CONTENT ENDORSED
OES COURSE

PRELIMINARY AND HSC COURSE

WORK STUDIES

A one or two unit course to be studied over one or two years – Preliminary and/or HSC

*Human Society and its Environment*
*Key Learning Area*
Exclusion: Students may not concurrently study the Work Studies Content Endorsed course and the Industry Studies Board Developed Course.

Approved by the Board of Studies in August 1993. Available for implementation in Year 11 and/or 12 in 1994.
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Rationale for the course

Work Studies has been developed in response to the rapid expansion of Other Endorsed Studies proposals in this area. For many years, work experience, career education and similar programs have played an important role in assisting secondary school students to understand the world of work. Schools are now increasingly seeking to provide more substantial opportunities for students in Years 11 and 12 to gain knowledge, skills, values and attitudes which will facilitate school to work transition. This reflects the trend towards a convergence of general and vocational education.

Work in all its forms — paid and unpaid — plays a central role in our lives. Thus an awareness of issues and concepts related to the world of work, and the acquisition of work-related skills, are valuable for all students, irrespective of their post-school aspirations. Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It will develop students’ skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

One consequence of the rapid increase in school retention rates is that, on exit from Year 12, young people are pursuing a more diverse range of pathways than ever before. In addition to the traditional pathway from the Higher School Certificate to university, options such as TAFE study, industry-based training, casual, part-time or full-time work in various combinations are increasingly prevalent. New curriculum offerings and more flexible patterns of study for the Higher School Certificate are an acknowledgement of this changing mix of post-school destinations. In this climate, Work Studies can equip students to make more informed decisions about their future study and employment pathways.

Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations which will be undertaken by students currently in secondary schools do not yet exist. Preparing students for such a future requires a flexible approach which enables students to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas. Being generic, rather than industry-specific, Work Studies provides a framework within which students may explore several areas of vocational interest.

The strongly practical orientation of the course is intended to give students useful experiences against which to test their emerging career and/or study preferences. It also allows for students to develop a range of skills and attitudes in actual workplace contexts. The value of these experiences will be reinforced by the school-based components of the course, which provide both a knowledge base and the opportunity for structured reflection on workplace learning.
Course structure

The modular structure comprises a compulsory common core and optional course modules.

Schools are able to select from the course modules provided, or develop their own modules to meet the identified local needs of their student group.

The core
Core studies are compulsory. The core provides an introductory study of aspects of work and work-related skills which are then taken up in more detail in the course modules. The indicative time allocation for the core is 30 hours. There are two parts to the core
Core 1: Work and Change
Core 2: Experiencing Work

Course modules
The course modules expand on the issues introduced in the core. The twelve course modules supplied are:

1. Career Planning
2. Job Seeking and Interviews
3. Workplace Communication and Interpersonal Skills
4. Equity Issues and Work
5. Work and Lifestyle
6. Workplace Issues
7. Self Employment
8. Investigating an Enterprise
9. Social Issues and Work
10. Occupational Health and Safety and First Aid in the Workplace
11. Work Project
12. Work Placement

Each module can be studied for an indicative time of either 15 or 30 hours, depending on student interest, teacher expertise, available resources, intended depth of treatment and extent of workplace involvement.

The chosen modules may be studied in whatever sequence is most appropriate to the student group and may be integrated with the teaching of the core.

Content endorsed courses can be counted towards the units required for either the preliminary Record of Achievement or the HSC Record of Achievement, depending on the year(s) in which they are studied. Schools will need to determine the preliminary and/or HSC components of the course that best meet the needs of their students.
**School Developed Module/s**

Schools are able to develop additional modules for this course in order to meet identified local needs. These modules may be developed in association with other groups such as employers and community organisations.

Schools may develop modules for up to 50% of the total course time eg 120 hours in a 240 hour course.

Such modules should follow the structure of other modules provided in this document.

*All school-developed modules must be submitted to the Regional Endorsement Panel for endorsement prior to implementation.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Unit</th>
<th>Indicative Hours</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year (Preliminary or HSC)</td>
<td>1</td>
<td>60</td>
<td>30 Hour Core yes plus 2 x 15 hour modules or 1 x 30 hour module (either course or school-developed)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>120</td>
<td>30 Hour Core yes plus 90 hours of modules • at least one module must be 30 hours • there must be at least 30 hours of course modules</td>
</tr>
<tr>
<td>2 year (Preliminary then HSC)</td>
<td>1</td>
<td>120</td>
<td>30 Hour Core yes as for 1 year, 2 unit course above</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>240</td>
<td>30 Hour Core yes plus 210 hours of modules • at least one module must be 30 hours • at least 90 hours must be course modules</td>
</tr>
</tbody>
</table>
Work Placement

This course has a practical orientation intended to allow students to develop a range of knowledge, skills and attitudes in actual workplace contexts.

The structure of the course allows individual schools the flexibility to determine the proportion of course time a student will spend in the workplace and the nature of this experience. The course and modules may involve integrated work placement, block work placement or may be taught from a classroom perspective, supported by industrial visits and short term workplace investigation studies.

It is possible for students to undertake an extended work placement to allow for the development of specific job-related skills. Students may also undertake detailed research activities in a work setting.

