



Work Studies

Stage 6

Content Endorsed Course

Syllabus

August 2012

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The Higher School Certificate program of study

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

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

Rationale

The successful transition of students from school to the workforce, further education and training is a major issue faced by Australian students, schools, employers and tertiary education organisations. The *Work Studies* syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.

The nature of work is constantly changing, reflecting related changes in society, technology and the economy, as well as through globalisation. The world of work and how individuals engage in work is being transformed. Students will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and obtain new experiences will be part of the future world of work.

Over the last two decades much research has been conducted into identifying essential skills required by students entering the workforce. Integral to the *Work Studies* syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students should have an opportunity to practise these skills in appropriate work contexts.

Given that social, technological and economic factors are rapidly changing, preparing students in the key areas of career planning, performing work tasks, working with others and managing change, requires a flexible approach. The *Work Studies* syllabus attempts to achieve this by offering courses and modules of different lengths and a range of elective modules. The provision of course themes in the above key areas aims to provide a learning focus and cohesion for the course.

Achieving success should be a key motivator for each student of *Work Studies*. Success is attained when students demonstrate achievement, improvement, persistence, resilience and their personal best. To support this, students will be involved in setting personal goals and monitoring their achievements in their class, school, peer group, family, community, sporting and other pursuits.

In keeping with a focus on the development of the individual, *Work Studies* is designed to encourage cooperative learning, flexible timelines and supportive feedback. It consistently promotes positive behaviours that lead to a successful transition to the workplace, further education and training and preparation for the future world of work.

The development of workplace skills in *Work Studies* may occur in the context of class work, work placements, work experience, casual work, volunteer work, community projects, business competitions or participation in school and business links. In addition, the *Work Studies* syllabus provides students with the opportunity to consolidate their learning and skills from their other subjects to assist a successful transition from school to work.

Aim

The aim of the *Work Studies* syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Objectives

Knowledge, understanding and skills

Students will develop:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace
- skills in critically assessing personal and social influences on individuals and groups.

Values and attitudes

Students will value and appreciate:

- opportunities to build self-belief, motivation, persistence, and resilience
- achieving positive results in school, work, family and community activities
- personal attributes that contribute to success in the workplace
- access to employment opportunities and further education and training.

Outcomes

Objectives	Outcomes
Students will develop:	A student:
knowledge and understanding of work, the work environment and skills for employment	1. investigates a range of work environments
knowledge and understanding of employment options, career management, life planning and further education and training	2. examines different types of work and skills for employment
skills for success in the workplace	3. analyses employment options and strategies for career management
skills in critically assessing personal and social influences on individuals and groups	4. assesses pathways for further education, training and life planning
	5. communicates and uses technology effectively
	6. applies self-management and teamwork skills
	7. utilises strategies to plan, organise and solve problems
	8. assesses influences on people's working lives
	9. evaluates personal and social influences on individuals and groups

Syllabus structure and indicative hours of study

The content is organised into one core module plus elective modules. It is a flexible structure designed to support the diverse needs of students.

The 30-hour core must be completed whether the student is studying the 60-hour, 120-hour or 240-hour course.

Elective modules may be studied:

- for times ranging between 15 and 30 indicative hours
- in any order or pattern, with the exception that some modules require the completion of prerequisite modules. Teachers can determine whether some students, through other learning opportunities and/or experiences, have completed appropriate prior learning that would allow them to undertake a module without completion of the prerequisite module.

Due to the flexibility in the number of hours for each elective module, the emphasis given to particular 'Key Issues' and the selection of 'Learning Experiences' is a matter for school decision.

The specified outcomes must be addressed in the core and in each elective module.

Course Structures

Course	Units	Indicative Hours	Structure	
			Core	Modules
1 year (Preliminary or HSC)	1	60	30 hours	30 hours
1 year (Preliminary or HSC)	2	120	30 hours	90 hours
2 year (Preliminary then HSC)	1	120	30 hours	90 hours
2 year (Preliminary then HSC)	2	240	30 hours	210 hours

CORE (30 indicative hours)

My Working Life

This core topic is mandatory for all students.

MODULES (15–30 indicative hours each)

1. In the Workplace
2. Preparing Job Applications
3. Workplace Communication
4. Teamwork and Enterprise Skills
5. Managing Work and Life Commitments
6. Personal Finance
7. * Workplace Issues (the prerequisite module is *In the Workplace*)
8. * Self-Employment (the prerequisite module is *Managing Work and Life Commitments*)
9. * Team Enterprise Project (the prerequisite module is *Teamwork and Enterprise Skills*)
10. Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time)
11. School-Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time).

Modules 7, 8 and 9, indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning.

Course Themes

The themes, listed below, are integrated through each of the modules in the *Work Studies* syllabus. They relate closely to the course outcomes and apply across a variety of employment and life contexts. They are required not only to gain work, but also to assist individuals progress in the workplace and participate as active and informed citizens.

1. CAREER PLANNING

focusing on:

- different work environments, skills for employment, employment options, career management, life planning, and further education and training
- self-management
- influences on people's working lives
- personal and social influences

2. PERFORMING WORK TASKS

focusing on:

- education, training and skills for different types of work
- self-management
- communicating and using technology
- planning, organising and problem solving
- personal and social influences

3. WORKING WITH OTHERS

focusing on:

- different types of work
- teamwork
- influences on people's working lives
- cross-cultural understanding and skills

4. MANAGING CHANGE

focusing on:

- self-management
- teamwork
- planning, organising and problem-solving
- personal and social influences

Core, elective modules and course themes

This table indicates possible 'learning pathways' students could follow through the Work Studies syllabus based on the course themes, noting all students must include the Core module in their learning pathway.

