



Pathways to Work and Learning

A/M/V

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FSK10219 Certificate I in Skills for Vocational Pathways

FSK20119 Certificate II in Skills for Work and Vocational Pathways

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certifies VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on assessment and hours of training.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certifies VET that:

- is listed on the national training.gov.au website; and
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS accredited C courses (competency-based assessment only) delivered and assessed by colleges are reported with the grade 'P' (Pass) where at least one competency is achieved by the student; or 'Q?' 'Participated' where no competencies are achieved but attendance requirements are met
- BSSS E courses recognising study at external RTOs are reported with the grade 'P' (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade 'P' (Pass).

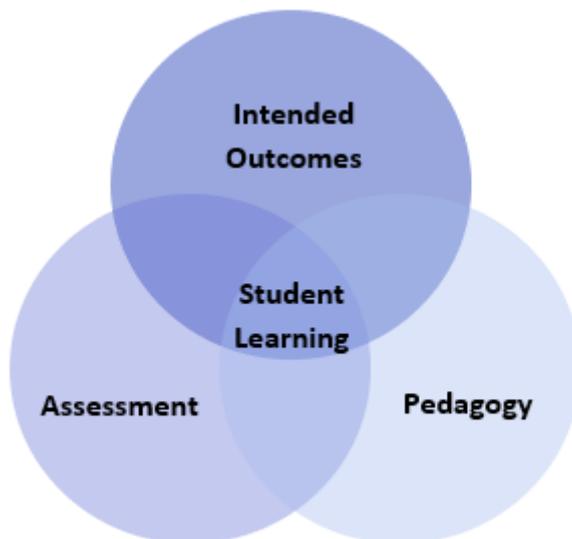
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

Implementing Vocational Education and Training Courses (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles, and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Literacy in *Pathways to Work and Learning*, encompasses developing literacy appropriate to the career plans developed by students. Students will reflect critically on their own skills and learning habits to develop strategies to improve and meet requirements. They will examine the literacy requirements to particular contexts and investigate the forms and genres used in that context to guide their studies and learning planning.

Numeracy

Numeracy in *Pathways to Work and Learning*, encompasses developing numeracy appropriate to the career plans developed by students. Students will reflect critically on their own skills and learning habits to develop strategies to improve and meet requirements. They will examine the numeracy requirements to particular contexts and investigate the methods and practices used in that context to guide their studies and learning planning.

Information and Communication Technology (ICT) Capability

ICT skills are a key feature of *Pathways to Work and Learning*. Students will investigate the requirements of contemporary learning and workplace contexts and reflect on their strengths and weaknesses in comparison. They will focus on developing plans to address ICT skill deficits to ensure they meet the requirements of identified industries and contexts.

Critical and Creative Thinking

In *Pathways to Work and Learning*, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives, and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation in assessing and using information about their lives in and beyond school. Dispositions such as inquisitiveness, reasonableness, intellectual flexibility, open- and fair-mindedness, a readiness to try new ways of doing things and consider alternatives, and persistence promote and are enhanced by critical and creative thinking.

Personal and Social Capability

In *Pathways to Work and Learning*, students develop capabilities as individual worker/learners and also collaboration and teamwork skills required to flourish in a range of work and learning contexts. They develop skills of self-reflection, persistence, and reliance as they identify goals and develop plans to reach them. They investigate the behaviours, dispositions and interpersonal skills required by a range of workplace and learning contexts and develop plans to understand and develop those capacities.

Ethical Understanding

In *Pathways to Work and Learning*, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building an ethical outlook that helps them to manage context, conflict, and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. It does this through fostering the development of honesty, resilience, empathy and respect for others, and the capacity to act with ethical integrity. As students engage with the elements of Ethical Understanding in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgements through the investigation of a range of questions drawn from varied work and learning contexts.

Intercultural Understanding

In *Pathways to Work and Learning*, students develop intercultural understanding as they learn to value their own cultures, languages, and beliefs, and those of others with various work and learning contexts. They investigate intercultural understanding in work and learning contexts, which involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness, and critical awareness, and supports new and positive intercultural behaviours.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority within *Pathways to Work and Learning* provides the opportunity for all young Australians studying *Pathways to Work and Learning* to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich *Pathways to Work and Learning* students' understanding of indigenous selfhood, Reconciliation, and ways of living, and to participate positively in the ongoing development of Australia.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority within *Pathways to Work and Learning* provides the opportunity for students to celebrate the relationships that connect Australia with Asia. This priority will ensure that students learn about and recognise the work and learning diversity within and between the countries of the Asia region. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively work and learn in the region and with people from the region

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations. Students in *Pathways to Work and Learning* learn to appreciate their relationship to the world, the ethical responsibilities that flow from that relationship, and the well-being and health that flows from sustainable modes of life.

Pathways to Work and Learning

A/M/V

Rationale

Pathways to Work and Learning provides students with opportunities to acquire knowledge, understanding and skills to access further studies and employment. Students identify their existing skills, target areas for development and actively seek to build skill sets for work and learning opportunities. They investigate the dispositions and mindsets needed to succeed in learning and work and develop strategies to acquire them.

The course also provides the opportunity to develop 21st century work skills and learning dispositions. Students develop an understanding of how skills can be transferred to a broad range of contexts. The course supports the acquisition of enterprise skills, such as communication, presentation, digital and teamwork that give access to a wide range of occupations and allows students to acquire new and emerging skills sets. These skills sets will also assist them in their studies at school and in undertaking the ongoing learning which will characterise working life in the contemporary and future workplace.

Students learn about how to engage with a complex world of study and work by developing a career mindset. Students investigate the rights, obligations and expectations of workplaces so that they are better prepared for the transition to a post-school working life. They develop a capacity to identify opportunities for learning and work.

Students in this course will be prepared for entry into employment and further study. They develop the capacity to identify and take advantage of opportunities that they encounter and to seize opportunities for themselves.

Goals

This course will enable students to:

- synthesise, analyse, and evaluate ideas, methodologies, concepts, issues ,and knowledge
- apply ethical frameworks that underpin relevant disciplines
- plan and develop research projects
- reflect on the learning process
- demonstrate interpersonal and communication skills
- build on and connect, concepts and skills from diverse disciplines
- use inquiry and research methods from diverse disciplines to identify problems and to research solutions
- use critical and creative thinking skills to synthesise methodologies and insights from a variety of disciplines
- demonstrate collaboration and build mentoring relationships within the community
- apply creative and innovative solutions to real life contexts.

