

# Work-based Learning

# Mixed Field

Learning through the Workplace 3  
COURSE DOCUMENT

**DRAFT**  
PHASE 3 CONSULTATION



Catholic  
Education  
Tasmania



INDEPENDENT  
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## Learning Through the Workplace, 150 – Level 3

This course is the Level 3 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 3 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

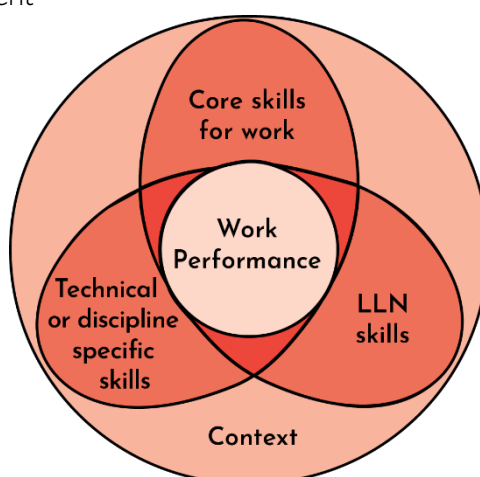


Figure 1: Core skills for work in context (source: <https://www.dese.gov.au/uncategorised/resources/core-skills-work-developmental-framework>)

In this course learners will do this by:







- preparing for workplace learning developing reflective skills and how to report on their learning experiences using digital and other technologies
- 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 a learning journal.
- reflecting on their workplace learning experiences and presenting their findings, supported by innovative uses of digital and other technologies.

## Rationale

*Learning through the Workplace* Level 3 is one of a suite of four work-based learning courses in the Mixed Field learning area. *Learning through the Workplace* Level 3 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 beyond the school environment, related to their interests and aspirations, in which they must 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 3* allows the learner to gain credit towards their TCE from the work that they do beyond the school. When they finish, they will have 80 hours of experience in a workplace, either as part of your VET vocational placement or as paid/unpaid work, or a mix of both.

The learner will work towards self-set goals throughout the course, particularly while in the workplace. These goals will focus on their work performance and transferable employability skills. Throughout the course they will record your learning and reflections in a skills log and learning journal. The learner can choose the format of their learning journal as long as it is available digitally. As part of the course, the learner will investigate an industry, at a state, national and international level. They will present their learning to an audience of peers and adults supported by the innovative use of digital and other technologies.

## Pathways

- Pathways in:
  - *Learning Through the Workplace Level 2*
  - learners who are engaged in part-time paid or unpaid work, with levels of responsibility beyond entry level, and learners in VET programs.
- Pathways out – further education and training, employment.

## Course Requirements

- Access considerations – learners need to show prior knowledge of content described for *Learning Through the Workplace Level 2 Module 1*. This content is assumed knowledge and skills for *Learning Through the Workplace Level 3*.
- 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 3* 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

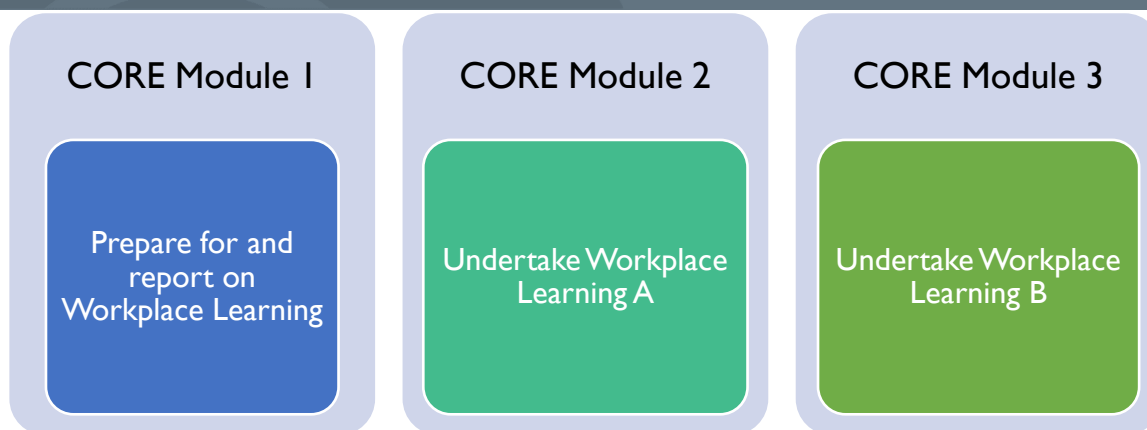
This course consists of three 50-hour modules.

