Work-based Learning

Mixed Field

Learning through the Workplace 2
COURSE DOCUMENT

DRAFT
PHASE 3 CONSULTATION

Catholic
Education
Tasmania

INDEPENDENT
SCHOOLS
TASMANIA

Tasmanian
Government

Table of Contents

Learning Through the Workplace, 150 hours – Level 2

This course is the Level 2 component of the Learning Through the Workplace program.

Aims

The purpose of Years 9 to 12 Education is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Courses aligned to the Years 9 to 12 Curriculum Framework belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

Learning Through the Workplace Level 2 is a Work-based Learning course.

Focus Area – Work-based Learning

Work-based Learning enables students to acquire workplace skills either through a TASC accredited course or through nationally recognised training within an industry developed Training Package. Inclusion of Work-based Learning as a focus area is a response to a range of contemporary research findings that highlight the value of work-based learning. Work-based learning, when connected to quality curriculum, equips young people to navigate the changing nature of work, successfully transition to post-school options, and thrive in a complex and changing world.

Work-based Learning courses have three key features that guide teaching and learning:
- prepare for workplace learning
- undertake workplace learning
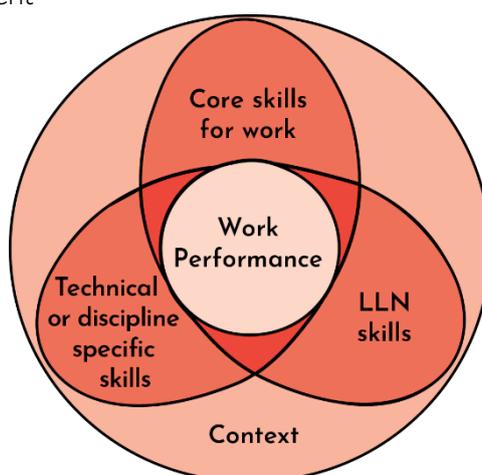- reflect and exhibit/present

Figure 1: Core skills for work in context (source: https://www.dese.gov.au/uncategorised/resources/core-skills-work-developmental-framework)

In this course learners will do this by:

- preparing for workplace learning and develop reflective skills in Module 1, as well as learning to report on their learning experiences
- undertaking workplace learning in Modules 2 and 3 as vocational placement, or other paid or unpaid work. While undertaking workplace learning they will maintain a skills log and complete a learning journal.

Rationale

Learning through the Workplace Level 2 is one of a suite of four Work-based Learning courses in the Mixed Field learning area. *Learning through the Workplace Level 2* enables students to develop knowledge and understanding of the nature, type, and structure of the workplace. The course supports learners managing multiple responsibilities on top of their schooling by assessing the knowledge and skills gained in workplace contexts. It engages learners through practical learning in workplace settings outside the school environment, related to their interests and aspirations, in which they are required to be responsible. Through this workplace context they develop and apply transferable employability skills. Workplace settings include paid or unpaid work such as vocational placement as part of an accredited VET program, work placement, volunteering or part-time paid employment. Learners are taught to reflect on their capabilities, skills, interests and aspirations and to reflect on the knowledge, skills and attributes valued in the workplace. Reflective skills are explicitly taught and assessed in the course.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Personal and social capability

The cross-curriculum priorities are enabled through this course are:
- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Course Description

Learning through the Workplace Level 2 allows the learner to gain credit towards their TCE from work that they do. When they finish, they will have 80 hours of experience in a workplace, either as part of their VET vocational placement or as paid/unpaid work, or a mix of these.

Learners will work towards self-set goals around the skills they want to develop in their work or placement. The learner will keep a skills log and learning journal for assessment. They can choose the format of their skills log and learning journal as long as it is available digitally. The skills log and learning journal will be a record of the student's learning and reflections on their experiences. After their workplace experiences they will reflect on the learning and present their findings to peers.

Taking part in this course will develop the learner's employability skills and increase their confidence in the workplace, school and life in general.

Pathways

- Pathways in – learners who are engaged in part-time paid or unpaid work and learners in VET programs
- Pathways out – *Learning Through the Workplace* Level 3, further education and training, employment

Course Requirements

- Access considerations – there are no specific access requirements for this course.
- Resources – learners need access to 40 hours of workplace learning in a suitable workplace beyond the school environment for each of Modules 2 and 3. Up to 10 hours of the 40 may be in simulated workplace environments for each of Modules 2 and 3.

