

COURSE PLAN

Course	Kick start your career in the Construction Industry		
Learn Local Organisation	SPALG: based on a course developed by CCG for the construction industry		
Teachers	TBA	Date	30/5/19
		Version	1

Part 1 – overview

Course description. Course focus and content, number of hours, place in overall program, pathway to further courses, accredited training or employment

This is a pre-employment course focussing on unemployed and underemployed learners who want to gain employment in the construction industry, to provide assistance to tradespeople on construction sites, particularly the Rail project and other construction projects that are currently being developed in Gippsland.

The upcoming Rail Project Victoria will create hundreds of long-term jobs. Successful contractors for the Avon River Bridge will be announced in May 2019. The rest of line upgrades for Gippsland will commence in 2020. There is a State Government requirement that these projects employ local disadvantaged Gippslanders, with a focus on indigenous cohorts. The \$530 million Gippsland Line Upgrade includes:

- building a new rail bridge over the Avon River in Stratford
- station upgrades with second platforms at Bunyip, Longwarry, Morwell and Traralgon stations
- track duplication between Bunyip and Longwarry
- 1.5-kilometre extension of the Morwell crossing loop
- level crossing detection upgrades between Pakenham and Bairnsdale
- signalling upgrades
- building a larger train stabling facility at or near Traralgon
- drainage structure upgrades along the line.

All coursework will be mapped to 2 of the units of Certificate II in Construction Pathways and will be negotiated with the industry training manager and contextualised for the building and construction industry where possible and includes:

- Overview of working effectively in the building and construction sector and the jobs available
- Communication skills and working effectively with others in the construction workplace
- Numeracy skills such as measurements and calculations
- Focus on employability skills including how to plan and organise work
- Language and literacy skills related to working in the building and construction industry, such as reading and interpreting plans, specifications and signs referring to OH&S and personal safety
- Practical skills awareness through guest speakers and observational work experience
- Employment preparation including mock interviews with builders and guest speakers
- Pathways to further training and/or employment
- Digital literacy for work (optional)

Hours: 120

Four (4) days per week for 6 weeks from 9.30am – 2.30pm

Learners would be well placed to enter a pre-apprenticeship and / or to work as a builder's labourer or trades assistant.

Twelve hours of course time is allocated to observational work experience. This is an essential component of the course providing learners with valuable insights in the day to day operations of the construction industry.

Initial conversations with potential employers suggest inclusion of OHS/ traffic management/ white card will be viable pathways into further training and employment.

Students will be provided with the relevant information to pathway into a number of accredited courses, including Construction, Carpentry, Construction Pathways, and more.

Planning and consultation. Process undertaken for course development/improvement

The course has been developed as a result of consultation between the Strengthening Pathways for Learners in Gippsland project partnership through the DET Senior Project Officer, the LVA and various senior managers in the building trade. We have had initial meeting with the City of Latrobe who will put us into contact with the two relevant construction companies for Performing Arts Centre and the new Aquatic Centre. We will be meeting with two of the companies that have signed the GROW Gippsland compact.

Various employers and Job Agencies identified a growing industry in the Building and Construction fields and a need for interested participants to ensure growth areas have enough suitable employees. Developing a pre-accredited program to ensure participants are aware of what the industry entails is crucial to attracting the right students to those courses and employees in the industry.

Prerequisites. Eg computer skills and access, literacy/numeracy levels etc

Participants should have a good command of spoken English, and some basic digital literacy skills (mouse and keyboard). Based on our discussions the course has been designed to align with units of competency from the Foundation Skills training package at ACSF Level 3.

Level 3 is regarded as the “minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy”. (See <http://www.bksb.com.au/australian-core-skills-framework/>).

Teacher skills. Skills, experience, qualifications needed

Teachers will have sound knowledge and well-developed strategies in effective communication and a broad knowledge of roles and skills involved in teaching a pre-employment course. It is preferable that teachers have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation of digital technology, for example. It is anticipated that we will be working with at least one teacher who has experience in teaching trades at entry level.

Certificate IV in Training & Assessment or higher teaching qualification desirable.

Pre-accredited learners *select options below that apply*

- people from culturally and linguistically diverse backgrounds and those who require assistance with English as a second language
- people who have been marginalised and have not accessed education, training and employment
- people who have experienced barriers to education in the past and need intensive support to re-engage with learning
- people who have limited access to learning opportunities eg rural
- other (please describe below)

Outcomes. What do you want your learners to know and be able to do as a result of the course?