The value of these experiences is reinforced by the school-based components of the course, which provide both a knowledge base and the opportunity for structured reflection on workplace learning.

Schools will need to ensure appropriate levels of safety and supervision for any work placements. It will be necessary to gain approval from the principal or relevant system authority before undertaking any work placement.

Schools retain responsibility for the overall assessment of student achievement of the outcomes of this course. Refer to Higher School Certificate Assessment Requirements, page 35, for further details.

Aims of the Course

The broad aims of the course are to:

• develop knowledge, skills, values and attitudes to facilitate school to work transition
• develop an understanding of the changing nature of work organisation and the implications for individuals and society
• develop an understanding of the relationships between education, training, work and lifestyle.
Objectives and outcomes

The following objectives and outcomes relate to the course as a whole. The emphasis given to particular objectives and outcomes will depend upon the optional modules selected.

Knowledge and understanding

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop knowledge and understanding about:</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>• the nature and patterns of work</td>
<td>• develop a variety of definitions of the meaning of work in our society</td>
</tr>
<tr>
<td>• the impact of work on the individual and society</td>
<td>• identify a variety of patterns and categories of work</td>
</tr>
<tr>
<td>• change in the structure and nature of work</td>
<td>• explain why people work</td>
</tr>
<tr>
<td>• links between education, training and work</td>
<td>• describe the role of work in the functioning of society</td>
</tr>
<tr>
<td>• principles and processes involved in choosing, acquiring and keeping a job</td>
<td>• explain the implications of paid and unpaid work for society</td>
</tr>
<tr>
<td></td>
<td>• identify a range of factors that contribute to differing attitudes to work</td>
</tr>
<tr>
<td></td>
<td>• describe the impact of paid and unpaid work on lifestyle of the individual</td>
</tr>
<tr>
<td></td>
<td>• identify factors which are changing the nature of work</td>
</tr>
<tr>
<td></td>
<td>• identify major effects of the changing nature of work organization</td>
</tr>
<tr>
<td></td>
<td>• identify a range of recent changes to links between education, training and work</td>
</tr>
<tr>
<td></td>
<td>• identify a variety of pathways from school into further education, training and work</td>
</tr>
<tr>
<td></td>
<td>• state factors affecting job choice</td>
</tr>
<tr>
<td></td>
<td>• identify major elements of the job-seeking process</td>
</tr>
<tr>
<td></td>
<td>• explain the role and importance of workplace conventions</td>
</tr>
</tbody>
</table>
### Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• legal and ethical issues in the workplace</td>
<td>• explain the need for occupational health and safety procedures</td>
</tr>
<tr>
<td></td>
<td>• describe the major principles of EEO and anti-discrimination legislation</td>
</tr>
<tr>
<td></td>
<td>• describe the roles of unions and professional associations in the workplace and outline factors that are changing these roles</td>
</tr>
<tr>
<td>• the operation of an enterprise</td>
<td>• explain the structure and function of an enterprise</td>
</tr>
<tr>
<td></td>
<td>• identify work practices used in an enterprise</td>
</tr>
<tr>
<td></td>
<td>• identify career pathways that exist within an enterprise</td>
</tr>
<tr>
<td>• social issues that affect workplaces</td>
<td>• identify a range of social issues that affect workplaces</td>
</tr>
<tr>
<td></td>
<td>• explain how these social issues impact on workplaces</td>
</tr>
</tbody>
</table>
### Objectives

**Students will develop knowledge and understanding about:**

- communication skills relevant to the workplace

- skills in the major elements of the job-seeking process

- skills in decision making

- skills in workplace practices, procedures and conventions

- skills of researching, gathering, organising and presenting information

### Outcomes

**Students should be able to:**

- use effective oral and written communication skills applicable in a variety of work contexts

- use interpersonal skills appropriate to communicating with co-workers, supervisors, management and clients

- develop a personal inventory of abilities, qualifications and competencies for presentation to an employer

- write letters of application, complete application forms and develop a resume and portfolio for presentation at an interview

- demonstrate appropriate personal presentation in work related contexts

- assess and use feedback on their performance in job-seeking to improve their job-seeking skills

- research and assess available career, education and training options

- determine personal career, education and training priorities

- develop strategies to implement personal career, education and training decisions

- follow workplace instructions

- follow safe work practices

- follow workplace procedures and routines

- work effectively as part of a team

- use a variety of sources to research a topic

- select appropriate information organise information for the chosen method of presentation
## Values and attitudes

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will develop knowledge and understanding about:</strong></td>
<td><strong>Students should be able to:</strong></td>
</tr>
</tbody>
</table>
| • an appreciation that work has different meanings for different people | • value the contributions of paid and unpaid work for the individual, family and society  
• recognise the need for a variety of work patterns  
• evaluate the effects of work on lifestyle |
| • a willingness to participate in the workforce | • appraise their personal contribution as a participant in a work placement  
• accept responsibility for developing and maintaining cooperative relationships and productive work practices  
• recognise the features of high quality performance in a work context  
• appreciate the need for safe work practices |
| • a respect for the fair and equal treatment of all people in the workplace | • acknowledge and respect the ideas, feelings and attitudes of others in the workplace  
• show sensitivity to the needs of others in the workplace  
• respect individual and cultural differences in the workplace  
• express their interests, and values in relation to work |
| • an appreciation of themselves as future employees with abilities and experiences that are of value in the workplace | • reflect on and evaluate their personal strengths and weaknesses  
• express a realistic perception of their personal capabilities  
• recognise the self-restricting factors that influence their career decision making |
| • an appreciation of the links between education, training and work | • appreciate the value of learning new skills  
• acknowledge the value of continuing education and training for job availability, job mobility and career advancement |
Details of Course Content

The core (30 hours indicative time)

Study of the core is compulsory and has an indicative time allocation of 30 hours. The core provides an introduction to aspects of Work Studies, emphasising the changing nature of work, the organisation of work and the link between education, training and work. It provides students with the opportunity to explore issues they will encounter in the work environment.

