



Department of Training and Workforce Development
Department of Education

**CAREER
TASTER**
GET CAREER CURIOUS



ECDUCD001 *Undertake early career discovery*

Delivery and Assessment Plan (for accredited pathway only)

This Delivery and Assessment Plan (DAP) is a guide to how, and when, you are going to be trained and assessed throughout this accredited course. Please read through this document and make sure you fully understand what is required of you and when. You can always ask your teacher/trainer for any clarification during your training and assessment.

Course details

Unit of Competency code and title	This DAP addresses the requirements of the unit of competency <i>ECDUCD001 Undertake early career discovery</i>
Purpose	To develop student's skills and knowledge to undertake career self-awareness and explore career pathways and resources to support initial career planning.
NRT information	Upon successful completion of this unit of competency and the assessment, the student will obtain the accredited course 52891WA <i>Course in Early Career Discovery</i> .
Trainer and Assessor currency and competency	As a nationally accredited outcome may be achieved by students completing this unit of competency, the registered training organisation (RTO) trainer and assessor must hold a Training and Education (TAE) qualification that meets the minimum requirements as stated in the <i>Standards for RTOs 2015</i> , Clause 1.13.

Partnering school details

School			
VET coordinator		Email	
Trainer		Email	
Trainer		Email	
Trainer		Email	
Student profile			
Reasonable adjustment	<p>The teacher/trainer should take into consideration the cohort and individuals in regard to assisting learners to complete the course. The accredited course materials are designed for those who may have literacy, language and numeracy (LLN) needs, however, individuals may require further adjustment of learning and assessment materials. Assistive technologies should be considered if appropriate, and the opportunity to negotiate longer timeframes to complete assessment tasks if required. All reasonable adjustments are subject to adhering to unit requirements.</p> <p>If you, as the student, feel you need further assistance, please talk to your teacher/trainer about the different options available.</p>		

Delivery mode and hours

Delivery mode will mainly be:

Face to face

Online

Blended (delivery via a local teacher/trainer in the case of a third-party arrangement with assistance from the RTO based staff, if required. Site visits by the RTO to assist the learner and teacher/trainer.

On the job

Delivery hours for accredited pathway:


The nominal hours for the unit of competency is six. This is the minimum number of hours the program can be delivered in. The program can be delivered over a longer time period and can include additional learning resources and materials at the discretion of the school or delivering trainer/teacher. However, the learning content and activities in this DAP and the *Your Career Passport* (student workbook) must be addressed at a minimum.

The delivery schedule is flexible and should be scheduled according to trainer/teacher availability and school timetabling. For example, the course may be completed as a block six-hour session, six one-hour sessions, or any variation of this.

Resources

Links to supporting resources are available on the last page of the *Your Career Passport* (student workbook). Some of the resources will also be available as PDF documents and can be sourced along with the other program materials.

Session plan

Induction and Introduction				
Time	Topic	Learning content	Mapping to UoC	Assessments
10 minutes	Induction	<p>Refer to the <i>Trainer and Assessor Guide</i> before commencing delivery of this course.</p> <p>Enrolment:</p> <ul style="list-style-type: none"> » Complete all requirements to undertake a nationally accredited course » Obtain Unique Student Identifier (USI) for student » Create myfuture website login with student: myfuture.edu.au  <p>Course induction, including:</p> <ul style="list-style-type: none"> » how to access course materials - online or paper-based; » what is vocational training and assessment; » unit of competency requirements; » assessment requirements; » submission of assessments, including due date; and » <i>Your Career Passport</i> (student workbook). 		

Induction and Introduction

Time	Topic	Learning content	Mapping to UoC	Assessments
10 minutes	Introduction	<p>Explain:</p> <ul style="list-style-type: none"> » Individuals are likely to have two to five career paths in their life (a job is not for life). » There are many pathways to a career - it might not be a straight path. » There are many different skills people need when they go into the workplace, some of these skills people develop without knowing, and some need further development. <p>Discuss:</p> <ul style="list-style-type: none"> » Share your career story with your students. » Talk about what you wanted to do when you were growing up, and if you did this/why you didn't. » Discuss any barriers you had to overcome and if these were too big for you. » If you did do the job you wanted to do as a child, then how did you achieve this? 		

TOPIC 1 – Your career profile

Time	Topic	Learning content	Mapping to UoC	Assessments
5 minutes	What is a career?	<p>Your Career Passport page 7</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain what a career is. » Definition in <i>Your Career Passport</i>: A career is the variety of experiences that you have undertaken throughout your life. » As people gain more experience in the world of work and in life, they are building their career. An individual's career path takes into account education, training, paid and unpaid work. It also includes family and life roles, activities, volunteer work, community involvement and more. 		

