



Department of Training and Workforce Development
Department of Education

**CAREER
TASTER**
GET CAREER CURIOUS



Trainer and Assessor Guide

52891WA – Course in Early Career Discovery

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Trainer and Assessor Guide

The *Year 9 Career Taster Program* (CTP) has been developed to inspire secondary school students about potential career and further study opportunities and assist them in making more informed decisions on their subject selections and post-school options.

This Trainer and Assessor guide has been developed to address the requirements of the accredited course 52891WA – *Course in Early Career Discovery*, which includes the unit of competency ECDUCDO01 *Undertake early career discovery*.

Schools have the flexibility to deliver the program through:

- » a **non-accredited pathway** without the requirement for performance evidence or completion of the unit; or
- » an **accredited pathway**.

When delivering the course through the non-accredited pathway, it can be delivered as a standalone course or integrated into other learning areas to maximise school up-take, and align to timetable requirements, resource and teacher capacity.

1 Non-accredited pathway

This flexible engagement pathway provides schools with the option of using all or components of the course to deliver non-accredited career exploration activities.

This mode of delivery can be used to integrate career development activities into the general curriculum, delivered as part of a stand-alone career development program, or used as a framework to guide delivery of career development and exploration activities.

If the non-accredited pathway is chosen, it is preferable but not essential, that the course is delivered by a teacher who is knowledgeable in new and emerging career opportunities, and skilled in obtaining all relevant information required. They do not need to hold a current Training and Education (TAE) qualification.

A session plan and PowerPoint presentation is also available which can be customised to suit the delivery strategy of the school/teacher.





Supporting resources for non-accredited pathway

Jobs and Skills WA website
jobsandskills.wa.gov.au

Work Preferences: Your Career Discovery Guide - Curtin Careers & Employment Centre and AHEAD in School
careersfortomorrow.com.au/wp-content/uploads/2014/04/Work-Preferences-Your-Career-Discovery-Guide2.pdf

Australian Jobs 2021: National Careers Institute
nationalskillscommission.gov.au/publications/australian-jobs-2021

National Careers Institute: 25 Emerging Occupations
nationalskillscommission.gov.au/book-page/emerging-occupations/25-emerging-occupations

Core Skills for Work Developmental Framework
dese.gov.au/skills-information-training-providers/core-skills-work-developmental-framework

Career Industry Council of Australia: #work2030 videos
youtube.com/hashtag/work/2030

The New Work Mindset: 7 new job clusters to help young people navigate the new work order - The Foundation for Young Australians
cica.org.au/wp-content/uploads/The-New-Work-Mindset-FYA-November-2016.pdf

Career Resource Kit: Career Industry Council of Australia
myskills.gov.au/media/1574/cica_vet_career_day.pdf

Making a Career Decision: How influencers can help - myfuture
myfuture.edu.au/docs/default-source/insights/making-career-decisions-how-influencers-can-help.pdf

A Student Focused National Career Education Strategy
cica.org.au/wp-content/uploads/Future-Ready-a-student-focused-National-Career-Education-Strategy.pdf

Your Career: What's next for you? - National Careers Institute
yourcareer.gov.au/sites/default/files/documents/school-leavers-information-kit.pdf

2 Accredited pathway

Where the course is being delivered through the accredited pathway in partnership (auspiced arrangement) with a registered training organisation (RTO), the school must provide a teacher who:

- » holds the training and assessment credential specified in Item 6 of Schedule 1 of the Standards for *Registered Training Organisations 2015* (Standards for RTOs);
- » has vocational competencies at least to the level being delivered and assessed; and
- » has current industry skills directly relevant to the training and assessment being provided.

The Standards for RTOs specify that trainers and assessors must comply with the requirements for accredited courses and all other requirements, including the *Australian Qualifications Framework* (AQF) and volume of learning requirements. The accreditation documentation for the 52891WA–*Course in Early Career Discovery* indicates six nominal hours to deliver the course through an accredited pathway.

Students can only undertake the assessment following completion of the 52891WA–*Course in Early Career Discovery*, delivered by a person who meets the requirements under the Standards for RTOs. The course must include the completion of the learning content and activities in the *Your Career Passport* student workbook, which addresses the unit of competency requirements. Students enrol in the accredited course as they would for any other form of accredited vocational training.

Delivery

The RTO will provide the teacher/trainer and students with details of the training via a Delivery and Assessment Plan (DAP), which is provided prior to commencing the course.

