

# VCE Vocational Major - WRS

## Units 1-2

### AIMS

This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion

### UNIT 1

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects. Students will investigate information relating to future employment, including entry-level pathways, emerging and growth industries, and trends; and evaluate impacts of pursuing employment in different industries. Students will reflect on research in the context of individual skills, capabilities and education and/or employment goals.

### LEARNING ACTIVITIES

Evaluate information relating to employment; consider the reliability and credibility of information sources and scope of labour market information; apply strategies to improve planning and decision-making; develop research skills and collate evidence relating to future employment prospects; develop strategies for conducting research and present findings, seek feedback and refine goals through self-reflection.

### KEY SKILLS REQUIRED

Identify and explain key concepts and strategies relating to career and educational goals; identify and explain ideas and concepts relating to development of employability and technical skills; propose and justify strategies to improve career prospects and apply knowledge through evidence and examples, including writing resumes, applying for mock jobs and participating in mock interviews.

### ASSESSMENT TASKS

A range of tasks will be made available and may include: data analysis, research, case studies, participation in interviews, responses to structured questions, creation and analysis of graphs and charts, career and education reports and presentation, career action plan, or creation of a personal profile.

### UNIT 2

In this unit, students will consider distinctions between essential employability skills, specialist and technical work skills and personal capabilities; and understand the importance of training and development to support attainment and transferability of skills. Students will collect evidence relating to personal skills and capabilities and promote them through resumes, cover letters and interviews

### LEARNING ACTIVITIES

Consider the changing nature of work and the impact on future career pathways; recognise how personal capabilities contribute to future success, and demonstrate skills and capabilities through artefacts and evidence; recognise relationships between transferable and employability skills and capabilities; investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries; apply strategies to promote unique skills and capabilities through writing job applications and participating in interviews.

### KEY SKILLS REQUIRED

Identify and explain key ideas and concepts relating to personal skills and capabilities; propose and justify strategies to improve future career prospects through the development, promotion and application of skills; apply knowledge to simulated workplace scenarios through evidence and examples, including writing resumes, applying for mock jobs and participating in mock interviews.

### ASSESSMENT TASKS

A range of tasks will be made available and may include: skills audit, mock interview, training plans, reflective journal, job application, role play, or presentation.

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## Units 3-4

### UNIT 3

Students will learn how to maintain positive working relationships with colleagues and employers, understanding characteristics of positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

#### LEARNING ACTIVITIES:

Examine the concept of culture and consider the characteristics of work–life balance; analyse the interconnection between employee and employer expectations; understand the importance of diversity and inclusion in the workplace; apply understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies; explore workplace relations and methods of determining pay and conditions; consider characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment; examine processes to address and resolve workplace disputes; apply effective and efficient workplace communication strategies; investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

#### KEY SKILLS REQUIRED

Identify and explain key ideas and concepts relating to workplace structures; propose and justify methods of contributing to a positive workplace environment, identify and explain key ideas and concepts relating to workplace relations; identify and apply appropriate and inclusive methods and mechanisms for workplace communication and problem solving; and identify and apply digital and electronic collaboration and communication.

#### ASSESSMENT TASKS

A range of tasks will be made available and may include: case study, research task, presentation, report, debate, role-play, graphic organiser or record of discussion with guest speakers and/or community groups.

### UNIT 4

In this unit students will develop and apply knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

#### LEARNING ACTIVITIES

Explore the purpose of a portfolio and consider intended audiences and uses in different contexts; discuss and compare features and uses of physical and digital portfolios; understand how to prepare a portfolio proposal and how to plan the development of a portfolio; develop and formally present a portfolio in a panel style interview; use a range of verbal, written and practical strategies to communicate skills and knowledge; evaluate portfolio using a range of mechanisms including self-assessment, and feedback

#### KEY SKILLS REQUIRED

Ascertain evidence that will be included in a portfolio; explain key characteristics relating to physical and digital, and/or hybrid portfolio; compare key characteristics and purpose of physical and digital portfolios; discuss portfolio relevance to current industry practice or further education; and propose and justify strategies to improve future career prospects through use of digital and/or physical portfolios

#### ASSESSMENT TASKS

A range of tasks will be made available and may include: evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts and a portfolio presentation related to a target industry or audience panel and evaluation of the presented portfolio.