

WORK RELATED SKILLS

Applied Vocational Booklet

VPC 3&4

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- ⇒ Work Related Skills VPC 1&2: Coursebook & Applied Vocational Booklet

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michael@deliverededucation.com.au

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Contact: www.deliverededucation.com.au michael@deliverededucation.com.au (03) 9939 1229

Carolan, Michael

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PDS Planner: VPC 1&2	___ @ \$33	or ___ @ \$220
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Foundation Numeracy	___ @ \$33	na
Senior Numeracy	___ @ \$33	na

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Career and Enterprise		
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CAE: General 12/ATAR 11 2ed	___ @ \$62	or ___ @ \$660
CAE: ATAR 12 2ed	___ @ \$68	or ___ @ \$770
CAE: Foundation 11	___ @ \$55	or ___ @ \$595
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Total Amount (approx) \$ _____

Order Details

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Position: _____

e-mail: _____

School: _____

Address: _____

State: _____ Postcode: _____

Order No: _____ ABN: _____

email for invoice (if different): _____

VM Total \$ _____	VPC Total \$ _____	VCAL Total \$ _____
Voc Ed Total \$ _____	CAE Total \$ _____	I&E Total \$ _____
Postage \$ _____	Total Amount (approx) \$ _____	

Preview Sample:
Do not copy

	Done?	Date
1 Local Businesses	<input type="checkbox"/>	<input type="checkbox"/>
2-3 Common Occupations	<input type="checkbox"/>	<input type="checkbox"/>
4-5 Young Worker Occupations	<input type="checkbox"/>	<input type="checkbox"/>
6 Have I Changed?	<input type="checkbox"/>	<input type="checkbox"/>
7 What Can I Offer?	<input type="checkbox"/>	<input type="checkbox"/>
8 Employability Skills	<input type="checkbox"/>	<input type="checkbox"/>
9 Industry-Specific Skills	<input type="checkbox"/>	<input type="checkbox"/>
10-11 Codes of Conduct	<input type="checkbox"/>	<input type="checkbox"/>
12-13 Equal Opportunity	<input type="checkbox"/>	<input type="checkbox"/>
14-15 Workplace Bullying	<input type="checkbox"/>	<input type="checkbox"/>
16-17 Harassment is Not On!	<input type="checkbox"/>	<input type="checkbox"/>
18-19 Workplace Safety Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
20 safe @work	<input type="checkbox"/>	<input type="checkbox"/>
21 Workplace Hazards	<input type="checkbox"/>	<input type="checkbox"/>
22-23 Common Workplace Hazards/Injuries	<input type="checkbox"/>	<input type="checkbox"/>
24-25 Workplace Safety in Action	<input type="checkbox"/>	<input type="checkbox"/>
26-27 I Saw the Sign	<input type="checkbox"/>	<input type="checkbox"/>
28 In an Emergency	<input type="checkbox"/>	<input type="checkbox"/>
29 Hazard Reduction Process	<input type="checkbox"/>	<input type="checkbox"/>
30-31 My Career Preferences	<input type="checkbox"/>	<input type="checkbox"/>
32-33 Skills For Work	<input type="checkbox"/>	<input type="checkbox"/>
34 Australian Apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>

	Done?	Date
35 Training and Employment Advice	<input type="checkbox"/>	<input type="checkbox"/>
36 Updating My Résumé	<input type="checkbox"/>	<input type="checkbox"/>
37 Look at Me!	<input type="checkbox"/>	<input type="checkbox"/>
38 They're Looking For Someone Who...	<input type="checkbox"/>	<input type="checkbox"/>
39 Fitting It In	<input type="checkbox"/>	<input type="checkbox"/>
40 It's a Long Way to the Top	<input type="checkbox"/>	<input type="checkbox"/>
41 Building My Network	<input type="checkbox"/>	<input type="checkbox"/>
42 Am I There Yet?	<input type="checkbox"/>	<input type="checkbox"/>
43 Let Me Answer That	<input type="checkbox"/>	<input type="checkbox"/>
44 Ask The Experts	<input type="checkbox"/>	<input type="checkbox"/>
45 Workplace Learning - Timesheet	<input type="checkbox"/>	<input type="checkbox"/>
46 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="checkbox"/>
47 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="checkbox"/>
48 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="checkbox"/>
49 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="checkbox"/>
50 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="checkbox"/>
51 Workplace Learning: Daily Journal	<input type="checkbox"/>	<input type="checkbox"/>
52 Evaluation - My Work-Related Skills	<input type="checkbox"/>	<input type="checkbox"/>
53 Evaluation - My Specific Skills	<input type="checkbox"/>	<input type="checkbox"/>
54 I Know Better Now	<input type="checkbox"/>	<input type="checkbox"/>
55 My Work-Related Development	<input type="checkbox"/>	<input type="checkbox"/>
56 Review and Reflection	<input type="checkbox"/>	<input type="checkbox"/>

1. List 15 organisations or workplaces that you interact with for goods or services. Outline what they do. Classify them by their industry.
2. Are they commercial businesses or not-for-profits?

Organisations/workplaces	Industry	Commercial/NFP?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Preview Sample:
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3. Would you like to work for any of these? Why so?

2 Common Occupations

1. The top **50 most common occupations** in Australia account for 54% (7.14m) of all employment (as at May '23)¹. Have a go at ranking them in order from most employees to the least. (Use the table)

¹ Source: Australian Jobs. Australian Government, National Careers Institute, Jobs and Skills Australia 2023.

