time management
- BSBTEC101 Operate digital devices
- BSBTEC201 Use business software applications
- BSBWHS211 Contribute to health and safety of self and others
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- CHCVOL001 Be an effective volunteer
- CPCCCM2004 Handle construction materials
- CPCCCM2005 Use construction tools and equipment
- CPCCVE1011 Undertake a basic construction project
- CPCWHS1001 Prepare to work safely in the construction industry
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.
- FSKLRG004 Use short and simple strategies for work-related learning
- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAID011 Provide First Aid
- HLTFSE001 Follow basic food safety practices
- HLTHSS009 Perform general cleaning tasks in a clinical setting
- HLTINF006 Apply basic principles and practices of infection prevention and control
- HLTWHS001 Participate in workplace health and safety
- ICTICT213 Use computer operating systems and hardware
- SIRXWHS002 Contribute to workplace health and safety
- SIRRMER001 Produce visual merchandise displays
- SIRXCOM001 Communicate in the workplace to support team and customer outcomes
- SIRXCOM002 Work effectively in a team
- SIRXIND002 Organise and maintain the store environment
- SIRXSLS001 Sell to the retail customer
- SITHCCC023 Use food preparation equipment
- SITHCCC024 Prepare and present simple dishes

- SITHCCC025 Prepare and present sandwiches

- SITHFAB021 Provide responsible service of alcohol

- SITHFAB025 Prepare and serve espresso coffee

- SITHKOP009 Clean kitchen premises and equipment

- SITXFSA005 Use hygienic practices for food safety

- SITXWHS005 Participate in safe work practices

Units of competency imported from Accredited Courses available from the Victorian Government website here:

- VU23240 Participate in a practical placement with support

- VU23241 Prepare simple budgets

- VU23230 Develop study skills

- VU22362 Engage with simple texts for employment purposes

- VU22367 Create simple texts for employment purposes

- VU22372 Work with and interpret simple numerical information in familiar texts

The following units of competency have been developed for this course and follow in Section C:

- VU23722 Develop personal effectiveness

- VU23723 Prepare for employment

- VU23724 Develop an action plan and portfolio for career planning

- VU23725 Participate in job seeking activities

Unit code	**VU23722**
Unit title	**Develop personal effectiveness**
Application	This unit describes the skills and knowledge to develop strategies that enhance the interpersonal and communication skills that support personal effectiveness for a range of contexts. It focuses on helping participants to develop strategies to improve their interpersonal communication, participate effectively in groups and identify personal goals. This unit applies to learners who are seeking to improve their employability and work readiness. It provides opportunities for participants from diverse backgrounds to develop life skills including personal effectiveness to gain and maintain employment or to access further training opportunities. No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Develop strategies to improve interpersonal communication	1.1	Identify the key features of effective interpersonal communication
		1.2	Describe strengths and limitations in own interpersonal communication skills
		1.3	Identify the importance of effective interpersonal communication in personal life and employment
		1.4	Identify factors that can impact on effective interpersonal communication
		1.5	Identify and apply strategies to develop and maintain effective interpersonal communication
2	Work with others as part of a group	2.1	Respond to group members in a constructive and positive way

		2.2	Identify individual behaviour differences in others
		2.3	Discuss and respond to views and ideas using appropriate communication techniques
3	Explore strategies to support personal performance	3.1	Identify situations which impact own health and well being
		3.2	Identify and apply strategies to maintain positive health and well being
		3.3	Identify and describe personal stress indicators
		3.4	Identify and apply strategies for dealing with stress in a range of situations, including the workplace
		3.5	Recognise the characteristics of conflict situations
		3.6	Identify and apply strategies for dealing with conflict
4	Develop strategies for setting and implementing personal goals	4.1	Identify and discuss personal goals with appropriate support persons
		4.2	Prioritise personal goals in order of desired achievement
		4.3	Locate and gather information from a range of supporting resources appropriate to current and potential future goals
		4.4	Identify and address potential barriers to achieving goals
		4.5	Develop a plan on how goals can be achieved
		4.6	Review goals and make appropriate changes as required

Range of Conditions

In the context of this unit, effective interpersonal communication may be developed through, but is not limited to, the learner developing strategies to identify and resolve problems, negotiate solutions, present a viewpoint, convey important information and /or seek and provide feedback.