The choice of modules, including school-based modules, can be determined by the school in conjunction with students.

Aim: to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.				
CORE My Working Life	Course Themes			
MODULES	Theme 1: Career Planning	Theme 2: Performing Work Tasks	Theme 3: Working with Others	Theme 4: Managing Change
Module 1: In the Workplace	✓	✓	✓	✓
Module 2: Preparing Job Applications	✓			
Module 3: Workplace Communication		✓	✓	
Module 4: Teamwork and Enterprise Skills			✓	✓
Module 5: Managing Work and Life Commitments	✓	✓		✓
Module 6: Personal Finance				✓
* Module 7: Workplace Issues	✓	✓		
* Module 8: Self Employment			✓	✓
* Module 9: Team Enterprise Project	These modules may be designed to have a particular emphasis in relation to one or more of the themes.			
Module 10: Experiencing Work				
Module 11: School-Developed Module				

Note: * indicates that this module requires the completion of a prerequisite module

Core: My Working Life

(30 indicative hours)

This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required.

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Transition from school to work

- work phases in life
 - work responsibilities in home
 - school, other experiences and being ready for work
 - moving from school to work
 - working life
 - retirement
- current skills and interests
 - personal skill sets
 - awards, achievements, experiences and their relevance to employability
 - areas of career interest
- life and career goals
- the need to plan to achieve goals
- identifying pathways to achieve life and career goals
 - time needed to progress through pathways
 - work/life balance

Learning Experiences

Students:

- explain the transition process from school to work
- propose future changes to self, family and community over time
- explain the benefits to individuals of planning their transition from school to work
- identify personal skills and interests
- examine the main steps in the planning process and relate them to career planning
- investigate websites that are designed to assist the planning process
- examine the range of pathways from school to work
- investigate how family and friends identified their life and career goals
- discuss the options that people face throughout their lives with respect to their work–life balance.

Exploring career and life choices

- the range of employment opportunities
- educational opportunities
- relationships between education, work and standard of living

Learning Experiences

Students:

- identify main occupations and employment types
- briefly research information on career options
- explain how income tends to vary relative to age, qualifications and occupation
- investigate links between educational and career achievements and standards of living
- briefly examine options for further education and training
- assess the benefits of different community and workplace learning opportunities
- recognise the need to continue learning in formal and informal settings after school.

Assessing specific work and life situations

- present work and life plans and aspirations
- achievements and personal best results – education, work, sport, interests, community involvement, volunteering and enterprising activities
- workplace skills, personal attributes, employment interests and further education
- family and community commitments

Learning Experiences

Students:

- evaluate their current work and life plans
- identify their strengths across a broad range of activities
- assess their strengths and achievements in terms of workplace skills
- identify factors that have contributed to their strengths and achievements and link them to their education, work-related skills, personal attributes and career interests.

Identifying future aspirations

- life goals: lifestyle, income, independence, working conditions, employment stability and contributions to community/society
- simple, realistic and achievable career and life goals

Learning Experiences

Students:

- express their aspirations for the future
- research in detail a limited number of realistic career options and their requirements
- draft several career-focused goals that are simple, realistic and achievable over a few years
- describe values and ideals that will influence their desired career pathway and approach to work.

Developing a career plan

- elements of a career plan
 - work-related skills, personal attributes and education
 - work, enterprise and community learning and career prospects
 - building connections for career and community/workplace opportunities
- support for a career plan
 - networks and connections
 - financial and assistance requirements
 - tertiary qualifications and entry requirements
 - developing workplace skills and personal qualities
 - work placement, work experience, casual employment and volunteering experiences
- job application process
 - types of job applications
 - record keeping and a personal portfolio
- implementing, monitoring and revising a career plan
- seeking assistance

Learning Experiences

Students:

- assess the role of education, including vocational education and training in preparation for employment
- prepare an action plan to achieve career goals
- research in detail the educational qualifications needed to achieve career goals and break the achievement of these down into a sequence of smaller steps
- identify appropriate people in the school, TAFE college, family and community to assist achievement of goals
- obtain the necessary resources to achieve career goals
- establish a portfolio of broad achievements that can be built over time
- discuss why it is important to maintain an appropriate personal online profile.

Elective Modules – implementation

Due to the flexibility in the number of hours for each elective module (15–30 indicative hours), there is no prescribed number of modules for each 60-, 120- or 240-hour course.

Some content appears across modules, allowing a number of 'Key Issues' and 'Learning Experiences' to be addressed, some more than once if different patterns of modules are undertaken. Teachers can determine the emphasis given to 'Key Issues' and 'Learning Experiences' to be addressed within each module.

The specified outcomes for each module must be addressed.

Module 1: In the Workplace (15–30 indicative hours)

This module focuses on employers, their expectations of employees and their responsibilities towards them.

Note: This module is a prerequisite for Module 7.

