

Bridging the GAP

# Pathways into National Training Packages

A Queensland Systems response

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## INTRODUCTION

This paper explores the premise that by examining the current training system and identifying the needs of stakeholders, a training product can be developed that will maximise pathway for people with a disability for further training and/or employment.

The training product design would need to address the requirements of a wide range of learners and therefore incorporate issues like:

- Hybridised training product
- Critical success factors
- Articulation
- Learner's support
- Individual learning plan
- Key competencies
- Reasonable adjustment
- Workplace support

The *Certificate I in Workplace Preparation and Practices* will be examined to demonstrate how these issues have been accommodated.

## BACKGROUND

In September 1999 the Director General of the Department of Employment, Training and Industrial Relations (DETIR) commissioned a report to investigate the issues impacting on TAFE Queensland regarding the implementation of training packages.

The Director General specifically directed a team of senior officials to investigate the status and breadth of implementation issues relating to government funding of qualifications and competencies under training packages in the Australian Capital Territory, New South Wales, Victoria and South Australia.

The resultant report called "*Outcomes of the visit to other states and territories to investigate issues relating to the implementation of Training Packages*" makes recommendations concerning a range of issues including:

- The problems with training packages
- Transition
- Technical leadership
- Professional leadership
- Communication and
- Approved training schemes

For the purpose of this paper, one specific issue identified was the inadequacy of training packages to meet the learning requirements of all client groups. This issue was highlighted on a number of occasions as shown in the following quotes.

- “The construction of package qualifications, which are focused on specific vocational outcomes, have the effect of precluding more general, broadly based, or pre-vocational training.”
- “There was general consensus from all organisations that training under training package arrangements does not meet the needs of a diverse range of clients. For example, this could include those in correctional custody, women returning to the workplace, learners with special needs, and the cohort of TAFE students whose pathways to career aspirations involve pre-vocational courses at all AQF levels.”
- “Training packages are focused on specific workplace defined outcomes. In many cases, this specification is very narrow and training packages do not contain student support elements, generic competencies, or the underpinning skills and knowledge, such as literacy, numeracy and interpersonal skills required to assist in securing employment.”

The recommendation that emerged was:

“That Quality in VET and TAFE Queensland work together to develop a preparatory program framework based, wherever possible, on competency standards that will articulate into structured training programs. The program will be designed to accommodate the special needs of students who are not involved in a structured training program or employment.”

Based on the findings of the report and in response to this recommendation Southbank Institute of TAFE was commissioned to develop a new course called the *Certificate I in Workplace Preparation and Practices*. Throughout the process of research and development many of the difficulties experienced in attaining successful appropriate training were identified and where possible solutions built into this new training product.

The research from the Director General’s report and the research from the action learning team developing the Certificate I training product identified reasons why learners with a disability are not successful in negotiating pathways into training and/or employment. This paper examines how the Certificate I attempts to address these findings.

## **LINKING TO THE NATIONAL STRATEGY**

At the time development of the new training product was occurring, the *Bridging Pathways - National Strategy* was also under development. The *Certificate 1 in Workplace preparation and practices* meets many of the strategies outlined in the Blueprint to the National Strategy.

The focus of this paper concentrates on goal 2 of this National Strategy – “Improving the learning experience which seeks to improve the successful participation and attainment in all fields of study and levels of VET” (p.14)

Accompanying the National Strategy, the document *Bridging Pathways Blueprint for Implementation* gives strategies on how this goal can be achieved. For the purpose of achieving goal 2 of the National Strategy these “Blueprint” strategies have been integrated into the new training product:

- 4.1 Build priorities into State VET plans for:
  - Enabling skills (basic work and life skills training that provide a pathway into further training)
  - Preparatory and Pre-vocational Courses
  - AQF Certificate I and II (p.36)
- 4.2 Encourage the provision of specifically designed prevocational training opportunities to some groups of people with a disability in order to address education or life experience disadvantage. (p.36)
- 4.3 Review pathways for people with a disability into existing preparatory skills training programs (including the New Apprenticeships Access Program) and into further training or employment. (p.36)
- 4.4 Ensure appropriate articulation arrangements are in place for the recognition of competency achieved through the completion of training courses and other development of skills to provide a pathway into training that is aligned to the AQF. (p.36)
- 6.4 Develop new hybrid courses at Certificate I level comprised of competencies from different training packages, to assist people with a disability to be employed. (p.38)
- 9.1 Improve opportunities for people with disability to access recognition of prior learning. (p.41)