Strategies to support personal performance may include but are not limited to a learner: identifying where different situations may impact their own health and wellbeing, the signs that may cause a person to behave in different ways, such as situations where they may feel uncomfortable, anxious, angry, confused, tired. These may be the same or different to stress indicators.

The possible barriers to a learner's success may include but are not limited to their life experiences that may impact their personalities and behaviours such as emotional, psychological, physiological, cultural, perceptual and/or language used.

In this context, personal goals may relate to employment, health, personal development, further study and may be short, medium or long term.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

	Description
Reading skills to:	• interpret and use information related to personal goal setting
Problem-solving skills to:	• identify solutions to barriers that may impact own personal effectiveness
Teamwork skills to:	• co-operate with others as part of a group
Self-management skills to:	• monitor and reflect on progress of developing own personal effectiveness and goals

Unit Mapping Information			
	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23722 Develop personal effectiveness	VU22786 Develop personal effectiveness	Equivalent

Assessment Requirements Template

Title	Assessment Requirements for VU23722 Develop personal effectiveness
Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • provide an outline of three interpersonal communication strategies to enhance own personal effectiveness • identify a minimum of three barriers to the development of personal effectiveness and ways to overcome these barriers • develop a plan to identify and set a minimum of three personal goals to be achieved to support development of personal effectiveness. • review and revise plan as required to achieve personal goals
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit and includes knowledge of: • the relationship between different aspects of personal effectiveness and constructive life/work outcomes • the role of personal goals in improving personal effectiveness • barriers that may impact own personal effectiveness • characteristics of conflict • conflict resolution strategies for own personal effectiveness • 'types' of factors that can affect personal wellbeing • types and features of communication techniques
Assessment Conditions	Evidence of performance requirements must be collected over the course of the program to enable the learner to demonstrate their competence. Assessment must ensure access to: • appropriate support persons allowing for full participation, such as peers, mentors • a group of people to enable group participation • appropriate sources of information relevant to needs and personal goals. Assessor requirements: • No specialist vocational competency requirements for assessors apply to this unit.

Unit code	**VU23723**
Unit title	**Prepare for employment**
Application	This unit describes the skills and knowledge to prepare for employment. It focuses on developing knowledge of Australian workplaces, their work practices, how they are changing and potential employment opportunities to assist participants in making decisions about possible career paths.
	This unit applies to learners who are seeking to improve their employability and work readiness skills. This unit provides opportunities for learners to develop their understanding of workplace requirements and practices to gain and maintain employment or to access further vocational training opportunities.
	No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element			Performance Criteria	
Elements describe the essential outcomes of a unit of competency.			Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Examine an industry	1.1	Locate the major centres of the industry and the main employers within that industry	
		1.2	Identify the major types of employment available within the industry	
		1.3	Identify the skills required by the industry	
		1.4	Identify changing patterns of work within the industry	
		1.5	Describe current issues faced by the industry	
		1.6	Discuss possible career pathways within the industry	
		1.7	Describe the role of organisations representing workers in the industry	
2	Investigate the workplace	2.1	Locate the type of enterprise and its products	

		2.2	Identify the external customers of the enterprise
	operations of a range of workplaces	2.3	Identify any specific operating requirements of the enterprise
		2.4	Investigate ways in which jobs and tasks are organised in the enterprise
		2.5	Describe basic industrial conditions relevant to a job in the industry
3	Identify workplace expectations	3.1	Determine general workplace expectations to gain and maintain employment
		3.2	Identify general employee attributes preferred by employers
		3.3	Identify own attributes and compare to those preferred by employers
		3.4	Identify self-development needs to gain and maintain employment
4	Investigate an employment opportunity	4.1	Use a range of resources to identify an employment opportunity
		4.2	Use appropriate methods to research the employment opportunity
		4.3	Discuss personal strengths, weaknesses and interests in relation to the employment opportunity
		4.4	Identify the main steps involved in applying for the job opportunity with appropriate support person/s

