



The World of Work

Online products for equity groups

Teacher's Guide

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Introduction

Welcome to the Teacher's Guide for The World of Work. The World of Work is an Australian National Training Authority (ANTA) 'Online Products for Equity Groups' initiative.

This guide has been prepared to explain the structure and content of the resource and to provide guidance on how the resource may be used in learning programs.

What is The World of Work?

The World of Work is an online learning resource specifically designed for young people who are seeking work or making the transition from school to work. These learners may have limited literacy and social skills needed for the workplace and limited knowledge of work/job requirements.

Like the ANTA national toolbox series, it provides a collection of learning materials for flexible delivery within the workplace, the classroom and the community.

The World of Work is specifically designed to support the delivery of four modules of the Victorian **Certificate I in Work Education (CWE)**.

The CWE is a post secondary qualification for students who have specific learning needs. It's modules prepare learners to:

- gain mainstream employment involving routine, predictable, repetitive and proceduralised tasks under supervision, or
- undertake further vocational training.

Currently no online material is nationally available for these modules.

Relevance to other programs

The World of Work may be used by teachers delivering similar accredited work education courses or other non accredited programs.

Teachers who may find the resource useful include:

- workplace trainers
- on campus TAFE teachers
- trainers working for a private training provider
- teachers working in a community education or special school setting.

National Curriculum

For information on how The World of Work resource maps against other accredited work education courses, please refer to the section '**National Curriculum Map**'.



Structure of the resource

Target audience

It is difficult to isolate one specific group of learners who will access The World of Work resources. Broadly, the group of learners will include:

- individuals who have special learning needs
- individuals who have a difficult educational history
- individuals who do not like to participate with others and need to work in a more isolated manner
- individuals who have difficulties (emotionally or psychologically) managing group work over a long period.

The World of Work focuses on the knowledge, skills, behaviours and attitudes needed by the target audience to gain and retain employment.

It is intended that The World of Work be used as a part of a teacher-led learning strategy and not as a stand alone program.

The materials are not intended to:

- restrict training providers to using the materials in their entirety
- replace the role of the Teacher in the learning process
- be used in isolation without practical or workplace based activities
- stipulate assessment approaches.



Learning units

The resource is comprised of five learning units. The content and structure of the learning units closely reflects that of the Victorian **Certificate I in Work Education (CWE)** modules.

The relationship between learning units and the modules is indicated in the table below.

Learning Unit	Module
Let's talk!	VBK 158 Interpersonal Communication Skills
Communicating at work	VBK 159 Workplace Communication Skills
Team work	VBK 160 Team Work
Career planning	VBK 163 Career Planning
Keeping the job	Based on selected content drawn from VBK 163 Career Planning focusing on workplace ethics.

The content of each learning unit is discussed in more detail in the following section, '**About the learning units**'.

Interface

The interface has been designed to be both practical and engaging for the target audience. The navigational structure of the toolbox remains constant throughout all the learning units to promote clarity and familiarity to the learner.

Home page

The first level of navigation provides the learner with access to the five learning units. By rolling the mouse cursor over each learning unit button, teachers and learners can access a short description of the topics covered. Clicking a button will allow access to chapter selection screen for that learning unit (see below).

The home page also introduces Sam, who acts as a guide and mentor throughout the resource.



Chapter selection screen

At the second level each learning unit is broken down into a series of chapters that reflect the learning outcomes of the related module. Detail of the chapters and the learning outcomes they address is covered in the section '**About the learning units**'.

Each learning unit can be accessed as an integrated story (a series of chapters) or individual chapters may be accessed independently by teachers preferring to focus on a particular learning outcome.

Such an approach provides teachers with the freedom to choose sections deemed most relevant for individual learners. It also has the advantage of allowing repetition of concepts – a preferred learning strategy for the target group.

Activities & Games Rooms

Within the structure of individual chapters, content is presented using a range of methods, including text, graphics, audio and animation. Activities are embedded within each chapter that reinforce the underpinning skills and knowledge of the related learning outcome. These include decision-making activities, exploratory tasks and a range of interactive features.

Each chapter concludes with a 'Games Room', which contains a selection of interactive features that reinforce and expand on the concepts presented in the main storyline. The structure of the games is quite different to other features in the resource and it is hoped that they will offer teachers alternate methods of presenting content to learners.

Games have a wide variety of structures, including quizzes, group activities, decision-making exercises and paper-based activities.