The workplace learning components of *Learning Through the Workplace* Level 2 must be delivered in accordance with the *Years 9-12 Requirements and Guidelines for the Delivery of Work-based Learning to School Students*.

Course Structure, Delivery and Progression

Structure
This course consists of three 50-hour modules.

Modules Available
Core Module 1: About workplace learning
Core Module 2: Undertake workplace learning A
Core Module 3: Undertake workplace learning B

CORE Module 1	CORE Module 2	CORE Module 3
About Workplace Learning	Undertake Workplace Learning A	Undertake Workplace Learning B
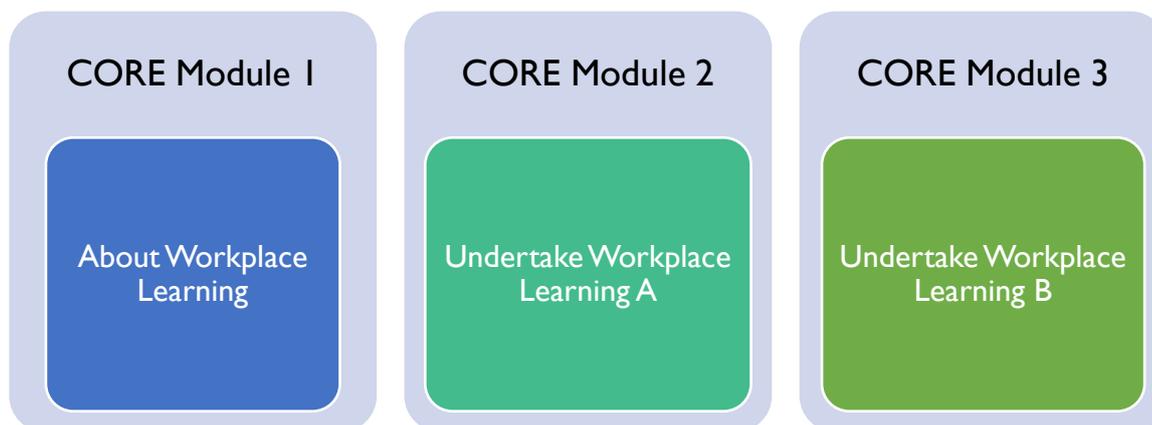
Delivery
Module 1 may be delivered concurrently with Modules 2 and 3.

Developmental Progression
Module 1 introduces the learner to key ideas, concepts, skills, knowledge and understanding. Module 2 enables the learner to build upon these key ideas, concepts, skills, knowledge and understanding. Module 3 enables the learner to further build on these key ideas, concepts, skills, knowledge and understanding.

The progression of learning is evidenced through assessment opportunities which provide feedback to promote further learning. A culminating performance of understanding is reflected in the final work requirements.

Module 1 - About workplace learning

Learners plan for successful workplace learning by equipping themselves with knowledge and skills directly relevant to their workplace learning context, using simulated workplace settings when required. After completing workplace learning in a real workplace setting, learners reflect on their learning and present their findings supported by digital and other technologies.

Module 1 Learning Outcomes

On successful completion of this module, learners will be able to:

1. demonstrate knowledge and understanding of industry and work
2. apply and develop targeted core skills for work and general capabilities in a workplace setting
3. work independently with others in workplace settings
4. review, and reflect and report on, their learning experiences in the workplace abilities, interests, and aspirations in relation to planning for work and future pathways.

Module 1 Content

Module 1 is designed to support Modules 2 and 3. The Prepare for workplace learning component should be delivered before the Module 2 period of workplace learning. The Reflect and present/exhibit component should be delivered after Modules 2 and 3. In some contexts, it may also be desirable to revisit aspects of Module 1 during and between Modules 2 and 3. The concurrent delivery of Module 1 enables flexibility to suit the context and needs of the cohort of learners.

Prepare for workplace learning

Learners plan for successful workplace learning by undertaking a range of practical activities independently or in groups. Simulated workplaces may be used for role play and practice of selected skills. Learners apply their knowledge to their specific workplace and its industry.

Key knowledge

- rights and responsibilities
- work, health and safety requirements
- behavioural expectations in the workplace
- introduction to *Learning Through the Workplace* Level 2 Skills Log and *Learning Through the Workplace* Level 2 Learning Journal.