Time	Topic	Learning content	Mapping to UoC	Assessments
10 minutes	Video	<p>Activity – Your Career Passport page 7 Watch ‘Cameron’s career story’ (2 mins 22 secs):</p> <p>youtube.com/watch?v=UhA4aPIRHnc</p> <p>Discuss:</p> <ul style="list-style-type: none"> » Discuss Cameron’s story with students. <ul style="list-style-type: none"> > What pathway did Cameron take? > What did they like about his story? > What inspired them? » Discuss with students what they think they might want in a career. For example, care for people, be creative, work outdoors, be active etc. » Ask students to give you examples. 		
10 minutes	Interests	<p>Your Career Passport page 9</p> <p>Explain: In order to work out a suitable career pathway, ask your students to think about what they enjoy doing and what interests them. People are more likely to be attracted to jobs or tasks that they like doing and that keep them interested.</p> <p>Discuss:</p> <ul style="list-style-type: none"> » Ask students to think about what interests, activities or roles they enjoy? » What have they done in the past that interests them or that they have enjoyed? 	PC 1.3	

Time	Topic	Learning content	Mapping to UoC	Assessments
10 minutes	Learning gate 1	<p>Activity – Your Career Passport page 9–10</p> <p>PART 1:</p> <ul style="list-style-type: none"> » Students to complete the Part 1 activity in <i>Your Career Passport</i>. » Students to list three things they are interested in (e.g. hobbies, subjects at school or general interests). <p>PART 2:</p> <p>Students to log into the myfuture website and complete the Interests activity and then:</p> <ul style="list-style-type: none"> » identify the interest area they scored the highest in; and » think about what type of career would suit their interests (the students may not know much about careers at this point, so you may need to guide them or discuss as a group). 	PC 1.3	
5 minutes	Your skills and strengths	<p>Your Career Passport page 11</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain to students how different occupations require different skills. Knowing the skills required and matching them against the skills and strengths they currently have, can help them choose a suitable career pathway. » <i>Emphasise that they may have more skills and strengths than they first thought!</i> 	PC 1.3	
10 minutes	Learning gate 2	<p>Activity – Your Career Passport page 11–12</p> <p>PART 1:</p> <ul style="list-style-type: none"> » Students to complete Learning gate 2 activity in their workbook. » Students to think about the skills and strengths they have developed through their life experiences so far. <p>PART 2:</p> <ul style="list-style-type: none"> » Students to log into the myfuture website and complete the Skills activity. <p>Discussion:</p> <ul style="list-style-type: none"> » Students to discuss with their peers and write down the skill area they scored highest in, and what these skills are used for. <p>Note: myfuture will provide this information.</p>	PC 1.3	

Time	Topic	Learning content	Mapping to UoC	Assessments
10 minutes	Your values	<p>Your Career Passport page 13</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain how values (what you care about/what matters to you) can impact the career path people take. » Give an example of something you value and how that impacts the decisions that you make. For example, you value protecting the environment so you buy products with compostable packaging. » Ask students to think back to Cameron’s story. <ul style="list-style-type: none"> > What do they think Cameron values in a career? For example, communication, helping people, enjoying life, lifestyle. » Ask students to start thinking about what their values are and how these values could help to identify a career pathway that would suit them. » Explain that the myfuture website will help facilitate this exploration. The site won’t give students the answers to what career to choose but it is a useful tool to use as a reference as their skills develop and their interests change. 	PC 1.1	
10 minutes	Learning gate 3	<p>Activity – Your Career Passport page 13</p> <p>Students to log into the myfuture website and complete the Values activity.</p> <ul style="list-style-type: none"> » Ask some students (who are comfortable sharing) to share their results. » Discuss what their results mean. » Ask if they agree with their results. » Encourage discussion with the students. 	PC 1.1	

Time	Topic	Learning content	Mapping to UoC	Assessments
5 minutes	Your aspirations	<p>Your Career Passport page 14</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain what an aspiration is. » Definition in <i>Your Career Passport</i>: An aspiration is a strong desire to achieve something that means a lot to you. In a career sense, your biggest aspiration should be a career that involves something you enjoy doing or are passionate about. » Students should start to think about what inspires them, what they are passionate about and what they enjoy doing. Suggest that this could lead them to their dream career. » For example, if they are passionate about cooking maybe they could consider a career as a chef working in the hospitality industry, in a restaurant or in events; in the tourism industry working for an airline or hotel; or in the health and community services industry in a hospital or aged-care facility. 	PC 1.1	
10 minutes	Learning gate 4	<p>Activity – Your Career Passport page 14</p> <p>PART 1:</p> <p>Students to write down two or three things that inspire them, that they are passionate about and enjoy doing.</p> <p>PART 2:</p> <p>Students to log into the myfuture website and complete the Dream job activity.</p>	PC 1.1	