Sam

The character of Sam fulfils several roles within the resource. At a basic level, he provides navigational tips and guidance to the learner, prompting them to proceed to each new section. Sam also provides access to additional content areas (such as the Games Room and popup screens) and poses questions to the learner about the issues raised through each chapter.



About the learning units

Let's Talk!

This learning unit contains eight chapters which address the eight learning outcomes from **Module VBK 158 Interpersonal Communication Skills**.

Chapter Title	Learning Outcome	Underpinning Skills & Knowledge
Communication clues	Discuss the elements of communication.	Verbal and non-verbal communication.
Meeting Leo	Initiate a conversation.	Introductions, welcoming gestures, conversation starters, body and space awareness.
Nice talking	Maintain a conversation by giving feedback and making contributions.	Maintaining a conversation.
Butt in or join in	Demonstrate ways of interrupting and joining conversations.	Interrupting and joining a conversation.
Saying goodbye	Demonstrate ways to end conversations in formal and informal contexts.	Ending conversations, use of gestures and observation of others.
What to say when....	Demonstrate interpersonal skills and behaviours appropriate to given situations.	Interpersonal skills and behaviours.
Staying safe	Identify the characteristics of protective behaviours.	Protective behaviours appropriate to different situations.
Jo takes control	Identify strategies to meet emotional needs.	Relationship making/maintenance skills.



Teachers' tips

This section provides advice for specific pages, activities and games within the learning unit that may require clarification or adaptation in some circumstances.

Chapter 6, Popup 1a: Listening Tips

This screen provides various tips for demonstrating attentive listening, such as concentration, body language and maintaining eye contact.

In some cultures, sustaining eye contact may be considered disrespectful. If you are concerned that this section may subsequently confuse some your learners, it is recommended that you edit or substitute the content.

Chapter 7, Screen 3: Safety Network

The 'Helping Hand' Activity Sheet is PDF document that can be downloaded and printed by students and used to remember the people who they can trust in a bad situation.

The PDF is A4 size, which may be too small for some students. It may be more appropriate for teachers to print off one copy and enlarge to A3.



Communicating at Work

This learning unit contains six chapters which address the six learning outcomes from **Module VBK 159 Workplace Communication Skills**.

Chapter Title	Learning Outcome	Underpinning Skills & Knowledge
Finding your place	Outline the communication and social skills appropriate to interacting with workplace personnel.	Communication and social skills appropriate to the workplace.
Following instructions	Discuss the need to follow and accept instructions.	Accepting and understanding instructions.
Solving problems	Discuss ways of explaining a problem to a supervisor, asking for assistance and accepting feedback.	Workplace problems, asking for help, appropriate communication and response.
Give and take	Provide and receive constructive criticism.	Praise and criticism. Personal strategies when listening and responding.
Working together	Discuss methods of cooperating with supervisors and colleagues in a work setting.	Teamwork, cooperation and sharing the workload.
Dealing with conflict	List possible problems that can occur at work and discuss strategies and supports for dealing with these.	Harassment and conflict, making a complaint, finding support and resolution skills.



Teachers' tips

This section provides advice for specific pages, activities and games within the learning unit that may require clarification or adaptation in some circumstances.

Chapter 1, Game 1: When Saying Thank You

This game involves the learner selecting the appropriate action or gesture to say thank you in different situations, including some responses involving physical contact (slapping on the back, etc). Such responses may be inappropriate for some students, and teachers should exercise discretion accordingly.

Chapter 2, Game 1: Find the Tearoom

This game requires students to listen to the audio instructions and move the figure around the map accordingly in order to locate the tearoom. If students have difficulties with the audio, the transcript below may be useful.

'Walk straight ahead until you reach the second path on your left.

Turn left, then walk straight ahead until the path ends at the big oak tree.

Turn right and walk straight ahead until you come to the path on your right.

Turn right and walk straight ahead until the path ends.

The tearoom is on the left hand side.'

Chapter 2, Game 2: Watch & Do

For ease of printing, the downloadable 'waterbomb plan' is A4 size, which may be too small for some students. It may be more appropriate for teachers to print off one copy and enlarge to A3.



Team Work

This learning unit contains six chapters which address the six learning outcomes from **Module VBK 160 Team Work**.