Unit Titles

- The Career Mindset
- Workplace and Learning Practices
- Enterprise Skills
- Creating Opportunities
- Independent Study

Organisation of Content

The Career Mindset

Students investigate the changing world at a local, national, and global level, and set goals to address the challenges and take advantage of opportunities. Students explore the practices, methods, and dispositions useful for work and learning. They identify learning required to prepare for a planned career. Students acquire the capabilities and skills that empower them as lifelong and adaptive learners, and participants in the workplace. They understand the value of their existing skills and knowledge, their transferability to a wide range of settings, and reflect on areas for further development.

Workplace and Learning Practices

This unit focuses on the expectations of workers, 21st century skills, and relational skills utilised in a variety of diverse workplace environments. Students analyse and understand workplace practices such as digital processes, communication protocols, behavioural expectations, workplace rights and obligations, and workplace health and safety requirements. They understand social, legal, and industrial codes, and how to navigate them so they can plan for their future lives as they work with others.

Enterprise Skills

Students develop and apply transferable skills that allow them to be enterprising, so they can navigate and participate in careers across a range of businesses, industries, organisations, and professions. They understand, develop, and refine enterprise skills and readiness to use them: problem solving, communication skills, digital literacy, teamwork skills, presentation skills, critical thinking, creativity, and financial literacy. Students appraise their personal capacities, become aware of their existing skills, and identify and redress gaps.

Creating Opportunities

Students apply their understanding and skills to develop their own ideas and build supports and networks to plan opportunities for their future. They work collaboratively and independently to be creative, solve problems, and present their ideas. Students develop and use project management skills to bring their innovations and ideas to action. They identify sources of reliable information, advice, and support to implement entrepreneurial ideas. Students investigate opportunities and learn how to research workplace contexts, assess risk, and develop and implement a plan.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix B). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

| Weightings | Knowledge and understanding | Skills |
|---|---|--|
| | <p>Students synthesise their key findings (knowledge, skills, and ideas) to produce an outcome.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> written results, conclusions, recommendations, or question (e.g. an essay, a report, a booklet, or an article) a product (e.g. an artefact, a manufactured article, or a work of art or literature) a display or exhibition a multimedia presentation or podcast | <p>Students demonstrate their skills in a variety of ways.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> viva voce field work event management social intelligence (teamwork, collaboration, leadership) reflection on the research process decision making project management (including time management/organisation) journal (reflecting on the process of learning) |
| Weightings for A 2.0 unit | 10 - 60% | 10 - 60% |
| Weightings for A 1.0 and 0.5 units | 10 - 60% | 10 - 60% |
| Weightings for M 1.0 and 0.5 units | 10 - 90% | 10 - 90% |

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A/T courses. A single Achievement Standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any unit is assessed using the Year 11 Achievement Standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 Achievement Standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for Integrated Learning A Course - Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|------------------------------------|--|---|--|--|---|
| Knowledge and understanding | <ul style="list-style-type: none"> analyses the purpose of research including the skills required for research analyses researchers, ideas, issues, and themes analyses knowledge, skills, and ideas to produce a resolution to the research question | <ul style="list-style-type: none"> explains the purpose of research including the skills required for research explains researchers, ideas, issues, and themes explains knowledge, skills, and ideas to produce a resolution to the research question | <ul style="list-style-type: none"> describes the purpose of research including the skills required for research describes researchers, ideas, issues, and themes describes knowledge, skills, and ideas to produce a resolution to the research question | <ul style="list-style-type: none"> identifies the purpose of research including the skills required for research identifies researchers, ideas, issues, and themes identifies information and ideas to produce a partial resolution to the research question | <ul style="list-style-type: none"> identifies some research skills required for research identifies some researchers, ideas, issues, and themes identifies ideas with little or no resolution to the research question |
| Skills | <ul style="list-style-type: none"> plans and undertakes independent inquiries and evaluates information for reliability and usefulness communicates effectively understanding, reasoned conclusions, and new ideas and insights about the learning interest with accurate referencing analyses the research process and own learning and progress in learning demonstrates effective communication, interpersonal and intrapersonal skills in a range of contexts within the community | <ul style="list-style-type: none"> plans and undertakes independent inquiries and analyses information for reliability and usefulness communicates cogently understanding, reasoned conclusions, and new ideas about the learning interest with accurate referencing explains the research process and own learning and progress in learning with considered reflection demonstrates constructive communication, interpersonal and intrapersonal skills in a range of contexts within the community | <ul style="list-style-type: none"> plans and undertakes independent inquiries with some analysis of information for reliability and usefulness communicates competently understanding, conclusions, and new ideas about the learning interest with referencing describes the research process and own learning and progress in learning with some reflection demonstrates highly developed communication, interpersonal and intrapersonal skills in familiar contexts within the community | <ul style="list-style-type: none"> plans and undertakes independent inquiries with minimal analysis of information for reliability and usefulness communicates basic information reflecting minimal understanding of the learning interest, with some referencing identifies the research process and own learning and progress in learning with minimal reflection demonstrates minimal communication, interpersonal and intrapersonal skills in familiar contexts within the community | <ul style="list-style-type: none"> plans and undertakes independent inquiries with little or no analysis of information for reliability and usefulness communicates basic information reflecting little or no understanding of the learning interest identifies key features of the research process with little or no reflection demonstrates little or no communication, interpersonal and intrapersonal skills in familiar contexts within the community |