At the completion of the course learners will:

Demonstrate an understanding of the 8 employability skills and how they impact on them and their work environment.

Understand the values, behaviours and skills that employers value and how that demonstrates itself in the building and construction industry.

Understand the importance of communicating effectively for work.

Demonstrate that they have the basic numeracy skills to work in the building and construction industry.

Understand the position requirements for specific roles in the building and construction industry.

Have completed a resume, applied for a simulated position and conducted a mock interview.

Undertake observational work experience activities at an employer or employers.

Employability. What employability skills will you address? What strategies will you use to build learners' employability skills?

Speaking and listening

Use active listening and questioning to source advice and develop a clear understanding of information.
Use appropriate grammar, vocabulary and pronunciation.
Use appropriate non-verbal communication.
Follow directions to perform predictable workplace tasks.
Discuss performance with trainer or /supervisor.
Ask questions of trainer or mentor in the field.
Identify oral communication strategies to communicate effectively in a team.
Seek feedback on effectiveness of communication for team participation.

Reading and writing

Research and interpret written information from a range of sources to identify relevant aspects for the required task.
Read and respond to routine workplace information.
Read and respond to routine standard operating procedures.
Read and respond to routine visual and graphic texts.
Write routine workplace texts.
Record and document information accurately using correct language, terminology and concepts.

Numeracy

Calculate with whole numbers and familiar fractions, decimals and percentages for work.
Estimate, measure and calculate with routine metric measurements for work
Use routine maps and plans for work.
Interpret routine tables, graphs and charts for work.
Collect data and construct routine tables and graphs for work.
Use basic functions of a calculator.

Teamwork

Work as part of a team
Provide assistance and encouragement to other team members
Initiate and encourage improvements in team performance
Identify and use the strengths of other team members
Relate to people from diverse social, cultural and ethnic backgrounds and with varying physical and mental ability
Participate in meetings

Problem solving

Examine tools and equipment prior to use for damage, missing components or other defects
Identify typical faults and problems and take remedial action and/or reports to supervisor
Rectify simple faults with tools and equipment

Initiative and enterprise

Identify opportunities to improve resource efficiency and make suggestions as appropriate
Respond to change and workplace challenges
Put ideas into action

Planning and organising

Identify hazards and implement appropriate hazard control measures
Identify and manage risks
Select and use appropriate materials, tools and equipment
Prioritise and sequence tasks
Apply time management skills to ensure work is completed to time requirements

Self management

Evaluate own actions and make judgements about performance and necessary improvements
 Contribute to workplace responsibilities
 Manage own performance to meet workplace standards
 Seek support to improve work performance
 Clean up work area, including tools and equipment

Learning

Identify own learning needs and seek skill development as required
 Is open to learning new ideas and techniques

Technology

Use calculators
 Use and operate a range of tools and equipment correctly and safely
 Properly start up, operate and shut down equipment
 Carry out pre- and post- operational checks on equipment and machines
 Perform tool and equipment maintenance as required

Delivery. What teaching and learning approaches will you use?

Teaching will be face-to-face with online support and will include:
 Demonstration of tasks to be completed
 Discussions
 Group collaboration
 Case studies
 Scenarios
 Written work such as preparation lists
 Internet research
 Guest speakers.

Achievement of outcomes. How will you measure the outcomes?

Written short answer questions and multiple choice
 Practical work
 Role play
 Case studies
 Participation in group tasks.
 Learner reflection and feedback
 Teacher observations
 Feedback from guest speakers.

Evaluation. How will you evaluate the effectiveness of the course and plan improvements?

Learner feedback
 Teacher reflections
 Feedback from external agencies
 Peer review – Course Moderation
 Learner attendance.

Acknowledgement. How will you acknowledge what learners have achieved?

Certificate of Participation
 Report in local paper

Pathways. Where will this course lead for most learners? How can you provide support?

Internal pathway

Gain vocational experience assisting in a range of support roles without a formal qualification.
Further pre-accredited training or a pre-employment programs.