To improve the experiences of learners one must first identify the requirements of all stakeholders including learners, Registered Training Organisations (RTO’s) and employers to analyse their current experiences and a vehicle created to build maximine benefit into the training pathways.

## **Section A: THE SCOPE OF PROJECT AND ISSUES RAISED**

The issues identified in this paper are limited to the scope of the project which was:

- To develop a pre-employment/preparatory training product (course) at AQF certificate I level that will maximise the learning experience for the following client group:

- Learners with a disability
- Unemployed school leavers
- People in correctional custody
- Women returning to the workplace
- People wishing to change employment

From the outset, it should be clearly recognised that the difficulty in maximising the learning experiences of all students is not the fault of the learner but of a system which has failed to build in sufficient flexibility to meet the diverse needs of learners. The past formula “one size fits all” in funding allocation while easy to administer does not allow the flexibility for the training provider to meet individual student requirements.

This section will identify both training system difficulties and investigate requirements of learners, RTO’s and employers. By identifying these needs the training system has a benchmark on which to make reasonable adjustments to its procedures and processes including the allocation of funds to accommodate the needs of all learners.

The issues affecting the learning experience can be classified into 3 major areas for consideration:

- Deficiencies in the current training environment which are an impediment to full participation and successful completion;
- Meeting the requirements and needs of members of the identified client group;
- Meeting the requirements of industry/employers.

### **Deficiencies in the Current Training Environment**

- Training package qualifications are being implemented in an environment where it would appear that less dollars are being allocated to individual qualifications, in order to accommodate the wider range of vocational outcomes which their introduction is making available. Providers are being encouraged to explore different and more economic modes of delivery. These new delivery strategies could reduce the time and support required for members of the identified client group to successfully achieve competency.
- Training package qualifications are just that qualifications. The funding allocated needs to address the training and assessment program developed for clients which support the achievement of the qualifications. The adjustments to the delivery and assessment, to accommodate learner requirements, should attract variations in funding. A lack of recognition of these differences has the potential to affect the quality of the outcome.

- For institutional based courses the need for learners to access workplaces for enhanced competency achievement is critical for their personal and professional development, however industry placement is not being sufficiently funded in training package qualifications. This means that the reinforcement of competencies and the support to achieve maximum benefit from the workplace experience is not being realised.
- Some training packages do not contain a Certificate I level qualification. Many learners do not yet have the life experiences or basic education and skills to achieve at a higher level of qualification thus preventing these learners from achieving their aspirations and entering the workforce in specific vocational areas
- Currently training packages do not have a process to ensure learners are placed in the most appropriate program of study for their needs. The initial assessment of learners to determine: their career aspirations, whether RPL is appropriate and a suitable training program should be built into a Certificate I training product. “Where vocational education and training is not, or does not appear to be, relevant to an individuals needs or life experiences, the motivation to participate in and complete training is reduced. This is an issue where training is not linked to, and can not satisfy, peoples aspirations” (Equity 2001, p.10)
- Training package qualifications specialise in a specific outcome and are inflexible in developing a range of skills covering a range of industry areas. This flexibility in training programs is required so that learners have the opportunity to receive a range of experiences to better prepare them to make an informed career choice. The ability to construct a hybridised course of study by integrating competencies from a number of training package qualification is seen to be an important step to creating a pathway for learners into a vocational area that matches their career aspirations.
- Reduced funding impacts on the development or core skills. Industry constantly identified a perceived lack of core skills in these areas:
  - Literacy and Numercy
  - Communication with peers, supervisors, and clients
  - Team skills
  - Workplace behavior, ethics, and image

These core competencies are not often explicitly stated as units of competency in training packages but are simply refereed to in underpinning knowledge.

