

## LEARNING THROUGH THE WORKPLACE LEVEL 3 (CODE)

External Assessment Specifications inform the development of external assessments. The primary audience for the written examination specification is the course Setting Examiner and Exam Critics. It may also be of use to teachers and students. The primary audience for the Folio, Oral or Practical guidelines is teachers and students. These documents also inform the external assessment structure in TASC's reporting, assessment, and certification system, TRACS.

The DRAFT external assessment specifications are to be read in conjunction with the course document and will not repeat essential information found in other documents.

The external assessment for this course consists of **two (2)** components:

- **A Folio (Report) consisting of:**
  - Annotated workplace learning plans
  - Workplace Learning Reflective Statement
- **Practical assessment consisting of:**
  - A presentation or exhibition – to a panel of examiners.

The criteria to be externally assessed are:

### Folio (Report):

- Criterion 1: research and explain concepts and issues related to industry and work
- Criterion 3: set goals and implement plans to develop work-related skills
- Criterion 6: describe workplace problems and propose solutions
- Criterion 7: evaluate personal workplace learnings

### Presentation or Exhibition:

- Criterion 7: evaluate personal workplace learnings
- Criterion 8: present learnings from workplace experiences to an audience

## FOLIO (REPORT) STRUCTURE

Folio (Report) Components	Annotated Workplace Learning Plans	Workplace Learning Reflective Statement
Criterion/Criteria	Criterion 3: set goals and implement plans to develop work-related skills	Criterion 1: research and explain concepts and issues related to industry and work Criterion 6: describe workplace problems and propose solutions Criterion 7: evaluate personal workplace learnings
Examinable Elements	Elements 1 and 2	Criterion 1: all standard elements Criterion 6: element 3 Criterion 7: all standard elements
Course coverage	Modules 1, 2 and 3	Modules 1, 2 and 3
Prescribed texts coverage	N/A	N/A
Response format	Written including diagrams and must be available digitally	Written or multimodal and must be available digitally
Number and nature of components	Two (2) annotated workplace learning plans – one relating to Module 2, and one relating to Module 3.	The Workplace Learning Reflective Statement has three (3) components: 1. Context statement 2. Body of work 3. Concluding statement
Compulsory or optional	Compulsory	All components are compulsory
Total time allocation	5-10 hours	15-20 hours including class time

Total word count	Maximum of 1000 words or 10 pages	Minimum of 2500 words to a maximum of 3000 words. <ul style="list-style-type: none"> <li>Up to five (5) additional pages of material such as diagrams, images, tables or graphs may be included, not included in the word count.</li> </ul>
Mark / Rating allocation	Extended ratings of Criterion 3	Extended ratings of Criteria 1, 6 and 7
Mark / Allocation reasoning	Alpha marking is appropriate for the qualitative nature of the course.	Alpha marking is appropriate for the qualitative nature of the course.

## FOLIO (REPORT) GUIDELINES

These guidelines provide comprehensive details for students, teachers and markers about what component/s form the external assessment for this course.

The [TASC Frequently Asked Questions – Externally Assessed Folios](#) provides general information for all students and teachers about externally assessed folios, including a *how-to guide* for submitting folios and a link to the [TASC Academic Integrity Guide](#).

The course Assessment Report available under the *Supporting Documents* section of the [<CODE> course page](#) addresses issues, strengths, and weaknesses about the previous year's assessment of the folio and should be read in conjunction with the guidelines.

Markers will use marking guidelines to mark the Folio. TASC would strongly encourage teachers to use the marking guidelines to assess the projects internally.

**The final Folio must be electronically submitted by the student to their teacher for external assessment by the *due to teacher date* published on the [TASC website](#) each year.**

The teacher cannot extend the published *due to teacher date*, however they may set an earlier deadline for the purpose of internal assessment.

## ADVICE TO STUDENTS

Your Folio (Report) will provide an overall summary of your workplace learning experiences including: your preparation; development and implementation of learning plans; the knowledge, skills, understandings and insights gained; an evaluation of the effectiveness of the learning plans and the impact on your future planning.

You are required to submit a folio of your work consisting of:

1. Plans from Modules 2 and 3.
2. A reflective statement.

TASC will assess the Folio to determine the course external assessment rating for Criteria 1, 3, 6 and 7. If you do not submit a folio you cannot achieve more than a Preliminary Achievement (PA) for this course.

## LEARNING JOURNAL

You must keep a learning journal as part of the work requirements for each of Modules 2 and 3. The purpose of your learning journal is to chart your progress during your workplace learning. You may also use them to record any other reading, research, reflections, achievements, planning, and any problems or difficulties you are experiencing throughout the course. Make sure you detail all sources of information.

