



Prepare for Work PRE012710

This course is preparatory to TQA levels: 12 size value

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RATIONALE

This course is part of a suite of courses designed to provide basic skills to high needs students, many of whom have a learning difficulty.

The course has a whole-of-life approach and aims to offer better outcomes in all aspects of students' lives and to assist people with disabilities to access achievable pathways to further training and or employment outcomes.

Some students may need this full suite of courses for study in both their years 11 and 12, some may need it for only part of their course load, and some may need some for year 11 before moving into other programs for Year 12.

PATHWAYS

This course provides very basic knowledge of the world of work and the skills required to assist students experience work and plan for a pathway.

It is preparatory to level 1 and level 2 TQA courses in Work Readiness.

COURSE SIZE AND COMPLEXITY

This course has been assessed as having a complexity level preliminary to TQA levels. It has a size value of 12.

COURSE DESCRIPTION

The *Prepare for Work* course provides basic information, knowledge and skills required to prepare the student for the world of work.

It provides experience of work or as close as possible to a real world work simulation.

The course is specifically designed for learners who require flexible and individualised programs. The skills, knowledge and understandings offered in this course will enable students to move toward greater autonomy and independence.

The course must also deliver personal development goals of pathway planning and explore further options for work, independence, sound decision-making, and social goals of responsibility to others (eg with regard to the safe use of equipment).

LEARNING OUTCOMES

Through the study of this course students will:

1. understand the difference between training, work and leisure
 2. understand the role of work in their life
 3. select and plan an occupational experience
 4. participate in work experience
 5. develop a pathway plan.
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COURSE CONTENT

UNIT 1: Understand the difference between training, work and leisure

- Explore training options
- Explore leisure options
- Explore work options- voluntary, supported, open.

UNIT 2: Understand the role of 'work' in your life

- Financial benefits
- Social benefits
- Personal benefits.

UNIT 3: Select and plan an appropriate work experience (with significant guidance)

- Explore skills, talents & interests
- Match skills, talents and interests to occupational choice
- Visit a range of relevant workplaces
- Visit a range of employment agencies
- Develop an action plan for chosen occupation.

UNIT 4: Participate in work experience (again with significant guidance)

- Demonstrate appropriate basic interpersonal skills
- Follow direction and seek guidance when needed
- Actively participate in appropriate work activities.

UNIT 5: Develop pathway plan

- Produce portfolio (may be in a variety of forms including diagrams, pictures, text, photographs etc)
- Identify further training/work experience/opportunities.

ASSESSMENT

Assessment in this course is performance based, measuring student achievement in skills and knowledge against a performance standard. For this course two ratings are available : '*pass standard*' or '*not yet passed standard*'. Assessment may be made at any point in the program.

Each criterion in this course is described by performance indicators. In judging whether a student has achieved a 'pass standard' an assessor will be guided by these indicators but final assessment will be an holistic, on-balance judgement based on validated evidence.

Assessment methodologies may include – but are not limited to – written, electronic and oral presentations/discussions, direct assessor observations of learners' skills and written and/or practical testing.

Assessment instruments/tools need *not* be restricted to any single criterion. An assessment instrument may assess more than one criterion at a time.

Learners who are assessed with a 'not yet passed standard' are provided with further opportunities to demonstrate achievement within the scope of the course's design time and TQA reporting requirements.

Internal assessment of all criteria will be made by the provider. Providers will report the student's rating for each criterion to the TQA.

QUALITY ASSURANCE PROCESSES

The following processes will be facilitated by the TQA to ensure that there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by students
- community confidence in the integrity and meaning of the qualification.

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

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

This process will usually also include interviews with past and present students. It will be scheduled by the TQA using a risk-based approach.

CRITERIA

The assessment for this course will determine whether the student can:

1. Understand the difference between training, work and leisure
2. Understand the role of work in your life
3. Select and plan an appropriate work choice
4. Participate in work experience
5. Develop a Pathway plan.

STANDARDS

Criterion 1: Understand the difference between training, work and leisure

Performance indicators

A learner can:

- Select activities related to training
- Select activities related to work
- Select activities related to leisure.

Criterion 2: Understand the role of work in your life

Performance indicators

A learner can:

- Identify some financial benefits gained by working
- Identify some social benefits gained by working
- Identify some personal benefits gained by working.

Criterion 3: Select and plan an appropriate work choice

Performance indicators

A learner can:

- Develop a three point plan covering:
 - a) my work skills,
 - b) work I will be suited to
 - c) where I could work
- Collate a portfolio of information about their work choices.

Criterion 4: Participate in work experience

Performance Indicators

A learner can:

- Work with others to plan work experience
- Participate in work experience
- Review personal performance
- Reflect on experience and plan for future participation in work.

Criterion 5: Develop a Pathway plan*Performance Indicators*

The learner can:

- Work with others to develop a pathway plan
- Collate a pathway plan portfolio.

QUALIFICATIONS AVAILABLE***Prepare for Work*** (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

AWARD REQUIREMENTS

Satisfactory Achievement:

4 Pass ratings

Preliminary Achievement:

3 Pass ratings

RELATIONSHIP OF QUALIFICATIONS TO TQA CERTIFICATES

Tasmanian Certificate of Education: The qualifications available have a level of complexity preliminary to that of TQA level 1. Achievement of the qualifications does not, therefore, contribute credit points towards meeting the participation and achievement standard of the Tasmanian Certificate of Education qualification.

Qualifications Certificate: The qualifications available can be listed on the Qualifications Certificate issued by the TQA.

COURSE EVALUATION

Courses are accredited for a specific period of time (up to five years) and they are evaluated in the year prior to the expiry of accreditation.

As well anyone may request a review of a particular aspect of an accredited course throughout the period of accreditation. Such requests for amendment will be considered in terms of the likely improvements to the outcomes for students and the possible consequences for delivery of the course.

The TQA can evaluate the need and appropriateness of an accredited course at any point throughout the period of accreditation.

COURSE DEVELOPER

The TQA acknowledges the leadership role undertaken by the Tasmanian Polytechnic in the development of this course.

ACCREDITATION

The accreditation period for this course is from 1 Jan 2010 until 31 Dec 2014.

VERSION HISTORY

Version 1 - Accreditation on 2 Dec 2009.