Key skills

- following work health and safety procedures and guidelines in simulated workplaces
- using digital technologies for work-related communication, research and presentation
- working with others
- handling challenging situations
- researching relevant information about their workplace context and the relevant industry
- developing a workplace learning plan
- learning strategies - effective use of the *Learning Through the Workplace* Level 2 Skills Log and *Learning Through the Workplace* Level 2 Learning Journal.

Reflect and present/exhibit

After each 40 hours of workplace learning in Modules 2 and 3, learners review their experiences using their Skills Log and Learning Journal as evidence of learning. They learn and apply reflective strategies to identify and articulate their learning and skill development. After completing Modules 2 and 3, learners use digital and other technologies to plan and present their findings to a small known audience.

Key knowledge

- individual or group processes to unpack learning
- appropriate technologies to support planning and delivery of presentation
- protocols for providing peer review and feedback

Key skills

- planning the content and organising a presentation
- designing a presentation in multimodal format using available templates or own design
- digital presentation skills
- giving and receiving feedback.

Module 1 Work Requirements
The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) Workplace Learning folio work requirement.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 1 Assessment
This module will assess criteria 1, 2, 3, 4.

Module 2 - Undertake workplace learning A
Learners undertake 40 hours of workplace learning in their chosen context of paid or unpaid work, typically either a vocational placement as part of a VET program, or part-time work or volunteering. Learners use non workplace time to complete their Skills Log to document their time and activities, and their Learning Journal. Learners reflect on their experience and update their personal learning goals and plans.

Module 2 Learning Outcomes
On successful completion of this module, learners will be able to:

1. communicate knowledge and understanding of industry and work
2. describe, develop, and demonstrate relevant core skills for work and general capabilities in a workplace setting
3. communicate and interact with others to achieve work goals in workplace settings
5. identify relevant Work Health and Safety requirements, roles and responsibilities in a workplace setting.

Module 2 Content

The majority of the content for this module (40 of the 50 hours) comprises the set of learning experiences that students will have in the workplace, and its documentation in the Skills Log and Learning Journal. Learners process this content to identify and describe their learning, review plans, and update their self-audit of skills and capabilities.

10 hours is allocated for the following content:

Key knowledge

- ways to effectively use the skills log and learning journal – e.g. examples of log entries, guiding questions
- how to access relevant Work Health and Safety information

Key skills

- identifying which Core Skills for Work or General Capabilities are evidenced by workplace experiences
- implementing their learning plan
- annotating journal entries.

Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) extended response - Skills Logbook A and Learning Journal A work requirement.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

Module 3 - Undertake workplace learning B

Learners undertake 40 hours of workplace learning in their chosen context of paid or unpaid work, typically either a vocational placement as part of a VET program, or part-time work or volunteering. Learners use non work time to complete their Skills Log to document their time and activities, and their Learning Journal. Learners reflect on their experience and update their Resume and Personal Statement.

Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

1. communicate knowledge and understanding of industry and work
2. describe, develop and demonstrate relevant core skills for work and general capabilities in a workplace setting
3. communicate and interact with others to achieve work goals in workplace settings
6. identify and investigate processes and issues related to work, industry and the workplace.

Module 3 Content

The majority of the content for this module (40 of the 50 hours) is the set of learning experiences that students will have in the workplace, and its documentation in the Skills Log and Learning Journal. Learners process this content to identify and describe their learning, review plans and update their self-audit of skills and capabilities.

10 hours is allocated for the following content:

Key knowledge

- adapting ways to effectively use a skills log and learning journal – e.g., new ideas from peer sharing, reflecting on what worked well
- strategies for investigating workplace processes and issues

Key skills

- mapping workplace experiences to relevant Core Skills for Work or General Capabilities
- implementing and adapting their learning plan
- annotating journal entries.

Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes one (1) extended response - Skills Logbook B and Learning Journal B work requirement.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Criteria

	Module 1	Module 2	Module 3	Notes
Criteria assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common in all modules and one focus criterion per module

The assessment for *Learning Through the Workplace* Level 2 will be based on the degree to which the learner can:

1. communicate knowledge and understanding of industry and work
2. describe, develop and demonstrate relevant core skills for work and general capabilities in a workplace setting
3. communicate and interact with others to achieve goals in workplace settings
4. apply reflective practices to inform goal setting and planning for improvement of targeted skills in a workplace setting
5. research and describe Workplace Health and Safety (WHS) roles and responsibilities of the relevant personnel* in a selected work environment
6. identify and solve problems in the workplace relevant to self.

