



# Learning Through the Workplace Levels 2-3

## Overview and Key Features

Years 9 to 12 Learning 2020



## The purpose of this paper

The purpose of this paper is to provide information regarding the overview and key features of the proposed *Learning Through the Workplace Levels 2-3*.

It is designed to enable all interested stakeholders to reflect and provide feedback on key features including learning outcomes, structure, sequencing and likely content. This feedback will be considered in writing the draft course.

## Consultation

Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (Nov/Dec 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This paper represents the second of four course consultation points for teachers to engage in the course development process for *Learning Through the Workplace Levels 2-3*.

## Course Rationale

*Learning through the Workplace Levels 2-3* enables students to develop knowledge and understanding of the nature, type, and structure of the workplace. It engages learners through applied learning in workplace settings external to the school environment, related to their interests and aspirations, in which they are required to be responsible. Through this context they develop and apply general capabilities and core skills for work. They are taught to reflect on their capabilities, skills, interests and aspirations and to reflect on the knowledge, skills and attributes valued in the workplace.

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.

Reflective skills are explicitly taught and assessed in the course.

## Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of the *Learning Through the Workplace Levels 2-3* course and it fits within the Work-based Learning focus area of the [Years 9 to 12 Curriculum Framework](#).

## Pathways in

- Australian Curriculum 9-10 Work Studies



## Level 2

### Learning Outcomes

On successful completion of this course learners will be able to:

- communicate knowledge and understanding of industry and work
- work independently and with others
- develop and apply relevant core skills for work and general capabilities
- identify and investigate processes and issues related to work, industry and the workplace
- review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways

### Course Structure

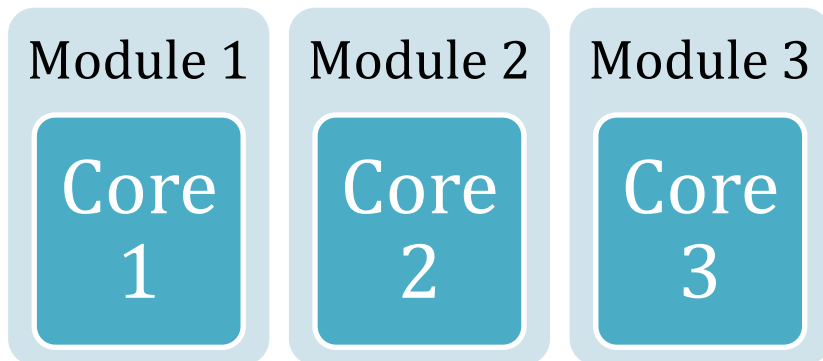
The course is 150 hours and consists of three equally weighted 50 hour modules. Module 1 has two components, one to be delivered at the start of the course, and the other to be delivered as the final component of the course.

The sequencing of delivery follows the internal logic, common to Work-based Learning courses of:

- Prepare for workplace learning - learning strategies; navigate the world of work; interact with others;
- Undertake workplace learning - interact with others, get the work done, learn and apply discipline-based skills (project management)
- Reflect and exhibit/present - learning strategies, interact with others, navigate the world of work.

Modules 2 and 3 also reflect this logic within them.

### Course Structure



### Modules Available

Core 1: Prepare for Workplace Learning; Reflect and Exhibit

Core 2: Undertake Workplace Learning

Core 3: Undertake Workplace Learning

### Course Delivery

To be developed through consultation.



## Module content

Module 1	
<ul style="list-style-type: none"> <li>• <b>Prepare for workplace learning</b> <ul style="list-style-type: none"> <li>- rights and responsibilities</li> <li>- workplace health and safety</li> <li>- behavioural expectations in the workplace</li> <li>- working with others</li> <li>- handling challenging situations</li> <li>- learning strategies - effective use of a learning journal and skills log</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflect and exhibit</b> <ul style="list-style-type: none"> <li>- individual or group processes to unpack learning</li> <li>- designing a presentation in multimodal format using available templates or own design</li> <li>- digital presentation skills</li> <li>- presentation to peers</li> <li>- peer review</li> <li>- final exhibition</li> </ul> </li> </ul>
<p><b>Modules 2 and 3 - Undertake Workplace Learning</b></p> <p>Modules 2 and 3 each include 40 hours of vocational placement, work placement, volunteering or part-time paid employment. A mix of these is allowed. Within this time, students will learn and apply technical skills relevant to the context</p> <p>10 hours is allocated for the following content</p> <ul style="list-style-type: none"> <li>- identify and document nature of workplace learning context, requirements and expectations</li> <li>- set personal goals for work placement</li> <li>- during the period of workplace learning               <ul style="list-style-type: none"> <li>o maintain learning journal and skills log (assessed by teacher)</li> <li>o workplace supervisor report</li> </ul> </li> </ul>	