The core content need not be covered prior to the study of the modules. It can be integrated with the modules over the duration of the course.

Students who have had limited experience of Career Education are advised to include Modules 1 and 2 in their selection of modules for this course.

Core 1: Work and change

Students will explore the role of work in society, examining the relationships between technological, structural and organisational change in the workplace.

The Role of Work in Society

- What is work?
- Evolution of paid and unpaid work
- Economic implications of
  - paid work
  - unpaid work
  - unemployment
- Social implications of
  - paid work
  - unpaid work
  - unemployment

The Changing Nature of Work Organisation

Factors influencing the changing nature of work organization

- Socio-economic, eg immigration, women in the workforce, working couples, government policies, international competitiveness
- Technological, eg automation, computerisation, scanners, robotics, data lines
- Organisational, eg enterprise efficiency, Total Quality Management, 'Best Practice', 'Just in Time' Management, productivity savings

Effects of the changing nature of work organisation

- physical work environment, eg equipment size and sophistication, automation/computerisation, safety
- work practices, eg job creation and obsolescence, restructuring, flexible hours, cross-skilling, multi-skilling, home based work, work teams, safety
- information technology, eg teleconferencing, video conferencing, computer networks, virtual reality
• education and training, eg increased school retention rates, training and retraining, credit transfer, recognition of prior learning, articulation
• socio-economic, eg longterm unemployment, youth unemployment, part-time work, childcare, industry restructuring

**Links between Education, Training and Work**

• The concept of employment qualifications
• Types and levels of qualifications awarded by different educational institutions
• Alternative pathways for entry to university, TAFE and industry, eg articulation, credit transfer and recognition of prior learning arrangements
• The changing nature of training, eg competency-based training/time-based training, on-the-job/off-the-job
• Multiple career directions over a working lifetime
• Education as a lifelong process

**Suggested activities**

• Comparative Exercises, eg a selected task as it is performed today and the way the task was performed ten, twenty, thirty years ago; analysis of employment statistics — sectors of employment and age of employees over time. Describe and account for the changes
• Conduct a feasibility analysis of a new process, new product, new equipment or new venture
• Case Study, eg technology in the workplace; career pathways within an enterprise; equipment obsolescence
• Draw a flowchart depicting the hierarchical structure of a particular workplace. Identify the organisational and management functions and trace the lines of responsibility
• Workplace investigation of enterprise efficiency, eg Total Quality Management, ‘Best Practice’, ‘Just in Time’ management, productivity savings

**Core 2: Experiencing work**

This section of the core provides students with an introduction to concepts relevant to the workplace and develops knowledge, skills, values and attitudes relevant to participation in the work environment. Many of these topics are explored in greater depth in the modules.

• Employer expectations and workplace conventions, eg punctuality, demonstrated interest in job, initiative, appropriate dress and behaviour
• Rights and responsibilities of employers and employees, eg pay, hours, working conditions, leave, fulfilling duty statement
• Fulfilling a role in the workplace, eg time management, work organisation and routine, awareness of roles and responsibilities of other workers
• Balancing work, home and leisure, eg time management, stress management, income, setting priorities
• Safe work practices, eg Occupational Health and Safety rules and procedures, safety equipment, protective clothing, workers' compensation
• Workplace communication, eg with other staff, supervisors, clients using oral/aural, written, visual and non-verbal methods
Content Endorsed Course

- Equity issues, eg Equal Employment Opportunity (EEO) principles and target groups, anti-discrimination legislation, affirmative action
- Industrial relations issues, eg trade unions, awards, enterprise bargaining, dispute resolution

Suggested activities

- Guest Speakers, eg Union representative, employer, Occupational Health and Safety officer on workplace issues
- Investigate a range of jobs within an enterprise and document the variety of workplace conventions and procedures in that enterprise
- Shadow a junior employee and draw up a diary of their work for 3 days. Use the information to describe a workplace routine for that position within the enterprise
- Compile a diary based on a work placement
- Compile a media file on employment related issues for EEO target groups
MODULE 1

CAREER PLANNING

(A 15 or 30 hour module depending on depth taught/workplace involvement)

This module provides for further development of the career planning process introduced during Years 7 – 10, and an opportunity for students to refine or revise their earlier career aspirations.

The emphasis given to particular sections of this module should be decided according to class needs and interests, and the extent of students' prior experience in Career Education.