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
8. assesses influences on people's working lives

Key Issues

Employers' expectations

- **employees**
 - enthusiasm and initiative
 - willingness to learn quickly
 - mistakes can be part of the learning process
- **positive employee behaviours**
 - appropriately dressed and presented
 - positive and enthusiastic approach
 - well-prepared
 - focused on the job
 - exercises care in carrying out tasks
 - ethical attitude to work
- **work harmoniously with colleagues**
 - engage with colleagues positively
 - be respectful of gender, age and cultural differences
 - understand the organisational structure
 - recognise and respond to workplace protocols

Learning Experiences

Students:

- explain why it is important for a new employee to try to meet an employer's expectations
- demonstrate the capacity to communicate positively and interrelate effectively
- identify actions that help employees to work harmoniously with their colleagues in the workplace
- analyse a workplace code of conduct and its contribution to a harmonious and productive work environment

- explain what employees should do if they are worried that they are not meeting their employer's expectations
- identify examples of behaviours that could be in conflict with a hypothetical employer's expectations
- discuss what employees should do if their employer is not meeting their expectations in some areas.

Employment obligations

- **types of employment**
 - casual
 - part-time
 - full-time
 - apprenticeships/traineeships
 - contract
 - labour-hire employment
 - voluntary/unpaid
 - self-employment
 - mixed modes

Learning Experiences

Students:

- distinguish between the different types of employment
- discuss the advantages and disadvantages of the different types of employment
- explain how the preferred type of employment might change for people through their working lives.

- **types of employment contracts**
 - awards – the minimum wage, awards for different occupations
 - enterprise agreements
 - individual contracts

Learning Experiences

Students:

- distinguish between the minimum wage, award wages and wage rates determined in enterprise agreements
- explain how individuals are protected in awards and enterprise agreements
- outline the circumstances under which a person would be covered by an individual contract.

- **employers' responsibilities**
 - wages and conditions
 - wage rates required by workplace laws, including 'trial' periods, overtime and penalty rates when applicable
 - working hours and meal breaks
 - access to leave entitlements – personal leave, recreation leave, parental leave
 - superannuation – eligibility and choice of fund
 - safe and healthy systems of work
 - safe work practices

- anti-discrimination and anti-bullying procedures
- workers' compensation insurance
- other legal responsibilities
 - dismissal procedures are fair and legal
 - employees able to join a union of their choice

Learning Experiences

Students:

- research the award wage for the starting salary of a particular occupation
 - investigate the process for applying for a Tax File Number
 - identify the current rates for personal income tax
 - outline the steps that should be followed by employees who are bullied or experience discrimination in the workplace
 - explain why employees should choose their own superannuation fund
 - investigate the current unfair dismissal procedures and the associated avenues for appeal
 - explain what an employee should do if asked to do something that is likely to adversely affect their health and safety
 - discuss the case for and against joining a union.
-
- **employees' responsibilities**
 - follow lawful instructions
 - meet attendance and punctuality requirements
 - work conscientiously and competently
 - comply with work health and safety requirements
 - comply with anti-discrimination requirements
 - act ethically and in the interests of the employer

Learning Experiences

Students:

- outline the responsibilities of employees regarding attendance and punctuality, work health and safety requirements, and working conscientiously and ethically
- investigate what an employee should do if asked to follow an instruction that is not lawful
- identify situations where a employees might face disciplinary action because they have not acted in the interests of the employer.

Indicators of success

- **performing work tasks**
 - the quantity and quality of the good or service produced
 - meeting work supervisor and customer expectations
 - self-management and personal attributes
 - initiative and enterprise
 - limit of responsibilities
- **working with others**
 - working cooperatively and contributing to positive team dynamics
 - working effectively with people from diverse social and cultural backgrounds and ages

- tracking progress of project plans or team goals
- receiving and giving feedback
- leadership
- **managing change**
 - staying calm and making good decisions
 - seeking assistance and clarification
 - coping with stress and conflict
 - problem-solving
 - planning and organising
 - using new technology
 - undertaking further education and training
- **personal satisfaction**
 - achieving success
 - earning respect of colleagues
 - maintaining a record of achievements

Learning Experiences

Students:

- discuss the dilemmas that might arise for employees who strive to achieve output targets and high-quality standards simultaneously
- identify actions by individuals that can lead to greater effectiveness in teams
- describe situations in which relatively new employees should use their initiative in the workplace
- examine the contribution of planning and organising to solving problems associated with change
- explain how change in the workplace can lead to stress and conflict
- investigate strategies that employees should address to cope with conflict and stress in the workplace
- discuss how further education and training can contribute to success at work.

Module 2: Preparing Job Applications (15–30 indicative hours)

This module focuses on assisting students to incorporate work-related achievements into their job applications.

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

What employers want

- **employees with positive personal attributes**
 - traits and behaviours
- **employees with a range of skills for employment**
 - current and applicable skills
- **qualifications and experience**
 - school
 - further education
 - experience in a workplace
 - casual work
 - volunteer
 - community
 - sporting
 - other

Learning Experiences

Students:

- discuss the need to demonstrate positive personal attributes
- discuss why integrity, motivation and resilience are good personal attributes for employment
- describe and record the workplace skills that they have demonstrated in different activities
- record their recent educational achievements, including personal successes
- record their achievements when participating in work situations
- record achievements when participating in voluntary, community, sporting and other interests.

Finding the right job

- **job search**

- positions that are advertised – online, newspapers, noticeboards, employment agencies and labour-hire firms, careers advisers and careers expos
- positions that are not advertised – using networks and connections for recommendation to potential employers, making a direct approach to possible employers, work experience and work placement
- government assistance

Learning Experiences

Students:

- research trends in the labour market, locally and nationally
- research and analyse job advertisements from a variety of sources
- explain the role of employment agencies and labour-hire firms
- research and analyse information about potential employers
- use networks and connections to assist job search activities
- use government-funded organisations to assist job search activities.