The DAP provides information, which includes:

- » the unit of competency that is being delivered, with the correct unit code and title;
- » an overview of the content being delivered;
- » activities and resources required; and
- » the timeframe for delivery and assessment.

Assessment resources

To complete the assessment, the student will require access to:

- » a computer with Internet access and a web browser;
- » a computer with Microsoft Office installed;
- » career guidance tools, resources or information;
- » education and training pathways to occupations, industries and job clusters; and
- » **Career Taster Portal** via jobsandskills.wa.gov.au/careertaster.

Prior to the assessment

The assessor must advise the student of the following prior to conducting the assessment:

- » what will occur throughout the assessment process, and when; and
- » the level of competency expected.

The assessor must not complete a task or answer a question for the student, as that would render the assessment invalid. The expectation is that the student should know the information prior to commencing the assessment.

Conducting the assessment

The assessor will ensure that assessment is carried out in accordance with the requirements of the unit and the Standards for RTOs and implement an assessment process, which identifies the evidence required and follows the Delivery and Assessment Plan.

Assessment must comply with the assessment methods outlined in the 52891WA–*Course in Early Career Discovery* and be conducted in accordance with the *Principles of Assessment and Assessment Conditions*. This means the assessment must be fair, flexible, reliable and valid.

Assessment process

- » Establish and oversee the evidence-gathering process to ensure it remains valid, sufficient, authentic and current.
- » Advise the student when to commence the assessment.
- » Gather supporting documents, where available and appropriate, as evidence to help you make a judgement of the student's competency.
- » Record observations and evidence against the checklist.
- » Where a checklist point is not observable due to reasons outside the student's control, modify the scenario to allow the student an opportunity to perform the task.
- » Do not interfere with the assessment unless the student's actions impose a risk of harm.
- » If there is an error, record it.
- » When the assessment is complete, advise the student and record your comments in the relevant Record of Assessment. You must determine whether they are Competent (CO) or Not Yet Competent (NYC).

Making the assessment decision

The student needs to be deemed satisfactory for all of the criteria in the unit to be deemed competent.

If you are in doubt of the student's competency, gather further evidence to guide your decision. For example, this may include asking supplementary questions or requesting a portfolio of evidence from the student.

Assess students on their performance in this unit, not on actions before or after the assessment (unless a portfolio of evidence is required).

Use the assessment checklist, benchmark answer guide and your professional judgement to determine the final outcome.

After the assessment

Provide students with:

- » clear and constructive feedback based on the assessment decision;
- » information on ways of overcoming any identified gaps in competency;
- » the opportunity to discuss the assessment process and outcome;
- » information on re-assessment and the appeals process; and
- » an opportunity for re-assessment, if appropriate.

Regardless of the outcome of the assessment, provide all students with a copy of the completed *Record of Assessment*, ensuring the comments section is completed.

Where the student's performance is deemed Not Yet Competent, provide detailed feedback on the criteria they need to improve upon, if requested.

Record and report the outcome of assessment for each student on the *Record of Assessment*.

Retention of evidence

It is the school's responsibility to ensure that all assessment evidence and documentation is retained by the school for a period of twelve months.

Reasonable adjustments

Where students are unable to complete the tasks in the methods specified due to situations beyond your/their control, you will need to make reasonable adjustments. These will be dependent on the specific needs of the students.

While student needs will vary on an individual basis, examples are given below.

Student workbook written answers

If the student is unable to write (e.g. due to varied ability or injury), they may present the assessment information verbally. Their responses can be recorded on an audio device or the assessor can make notes against the assessment instrument. Oral conversations must be documented exactly as it occurred, dated and signed.

Knowledge activity

If the student is unable to verbally present the assessment information for a valid reason, they can provide other forms of visual or written information, or provide an audio recording at a later date.

Performance activity

If the student is unable to complete the required practical tasks at the time of asking, for whatever reason, they may negotiate with the assessor to complete the tasks at a later date.

Please note, under no circumstances can the integrity of the unit of competency requirements be compromised.

Appeals

A student may appeal a judgement you have made. Sit down with them to get their point of view. If you believe your judgement should still stand, then you will have to justify your position. If the student still thinks they are right, then have the right to escalate to appeal. As a way of stepping it up, ask your VET coordinator or Deputy Principal to mediate. At this point, the RTO should be informed, and if required, conduct a validation of judgement on the material to make a determination.

Please be aware that a student does have the right to seek intervention from the RTO.