Factors affecting career decision making

- interests
- abilities
- values
- education and training
- prior experiences
- personal attributes
- gender
- peer influence
- family expectations
- culture and religion
- media images
- job availability
- job accessibility/location
- conditions of employment
- future prospects
- remuneration

Self analysis

- Assessing personal attributes
- Assessing individual abilities
- Analysing work values and attitudes
- Exploring vocational interests

Career decision making

- The decision making process
- Matching strengths, weaknesses and values to job requirements
- Choosing a job that suits particular personal attributes, needs and lifestyle requirements
- Investigating local job availability
- Investigating a range of jobs
- Compromise decision-making, eg if the desired job is not available
- Probability of changing career direction during a working lifetime

Suggested activities

- Compile checklists of personal interests and abilities. Match personal and abilities with types of employment
- Undertake a job and training investigation, eg interview selected workers to identify differing learning and working pathways
- Use computer data bases to assist individual career decision making, eg Job & Course Explorer (JAC), Career Builder
Content Endorsed Course

- Visit local support agencies, e.g., Career Reference Centre, Commonwealth Employment Service, Vocational Guidance Bureau, to investigate local job availability
- Develop an employment and training survey of former students of the school. Administer the survey and analyse the results
- Shadow an entry level worker in an area of career interest. Students report on differences between their preconceptions and their observations of the job
MODULE 2

JOB SEEKING AND INTERVIEWS

(A 15 to 30 hour module depending on depth taught/workplace involvement)

This module provides students with the opportunity to extend their knowledge and skills in the area of job seeking, and to prepare for, practice and analyse job interviews. The module is divided into two sections: Job Seeking and Job Interviews. Schools may offer one or both sections, depending on student needs and interests.

Section A – JOB SEEKING

Employment opportunities

• Sources of employment information, eg:
  – newspapers
  – CES
  – private employment agencies
  – personal contacts
  – careers services
  – industry/educational institution publications
  – company brochures
  – professional/community organizations

• Assessment of employment opportunities in terms of, eg:
  – personal preferences
  – skills
  – aptitude
  – qualifications
  – experience
  – conditions of employment
  – workplace environment
  – future employment opportunities

Job application

• Formal and informal methods of application
• Analysing and responding to job advertisements
• Researching employer and job information
• Preparing resume and supporting documentation, including references
• Local employers and their employment procedures
• Preparing for selection and aptitude tests
Suggested activities

• Collect a selection of job advertisements related to the student's job preference/s. Analyse these advertisements in terms of skills, qualifications, and experience required, and conditions of employment. Compare personal skills with those specified in the selection of job advertisements
• Develop an individual resume and portfolio for presentation to an employer
• Write letters of application for:
  – advertised positions
  – ‘cold canvassing’ of prospective employers
• Complete a range of job application forms. Discuss common questions and appropriate responses and identify common mistakes
• Research assignment: Interview a range of employees in a workplace on the variety of methods they have used to gain employment. Prepare a report which assesses the appropriateness and effectiveness of the various methods used

Section B – JOB INTERVIEWS

Interview preparation

• Researching the employing organisation
• Probable questions and suitable answers
• Checking interview details, eg time, place
• Personal presentation, eg dress, grooming
• Compiling appropriate documentation, eg portfolio

The interview

• Types of interview format
• Interview manner, including:
  – courteous behaviour
  – memorising names
  – displaying self-confidence
  – relaxation
  – active listening
  – concise, relevant and informative responses
  – appropriate body language
  – starting and finishing the interview
  – asking questions
  – tabling of supporting documentation

Post-interview

• Accepting a job offer
• Declining a job offer
• Choosing between job offers
• Handling rejection
• Seeking feedback on performance, eg identifying the strengths of the application and interview performance; identifying areas for improvement in interview performance and method of application
• Developing and practising strategies for improvement
Suggested activities

- View and discuss training videos on interview techniques
- Conduct a mock interview program and evaluate performances. Local employers may be willing to assist in this process
- Self analysis of mock interview performance using video or audio tapes
- Conduct a question and answer `round robin' of typical interview questions and analyse responses
MODULE 3

WORKPLACE COMMUNICATION AND INTERPERSONAL SKILLS
(15/30 hour module depending on depth taught/workplace involvement)
This module provides the opportunity for students to develop their communication skills and apply these skills in work-related contexts.

Types of workplace communication
• oral/aural, eg face to face, telephone, active listening, questioning skills
• written, eg messages, letters, memos, reports, faxes, record-keeping
• visual, eg signs, graphs, charts
• non-verbal, eg body language
• formal/informal

Importance of communication in the workplace
• understanding and giving instructions
• locating information sources
• effective working relationships, eg with co-workers, supervisors
• public image
• social interaction
• implications for a safe work environment

Team work
• group behaviour
• roles in a team
• cooperation
• meeting procedures

Negotiation skills
• conflict resolution
• assertive communication
• collaborative decision-making

Dealing with clients
• representing the organisation
• courtesy
• greeting clients
• telephone skills
• returning calls/taking messages confidentiality
• dealing with enquiries/complaints
• using initiative
Suggested activities

- Analyse or role play hypothetical scenarios or issues identified during work placements, eg conflict situation, dealing with clients, dealing with a hostile customer, giving instructions
- View and discuss training videos on workplace communication
- Collect examples of documents from work placements. Explain their purpose to other students
- Record-keeping exercise, eg petty cash book, taking a meal order, completing an order form
- Follow a set of instructions, eg how to use a piece of equipment, and explain the instructions to others
- Access and use information to generate an order, eg catalogues, yellow pages, price list
- Prepare replies to business correspondence
- Set up a meeting on a real or hypothetical work related issue. Follow formal meeting procedures to resolve the issue
- Prepare a flow chart showing the lines of communication and responsibility in a workplace, eg school, work placement
MODULE 4

EQUITY ISSUES AND WORK

(15/30 hour module depending on depth taught/workplace involvement)

This module examines some major equity issues in Australian society as they relate to the workplace.