### Modules Available

Core Module 1: Prepare for and report on workplace learning

Core Module 2: Undertake workplace learning A

Core Module 3: 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 - Prepare for and report on workplace learning

Learners plan for successful workplace learning by equipping themselves with knowledge and skills directly relevant to their workplace learning context and in the broader context of the relevant industry, industrial relations and future trends at state, national and international levels. Simulated workplace settings may be used as needed to develop concepts. After completing workplace learning in a suitable 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. understand and explain concepts of industry and work
2. analyse, apply and develop core skills for work and general capabilities to improve work performance
3. cooperate and collaborate with diverse others in the workplace
4. reflect on, evaluate and present about their learning experiences in and about the workplace.

## Module 1 Content

Module 1 is designed to support Modules 2 and 3. It has a part best delivered before a period of workplace learning and another that is best delivered after a significant period of workplace learning. It should be delivered to suit the context and needs of the cohort of learners.

## Prepare for workplace learning

### Key knowledge

- work in Australian Society
- changing nature of work
- industrial relations
- introduction to *Learning Through the Workplace* Level 3 Skills Log and Learning Through the Workplace Level 3 Learning Journal
- self-audit of Core Skills for Work and General Capabilities

### Key skills

- establishing Personal Profile including Resume and digital portfolio
- selecting and establishing learning journal mechanism which must be digitally available
- developing strategies for reflecting on learning informed by the descriptions of stages of development in the Core Skills for Work Developmental Framework
- setting improvement goals for targeted skills and capabilities, relevant to the learner and their workplace context
- developing a workplace learning plan to monitor progress and access feedback

## 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 apply reflective strategies to describe and analyse their learning and skill development. They complete an updated skills and capabilities audit. After completing Modules 2 and 3, learners use digital and other technologies innovatively to plan and present their findings to known and unknown audiences.

### 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 an innovative presentation in multimodal format
- 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. understand and explain concepts of industry and work
2. analyse, apply and develop core skills for work and general capabilities to improve work performance
3. cooperate and collaborate with diverse others in the workplace
5. investigate relevant Work Health and Safety requirements, roles and responsibilities, and issues in a workplace setting.

### Module 2 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 analyse their learning, update future plans and update their personal profile.

10 hours is allocated for the following content:

#### Key knowledge

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

#### Key skills

- describing which Core Skills for Work or General Capabilities are evidenced by workplace experiences
- implementing and adapting their learning plan
- annotating journal entries in detail.

### 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 personal learning goals and plans.

### Module 3 Learning Outcomes

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

1. understand and explain concepts of industry and work
2. analyse, apply and develop core skills for work and general capabilities to improve work performance
3. cooperate and collaborate with diverse others in the workplace
6. analyse the relationships between work-related issues and practices in 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 analyse their learning, update future plans and update their personal profile.

10 hours is allocated for the following content:

#### Key knowledge

- more 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 and proposing possible solutions

#### Key skills

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

### 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.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (\*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

## 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 3 will be based on the degree to which the learner can:

1. communicate knowledge and understanding of concepts and issues related to industry and work \*
2. investigate, analyse, develop and demonstrate work-related skills and capabilities in a workplace setting \*
3. communicate, and collaborate with diverse others to achieve work goals in workplace settings\*
4. apply reflective practices to evaluate and present about their learning in/about the workplace, and to inform goal setting and future career planning, supported by innovative use of digital and other technologies
5. communicate relevant Work Health and Safety requirements, roles and responsibilities, and issues in a workplace setting
6. analyse workplace problems and propose possible solutions.

\*denotes criteria that are both internally and externally assessed.

## Standards

Criterion 1\*: communicate knowledge and understanding of concepts and issues related to industry and work

This criterion is both internally and externally assessed.

Rating C	Rating B	Rating A
describes changing opportunities for work locally and beyond, relevant to own interests, strengths and aspirations, citing relevant references and following referencing conventions and methodologies	researches and explains changing opportunities for work locally and beyond, relevant to own interests, strengths and aspirations, citing relevant references and following referencing conventions and methodologies correctly	analyses changing opportunities for work locally and beyond, relevant to own interests, strengths and aspirations, citing relevant references and following referencing conventions and methodologies with a high degree of accuracy
describes how relevant state and federal legislation requires that workplaces have a culture of equal opportunity	explains how formal structures (e.g., policies, procedures, guidelines, Code of Conduct, values etc) influence workplace culture in a selected workplace.	analyses the policy and practice of equal opportunity in a selected workplace.
identifies key authoritative sources of information about rights and responsibilities.	describes employee obligations and entitlements under relevant industrial award or agreement.	effectively communicates employee obligations and entitlements under relevant industrial award or agreement for selected workplace context.

