**Work Related Skills (WRS)**

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

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| **Unit 1 – Careers and learning for the future**  **Outcome 1 – Future careers**  In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends.  **Key Knowledge**   * sources of reliable and credible employment information, such as government websites, careers specialists, industry publications, tertiary institutions and employment agencies * labour market information relating to a range of occupations, including skills shortage areas, geographic location, industry growth areas, emerging industries, green industries, and local, national and global trends * strategies to analyse information relating to employment including research, summarising information, interpreting graphs, seeking multiple sources of information and applying logic * the advantages and disadvantages of pursuing employment in low-growth, medium-growth and high-growth industries * strategies to engage in planning and decision-making relating to employment, such as SWOT analysis, decision-making models as well as consulting with trusted people such as careers specialists, mentors, employers and colleagues * the interconnection between identifying personal skills and capabilities, finding and analysing information, and planning and decision-making for future employment.   **Key Skills**   * identify and explain key ideas and concepts relating to sources of information about employment * research, compare and evaluate concepts and strategies relating to sources of information about employment * propose and justify strategies to improve future career prospects through the development, promotion and application of skills.   **Outcome 2 – Presentation of career and education goals**  In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.  **Key Knowledge**   * goal setting for future employment, career possibilities and further education and training * future employment and/or education opportunities based on a combination of personal aspirations, skills and capabilities * personal strengths and challenges relating to future employment and education opportunities * strategies for how to research and communicate research findings relating to: * an industry growth area or an industry of personal interest * potential employment possibilities * educational pathway options necessary to develop skills and knowledge for the chosen career or industry * entry-level pathways * strategies to critically reflect on goals and feedback * strategies for communicating research findings to a target audience.   **Key Skills**   * identify, outline and explain key ideas and concepts relating to career and educational goals * discuss, compare, analyse, research and evaluate strategies relating to career and educational goals * apply knowledge and present findings of research * seek and act on feedback from a qualified source. |
| **Unit 2 – Workplace skills and capabilities**  **Outcome 1 – Skills and capabilities for employment and further education**  In this area of study students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries.  **Key Knowledge**   * the changing nature of work * the difference between specific occupations and broad skill and interests * strategies to improve future career prospects and outcomes * employability skills including communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, technology, and commitment to continuous learning * specialist and technical skills for specific industry groups or occupations * personal capabilities such as growth mindset, work ethic, self-regulation and conflict resolution * the distinction between employability skills, specialist work skills and personal capabilities.   **Key Skills**   * identify and explain key ideas and concepts relating to personal skills and capabilities * discuss, compare and evaluate concepts and strategies relating to the development of personal skills and capabilities * propose and justify strategies to improve and enhance future career prospects relating to a chosen industry grouping * collect evidence and artefacts of personal skills and capabilities with relation to industry groupings.   **Outcome 2 – Transferable skills and capabilities**  In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries.  **Key Knowledge**   * the relationship between transferable skills and employability * the role of ongoing training and development in the growth of essential and technical skills, such as industry exposure, formal education and informal education. * the relationship between ongoing training and development, and increasing the transferability of employability and specialist skills * the application of employability and specialist skills in a range of careers, jobs and broader industry groupings * an overview of recruitment and selection processes, including job design, job advertisements, job applications, shortlisting and interviews * job advertisements and job applications, including different ways to advertise for jobs and common processes involved in applying for a job * the features of a resume and strategies to effectively promote relevant skills, knowledge, qualifications and experience in a resume * appropriate evidence and artefacts required to support a job application * preparing for a job interview and strategies to communicate and promote relevant skills, knowledge, qualifications and experiences in a job interview.   **Key Skills**   * identify, define and explain key ideas and concepts relating to the development of employability and technical skills * discuss, compare, analyse and evaluate concepts and strategies relating to the development of tangible and intangible skills * propose and justify strategies to improve future career prospects through the development, promotion and application of skills * collect evidence and artefacts relating to transferable skills * apply knowledge to simulated workplace scenarios through evidence and examples, including writing resumes, applying for mock jobs and participating in mock interviews. |