A 15 hour study includes Section A and at least one option from Section B. A 30 hour study includes Section A and at least two options from Section B.

Section A – EQUITY AND WORK

- Historical and social perspectives on equity issues in the workplace
- Equal Employment Opportunity principles and target groups
- Anti-Discrimination legislation
- Affirmative action

Section B

OPTION 1: Gender and work

- Gender distribution of paid and unpaid work in families, households and society
- Gender stereotyping and its effects, eg on choice of occupation; gaining employment; career pathways; training, education and remuneration
- Non-traditional role models in the workplace
- Identifying and resolving gender discrimination in the workplace
- Influence of work bargaining processes, including trade unionism, on female and male workforces
- Sexual harassment in the workplace
- Balancing domestic and paid work responsibilities

OPTION 2: Aboriginal people and work

- Historical perspective
- Aboriginal culture and work, including community development employment programs
- Distribution of Aboriginal people in paid and unpaid work
- Opportunities and access for Aboriginal people in education and work
- Employment and training initiatives for Aboriginal people
- Identifying and resolving racist behaviour and attitudes in the workplace
- Aboriginal people as role models in the workplace

OPTION 3: Multiculturalism and work

- Historical perspective — relationships between development, immigration and the workforce
- Cultural perceptions of work
- Distribution of migrants in paid and unpaid work
Work Studies

- Identifying and resolving language difficulties in the workplace, eg workplace English training and literacy programs, use of interpreters
- Support services for workers of non-English speaking background
- Using the language skills of bilingual staff
- Recognition of overseas training and educational qualifications
- Identifying and resolving racist behaviour and attitudes in the workplace

OPTION 4: People with disabilities and work

- Distribution of people with disabilities in paid and unpaid work
- Work opportunities and career pathways for people with disabilities
- Access and facilities for people with disabilities in the workplace
- Provision of specialised equipment/modification of equipment and work practices for workers with disabilities
- Employment and training initiatives for people with disabilities
- Identifying and resolving disability discrimination in the workplace

Suggested activities

- Compile a media file of people in work situations. Analyse the images presented/not presented in terms of gender, ethnicity, Aboriginality, and/or disability. Discuss
- Analyse media reports of the resolution of incidents of discrimination
- Interview an Aboriginal person and/or a person from another culture in the workplace. Interviews could address issues such as recognition of education and training, need for further education and training, work history and career pathways
- Excursion — Visit a workplace employing people with disabilities. Interview the workers about their work, and any special provisions made by the employer
MODULE 5

WORK AND LIFESTYLE

(15/30 hour module depending on depth taught/workplace involvement)

This module explores the inter-relationships between work and lifestyle. Students will explore the factors that affect work and lifestyle and recognise that these change over a lifetime.

Work and lifestyle

• Definitions of work and lifestyle
• Diversity of work patterns and categories of work
• Inter-relationships between work patterns, work categories and lifestyle
• Changes in work patterns and lifestyle over a lifetime

The work ethic

• What is ‘the work ethic’?
• Factors influencing the work ethic, eg
  – Family
  – School
  – Relationships
  – Education
  – Cultural background
  – Societal values
  – Exposure to work
  – Religious beliefs
  – Individual aspirations
  – Technology

Factors affecting work pattern and lifestyle

• Work ethic
• Preferred work arrangements
• Level of education and training
• Income
• Working hours
• The work environment
• The work organisation
• Work location
• Work availability
• Options for other employment or working arrangements
• Impact of work, education and training on family and/or social life
• Technology

Suggested activities

• Case study: interview an adult worker reflecting back over his/her working life and changing lifestyle
• Investigate three occupations with different work patterns, eg part-time work, seasonal work, shiftwork. Compare the impact on lifestyle of these differing work patterns
Work Studies

- Class debate on significance of lifestyle in career planning
- Research the impact of technology on work performance, work practice, the work environment and lifestyle
MODULE 6

WORKPLACE ISSUES

(15/30 hour module depending on depth taught/workplace involvement)

This module extends the study of workplace issues introduced in the core.

Wages and conditions

• What is included in an award? eg hours, leave, job classification, conditions of employment
• Variations in awards between occupations and industries, eg margins for skill, special loadings, penalty rates, overtime
• Understanding your pay, eg methods of payment, employer deductions, taxation, superannuation

Employment termination

• Procedures for an employee wanting to leave an employer
• Dismissal procedures
• Rights of employees in cases of unfair dismissal
• Redundancy

Industrial relations in the workplace

• The role of the trade union in the workplace
• Dispute settling procedures in the workplace
• Dealing with specific workplace problems, eg payment of under award wages
• Enterprise bargaining

Suggested activities

• Role play of situations where workers need to approach their trade unions, eg disputes in the workplace, denial of rights
• Interview workers and employers who have been involved in industrial disputes.
• Determine the effectiveness of the various strategies used to resolve the disputes
• Guest speakers from trade unions, employer organisations, professional associations, government agencies
• Visits to arbitration courts
• Interpret the information provided on pay slips and group certificates
MODULE 7

SELF-EMPLOYMENT

(15/30 hour module depending on depth taught/workplace involvement)

This module provides the opportunity for students to investigate self employment as a pathway into the workforce. The investigation may be undertaken as an individual or group activity. Students may be able to apply the results of this investigation in a real life context outside school hours.