- **job suitability**

- personal preferences and qualifications
- possible income and working conditions
- future opportunities
- location and travel time

Learning Experiences

Students:

- assess the suitability of a range of work environments
- examine a hypothetical position in terms of skills, experience and the stated criteria.

Preparing a formal job application

- **seeking an interview**

- initial contact with the employer – in person, email, telephone or application form
- elements of a formal application – a covering letter, resume and details of referees

Learning Experiences

Students:

- role play an initial contact with an employer
- prepare a formal job application for a hypothetical position – word process a covering letter and a resumé that responds to selection criteria, including contact details or statements from referees
- proofread the application for errors and possible improvements.

- **responding in an interview**

- interview preparation
- greeting the interviewers
- responding to questions
- asking questions
- concluding the interview

Learning Experiences

Students:

- prepare for a hypothetical job interview
- role play meeting the interviewers in a simulated interview situation
- respond to questions in a simulated interview situation
- seek feedback on their interview.

Module 3: Workplace Communication (15–30 indicative hours)

This module focuses on providing students with knowledge of the different types of communication in the workplace and with skills to apply them effectively.

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Appropriate communications

- **written, spoken, numerical and visual**
 - different methods of communication
 - correct spelling and punctuation
 - audible, clear and friendly voice
 - concise, correct and courteous communication
 - accurate calculations and visual representations
 - culturally appropriate communication
 - communication that is inclusive of colleagues and clients with a disability

Learning Experiences

Students:

- practise conveying instructions to a hypothetical co-worker
 - write a note/memorandum to a supervisor
 - reply to an email sent to an employee by a supervisor about a hypothetical situation
 - interpret a tax invoice or sales receipt
 - undertake a range of calculations typical of particular vocations
 - identify examples of communications that could offend others
 - role play communicating with a customer.
- **listening, reading and questioning**
 - active listening
 - interpreting technical information
 - open and closed questioning
 - maintaining confidentiality

Learning Experiences

Students:

- demonstrate active listening
- interpret text, diagrams and data of a technical nature
- explain the purpose of open and closed questions
- identify the reasons for maintaining confidentiality in the workplace.

- **body language, personal space and overall communications**

- personal presentation
- appropriate and inappropriate body language
- personal space
- sensitivity to others

Learning Experiences

Students:

- deduce meaning from different forms of personal presentation – consider clothing and accessories
- identify common ways of expressing meaning using body language
- analyse how people indicate that someone is entering their personal space.

Working with customers

- **assisting customers**

- internal and external customers
- business image and expectations
- greetings in accordance with the business's policy
- friendly, open, positive and honest communications
- understanding customer needs
- seeking assistance if required
- concluding in a positive manner

Learning Experiences

Students:

- distinguish between internal and external customers
- identify how appropriate personal presentation can vary among workplaces
- demonstrate how employees should greet customers in hypothetical work settings
- investigate the customer's wants by using open questions and active listening
- demonstrate how employees should end a meeting with an external customer, close a sale or a business transaction.

- **negotiation**

- win-win approach
- negotiating informally
- collecting data and determining priorities
- finding common ground
- making concessions
- achieving consensus
- confirming agreement

- **customer complaints**

- dealing with customer complaints
- protocols to address a complaint
- resolution of the issue

Learning Experiences

Students:

- identify some informal negotiations that often occur in the classroom or other familiar setting
- identify an example of a win-win approach to negotiating
- recommend strategies that could help two people find common ground in their negotiations
- propose situations in which someone might make concessions to achieve an agreement in a negotiation
- role play customer complaint scenarios.

Using technology

- **general workplace technology**
 - communication, including email
 - electronic diary and scheduling software
 - information processing
 - copiers and shredders
- **industry-specific technology**
- **software**
 - word processing
 - spread sheets
 - databases
 - presentations
 - specialist software
 - point of sale systems
- **internet**
 - research
 - financial transactions, including banking
- **inappropriate use**
 - personal use of the employer's equipment
 - inappropriate use of the social media
 - cyber bullying
 - personal mobile phone calls at work

Learning Experiences

Students:

- demonstrate the operation of different types of office technology
- perform simple tasks on spreadsheets and databases
- use the internet to conduct work-related research
- investigate issues associated with transferring money online
- present a report on the inappropriate use of office technology.

Module 4: Teamwork and Enterprise Skills (15–30 indicative hours)

This module analyses the attributes of enterprising people and examines how individuals should contribute to teams.

Note: This module is a prerequisite of Module 9.

Outcomes

3. analyses employment options and strategies for career management
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Being a valued team member

- **characteristics of good team members**
 - work toward shared team goals
 - collaborative approaches to completing tasks
 - cooperation rather than competition
 - speak clearly, listen actively and write plainly and concisely
 - courteous and involved in decision-making
 - learn from others and seek feedback
 - replace others when required
 - develop positive meeting skills
 - build team spirit
 - give and receive constructive criticism
 - settle disagreements
 - demonstrate cross-cultural understanding
 - work positively with people who vary in age, gender, race, religion or political persuasion
- **characteristics of difficult team members**
 - dominate discussions
 - block the contributions of others
 - attack the contributions of others
 - off-task regularly
 - lack punctuality and reliability
 - work in their own self interest

Learning Experiences

Students

- explain the benefits of teamwork for individuals and an organisation
- analyse the elements of a collaborative approach to solving problems
- identify the ways that individuals should communicate in teams and meetings
- discuss the benefits of cross-cultural understanding to team performance
- discuss behaviours that can have beneficial and adverse effects on teams
- role play a group activity in which some group members adopt one difficult behaviour each, then analyse the influence of those members on the group's performance
- propose ways to address the behaviour of difficult team members.