*relevant personnel include employers, employees, visitors and volunteers

Standards

Criterion 1: communicate knowledge and understanding of industry and work

This criterion is internally assessed.

Rating C	Rating B	Rating A
identifies some contemporary types of paid and unpaid work and their advantages and disadvantages to the individual	describes a range of contemporary types of paid and unpaid work and their advantages and disadvantages to the individual and wider community	describes a wide range of contemporary types of paid and unpaid work and their advantages and disadvantages to the individual and wider community
identifies some factors contributing to a positive, supportive, equal opportunity workplace culture	describes elements of a positive, supportive equal opportunity workplace culture including the role of the individual	explains benefits to employees and employers of a positive, supportive, equal opportunity workplace culture
identifies rights and responsibilities relevant to their workplace context and reference relevant workplace documentation.	describes rights and responsibilities relevant to their workplace context and reference relevant workplace or external documentation.	explains rights and responsibilities relevant to their workplace context and reference relevant internal and external documentation.

Criterion 2: describe, develop and demonstrate relevant core skills for work and general capabilities in a workplace setting

Rating C	Rating B	Rating A
identifies a SMART goal and one or more strategies to improve one or more targeted skills or capabilities through workplace learning	identifies a SMART goal and associated strategies to improve one or more targeted skills or capabilities through workplace learning	develops a SMART goal and associated strategies to improve one or more targeted skills or capabilities through workplace learning
develops a workplace learning plan to achieve improvement goal(s) and at least partially implement it	develops and implements a workplace learning plan to achieve improvement goal(s)	develops and comprehensively implements a workplace learning plan to achieve improvement goal(s)
collects evidence of work-related skills and capabilities on a regular basis.	records and maps evidence of work-related skills and capabilities on a regular basis and in a range of formats.	records, maps and annotates evidence of work-related skills and capabilities on a regular basis and in a range of multimodal formats.

Criterion 3: communicate and interact with others to achieve goals in workplace settings

Rating C	Rating B	Rating A
follows instructions and interacts with others appropriately in a supported workplace role	interacts with others in an appropriate manner in planned work-related activities	interacts with others in an appropriate manner in planned and spontaneous workplace contexts, performs, monitors, assesses and adjusts own tasks for the successful completion of individual and workgroup activities
performs tasks to contribute to the completion of individual and workgroup activities	performs and monitors own tasks for successful completion of individual and workgroup activities	performs, monitors, assesses and adjusts own tasks for the successful completion of individual and workgroup activities
maintains cooperative engagement with others in work-based learning activities for agreed periods of time	maintains cooperative engagement with others in work-based learning activities	maintains active, cooperative engagement with others in a range of work-based learning activities
with support, attempts to follow workplace protocols related to diversity.	attempts to follow workplace protocols related to diversity.	follows workplace protocols related to diversity and difference, and with guidance may consider the concepts behind them.

Criterion 4: apply reflective practices to review and report on their learning in the workplace, and to inform goal setting and planning for work and future pathways, supported by digital and other technologies

Rating C	Rating B	Rating A
with guidance, uses one or more reflective strategies to review workplace learning experiences and list what did and didn't work well in the workplace learning plan	uses one or more reflective strategies to review workplace learning experiences and identify what did and didn't work well in the workplace learning plan	reviews workplace learning experiences and identify what worked well in the workplace learning plan and how it could be improved
with support, identifies some strengths and areas of growth from workplace learning experiences	describes some strengths and one or more areas of growth in skills and capabilities from workplace learning experiences	describes some strengths and one or more areas of growth in skills and capabilities from workplace learning experiences and with support identify how the learning could be applied in a new context
with some support, follows routine procedures for using digital and other technologies to plan and present the learning outcomes of their workplace learning experiences.	follows routine procedures for using digital and other technologies to plan and present the learning outcomes of their workplace learning experiences.	uses digital and other technologies in new ways to plan and present the learning outcomes of their workplace learning experiences.

Criterion 5: research and describe Workplace Health and Safety (WHS) roles and responsibilities of the relevant personnel* in a selected work environment

Rating C	Rating B	Rating A
identifies relevant WHS requirements in a selected workplace setting	describes relevant WHS requirements in the selected workplace setting	explains relevant WHS requirements in the selected workplace setting
describes WHS roles of the relevant personnel* in a selected workplace	discusses what is meant by risk management, using examples to explore measures in the hierarchy of controls	researches and describes the duties placed on the employer in relation to notifiable incidents.
identifies and classifies WHS information, signs and symbols in a selected workplace.	describes WHS hazards and risks in a selected workplace.	identifies and discusses possible risk control measures for WHS issues in a selected workplace using the hierarchy of controls.