Achievement Standards for Integrated Learning A Course - Year 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|------------------------------------|--|---|--|--|---|
| Knowledge and understanding | <ul style="list-style-type: none"> analyses the purpose of inquiry including the skills required analyses researchers, ideas, models, issues, and themes analyses knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry analyses connections between people, places, and environments | <ul style="list-style-type: none"> explains the purpose of inquiry including the skills required for research explains researchers, ideas, models, issues, and themes explains knowledge, skills, and ideas to produce a resolution to the focus of the inquiry explains connections between people, places, and environments | <ul style="list-style-type: none"> describes the purpose of inquiry including the skills required for research describes researchers, ideas, models, issues, and themes describes knowledge, skills, and ideas to produce a resolution to focus of the inquiry describes connections between people, places, and environments | <ul style="list-style-type: none"> identifies the purpose of inquiry including the skills required for research identifies researchers, ideas, models, issues, and themes identifies information and ideas to produce a partial resolution to the focus of the inquiry identifies connections between people, places, and environments | <ul style="list-style-type: none"> identifies some research skills required for inquiry identifies some researchers, ideas, models, issues, and themes identifies ideas with little or no resolution to the research question to the focus of the inquiry identifies people, places, and environments |
| Skills | <ul style="list-style-type: none"> plans and undertakes independent inquiries and evaluates information for reliability and usefulness communicates effectively understanding, reasoned conclusions, and new ideas and insights about the learning interest with accurate referencing analyses the research process and own learning and progress in learning demonstrates effective communication, interpersonal and intrapersonal skills in a range of contexts within the community | <ul style="list-style-type: none"> plans and undertakes independent inquiries and analyses information for reliability and usefulness communicates cogently understanding, reasoned conclusions, and new ideas about the learning interest with accurate referencing explains the research process and own learning and progress in learning with considered reflection demonstrates constructive communication, interpersonal and intrapersonal skills in a range of contexts within the community | <ul style="list-style-type: none"> plans and undertakes independent inquiries with some analysis of information for reliability and usefulness communicates competently understanding, conclusions, and new ideas about the learning interest with referencing describes the research process and own learning and progress in learning with some reflection demonstrates highly developed communication, interpersonal and intrapersonal skills in familiar contexts within the community | <ul style="list-style-type: none"> plans and undertakes independent inquiries with minimal analysis of information for reliability and usefulness communicates basic information reflecting minimal understanding of the learning interest, with some referencing identifies the research process and own learning and progress in learning with minimal reflection demonstrates minimal communication, interpersonal and intrapersonal skills in familiar contexts within the community | <ul style="list-style-type: none"> plans and undertakes independent inquiries with little or no analysis of information for reliability and usefulness communicates basic information reflecting little or no understanding of the learning interest identifies key features of the research process with little or no reflection demonstrates little or no communication, interpersonal and intrapersonal skills in familiar contexts within the community |

Achievement Standards for Integrated Learning M Course - Years 11 and 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|------------------------------------|---|--|--|---|--|
| Knowledge and understanding | <ul style="list-style-type: none"> describes researchers, processes, issues, or themes with independence describes knowledge and ideas with independence | <ul style="list-style-type: none"> describes researchers, processes, issues, or themes with some assistance describes knowledge and ideas with some assistance | <ul style="list-style-type: none"> recounts researchers, processes, issues, or themes with occasional assistance recounts knowledge and ideas with occasional assistance | <ul style="list-style-type: none"> identifies researchers, processes, issues, or themes with continuous guidance identifies information and ideas with continuous guidance | <ul style="list-style-type: none"> identifies some researchers, processes, issues, or themes with direct instruction identifies information with direct instruction |
| Skills | <ul style="list-style-type: none"> plans and undertakes independent inquiries demonstrates communication, interpersonal and intrapersonal skills in a range of contexts communicates ideas using appropriate language, with independence | <ul style="list-style-type: none"> plans and undertakes independent inquiries with some assistance demonstrates communication, interpersonal and intrapersonal skills in familiar contexts communicates ideas using appropriate language with some assistance | <ul style="list-style-type: none"> plans and undertakes independent inquiries with occasional assistance demonstrates some communication, interpersonal and intrapersonal skills in familiar contexts communicates ideas with occasional assistance, with some lapses of appropriate language use | <ul style="list-style-type: none"> plans and undertakes independent inquiries with continuous guidance demonstrates with assistance, communication, interpersonal and intrapersonal skills in familiar contexts communicates ideas with continuous guidance, with lapses of appropriate language use | <ul style="list-style-type: none"> plans and undertakes independent inquiries with direct instruction demonstrates with direction, communication, interpersonal and intrapersonal skills in familiar contexts communicates ideas with direct instruction, with lapses of appropriate language use |

The Career Mindset

Value: 1.0

The Career Mindset a

Value 0.5

The Career Mindset b

Value 0.5

Unit Description

Students investigate the changing world at a local, national, and global level, and set goals to address the challenges and take advantage of opportunities. Students explore the practices, methods, and dispositions useful for work and learning. They identify learning required to prepare for a planned career. Students acquire the capabilities and skills that empower them as lifelong and adaptive learners, and participants in the workplace. They understand the value of their existing skills and knowledge, their transferability to a wide range of settings, and reflect on areas for further development.

Specific Unit Goals

This unit should enable students to:

| A Course | M Course |
|---|--|
| <ul style="list-style-type: none"> analyse the challenges and opportunities that arise from the changing world of work and learning at local, national, and global levels analyse contemporary work skills and capabilities to develop and apply these to work and learning analyse their existing skills, practices attributes and dispositions useful for work and learning, and identify their transferability apply skills and knowledge to set goals and create a plan for learning and work | <ul style="list-style-type: none"> describe the world of work and learning at local, national, and global levels describe 21st century work skills identify their skills and describe how they can be applied create a plan for future work and learning |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | M Course |
|--|---|
| Concepts, ideas, and theories | |
| <ul style="list-style-type: none"> analyse the concept of 21st century work skills and General Capabilities and how they apply to contemporary workplaces analyse learning theories and apply to own goals, for example, Growth Mind Set, multiple intelligences, active learning, Foundation for Young Australians New Work Mindset | <ul style="list-style-type: none"> describe 21st century skills and how they apply to contemporary workplaces describe the benefits of work and learning for individuals |
| Contexts and Methods | |
| <ul style="list-style-type: none"> analyse the opportunities and challenges that arise from the changing world at local, national, and global contexts to identify opportunities for learning and work, for example, Artificial Intelligence, robots, online retail, renewables, skilled labour shortages | <ul style="list-style-type: none"> identify possible work and learning opportunities for their own future, for example, Artificial Intelligence, robots, online retail, renewables |