Being an enterprising person

- **attributes of enterprising people**
 - uses initiative to lead and implement new ideas and innovations
 - identifies opportunities for improvement
 - works with others to plan, implement and monitor solutions to problems
 - monitors and evaluates performance
 - is positive, optimistic and resilient
 - manages resources effectively – human and physical
 - manages risk well when translating ideas into action
 - adapts to new situations in a flexible way
 - works on problems using planning, self-management and teamwork
- **challenges faced by enterprising people**
 - inadequate support of workplace and/or co-workers
 - inadequate finance
 - controlling financial risks
 - obtaining inputs – price and reliability of supply
 - unfavourable market fluctuations
 - complex legal requirements

Learning Experiences

Students:

- identify successful entrepreneurs at a national and local level
- explain how people who have implemented new ideas and innovations have used initiative and leadership
- discuss the ways that enterprising people solve problems
- discuss the relationship between risk and return
- assess the difficulties of managing a combination of resources
- examine the challenges faced by enterprising people.

Participating in enterprise activities and projects

- **types of enterprise activities**
 - business
 - community
 - school
 - sport
 - competitions

- **planning and organising enterprise activities**
 - plan – goals, targets and deadlines
 - organise – necessary approvals, resource allocation and scheduling
 - leadership
- **monitoring and modifying the enterprise activity**
 - progress checks
 - process and product
 - identifying problems
 - responding to issues that arise

Learning Experiences

Students:

- identify common features of enterprise projects
- propose possible enterprise projects
- explain the contribution of planning to managing an enterprise project
- discuss ways that employees could demonstrate initiative and leadership in an enterprise project
- describe strategies for monitoring and modifying an enterprise project.

Module 5: Managing Work and Life Commitments (15–30 indicative hours)

This module focuses on assisting students to analyse those factors that affect work–life balance and to make decisions that help them to get the balance right. They should develop a clear idea of the positive and negative influences on working lives.

Note: This module is a prerequisite of Module 8.

Outcomes

2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Rewards from work

- **financial rewards**
 - payment for work
 - superannuation
 - leave provisions
 - incentives such as housing, rental, uniform or equipment allowances
 - promotion to a higher position
- **non-monetary rewards**
 - personal growth, learning and skill development
 - access to training opportunities
 - status with colleagues and in the community
 - performing important functions for the community
 - supporting local enterprises and community organisations
 - lifestyle
 - personal fulfilment and job satisfaction
 - social interaction with work colleagues

Learning Experiences

Students:

- distinguish between the different financial rewards from work
- investigate work-related incentives and allowances
- discuss the strategies that people could follow to maximise their financial rewards
- discuss the extent to which different people gain a sense of personal fulfilment from work
- outline how a person's job can affect their status among friends and in the community
- describe how individual work can contribute positively to the community.

Work–life challenges

- **work–life contexts**
 - home-based work
 - welfare
 - paid work
 - employment and self-employment
 - casual work
 - part-time work
 - full-time work

Learning Experiences

Students:

- explain why different people make different work–life choices
 - discuss the advantages and disadvantages of being self-employed or working for an employer
 - discuss the advantages and disadvantages of full-time and part-time work
 - identify short education/training courses that can increase access to work
 - identify programs that assist people to access work.
- **work commitments**
 - hours of work
 - overtime, shiftwork and changing rosters
 - 'on call' and connections to work
 - education and training courses
 - workplace stress
 - travel commitments
 - working multiple jobs
 - meeting work commitments
 - seeking leave if necessary

Learning Experiences

Students:

- explain how work demands may affect a person's work–life balance
 - examine the circumstances where being in full-time work can lead to increased happiness and life satisfaction
 - outline strategies that a full-time employee could adopt to reduce the adverse effects of work demands
 - propose strategies that would help employees to complete further education and training.
- **family, friends and community commitments**
 - commitments in work hours
 - commitments outside work hours that could adversely affect work performance
 - planning leisure activities
 - ensuring that work commitments will be met
 - building and maintaining friendships and networks
- **financial commitments**
 - borrowings – including credit card debt, financing purchases and personal loans
 - fixed costs – including rent, phone plans, cost of transport to work

- non-essential costs – discretionary expenditure
- avoiding financial problems
- **legal issues**
 - contracts and their commitments
 - unlawful acts and possible implications
 - avoiding problems with the law
 - getting assistance when necessary
- **changes in work environment**
 - organisational restructure
 - redundancy
 - company closure
 - introduction of new technology
 - effect of new regulations

Learning Experiences

Students:

- recognise the role family, friends and the community play in their lives
- outline how family, friends, work colleagues and community influence the behaviour of employees in positive and negative ways
- discuss the role of self-management in achieving a desirable work–life balance
- explain the strategies that young employees could adopt to achieve a good work–life balance
- discuss strategies that employees could adopt to minimise negative influences on their work commitments
- explain why minimising costs and maximising saving can, over time, assist individuals to improve their work–life balance
- outline how legal matters can adversely affect a person's work–life balance
- examine how individuals can cope with changes in the work environment.

Module 6: Personal Finance (15–30 indicative hours)

This module focuses on assisting students to successfully manage their finances after obtaining a job.