2. Estimate what you think to be the number of workers for each.

- | | | |
|--|--|--|
| <input type="checkbox"/> Accountants | project administrators | <input type="checkbox"/> Office managers |
| <input type="checkbox"/> Accounting clerks | <input type="checkbox"/> Delivery drivers | <input type="checkbox"/> Plumbers |
| <input type="checkbox"/> Advertising and marketing professionals | <input type="checkbox"/> Education aides | <input type="checkbox"/> Primary school teachers |
| <input type="checkbox"/> Advertising, PR and sales managers | <input type="checkbox"/> Electricians | <input type="checkbox"/> Purchasing and supply logistics clerks |
| <input type="checkbox"/> Aged and disabled carers | <input type="checkbox"/> Gardeners | <input type="checkbox"/> Real estate sales agents |
| <input type="checkbox"/> Architectural, building and surveying technicians | <input type="checkbox"/> General clerks | <input type="checkbox"/> Receptionists |
| <input type="checkbox"/> Bar attendants and baristas | <input type="checkbox"/> General managers | <input type="checkbox"/> Registered nurses |
| <input type="checkbox"/> Bookkeepers | <input type="checkbox"/> Generalist medical practitioners | <input type="checkbox"/> Retail managers |
| <input type="checkbox"/> Carpenters and joiners | <input type="checkbox"/> Human resource managers | <input type="checkbox"/> Sales assistants (general) |
| <input type="checkbox"/> Checkout operators and office cashiers | <input type="checkbox"/> HR professionals | <input type="checkbox"/> Secondary school teachers |
| <input type="checkbox"/> Chefs | <input type="checkbox"/> ICT managers | <input type="checkbox"/> Software and applications programmers |
| <input type="checkbox"/> Child care workers | <input type="checkbox"/> Information officers | <input type="checkbox"/> Solicitors |
| <input type="checkbox"/> Civil engineering professionals | <input type="checkbox"/> Kitchenhands | <input type="checkbox"/> Storepersons |
| <input type="checkbox"/> Commercial cleaners | <input type="checkbox"/> Livestock farmers | <input type="checkbox"/> Structural steel and welding trades workers |
| <input type="checkbox"/> Construction managers | <input type="checkbox"/> Management and organisation analysts | <input type="checkbox"/> Truck drivers |
| <input type="checkbox"/> Contract, program and | <input type="checkbox"/> Metal fitters and machinists | <input type="checkbox"/> Waiters |
| | <input type="checkbox"/> Motor mechanics | <input type="checkbox"/> Welfare support workers |
| | <input type="checkbox"/> Nursing support and personal care workers | |

Preview Sample:

Do not copy

3. Which industry do you think each job is more likely to be a part of?

4. Find out how many workers are employed in each occupation. Be sure to record 'when' the statistics were for. Download the annual [Australian Jobs](https://www.yourcareer.gov.au/resources/australian-jobs-report) PDF publication:

<https://www.yourcareer.gov.au/resources/australian-jobs-report>




5. What do you think is your likelihood of working in these occupations? Why is that? Give examples of occupations suited to you. What skill level/qualifications are required, and what training/study would you need?

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.
41.	42.	43.	44.
45.	46.	47.	48.
49.	50.		

Preview Sample:
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4 Young Worker Occupations

1. Below is a list of those top 50 most common occupations sorted by % of workers aged 15-24 (as at May '23)¹. Estimate what you think the percentage is for each occupation. (And then find out using a recent [Australian Jobs Report](#).) 

Australia's top 50 occupations - Employees aged 15-24 (May '23)			
1. Waiters (72% May '23)			
2. Checkout operators & office cashiers			
3. Kitchenhands			
4. Bar attendants and baristas			
5. Sales assistants (general)			
6. Storepersons			
7. Plumbers			
8. Carpenters and joiners			
9. Child carers			
10. Electricians			
11. Receptionists			
12. Delivery drivers			
13. Motor mechanics			
14. Information officers			
15. Barbers			
16. Structural steel and welding trades workers			
17. Nursing support and personal care workers			
18. Metal fitters and machinists			
19. General clerks			
20. Advertising and marketing professionals			
21. Commercial cleaners			
22. Chemists			
23. Education aides			
24. Aged and disabled carers			
25. Purchasing and supply logistics clerks			
26. Human resource professionals			
27. Retail managers			
28. Real estate sales agents			
29. Welfare support workers			
30. Civil engineering professionals			
31. Registered nurses			
32. Software and applications programmers			
33. Accounting clerks			
34. Accountants			
35. Truck drivers			
36. Primary school teachers			
37. Office managers			
38. Secondary school teachers			
39. Contract, program and project administrators			
40. Solicitors			
41. Management or organisation analysts			
42. Architectural, building and surveying technicians			
43. Advertising, PR and sales managers			
44. Construction managers			
45. Bookkeepers			
46. Human resource managers			
47. Generalist medical practitioners			
48. Livestock farmers			
49. General managers			
50. ICT managers (1% May '23)			

Preview Sample:
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¹ Source: Australian Jobs. Australian Government, National Careers Institute, Jobs and Skills Australia 2023

2. What do you think is your likelihood of working in any of the occupations on pp.4-5? Why is that? Give examples of occupations suited to you.
3. What skill levels/qualifications are required, and what training/study would you need?