| A Course | M Course |
|--|---|
| <ul style="list-style-type: none"> analyse the transferability of their own existing skills, practices attributes and dispositions from one context to another context and how to develop targeted skills identify skills, knowledge, practices attributes and dispositions required for selected workplace and learning contexts and apply to developing a career mindset | <ul style="list-style-type: none"> identify their own skills and describe how they can be applied identify skills, knowledge, and personal attributes required for selected workplace and learning contexts |
| Skills | |
| <ul style="list-style-type: none"> analyse research processes to understand the changing world of contemporary work and learning apply Information Technology and digital skills necessary in contemporary workplaces apply a career mindset towards learning and skills development identify personal attributes and dispositions useful for work and learning and apply to projects and studies apply literacy and numeracy skills to learning and work | <ul style="list-style-type: none"> demonstrate research processes to describe the changing world of contemporary work and learning apply Information Technology and digital skills necessary in contemporary workplaces create a work and learning plan apply literacy and numeracy skills to learning and work |
| Communication | |
| <ul style="list-style-type: none"> apply communication and planning skills to complete individual and/ or collaborative tasks apply communication skills to convey ideas coherently in a range of modes for different audiences, using accurate terminology and academic integrity | <ul style="list-style-type: none"> demonstrate communication and planning skills to complete individual and/ or collaborative tasks convey ideas in a range of modes |
| Reflection | |
| <ul style="list-style-type: none"> reflect on the influence and impact that their beliefs, values, attitudes, and behaviour have on themselves and others reflect on learning and refine habits, practices, and processes in pursuit of further studies and employment | <ul style="list-style-type: none"> reflect on their own strengths, weaknesses, and opportunities for the world of work and learning reflect on learning habits |

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of work and learning contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate I in Skills for Vocational Pathways** or **Certificate II in Skills for Work and Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate I in Skills for Vocational Pathways

The following **core** competencies must be delivered and assessed over the semester:

| Code | Competency Title |
|-----------|---|
| FSKLRG008 | Use simple strategies for work-related learning |

Any **elective** competencies selected to meet packaging rules from the list below may also be delivered:

| Code | Competency Title | |
|-----------|--|----------|
| FSKLRG011 | Use routine strategies for work-related learning | Group B |
| BSBTEC203 | Research using the internet | Imported |

Certificate II in Skills for Work and Vocational Pathways

The following **core** competencies must be delivered and assessed over the semester:

| Code | Competency Title |
|-----------|--|
| FSKLRG011 | Use routine strategies for work-related learning |

Any **elective** competencies selected to meet packaging rules from the list below may also be delivered:

| Code | Competency Title | |
|-----------|----------------------------------|----------|
| FSKLRG015 | Manage own work-related learning | Group B |
| BSBTEC203 | Research using the internet | Imported |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to page 10-12.

Workplace and Learning Practices

Value: 1.0

Workplace and Learning Practices a

Value 0.5

Workplace and Learning Practices b

Value 0.5

Unit Description

This unit focuses on the expectations on workers, general capabilities and work skills, and relational skills utilised in a variety of diverse workplace environments. Students analyse and understand workplace practices such as digital processes, communication protocols, behavioural expectations, workplace rights and obligations, and workplace health and safety requirements. They understand social, legal, and industrial codes, and how to navigate them so they can plan for their future lives as they work with others.

Specific Unit Goals

This unit should enable students to:

| A Course | M Course |
|---|--|
| <ul style="list-style-type: none"> analyse how the rights, obligations, and expectations on workers derive from the social, legal, and industrial codes that govern work and learning contexts analyse relational skills utilised in a variety of workplace and learning environments analyse how practices and protocols can vary across workplaces and learning environments and how they remain consistent apply skills and knowledge to meet workplace and learning practices, including digital processes, Workplace Health, and Safety requirements (WHS) | <ul style="list-style-type: none"> identify rights, obligations, and expectations on workers, and sources of reliable information and assistance identify required interpersonal skills for the workplace and learning environment describe various work and learning environments and how practices are consistent demonstrate knowledge of Work Health and Safety requirements |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | M Course |
|--|--|
| Concepts, ideas, and theories | |
| <ul style="list-style-type: none"> analyse the rights, obligations and expectations on workers and the social, legal, and industrial codes that govern work and learning contexts analyse theories of effective relational practices in workplaces and learning environments, for example, intercultural understanding, active listening, respect, and patience, human rights approach | <ul style="list-style-type: none"> identify rights, obligations, and expectations on workers, and sources of reliable information and assistance identify required interpersonal skills for the workplace and learning environment, for example, intercultural understanding, active listening, respect, and patience, human rights approach |
| Contexts and Methods | |
| <ul style="list-style-type: none"> apply rights, obligations, and expectations appropriate to particular work and learning contexts, for example, simulations, case studies, research | <ul style="list-style-type: none"> describe various work and learning environments and how practices are consistent |
| <ul style="list-style-type: none"> analyse protocols and relational practices utilised in a variety of workplace environments | <ul style="list-style-type: none"> demonstrate appropriate workplace and learning expectations |

| A Course | M Course |
|--|--|
| <ul style="list-style-type: none"> • use digital processes to perform workplace and learning practices, for example, job applications, online learning, navigating government services, online ordering | <ul style="list-style-type: none"> • use IT applications to navigate workplace and learning information, for example, job applications, online learning |
| Skills | |
| <ul style="list-style-type: none"> • apply relational skills in collaborative tasks, including advocacy and self-advocacy, for example, asserting workplace rights appropriately • apply practices and protocols to work effectively in simulated workplaces and learning contexts • apply collaboration skills to complete tasks in a variety of settings, for example, online, face to face, blended • apply Work Health and Safety requirements in completing projects • apply literacy and numeracy skills to learning and work | <ul style="list-style-type: none"> • demonstrate interpersonal skills in collaborative tasks in simulated workplaces and learning contexts, including advocacy and self-advocacy • demonstrate Work Health and Safety requirements in completing projects • apply literacy and numeracy skills to learning and work |
| Communication | |
| <ul style="list-style-type: none"> • apply communication protocols and planning skills to complete individual and/ or collaborative tasks • apply communication skills to convey ideas coherently in a range of modes for different audiences, using accurate terminology and academic integrity | <ul style="list-style-type: none"> • demonstrate communication and planning skills to complete individual and/ or collaborative tasks • convey ideas in a range of modes |
| Reflection | |
| <ul style="list-style-type: none"> • reflect on the influence and impact of their beliefs, values, attitudes, and behaviour have on themselves and others • reflect on learning and refine habits, practices, and processes in pursuit of further studies and employment | <ul style="list-style-type: none"> • reflect on their own strengths, weaknesses, and opportunities for the world of work and learning • reflect on learning habits |

A guide to reading and implementing content descriptions

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A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of work and learning contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate I in Skills for Vocational Pathways or Certificate II in Skills for Work and Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