Also the Mayer Key Competencies are required to be mapped against individual competencies in the training packages but these merely indicate a level of competence **one would expect to attain** in achieving a specific unit of competence. These key and core competencies do not magically happen. Until there is a realisation that these skills actually need to be “developed”, the requirements of industry will never be fully met in this

area. As funding appears to tighten the conscious development of these core and Key competencies is ignored.

“employers, within their respective industry areas, used generic skills as a basis of their selection processes for employment. Whilst base qualifications and technical skills are seen as important, employers were reported as saying that whereas technical competencies could be enhanced within the workplace, the remediation of generic skills such as the Key Competencies, was a much more difficult proposition. This view was based on a belief by employers that they, or their staff, did not have the necessary educative competence for this task.” (C.Down 2000, p.5)

- Workplace dominated delivery also has the likelihood of not developing core and key competencies. The workplace provides the environment where skills are practiced and enhanced but their initial development in most cases are not catered for. Skilled tradesmen do not have the time or the knowledge and ability to develop these skills in learners. Some small group learning needs to happen for every competency.

Basically, the new funding model squeezes the capacity to build reasonable adjustments into delivery and therefore reduces the quality of learning experience. Reducing the output quality in effect reduces the chances for success at further levels of training. Unfortunately, the client group who are already disadvantaged in VET are particularly susceptible to this equation.

### **Requirements of the learner**

As stated earlier the client group for this project consisted of:

- Learners with a disability
- Unemployed school leavers
- People in correctional custody
- Women returning to the workplace
- People wishing to change employment

Through research of the action learning team, a set of critical success factors necessary for members of the identified client group to achieve success in their training was developed. These include:

- Individualized training program based on an assessment of the learners needs.

The DETIR Access and Equity Research report (1999), identifies this Critical Success Factors for individual learners; “The time taken to work with the individual prior to and throughout training to identify individual needs and preferences, negotiate with RTO and workplace employers, and ensure appropriate support are in place” (p.16)

- Identified career pathways for the learner including articulation routes to further training.

- Customisation of the learning resources to suit the learners requirements.
- Customisation of the assessment instruments to suit the learner.
- Extension of time to develop competency if required.
- Availability of necessary support personal and equipment as required to achieve competency. eg: interpreters for the deaf. literacy and numeracy tutors

The DETIR Access and Equity Research report (1999), identified the above point as a Critical Success Factor for individual learners “Supports mentioned included specialised and non-specialised equipment, assistance with transport, software, modification to work/learning environment, modification to pace and duration of training, modifications to learning and assessment materials to reduce literacy and numeracy demands and facilitate comprehension and tutor support. While some funding is available for equipment, modifications to environment and tutor support, modifications to learning materials and extension of time taken to deliver training to people with disabilities is not appropriately funded.”(p.16)

- Maximising learning opportunities in industry requires:
  - Developing appropriate tasks and performance levels suitable for the learner by working with both the employer, RTO and learner to develop a set of achievable expectations for the learner and employer.
  - Skilling employers to understand how to support the learner in the workplace.

### **Requirements of Employers/Workplace Supervisors**

- Employers have a business to run and profit to make. They need the learners on industry placement, to enter their workplace “work ready”, not with the technical skills of the trade, but with an understanding of the employers expectations and standards of behavior and dress. This workplace culture and ethics are critical for maximising the workplace experiences of the learner.
- Support for the learner in the workplace is critical for maximising the learners experience and minimising the drain on the employer’s resources. This workplace support either educational, literacy/numercy or disability must be funded at an appropriate level.

## **Section B: The PRODUCT**

In an attempt a to solve the above issues a training product was developed that addressed the difficulties in the learning environment. This section will describe the features of the *Certificate I in Workplace Performance and Practices*, the process for development and how this product attempts to address many of the issues raised in section A.