Chapter Title	Learning Outcome	Underpinning Skills & Knowledge
Joining the team	Discuss the conventions of group behaviour.	Group behaviour conventions, appropriate dress and presentation, rules governing attitude and behaviour.
Team talk	Observe social conventions in different situations.	Behaviours to suit formal and informal, familiar and unfamiliar and personal and professional situations.
Receiving feedback	Respond appropriately to feedback on interpersonal behaviour in the group.	Verbal and non verbal cues and behaviour, strategies for responding appropriately.
Team feedback	Give feedback to other group members in a group situation.	Initiating feedback, acknowledging and responding behaviours, criticising others appropriately.
What makes a good team?	Participate in team building activities.	Acceptance, compatibility, trust and understanding, sharing, respect for privacy, handling disagreements and respecting others' views.
T.E.A.M	Demonstrate the ability to function effectively as a member of a team.	Group effort, personal roles and contributions, giving and receiving feedback.



Teachers' tips

This section provides advice for specific pages, activities and games within the learning unit that may require clarification or adaptation in some circumstances.

Chapter 4, Game 2: Communication Breakdown

This game involves learners working in a group and playing a variation of the classic game 'Chinese Whispers'. One learner listens to the message and passes it 'down the line' of other learners. Teachers should position themselves at the end of the line to verify the message.

For clarification, the message is transcribed below.

'It is important to wear your uniform at work, so that customers know that you are part of the team. If your uniform is dirty, you must clean it.'



Career planning

This learning unit contains five chapters which address the five learning outcomes from **Module VBK 163 Career Planning**.

Chapter Title	Learning Outcome	Underpinning Skills & Knowledge
Learning about work	Develop an understanding of the world of work in our society.	The role of work in society, needs met through work, job categories, types and modes.
The right kind of job	Select and plan occupational choice.	Evaluation of interests, skills, aptitudes and physical and psychological requirements.
Rights and responsibilities at work	Identify rights and responsibilities of a worker.	Attitude and behaviour, fair treatment, health and safety and seeking help with workplace problems.
Setting your goals	Set and implement strategies of career goals.	Identifying goals, sources of career information and support, getting organised.
The search begins	Demonstrate job seeking skills.	Resumes and job seeking tools, where to look for jobs, making enquiries and interview skills.

Teacher's guide



Teachers' tips

This section provides advice for specific pages, activities and games within the learning unit that may require clarification or adaptation in some circumstances.

Chapter 1, Game 3: Work Hours

This game (and some of the associated content within the chapter) focuses on the various modes of employment: full-time, part-time, shift work and casual. These concepts may be difficult for some learners to grasp and may require assistance from teachers.



Keeping the job

This learning unit consists of a series of interactive role-plays focusing on a range of ethical and interpersonal aspects of the work environment not addressed in the curriculum, such as the following.

- Punctuality.
- Responsibility.
- Personal Presentation.
- Reliability.
- Respect/Manners.
- Limitations & Acceptable Behaviour.
- Enthusiasm and Interest.
- Employer and Co-worker Expectations.

The choices made at each step of the role-play will determine how the story progresses. Learners are provided with feedback about the decisions they make, as well as an opportunity to 'back-up' and try again.

Teachers' tips

You may like to extend the storyline of each role-play in a class discussion to reinforce the consequences of actions to your learners. Alternately, you could develop a hypothetical role-play featuring your learners as the main characters!



Using the resource in your learning program

Teaching strategies must be selected to reflect the varying learning needs, educational backgrounds and preferred learning styles of the individual learner and the specific requirements of each learning outcome.

It is expected that Teachers will want to select the learning units that are most relevant to their learner's needs and their own teaching styles. Teachers may wish to:

- determine the order of presentation
- substitute their own materials for certain learning units
- provide additional learning activities
- customise the learning units by changing the detail of the pages.

The following tips will assist teachers who wish to tailor the World of Work for delivery in specific contexts.

Delivery options

The content within the World of Work is presented in a range of styles, providing teachers with several options for delivery to a broad learner group. The following points outline some potential strategies.

- Independent learners may be directed to work through a section of the resource at their own pace, following the overriding 'story' aspect of each chapter via both text and graphics.
- Learners with low literacy levels may be guided through the graphic story by the teacher, who could indicate to students that the pictures illustrate the text. A data process unit may prove helpful for using this approach with the whole class.
- For learners who may not respond to the storyline context, teachers may wish to focus on the content within the popup advisory sections, which address a broad range of topics independently of the story. An alternate approach may be for teachers to present the content within these sections *first*, and then use the context of the storyline to demonstrate principles in action.