As part of this investigation students should consider the following aspects of self employment:

*Types of self employment, eg*
  - sole trader
  - cooperative
  - franchise
  - partnership

*Personal interests and abilities*

*Possible areas of self employment, eg*
  - domestic services
  - cottage industry
  - retailing
  - office services

*Feasibility study, eg*
  - researching the market
  - researching the location
  - researching the competition
  - income potential
  - lifestyle implications

*Legal requirements, eg*
  - permits and licences necessary
  - registering the business name
  - local government zoning
  - regulations if the business is home-based

*Financial considerations, eg*
  - establishment costs
  - obtaining finance
  - budgeting
  - taxation
  - insurance
Operational considerations, eg

- premises
- stock and equipment
- advertising and promotion
- customer relations
- record keeping

Sources of assistance and information, eg

- accountants
- solicitors
- banks
- trade associations
- government agencies
- local business groups

Suggested Activities

- Investigate the necessary procedures to set up a stall at a local market
- Case study of several self employed people
- Plan and run a ‘homemade soup’ day or a special lunch day through the school canteen. Evaluate the success of the plan
- Conduct a feasibility study for an area of self employment of interest to the student, eg gardening, handicrafts, word processing, babysitting
MODULE 8

INVESTIGATING AN ENTERPRISE

(15/30 hour module depending on depth taught/workplace involvement)

This module provides the opportunity for students to study a specific enterprise. Students will be able to integrate knowledge and skills gained from the core and other modules in undertaking this study. This module may involve integrated work placement.

A well planned research diary or log could assist students to collect and record information about the enterprise.

Students could present the results of their investigation in variety of formats, eg audio-visual display; written report; structured research diary; oral presentation; visual/verbal presentation.

**Enterprise profile**

- name
- location
- nature of the enterprise
- position within the industry
- size

**Employment positions within the enterprise**

- entry requirements
- career paths

**Employment practices of the enterprise**

- methods of job advertising
- application requirements
- selection procedures
- orientation and induction programs

**Policies on work related issues**

- health
- environment
- industrial relations
- social and cultural responsibilities
- community involvement

**Training**

- training provided by the enterprise
- external training required for continued employment
- future changes in training required to maintain a productive workforce
Content Endorsed Course

**Conditions of employment**

- remuneration (wages and salaries, overtime payments, fringe benefits, deductions)
- superannuation
- leave entitlements
- employment contracts
- union involvement
- work environment
- work practices
- social facilities

**Technological change**

- impact on production or services provided
- impact on work practices, eg restructuring, redundancy, retraining
- impact on working conditions
- impact on employment opportunities and pathways
MODULE 9

SOCIAL ISSUES AND WORK
(15/30 hour module depending on depth taught/workplace involvement)
Choose one or more options for a 15 hour study and two or more options for a 30 hour study.

Option 1 – The environment and the workplace
• Major environmental concerns confronting society, eg pollution, waste management, resource management, industrial recycling, sustainability
• Environmental issues confronting a selected industry/enterprise
• Environmental management strategies
• Costs and benefits of environmental management for society, and the selected industry/enterprise

Suggested activities
• Develop a report on the environmental issues faced by a particular enterprise or an industry
• Develop an action plan recommending environmental strategies for a particular enterprise
• Excursion focusing on environmental issues and strategies in the workplace
• Guest speakers from industry, environmental groups and/or regulatory authorities
• Develop a media file on environmental issues. Assess the significance of the issues for the workplace

Option 2 – Youth unemployment
• Define youth unemployment
• Incidence of youth unemployment
• Major causes of youth unemployment, local and national
• Implications of youth unemployment for the individual, families and society
• Government youth training and employment initiatives

Suggested activities
• Local area employment survey to determine the extent and causes of youth unemployment
• Visit local support agencies, eg CES, Youth Access, Skillshare, Work Australia. Report on the nature and availability of support for unemployed youth
• Conduct a case study of unemployed youth, eg A Day in the Life Of; impact on income and lifestyle; family issues. Students report their findings to the class
• Develop an action plan to address issues related to youth unemployment
Option 3 – Social issues and work: A focus study

Select one or more significant social issues related to work and undertake a focus study. Issues may arise from student work placements, eg

- Affirmative Action
- Foreign ownership
- Industry restructuring
- Redundancy
- Sexual harassment
- Technological change
- Worker participation in enterprise management/ownership
- Industrial disputation
MODULE 10

OCCUPATIONAL HEALTH AND SAFETY AND FIRST AID IN THE WORKPLACE

(15/30 hour module depending on depth taught/workplace involvement)

This module is divided into two sections: Occupational Health and Safety and First Aid. Schools may offer one or both sections, depending on student needs and interests.