Time	Topic	Learning content	Mapping to UoC	Assessments
5 minutes	Your work preferences	<p>Your Career Passport page 15</p> <p>Explain:</p> <p>Explain to students the importance of understanding how they prefer to work – what conditions and environment do they prefer to work in?</p> <p>For example:</p> <ul style="list-style-type: none"> » working indoors vs. outdoors » working alone vs. in a team » doing analytical vs. creative activities » doing practical vs. theoretical activities 	PC 1.2	
10 minutes	Learning gate 5	<p>Activity – Your Career Passport page 15</p> <ul style="list-style-type: none"> » Ask students to think about and discuss the activities they enjoy, and environments they work best in, then tick the work preference boxes. » Discuss different careers that best suits the activities and environments they have identified – if you like, ask students to brainstorm on butcher’s paper or in their <i>Your Career Passport</i>. » For example, if a student likes to work outdoors and they like practical activities, they could brainstorm a list of careers/occupations that would meet these requirements. 	PC 1.2	

Time	Topic	Learning content	Mapping to UoC	Assessments
20 minutes	Your study preferences	<p>Your Career Passport page 16</p> <p>Explain: Explain that considering the school subjects they are good at or enjoy doing can help them think about their strengths and skill sets. The knowledge they gain from these subjects can influence a career pathway they could do well at and enjoy.</p> <p>Extension activity (not in Your Career Passport):</p> <ol style="list-style-type: none"> 1. Place the following subject headings around the room: Art, Maths, Science, Humanities and Social Sciences (HASS), English, Sport, Design and Technology, Home Economics and Other. 2. Students are to move to the section of the room that has the heading of their favourite subject. 3. Discuss where the students have landed and ask one or two students to explain why they chose that subject. 4. Now ask students to move to the subject that they are best at (take notice of which students move and which stay in the same area). 5. Ask students that moved if they also enjoy the subject that they are good at. <p>Discuss: Sometimes we pick a job that we would like to do rather than what we are good at.</p> <ul style="list-style-type: none"> » Ask: Why do you think we would do this? » Explain: Often people feel it is better to do a job that they like so then they will enjoy going to work. » Ask: Do you think it would be better to choose a job that you enjoy rather than a job in an area that you are good at? » Encourage discussion 	PC 1.2	


Time	Topic	Learning content	Mapping to UoC	Assessments
10 minutes	Learning gate 6	<p>Activity – Your Career Passport page 16</p> <p>Students to log into the myfuture website and complete the Study activity.</p> <p>Ask students to share their results, and discuss how the subjects they list could connect to their future learning, work or life.</p>	PC 1.2	

TOPIC 2 – Explore career options

Time	Topic	Learning content	Mapping to UoC	Assessments
20 minutes	Industries	<p>Your Career Passport page 17</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain what an industry is. » Definition in <i>Your Career Passport</i>: Industries are groups of businesses that perform related work activities. There are 19 Industries under the Australian and New Zealand Standard Industrial Classification (ANZSIC). » For example, the Accommodation and Food Service industry. The accommodation sector includes hotels, motels and similar places providing short-term accommodation. Food services include cafes, restaurants, catering, snack bars and places that provide both accommodation and food services. <p>Discuss:</p> <ul style="list-style-type: none"> » Show Australia’s largest employing industries poster on page 17 of <i>Your Career Passport</i>. <i>Source: National Careers Institute: Australian Jobs 2021</i> » Discuss the results with the students. » For example, why are so many employed in the Professional, Scientific and Technical Services industry full time? » Ask if any students are interested in any of the top occupations listed. 	PC 2.2	

Time	Topic	Learning content	Mapping to UoC	Assessments
15 minutes	Learning gate 7	<p>Activity – Your Career Passport page 18</p> <ul style="list-style-type: none"> » Students to log in to myfuture and click on Students then Explore opportunities/Industries. » Students then choose three different industries, write down three associated activities for each and then write down similar industries relating to their first choices. 	PC 2.2	
25 minutes	Occupations	<p>Your Career Passport page 19</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain what an occupation is. » Definition in <i>Your Career Passport</i>: An occupation is the type of work a person does in a particular industry. There are more than 1,000 different occupations in Australia. That's a lot to choose from! » Explain to students that before they start a job or commit to study or training for a career, they should make sure it's a good fit with who they are (values) and what they want for their future. 	PC 2.2 KE 3	

