



TRAINING SERVICES

Employability Skills Development Course

**(For secondary students
undertaking work experience)**

Course Outline

1. Course Rationale

The employability skills are non-technical skills which contribute to an individual's effective participation in the workplace. They are a set of generic workplace competencies developed jointly by The Australian Chamber of Commerce and Industry and the Business Council of Australia and consist of eight core skills and a set of personal attributes.

It is important that secondary students be provided with a range of opportunities to acquire these skills to help ensure a successful transition from school to their preferred post-school pathway.

This course, the *Worklinks Employability Skills Development Course*, provides the opportunity within a real business context for young people to develop competence across the full range of employability skills and personal attributes. Students who satisfactorily complete this course will exit school having had significant dedicated and explicit exposure to the skills which industry has indicated are essential to effective participation in the workforce. **They will also be eligible for one QCE point.**

While the employability skills may also be developed by secondary students through school-based and other possible activities, this course, as indicated above, will provide the opportunity for development of these skills **within an actual business/employment context.**

2. Course Overview

The *Worklinks Employability Skills Development Course* consists of the following three phases, during each of which students will be learning and developing the required skills and knowledge of the course and meeting course objectives.

There is an overall requirement for the course to consist of a **minimum of 60 nominal hours**. At least 50 of these hours must be made up as follows:

- Within Phase 1, the Preparatory Learning Phase, there is a mandatory minimum component of eight hours;
- Within Phase 2, the Workplace Learning Phase, there is a mandatory minimum component of 40 hours to be spent in the workplace;

- Within Phase 3, the Post-Activity Phase, there is a mandatory minimum component of two hours to be devoted to post-activity reflection and evaluation.

The remaining minimum of 10 hours can be taken from any/all of the three phases.

An overview of each of the phases follows.

PHASE 1 - PREPARATORY LEARNING PHASE (8-18 HOURS)

Mandatory Requirements (8 hours):

Step 1: Work Experience general induction - workplace rights, responsibilities and expected behaviour (2 hours)

☐ *See Work Experience Induction PowerPoint presentation - Appendix 1, and Trainers Notes - Appendix 2*

○ Content to be covered:

- Background information on workplace health and safety, including relevant health and safety statistics, types of workplace injury, employer and employee rights and responsibilities, hazards, and safety signs.
- Background information on workplace discrimination and harassment.
- Expectations of work experience student conduct.

Step 2: Complete Work Experience Induction Booklet (1 hour)

☐ *See Work Experience Induction Booklet - Appendix 3, and Marking Guide - Appendix 4*

Step 3: Employability Skills Workshops (4 hours)

☐ *See Trainer Resource Book - Appendix 5, and Participant Skills Portfolio - Appendix 6*

Step 4: Introduction to the Participant Skills Portfolio/work experience logistics (1 hour)

☐ *See Participant Skills Portfolio - Appendix 6*

Optional Activities (2-10 hours):

Step 1: Career planning and review (5 hours)

☐ *See Career Analysis Survey - Appendix 7*

- Content to be covered:
 - Completion of Career Analysis Survey by each student.
 - Analysis of skills and qualifications required for a range of occupations and associated career exploration activities within the Job Guide.

Step 2: Resume writing/interview skills (5 hours)

☐ *See Resume Writing/Interview Skills PowerPoint Presentation - Appendix 8, and Mock Interview sheet - Appendix 9.*

- Content to be covered:
 - Components of an effective resume.
 - How to prepare for an interview.
 - Mock interview activity.

PHASE 2 - WORKPLACE LEARNING PHASE (40-50 HOURS)

- Participation in workplace learning, gathering evidence throughout the placement period for inclusion in the Participant Skills Portfolio; and
- Assessment in the workplace against the employability skills.

Please note that for an additional fee, Worklinks can organise work experience placements for schools in the Greater Brisbane Area.

