Work-based Learning

Mixed Field

Learning Through the Workplace 3
COURSE DOCUMENT

PHASE 4
DRAFT FOR
CONSULTATION

Catholic
Education
Tasmania

INDEPENDENT
SCHOOLS
TASMANIA

Years 9 to 12 Learning

Tasmanian
Government

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Learning Through the Workplace, 150 hours – Level 3

This course is the Level 3 component of the proposed *Learning Through the Workplace* suite.

Focus Area – Work-based Learning

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.

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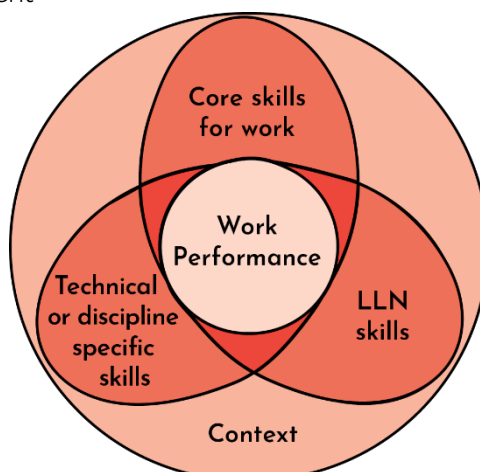
Figure 1: Core skills for work in context
(source: https://www.dese.gov.au/uncategorised/resources/core-skills-work-developmental-framework)

In this course learners will do this by:
- preparing for workplace learning, developing reflective skills, learning to develop workplace learning plans and monitoring their progress, and reporting on their learning experiences
- undertaking workplace learning in Modules 2 and 3 through work placement, or other paid or unpaid work. While undertaking workplace learning they will maintain a skills log and complete a learning journal
- reflecting on their workplace learning experiences to identify their learning and skill development and presenting their findings to peers in a negotiated format.

Rationale

Learning Through the Workplace Level 3 is a direct response to the identified need to increase learner agency and diversify the range of available learning opportunities.

The *Looking to the Future Report*[i] identified employability skills among the essential life attributes that students need when leaving school, to become productive members of the community. It also recognised that many of the attributes young people need are acquired from experiences outside the classroom. *Learning through the Workplace* Level 3 enables students to develop knowledge and understanding of the nature, type, and structure of their workplace and associated industry, while undertaking paid or unpaid work. The course supports learners who are engaging in learning opportunities beyond their school by assessing the essential knowledge and skills gained in workplace contexts. It engages learners through practical learning in workplace settings beyond the classroom, 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 may include work placement, volunteering or part-time paid employment. Learners are taught to reflect on their capabilities, skills, interests and aspirations and explore the knowledge, skills and attributes valued in the workplace. They set improvement goals for selected attributes, develop a workplace learning plan and monitor their progress towards their goals. Reflective skills are explicitly taught and assessed so that learners can recognise and describe the learning that has occurred in the workplace.

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 is built on 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 flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

[i] https://uploadstorage.blob.core.windows.net/public-assets/education-au/pathways/Final%20report%20-%2018%20June.pdf

Learning Outcomes

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

1. communicate[†] knowledge and understanding of concepts and issues related to industry and work
2. apply and analyse work-related skills[‡] to improve work performance
3. know how to identify and gain targeted work-related skills[‡] in workplace settings
4. work independently, and with diverse others in workplace settings
5. investigate and communicate Work Health and Safety (WHS) requirements, roles, rights, responsibilities and issues relevant to a workplace setting
6. investigate the relationships between issues and practices in the workplace and propose solutions to problems
7. evaluate and report on their learning experiences in and about the workplace
8. present workplace learning information to an audience, supported by digital technologies.

[†] Communicate means spoken, written or multimodal formats
[‡] Work-related skills means the combined set of Core Skills for Work and Australian Curriculum general capabilities, as defined in Appendix 5 – Glossary

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

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

The cross-curriculum priorities enabled through this course are:
- Aboriginal and Torres Strait Islander Histories and Cultures

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, as work 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 their 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. Learners will investigate an industry at a state, national and international level. They will present their learning to an audience supported by the innovative use of digital and other technologies.