Outcomes

4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Managing an income

- **understanding a pay advice statement**
 - wage rate, hours worked and gross income
 - income tax rates, tax payments and net income
 - superannuation contributions
 - other deductions
- **managing a bank account**
 - electronic, cheque and cash deposits
 - debit and credit cards
 - internet banking
 - maximising interest on savings
 - maximising account security
 - minimising fees and charges
- **managing a superannuation account**
 - choosing a superannuation fund
 - combining accounts into one
 - making additional contributions
 - seeking financial advice
- **completing a tax return**
 - documentation required
 - understanding deductions and rebates
 - calculating taxable income
 - using an online tax return
 - using a tax accountant

Learning Experiences

Students:

- calculate the key aggregates that appear on a pay advice statement
- investigate how employees should respond if they think there are errors on their pay advice statement
- examine the different ways of using financial accounts

- compare the costs and returns for similar accounts in different financial institutions
- identify strategies which could maximise the security of financial accounts
- discuss the factors that should be considered when choosing a superannuation fund
- interpret the information on a payment summary (group certificate)
- calculate the main aggregates required in a tax return.

Personal finance strategies

- **budgeting**
 - annual income
 - annual costs – avoidable and unavoidable costs
 - annual savings and overall accumulated savings
- **consumer spending**
 - comparison shopping
 - methods of payment
 - restricting long term commitments
- **borrowing money**
 - reasons for borrowing
 - types of loans
 - using credit cards
 - comparing total payments for the duration of the loan
 - meeting commitments and repayments
- **protecting assets**
 - types of insurance
 - compulsory insurance
 - insurance contracts
 - maintaining and replacing assets

Learning Experiences

Students:

- distinguish between costs that are avoidable and not avoidable and explain the role of each in the budgetary process
- discuss the possible advantages of minimising costs associated with long-term contracts
- examine the advantages of accumulating savings
- analyse common mistakes made by consumers and borrowers
- assess the need for the different types of insurance.

Investing money

- **reasons for saving and investing money**
 - saving for a major purchase
 - earning extra income
 - seeking a capital gain
 - retirement
- **types of investments**
 - savings accounts
 - term deposit accounts

- property
- shares
- superannuation
- small business ownership
- **tax implications**
 - tax rates on different types of investment
- **sources of financial advice and information**
 - financial institutions
 - financial planners/advisers
 - superannuation funds
 - tax accountants
 - government organisations

Learning Experiences

Students:

- explain why people attempt to maximise the income generated by their savings
- identify the ways that capital gains may be earned
- assess the advantages and disadvantages of the different types of investments by considering the relationship between risk and return
- explain why the tax treatment of the different types of investments is important for investors
- discuss ways that individuals can improve their financial literacy
- analyse sources of financial advice
- analyse the factors that influence how individuals make financial decisions.

Module 7: Workplace Issues (15–30 indicative hours)

This module focuses on developing a deeper understanding of issues that are important to people in their working lives.

NOTE: Module 1, *In the Workplace* is the prerequisite for this module.

Outcomes

1. investigates a range of work environments
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Workplace relations

- **employers and their organisations**
 - providing information, advice and support for employers
 - acting as advocates for individual businesses, industries and the whole business community
 - conducting campaigns to benefit their members
- **the role of unions**
 - bargaining on behalf of groups of employees
 - providing members with information, advice and support
 - conducting campaigns and/or industrial action to improve/maintain working conditions
 - support for individual members experiencing difficulty at work
- **workplace regulation**
 - the national workplace relations organisation – minimum wages and conditions, enterprise bargaining and dispute resolution
 - the workplace ombudsman – information on workplace relations, investigates possible contraventions of workplace laws, awards and agreements, initiates legal proceedings when required
 - work health and safety legislation – regulations related to managing workplace risks and safety
 - WorkCover – enforces work, health and safety regulations and may provide financial assistance to workers who are injured at work
- **workplace equity**
 - Equal employment opportunity
 - Non-discrimination

- **causes of workplace disputes**
 - wage negotiations
 - working conditions
 - health and safety issues
 - government policy changes
- **resolving disputes in the workplace**
 - negotiation
 - mediation
 - unions and employers' representatives

Learning Experiences

Students:

- distinguish between a union and an employers' organisation
- investigate the current activities of one union and one employers' organisation
- briefly examine the role of workplace relations organisations when disputes arise between employers and unions
- explain how the workplace ombudsman could assist an individual or group of employees who have a conflict with their employer
- outline the main ways that the health and safety of workers are protected at work
- investigate the legal requirements for equity in the workplace
- examine how advocacy can support employees in the workplace
- role play a process of mediation.

Performance appraisal at work

- **purpose of performance appraisals**
 - improve work performance
 - solve problems
 - identify the most capable employees
 - assess possible future education, training or other professional development needs
- **common aspects for appraisal**
 - performance of work tasks
 - ability to work with others
 - ability to manage change
 - professional learning/career development
- **methods of appraisal**
 - observations
 - data collection
 - interviews
- **feedback**
 - regular discussions
 - rating scales
 - comparative ratings

- reward systems – promotions, bonus payments, over-award payments, access to fringe benefits

Learning Experiences

Students:

- explain the purpose of performance appraisals
- outline how a performance appraisal could take place
- identify the critical factors that are considered in a performance appraisal
- discuss the advantages and disadvantages of performance appraisals for employees and employers.