☐ *See Participant Skills Portfolio - Appendix 6*

PHASE 3 - POST-ACTIVITY PHASE (2-4 HOURS)

Post-activity reflection should include:

- Sharing experiences of tasks actually undertaken in the workplace;

- Reflecting on what aspects the young person enjoyed and benefited from or didn't enjoy or benefit from;
- Revisiting students' views about the industry in which they participated in work experience, and their interest in a future career within it;
- Reflecting on learning that occurred in the workplace and reflecting on employer feedback, with a focus on employability skills development;
- Updating the Participant Skills Portfolio.

3. Course Industry Partners and Timeframes

Employers on the Worklinks Inc database who take students for work experience will act as industry partners. At present this database numbers in excess of 6,000 employers across a very wide range of industries.

As indicated above, the course will include a minimum nominal time component of 60 hours.

4. Course Learning Objectives

In order to have been deemed to have satisfactorily completed the course, students are required to:

- Demonstrate competency on each of the employability skills on at least two occasions, with at least one of those occasions being in the workplace (Objective 1); and
- Demonstrate mastery of the common/skills knowledge listed within Objective 2 (other than the career development objective which is not mandatory).

Objective 3 is optional.

OBJECTIVE 1: EMPLOYABILITY SKILLS (MANDATORY)

To develop and apply the full range of employability skills during the different phases of the project, through applications such as those outlined below (example based on hospitality industry placement):

Employability Skills	Phase 1: Preparatory	Phase 2: Placement	Phase 3: Reflection
Communication	<ul style="list-style-type: none"> • Listening and understanding information provided • Speaking (eg. during discussion topics) • Writing (during work induction booklet completion) • Completing relevant worksheets 	<p>Examples of potential activities:</p> <ul style="list-style-type: none"> • Speaking with staff and clients • Answering the phone • Writing up workplace diary of daily activities • Listening to instructions of supervisor • Asking questions of supervisor • Completing workplace documentation 	<ul style="list-style-type: none"> • Using oral communication skills to share experiences in the workplace with peers
Teamwork	<ul style="list-style-type: none"> • Participating in group activities during preparation sessions • Listening to the ideas of others in the group with an open mind • Negotiating timelines, roles and responsibilities with relevant stakeholders 	<ul style="list-style-type: none"> • Establishing and maintaining productive and harmonious working relationships with management, customers and co-workers 	<ul style="list-style-type: none"> • Participating in post-placement group reflection and evaluation sessions
Problem Solving	<ul style="list-style-type: none"> • Working with school personnel to solve any issues that arise in relation to timetable changes that are required in order to facilitate participation • Completing relevant problem solving activities presented in the pre-placement phase 	<ul style="list-style-type: none"> • Working with others in the workplace to solve problems as they arise 	<ul style="list-style-type: none"> • Discussing any problems that arose during the placement and proposing solutions that may have been more effective than those that were chosen
Initiative and Enterprise	<ul style="list-style-type: none"> • Showing initiative in the preparatory phase through contributing ideas about different ways the life-long learning or employability skills might be evidenced in the workplace • Researching the workplace prior to participation in order to develop an appreciation of the types of employability skills that are most likely to be required in the day to day tasks 	<ul style="list-style-type: none"> • Adapting to new situations as rotated through the various aspects of the job or through different departments within the business • Using initiative in the workplace eg. asking questions 	