4. Here are the top 25 **occupations** for those **aged 15-24** sorted by %, and then by the number of 15-24 year old employees (May '23)¹. Estimate the amounts for each occupation. (Then find out using a recent Australian Jobs Report.)

Australia: All occupations (May '23)			
Highest % of employees aged 15-24			Highest number of employees aged 15-24
1. Fast food cooks (78% May '23)			1. Sales assistants (general) (296K '23)
2. Waiters			2. Waiters
3. Checkout operators & office cashiers			3. Checkout operators and office cashiers
4. Sportspersons			4. Kitchenhands
5. Café workers			5. Bar attendants and baristas
6. Kitchenhands			6. Electricians
7. Bar attendants and baristas			7. Storepersons
8. Sports coaches, instructors & officials			8. Receptionists
9. Sales assistants (general)			9. Fast food cooks
10. Shelf fillers			10. Child carers
11. Pharmacy sales assistants			11. General clerks
12. Food trades assistants			12. Carpenters and joiners
13. Ticket salespersons			13. Shelf fillers
14. Agricultural technicians			14. Aged and disabled carers
15. Accommodation & catering assistants			15. Sports coaches, instructors & officials
16. Veterinary nurses			16. Plumbers
17. Private tutors and teachers			17. Retail managers
18. Mixed crop & livestock farm workers			18. Motor mechanics
19. Dental assistants			19. Registered nurses
20. Court and legal clerks			20. Building and plumbing labourers
21. Vending machine attendants			21. Commercial cleaners
22. Car detailers			22. Delivery drivers
23. Roof tilers			23. Cafe workers
24. Motor vehicle parts & accessories fitters			24. Pharmacy sales assistants
25. Building and plumbing labourers			25. Metal fitters and machinists

Preview Sample:
Do not copy

5. What might be the challenges of working in 'younger' occupations or industries?
 6. What might be the benefits of working in 'younger' occupations or industries?

5. Challenges

6. Benefits

6 Have I Changed?

1. Have a think back to when you were in **Grade 2** at primary school. What did you want to 'be' when you grew up? Why was that?

Back in Grade 2...	
Back then I wanted to be:	Because:

2. Have a think back to when you were in **Grade 6**. What did you want to 'be' when you grew up? Why was that?

Back in Grade 6...	
Back then I wanted to be:	Because:

3. Have a think back to when you were in **Year 9**. What did you want to be when you grew up? Why was that?

Back in Year 9	
Back then I wanted to be:	Because:

4. Now think about **right now**, today. What 'job(s)' do you want to have when you finish school? Why is that? So what is the same, and why? What has changed, and why?

--

5. What about **10 years in the future**? What might be the same, and what might have changed? Why might that be?

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Preview Sample:
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1. Have a think about the varied skills and competencies that you have developed in these different settings. Describe how these could be applied to an occupation in an industry in which you are interested.

Occupation:	Industry:
<p>From my Literacy studies.</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p>From my Numeracy studies.</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>
<p>From my Personal Development Skills studies.</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p>From my hobbies, interests and other activities.</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>

Preview Sample:

2. Interview a manager/supervisor related to this occupation. Ask them the type of skills a young worker should bring and apply to their job from these settings.

Person:	Occupation:
<p>Literacy skills</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p>Numeracy skills</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>
<p>Personal Development Skills</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p>Skills from hobbies, interests and other.</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>

8 Employability Skills

Think about your preferred occupation as part of your future career pathway.

1. List 5 of the most important job roles and responsibilities.
2. Describe how you would be expected to demonstrate a range of employability skills in day-to-day work roles for that occupation. Make sure you cover all 8 skills.

- | | | |
|---|--|---|
| <input type="checkbox"/> communication | <input type="checkbox"/> learning | <input type="checkbox"/> self-awareness |
| <input type="checkbox"/> initiative and enterprise skills | <input type="checkbox"/> planning and organising | <input type="checkbox"/> teamwork |
| | <input type="checkbox"/> problem-solving | <input type="checkbox"/> using technology |

Occupation:		
Job role	Employability skill 1	Employability skill 2
	ES1: ⇒	ES2: ⇒
	ES1: ⇒	ES2: ⇒
	ES1: ⇒	ES2: ⇒
	ES1: ⇒	ES2: ⇒
	ES1: ⇒	ES2: ⇒

Preview Sample:
Do not copy

As you have experienced, when you work, you are employed in an occupational role within an industry. This means that you have to develop and demonstrate industry-specific skills on an ongoing basis.

1. Reflect on work experience or work placement that you have undertaken. Identify the occupation, the industry and the job roles you performed.
2. Describe how you demonstrated industry-specific skills in these job roles. How did you learn these skills?

Occupation:		Industry:
Job roles	Industry-specific skill	How did I learn this?

Preview Sample:
Do not copy

3. How could you transfer any of these skills to a totally different industry?

10 Codes of Conduct

1. Match these codes of conduct areas with the most appropriate description.

- | | |
|---|---|
| <input type="checkbox"/> Anti-discrimination and harassment | <input type="checkbox"/> Professionalism |
| <input type="checkbox"/> Compliance with laws and regulations | <input type="checkbox"/> Social media use |
| <input type="checkbox"/> Confidentiality | <input type="checkbox"/> Teamwork and collaboration |
| <input type="checkbox"/> Diversity and inclusion | <input type="checkbox"/> Use of company resources |
| <input type="checkbox"/> Ethical standards | <input type="checkbox"/> Workplace health & safety |

This code emphasises the importance of behaving in a professional manner at all times. It may cover aspects such as punctuality, dress code and respect for colleagues.