Time	Topic	Learning content	Mapping to UoC	Assessments
25 minutes	Occupations (continued)	<p>Discuss:</p> <p>Ask students these two questions and discuss responses:</p> <ol style="list-style-type: none"> 1. Do you want to know how much you could potentially earn, what types of skills you need and what kind of opportunities your desired industry offers? 2. Do you know about the different occupations that may be available in each industry, and what people actually do on a day to day basis? <p>Discuss different examples of occupations:</p> <ul style="list-style-type: none"> » Open jobsandskills.wa.gov.au/jobs-and-careers/occupations » Discuss the key things about that occupation. » Show a video example for that occupation (if provided). » Open myfuture.edu.au/occupations and explore some of the occupations listed. » Read or watch one of the relevant occupation career stories. 	PC 2.2 KE 3	
15 minutes	Learning gate 8	<p>Activity – Your Career Passport page 19</p> <ul style="list-style-type: none"> » Students to log in to myfuture website and click on Students and then Explore opportunities/Industries. » Students to write down three occupations (from the top 20) that sit within these industries. 	PC 2.2 KE 3	

Time	Topic	Learning content	Mapping to UoC	Assessments
10 minutes	Emerging occupations	<p>Your Career Passport page 20</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain the way industries are changing, resulting in new emerging occupations. Give an example. » For example, technology and COVID-19: Manufacturers have learnt new techniques to make new products such as face shields and hand sanitiser. Some restaurant owners have quickly developed e-commerce skills to sell their products online. <p>Show the Emerging occupations identified by the National Skills Commission data nationalskillscommission.gov.au/book-page/emerging-occupations/25-emerging-occupations </p> <p>Discuss:</p> <ul style="list-style-type: none"> » Discuss some of the occupations and why they are emerging. <ul style="list-style-type: none"> > Why is there a growing demand for these occupations? > What is happening globally, nationally or even locally? > How has COVID-19 impacted this? 	PC 2.2 KE 3	
15 minutes	Learning gate 9	<p>Activity – Your Career Passport page 21</p> <p>Students to go to the National Skills Commission website and then find emerging occupations that they think match one of their skills and interests they identified in Learning gates 2 and 3.</p>	PC 2.2 KE 3	

Time	Topic	Learning content	Mapping to UoC	Assessments
15 minutes	Job clusters	<p>Your Career Passport page 22</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain the concept of job clusters. » Definition in <i>Your Career Passport</i>: Job clusters are groups of jobs that require similar skills that are often transferable across jobs. Jobs are more related than you think. When a person trains or works in one job, they can acquire skills for 13 other jobs. This is because, for many jobs, employers demand very similar skills. » For example: the customer service and people skills you gain from working as a waitperson can be transferred to working in retail, business administration and health care. <p>Discuss:</p> <ul style="list-style-type: none"> » Show the 7 new job clusters in Australia table cica.org.au/wp-content/uploads/The-New-Work-Mindset-FYA-November-2016.pdf <small>Source: The Foundation for Young Australians, The New Work Mindset, 2016</small> » Ask students to look through the descriptions of each one to identify the cluster that best suits them. » Ask them to look at types of jobs and industries that are relevant to their best suited cluster. 	PC 2.3	
10 minutes	Learning gate 10	<p>Activity – Your Career Passport page 23–25</p> <p>PART 1:</p> <p>Students to refer to the seven job clusters to provide examples and indicate how they feel about each type of work.</p> <p>PART 2:</p> <p>Students to select one of the occupations from the job cluster they are interested in, then log in to the myfuture website and follow the instructions in <i>Your Career Passport</i>.</p>	PC 2.3, 2.4 KE 1	

Time	Topic	Learning content	Mapping to UoC	Assessments
10 minutes	Education and training pathways	<p>Your Career Passport page 26</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain the different education and training pathways available to students. » Emphasise that university is not the only option for students. » Explain how VET courses and work experience can better prepare for skills based occupations. <p>Watch:</p> <ul style="list-style-type: none"> » Watch the #Work2030 video 'Why VET is right now' (1 mins 35 secs): <p>youtube.com/watch?v=gTmls2WQO_Y</p> <p>Discuss:</p> <ul style="list-style-type: none"> » Ask students their views on university. What does 'going to uni' mean to them? » Discuss how vocational learning is a constant and lifelong journey. 	PC 2.4 KE 1	
15 minutes	Career pathways	<p>Your Career Passport page 26</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain how everyone's pathway is different depending on their interests and ability. » Explain the four levels of the myfuture Career bullseye myfuture.edu.au/bullseyes and how they help discover pathways to different occupations. » Open up the myfuture Career bullseye and explore different career pathways with the students. » Get students to explore a career they are interested in. 	PC 2.4 KE 1	