Planning and Organising	<ul style="list-style-type: none"> Collecting evidence of competency for inclusion in the Participant Skills Portfolio Planning for mock and real interviews 	<ul style="list-style-type: none"> Collecting evidence of competency for inclusion in the Participant Skills Portfolio Identifying priorities and re-organising schedules/timing where necessary 	<ul style="list-style-type: none"> Collecting evidence of competency for inclusion in the Participant Skills Portfolio
Self Management	<ul style="list-style-type: none"> Evaluating and monitoring own performance 	<ul style="list-style-type: none"> Evaluating and monitoring own performance to ensure tasks are completed on time and to specified requirements 	<ul style="list-style-type: none"> Developing a personal vision and goals
Learning	<ul style="list-style-type: none"> Developing a knowledge and understanding of careers, job opportunities, job roles in a specific industry Developing an understanding of workplace health and safety and industrial relations that are relevant to working in the specific environment 	<ul style="list-style-type: none"> Using feedback and advice from others to improve own performance Being willing to learn new knowledge and skills on the job Understanding that the way jobs are performed is constantly changing as new technologies are introduced in the workplace which requires employees to engage in ongoing learning to acquire the latest knowledge and skills to remain proficient in the activity context 	<ul style="list-style-type: none"> Identifying gaps in learning, eg. identifying life-long learning or employability skills (or facets of them) to be developed further
Technology	<ul style="list-style-type: none"> Using a range of basic IT skills, eg. in the preparation of a resume and letter of application 	<ul style="list-style-type: none"> Using a range of technology relevant to the work tasks Selecting and using the right personal protective equipment 	<ul style="list-style-type: none"> Using basic IT to complete portfolio tasks, update resume etc

OBJECTIVE 2: COMMON SKILLS/KNOWLEDGE

To develop a sound understanding and knowledge of generic workplace practices related to:

- Workplace health and safety*; and
- Appropriate workplace behaviour and conduct (eg. anti-discrimination, employers/ employee rights and responsibilities)*; and

to develop a sound understanding of careers in the industry, and job opportunities and roles available within it.

(*Note: These two aspects are mandatory components of the course.)

Common Skills/ Knowledge	Phase 1: Preparatory	Phase 2: Placement	Phase 3: Reflection
Workplace Health and Safety <ul style="list-style-type: none"> To identify WHS requirements for a safe working environment To follow workplace procedures in relation to WHS and report hazards to designated personnel 	<ul style="list-style-type: none"> Satisfactory completion of set worksheets/checklists provided in phase 1 mandatory unit: work experience induction 	<ul style="list-style-type: none"> Employer reports that student has acted appropriately in relation to these issues in the workplace 	
Anti-Discrimination, Bullying <ul style="list-style-type: none"> To develop a sound understanding of what constitutes workplace discrimination, sexual harassment bullying etc, and to be aware of the strategies to be undertaken in the event of witnessing or experiencing any of the above. 	<ul style="list-style-type: none"> Satisfactory completion of set worksheets/ checklists provided in phase 1 mandatory unit: work experience induction 	<ul style="list-style-type: none"> Employer reports that student has acted appropriately in relation to these issues in the workplace 	
Career Development <ul style="list-style-type: none"> To develop a sound understanding of careers in the industry, job opportunities and roles available. 	<ul style="list-style-type: none"> Satisfactory completion of set worksheets/ checklists provided in career planning and review unit (optional aspect within the preparatory phase) 	<ul style="list-style-type: none"> Any specific evidence in relation to careers in the industry, gathered during work placement and included in the Participant Skills Portfolio 	<ul style="list-style-type: none"> Satisfactory completion worksheet completed in the post-placement phase (optional). Any specific evidence included in the Participant Skills Portfolio

OBJECTIVE 3: TECHNICAL SKILLS/KNOWLEDGE

To take the opportunity to develop industry-specific technical skills/knowledge in the on-the-job environment. The following are examples, taken from a hospitality context.

(Note: this is not a mandatory objective of the course.)

- Prepare rooms for guests;
- Provide visitor information;
- Receive and process reservations;
- Prepare and serve espresso coffee;
- Clean work area and equipment;
- Clear tables;
- Assist with food preparation.