It should be noted that the product development process has in itself a set of defined rules, procedures and conformance standards as set out in the AQF, ARF and The Best Practice Guidelines for Recognised Training in Queensland – Accreditation, which are based on training package/product development. The interpretation of these standards and processes appear to be limiting on the flexibility and ingenuity that the development of a non-standard training product of this kind requires. As an example training package competencies must be stated in job skill and output terms however for this client group at the entry training level, the training focus needs to be on the Key and core competencies and underpinning foundation knowledge which is sometimes not easily stated in observable output behavior which can be directly assessed.

### **The Product – Certificate I in Workplace Preparation and Practice**

Certificate I in Workplace Preparation and Practices is a training product that has been developed to fill a reported need for a course of study that prepares members of specific community groups to enter the workforce through either pre-vocational courses, apprenticeships, traineeships or open employment.

Identified target groups:

- Unemployed school leavers
- Learners with disabilities
- Women returning to the workforce
- Those wishing to change employment
- Those in correctional custody
- Aboriginal and Torres Strait Islanders

Research data indicates that employers, community groups, educators and potential participants are supportive of a training product that provides a general understanding of the workplace.

Feedback from industry, relevant community groups, teachers/trainers and potential end users reports the need for specific groups of learners to acquire general knowledge/competencies to enable access to and retention within the workplace. Feedback also suggests that experiencing more than one workplace and occupation is beneficial for learners who can choose the

vocational/training pathway most suitable to their interests and needs and therefore assists in training/job retention.

This product will provide a transitional environment in which the participant will attain foundation competency through a graduated program based on underpinning knowledge within a variety of settings. Through a program of institutional and structured workplace learning, participants will achieve foundation competencies and vocational skills that are required to enter or re-enter the workplace or access further study as appropriate.

#### **Teacher/Industry/Community/Learner Reference Group/Consultancy:**

- An action learning group of ten (10) interested teachers from metropolitan and regional Institutes of TAFE, was convened. This group met at two one day conferences and one two day conference, and participated in three teleconferences
- Research was conducted to determine if similar product/s existed, and to review any such products
- Research was conducted with employer groups; community groups; teachers and trainers with experience with the specific target groups; potential users of the product. This research was conducted in regional and metropolitan geographic locations over a period of 3 months
- Constant feedback was sought and reported via e-mail and facsimile and telephone contact
- Meetings were held, and consultation with a variety of Industry Training Advisory Bodies took place over a three month period
  - Business Services Industry Training Council
  - Queensland Light Manufacturing ITC
  - Local Government ITAB
  - Queensland Rural ITAB
- A variety of research documents were studied by members of the group which gave support to the need for such a product
- State Training Authority consultation took place to review access and equity issues in relation to the product
- Two secondary school providers of School to Work programs were consulted

#### **Training Product Outcomes**

The *Certificate I in Workplace Preparation and Practices* has the following specific aims:

- to provide participants with specific knowledge and skills which will enhance their employment prospects
- to provide experience in, and knowledge of, a range of occupations so that learners can make informed choices of vocational and career paths

- to foster the development of social and personal skills relevant to participation in the workforce
- to provide an understanding of the nature of work relevant to specific industries
- to enable participants to gain a recognised AQF qualification and, where appropriate, articulation and credit transfer into further education and training

## Training Product Description

Every participant within the *Certificate I in Workplace Preparation and Practices* course will undertake activities to prepare a **“working” personal learning plan**. This plan will be **based on an initial pre-assessment** to identify Literacy and numeracy needs and learning pathways which will be developed co-operatively by the course co-ordinator, teacher and participant.

The pre-assessment will **indicate the specific training and learning needs** and time required for the attainment of units of competency within individual training.

**Individual learning plans** will be reviewed on a regular basis enabling learners to maintain relevance of work related outcomes through competency attainment. Through the process of personal planning and learning development planning participants are provided with a working design that will assist them in making informed decisions based on personal knowledge of their work competency. It **will link into career guidance** provided by counsellors and employment officers in Registered Training Organisations.