Pathways

- Pathways in:
  - the proposed *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 Vocational Education and Training (VET) programs. See Appendix 6 for details of each of these contexts.
- Pathways out – further education and training, employment.

[†] entry level means requiring no skills or experience. Levels of responsibility beyond entry level might include mentoring others new to the workplace, some degree of supervision of others or some delegated decision-making responsibilities.

Course Requirements

Access

The content described in the proposed *Learning Through the Workplace* Level 2 Module 1 is assumed knowledge and skills and will be further developed in Module 1 of *Learning Through the Workplace* Level 3. This content may have been acquired in a range of ways including Years 9/10 Australian Curriculum, Years 9/10 Work Studies or TASC Work Readiness Level 2. Alternatively, learners could rapidly acquire the knowledge concurrently while learning the Level 3 content.

Learners need access to 40 hours of workplace learning in a workplace or combination of workplaces beyond the classroom 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. Students may be already engaged in workplace learning, for example, part-time work or volunteering, or the provider may undertake to arrange a work placement or other workplace learning experience.

Learners need to be a signatory to a Workplace Agreement Form or Learning Through the Workplace MOU as specified in Appendix 6 – Elaboration on Course Requirements

† suitable means that the nature of the workplace and the student role provide opportunities for learners to develop and demonstrate their application of a range of work-related skills, knowledge and understanding as described in the Core Skills for Work Developmental Framework, and reflected in the assessment standards of the course.

Resource Requirements
Learners need access to:

- a workplace supervisor who agrees to support the student's learning plan and complete the Skills Log Verification form for Module 2 and Module 3. A template for the Skills Log Verification Form is in Appendix 7.
- a workplace learning co-ordinator (typically the teacher of the course) who will be responsible for supporting the learner in Modules 2 and 3 and liaising with the workplace supervisor as required. The role of the workplace learning co-ordinator is defined in the Years 9-12 Requirements and Guidelines for the Delivery of Work-based Learning to School Students.

The workplace learning co-ordinator and the workplace supervisor cannot be the same person.

The teacher of the course is responsible for assessment against the course standards.

Learners will also need access to digital technologies throughout the course so that work requirements can be available digitally as specified.

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.* This document is a cross-sectoral document and is the authoritative source of definitions related to Work-based Learning in Appendix 5 - Glossary.

Appendix 6 provides more detail on the course requirements.

Course Structure and Delivery
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, 3.

Course Content
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
The following Learning Outcomes are a focus of this module:

1. communicate knowledge and understanding of concepts and issues related to industry and work
2. apply and anlayse work-related skills to improve work performance
3. know how to identify and gain targeted work-related skills in workplace settings
5. investigate and communicate Work Health and Safety (WHS) requirements, roles, rights, responsibilities and issues relevant to a workplace setting
6. investigate the relationships between issues and practices in the workplace and propose solutions to problems
7. evaluate and report on their learning experiences in and about the workplace
8. present workplace learning information to an audience, supported by digital technologies.

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
  This topic investigates job availability (for example by industry sector, skills growth, are and region) to broaden students' awareness of opportunities for work. Students' experiences of work, both paid and unpaid, and their awareness of changing opportunities for work in their communities, form the basis of this topic. In this topic students gain knowledge of one or more of the following aspects:
  - o patterns of employment in rural and urban locations
  - o the effects of government policies and commercial business decisions
  - o non-business workplaces
  - o recreation services and facilities
  - o community services
  - o volunteer organisations
  - o risks and benefits of different forms of work – casual, permanent, gig-economy
  - o workplace culture – formal and informal
- The changing nature of work
  In this topic students gain knowledge of one or more of the following aspects:
  - o the major factors impacting on future work – globalisation, technological change, artificial intelligence, and implications for transferrable skills
  - o chance factors such as pandemics and natural disasters, and how they can rapidly change the nature of work, and the way we work
  - o interpreting labour market data to identify emerging trends
- Industrial relations
  The aim of this topic is to increase students' understanding of how industrial relations legislation, policies, guidelines, and procedures relate to them and to their attitudes and behaviour. In this topic students gain knowledge of one or more of the following aspects:

- o workers and employers rights and responsibilities legislated at Commonwealth and State levels in relation to WHS, anti-discrimination, and how these translate to operational documents in the workplace
  - o obligations and entitlements under an industrial award or agreement, including issues such as balancing paid and unpaid work, for example, paid maternity leave, parenting leave, caring leave
  - o cultural safety in the workplace for diverse workers with explicit reference to the needs of those who identify as Aboriginal or Torres Strait Islander
  - o understanding rights of paid and unpaid workers and avenues for addressing issues that arise
  - o trade unions, professional associations, and employer associations and how they impact on industrial relations
- understand the nature and purpose of the Skills Log and Learning Journal
- understand the Core Skills for Work (CSfW) up to and including Level 4, and how to recognise them in a variety of workplace contexts
- understand the Australian Curriculum General Capabilities at Level 6.

Key skills

- researching work-related topics and issues
- identifying and navigating key authoritative sources of information for paid and unpaid work and how to navigate them, for example Fair Work Ombudsman website https://www.fairwork.gov.au/
- establishing a personal profile including resume and digital portfolio
- selecting and establishing a multimodal 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
- developing SMART goals for improvement of targeted work-related skills, relevant to the learner and their workplace context
- researching and selecting strategies to achieve goals
- developing a workplace learning plan to monitor progress and access feedback
- project management approaches for monitoring learning plans, for example time scheduling, tracking documents.

Reflect and present/exhibit

Note that Module 1 spans the whole course, with emphasis in the first and final parts of the course. 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, together with any other evidence they have collected. They apply reflective strategies to describe and analyse their learning and skill development. They evaluate the effectiveness of their workplace learning plan. Learners use their reflections and evaluations to inform decision making. They complete an updated skills and capabilities audit.

After completing Module 2, learners:

- use their workplace learning evaluation to inform their goal setting and learning plan for Module 3
- use digital and possibly other technologies purposefully to plan and present their findings to a known audience.

After completing Module 3, learners

- prepare and submit a folio for external assessment
- plan and prepare a presentation to present their findings to an audience. This presentation is externally assessed.

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 effective presentation in multimodal format
- selecting and using digital technologies to add clarity, interest and impact to what is being communicated
- digital presentation skills
- giving and receiving feedback.

Module 1 Work Requirements Summary
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) folio work requirement (Workplace Learning Folio)
- one (1) exhibition work requirement (Workplace Learning Exhibition)
- one (1) folio (external) work requirement (Workplace Learning Reflection Folio)*
- one (1) performance work requirement (Workplace Learning Presentation)*

  * externally assessed

See Appendix 3 for the full specifications of the Work Requirements of this course.

Module 1 Assessment
This module has a focus on criteria 1, 3, 4, 5, 7 and 8.

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 work placement to complement a VET program or TASC course, 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
The following Learning Outcomes are a focus of this module:

1. communicate knowledge and understanding of concepts and issues related to industry and work
2. apply and analyse work-related skills to improve work performance
3. know how to identify and gain targeted work-related skills in workplace settings
4. work independently, and with diverse others in workplace settings

6. investigate the relationships between issues and practices in the workplace and propose solutions to problems
7. evaluate and report on their learning experiences in and about the workplace.

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 will implement the workplace learning plan developed in Module 1 and monitor its progress. 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 –for example, examples of log entries, guiding questions
- how to access relevant Work Health and Safety information
- review of how to digitise, store and retrieve evidence of learning.

Key skills

- describing which Core Skills for Work or General Capabilities are evidenced by workplace experiences
- implementing and adapting a learning plan
- reflecting on learning to inform planning for future goal setting and learning plans
- annotating journal entries in detail.

Module 2 Work Requirements Summary

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 Log A and Learning Journal A work requirement.