External pathway

Participants will be well placed to enroll in:
Certificate I in Construction (CPC10111)
Certificate II in Construction (CPC20112)
Certificate II in Construction Pathways (CPC20211)
Certificate III in Carpentry (CPC30211)
Or more confidently gain entry level work in the construction industry.
Various accredited short courses such as White Card, Work Safely at Heights and Traffic Management.

Support provided

Learn Local staff
Work placement opportunities
Guest speakers and career and further study advice.

Some options to consider for course planning

Tick any options you plan to use:

How	How	How
Employability <i>embedding skill development</i>	Delivery <i>teaching and learning methods</i>	Achievement <i>ways of gathering evidence</i>
Embed processes	<input checked="" type="checkbox"/> group presentation and discussion	<input checked="" type="checkbox"/> demonstration
<input checked="" type="checkbox"/> group work and active learning	<input checked="" type="checkbox"/> group and pair activities	<input checked="" type="checkbox"/> questioning and discussion
<input checked="" type="checkbox"/> team projects	<input checked="" type="checkbox"/> demonstration by tutor or learner	<input checked="" type="checkbox"/> interview
<input checked="" type="checkbox"/> problem-based challenges	<input checked="" type="checkbox"/> modelling by tutor or learner	<input checked="" type="checkbox"/> group work
<input checked="" type="checkbox"/> planning, scheduling and monitoring	<input type="checkbox"/> games	<input checked="" type="checkbox"/> scenario
<input checked="" type="checkbox"/> learning-to-learn modelling	<input checked="" type="checkbox"/> self-directed worksheets or units	<input checked="" type="checkbox"/> case study
<input checked="" type="checkbox"/> computer-based tasks and products	<input type="checkbox"/> lecture style presentation	<input checked="" type="checkbox"/> problem and solution
Build explicit skills	<input type="checkbox"/> DVD-based activities	<input checked="" type="checkbox"/> role play
<input checked="" type="checkbox"/> using email, phone and web tools for group tasks	<input checked="" type="checkbox"/> case studies	<input checked="" type="checkbox"/> self assessment
<input checked="" type="checkbox"/> time management	<input checked="" type="checkbox"/> web-based activities	<input type="checkbox"/> journals
<input checked="" type="checkbox"/> dealing with different opinions	Add others	<input type="checkbox"/> written test
<input checked="" type="checkbox"/> brainstorming and mapping		<input checked="" type="checkbox"/> online quiz
<input checked="" type="checkbox"/> task and project planning		<input type="checkbox"/> portfolio
<input checked="" type="checkbox"/> work-group collaboration methods		<input checked="" type="checkbox"/> action plan
<input checked="" type="checkbox"/> Internet researching		<input checked="" type="checkbox"/> project
<input checked="" type="checkbox"/> organising learning		<input checked="" type="checkbox"/> research and data collection
<input checked="" type="checkbox"/> decision-making in groups (including meetings)		<input checked="" type="checkbox"/> observation
Add others		

How		Which		Where to	
Evaluation <i>improving the course</i>		Acknowledgement <i>recognising achievement</i>		Pathways <i>providing pathway support</i>	
<input checked="" type="checkbox"/>	learner feedback sheet	<input checked="" type="checkbox"/>	certificate of participation	<input checked="" type="checkbox"/>	discussion of needs and aspirations via Learner Plan
<input checked="" type="checkbox"/>	monitoring during the course	<input type="checkbox"/>	exhibition of work	<input checked="" type="checkbox"/>	class discussion of internal and external options
<input type="checkbox"/>	group interviews	<input type="checkbox"/>	demonstration	<input checked="" type="checkbox"/>	Internet links
<input type="checkbox"/>	in-course reviews (strengths, issues)	<input type="checkbox"/>	publicity	<input type="checkbox"/>	careers advisors
<input checked="" type="checkbox"/>	post-course surveys	<input type="checkbox"/>	film, computer or oral presentation	<input type="checkbox"/>	other programs, other providers
<input type="checkbox"/>	benchmarking other courses	<input type="checkbox"/>	performance	<input checked="" type="checkbox"/>	community advertisements
<input type="checkbox"/>	feedback from critical friends	<input type="checkbox"/>	letter, note, email	<input type="checkbox"/>	mentoring
<input checked="" type="checkbox"/>	client feedback (employers/community)	<input type="checkbox"/>	skills portfolio	Add others	
Add others		<input type="checkbox"/>	community recognition		
		Add others			