This training product has been written in a manner which will facilitate access to entry level training by participants with special needs, including those participants with disabilities or with low literacy and numeracy skills. The training product will **enable providers to design programs that increase confidence and competency** in:

- Communication skills
- Techniques to develop life long learning
- Personal skills and knowledge
- Job seeking and job retention skills
- Work readiness skills
- Entry level vocational skills

Research findings indicate that all respondents nominated lack of confidence, personal motivation and self-esteem adversely affected the ability of current and prospective employees/trainees/apprentices to participate effectively in a work environment. The **raising of self-esteem and improvement of self-image** will assist participants to gain confidence through an examination of how positive attitudes effect both individual and team performance in a workplace. This Unit of Competency *GENPAS101A Apply Knowledge and*

*Skills that Nurture Positive Self Esteem and Self Image*, will also be built into the training in the workplace. The assessment will be conducted within a simulated and/or a workplace environment.

Participants will also need a working understanding of current basic industrial and workplace relations. *Certificate I in Workplace Preparation and Practices* will provide the participant with a **general knowledge of current practices within a work environment** through the core unit of competency *GENAWPP101 Apply Workplace Performance Practices*. This unit facilitates communication between the learner, the supervisor and the teacher/trainer to ensure the appropriateness of learning strategies and tasks.

Job readiness is supported by participants gaining an operating understanding and knowledge of practices that **identify employment opportunities and prepare them for a work interview**. These skills are learned through the unit of competency *GENJSI101A Apply Job Search and Interview Skills*.

Research also highlighted the need for prospective employees to possess **communication skills that enable them to effectively communicate with co-workers and/or customers** – both internal and external. Workplace communications is embedded into the foundation of many of the modules and units of competency within this training product and develops the necessary skills while participating in both simulated and/or work environment.

Participants will be required to attend 100 hours of structured core learning, plus a nominal 105 hours of industry placement. It is recommended that the participant gains some basic understanding of the requirements of a specific workplace before undertaking industry placement..

Should the pre-assessment indicate a **literacy and/or numeracy need**, learners will be required to undertake optional units/modules to assist skill building in these areas.

In order to complete the qualification learners will undertake the structured learning of 100 hours of core units, 60 hours of training from either the optional or elective sections from “Group A” of the Training Product, plus a minimum of 60 hours from the “Group B” units of training package units of competency. They will also undertake 180 hours of any combination from “Group A” or “Group B” units of competency and 105 hours of industry placement..

The participants will access units of competency from training packages, provided they do not exceed 25% of any **one** training package qualification at AQF level 1 or 2. These units of competency could come from a training package where a participant has specific career interest, or from several training packages to enable a participant to make a career choice. Some participants with special needs may require additional support in the form of carers or tutors, as well as the teacher/trainer/facilitator. **The ability to**

**access more than one workplace could be an advantage to some learners in determining a career path.**

The **gaining of Statements of Attainment** for successfully completing units of competency from a training package qualification could assist the participant to gain employment or articulate into further training.

The actual Product Model and rules for successful completion is given in attachment 1

## **Section C: The BENEFITS**

### **Benefits to Learners**

- Learners will receive a recognised AQF level I qualification upon successful completion of the training product and can transfer credits into further training where appropriate.
- This new training product is extremely flexible allowing the learner to choose an number of training pathways to suit their entry skills and goals.
- Learners have the ability, due to the flexibility of this training product, to sample and gain industry experience in more that one vocational area. This will allow the learner to make a more informed choice of a future career and set the foundation of experience on how to move forward towards their goal.
- This training product allows the learner to specifically develop a range of level 1 generic core and Key competencies so that they have the necessary foundation skills to succeed at a level II traineeship if that is the only entry point into a vocational area. These generic Key and core competencies have been identified by industry as necessary for the learner to be job ready so that the learner through this course now has the means to develop the skills and confidence to better perform in the workplace.
- The Individual Learning Plan module contains four advantages for the learner:
  - the ability to pre assess the literacy and numeracy skills of the learner gives the learner and teacher valuable data to tailor an appropriate learning plan based on the learners ability to achieve;
  - the ability of the teacher and learner to identify the learners goals, aspirations, and learning objective to create a learning program that contains meaning and purpose for the learner;

- the ability to formally recognise technical and/or life skills in certain areas can be built into an RPL process and initiated at this point in the development of the individual's learning plan.
- The ability to identify the learner's disabilities and support needs and to initiate a process to access funding from appropriate government departments to obtain the necessary support for the learner.