This code outlines the ethical standards expected of employees. It may cover issues such as honesty, integrity, sustainability and the avoidance of conflicts of interest.

This code prohibits discrimination and harassment based on factors such as race, gender, age, religion, sexual orientation and many others. It promotes a workplace free from discrimination and harassment.

This code stresses the importance of maintaining the confidentiality of sensitive information. It may include guidelines on handling company information, customer data, intellectual property and other confidential matters.

With the prevalence of social media, many workplaces have codes of conduct regarding its appropriate use. This may include guidelines on discussing work-related matters online and maintaining a positive online presence.

This code focuses on creating a safe and healthy work environment. It may cover topics such as workplace safety procedures, reporting hazards, and promoting a culture of wellbeing.

Employees are sometimes provided with various resources, such as company equipment, ICT, phones and cars. This code outlines the proper use of these resources and may include guidelines on internet and email usage.

This code encourages positive interactions among team members. It may cover aspects such as effective communication, collaboration, meeting procedures and conflict resolution.

Employees are expected to comply with all applicable laws and regulations. This code emphasises the importance of legal and regulatory compliance in all operational activities.

Companies may have a code of conduct that promotes diversity and inclusion. This includes fostering an inclusive environment that values and respects differences among employees.

Preview Sample:
Do not copy

2. Research an organisation or interview a manager or owner, and find out how these codes of conduct apply specifically in that workplace. What are your rights and responsibilities as a worker? Add 2 more codes of conduct e.g. Sustainability.

Anti-discrimination and harassment

Compliance with laws and regulations

Confidentiality

Diversity and inclusion

Ethical standards

Professionalism

Social media use

Teamwork and collaboration

Use of company resources

Workplace health & safety

Preview Sample:
Do not copy

12 Equal Opportunity

1. Work through each of these scenarios and decide if discrimination is occurring, and if so, on what basis.
2. What actions and/or solutions would you suggest and why?

Emily, a highly qualified engineer, was consistently passed over for promotions in favour of male colleagues. Despite her proven abilities, she feels that she has to deal with biases, such as exclusion from key projects.

Jamal, the only person of colour in his work team, notices he gets less feedback on his contributions than his colleagues. Despite his competence, he faces exclusionary behaviours that create a hostile work environment.

Latouah, a retail worker aged 19, often finds that her suggestions are dismissed by older team members. Despite her experience, she is excluded from decision making, leading to a lack of recognition for her contributions.

Mark, who uses a wheelchair, faces challenges accessing all parts of his workplace. Despite requesting reasonable modifications, such as ramps to meeting rooms, he encounters resistance from management, limiting his ability to fully participate in work activities.

Saara, a Muslim employee, had her colleague make some insensitive remarks about her religious practices during Ramadan. This made it difficult for her to feel that she was free to express her cultural identity safely at work.

Taylah, a non-binary employee at a design studio, has noticed that projects are consistently assigned based on gender stereotypes. Despite Taylah's skills, they are excluded from projects that are deemed more 'masculine.'

Preview Sample:
Do not copy

3. When you are working you have a right not to be discriminated against. But it is also your responsibility to protect the rights of all workplace stakeholders including colleagues, customers/clients and others. What would you do in these situations?

A customer whispers something to you about the skin colour of a co-worker.	A co-worker ignores a vision-impaired customer and walks away from them.
A young client scoffs at the advice of your colleague who is much older than you both.	You notice the boss is giving all the extra shifts to the young girls, not the guys.
Your manager says to a gender-fluid customer, "So, what are you trying to be?"	Your boss posts a social media update, "We don't serve Greenies anymore!"

Preview Sample:

You do learn the 'rules' in the classroom, but you need to get direct advice on how equal opportunity and anti-discrimination policies and laws are applied in workplace situations.

4. Choose a workplace. Ask the owner/ manager/ supervisor / HR / HSR / union rep. someone more experienced/...what to do. Then report back to the class.

You feel you are discriminated against by a customer/client.	You feel you are discriminated against by a colleague.
You feel you are discriminated against by a supervisor/manager.	You witness a colleague you feel is discriminated against by another colleague.
You witness a colleague being discriminated against by a customer/client.	You witness a customer/client being discriminated against by a co-worker.
You witness a customer being discriminated against by another customer.	A colleague is accused of discrimination, but you didn't think this was the case.

14 Workplace Bullying

1. Work through each of these scenarios and decide if workplace bullying is occurring, and if so, in what way?
2. What actions and/or solutions would you suggest and why?

<p>Suze faces daily criticism from her supervisor, eroding her confidence. The constant remarks impact on her wellbeing.</p>	<p>Mike feels threatened by a co-worker's persistent aggressive language which creates a hostile work environment.</p>
<p>Maiz is regularly excluded from office conversations and subjected to gossip, creating a toxic atmosphere.</p>	<p>Jed is consistently given unattainable deadlines, causing stress and harming his mental health.</p>
<p>Thom's manager intentionally withholds vital information, hindering his ability to complete tasks and causing job abandonment.</p>	<p>Angel's tools mysteriously disappear and reappear, causing frustration and stopping them from completing tasks on time.</p>
<p>Ziza's achievements are always downplayed by a jealous colleague, creating a toxic work environment affecting her performance.</p>	<p>Abe is routinely excluded from team discussions, limiting his involvement and causing feelings of isolation at work.</p>
<p>A group of employees consistently targets Chen because she is new, ganging-up on her verbally and creating a hostile atmosphere.</p>	<p>Stev notices responsibilities are consistently assigned unfairly, creating resentment among team members and causing disunity.</p>
<p>At busy times in the kitchen, Patt experiences being shoved 'out of the way' by a co-worker, and feels unsafe.</p>	<p>Gordon screams at his 'clients', belittles and swears at them, and calls them stupid and useless. He says it is just for TV.</p>

Preview Sample:
Do not copy

3. When you are working you have a right not to be bullied. But not all negative behaviours fit the definition of workplace bullying. What do you think - are these examples of workplace bullying? What would you do in these situations?