5. Role of Program Partners

Program Partners	Role of Program Partners
Worklinks Inc	<ul style="list-style-type: none"> To apply for recognition of the course and coordinate the program. Jan Robinson and Philip Hurd of Worklinks Inc, will be the Coordinating Assessors who will complete any relevant QSA professional development activity prior to program implementation and who will share coordination of all phases of the program. To ensure all paperwork associated with the work placement is completed in accordance with the requirements of the Work Experience Act 1996. To ensure adherence to requirements of Commission for Children and Young People and Child Guardian Act 2000. To ensure the program does not encourage or condone contravention of Commonwealth or State Laws. To report on participants' achievements on completion of the program to QSA through SLIMS by required dates. To participate, as required, in any random sampling requirements of the QSA. To support all other partners to ensure the program runs effectively and that participant learning is enhanced. To ensure opportunities are provided for participants to develop and demonstrate learning relevant to the program objectives throughout all phases of the program.
Industry Partners/ Employers	<ul style="list-style-type: none"> To provide workplace learning opportunities for participants. To provide opportunities for participants to develop and demonstrate the full range of skills required, aligned to the course objectives. To assist in assessment of the participant in the workplace. To guide the participant in the collection of appropriate evidence of learning for inclusion in the Participant Skills Portfolio. To potentially offer an Australian School-Based Apprenticeship or Traineeship, or casual employment to successful participants on completion of the program. To provide feedback to Worklinks Inc on conclusion of each course, so that improvements and adjustments can be made where appropriate.
School Personnel	<ul style="list-style-type: none"> To assist in providing, where appropriate and under Worklinks Inc's guidance, aspects of Phases 1 and 3. To liaise with employers in relation to students' assessment in the workplace. To participate in all relevant quality assurance activities of Worklinks Inc to ensure consistency of course delivery and assessment.
Program Participants: Students from Year 10-12	<ul style="list-style-type: none"> To collect evidence of learning throughout the program for inclusion in the Participant Skills Portfolio. To actively participate in the learning and assessment processes at each phase of the program. To provide feedback to Worklinks Inc on conclusion of the course, so that improvements and adjustments can be made where appropriate.

6. Assessment Plan and Evidence Required

In order to be deemed to have satisfactorily completed the course, students must demonstrate competency on all employability skills at least twice, with at least one of these instances being in the workplace. In addition, competency must be demonstrated on the two mandatory aspects of the common skills/knowledge objectives as outlined above.

The following table shows ways through which competency will be demonstrated. Other ways can be added, depending on the specific context.

Learning Objective	Phase 1: Assessment and Evidence Required	Phase 2: Assessment and Evidence Required	Phase 3: Assessment and Evidence Required
Employability Skills <ul style="list-style-type: none"> To develop and apply the full range of employability skills during the different phases of the course 	<ul style="list-style-type: none"> Short response assessment item testing understanding of the life-long learning or employability skills 	<ul style="list-style-type: none"> Participant Skills Portfolio Verification by workplace supervisor that student has demonstrated competency in the employability skills 	<ul style="list-style-type: none"> Updated Participant Skills Portfolio, including evidence of development of employability skills
Common Skills/Knowledge <ul style="list-style-type: none"> To identify WHS requirements for a safe working environment To follow workplace procedures in relation to WHS and report hazards to designated personnel To interact with others in the workplace in accordance with anti-discrimination and workplace harassment policies and procedures To develop a sound understanding of careers in the industry, job opportunities and roles available 	<ul style="list-style-type: none"> Completion of Work Experience Induction Booklet 	<ul style="list-style-type: none"> Observation by workplace supervisor/s Any specific evidence included in Participant Skills Portfolio 	<ul style="list-style-type: none"> Updated Participant Skills Portfolio, including evidence of development of at least the first two common skills/knowledge
Technical Skills/Knowledge <ul style="list-style-type: none"> To develop a range of technical skills and keep a log of the skills developed 		<ul style="list-style-type: none"> Observations by work supervisor/s Any specific evidence included in the Participant Skills Portfolio 	<ul style="list-style-type: none"> Updated Participant Skills Portfolio, including evidence of development of specific technical skills

Moderation will be ensured by cross-marking by more than one designated Worklinks Inc trainer. The Worklinks Inc CEO will also examine a sample of Participant Skills Portfolios from each course to ensure consistency of marking.

Students will have the opportunity to appeal assessment decisions. Appeals will be investigated by the CEO, who will make the final decision.

7. Contact Details and Enquiries

All enquiries or concerns in regards to this course should be forwarded to the Worklinks Training Department, via:

P: 07 5428 0104

E: training@worklinks.com.au