Range of Conditions

In the context of this unit, preparing for employment may include but is not limited to sourcing information about changing patterns of work such as types of work, size of employer, hours of work, shift work, the use of technology. It may also include terms such as "gig economy" which can refer to a general workforce environment, such as short-term employment, contractual jobs, and independent contractors, freelance work and / or the use of technology such as automation, artificial intelligence (AI) and the use of digital platforms to perform work remotely. It may also include the attributes and skills that the learner requires, has or is developing that may be transferrable.

The range of employment opportunities may also include but is not limited to workplace and general employee expectations for different job roles such as self-development needs of the learner including personal attributes, knowledge and skills.

Current issues faced by an industry may include but are not limited to rapid / slow growth, skills shortages, technological change, climate change / green jobs, changing consumer demands, outsourcing, casualization of workforce, aging workforce, sustainability

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

	Description
Reading skills to:	• access and interpret employment information about different industries and workplaces
Oral Communications skills to:	• seek information from various sources about employment opportunities
Self-management skills to:	• examine own skills and attributes and determine any gaps and additional development needed
Digital literacy skills to:	• access and navigate digital information sources to investigate industries and employment opportunities

Unit Mapping Information			
	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23723 Prepare for employment	VU22787 Prepare for employment	Equivalent

Assessment Requirements Template	
Title	Assessment Requirements for VU23723 Prepare for employment

Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:
	
	• source and examine information about one industry including:
	
	   o identifying workplace expectations for the industry including required skills and attributes and own self development needs
	
	   o examining one occupational field within the industry
	
	   o examining two potential employment opportunities within the industry.

Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit and includes knowledge of: • purpose of workplace expectations • sources to locate information about an industry and its workplace operations • basic workplace policies and procedures of a workplace to identify operating requirements • resources to identify employment opportunities within an industry • how work has changed over time and how this has affected employment. • common employer expectations of an employee for an industry
Assessment Conditions	Evidence of performance requirements must be collected over the course of the program to enable the learner to demonstrate their competence. Assessment must ensure access to: • appropriate support persons allowing for full participation for example those who can assist in responding to employment opportunities • where possible, opportunities to visit workplaces to observe and access information on workplace operations, and other relevant information. • appropriate sources of information relevant to work requirements and employment opportunities • computer hardware and software to access online resources. Assessor requirements: • No specialist vocational competency requirements for assessors apply to this unit.

Unit code	**VU23724**
Unit title	**Develop an action plan and portfolio for career planning**
Application	This unit describes the skills and knowledge to undertake basic career planning activities. It focuses on identifying pathways to employment or further education and training through the preparation of an individual action plan and portfolio.
	This unit applies to learners who are seeking to explore a range of employment or further study options.
	No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Prepare a personal skills profile	1.1	Identify interests which could support employment
		1.2	Identify and document skills gained formally and informally
		1.3	Identify links between own skills and potential employment
		1.4	Examine own skills to identify strengths and weaknesses
		1.5	Investigate transferability of own skills to different jobs
2	Identify potential areas of interest for work or further training	2.1	Identify potential jobs to match identified skills and interests
		2.2	Identify education / training or skill requirements for identified jobs
		2.3	Identify and examine training programs appropriate to individual skills, interests and abilities
		2.4	Identify potential pathways from identified jobs and requirements to progress along pathway

3	Prepare a personal action plan	3.1	Identify information required for the personal action plan
		3.2	Gather and organise information for action plan
		3.3	Document the personal action plan and seek feedback from appropriate personnel
		3.4	Amend action plan in response to feedback
		3.5	Identify how the action plan will be maintained and updated
4	Prepare a current portfolio to showcase individual skills	4.1	Identify the differences between resumés and portfolios
		4.2	Identify key information to include in the portfolio
		4.3	Compile the portfolio with appropriate support persons
		4.4	Determine how the portfolio will be maintained and updated

Range of Conditions

A learner's action plan and portfolio should both be dynamic documents in a format that can be changed and updated as required and may include but is not limited to learners identifying their own goals, current strengths, skills, capabilities, areas that require improvement or development, appropriate training and labour market opportunities and strategies to review and update as required.