Benchmark answer guide

ASSESSMENT – ECDUCD001 *Undertake early career discovery*

Assessor instructions

For this assessment the student will need to develop a career pathway report.

This report can be a:

- » short oral presentation (the student should create notes to ensure they address all the required criteria. Suggest that the student print off their **myfuture** report);
- » simple media presentation such as PowerPoint, Canva or other visual format; or
- » written document (they may use the template provided on the following pages or create a list).

The report must include all of the following criteria:

- » Career aspirations
- » Career values
- » Career strengths
- » Career interests
- » Work preferences and conditions
- » Study preferences
- » One emerging industry and at least three occupations from that industry
- » Industry and occupation(s) they are interested in as a career
- » Skills required for this occupation
- » Other occupations with similar skills
- » Study and training pathways for these occupations (at least two)
- » Career role models/mentors (at least two)
- » Resources used to motivate and help plan a career pathway (at least three)
- » Career development activities they would like to complete (at least two)

The student may use the information in their *Your Career Passport* and their **myfuture** profile towards the assessment requirements.

Complete the *Assessment Checklist* in the student *Record of Assessment* as evidence that they have satisfactorily demonstrated all the assessment requirements.

Student to submit:

- » a print out of their **myfuture** *My Career Profile* results; and
- » evidence of *Career Pathway Report*. The evidence will vary depending on how the report was delivered (e.g. completed template, list, own report, presentation notes).

Please note, if the student is presenting the information orally then they do not need to video the presentation. However, the assessor must use the *Assessment Checklist* in the *Record of Assessment* to record that the student addressed all the criteria required to demonstrate competence.

Career Pathway report template

If the student chooses to complete the template, all fields must be completed as they address the required assessment criteria. Student responses will vary depending on their personal career profile, pathways and plan.

Example responses provided in red.

| Your details | | | |
|---|---|------|-----------------------------------|
| Name | | Year | Year the assessment is undertaken |
| School | | | |
| Email | | | |
| Career profile | | | |
| 1. Career aspiration (Dream job) | To be a graphic designer, as I am creative and love to design brochures and cards | | |
| 2. Career values (What is important to you?) | Relationships, recognition | | |
| 3. Career strengths (What are you good at?) | Being creative, I have knowledge of different graphic design software packages, friendly, positive, work well with others | | |
| 4. Career interests (What do you enjoy doing and keeps you interested?) | Designing and creating things, looking through Pinterest for ideas, creating cards and invitations | | |
| 5. Work preferences and conditions (The job demands and environment you prefer) | Office environment with a team | | |
| 6. Study preferences (What do you like to learn about?) | Art, Media studies, English | | |
| Career pathway | | | |
| 7. An emerging industry and occupation | Industry: Health | | |
| | Occupation types (list at least three): 1. Biostatistician 2. Nurse Liaisons 3. Respiratory Therapists | | |
| 8. Industry, occupation and job role you are interested in as a career (Refer to the myfuture Career bullseye or Industries) | Industry: Arts | | |
| | Occupation: Graphic and web designers, and illustrators | | |
| | Job: Graphic designer | | |
| 9. Skills required for this job | Creativity, technology communication, customer service | | |
| 10. Other jobs with similar skills | » Interior designer » Web designer » 3D Animator | | |

| | | |
|---|---|---|
| 11. Study and training pathways to do this job (at least two) | 1. Vocational pathway: Complete Certificate II in Applied Digital Technology at school, work as an Administration Officer at graphic design firm for three years, study degree at uni part-time. 2. University pathway straight out of school: Bachelor Degree or a Diploma in Graphic Design. | |
| 12. Does this career pathway match your career profile? (e.g. do the work conditions match your preferences? Do the skills required match the skills you have?) | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Career plan | | |
| 13. Career role model/mentor and what support they can provide you with (at least two) | Role model/mentor | What support can they provide you with? |
| | 1. Art Teacher 2. Aunt, who is a Graphic Designer | Support with developing relevant skills and provide advice about study pathways. Job pathways, skills required and connection to industry. |
| 14. Resources and tools you used to motivate you and help you plan your career pathway (at least three) | 1. myfuture website 2. Jobs and Skills WA website 3. Graphic Design Institute of Australia 4. Course Seeker website | |
| 15. Career development activities you plan to complete (at least three) | 1. Industry taster at a graphic design firm 2. Career Expo 3. Industry Mentors | |