These advantages can only lead to an increased number of learners meeting their objectives, completing this program and articulating into further training.

- Learners with Key and core competencies are seen to be more employable by industry and combining these job ready skills with Job Search and Interview skills will enhance the learners chances of finding further educational opportunities.

### **Benefits to Registered Training Organisations**

The biggest benefit to an RTO is to supply with the training product a framework on which to negotiate funding to build the capacity of time, resource customisation and support into the delivery of the program. Unfortunately the process of developing a training product and the funding of that product are two separate events managed by different government departments. The funder based on its government policies (mandates) and its "educational expertise and principals" allocates scarce resources to the states educational profile as it sees fit. Fighting for an appropriate share of the funding cake is a separate process and battle to developing a training product. However based on the states own rules certain funding accommodations have been built into this training product. The funder now has the opportunity through this product to support this client group to ensure that the learners training experiences are as rewarding as possible.

As stated in the report to the Director General "There was recognition that the different pathways, delivery methods and assessment requirement brought about by the introduction of training packages created significant cost differentials. Funding policy is required which recognises the real differences in costs associated with these variables."

The possible funding strategies built into this product include:

- The competency *GENAWPP101 Apply workplace performance practices* has been written for this training product. As a competency in the training product it will be funded at the recommended 50 hours. This competency has been developed to prepare the learner for the workplace and to build support time for the teacher to work with the learner and the employer, particularly during the first week of the vocational placement. This support will assist the employer to understand the difficulties of the learner and make reasonable adjustments to the work experience as necessary.

- A 105hr Industry Placement competency is also included in this training product. This supplies the necessary legal environment for the learner to enter the workplace and be covered by necessary insurance and workers compensation. This competency should attract at least 25% of the nominal 105 hrs in funding. This funding would allow the RTO time to investigate and find appropriate vocational placements for the learner but also fund some additional time for the teacher to visit and support the learner in the workplace.
- The generic competencies (those starting with GEN) have had their recommended nominal hours doubled. This now gives the RTO additional time for the learner to achieve the competency and time to contextualise the learning resources and assessment instruments.
- In a few level I training package qualifications for specific vocational training area certain core competencies, like team building, have been built into the qualification. This gives the learner and RTO the opportunity to complete a general “GEN” competency from this training product then complete a similar industry specific competency from the training package. This can be used for members of certain client groups to increase the time required to learn, practice and achieve a necessary foundation competency.

#### **Benefits to employers:**

- Learners enrolled in this training product will be given more direct support by the teachers in the workplace. This will ease the burden on the employers who can concentrate on their core business. As a result employers may be more likely to take further learners in the future.
- The Unit of competency *Apply workplace performance practices* requires the teacher to work closely with the employer to develop an understanding of the learner’s difficulties and develop appropriate performance standards for the learner. This interaction will assist in building understanding of the learner and remove the traditional negative workplace environment which in many cases is based on lack of understanding and experience.
- This training product will develop in learners a set of basic job ready skills which will greatly assist the learner to assimilate into the workplace environment quicker and with less assistance from the employer.

#### **CONCLUSION:**

Although it is impossible for one training product to meet all the needs of all client groups the *Certificate I in Workplace Preparation and practices*

demonstrates that the Queensland system is trying to make a difference to the learning experiences of all learners.

The accomplishment of this product also goes a long way to addressing key targets in the ANTA *Bridging Pathways – Blueprint for Implementation Strategies*.