Criterion 2\*: investigate, analyse, develop and demonstrate work-related skills and capabilities in a workplace setting

This criterion is both internally and externally assessed.

Rating C	Rating B	Rating A
develops one or more SMART goals and investigates associated strategies to improve one or more targeted skills or capabilities through workplace learning	develops one or more SMART goals, and justifies choice of associated strategies to improve one or more targeted skills or capabilities through workplace learning	develops one or more SMART goals and analyses associated strategies to improve one or more targeted skills or capabilities through workplace learning
develops and implements a workplace learning plan to achieve improvement goal(s)	develops a detailed workplace learning plan to achieve improvement goal(s) and implement it with adaptations as needed	develops a comprehensive workplace learning plan to achieve improvement goal(s) and implement it systematically with adaptations as needed
records, maps and annotates evidence of work-related skills and capabilities on a regular basis and in a range of digital and other multimodal formats.	develops a digital portfolio of evidence of work-related skills and capabilities including a personal profile describing how at least one personal skill can be transferred to a given new work context.	develops a curated digital portfolio of evidence of work-related skills and capabilities including a personal profile describing how personal skills can be transferred to a given new work context.

Criterion 3\*: work independently and collaborate with diverse others to achieve goals in a workplace setting

This criterion is both internally and externally assessed.

Rating C	Rating B	Rating A
establishes connections with a number of people in immediate work context, using some accepted practices for building rapport	uses a range of strategies to establish a sense of connection with others	engages with the behaviour of others, interpreting a broad range of verbal and non-verbal signals, and asks some questions to help understand others' thoughts and feelings
observes workplace requirements and protocols for responding to diversity	observes workplace requirements and protocols for responding to diversity and begin to recognise the value that different perspectives can bring to the workplace	observes workplace requirements and protocols for responding to diversity and recognise the value of drawing on different perspectives in workplace situations
cooperates with others as part of routine workplace activities and contributes to specific activities requiring joint responsibility and accountability.	takes responsibility for meeting commitments to others in the workplace.	collaborates with others to achieve joint outcomes in the workplace.

Criterion 4: apply reflective practices to evaluate and present about their learning in/about the workplace, and to inform goal setting and future career planning, supported by innovative use of digital and other technologies

This criterion is only internally assessed.

Rating C	Rating B	Rating A
reflects on workplace learning experiences using one or more strategies and review effectiveness of the learning plan	uses at least two strategies to reflect on workplace learning experiences and evaluates the effectiveness of the learning plan	uses two or more strategies to reflect on workplace learning experiences and critically evaluates the effectiveness of the learning plan
describes strengths and areas of growth in skills and capabilities from workplace learning experiences and gives examples of how the learning could be applied in a new context	describes key learnings from workplace learning experiences including development of work-related skills and capabilities and how they could be applied in new contexts	describes key learnings from workplace learning experiences including development of work-related skills and capabilities and critically evaluates effectiveness of workplace learning plan
uses familiar digital and non-digital systems and tools, to plan and present the learning outcomes of their workplace learning experiences.	uses digital and other systems and tools, to plan and present the learning outcomes of their workplace learning experiences.	uses digital and non-digital systems and tools innovatively to plan and present the learning outcomes of their workplace learning experiences.

Criterion 5: communicate relevant work, health and safety (WHS) requirements, roles and responsibilities in a workplace setting

Rating C	Rating B	Rating A
describes relevant WHS requirements in a selected workplace setting	explains relevant WHS requirements in the selected workplace setting	analyses relevant WHS requirements in the selected workplace setting and identifies possible improvements
defines the roles and duties of WHS personnel in a selected workplace	analyses and evaluates several forms of WHS information in the selected work environment	conducts a risk assessment of potential hazards within a selected workplace
identifies the steps taken to resolve WHS issues in a selected workplace setting.	describes the reporting process for WHS hazards identifies in the selected workplace setting.	analyses the strengths and weaknesses of the WHS issue-resolution process in the selected workplace.