An older worker keeps hiding your lunch or your drinks.	Your manager keeps calling you stupid in front of the customers.
Since you were made a supervisor the other workers don't eat with you.	A consistently lazy co-worker says that if you dob him in, then he'll make you pay.
You only get shifts on school nights, even though you asked for some weekends.	You come to work to find a photo of you pinned to the dart board.

Preview Sample:

You can learn the 'rules' in the classroom, but you need to get direct advice on how anti-bullying policies and laws are applied in workplace situations.

4. Choose a workplace. Ask the owner/ manager/ supervisor / HR / HSR/ union rep / someone more experienced/...what to do. Then report back to the class.

You feel that you are being bullied by a customer/client.	You feel that you are being bullied by a colleague.
You feel that you are being bullied by a supervisor/manager.	You witness a colleague that you feel is being bullied by another colleague.
You witness a colleague being bullied by a customer/client.	You witness a customer/client being bullied by a co-worker.
You witness a customer being bullied by another customer.	A colleague is accused of bullying, but you didn't think this was the case.

16 Harassment is Not On!

1. Work through each of these scenarios and decide if sexual harassment is occurring, and if so, in what way?
2. What actions and/or solutions would you suggest and why?

<p>In the office, Creg frequently makes suggestive comments about Lisa's clothing and appearance, creating an uncomfortable atmosphere that makes her feel uneasy.</p>	<p>Joanie, who is expecting, is asked by her boss if she liked getting pregnant. She's not sure what that was supposed to mean, or if it is just downright creepy.</p>
<p>Marnie is subjected to a series of rude and suggestive jokes by a colleague making her feel offended and humiliated.</p>	<p>Rita endures hugging and brushing up against her by her supervisor, causing her to feel intimidated and offended at work.</p>
<p>Mari-Anne experiences requests for sexual favours from a senior member, causing her distress and fear in the workplace.</p>	<p>Jocinda finds offensive images displayed at her workstation (from an unknown party) causing her distress at work.</p>
<p>Tan receives unwelcome explicit texts on the work mobile from an unknown sender making him feel harassed in the workplace.</p>	<p>Alex is constantly leaning and staring at the young workers creating an uncomfortable work environment.</p>
<p>Noreen discovers mildly sexually explicit memes about her on social media, originating from a co-worker.</p>	<p>John faces repeated ambiguous sexual remarks from a co-worker, who when pressed says, 'He is only joking'.</p>
<p>Kal hates the office parties, because when the drinks are on, behaviour goes bad.</p>	<p>Freie feels the new crew uniform is very low-cut and too revealing.</p>

Preview Sample:
Do not copy

3. When you are working you have a right not to be sexually harassed. But it is also your responsibility to help protect other workplace stakeholders including colleagues, customers/clients and others. What would you do in these situations?

An older male co-worker keeps telling dirty jokes when the boss isn't around.	You get an SMS by mistake that makes lewd comments about a co-worker.
The boss tells you to dress more attractively for the clients.	A customer keeps asking if you have a partner, and if not, then they'd be keen.
You have a creepy co-worker who says they only want to serve the 'hot' customers.	In a job interview you are asked whether you 'date co-workers'.

Preview Sample:

You can learn the 'rules' in the classroom, but you need to get direct advice on how anti-harassment policies and laws are applied in workplace situations.

4. Choose a workplace. Ask the owner/ manager/ supervisor / HR / HSR / union rep/ someone more experienced/...what to do. Then report back to the class.

You feel that you are being sexually harassed by a customer/client.	You feel that you are being sexually harassed by a colleague.
You feel that you are being sexually harassed by a supervisor/manager.	You witness a colleague you feel is being sexually harassed by another colleague.
You witness a colleague being sexually harassed by a customer/client.	You witness a customer/client being sexually harassed by a co-worker.
You witness a customer being sexually harassed by another customer.	A colleague is accused of harassment, but you didn't think this was the case.

18 Workplace Safety Responsibilities

The right to a safe workplace as part of OH&S/WH&S is always a shared responsibility by workers, managers, employers and other relevant work-related stakeholders.

1. Reflect on an industry in which you are interested. What are the key workplace safety hazards and issues that could impact on workers?
2. What are the responsibilities of employers and managers to ensure that they minimise the risk associated with these hazards?
3. What are the responsibilities of workers to ensure that they minimise the risk associated with these hazards on a day-to-day basis?
4. Find or create images to illustrate these examples of workplace safety in action.

Industry:			
Workplace safety hazards and issues	Responsibilities of employers managers	Responsibilities of workers	Image

Preview Sample:
Do not copy

Industry:			
Workplace safety hazards and issues	Responsibilities of employers managers	Responsibilities of workers	Image

Preview Sample:
Do not copy

5. Find out how workers in an occupation you are interested in undertake workplace safety induction and training.

1. Use **safe@work** to summarise a top 8 list of general workplace safety tips. Source videos/multimedia that illustrate how to apply these safety tips.