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Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate I in Skills for Vocational Pathways

The following **core** competencies must be delivered and assessed over the semester:

| Code | Competency Title | |
|------|------------------|--|
| | N/A | |

Any **elective** competencies selected to meet packaging rules from the list below may also be delivered:

| Code | Competency Title | |
|-----------|---|----------|
| FSKNUM019 | Interpret routine tables, graphs and charts and use information and data for work | Group A |
| FSKLRG018 | Develop a plan to organise routine workplace tasks | Group B |
| BSBWHS211 | Contribute to the health and safety of self and others | Imported |

Certificate II in Skills for Work and Vocational Pathways

The following **core** competencies must be delivered and assessed over the semester:

| Code | Competency Title | |
|------|------------------|--|
| | N/A | |

Any **elective** competencies selected to meet packaging rules from the list below may also be delivered:

| Code | Competency Title | |
|-----------|---|----------|
| FSKNUM019 | Interpret routine tables, graphs and charts and use information and data for work | Group A |
| FSKLRG018 | Develop a plan to organise routine workplace tasks | Group B |
| FSKRDG008 | Read and respond to information in routine visual and graphic text | Group B |
| BSBWHS211 | Contribute to the health and safety of self and others | Imported |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to page 10-12.

Enterprise Skills

Value: 1.0

Enterprise Skills a

Value 0.5

Enterprise Skills b

Value 0.5

Unit Description

Students develop and apply transferable skills and general capabilities that allow them to be enterprising, so they can navigate and participate in careers across a range of businesses, industries, organisations, and professions. They understand, develop, and refine enterprise skills and readiness to use them: problem solving, communication skills, digital literacy, teamwork skills, presentation skills, critical thinking, creativity, and financial literacy. Students appraise their personal capacities, become aware of their existing skills, and identify and redress gaps.

Specific Unit Goals

This unit should enable students to:

| A Course | M Course |
|--|---|
| <ul style="list-style-type: none"> analyse their own enterprise skills and their transferability to other contexts analyse examples of enterprises and enterprising people analyse enterprise skills and their application to create a project apply skills and knowledge to appraise their personal capacities, become aware of their existing skills, and redress gaps | <ul style="list-style-type: none"> identify enterprise skills identify examples of enterprises and enterprising people demonstrate enterprise skills in a project demonstrate new skill/s for the project |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | M Course |
|---|--|
| Concepts, ideas, and theories | |
| <ul style="list-style-type: none"> analyse their own enterprise skills and their transferability to other contexts analyse examples of enterprises and enterprising people, on a local, national, and global scale, and the ethical questions that arise from their choices and practices | <ul style="list-style-type: none"> identify enterprise skills identify examples of enterprises and enterprising people and identify ways to use their examples |
| Contexts and Methods | |
| <ul style="list-style-type: none"> analyse enterprise skills needed for identified contexts and examples of their application identify contexts to develop enterprise skills and use them to develop new skills, for example, online courses, work experience | <ul style="list-style-type: none"> identify enterprise skills required for a project identify a new skill to learn for the project, for example, online courses, work experience |
| <ul style="list-style-type: none"> identify opportunities in own context for applications of enterprise skills, for example, local markets, volunteering, interstate opportunities, global sales platforms such as Etsy | <ul style="list-style-type: none"> identify opportunities in own context for a project, for example, local markets, volunteering, global sales platforms such as Etsy |

| A Course | M Course |
|---|--|
| Skills | |
| <ul style="list-style-type: none"> • assess own enterprise skills including problem solving, communication skills, digital literacy, teamwork skills, presentation skills, critical thinking, creativity, and financial literacy • apply enterprise skills to work, projects, and learning • identify gaps in own knowledge and skill and redress in planning for realising opportunities • apply literacy and numeracy skills to learning and work | <ul style="list-style-type: none"> • identify own enterprise skills such as problem solving, communication skills, digital literacy, teamwork skills, presentation skills, critical thinking, creativity, and financial literacy • demonstrate enterprise skills in projects and learning • demonstrate new enterprise skill/s for the project • apply literacy and numeracy skills to learning and work |
| Communication | |
| <ul style="list-style-type: none"> • apply communication and planning skills to complete individual and/ or collaborative tasks • apply communication skills to convey ideas coherently in a range of modes for different audiences, using accurate terminology and academic integrity | <ul style="list-style-type: none"> • demonstrate communication and planning skills to complete individual and/ or collaborative tasks • convey ideas in a range of modes |
| Reflection | |
| <ul style="list-style-type: none"> • reflect on the influence and impact that their beliefs, values, attitudes, and behaviour have on themselves and others • reflect on learning and refine habits, practices, and processes in pursuit of further studies and employment | <ul style="list-style-type: none"> • reflect on their own strengths, weaknesses, and opportunities for the world of work and learning • reflect on learning habits |

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For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of work and learning contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate I in Skills for Vocational Pathways** or **Certificate II in Skills for Work and Vocational Pathways**, which provides performance criteria, range statements and assessment contexts.

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Certificate I in Skills for Vocational Pathways

The following **core** competencies must be delivered and assessed over the semester:

| Code | Competency Title |
|------|------------------|
| | N/A |

Any **elective** competencies selected to meet packaging rules from the list below may also be delivered:

| Code | Competency Title | |
|-----------|--|---------|
| FSKLRG010 | Use routine strategies for career planning | Group B |
| FSKOCM007 | Interact effectively with others at work | Group B |

Certificate II in Skills for Work and Vocational Pathways

The following **core** competencies must be delivered and assessed over the semester:

| Code | Competency Title |
|------|------------------|
| | N/A |

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

| Code | Competency Title | |
|-----------|--|---------|
| FSKLRG010 | Use routine strategies for career planning | Group B |
| FSKLRG014 | Manage strategies for Career Progression | Group B |
| FSKOCM007 | Interact effectively with others at work | Group B |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to page 10-12.

Creating Opportunities

Value: 1.0

Creating Opportunities a

Value 0.5

Creating Opportunities b

Value 0.5

Unit Description

Students apply their understanding and skills to develop their own ideas and build supports and networks to plan opportunities for their future. They work collaboratively and independently to be creative, solve problems, and present their ideas. Students develop and use project management skills to bring their innovations and ideas to action. They identify sources of reliable information, advice, and support to implement entrepreneurial ideas. Students investigate opportunities and learn how to research workplace contexts, assess risk, and develop and implement a plan.