Time	Topic	Learning content	Mapping to UoC	Assessments
20 minutes	Learning gate 11	<p>Activity – Your Career Passport page 27–29</p> <ul style="list-style-type: none"> » Students to log in to the myfuture website and click on Students, then Career bullseye. » Students to click on a learning area or industry that interests them the most and then choose an occupation. Complete the tables on pages 27, 28 and 29. » Students to visit the Jobs and Skills WA website jobsandskills.wa.gov.au/jobs-and-careers/occupations and search the Occupation Profiles for more information on training pathways. 	PC 2.4 KE 1	

TOPIC 3 – Career planning

Time	Topic	Learning content	Mapping to UoC	Assessments
20 minutes	Career development activities	<p>Your Career Passport page 30–31</p> <p>Explain:</p> <ul style="list-style-type: none"> » Explain to students how this course is designed to help them explore careers and occupations they might be interested in. » Explain that the next step is to try out some of them to see if they like them. An industry or occupation can sound good on paper but may be quite different once in the workplace. Doing a career development activity is a great way to get a taste and understanding of a career before making any decisions. <p>Discuss:</p> <ul style="list-style-type: none"> » Discuss the different career development activities available. » Go to the websites listed on page 31 and the Career Taster Portal, and explore the career development opportunities. » Ask students which career development opportunities they would like to try or learn more about. 	PC 3.3	

Time	Topic	Learning content	Mapping to UoC	Assessments
20 minutes	Learning gate 12	Activity – Your Career Passport page 32 PART 1: Students to start constructing their action plan.	PC 3.1, 3.2, 3.3	
10 minutes	Career role models	Your Career Passport page 33 Explain: <ul style="list-style-type: none"> » Explain what a career role model is. » Definition in <i>Your Career Passport</i>: A career role model is someone who can provide you with information and advice about different career opportunities and the skills you need. » Explain examples of career role models and what a good career role model should do. Discuss: Ask students who they could use as career role model and think about why they would choose this person.	PC 3.1, 3.2 KE 2	
10 minutes	Learning gate 12 (continued)	Activity – Your Career Passport page 33–34 PART 2: <ul style="list-style-type: none"> » Students to think about two to three people who could help them with their career action plan. Examples of who these role models could be are on page 33 of <i>Your Career Passport</i>. PART 3: <ul style="list-style-type: none"> » Students to write down what might stop them from achieving their goal, what action they could take to overcome this and how long it might take them to overcome the barrier. » For example: if they need to undertake further study, how long this might take, or if they need to do more work experience, how much? 	PC 3.1, 3.2 KE 2	

Time	Topic	Learning content	Mapping to UoC	Assessments
5 minutes	Career discovery report	<p>Your Career Passport page 35</p> <p>Encourage: Encourage students to print out their myfuture My Career Profile results, as this can be used as assessment evidence.</p> <p>Discuss: Remind students they can update their myfuture My Career Profile at any time during their schooling as your career aspirations and goals change.</p>		
4 minutes	Career development passport	<p>Your Career Passport page 35</p> <p>Encourage: Encourage students to record and reflect on the career development activities they completed.</p> <p>Explain: Show an example of how to record the information.</p>	PC 3.3	
1 minute	Additional information and resource	<p>Your Career Passport page 36</p> <p>Explain: Explain to students that there are additional resources and information they can access to explore career opportunities and pathways.</p>	PC 3.2	

Assessment				
Time	Topic	Learning content	Mapping to UoC	Assessments
45 minutes	Assessment	Provide students with the assessment tool.  Explain: <ul style="list-style-type: none"> » Explain the competency-based assessment process and the resources they will need to complete the assessment. Read: <ul style="list-style-type: none"> » Read through the Student Instructions and assessment tasks with the students. Check that the students fully understand what they need to do to meet the assessment requirements. » Students may use the information they have collected in their Your Career Passport and the myfuture website to assist with the assessment requirements. Note for Assessors: <p>Refer to the <i>Trainer and Assessor Guide</i> to support you (the assessor) through the assessment process. The guide also contains benchmark answers to assist with marking the assessment task.</p>	Mapping matrix ECDUCD001 Excel document	Refer to the assessment tool
Total 6 hours				

Sign off				
Teacher/Trainer name		Signature		Date
Teacher/Trainer name		Signature		Date
Assessor name		Signature		Date
VET coordinator name		Signature		Date
RTO representative name		Signature		Date