Section A – Occupational Health and Safety

• Definition of occupational health and safety
• Rights, responsibilities and obligations of the employer, employee and supervisor for occupational health and safety, as prescribed by legislation
• Actual and potential workplace hazards, eg physical, chemical, ergonomic, biological, psychological, procedural
• Personal protection for specified workplace roles, eg use of protective clothing and equipment, safe work practices, use of safety equipment
• Major functions of an occupational health and safety committee in the workplace
• Procedures for reporting workplace hazards
• Rehabilitation of injured employees and workers' compensation entitlements

Suggested activities

• Develop an emergency evacuation plan for a particular site, eg identification of roles and responsibilities, development of procedures for emergency evacuation, identification of training requirements, evaluation of the plan
• Evaluate an existing emergency evacuation plan, eg for a school or workplace
• Conduct an occupational health and safety site inspection and report on findings
• Interview an injured worker about rehabilitation issues
• Complete an accident report form

Section B – First Aid in the Workplace

• Definition of First Aid
• The ethics and legalities of emergency care
• First aid in a particular workplace, including
  – major causes of workplace injury
  – frequency of workplace injuries
  – procedures for reporting injury
  – persons responsible for administering First Aid
  – location of First Aid facilities
  – contacting emergency services
  – injury prevention programs/practices
• First Aid
  This section could be taught through a St. Johns Ambulance or similar First Aid course, so that students may gain a recognised First Aid qualification.
  – priorities in First Aid
  – DRABC: danger/response/airway/breathing/circulation
  – EAR: expired air resuscitation
  – ECC: external cardiac compression
  – CPR: cardio-pulmonary resuscitation
  – emergency care, eg heart attack, stroke, burns, bleeding, shock, concussion, electrocution
  – illness/injury, eg headache, simple cuts, fractures, soft tissue injuries (sprains, strains)
  – RICED: rest, ice, compression, evaluation, diagnosis
  – other procedures as appropriate

**Suggested Activities**

• Complete a St Johns Ambulance or other recognised First Aid course
• Assemble a personal emergency first aid kit
• Compare first aid provisions in a range of work sites. Information from student work placements could be used as part of this activity
• Analyse statistics on workplace injuries, draw conclusions and present findings
• Explain or demonstrate the appropriate First Aid procedures for a variety of injuries
MODULE 11

WORK PROJECT

(15/30 hour module depending on depth taught/workplace involvement)

This module provides the opportunity for students to select and pursue an area of interest related to their work placement/s or other modules of the course. The Work Project may be undertaken as an individual or group activity.

The Work Project requires students to:

- select a work-related issue, in consultation with the class teacher
- develop a project plan, which could include:
  - the project title
  - a brief description of the project
  - an outline of the procedures to be followed including a time-line for completion of the project
  - in the case of group projects, tasks assigned to members of the group

The project plan should be completed and approved by the teacher prior to the project being undertaken.

- maintain a project diary in which students record the daily or weekly progress of the project
- present a completed work project. Findings could be presented in a variety of ways, eg
  - written report
  - audio visual display
  - oral presentation
  - visual/verbal presentation
  - pictorial essay/collage
  - structured work diary

Suggested Projects

- A case study of an entry level worker in a selected occupation. This could include: job description; qualifications for the job; analysis of the job; typical working week
- Develop an interview questionnaire and use it to conduct a survey on a work-related issue, and present findings
- Analyse an employer-designated work problem. Assess the problem, develop solutions and present recommendations
- Research career pathways within a particular enterprise or industry, and the associated education, training and experience required. Examine the variety of entry and exit points and identify both vertical and horizontal career paths from entry level to managerial level. Include diagrams and flowcharts in the research report
MODULE 12

WORK PLACEMENT

(15/30 hour module depending on depth taught/workplace involvement)

Where students are undertaking a 2 unit or a 2 year course in Work Studies time spent on this module may be extended.

This module provides an opportunity for students to gain knowledge and skills related to a specific workplace, through one or more work placements.

This module could be undertaken concurrently with the core and/or other modules containing a significant workplace component, eg 3, 6, 8, 10 and 11.

Schools will need to ensure appropriate levels of safety and supervision for any work placements. It will be necessary to gain approval from the principal or relevant system authority before undertaking any work placement.

Students should not use dangerous or prescribed machinery as part of any work placement.

This module requires students, under school supervision, to:

• select an area of local employment, and identify employers who may provide work placements
• prepare a letter of application, resume and portfolio for presentation to employers, contact selected employers to obtain a work placement
• arrange a meeting with the employer to negotiate details of the work placement (see work placement statement below)
• undertake the work placement according to the work placement statement

Work placement statement

The negotiated work placement statement should be consistent with school/system requirements. The statement should be signed by the student, parent, employer and school.

The statement should include information about the agreed

• work placement dates
• hours in the workplace
• workplace standards of behaviour and presentation, eg clothing
• workplace standards for personal safety and protection
• emergency contact procedures in case of accident
• insurance and indemnity provisions
• school and employer supervision of the placement
• workplace orientation to be provided
• knowledge and skills which the student should acquire during the work placement.

A sample checklist is provided – see Form 1. A sample employer report form is also provided – see Form 2.