Portfolios are not limited to the required performance evidence listed for this unit and may include but is not limited to any industry information collected, self-assessment activities, personal skills profile, examples of employability skills and their application, work experience journals/references, structured workplace learning records, visual diary, resumé.

A learner's action plan and portfolio may be digital, based on an existing platform or a file created by an individual, hard copy, or be a combination of but not limited to written, photographs, audio, video and/or diagrams.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

	Description
Reading skills to:	• access and interpret information on career sectors and options
Writing skills to:	• document and revise action plan
Oral communication skills to:	• seek and respond to feedback on action plan
Planning and organising skills to:	• develop, monitor, and evaluate action plan
Self-management skills to:	• assess own skills and knowledge • evaluate own progress
Digital skills to:	• access and navigate information about further training or employment areas

Unit Mapping Information			
	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23724 Develop an action plan and portfolio for career planning	VU22788 Develop an action plan for career planning	Equivalent

Assessment Requirements Template	
Title	Assessment Requirements for VU23724 Develop an action plan and portfolio for career planning

Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:
	
	• source and gather information to develop a portfolio that includes an action plan and skills profile and which:
	
	    o identifies and examines own skills and matches them to a potential job role
	
	    o includes information about training opportunities and pathways
	
	    o includes timelines for modification and review
	
	• modify a personal action plan in response to feedback

Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • purpose of a personal action plan in identifying career pathways • sources of information about jobs and education and training programs • how skills can be transferred across jobs • advantages of preparing and maintaining a portfolio in relation to showcasing individual skills to potential employers
Assessment Conditions	Evidence of performance requirements must be collected over the course of the program to enable the learner to demonstrate their competence. Assessment must ensure access to: • appropriate sources of information relevant to industry requirements and employment opportunities and pathways • employment information and services • appropriate persons to provide advice and support Assessor requirements: • No specialist vocational competency requirements for assessors apply to this unit.

Unit code	**VU23725**
Unit title	**Participate in job seeking activities**
Application	This unit describes the skills and knowledge required by participants to investigate job opportunities. It focuses on participating in the job seeking process and reviewing the outcomes.
	This unit applies to participants who are seeking to gain employment or improve their employability and work readiness. It provides opportunities for participants with diverse needs to develop strategies to participate in the job seeking process.
	No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	Gather information on employment opportunities	1.1	Identify and collect information on employment opportunities from a variety of sources
		1.2	Identify key information collected
		1.3	Relate the information collected to own employment interests
		1.4	Make enquiries to follow up information using appropriate communication strategies
2	Investigate the hidden job market	2.1	Identify components of the hidden job market
		2.2	Identify and access networks for job opportunities
		2.3	Discuss opportunities to cold call a range of enterprises
		2.4	Investigate appropriate methods to approach prospective employers

3	Identify a relevant job	3.1	Identify an appropriate position according to own skills and interest
		3.2	Identify job requirements for the position
		3.3	Obtain information on the enterprise or business
		3.4	Gather supporting documentation according to application requirements
4	Prepare job application	4.1	Prepare a letter of application in response to the position.
		4.2	Respond to key selection criteria in a written application.
		4.3	Prepare a simple resumé for the position according to specified format
		4.4	Draft the application and seek feedback from an appropriate support person
		4.5	Develop final application incorporating any feedback for improvement
5	Prepare for and participate in a job interview	5.1	Confirm interview details and requirements
		5.2	Identify possible questions and a range of suitable answers.
		5.3	Identify questions to ask the interviewer/s at the end of the interview
		5.4	Apply strategies to participate in an interview
6	Review personal performance in the job seeking process	6.1	Identify and seek feedback on strengths and areas of improvement
		6.2	Propose strategies for improvement.

