DEPARTMENT OF
EDUCATION
learners first

Tranche 1 – Phase 3 – Initial Draft Course

Learning Through the Workplace Level 2

Total Responses = 20

Organisations represented	Group	Individual
8	4	4

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All submissions agreed that the focus area was correct and that the key features of the focus area are clearly evident in the course document.	No changes required in this section.
One submission expressed concerns over lack of clarity of the role of the employer and potential benefits to them in relation to the course.	This will be addressed by the inclusion of the Skills Log template and Learning Journal template as appendices in the final draft.

Tasmanian
Government

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Most submissions agreed that the course rationale and course description are clear noting that there was "Clear and in-depth rationale in the course."	No further action required.
One submission stated that the language needs to be more student-friendly.	The audience for the course rationale is the community. Revisions will be considered to make it more accessible. The audience for the course description is learners. The language has already been tested with some students. Efforts will be made to further simplify the language.
One submission commented about the description that: 'While it clearly says what the students will do, I am concerned about the statement that, "Taking part in this course will develop the learner's employability skills and increase their confidence in the workplace, school and life in general." It is unclear how this will actually occur, or whether this can be actually measured as the assessment criteria are largely learning-based.'	This concern will be addressed by elaboration in the Implementation Guide and some adjustment to the way the content of Modules 2 and 3 are described. The inclusion of the Learning Journal template as an Appendix in the final draft will also make this clearer.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One group response stated: "Clear in the LO, less clear in the content for Literacy and Ethical understanding. We'd presume these are embedded in the T&L associated with the journal (literacy) but perhaps need to be more explicit with what is expected would be taught. Not sure about where the ethical understanding content is taught (handling challenging situations?) so perhaps also needs to be more explicit. These may well come up through the workplace, but needs to be somewhere guaranteed in case it doesn't.	Inclusion of these General Capabilities will be reconsidered.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Several responses noted a lack of clarity about the nature of the work that the students are engaged in and the role of the school in finding the work.	This section will be revised for greater clarity.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Many respondents noted lack of clarity about access requirements and resource requirements. For example: "It would be good to make it really clear about what schools will need to provide in relation to the 'work' or 'volunteering'. Should students who access the course already have a job or already volunteer? Are students able to count VET placement as work? Can they count multiple places? E.g., work and volunteering, VET placement and a casual job?"	This section will be re-written for greater clarity.

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Some clarifying questions posed in relation to modularisation.	While the course is written as three modules, at this stage it is only available as a 150-hour course.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Module 1: One respondent commented that: "Learning Outcome 1 and Criterion 1 both relate to 'industry and work' but there is only one reference to industry in the content and none in the assessment."	This is noted and will be addressed. The intention is that learners will develop knowledge and understanding of the industry relevant to the work that they are undertaking.
Modules 1 and 2: One respondent questioned the sequencing of following WHS in M1 then how to access WHS information in M2.	Noted and the sequencing will be reversed.
Module 2: One respondent commented that it is not clear what is meant by: "Identifying which Core Skills for Work or General Capabilities are evidenced by workplace experiences."	The inclusion of the Learning Journal template as an Appendix in the final draft will make this more explicit.
Modules 2 and 3 One respondent commented: "As the skills log and learning journal are utilised extensively for assessment, a comprehensive template targeting specific requirements of the student will be required." Others also noted that the content descriptors for Modules 2 and 3 depend on knowing details about the skills log and learning journal.	The inclusion of the Skills Log template and Learning Journal template as Appendices in the final draft will make this more explicit.

Key themes	Years 9 to 12 Learning Response
Feedback from the Aboriginal Education Unit indicated that there is the potential to focus on equality, racism, culturally safe workplaces in Module 1, in order to prepare students for Modules 2 and 3	This will be noted and elaborated in the Implementation Guide.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One group respondent commented: "The focus of the six criteria do seem logical and appropriate but the wording of C1 overall could be improved."	All criteria and standard descriptors will be reconsidered in relation to the feedback.
One respondent commented: "While I agree that the criteria match the learning outcomes, this should be read in the context of my belief that many of the learning outcomes are flawed in terms of whether they truly address the skills, knowledge and attitudes which employers are looking for."	The underpinning basis for the assessment standard descriptors are derived from the Core Skills for Work Developmental Framework as the current authoritative source for courses in the Work-based Learning focus area. Additional contemporary research and reports are also used to inform the assessment criteria and standard descriptors. All criteria and standard descriptors will be reconsidered in relation to the feedback.

Key themes	Years 9 to 12 Learning Response
One group response asked: How will staff keep track of progress and assess with lack of student/teacher contact? How do staff monitor and assess student progress? What processes will be in place to ensure workplace regulation?	The implementation guide will provide examples of how staff can monitor progress and give ongoing feedback. This is supported by the requirement to have the Skills Log and Learning Journal digitally available. In relation to workplace regulation, the course requirements include the following statement: "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*."
Several respondents provided detailed feedback about specific criteria and standard descriptions.	All criteria and standard descriptors will be reconsidered in relation to the feedback.

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All respondents agreed that the appendices enhance or support the course document.	No action required.

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Of those who responded, all respondents agreed that the alignment to curriculum frameworks is useful.	No action required.

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Most responses agreed that the work requirements seem appropriate for the course content, focus area and level.	No further action required.
One group response suggested an updated resume/CV be included as a requirement.	An updated resume/CV will be included in the work requirements.
One respondent queried whether multimodal responses could be used learning journals.	Multimodal responses can be a negotiated format. This will be made more explicit.
One group response stated: "The work requirements are too long. Staff workload in WP visits will be too large if class sizes are of a usual size - and most schools can't support small class sizes."	Length of work requirements will be re-considered as part of the process of developing the final draft. The requirement or expectation of staff visiting workplaces depends on the nature of the workplace learning being undertaking. The work requirements are explicit that the workplace supervisor verifies the skills log, and the teacher is expected to assess the Learning Journal.
One group response commented, in relation to the reference to upload documents to a cloud-based platform: "Could it not be 'shared digitally' instead? This would be more inclusive of current students who are in areas with poor or unreliable internet access."	Noted and this will be changed to increase equity.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Of those who responded, all agreed that the further appendices enhance or support the course document.	No further action required.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
1. When will the course be accredited? 2. When will staff have access to the finalised documents? Will they have sufficient planning time before delivery? 3. Will there be example scope and sequence document? 4. What 'ticks' will be assigned to this course? 5. How many TCE points will be assigned to this course?	1. The course will be submitted for accreditation with the aim to be delivered from 2022 and supported with baseline resources. 2. Timelines for publication and professional learning will be advertised soon. 3. There will be scope and sequence included in the baseline resources. 4. The everyday standard for use of computers and the internet has been requested for this course. The accreditation process will determine if this standard is applied to the course. 5. The size of the course will be 15.
The Aboriginal Education Unit noted that this course provides opportunities for the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures.	This will be noted and elaborated in the Implementation Guide.

Key themes	Years 9 to 12 Learning Response
One group response stated: "A very worthwhile course to be used in conjunction with VET programs.	It is encouraging and affirming to receive this positive feedback.