* relevant personnel include employers, employees, visitors and volunteers

Criterion 6: identify and solve problems in the workplace

Rating C	Rating B	Rating A
recognises and responds to routine problems related to role in the immediate work context	recognises when problems are beyond immediate responses or experience and seeks assistance	recognises and takes responsibility for addressing some predictable problems in familiar work contexts
follows clear, step by step instructions or procedures to address identified, routine problems directly relevant to own role	begins to identify and implement standard solutions for an increasing number of routine workplace problems	addresses unfamiliar workplace problems by applying past solutions that may appear to have some relevance to the current situation, if safe to do so
identifies some ways in which a suggested solution worked or did not work and suggests actions that could be taken in a similar situation.	reflects on outcomes and identifies what worked in addressing a workplace problem.	reflects on outcomes and develops an improved approach for future situations.

Quality Assurance
• This will be determined by TASC at time of accreditation.

Qualifications and Award Requirements
The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *Learning Through the Workplace* Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation
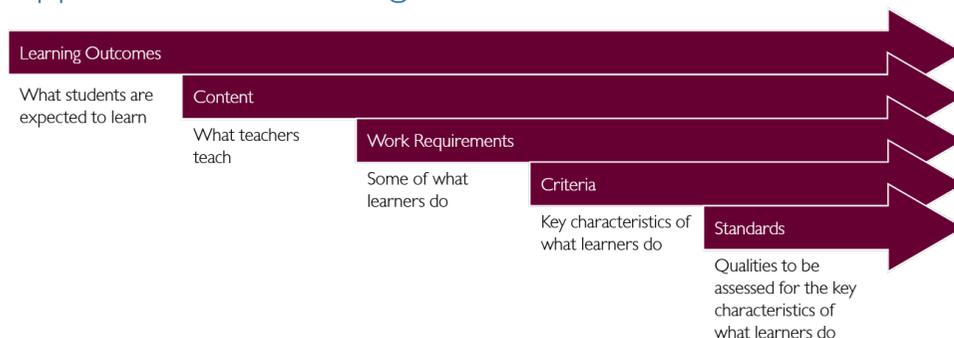• This will be confirmed by time of accreditation.

Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

Accreditation and Version History

- Details to be determined by TASC at time of accreditation.

Appendix 1 - Line of Sight

Learning Outcomes — What students are expected to learn

Content — What teachers teach

Work Requirements — Some of what learners do

Criteria — Key characteristics of what learners do

Standards — Qualities to be assessed for the key characteristics of what learners do

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Demonstrate knowledge and understanding of industry and work.	Module 1, 2, 3	Module 1, 2, 3	C1	E 1, 2, 3	GC:
2. Apply and develop targeted Core Skills for Work and General Capabilities in workplace settings.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. Work independently and with others in workplace settings.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:
4. Review, and reflect and report on, their learning experiences in the workplace, abilities, interests, and aspirations in relation to planning for work and future pathways, supported by digital and other technologies.	Module 1, 2, 3	Module 1, 2, 3	C 4	E 1, 2, 3	GC:

5.	Research and describe WHS roles and responsibilities of the relevant personnel in a selected work environment.	Module 1, 2, 3	Module 1, 2, 3	C 5	E 1, 2, 3	GC:
6.	Isdentify and investigate processes and issues related to work, industry and the workplace.	Module 1, 2, 3	Module 1, 2, 3	C 6	E 1, 2, 3	GC:

Appendix 2 - Alignment to Curriculum Frameworks

Learning Through the Workplace Level 2 explicitly aligns to the Core Skills for Work Developmental Framework (CSW).