## Level 3

### Learning Outcomes

On successful completion of this course learners will be able to:

- understand and explain concepts of industry and work
- investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally
- demonstrate and apply core skills for work and, where relevant, industry knowledge and skills, in a workplace and/or work-related context
- demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues
- reflect on and evaluate learning experiences in/about the workplace
- analyse the relationships between work-related issues and practices in workplaces

### Course Structure

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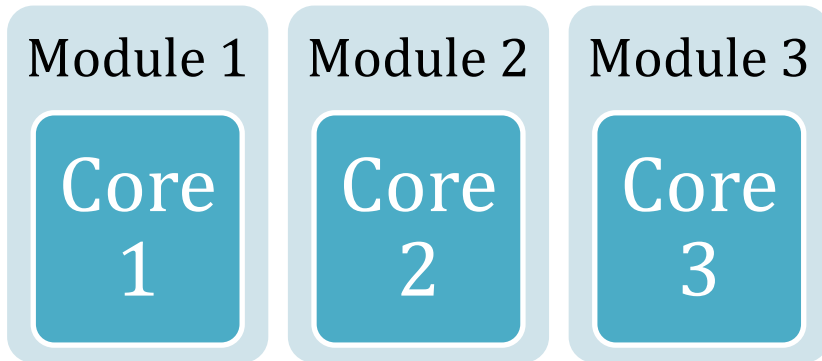


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### Course Structure



### Modules Available

Core 1: Prepare for Workplace Learning; Reflect and Exhibit

Core 2: Undertake Workplace Learning

Core 3: Undertake Workplace Learning

### Course Delivery

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### Module Content

Module 1	
<ul style="list-style-type: none"> <li>• <b>Prepare for workplace learning</b> <ul style="list-style-type: none"> <li>- work in Australian Society</li> <li>- changing nature of work</li> <li>- industrial relations</li> <li>- introduction to Learning Through the Workplace</li> <li>- Level 3 Skills Log and Learning Journal</li> <li>- self-audit of Core Skills for Work and General Capabilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflect and exhibit</b> <ul style="list-style-type: none"> <li>- individual or group processes to unpack learning</li> <li>- use of Skills Log and annotated Learning Journal to identify and describe learning</li> <li>- demonstrate learning by addressing selected scenarios framed around the Core Skills for Work at the appropriate level of complexity for Level 3</li> <li>- update Personal Profile</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>- establish Personal Profile including Resume, digital portfolio</li> <li>- select and establish learning journal mechanism which must be digitally available,</li> <li>- develop learning strategies for reflecting on learning informed by the descriptions of stages of development in the Core Skills for Work Developmental Framework</li> <li>- set improvement goals for targeted skills and capabilities, relevant to individual and the workplace context</li> <li>- develop workplace learning plan to monitor progress and access feedback</li> </ul>	<ul style="list-style-type: none"> <li>- develop and present a final presentation in multimodal format, supported by digital technologies and available digitally</li> <li>- explore and analyse contemporary presentation or report approaches in multimodal format to inform selected approach</li> <li>- digital presentation skills</li> <li>- presentation to peers</li> <li>- peer review</li> <li>- final exhibition</li> </ul>
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  - o workplace supervisor report

### Relationship to possible Future Provision

Focus Area	P	1	2	3	4
DISCIPLINE-BASED					
TRANSDISCIPLINARY			Transdisciplinary Project Framework		Capstone Transdisciplinary Project
PROFESSIONAL STUDIES					
WORK-BASED	Access to Work	Pathways to Work	Learning Through the Workplace Work Readiness Learning Through Internship Enterprise at Work		
PERSONAL FUTURES		Career and Life Planning Student Project Building Connections	Career and Life Planning Student Directed Inquiry		

Note: Subject to ongoing accreditation considerations in line with the Accreditation Framework