Schools may also wish to provide students with a formal report at the completion of the placement, which indicates the knowledge and skills achieved, and includes the employer's comments. A sample report is provided – see Form 3.
Assessment of student achievement

Student assessment must reflect the extent to which each student has achieved the objectives and outcomes of this course.

A range of assessment instruments should be used. Each assessment instrument should be appropriate for the outcome(s) it is designed to measure.

Instruments used for assessment purposes could include the following:

• Work diaries/projects
• Resumes/portfolios
• Debates
• Examinations and written tests
  – short answer questions
  – multiple choice questions
  – matching exercises
• Job application letters
• Individual and group reports
• Oral reports and presentations
• Research assignments
• Video analysis
• Journal reports
• Mock interviews/simulation exercises
• Teacher and peer observation
• Written reports on
  – case studies
  – industry visits
  – work placements

The specific requirements for Higher School Certificate assessment in Work Studies are set out in the following section.
Higher School Certificate Assessment Requirements

1 unit course: a single mark out of 50
2 unit course: a single mark out of 100

Higher School Certificate assessment for this course is to be based on assessment tasks undertaken during the HSC component only.

Student assessment must reflect the extent to which each student has achieved the objectives and outcomes of this course.

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

The assessment tasks given to students must:

• be consistent with the type of objectives and outcomes being assessed
• provide for a range of performance or achievement within the group
• be consistent in number with comparable 1 or 2 unit Board-developed courses (a maximum of 4 tasks is recommended for HSC assessment purposes, including formal examinations)
• use a range of assessment instruments. Each instrument (e.g. test, project, research exercise) must be appropriate for the outcome(s) it is designed to measure.

At least one assessment task must be a formal examination task.

Formal examinations are defined as any form of examination as used for the Higher School Certificate under conditions similar to those used in the HSC for comparable tasks and which apply equally to all students at the school.

The following components and weightings are to apply:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>30</td>
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<tr>
<td>Skills</td>
<td>70</td>
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Evaluating the course

Schools should regularly evaluate the course to ensure that the teaching program, teaching/learning strategies and student assessment procedures are appropriate to the objectives of the course.

Schools should employ effective evaluation strategies that address such questions as:

- Is the structure of the teaching program consistent with the content of the course?
- Are the outcomes of the teaching program clear and precise?
- Are these outcomes achievable?
- Is the teaching program organised in a logical way?
- Is the teaching program consistent with the core and module structure outlined in the course document?
- Is the balance between school delivered and workplace components of the course appropriate?
- Does the teaching program provide for the development of the knowledge, skills, values and attitudes outlined in the course document?
- Does the teaching program adequately cater for all students?
- Are the resources being used suitable and adequate?
- Are the selected assessment procedures appropriate?
- Are the outcomes of program evaluation reflected in student achievement? • What are the unintended outcomes?

Schools should modify their teaching program, teaching/learning strategies and student assessment procedures in response to the outcomes of evaluation.
## NEGOTIATED KNOWLEDGE AND SKILLS CHECKLIST FOR WORK PLACEMENT

During this work placement, the student will have the opportunity to acquire the following knowledge and skills:

- follow simple workplace instructions
- follow the workplace routine
- change paper in a fax machine
- replace toner cartridge in a fax machine
- use a PABX telephone system
- file documents in an alphabetical system
- use a spreadsheet program
- write legible dockets and receipts
- understand basic product information
- explain basic product information to customers

<table>
<thead>
<tr>
<th>Student's signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Employer's signature:</td>
<td>Date:</td>
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<tr>
<td>Principal's signature:</td>
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### Employer Report on Negotiated Knowledge and Skills

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<th>Achieved</th>
<th>Not Yet Achieved</th>
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<tr>
<td>follow simple workplace instructions</td>
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<tr>
<td>follow the workplace routine</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>change paper in a fax machine</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>replace toner cartridge in a fax machine</td>
<td></td>
<td>✓</td>
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<tr>
<td>use a PABX telephone system</td>
<td>✓</td>
<td></td>
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<tr>
<td>file documents in an alphabetical system</td>
<td>✓</td>
<td></td>
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<tr>
<td>use a spreadsheet program</td>
<td></td>
<td>✓</td>
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<tr>
<td>write legible docketts and receipts</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>understand basic product information</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>explain basic product information to customers</td>
<td></td>
<td>✓</td>
</tr>
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</table>

Additional knowledge and skills acquired:

Other comments:

Employer's signature: ___________________________  Date: ____________
Form 3A

**WORK STUDIES CONTENT ENDORSED COURSE**

**WORK PLACEMENT REPORT**

<table>
<thead>
<tr>
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<th>NAME AND CONTACT NUMBER OF WORK SUPERVISOR</th>
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<table>
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<th>TOTAL HOURS OF THIS WORK PLACEMENT</th>
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**NOTE:** Knowledge and skills acquired by the student during this work placement and employer comments appear overleaf.

(school stamp)   (employer logo)

Principal's signature: Date:

Student's signature: Date:

Employer's signature: Date:
**WORK PLACEMENT REPORT**

This student is able to:

- follow simple workplace instructions
- follow the workplace routine
- change paper in a fax machine
- use a PABX telephone system
- file documents in an alphabetical system
- write legible dockets and receipts
- understand basic product information

**Employer's Comments:**
Notes