The learning journals are **not** submitted for external assessment, but may be used to assist you to prepare your external assessments. For example:

- They represent invaluable primary source material to inform your reflective statement.
- Excerpts can be used to illustrate particular points

- They also assist your teacher in showing your evidence of meeting the TASC Academic Integrity requirements.

## Annotated Plans

Each plan should include:

- a SMART goal
- a plan for achieving the goal
- additional information and annotations to indicate monitoring of progress including any adaptations

The annotated workplace learning plans may be included as Appendix 1 and Appendix 2 respectively.

## Reflective Statement

The reflective statement is a personal, critical reflection of the processes involved in preparing for and undertaking workplace learning, and the learnings that you gained.

In your Reflective Statement you will:

- Provide a context statement, to set the scene for the reader
  - The context statement should provide a brief overview of the workplace learning setting(s) and the relationship to your personal interests and goals, the objectives of the workplace learning plan and a brief indication of the overall impact of the experience of workplace learning. You may wish to refer to your motivation for undertaking the course.

The body of the work must outline your workplace learning findings. In the body of the work, you must:

- Summarise your preparation for workplace learning including
  - industry investigations (for example, the nature of your workplace, its related industry, possible career pathways)
  - behaviour and communication expectations (generally and for your specific workplace, for example positive inclusive workplace culture)
  - Workplace Health and Safety
- Explain and evaluate your workplace learning plans (with reference to the annotated plans that are in the folio)
  - explain your chosen focus in each of your workplace learning plans
  - explain and how you developed your workplace learning plan (for example, choice of strategies, format)
  - evaluate the outcomes and effectiveness of the plans
- Include some examples of workplace problems or issues encountered and how they were addressed.
- Describe and evaluate your personal workplace learnings and the impact on your career and personal decision-making including future pathways. Include the intentional learning outlined in your annotated learning plans, and other learning that occurred.
- Describe any insights gained through your workplace learning experiences.

- Reflect on yourself as a worker and a learner. You might reflect on what you would do differently if commencing a new work placement or job, or what advice you could offer a student considering this course in the future.
- Conclude with a closing statement that sums up the workplace learning experience, its benefits and challenges, the learning gained, impact of pathways and future areas to be explored.

## Folio (Report) length and word count

The folio has a minimum of 2500 words and a maximum of 3000 words. Anything over 3000 words will not be assessed.

The 3000 word limit does not include

- Title page
- Table of contents
- Acknowledgements
- Footnotes/in-text references
- Additional material such as charts, tables, graphs, diagrams, images and their labels
- Reference list/Bibliography
- Appendices

Appendices may be used to provide background information. Appendices are not to be used as a means of expanding or developing the material covered in the body of the Reflective Statement.

## Presentation of Folio (Report)

When presenting your Folio (Report), the following points must be noted:

- You are expected to provide a reworked, and polished, word-processed product. Your teacher is required to see all versions of your work, so it is essential to 'Save as' each time you produce a new draft of your work. The best way to protect yourself from technological failure is to make a hard copy of each draft. No allowances can be made for technological failures including software and hardware malfunctions.
- Proofreading and editing are an essential part of the process. Careful attention needs to be given to correct spelling of all proper nouns including government or other organisations
- Use 1.5 line spacing only (this makes it easier for examiners to read your work).
- Use a clear 12 point sans-serif font such as Palatino, Calibri, Helvetica or Gill Sans MT.
- Include page numbers on every page, preferably in the format 'x of y'.
- Include your candidate number on every page in the header section.
- Do not include your name, the name of your teacher, workplace supervisor, any other people or your school/college in any part.
- Borders, decorations and "project" style covers do not add to the textual integrity of the Folio (Report) and must not be used. Cover pages for each different component of the Folio (Report) must not be used.

In addition, you may wish to improve the readability of your work and gain efficiencies by adopting the following recommendations:

- Use consistent styles for normal text and the hierarchy of headings (Heading 1, Heading 2, Heading 3 etc). It will save you a lot of time if you learn to use heading styles rather than manual formatting.
- Use paragraphs and bulleted or numbered lists as appropriate. When bulleted or numbered lists are used they must provide clear information, not an overly simplistic summary or a single word.
- Include a Table of Contents. It is recommended that this is auto-generated from the styles used within the document. Check that the Table of Contents has been updated when your final version is completed.

## Referencing

- You must consistently use the Harvard referencing system in all components of your folio. The correct use of a referencing system forms part of the overall assessment of Criterion 1.
- Refer to [Academic Integrity information](#) on the TASC website for information about referencing styles, frequently asked questions, and tips and hints for correct referencing.

## PENALTIES

TASC takes the issue of academic integrity very seriously. If it is found that you breached the external assessment rules, and have not maintained academic integrity when submitting your work for assessment a penalty may be applied.