Specific Unit Goals

This unit should enable students to:

| A Course | M Course |
|--|--|
| <ul style="list-style-type: none"> analyse opportunities to develop their own ideas, build supports and networks and plan to make further opportunities for their future analyse the reliability of information sources on opportunities and future possibilities create solutions to problems, individually or collaboratively, and communicate them clearly and creatively apply project management skills to their idea | <ul style="list-style-type: none"> describe opportunities, supports and networks identify reliable sources of information about opportunities identify a problem that can be solved and communicate possible solutions demonstrate collaboration and/or independence skills in problem solving |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | M Course |
|---|--|
| Concepts, ideas, and theories | |
| <ul style="list-style-type: none"> analyse opportunities to develop their own ideas, identify supports and networks, and plan to make further opportunities for their future, for example, mentor programs, work experience, market research for micro business ideas analyse information sources for reliability on opportunities and future possibilities, for example, career advice websites, job advertisements, identifying suspicious business opportunities | <ul style="list-style-type: none"> describe opportunities, supports and networks, for example, mentor programs, work experience, social enterprise roles, market research for micro business ideas identify reliable sources of information about opportunities, for example, career advice websites, job advertisements |
| Contexts and Methods | |
| <ul style="list-style-type: none"> analyse project management skills and techniques analyse innovations to identify effective processes to create solutions to problems | <ul style="list-style-type: none"> follow a plan to solve a problem create solutions to a problem |

| A Course | M Course |
|--|--|
| <ul style="list-style-type: none"> • assess risks of the contexts and apply methods for controlling risk, for example, financial, personal, Work Health and Safety, cost/benefit analysis | <ul style="list-style-type: none"> • identify risks and use methods for controlling risk, for example, financial, personal, Work Health and Safety, cost/benefit analysis |
| Skills | |
| <ul style="list-style-type: none"> • apply project management skills individually or collaboratively • apply creativity and communication skills to projects • use networking skills in project development • identify and use reliable information • apply literacy and numeracy skills to learning and work | <ul style="list-style-type: none"> • demonstrate individual and/or collaboration skills in a project • demonstrate creativity and communication skills in a project • use reliable information • apply literacy and numeracy skills to learning and work |
| Communication | |
| <ul style="list-style-type: none"> • apply communication and planning skills to complete individual and/ or collaborative tasks • apply communication skills to convey ideas coherently in a range of modes for different audiences, using accurate terminology and academic integrity | <ul style="list-style-type: none"> • demonstrate communication and planning skills to complete individual and/ or collaborative tasks • convey ideas in a range of modes |
| Reflection | |
| <ul style="list-style-type: none"> • reflect on the influence and impact that their beliefs, values, attitudes, and behaviour have on themselves and others • reflect on learning and refine habits, practices, and processes in pursuit of further studies and employment | <ul style="list-style-type: none"> • reflect on their own strengths, weaknesses, and opportunities for the world of work and learning • reflect on learning habits |

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Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Units of Competency

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Certificate I in Skills for Vocational Pathways

The following **core** competencies must be delivered and assessed over the semester:

| Code | Competency Title |
|------|------------------|
| | N/A |

Any **elective** competencies selected to meet packaging rules from the list below may also be delivered:

| Code | Competency Title | |
|-----------|---|---------|
| FSKOCM005 | Use oral communication skills for effective workplace presentations | Group B |
| FSKRDG010 | Read and respond to routine workplace information | Group B |

Certificate II in Skills for Work and Vocational Pathways

The following **core** competencies must be delivered and assessed over the semester:

| Code | Competency Title |
|------|------------------|
| | N/A |

Any elective competencies selected to meet packaging rules from the list below may also be delivered:

| Code | Competency Title | |
|-----------|---|----------|
| FSKLRG012 | Apply strategies to plan and manage complex workplace tasks | Group B |
| FSKOCM005 | Use oral communication skills for effective workplace presentations | Group B |
| FSKRDG010 | Read and respond to routine workplace information | Group B |
| BSBPEF202 | Plan and apply time management | Imported |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to page 10-12.

Independent Study

Value: 1.0

Independent Study a

Value 0.5

Independent Study b

Value 0.5

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

NOTE: There are no VET competencies attached to this unit. VET competencies may be assessed where relevant to the focus of the unit. The competencies selected will need to align with the requirements of the CHC Training Package and to the competencies already completed during the course if students are to achieve the relevant qualifications.

Specific Unit Goals

This unit should enable students to:

| A Course | M Course |
|---|--|
| <ul style="list-style-type: none"> analyse a chosen aspect of work and learning analyse the skills necessary to engage with the chosen aspect of work and learning apply research skills to investigate the chosen aspect of work and learning apply skills necessary to engage with the chosen aspect of work and learning | <ul style="list-style-type: none"> describe a chosen aspect of work and learning identify the skills necessary to engage with the chosen aspect of work and learning demonstrate research skills in the chosen aspect of work and learning demonstrate skills relevant to the chosen aspect of work and learning |

Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | M Course |
|---|---|
| Concepts, ideas, and theories | |
| <ul style="list-style-type: none"> analyse concepts underlying a chosen aspect of work and learning analyse the reliability of information and arguments about the chosen area of work and learning | <ul style="list-style-type: none"> describe the chosen aspect of work and learning identify reliable information about the chosen aspect of work and learning |
| Contexts and Methods | |
| <ul style="list-style-type: none"> analyse the context and methods related to the chosen aspect of work and learning | <ul style="list-style-type: none"> describe the context of the chosen aspect of work and learning |

| A Course | M Course |
|--|---|
| <ul style="list-style-type: none"> identify the skills necessary to engage with the chosen aspect of work and learning and how to develop those skills investigate communication and IT skills to select the mediums relevant to the chosen area of study in work and learning | <ul style="list-style-type: none"> identify the skills relevant to the chosen aspect of work and learning identify communication and IT skills for the chosen aspect of work and learning |
| Skills | |
| <ul style="list-style-type: none"> identify relevant processes and techniques and apply to own projects apply skills necessary to engage with the chosen aspect of work and learning apply communication and IT skills to use the mediums relevant to the chosen area of study in work and learning apply research skills to investigate the chosen aspect of work and learning apply literacy and numeracy skills to learning and work | <ul style="list-style-type: none"> demonstrate skills relevant to the chosen area of work and learning demonstrate IT and communication skills relevant to the chosen area of work and learning demonstrate research skills apply literacy and numeracy skills to learning and work |
| Communication | |
| <ul style="list-style-type: none"> apply communication and planning skills to complete tasks apply communication skills to convey ideas and coherent arguments in a range of modes for different audiences, using accurate terminology and academic integrity | <ul style="list-style-type: none"> demonstrate communication and planning skills to complete individual and/ or collaborative tasks convey ideas in a range of modes |
| Reflection | |
| <ul style="list-style-type: none"> reflect on the influence that their beliefs, values, attitudes, and behaviour have on themselves and others reflect on learning and refine habits, practices, and processes in pursuit of their goals | <ul style="list-style-type: none"> reflect on their own strengths, weaknesses, and opportunities for the world of work and learning reflect on learning habits |

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Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/T content descriptions.