| **Unit 3 - Industrial relations, workplace environment and practice**  **Outcome 1 –** **Workplace wellbeing and personal accountability**  In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work–life balance.  **Key Knowledge**   * overview of common workplace structures * the role of statutory and national policy bodies including Safe Work Australia, WorkSafe Victoria, the Fair Work Ombudsman, Victorian Equal Opportunity and Human Rights Commission and the Australian Human Rights Commission * the role of advocacy organisations including unions and employer associations * workplace culture and the characteristics of a supportive, harmonious, safe and healthy workplace * characteristics of work–life balance and strategies to achieve a work–life balance and reduce mental fatigue for employees and employers * employer expectations and individual responsibility in a workplace, including work ethic, loyalty, professional behaviour and conduct, punctuality, wearing the appropriate clothing, safe use of equipment, complying with internal business policies and respectful treatment of colleagues * employee rights in a workplace, including: flexible work arrangements; opportunities for training, development and promotion; a safe workplace and inclusive, respectful relationships with colleagues and managers; appropriate pay and conditions in exchange for skills, knowledge, labour and experience; and appropriate mechanisms for resolving conflict * the relationship between employee and employer expectations, and the impact of work habits, culture and commitment to the success of the workplace * effective and appropriate collaboration, teamwork and communication * diversity and inclusion in the workplace.   **Key Skills**   * identify and explain key ideas and concepts relating to workplace structures * discuss, compare, analyse and evaluate concepts and strategies relating to the workplace environment, processes and practices * propose and justify methods of contributing to a positive workplace environment * apply knowledge to real and simulated workplace scenarios and case studies.   **Outcome 2 – Workplace responsibilities and rights**  In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions. They will consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace.  **Key Knowledge**   * overview of the National Employment Standards and the role of the Fair Work Commission in workplace disputes * worker classifications including: employees, contactors, apprentices and trainees * awards, agreements and individual contracts as methods for determining pay and conditions of work * employee advocates, including unions and professional associations * characteristics of workplace bullying * individual employee responsibilities in relation to colleagues and community health and wellbeing * Commonwealth and state anti-discrimination and equal opportunity laws; freedom from discrimination on the basis of race, disability, age, sex and other protected factors * characteristics of workplace sexual harassment * overview of the legal consequences of workplace bullying, workplace discrimination, and sexual harassment for employees and employers * overview of common issues that affect young workers, such as underpayment of wages, processes relating to termination and employment classification * grievance procedures and processes for reporting issues within the workplace and how to escalate unresolved or unlawful issues * the role statutory bodies play in the enforcement of workplace rights.   **Key Skills**   * identify and explain key ideas and concepts relating to workplace relations * discuss, compare, analyse and evaluate concepts and strategies relating to the workplace environment, processes and practices * propose and justify strategies to improve the workplace environment * apply knowledge to real and simulated workplace scenarios, and case studies. |
| **Unit 4 - Portfolio preparation and presentation**  **Outcome 1 - Portfolio development**  In this area of study students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts  **Key Knowledge**   * overview of the purpose of a portfolio and its intended audience and uses in different contexts * types of portfolios including physical, digital and/or hybrid * types of evidence and artefacts included in a portfolio: cover letter, resume, photographic evidence, written artifacts * characteristics of a high-quality portfolio, including: relevance to target industry, layout, aesthetic, adherence to spelling and grammar conventions, adherence to set criteria and/or entry requirements * practice and requirements, employer preference and tertiary education application * strategies to continually develop, update and curate a portfolio * the advantages and disadvantages of digital, physical and hybrid portfolios * the similarities and differences of digital, physical and hybrid portfolios * reasons for selection and use of a physical, digital and/or hybrid portfolio, including different industry requirements * the use of portfolios in current relevant industry practice or further education * the current industry practice for a portfolio in a chosen field.   **Key Skills**   * propose the relevant evidence that will be included in a portfolio * explain key characteristics relating to physical and digital, and/or hybrid portfolios * compare the key characteristics and purpose of physical and digital portfolios * research the current industry practices for portfolios in a chosen field * collect current, relevant artefacts relating to career and/or education goals * justify the selection of a specific portfolio * discuss portfolio relevance to current industry practice or further education.   **Outcome 2 - Portfolio presentation**  On completion of this unit the student should be able to communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.  **Key Knowledge**   * employability and personal skills * appropriate evidence and artefacts included within a physical, digital and/or hybrid portfolio * methods of presenting a portfolio to a target industry and audience, including verbal presentation * strategies to communicate personal skills in a physical, digital and/or hybrid portfolio * process of developing a portfolio to enhance and validate application and presentation * strategies to evaluate the composition and presentation of a portfolio, including self-assessment, feedback from different sources and comparison to selection criteria and/or entry requirements.   **Key Skills**   * explain key ideas and concepts relating to employability and personal skills * collect and curate evidence and artefacts for inclusion in a physical or digital portfolio * propose and justify strategies to improve future career prospects through the use of digital and/or physical portfolios * communicate personal skills and knowledge to a target industry panel or target audience panel * use portfolios to enhance and support presentation to the panel * evaluate the completed portfolio and presentation to the panel. * documenting and communicating the evaluation of the community project in an appropriate format. |