What has been produced is a preparatory training product at AQF level I which provides learners with

- basic work and life skills that provides pathways into further training
- articulation into further training aligned to the AQF
- inclusion of hybrid competencies from different training packages
- the ability to build reasonable adjustment into the vocational placement
- opportunities to access recognition of prior learning

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## ATTACHMENT I

### *CERTIFICATE I IN WORKPLACE PREPARATION AND PRACTICES*

CODE	UNIT OF COMPETENCY	NOMINAL HRS SUPERVISED	NOMINAL HRS UN-SUPERVISED Note 4.2.7
<b>CORE UNITS/ MODULES</b>			
ILP201	Individual learning plan	10	
GENPCD101A	Develop a personal career and learning development plan, according to pre-assessment	20	
GENOHS101A <b>Note 4.2.1</b>	Describe and practice occupational health and safety principles and procedures <b>OR</b> O H & S competency taken from training package in group B	20	* Note 4.2.7
GENAWPP101	Apply workplace performance practices	50	*
IPC105	Industry placement		105
<b>ELECTIVE UNITS/MODULES</b>			
<b>GROUP A UNITS/ MODULES</b> Note 4.2.4			
<b>Optional – Teacher to determine</b>			
One unit from LIT202/ LIT203 <b>OR</b> Both LIT201A and LIT201B <b>Note 4.2.2</b>	Literacy Employment/Training Focus	60	*
		120	
One unit from NUM202/ NUM203 <b>OR</b> Both NUM201A and NUM201B <b>Note 4.2.3</b>	Numeracy	60	*
		120	
GENPAS101A	Apply knowledge and skills that nurture positive self-esteem and self image	30	*
<b>Elective – Student and Teacher to determine</b>			
GENJSI101A	Apply job search and interview skills	30	*
GENICC101	Interact with customers /clients	20	*
GENORG101	Organise daily work activities	20	*
BSATEC102A	Access and retrieve computer data	25	
GENTEC101	Use appropriate equipment	20	*
GENIWR101A	Demonstrate foundational knowledge of industrial and workplace relations	30	*
GENCOM101	Receive and convey messages	20	
GENENP101A	Apply an enterprising approach in an approved project	20	*
GENTEM101	Work in a team	20	
<b>GROUP B UNITS</b>			
<b>Note 4.2.5</b>			
<b>NB:</b>	<b>See following pages for a selection of “Group B” competencies.</b>		
<b>NB: Group B</b> electives may include any AQF level I or II unit of competency of an endorsed training package for which the RTO has the necessary human and physical resources to deliver.			

## Requirements to Receive the Qualification

To achieve this qualification a learner must complete 400 hours of supervised training, plus 105 hours of industry placement:

- Complete all core modules including vocational placement
- Complete a minimum of 60 hours of competencies from any section (optional or elective) from Group A units.
- Complete a minimum of 60 hours of competencies from Group B units.
- Complete a further 180 hours of competencies from either Group A or Group B in any combination.

### Notes:

- 4.2.1 The learner may complete GENOHS101A for Occupational Health and Safety; however it is recommended that if the learner has chosen competencies from a particular Training Package, then the O H & S unit be chosen from that qualification.
- 4.2.2 That the learner achieves either LIT202 or LIT203 if deemed necessary by the teacher; however if the Literacy level is lower than these the learner must do at least 120 hours of LIT201A and LIT201B.
- 4.2.3 That the learner achieves either NUM202 or NUM203 if deemed necessary by the teacher however if the Numeracy level is lower than these the learner must do at least 20 hours of NUM201A and NUM201B.
- 4.2.4 Optional modules/ units from Group A will be chosen by the teacher in the best interest of the learner. Elective units from Group A will be chosen by the learner and the teacher.
- 4.2.5 When choosing competencies in Group B, learners, should ensure that no more than 25% of the competencies from any training package qualification are chosen, rounding upwards (eg. if qualification has 10 competencies no more than 3 may be chosen). Advice may be sought from the relevant ITAB.
- 4.2.6 Where a generic competency is completed from “Group A” units, it may not necessarily credit into an corresponding Training Package unit of competency where specific industry knowledge is a requirement.
- 4.2.7 Although it is assumed that all competencies in it Groups A and B will be applied and practiced in the workplace through the Industry Placement competency, it is strongly suggested that those competencies with an \* be specifically targeted for practice and evidence gathered towards assessment within the Industry Placement component of this course.