Preview Sample:

2. Use **safe@work** to summarise a top 8 list of workplace safety tips for an industry. Source videos/multimedia that illustrate how to apply these safety tips.

Do not copy

1. Use the problem-solving tool of brainstorming to list 12 physical and mental workplace hazards associated with an occupation you are familiar with.

Occupation:			

Preview Sample:
Do not copy

2. Brainstorm a list of the most dangerous occupations you are aware of. Would you like to do these jobs? Why/why not?

22 Common Workplace Hazards/Injuries

1. Choose 6 of the common workplace hazards from p.108 of your WRS - VPC: 3&4 coursebook. Explain how each of these might occur for an occupation or workplace you are interested in.

Occupation:		

Preview Sample:

2. Outline strategies to help prevent these workplace hazards from occurring. (You could research WorkSafe's website for help)



Occupation:		

Do not copy

3. Choose 6 of the common workplace injuries/illnesses from p.110 of your WRS - VPC: 3&4 coursebook. Explain how each of these might occur for an occupation or workplace you are interested in.

Occupation:		

Preview Sample:

4. Outline strategies to help prevent these workplace hazards from occurring. (You could research WorkSafe's website for help.)



Occupation:		

24 Workplace Safety in Action

1. Find images or take photos of dangerous or risky OHS/WHS practices in action from your school or workplace. Provide a brief description of the source of the photo/image.



Image of obvious risks, hazards and/or unsafe work practices.

Preview Sample:
Do not copy



Image of not so obvious risks, hazards and/or unsafe work practices.

2. Find images or take photos of managed OHS/WHS practices in action from your school or workplace. Provide a brief description of the source of the photo/image.



Image(s) of clearly well-managed safe work practices.

Preview Sample:
Do not copy



Image(s) of not so well-managed safe work practices.

Part A: Hazard signs

1. Describe what each sign is indicating and/or warning.
2. Describe whether this sign applies for work environments in your preferred industry or occupations. Find similar examples.

Images: Vincent Colin/Photos.com



Preview Sample:
Do not copy

Part B: PPE

For each of the images describe:

1. The item of PPE being depicted and its function in protecting workplace safety,
2. An occupation/work environment that would mandate the use of this PPE.




Image: Bytedust/Thinkstock.com

Preview Sample:
Do not copy

3. Describe and source images of examples of personal protective equipment required for an occupation or work environment you are interested in.
4. Briefly outline the function of these. Ask an HSR or OHS/WHS rep for advice.
5. Outline any specific training required to use these items of PPE properly.

28 In an Emergency

1. Interview a manager, an HSR, or OHS/WHS safety rep, and summarise the steps in an emergency procedure for a workplace or work-related task relevant to you.
2. Source or develop a graphic to support this; or a prepare a video or perform a role-play that models this emergency procedure for your classmates. 

Workplace/Industry:

Emergency procedure is:

Preview Sample:
Do not copy

Use the Hierarchy of Control, and then the ITEACM process, to identify and assess risks and minimise harm for an important process in a workplace or occupation you are interested in.

Hierarchy of Control	ITEACM
Elimination ⇨ ⇨	IDENTIFY ⇨ ⇨
Substitution ⇨ ⇨	TRAIN ⇨ ⇨
Engineering ⇨ ⇨	QUI ⇨ ⇨
Administration ⇨ ⇨	ASSES ⇨ ⇨
Personal Protective Equipment ⇨ ⇨ ⇨	CONTROL ⇨ ⇨
	MONITOR ⇨ ⇨

Preview Sample:
Do not copy

30 My Career Preferences

- Listed below are 5 benefits from working. For each one explain how a career/job you are interested in might give you that benefit. Add and explain 1 more reason of your own.

Income	Working conditions
Job satisfaction	Socialisation
Future security	

Preview Sample:

- List the types of occupations you would be interested in doing. Why?
- Which organisations might have employment opportunities for these occupations?

Occupations I would like to work as include:	The reasons are:	Potential organisations

4. List the types of occupations and workplaces in which you would not be interested in working. Why not?

I would not like to work as:	...in organisations/ workplaces such as:	Because:

Preview Sample:

5. What type of training and further qualifications would you need to gain entry-level employment in your preferred occupational roles?

Occupation	Training and qualifications needed?	Where available?

Do not copy

32 Skills For Work

Part A: Employability skills

Describe a personal example and a work-related example when you have demonstrated each of these employability (and other) skills.

Work-related skill	Personal examples	Work-related examples
communication		
teamwork		
problem-solving		
planning and organising		
self-awareness		
learning		
technological		
initiative and enterprise skills		
adaptability		
managing and leading		

Preview Sample:
Do not copy

Part B: What about me?

1. Interview 4 different people and ask them to nominate 4 positive traits, skills, abilities or other benefits that you contribute (or could) to work-related situations.

Person 1 & Role:				
Person 2 & Role:				
Person 3 & Role:				
Person 4 & Role:				

Preview Sample:

2. Compile a concise positive statements about yourself that also include an example of evidence. Also, how would you 'communicate' these in your Pathway Portfolio?

34 Australian Apprenticeships

1. Interview a current Australian Apprentice. Ask them these questions, and add others that are relevant to the particular occupation and industry.