(NB: This approach may require teachers to research the resource prior to delivery in class, in order to locate appropriate sections.)

- The Games Rooms in each chapter present content in a more concise, interactive fashion than the main storyline. These may be a more appropriate method for demonstrating principles to some learners.
- Several of the popup advisory sections contain links to *Tip Sheets*. These summarise the related content within printable documents, that teachers may wish to use as classroom handouts.



Addressing literacy issues

Although the World of Work relies heavily on text, features have been incorporated to assist delivery of the resource to learners with low literacy levels. Although teachers may have their own strategies in place, the following tips may also prove helpful for using this resource.

- The construction of the HTML documents in the World of Work is simple enough to allow for easy replacement if necessary. The page layout consists mainly of a series of tables which should not need to be modified. Within these tables, the main dialogue text is situated below the graphics. To edit, simply select the paragraph and retype the text. The pages inbuilt style sheet will handle the font size, colour and style issues.
- The resource has been designed for operation with screen reader software packages, such as JAWS for Windows™. However due to design features, certain sections are not compliant with such technology, including the learning unit 'Keeping the Job' and most Games Rooms (text-based games such as classroom activities should be readable).

Screen reader software is a viable technological solution for learners with low literacy levels or mild visual impairments. However, the lack of pronunciation characteristics inherent with such software (inflexion, intonation, expression, etc) may reduce the instructional value of such a delivery strategy. Teachers may therefore prefer to employ the alternate delivery options outlined above.

- Most computer operating systems (eg: Windows 98, Mac OS 9) have built-in accessibility features. However, the specific features vary between different software, and teachers should familiarise themselves with the individual operating system in use. More information on computer accessibility issues can be found on the internet:
 - <http://support.microsoft.com/>
 - <http://apple.com>.

Appropriateness of resource

Given the broad range of literacy and comprehension skills found within the target learner group, teachers may find that some scenarios and activities are inappropriate for some students.

The previous tips are provided to help teachers use the resource with lower level students. However, some students may find the resource too basic. Teachers faced with such a situation may wish to use the resource as an introduction to key topics (eg: workplace behaviour) and then lead into an appropriate extension activity, such as a role play or class discussion.



Assessment

Assessment approaches and strategies are not prescribed in this guide. Learners will progress through the learning outcomes to their own and their teacher's satisfaction and according to the requirements of the program/qualification they are undertaking.

However, as a guideline, teachers should incorporate the use of holistic and work centred assessment. This may mean that:

- learners may need to complete a number of learning units before they are ready to be assessed
- the assessment task/s may include a practical demonstration of skills and knowledge
- evidence of competence is to be built up through participating in a number of learning units
- learners negotiate an assessment task that reflects their particular work situation.



Technical requirements

All files of the World of Work are located on the CD-ROM that accompanies this guide, along with the necessary software and installation guidelines. You may require assistance from your organisation's computer support service to install these files.

The learning units are platform independent, in that they can be used with any delivery platform such as WebCT, Top Class or the TAFE Virtual Campus.

The minimum hardware requirements for running this product are as follows:

- Pentium III 300 MHz
- 64 MB of SD-RAM
- 800 x 600 display resolution
- 4 GB available hard-drive
- 8x CD ROM
- 28.8 k modem
- OR Macintosh equivalent.

Learners will need to have access to the following software to use the product:

- Recent browser software
- Internet Explorer version 5
- Netscape Navigator version 4.7
- Apple QuickTime plug-in version 5
- Adobe Acrobat Reader
- Flash player plug-in version 5.



National Curriculum Map

Introduction

This section contains information on how the contents of The World of Work resource map against accredited work education courses that are delivered in other states and territories.

The tables on the following pages indicate where four main learning units of the World of Work (WOW), Let's Talk, Communicating at work, Team work, Career planning, have particular relevance to specific modules within the following courses.

New South Wales / Australian Capital Territory	Certificate I in Career Access.
Queensland	Certificate I in Workplace Preparation & Practices Certificate I in Work Readiness Certificate I in Work Education Short Course for People with Disabilities Certificate I in Work Access
South Australia / Northern Territory	Certificate I in Preparatory Education
Victoria / Tasmania	Certificate I in Transition Education
Western Australia	Certificate of Preparation for Employment

The mapping exercise has involved analysing the curriculum of the above mentioned courses to determine how the contents of the four main learning units of WOW address or reflect the learning outcomes of specific modules within each course.