Leaving an employer

- **resignation**
 - reasons – new opportunities, job dissatisfaction, issues of concern at the workplace
 - obligations – notice period, back pay, long service leave, superannuation
- **redundancy/retrenchment**
 - reasons
 - severance pay
 - outplacement counselling
 - impact on individual/family
- **dismissal**
 - common reasons for dismissal
 - criminal offences
 - breach of code of conduct
 - unfair dismissals – small and larger businesses
- **retirement**
 - eligibility for superannuation payments and the pension

Learning Experiences

Students:

- outline the circumstances that might make employees consider resigning from a job
- distinguish between dismissal and redundancy
- explain the significance of superannuation and/or the age pension for older employees.

Unemployment

- **reasons for unemployment**
 - economic downturn
 - skills no longer needed
 - change in employer's circumstances
 - between jobs
- **assistance for the unemployed**
 - government assistance – specific forms of assistance
 - non-government agencies – types of assistance, range of agencies

- **helping yourself**
 - networks and connections
 - change locality
 - change occupation
 - engage in training
 - temporary employment
 - voluntary work

Learning Experiences

Students:

- outline the reasons why people become unemployed
- discuss the strategies that people could follow to minimise the possibility of unemployment
- explain the types of assistance that are available to people who are unemployed
- propose what unemployed people could do to minimise the time that they spend out of work.

Module 8: Self-Employment (15–30 indicative hours)

This module focuses on students who may either conduct their own business/entrepreneurial activities together with their employment or run their own business activities.

Note: Module 5, *Managing Work–life Commitments* is the prerequisite for this module

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives

Key Issues

Being a business owner

- **small business**
 - the variety of small business activities in Australia
 - business/entrepreneurial opportunities for people at different stages in their lives

Learning Experiences

Students:

- examine statistics on the range of small businesses in Australia
- propose business opportunities for people who are at different stages of their life.

- **types of business ownership and control**

- sole trader
- partnership
- private company
- independent contractor
- franchise owner

Learning Experiences

Students:

- distinguish between the different types of business ownership and control
- identify local businesses that are sole traders, partnerships, private companies, independent contractors or franchises
- suggest self-employment opportunities within the community.

- **implications of self-employment**

- independence
- risk and return
- liability for debts
- further education and training
- record-keeping
- customer service
- work/life flexibility

Learning Experiences

Students:

- discuss the relationship between risk and return
- identify types of courses that people who are self-employed should complete
- outline the record-keeping aspects of running a small business
- identify a small business or a small-business opportunity and discuss its advantages and disadvantages.

Personal attributes and management skills

- **personal attributes**

- entrepreneurial
- motivation, enthusiasm and self-belief
- dynamic and innovative
- persistent and resilient
- well-presented and courteous
- responsible and reliable

Learning Experiences

Students:

- identify successful small business owners and describe some of their personal attributes
- suggest examples of personal attributes that lead to small business success
- identify influences on people's working lives that could affect their ability to manage a small business.

- **management skills**

- planning – preparing a business plan
- organising the resources – human, capital and financial
- leading the operation – marketing and managing change
- monitoring and controlling the performance of the business
- seeking assistance – government, bank, professional and support staff

Learning Experiences

Students:

- examine the role of self-management and teamwork skills for a small business owner
- prepare a business plan for a microenterprise in one of the following areas – cleaning, gardening, lawn mowing, reselling clothing, selling art or craftwork, or other local example
- identify people or organisations which could help the self-employed
- identify online processes to manage costs and to promote a business or service.

Common mistakes

- **poor marketing**
- **lack of research**
 - sales forecasts
 - break-even point
- **changed market conditions**
- **poor record-keeping**
 - sales
 - taxation – tax file number/s, Australian Business Number/s, tax deductions
 - costs
 - asset records
- **poor customer service**
 - communication
 - service delivery

Learning Experiences

Students:

- outline the impact of lack of research and poor marketing on a hypothetical small business
- calculate the break-even point for a hypothetical business
- examine the following records – cash sales, sales on account, goods and services tax, accounts receivable, accounts payable, maintenance and depreciation of equipment, taxation returns
- describe a recent example of a business failure
- outline ways to overcome poor customer service.

Module 9: Team Enterprise Project (15–30 indicative hours)

In this module students apply initiative, enterprise and teamwork skills in the completion of a group project. It should replicate situations that are likely to occur in the workplace.

This module requires students to apply initiative, enterprise and teamwork skills in the completion of a project. It is meant to replicate situations that are likely to occur in the workplace.

Note: Module 4, *Teamwork and Enterprise Skills* is the prerequisite for this module.

Outcomes

2. examines different types of work and skills for employment
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

The team enterprise project

A team enterprise project could include producing a good or service, selling a good or service, organising an event, establishing a simulated business, linking with a local business, launching an initiative in the community or providing support for the school and/or the community.

Key Issues

• the project proposal

- project team membership and roles
- description of the project and its duration
- goals of project
- resources and assistance required
- project action plan

- **project implementation**

- production/operations – scheduling
- staffing
- finance
- marketing
- use of consultants/mentors
- meeting legal and record-keeping requirements
- work health and safety implementation

- **project evaluation**

- indicators of the achievement of the project's goals
- indicators of student learning – the development of teamwork and enterprise skills

- **project presentation**

- an audiovisual presentation of the project's goals, implementation strategies and success in terms of the achievement of the goals and the development of teamwork and enterprise skills

Learning Experiences

Students:

- propose an appropriate team enterprise project
- present a project proposal in report form
- apply a team approach to problem-solving, including leadership roles for each team member
- initiate and complete the project using project-implementation strategies as appropriate
- prepare a project presentation using ICT
- assess performance in a positive way for both the project and the learning of each team member
- prepare records of the team's achievements for future job applications.