Interviewee:		Date:	
Occupation	Qualification	Employer	Duration & stage
Pay rates	Allowances	Off-the-job training	On-the-job training
Main tasks			
other:		other:	

Preview Sample:
Do not copy

2. What do you think are the advantages and the disadvantages of undertaking an Australian Apprenticeship?

Advantages

Disadvantages

Interview 2 workers (1 should be a manager) from a workplace you are familiar with.

1. Find out the training they undertook to get a start in their career in this job role.
2. Describe on-the-job training and off-the-job training they were expected to do.
3. Find out the OHS/WHS training they have had to complete.
4. Ask them about the type of training needed to advance in their job.
5. Finally, ask for advice about training you should do to improve your employability.

Person 1: Occupation: Employer:	Age: Started:	Person 2: Occupation: Employer:	Age: Started:
1.		1.	
		2.	
3.		3.	
		4.	
4.			
		5.	
5.			

Preview Sample:
Do not copy

36 Updating My Résumé

1. List 8 attributes about you and your work-related skills and experiences that should be on your résumé.

2. List 8 attributes about you and your work-related skills and experiences that you have developed recently (or this year) that should be added to your résumé.

Preview Sample:
Do not copy

3. Number each of those above to match the sections of your updated résumé.
4. List 8 more work-related attributes that you still need to develop to include on your final end-of-VPC résumé. What actions will you take to achieve these?

Create a photo-essay or short video to showcase your employability or industry-specific skills. Start storyboarding your ideas here. Provide brief captions to annotate this. Include use of tools, equipment, machinery as relevant, as well as you working safely.

Preview Sample:
Do not copy

38 They're Looking For Someone Who...

1. Reflect on your preferred occupation that you would like to achieve post-Year 12. What are employers looking for in a young applicant for this job? Consider skills, training, experience, personal attributes and other relevant traits.

Occupation:				
Personal attributes and skills				
Industry-specific skills				
Technical skills				
Training & Qualifications				
Experience & transferable skills				

Preview Sample:
Do not copy

2. What evidence would you need in your Pathways Portfolio to communicate, present or provide to an employer to show you meet these expectations?

Personal attributes	Personal skills	Industry-specific skills
Technical skills	Training & qualifications	Experience & transferable skills

As you know, many application processes require applicants to tailor their résumé to suit different positions. They might also require you to enter résumé-style information into pre-formatted form fields.

1. Identify 6 important examples of your skills, experiences, qualifications and other information that are likely to be the same for any application. Calculate word & character length.

Preview Sample:

2. Now identify another 4 examples of skills, experiences, qualifications and other information that will likely need to be modified for different applications. Choose 2 different jobs and 'modify' these to suit that occupation/industry.

Occupation/ Industry 1	Occupation/ Industry 2

40 It's a Long Way to the Top

1. Find an ad for a job that you are interested in either now, or for when you finish study.
2. Summarise this, listing key duties, tasks, skills, qualifications and experience.
3. Explain whether you meet these requirements now; or what you can do to develop the skills, qualifications and experience to meet these requirements in the future.

Job details:

Key duties, tasks, etc.:

Qualification and experience:

What do you have to (or need to) do?

Preview Sample:
Do not copy

1. Use the problem-solving tool of brainstorming to list 8 contacts who could be part of your job-seeking network.
2. Briefly explain why these people would be good network contacts for you.

3. Discuss your lists in small groups and report back to the class. Find 4 more contacts from the lists of your class members that you can add to your own network. Why might these people be good network contacts for you?

--	--	--	--

4. Contact 3 people from these lists, and note the advice that they give you about starting out in a job or course after Year 12.

--	--	--

5. Write the correct details of 3 referees as you would show this on your CV.

--	--	--

Preview Sample:
Do not copy

42 Am I There Yet?

1. Write a job advertisement for your ideal job for after you finish Year 12. Include all the skills and abilities that an employer would be looking for in a young applicant as selection criteria. Start drafting ideas below, then complete this in your work folios.

Occupation:

Preview Sample:

2. Do you meet these 'selection criteria' for your ideal job? Why/why not? What can you do about this, and from whom can you get advice?

Occupation and my readiness:

Do not copy

1. Anticipate 5 interview questions, and create suitable answers, for a **course** you are interested in. Role-play interview scenarios with other members of the class.

Course details:	
Questions	Answers
1.	
2.	
3.	
4.	

Preview Sample:

2. Anticipate 5 interview questions, and create suitable answers, for a **job** you are interested in. Role-play interview scenarios with other members of the class.

Course details:	
Questions	Answers
1.	
2.	
3.	
4.	
5.	

Do not copy

44 Ask The Experts

Interview a manager from a workplace you are familiar with. Also meet with your Careers Advisor. Ask them:

1. About what you should include on your résumé to enhance your employment prospects.
2. If they recommend you communicate any of your skills and competencies in a visual or video format.
3. The types of questions you might be asked in a job interview.
4. How you should best respond to those questions.

Manager:	Organisation:
1.	2.
	4.

Preview Sample:
Do not copy

Manager:	Organisation:
1.	2.
2.	4.

Workplace Learning - Timesheet 45

Summarise the time you worked for your workplace learning (or volunteer/community work).