Range of Conditions

Employment opportunities can be explored through reliable sources including but not limited to traditional job advertisements, digital sites such as enterprise sites, job search sites, industry association sites, word of mouth job opportunities, recommendations from career counsellors or employment support staff, community noticeboards, personal networks.

Requirements of a job may include but are not limited to part time / full time, qualifications and experience, additional requirements and/or restrictions such as driver license, own transport, working with children check, security check, work location.

Information to identify a relevant job may be obtained using a range of strategies depending on the job type and may include but is not limited to word of mouth, job boards, websites of organisations, asking questions of potential employers and /or analysis of job descriptions, position titles, job role duties, key selection criteria.

Application information and documentation may include but are not limited to names and contact details for referees, dates of work experience, correct names of organisations, copies of qualifications, resume, referee reports. Applications may be digital or in hard copy.

A job interview may be real or simulated and can take place either in person, by telephone or digitally. The format of the interview can be varied and include but is not limited to:

- an informal discussion directly with a potential person/team wanting to hire you, such as an employer or supervisor

- a formal in-person interview with set questions with someone from the hiring team

- a digital interview which involves using a webcam to speak to person/s from the hiring team

- a digital interview set up online by the hiring team, where the applicant is asked to respond to a set number of questions recorded via video with no personal interaction for review at a later time by the hiring team.

In the context of this unit when a learner is planning and preparing for a job interview the following advice may be useful:

- when planning and preparing for an interview, in addition to identifying the format of the interview as listed above the planning may include but is not limited to other factors to be considered such as dress and grooming, for digital interviews checking for access to correct platform and/or software, screen background, audio and visual requirements.

- when participating in an interview, points to be considered and what to do, depending on the type of interview, could include but are not limited to, what questions may be asked or what questions the participant may want to ask, appropriate use of language including use of slang and acronyms, how to address the person/s conducting the interview, what differences there maybe for digital and in person interviews.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here and must be assessed.

	Description
Reading skills to:	• select and interpret information from a range of employment sources

Oral Communications skills to:	• participate in a job interview using appropriate communication techniques to answer questions, clarify information and seek information
Problem-solving skills to:	• select and apply personal presentation style appropriate to the position • investigate information on job opportunities, select relevant information to match strengths and organisational needs and match own skills to selection criteria
Planning and organising skills to:	• follow up employment information through a variety of means • access and organise documentation required to support a job application
Self-management skills to:	• seek and respond to feedback on job application • review own performance in order to make improvements
Digital literacy skills to:	• access information about job opportunities • prepare an electronic resumé and job application

Unit Mapping Information			
	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23725 Participate in job seeking activities	VU22789 Participate in job seeking activities	Equivalent

Assessment Requirements Template	
Title	Assessment Requirements for VU23725 Participate in job seeking activities

Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to:
	
	• select a minimum of two job opportunities and confirm job requirements can all be addressed in the application process
	
	• participate in at least one job application process. In so doing the candidate must:
	
	    o access and interpret selected job requirements
	
	    o respond to and address job requirements by preparing an application and resume, using appropriate structure and language
	
	    o apply appropriate communication techniques to participate in a job interview and review own performance to make improvements.

Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit and includes knowledge of: • key steps in the job seeking process to enable effective participation in the process • language and conventions of writing job applications to enable these to be developed effectively • different approaches for obtaining information about employment opportunities • different types of interview formats to enable effective preparation • interview etiquette such as forms of address, grooming, language use
Assessment Conditions	Evidence of performance requirements must be collected over the course of the program to enable the learner to demonstrate their competence. Job interviews must be assessed and demonstrated in a simulated environment which may be face-to-face or online. Assessment must ensure access to: • appropriate support persons who can assist with job applications and interview skills • appropriate sources of information on employment opportunities • computer hardware and software to access information about job vacancies and prepare resumés Assessor requirements: • No specialist vocational competency requirements for assessors apply to this unit.

Section C: Unit Information
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