CSW Skill cluster	*Learning Through the Workplace Level 2* content	CSW Skill Area	*Learning Through the Workplace Level 2* Learning Outcomes and Assessment Criteria
1. Navigate the world of work	Module 1	1a Manage career and work life	1, 2, 4
	Modules 2 and 3	1b Work with roles, right and protocols	2, 3, 5
2. Interact with others	Modules 1, 2, 3	2a Communicate for Work	2, 3
	Modules 1, 2, 3	2b Connect and work with others	2, 3
	Modules 1, 2, 3	2c Recognise and utilise diverse perspectives	2, 3
3. Get the work done	Modules 2, 3	3a Plan and organise	1, 2, 3
	Modules 2, 3	3b Make decisions	1, 2, 3
	Modules 2, 3	3c Identify and solve problems	2, 6
	Modules 1, 2, 3	3d Create and innovate	1, 2, 3, 4
	Modules 1, 2, 3	3e Work in a digital world	1, 2, 3, 4, 5, 6

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Work-based Learning

Title of Work Requirement: Workplace learning folio

Description: The folio will contain a minimum of seven artefacts including:

- an initial skills and capabilities audit
- evidence of preparation for workplace learning including WHS requirements (e.g., completion of induction program)
- a SMART goal and Workplace learning plan for further developing one or more targeted skills while undertaking workplace learning
- evidence of having implemented the Workplace learning plan including a reflective comment about the effectiveness of the plan (e.g., diary entries, learning journal, feedback from teacher or workplace supervisor)
- copy of updated skills and capabilities audits from Modules 2 and 3 (e.g., could include annotations about new areas to explore).
- a presentation – as performance, poster or other negotiated format, about their workplace learning experiences, what they learned and how it has informed their future pathway planning. The presentation must be supported by innovative use of digital and other technologies.

Size: maximum of 1000 words in negotiated format of choice.
Timing: the folio should be developed over the course of the module.
External agencies: learners may provide evidence from employers or other adults but this is not required.
Relevant Criteria:
- Criteria 1, 2, 3, 4

Module 2 Work Requirements Specifications

Focus Area: Work-based Learning
Title of Work Requirement: Learning Through the Workplace Level 3 Skills Log A and Learning Journal A
Mode /Format: Extended response
Learning Outcomes: 1, 2, 3, 5
Description: The skills log and learning journal must include the information required in the provided templates, but can be in any negotiated format chosen by the learner; provided it is digitally available at regular intervals for ongoing teacher feedback (e.g., if the learner chooses to use a hard copy, it could be scanned and uploaded to a cloud-based platform and the link provided to the teacher). The skills log and learning journal can be combined or treated separately.
The skills log includes:
- a record of key workplace information
- dates of workplace learning and tasks completed
- provision for mapping to CSW and General Capabilities.
- a 2-page Workplace Learning Skills Log A Verification form, to be completed by the Workplace Supervisor after completion of the 40 hours of workplace learning.
The learning journal must include:
- regular entries of notes and reflections on the workplace learning experiences
- a final summary reflection
- an updated skills and capabilities audit.
The learning journal template includes optional guiding questions and ideas.
Size: maximum of 1500 words or 8-minute multimodal presentation.
Timing: the skills log and learning journal should be maintained over the course of the module.
External agencies: learners must provide the Workplace Learning Skills Log A Verification form, completed by the Workplace Supervisor. A blank copy of the form is available in the template.
Relevant Criterion/criteria:
- Criteria 1, 2, 3, 5

Module 3 Work Requirements Specifications

Focus Area: Work-based Learning
Title of Work Requirement: Learning Through the Workplace Level 2 Skills Log B and Learning Journal B
Mode /Format: Extended response
Learning Outcomes: 1, 2, 3, 6
Description: The skills log and learning journal must include the information required in the provided templates but can be in any negotiated format chosen by the learner, provided it is digitally available at regular intervals for ongoing teacher feedback (e.g., if the learner chooses to use a hard copy, it could be scanned and uploaded to a cloud-based platform and the link provided to the teacher). The skills log and learning journal can be combined or treated separately.
The skills log includes:
- a record of key workplace information
- dates of workplace learning and tasks completed

- provision for mapping to CSW and General Capabilities.
- a 2-page Workplace Learning Skills Log B Verification form, to be completed by the Workplace Supervisor after completion of the 40 hours of workplace learning.

The learning journal must include:
- regular entries of notes and reflections on the workplace learning experiences
- a final summary reflection
- an updated skills and capabilities audit.

The learning journal template includes optional guiding questions and ideas

Size: Maximum of 1500 words or 8-minute multimodal presentation

Timing: The skills log and learning journal should be maintained over the course of the module.

External agencies: learners must provide the Workplace Learning Skills Log B Verification form, completed by the Workplace Supervisor. A blank copy of the form is available in the template.

Relevant Criterion/criteria:
- Criteria 1, 2, 3, 6

Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Appendix 5 – Glossary

o A central glossary will be added to the final draft of the course for consultation.