The following penalties will be applicable through the marking process

- Folios (Reports) that exceed the 3000 word limit will only have the first 3000 words assessed.
- Folios (Reports) with more than minor deviations from the presentation requirements, may attract a penalty of one whole rating on one criterion.

## Declaration Form

Students must complete and submit the Student Folio Declaration available on the TASC website for teachers before the Folio is submitted. Teachers will hold the declaration and will be asked to provide to TASC if required.

The Folio must be submitted via TRACS. All components of the of the folio will submitted as one complete document.

## ADVICE TO TEACHERS

For each of your students you are required to:

- see all work as it progresses
- make sure the presentation and content requirements for the folio and the penalties for not meeting them are well known

## ADVICE TO MARKERS

The criteria to be assessed through the marking of the Folio (Report) are:

- Criterion 1: research and explain concepts and issues related to industry and work
- Criterion 3: set goals and implement plans to develop work-related skills
- Criterion 6: describe workplace problems and propose solutions
- Criterion 7: evaluate personal workplace learnings

### Annotated Workplace Learning Plans

- Criterion 3: set goals and implement plans to develop work-related skills (elements 1 and 2)

### Reflective Statement

#### Context statement

- Criterion 1: research and explain concepts and issues related to industry and work (element 1)

#### Body of Work

- Criterion 1: research and explain concepts and issues related to industry and work (all elements)
- Criterion 3: set goals and implement plans to develop work-related skills (all elements)
- Criterion 6: describe workplace problems and propose solutions (element 3)
- Criterion 7: evaluate personal workplace learnings (all elements)

#### Concluding statement

- Criterion 7: evaluate personal workplace learnings (element 2)

#### Reference List/Bibliography

- Criterion 1: research and explain concepts and issues related to industry and work (elements 4, 5)

Prior to the commencement of marking, markers will be required to meet with the Marking Co-ordinator. This meeting will include training in the use of both the marking guide and the course criterion elements and standards-when determining ratings.

## PRACTICAL EXAMINATION STRUCTURE

Practical Components	Presentation/Exhibition
Criterion/Criteria	<p>Criterion 7: evaluate personal workplace learnings</p> <p>Criterion 8: present learnings from workplace experiences to an audience</p>
Examinable Elements	All standard elements
Course coverage	The presentation/exhibition is a culminating performance of the whole course content.
Response format	Multimodal supported by digital technologies.
Number and nature of components	<p>The presentation/exhibition must include</p> <ul style="list-style-type: none"> <li>• Summary of workplace learning findings – self as worker, culture of the workplace, working with others, seeking and responding to feedback</li> <li>• Work-related skills improved through goal setting and learning plan</li> <li>• Examples of workplace problems or issues and proposed solutions</li> <li>• Evaluation of personal workplace learnings and impact on career and other decision making</li> </ul>
Compulsory or optional	All components are compulsory
Total time allocation	<p>30 minutes total</p> <ul style="list-style-type: none"> <li>• 10 minutes to set up</li> <li>• 10 minutes for presentation/exhibition</li> <li>• 10 minutes for questions by markers</li> </ul>

Total word count	N/A
Mark / Rating allocation	<p><b>Extended ratings of:</b></p> <p>A+, A, A...B+, B, B-...C+, C, C-...t+, t, t- or z for each Criteria 1, 3, 6, 7 and 8</p>
Mark / Allocation reasoning	<p>Students will be directly addressing the standard elements for each of the criteria. Using the criterion ratings is the clearest option for students, providers and markers.</p>

## PRACTICAL EXAMINATION GUIDELINES

These guidelines provide comprehensive details for students, teachers and markers about what component/s form the external assessment for this course.

The [TASC Frequently Asked Questions – Externally Assessed Folios](#) provides general information for all students and teachers about externally assessed folios and practical assessments, including a *how-to guide* for submitting external assessment material and a link to the [TASC Academic Integrity Guide](#).

The course Assessment Report available under the *Supporting Documents* section of the [<CODE> course page](#) addresses issues, strengths, and weaknesses about the previous year's assessment of the practical and should be read in conjunction with the guidelines.

Some components of the practical assessment may need to be electronically submitted by the student to their teacher for external assessment by the *due to teacher date* published on the [TASC website](#) each year.

The teacher cannot extend the published *due to teacher date*, however they may set an earlier deadline for the purpose of internal assessment.

The timetable for practical assessments is published on the TASC website in Term 3 every year.

## PRACTICAL EXAMINATION

The practical assessment requires students to prepare and present to a marking panel a presentation or exhibition about their Reflective Statement, supported by digital technologies. Students present key aspects of their workplace learning experiences, what they have learned and how it impacts on their future plans.

The Presentation may be in a multimodal format but must be supported by the use of digital technologies, for example, presentation slides, digital video. The student is expected to present orally, or in pre-recorded format, and answer clarifying questions from the panel.