The maps act as easy reference guides to enable teachers to understand the relationship of the resource to their own course. Teachers may wish to extract or combine particular objects from the WOW learning units for use within their learning program.



There is a table for each course which lists the modules which are addressed or reflected in the WOW learning units. Within each table the relevance of the WOW learning units to the modules is indicated by shading. Where there is particular relevance to a specific learning outcome (**LO**) or element of competence (**Elmt**) these are indicated by their identifying number.

Certificate 1 in Career Access 90366 (NSW & ACT)

The relevance of the WOW learning units to the modules is indicated by shading. Where there is particular relevance to a specific learning outcome (**LO**) or element of competence (**Elmt**) these are indicated by their identifying number.

Modules	Let's Talk	Communicating at Work	Team Work	Career Planning
8979Y Communication on the job				
4981P Social and work environment		LO 1,2,3,4,6,8,9	LO 7	
7365Y Working in a team			LO 1,2,7	
8971E Work placement			LO 5	LO 1,2,6
4981N Workplace studies				LO 1,2,3



Certificate 1 in Workplace Preparation & Practices 39030 (QLD)

The relevance of the WOW learning units to the modules is indicated by shading. Where there is particular relevance to a specific learning outcome (**LO**) or element of competence (**Elmt**) these are indicated by their identifying number.

Modules	Let's Talk	Communicating at Work	Team Work	Career Planning
LIT201A Literacy employment / Training focus Level 1A	LO 2		LO 2 - 4	
LIT201B Literacy employment / Training focus Level 1B	LO 2		LO 1-2	
LIT202 Literacy employment / Training focus Level 2	LO 2	LO 5	LO 2	
GENCOM101 Receive and convey messages	Elmt 2			
GENICC101 Interact with customers / clients	Elmt 2			
GENPAS101A Apply self knowledge and skills that nurture positive self esteem and self image	Elmts 1 - 4			
IPC 105 Vocational placement		Elmts 2,4,6	Elmt 4	
GENWPP101 Apply workplace performance practices		Elmt 3	Elmt 3	Elmt 2



**Certificate 1 in Workplace Preparation & Practices 39030 (QLD)
continued**

Modules	Let's Talk	Communicating at Work	Team Work	Career Planning
LIT 200 Workplace awareness				
GENIWR101A Demonstrate foundational knowledge of industrial and workplace relations		Elmts 3,4		Elmts 1,3,4
GENTEM101 Work in a team			Elmts 1,2	
GENOHS101A Describe and practise fundamental OH&S principles and procedures				
GENJSI101A Apply job search and interview skills				Elmt 1
GENPCD101A Develop a personal career and learning development plan				Elmts 1,2



Certificate 1 in Work Readiness 30030 (QLD)

The relevance of the WOW learning units to the modules is indicated by shading. Where there is particular relevance to a specific learning outcome (**LO**) or elements of competence (**Elmt**) these are indicated by their identifying number.

Modules	Let's Talk	Communicating at Work	Team Work	Career Planning
LIT200 Literacy employment / Training focus / Workplace awareness				
GENCOM101 Receive and convey messages	Elmt 2			
GENICC101 Interact with customers / clients	Elmt 2			
GENPAS101A Apply self knowledge and skills that nurture positive self esteem and self image	Elmt 3	Elmt 4		
GENWPP101 Apply workplace performance practices				
GENIWR101A Demonstrate foundational knowledge of industrial and workplace relations		Elmts 3,4		Elmts 1,2,3
GENTEM101 Work in a team			Elmts 1,2	
GENOHS101A Describe and practise fundamental OH&S principles and procedures				
GENJSI101A Apply job search and interview skills				Elmt 1
GENPCD101A Develop a personal career and learning development plan				Elmts 1,2



Certificate 1 in Work Readiness 30030 (QLD) continued

Modules	Let's Talk	Communicating at Work	Team Work	Career Planning
GENSWL101 Structured workplace learning	LO 2,3	Elmt 2		
GENINF101 Locate and select relevant information				



Certificate 1 in Work Education 30031 (QLD)

The relevance of the WOW learning units to the modules is indicated by shading. Where there is particular relevance to a specific learning outcome (**LO**) or elements of competence (**Elmt**) these are indicated by their identifying number.