## Criterion 6: analyse workplace problems and propose possible solutions

This criterion is only internally assessed.

Rating C	Rating B	Rating A
recognises and takes responsibility for addressing predictable, and some less predictable problems in familiar work contexts	recognises an increasing range of familiar problems, actively looking for early warning signs and implementing contingency plans or seeking expertise of others	recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans
initiates standard procedures when responding to familiar problems within immediate context	applies formal problem-solving processes when tackling an unfamiliar workplace problem, breaking complex issues into manageable parts and identifying and evaluating several options for action and, where appropriate, seeks feedback or advice before implementing a solution	in familiar contexts, responds intuitively to problems requiring immediate attention, quickly drawing on past experience to devise possible solutions and, where appropriate, seeks feedback or advice before implementing a solution
considers the effectiveness of a solution in terms of how well it met stated goals.	begins to reflect on the effectiveness of a selected problem-solving process and seeks to improve a future response when a solution does not achieve its intended outcome.	with guidance, uses formal and informal processes to monitor implementation of solutions and reflects on outcomes.

### 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 the 9 ratings (6 ratings from the internal assessment and 3 ratings from the external assessment).

The minimum requirements for an award in *Learning Through the Workplace* Level 3 are as follows:

#### EXCEPTIONAL ACHIEVEMENT (EA)

8 'A' ratings, 1 'B' rating (2 'A' ratings, 1 'B' rating from external assessment)

#### HIGH ACHIEVEMENT (HA)

4 'A' ratings, 4 'B' ratings, 1 'C' ratings (1 'A' rating, 1 'B' rating and 1 'C' rating from external assessment)

#### COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 4 'C' ratings (1 'B' ratings, 2 'C' ratings from external assessment)



SATISFACTORY ACHIEVEMENT (SA)

7 'C' ratings (2 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

5 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or 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.

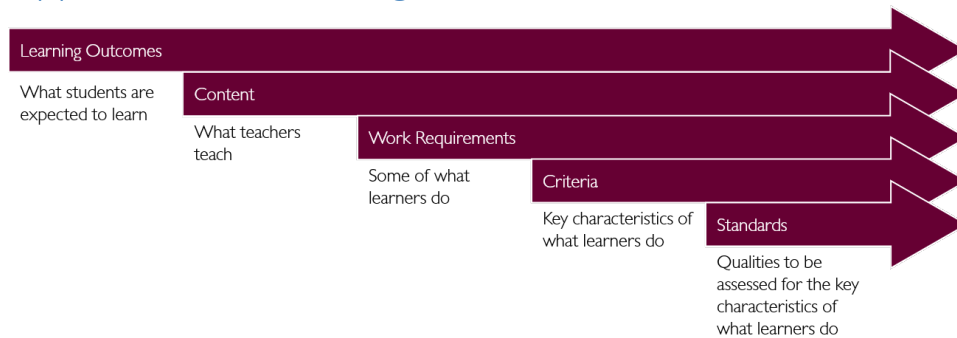
## Course Developer





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 I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Understand and explain concepts of industry and work.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC: 
2. Analyse, apply and develop targeted Core Skills for Work and General Capabilities to improve work performance.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC: 
3. Work independently and collaborate with diverse others in workplace settings.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC: 
4. Reflect on, evaluate and present about their learning experiences in/about the workplace, supported by innovative use of digital and other technologies.	Module 1	Module 1	C 4	E 1, 2, 3	GC: 

5. Communicate ideas and information about a range of Work Health and Safety requirements in a selected work environment.	Module 2	Module 2	C 5	E 1, 2, 3	GC: 
6. Analyse and communicate the relationships between work-related issues and practices in workplaces.	Module 3	Module 3	C 6	E 1, 2, 3	GC: 

## Appendix 2 - Alignment to Curriculum Frameworks

*Learning Through the Workplace* Level 3 is explicitly aligned with the Core Skills for Work Developmental Framework.

Core Skills for Work Skill cluster	Learning Through the Workplace Level 3 content	Core Skills for Work Skill Area	Learning Through the Workplace Level 3 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

**Mode/format:** Folio

**Learning Outcomes:** 1, 2, 3, 4

**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 1500 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.

**Relationship to External Assessment:** contributes in a major way to external assessment part.

**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 2000 words or 10-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 3 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 2000 words or 10-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

**Relationship to External Assessment:** may contribute to external assessment in whole or in part.

## 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.