Assessment

Refer to page 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor or major course.

| Course | Number of standard units to meet course requirements |
|--------|--|
| Minor | Minimum of 2 units |
| Major | Minimum of 3.5 units |

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

| | | |
|-----------|--|---|
| BSBWHS211 | Contribute to the health and safety of self and others | Business Services A/M/V - Unit- Navigating the Business Environment Data Science A/T/V – Unit- Data Representation and Analysis Digital Product A/M – Unit- Digital Media Foundations Digital Technologies A/T/M/V – Unit- Digital Assets Networking and Security A/T/V – Unit- Networking and Cyber Security Robotics and Mechatronics A/T/M/V – Unit- Building and Programming Circuits Music A/T/M/V – Unit- Communicating Meaning in Music Specialised Music A/T/M/V – Unit – Entrepreneurship in Music Music Industry C – Unit – Performance Skills |
| BSBPEF202 | Plan and apply time management | Business Services A/M/V – Unit- Business Environment and Services Social and Community Work A/T/M/V – Unit – Children and Young People Live Production and Services C – Unit Skills and Knowledge in Lighting |

New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time-based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview, or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the Industry context.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

| Name | College |
|-----------------|---|
| Dr Kathy Mann | University of Canberra |
| Emma Butt | Canberra Institute of Technology Pathways College |
| Julia Cattanach | Marist College |
| Karen Hundy | St Mary MacKillop College Canberra |
| Nathan Schubert | Canberra College |

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

| Organisers | Elements | Examples |
|-----------------------------------|------------------|--|
| create, compose, and apply | apply | ideas and procedures in unfamiliar situations, content, and processes in non-routine settings |
| | compose | oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes |
| | represent | images, symbols, or signs |
| | create | creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives |
| | manipulate | images, text, data, points of view |
| analyse, synthesise, and evaluate | justify | arguments, points of view, phenomena, choices |
| | hypothesise | statement/theory that can be tested by data |
| | extrapolate | trends, cause/effect, impact of a decision |
| | predict | data, trends, inferences |
| | evaluate | text, images, points of view, solutions, phenomenon, graphics |
| | test | validity of assumptions, ideas, procedures, strategies |
| | argue | trends, cause/effect, strengths, and weaknesses |
| | reflect | on strengths and weaknesses |
| | synthesise | data and knowledge, points of view from several sources |
| | analyse | text, images, graphs, data, points of view |
| | examine | data, visual images, arguments, points of view |
| investigate | issues, problems | |
| organise, sequence, and explain | sequence | text, data, relationships, arguments, patterns |
| | visualise | trends, futures, patterns, cause, and effect |
| | compare/contrast | data, visual images, arguments, points of view |
| | discuss | issues, data, relationships, choices/options |
| | interpret | symbols, text, images, graphs |
| | explain | explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses |
| | translate | data, visual images, arguments, points of view |
| | assess | probabilities, choices/options |
| | select | main points, words, ideas in text |
| identify, summarise and plan | reproduce | information, data, words, images, graphics |
| | respond | data, visual images, arguments, points of view |
| | relate | events, processes, situations |
| | demonstrate | probabilities, choices/options |
| | describe | data, visual images, arguments, points of view |
| | plan | strategies, ideas in text, arguments |
| | classify | information, data, words, images |
| | identify | spatial relationships, patterns, interrelationships |
| | summarise | main points, words, ideas in text, review, draft and edit |

Appendix D – Glossary of Verbs

| Verbs | Definition |
|--------------------|--|
| Analyse | Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences |
| Apply | Use, utilise or employ in a particular situation |
| Argue | Give reasons for or against something |
| Assess | Make a Judgement about the value of |
| Classify | Arrange into named categories in order to sort, group or identify |
| Compare | Estimate, measure or note how things are similar or dissimilar |
| Compose | The activity that occurs when students produce written, spoken, or visual texts |
| Contrast | Compare in such a way as to emphasise differences |
| Create | Bring into existence, to originate |
| critically analyse | Use the arguments of scholars and critics to support arguments and conclusions |
| Demonstrate | Give a practical exhibition an explanation |
| Describe | Give an account of characteristics or features |
| Discuss | Talk or write about a topic, taking into account different issues or ideas |
| Evaluate | Examine and judge the merit or significance of something |
| Examine | Determine the nature or condition of |
| Explain | Provide additional information that demonstrates understanding of reasoning and /or application |
| Extrapolate | Infer from what is known |
| Hypothesise | Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Planning, inquiry into and drawing conclusions about |
| Justify | Show how argument or conclusion is right or reasonable |
| Manipulate | Adapt or change |
| Plan | Strategize, develop a series of steps, processes |
| Predict | Suggest what might happen in the future or as a consequence of something |
| Reflect | The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience |
| Relate | Tell or report about happenings, events, or circumstances |
| Represent | Use words, images, symbols, or signs to convey meaning |
| Reproduce | Copy or make close imitation |
| Respond | React to a person or text |
| Select | Choose in preference to another or others |
| Sequence | Arrange in order |
| Summarise | Give a brief statement of the main points |
| Synthesise | Combine elements (information/ideas/components) into a coherent whole |
| Test | Examine qualities or abilities |
| Translate | Express in another language or form, or in simpler terms |
| Visualise | The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words |

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation, and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Implementation of VET Qualifications

VET Qualifications

For **FSK10219 Certificate I in Skills for Vocational Pathways** the following packaging rules apply:

Total number of units = 11

1 core unit, plus

10 elective units

The **electives** are to be chosen as follows:

- up to 3 units may be selected from Group A
- at least 5 units must be selected from Group B
- 2 units must be selected from any currently endorsed training package qualification or accredited course other than FSK
- remaining units may be selected from the FSK training package or any currently endorsed training package qualification or accredited course.