Modules	Let's Talk	Comm. at Work	Team Work	Career Planning
BSCACOM101A Receive and pass on messages to facilitate communication flow	Elmts 1,2			
BSATEM101A Participate in a team to achieve designated tasks.			Elmt 1	
BSAORG101A Follow established work schedules to achieve designated team/section goals				
GENSWL101 Structured workplace learning				
GENIWR101A Demonstrate foundational knowledge industrial and workplace relations				
GENOHS101A Describe and practise fundamental OH&S principles and procedures				



Short Course In: Life Skills for People with Disabilities CNVOC012 (QLD)

The relevance of the WOW learning units to the modules is indicated by shading. Where there is particular relevance to a specific learning outcome (**LO**) or elements of competence (**Elmt**) these are indicated by their identifying number.

Modules	Let's Talk	Comm. at Work	Team Work	Career Planning
LST001 Personal development and communication	LO 1,2,3			
LST010 Community, education and vocational resourcing	LO 1,5		LO 1	LO 4,5
LST002 Personal adjustment within groups	LO 1,5	LO 6	LO 2	
LST009 Problem solving and personal management				



Certificate 1 in Work Access CNVOC031 (QLD)

The relevance of the WOW learning units to the modules is indicated by shading. Where there is particular relevance to a specific learning outcome (**LO**) or elements of competence (**Elmt**) these are indicated by their identifying number.

Modules	Let's Talk	Comm. at Work	Team Work	Career Planning
CWA102A Employee presentation	LO 1,2,3,4	LO 1,2,3		
CWA120 Industry placement	LO 2,4,6	LO 2,6	LO 4	
NCS005 Dealing with conflict		All LOs		
NCS009 Negotiation skills				
CWA110A Basic industrial relations		LO 3		LO 3,2
CWA110A Basic study skills		LO 5		
NCS010 Team building communication				
CWA101 Initial individual education and training plan				LO 1,2,4
CWA104 Workplace health & safety				
CWA117 Revised individual education and training plan				LO 2,3,4,5



Certificate 1 in Preparatory Education 40054 (SA & NT)

The relevance of the WOW learning units to the modules is indicated by shading. Where there is particular relevance to a specific learning outcome (**LO**) or elements of competence (**Elmt**) these are indicated by their identifying number.

Modules	Let's Talk	Comm. at Work	Team Work	Career Planning
NYHT Interpersonal communication	LO 1,2,3,6			
NYKH Applying for work or training	LO 3			LO 2,3,4,5
ARZH Participating in meetings	LO 3			
NYHK Preparation for work, training and community involvement	LO 3			
ARYM Work and training in a group				
NYKE Planning future directions				LO 1,2
NYKL Work or training observation				
NYKF Preparing for vocational entry exams				LO 1
NYKG Resumes and portfolios				
NYHB Personal and family information	LO 1,2,6			
NYHA Personal identification	LO 3			



Certificate in Transition Education 15494 (Victoria)

The relevance of the WOW learning units to the modules is indicated by shading. Where there is particular relevance to a specific learning outcome (**LO**) or elements of competence (**Elmt**) these are indicated by their identifying number.

Modules	Let's Talk	Comm. at Work	Team Work	Career Planning
VGB 759 Personal development	LO 1 to 9			LO 6,8
VGB 762 Functional communication & numeracy skills	LO 1,2,5,6	LO 1,2,5	LO 1,2	
VGB 763 Effective personal communication	LO 1,2,3,4,5	LO 3,4,5	LO 2,3,4	LO 5
VGB 761 Exploring adult options	LO 2,7			All LO's
VGB 771 Voluntary work		LO 3,6	LO 6	LO 3,4,5,6
VGB 768 Recreation and leisure			LO 6	
VGB 758 Individual learning plan				



Certificate of Preparation for Employment TE77 (WA)

The relevance of the WOW learning units to the modules is indicated by shading. Where there is particular relevance to a specific learning outcome (**LO**) or elements of competence (**Elmt**) these are indicated by their identifying number.

Modules	Let's Talk	Comm. at Work	Team Work	Career Planning
63005 Literacy (Preparation)	LO 2,4	LO 2,4	LO 2,4	
63005 Work & personal effectiveness (Preparation)	LO 2			LO 1,2,3
63008 Life skills II (Preparation)	LO 1,2,3,4		LO 1	
63009 Work experience (Preparation)		LO 3		LO 1