## ADVICE TO STUDENTS

Your presentation is your opportunity to celebrate and share what you have learned from your workplace learning experiences, how you can apply your learning in other contexts and what the implications are for your future decision making, especially career decision making.

You are expected to touch on all key aspects of your Reflective Statement but you can choose which aspect(s) to focus on. Your approach may be chronological, thematic or something else.

You are required to support your presentation by purposeful use of digital technologies, for example, to add meaning, get the message across, engage the audience (your examiners).

## Presentation format options

### You will have access to

- digital projection facilities and standard connectors for contemporary laptop or tablet digital devices
- a physical vertical surface for mounting a hard copy poster or display (maximum size A1)
- a small table to place a computer and/or display items

### You may choose your presentation format, to suit the purpose and your preferences, provided:

- it can be set up in 10 minutes or less. This means you need to keep it simple – preferably a single digital file or artefact
- you must supply any equipment that you need such as a computer
- you have a backup strategy in the event of technology failure, for example,
  - have sufficient hard copy versions of materials to enable you to present orally
  - have a pre-prepared set of question prompts to guide an oral presentation
  - have a pre-prepared set of questions and invite the examiners to interview you

### Examples of possible formats include but are not limited to:

- A “traditional” digital slideshow presentation (for example, using MS PowerPoint, Prezi, or similar) with headings and dot points of text and/or accompanied by relevant visual elements
  - A backup strategy for this could be to have the presentation on an external device, (for example, a USB drive) and sufficient hard copy material to support an oral only presentation
- A pre-recorded video that you play and then invite questions.
  - A backup strategy for this could be to have the presentation on a USB drive and sufficient hard copy material to support an oral only presentation
- A digital presentation that weaves a narrative around a series of pre-recorded short videos of the student reading insights from their learning journal, or telling an anecdote from the workplace.
- An A1 poster with visual elements such as infographics, mind maps, photographs from the workplace, tables with relevant data, flowcharts, graphs, diagrams. You could display the poster and explain key elements and invite questions.
- A digital infographic or series of infographics that you speak to (for example created with free software such as Canva or similar).

You will have 10 minutes for your presentation with an additional 10 minutes for marker questions. The markers will cease the practical assessment at the end of the allotted 20 minutes.

TASC will assess the practical presentation/exhibition to determine the course external assessment rating for Criteria 7 and 8. If you do not attend the practical presentation you cannot achieve more than a Preliminary Achievement (PA) for this course.

## ADVICE TO TEACHERS

For each of your students you are required to:

- see all work as it progresses
- make sure the students are aware of the date and time of their practical
- remind them that there will be a penalty applied by markers for not attending.

Teachers are **not** permitted to be present at the time of the practical assessment.

## Venue Facilities

Markers will need spaces where the presentations will occur to be quiet as possible and free of distraction.

Students will need access to

- digital projection facilities and standard connectors for contemporary laptop or tablet digital devices
- a physical vertical surface for mounting a hard copy poster or display (maximum size A1)
- a small table to place a computer and/or display items

## Examination Time

The presentation will be externally assessed during the week before the scheduled written examination period commences. The presentation **MUST** be sited at the venue confirmed by the school to facilitate assessment. (Note for TASC - possibly centralised locations [such as the same venues where oral assessments are held])

Students are permitted to have 10 minutes to set up their presentation/exhibition.

Students will then have 10 minutes for their presentation/exhibition and up to 10 minutes for questions from markers (20-30 minutes total). The markers will cease the practical assessment at the end of 20 minutes (not including the set-up time).

## Recording of Practical Examinations

Video/Aural recording of Practical Examination work is **NOT** permitted under any circumstances.

## PROVISIONS AND ADVICE FOR EXAMINING PANEL

The Criteria to be assessed through the marking of the practical (presentation/exhibition) are:

- Criterion 7: evaluate personal workplace learnings
- Criterion 8: all elements

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The presentation will be followed by a 10 minute question and answer session so that the markers can ask clarifying questions.

## Venue Facilities

The presentation/exhibition will be externally assessed during the week before the written examination period commences. The presentation **MUST** be sited at the venue confirmed by TASC.

Markers will be provided with quiet spaces where the presentations/exhibitions will occur free of distraction.

## Examination Time

Students will be permitted 10 minutes to set up their presentation/exhibition.

Students will have 10 minutes for their presentation/exhibition and markers will have up to 10 minutes for questions. Markers will cease the practical examination at the end of 20 minutes (not including the 10 minute set up time)

## PENALTIES

TASC takes the issue of academic integrity very seriously. If it is found that you breached the external assessment rules, and have not maintained academic integrity when submitting your work for practical assessment a penalty may be applied.

The following penalties will be applicable through the marking process:

- If a student fails to attend the practical (presentation/exhibition) they will be provided with 'z' notations for each of the criteria for this component of the assessment.