Elective units must be relevant to vocational pathways and not duplicate the outcomes of already selected units.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Certificate I in Skills for Vocational Pathways

| Code | Competency Title | Core/Elective |
|------------------|---|---------------|
| FSKLRG008 | Use simple strategies for work-related learning | Core |
| Group A | | |
| FSKNUM019 | Interpret routine tables, graphs and charts and use information and data for work | Elective |
| Group B | | |
| FSKLG011 | Use routine strategies for work-related learning | Elective |
| FSKLRG010 | Use routine strategies for career planning | Elective |
| FSKLRG015 | Manage own work-related learning | Elective |
| FSKLRG018 | Develop a plan to organise routine workplace tasks | Elective |
| FSKOCM005 | Use oral communication skills for effective workplace presentations | Elective |
| FSKOCM007 | Interact effectively with others at work | Elective |
| FSKRDG010 | Read and respond to routine workplace information | Elective |

Imported Competencies (allowed in Training Package packaging rules)

| Code | Competency Title | Core/Elective |
|-----------|--|---------------|
| BSBTEC203 | Research using the internet | Elective |
| BSBWHS211 | Contribute to the health and safety of self and others | Elective |

FSK20119 Certificate II in Skills for Work and Vocational Pathways

For **Certificate II** the following packaging rules apply:

Total number of units = 14

1 core unit, plus

13 elective units

The **electives** are to be chosen as follows:

- up to 5 units may be selected from Group A
- at least 5 units must be selected from Group B
- 3 units must be selected from any currently endorsed training package qualification or accredited course other than FSK
- remaining units may be selected from the FSK training package or any currently endorsed training package qualification or accredited course.

Elective units must be relevant to vocational pathways and not duplicate the outcomes of already selected units.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for Certificate II in Skills for Work and Vocational Pathways

| Code | Competency Title | Core/Elective |
|-----------------|---|---------------|
| FSKLG011 | Use routine strategies for work-related learning | Core |
| Group A | | |
| FSKNUM019 | Interpret routine tables, graphs and charts and use information and data for work | Elective |
| Group B | | |
| FSKLRG010 | Use routine strategies for career planning | Elective |
| FSKLRG012 | Apply strategies to plan and manage complex workplace tasks | Elective |
| FSKLRG014 | Manage strategies for Career Progression | Elective |
| FSKLRG015 | Manage own work-related learning | Elective |
| FSKLRG018 | Develop a plan to organise routine workplace tasks | Elective |
| FSKOCM005 | Use oral communication skills for effective workplace presentations | Elective |
| FSKOCM007 | Interact effectively with others at work | Elective |
| FSKRDG008 | Read and respond to information in routine visual and graphic text | Elective |
| FSKRDG010 | Read and respond to routine workplace information | Elective |

Imported Competencies (allowed in Training Package packaging rules)

| Code | Competency Title | Core/Elective |
|-----------|--|---------------|
| BSBPEF202 | Plan and apply time management | Elective |
| BSBTEC203 | Research using the internet | Elective |
| BSBWHS211 | Contribute to the health and safety of self and others | Elective |

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

Note: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All core competencies must be delivered in the relevant unit. The elective competencies delivered are dependent on the elective units chosen.

VET Implementation Summary

FSK10219 - Certificate I in Skills for Vocational Pathways

| BSSS Unit Title | Competencies | |
|---|------------------------|--|
| The Career Mindset 1.0 | Core | |
| | FSKLRG008 | Use simple strategies for work-related learning |
| | Electives | |
| | FSKLRG011 BSBTEC203 | Use routine strategies for work-related learning Research using the internet |
| Workplace and Learning Practices 1.0 | Core | |
| | | N/A |
| | Electives | |
| | FSKNUM019 | Interpret routine tables, graphs and charts and use information and data for work |
| | FSKLRG018 BSBWHS211 | Develop a plan to organise routine workplace tasks Contribute to the health and safety of self and others |
| Enterprise Skills 1.0 | Core | |
| | | N/A |
| | Electives | |
| | FSKOCM007 FSKLRG010 | Interact effectively with others at work Use routine strategies for career planning |
| Creating Workplace Opportunities 1.0 | Core | |
| | | N/A |
| | Electives | |
| | FSKOCM005 FSKRDG010 | Use oral communication skills for effective workplace presentations Read and respond to routine workplace information |

FSK20119 - Certificate II in Skills for Work and Vocational Pathways

| BSSS Unit Title | Competencies | |
|---|--|---|
| The Career Mindset 1.0 | Core | |
| | FSKLRG011 | Use routine strategies for work-related learning |
| | Electives | |
| | FSKLRG015 BSBTEC203 | Manage own work-related learning Research using the internet |
| Workplace and Learning Practices 1.0 | Core | |
| | | N/A |
| | Electives | |
| | FSKNUM019 | Interpret routine tables, graphs and charts and use information and data for work |
| | FSKLRG018 | Develop a plan to organise routine workplace tasks |
| | FSKRDG008 | Read and respond to information in routine visual and graphic text |
| BSBWHS211 | Contribute to the health and safety of self and others | |
| Enterprise Skills 1.0 | Core | |
| | | N/A |
| | Electives | |
| | FSKLRG010 | Use routine strategies for career planning |
| | FSKLRG014 | Manage strategies for Career Progression |
| FSKOCM007 | Interact effectively with others at work | |
| Creating Workplace Opportunities 1.0 | Core | |
| | | N/A |
| | Electives | |
| | FSKLRG012 | Apply strategies to plan and manage complex workplace tasks |
| | FSKOCM005 | Use oral communication skills for effective workplace presentations |
| | FSKRDG010 | Read and respond to routine workplace information |
| BSBPEF202 | Plan and apply time management | |

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific workplace task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures, or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:

<https://www.legislation.gov.au/Details/F2017C00663>

To access The Users' Guide to the Standards refer to:

<https://www.asqa.gov.au/standards>

Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Third Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

Appendix G – Course Adoption

Condition of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email to bssscertification@ed.act.edu.au by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

| | |
|--|---|
| College | |
| Course Title | Pathways to Work and Learning |
| Classification/s | A M V |
| Framework | Integrated Learning |
| Date of Course Accreditation from | 2023 |