Module 10: Experiencing Work (15–30 indicative hours)

This module focuses on providing students with actual experiences in the workplace. It aims to build on prior learning in the *Work Studies* syllabus core and other elective modules.

Schools have the flexibility to include up to a maximum of 60 indicative hours for one or two modules on *Experiencing Work*. These modules must not exceed 50 percent of course time.

They may involve integrated work placements and/or block work placements in businesses and/or community organisations. Students may also conduct research activities in a number of workplace settings and/or be involved in structured enterprise competitions. The value of these experiences is to reinforce the school-based components of the course and to complement work placements that students undertake in other subjects.

Teachers should ensure all required approvals and documentation is completed for students to be involved in activities external to the school.

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Work health and safety

Note: Teachers may modify this *Work health and safety* content depending on prior student learning.

- **safe working practices**
 - a safe work area
 - safe use of equipment
 - personal protective equipment and clothing
 - preventing bullying and harassment
- **managing risks**
 - identify hazard/s
 - assess the risks of the hazard
 - control the hazard
 - report the hazard

- **common hazards**
 - manual handling
 - slips and falls
 - hazardous substances
 - UV radiation
 - noise
 - plant and equipment
 - electrical safety

Learning Experiences

Students:

- using a specific work environment explain how safe working practices are implemented
- identify some common hazards and rate the degree of risk associated with each
- propose measures for controlling a range of hazards with different degrees of risk
- identify workplace hazards, safety signs and symbols.

The workplace

- specific workplace/s for experiencing work

Learning Experiences

Students:

- identify a suitable workplace/community organisation
- familiarise themselves with the workplace and its procedures and protocols
- obtain all approvals to participate in experiencing work
- submit appropriate documentation.

Participate in a work environment

- specific workplace/s

Learning Experiences

Students:

- perform duties and tasks in the workplace
- experience the daily procedures in particular occupations/workplaces
- meet and talk to people in the workplace
- build a network of contacts
- prepare material to support future job applications
- apply workplace skills
- work safely
- prepare a report/logbook of experiencing work

Module 11: School-Developed Module (15–30 indicative hours)

Schools may develop one or two school-developed modules provided that, in total, they do not exceed 25 percent of course time. The module/s should meet identified student and/or local needs and may be developed in association with groups such as employers and community organisations.

The modules should be based on the course outcomes and be structured in a similar way to the other modules in the syllabus. Care should be taken to ensure that the content will not be covered in the students' other subjects.

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Note: Teachers may determine the appropriate outcomes for the particular school developed module.

Modules that schools could develop

- exploring further education and training
- applying technology in the workplace
- human relations in the workplace
- equity and ethical issues and work
- volunteering and supporting in your local community
- living away from home
- success in the workplace
- regional and global work
- community initiatives

Learning experiences

Students:

- **prepare a research report on the key issues addressed in the module**
 - include an executive summary with sections for each of the issues covered and recommendations for dealing with each issue
 - refer to the relationship between the issues addressed and other issues covered in the course
- **School-developed implementation and reporting process.**

Assessment

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing student achievement in the Stage 6 *Work Studies* Content Endorsed Course for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. Those purposes include:

- assisting student learning
- evaluating and improving teaching and learning
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing evidence of satisfactory completion and the results for the Higher School Certificate course.

There is no external examination of students in the Stage 6 *Work Studies* Content Endorsed Course. When completed as an HSC course, *Work Studies* will have an unmoderated school assessment mark recorded on the HSC Record of Achievement. Schools are responsible for ensuring that marks submitted to the Board are aligned to the Stage 6 Board Endorsed Course performance descriptors.

Assessment provides a measure of a student's achievement based on the range of syllabus outcomes and content. The assessment components, weightings and task requirements – to be applied to internal assessment – ensure a common course focus across schools, while allowing for flexibility when designing tasks. A variety of tasks should be used to give students the opportunity to demonstrate achievement of outcomes in different ways and to improve the validity and reliability of the assessment.

Schools should develop an assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school should also develop and implement procedures to:

- inform students in writing of the assessment requirements before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on each student's performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students.

Assessment components and weightings

The components and weightings to be used by schools are detailed below. The allocation of weighting to particular tasks is left to the individual schools, but the percentage allocated to each assessment component must be maintained.

The assessment components consist of:

- knowledge and understanding outcomes and course content, and
- skills outcomes and course content.

Component	Weighting (%)
Knowledge and understanding	30
Skills	70

More than one component may be assessed in each task. The Board expects that three to five tasks are sufficient to assess the course outcomes, this will depend on whether it is a 60-, 120- or 240-hour course.

The assessment tasks given to students must:

- be consistent with the objectives and outcomes being assessed
- provide for a range of performances and achievements within the group
- be appropriate for the outcomes they are designed to measure
- use a range of assessment instruments.

At least one assessment task should be derived from formal examinations. Formal examinations are defined as any form of examination as used in the Higher School Certificate under conditions similar to those in the HSC for comparable tasks and which apply equally to all students at the school.

Strategies and instruments used for assessment may include the following:

- records of the achievement of workplace skills
- research reports
- work placement logbook
- individual and group presentations and reports
- portfolios of students' work prepared over time
- in-class tests
- multiple-choice and short answer tests
- written and/or oral reports related to work placements or other work experiences in the community or excursions.