Name:		Workplace:	
Dates:		Total time worked:	
Supervisor:			

Day/Date	Starting time	Ending time	Time at work	Breaks hrs/min	Total time hrs/min
Monday May 3rd	8.30am	4.45pm	8 hours/ 15 min	12-1pm 60 min	7 hours/ 15 min
<i>Total days:</i>			<i>Total time at work:</i>	<i>Total breaks:</i>	<i>Total time worked:</i>

Outline any other information to explain the times shown above.	
--	--

Student signature:	Date:
Supervisor's signature:	Date:

Preview Sample:
Do not copy

46 Workplace Learning: Daily Journal

You must complete one of these record pages for each day of your work placement.

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	
Times	Description of main tasks performed/duties undertaken.				
e.g. 8-9am					
2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)				
Outline an example of technology used as part of your work tasks today.					
Describe an OH&S/ WHS practice you followed or observed in action.					
Outline any special arrangements or requirements for tomorrow.					
Student signature:				Date:	
Supervisor's signature:				Date:	

Preview Sample:
Do not copy

You must complete one of these record pages for each day of your work placement.

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

Times	Description of main tasks performed/duties undertaken.
e.g. 8-9am	

Preview Sample:
Do not copy

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)

Outline an example of technology used as part of your work tasks today.

Describe an OH&S/ WHS practice you followed or observed in action.

Outline any special arrangements or requirements for tomorrow.

Student signature:		Date:	
Supervisor's signature:		Date:	

48 Workplace Learning: Daily Journal

You must complete one of these record pages for each day of your work placement.

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	
Times	Description of main tasks performed/duties undertaken.				
e.g. 8-9am					
2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)				
Outline an example of technology used as part of your work tasks today.					
Describe an OH&S/ WHS practice you followed or observed in action.					
Outline any special arrangements or requirements for tomorrow.					
Student signature:				Date:	
Supervisor's signature:				Date:	

Preview Sample:
Do not copy

You must complete one of these record pages for each day of your work placement.

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

Times	Description of main tasks performed/duties undertaken.
e.g. 8-9am	

Preview Sample:
Do not copy

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)

Outline an example of technology used as part of your work tasks today.

Describe an OH&S/ WHS practice you followed or observed in action.

Outline any special arrangements or requirements for tomorrow.

Student signature:		Date:	
Supervisor's signature:		Date:	

50 Workplace Learning: Daily Journal

You must complete one of these record pages for each day of your work placement.

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	
Times	Description of main tasks performed/duties undertaken.				
e.g. 8-9am					
2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)				
Outline an example of technology used as part of your work tasks today.					
Describe an OH&S/ WHS practice you followed or observed in action.					
Outline any special arrangements or requirements for tomorrow.					
Student signature:				Date:	
Supervisor's signature:				Date:	

Preview Sample:
Do not copy

You must complete one of these record pages for each day of your work placement.

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

Times	Description of main tasks performed/duties undertaken.
e.g. 8-9am	

Preview Sample:
Do not copy

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, and/or industry-specific skills as per your teacher's instructions.)

Outline an example of technology used as part of your work tasks today.

Describe an OH&S/ WHS practice you followed or observed in action.

Outline any special arrangements or requirements for tomorrow.

Student signature:		Date:	
Supervisor's signature:		Date:	

52 Evaluation - My Work-Related Skills

This evaluation needs to be completed by your supervisor in relation to your work placement (or volunteer/community work). Your teacher might also instruct you to self-assess and/or have your colleagues/team member(s) complete an evaluation.

Student: _____

Workplace: _____

Student's role: _____

Evaluated by: _____ Position: _____

Ability to effectively:	Excellent	Very Good	Good	Basic	Not shown
⇒ Communicate within team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Communicate with others.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Plan and organise.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Manage time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Work safely.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Demonstrate task skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Use technology appropriately.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Apply leadership strategies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Solve problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Be adaptable.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Accept responsibility.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⇒ Contribute to the team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe three of this student's most successful contributions/areas of involvement.

1. _____
2. _____
3. _____

Briefly suggest areas that this student should aim to develop further.

1. _____
2. _____

Feel free to comment further. (Add another page or another evaluation if necessary.)

Signed: _____

Date: _____

Preview Sample:
Do not copy

This evaluation needs to be completed by your supervisor in relation to your work placement (or volunteer/community work). Your teacher might also instruct you to self-assess and/or have your colleagues/team member(s) complete an evaluation.

Student: _____

Workplace: _____

Student's role: _____

Evaluated by: _____ Position: _____

Specific work-related skills or competencies successfully demonstrated by the student included:

e.g. Safely used kitchen equipment including microwave, industrial dishwasher and peeling machine.

Preview Sample:
Do not copy

Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

3. _____

Feel free to comment further. (Add another page or another evaluation if necessary.)

Signed: _____

Date: _____

54 I Know Better Now

Explain 5 things or issues that you previously believed or thought were true about the world of work, but for which you've changed your mind, as a result of your VPC: WRS studies. For each, explain why you changed your mind/opinion.

Preview Sample:
Do not copy

Now that you have completed your WRS: VPC units, create an 'after' representation of the new, and more work-ready, 'vocational' you. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.



Preview Sample:
Do not copy

56 Review and Reflection

Complete this journal to reflect on your study of the Work Related Skills units.

Journal of: _____ Date: _____

⇒ What did I most enjoy during this year as part of my Work Related Skills studies?

⇒ What major work-related skills did I develop and apply?

⇒ How did I use and apply what I learned for my personal and social activities?

⇒ How did I use and apply what I learned in my career or always planning?

⇒ What might be the most important things for me to focus on next, and why?

⇒ What other info can I share, and/or how would I summarise my experiences?

Preview Sample:
Do not copy