See Appendix 3 for the full specifications of the Work Requirements of this course.

Module 2 Assessment

This module has a focus on criteria 1, 2, 3, 4, 6 and 7.

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 work placement to complement a VET program or vocationally focussed TASC course; 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

The following Learning Outcomes are a focus of this module:

1. communicate knowledge and understanding of concepts and issues related to industry and work
2. apply and analyse work-related skills to improve work performance

3. know how to identify and gain targeted work-related skills in workplace settings
4. work independently, and with diverse others in workplace settings
6. investigate the relationships between issues and practices in the workplace and propose solutions to problems
7. evaluate and report on their learning experiences in and about 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 will implement a new workplace learning plan informed by their evaluation of their plan from Module 2, and monitor its progress. 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
- additional ways to effectively use a skills log and learning journal – for example, new ideas from peer sharing, reflecting on what worked well
- strategies for investigating workplace processes and issues, and proposing possible solutions. For example, it might be identified that a workplace has no explicit protocols for interacting with diverse others or providing a culturally safe workplace for Aboriginal workers. The learner might research examples of what such protocols might look like, and practice implementing them in their own interactions.

Key skills
- mapping workplace experiences to relevant Core Skills for Work or General Capabilities
- setting new goals to build on learning in Module 2
- implementing and adapting their learning plan
- reflecting on learning and how skills might be transferred to new contexts
- annotating journal entries in detail.

Module 3 Work Requirements Summary

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 Log B and Learning Journal B work requirement.

See Appendix 3 for the full specifications of the Work Requirements of this course.

Module 3 Assessment
This module has a focus on criteria 1, 2, 3, 4, 6 and 7.

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
Criteria Assessed	1, 2, 3, 5, 6, 7, 8	1, 2, 3, 4, 6, 7	1, 2, 3, 4, 6, 7

The assessment for *Learning Through the Workplace* Level 3 will be based on the degree to which the learner can:

1. research and explain concepts and issues related to industry and work*
2. explain and apply work-related skills in a workplace setting
3. set goals and implement plans to develop work-related skills*
4. work independently, and collaboratively with others to achieve goals in the workplace
5. analyse relevant Work Health and Safety (WHS) requirements in a workplace setting
6. describe workplace problems and propose solutions*
7. evaluate personal workplace learnings*
8. present learnings from workplace experiences to an audience.*

*denotes criteria that are both internally and externally assessed.

Standards

Criterion 1: research and explain concepts and issues related to industry and work *

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – changing work opportunities	researches and describes changing opportunities for work, relevant to own interests, strengths and aspirations	researches and explains changing opportunities for work relevant to own interests, strengths and aspirations	researches and analyses changing opportunities for work relevant to own interests, strengths, and aspirations

Standard Element	Rating C	Rating B	Rating A
E2 – workplace culture	describes how formal structures† ensure that workplaces have a culture of equal opportunity	explains how formal structures† ensure that workplaces have a culture of equal opportunity	analyses how formal structures† ensure that workplaces have a culture of equal opportunity
E3 – workplace rights and responsibilities - what - information source	identifies rights and responsibilities relevant to their workplace context	describes employee obligations and entitlements under the relevant industrial award or agreement	explains employee obligations and entitlements under relevant industrial award or agreement for selected workplace context
E4 – differentiates own work (academic integrity)	differentiates the information, images, ideas and words of others from the learner's own	clearly differentiates the information, images, ideas and words of others from the learner's own	clearly and accurately differentiates the information, images, ideas and words of others from the learner's own
E5 – uses referencing techniques	creates appropriate, structured reference lists and generally follows referencing conventions and methodologies correctly, errors do no impede meaning.	creates appropriate, structured reference lists and follows referencing conventions and methodologies correctly.	creates appropriate, well-structured reference lists and follows referencing conventions and methodologies with a high degree of accuracy.

† Formal structures may include but are not limited to policies, procedures, guidelines, Codes of Conduct, statements of values

Criterion 2: explain and apply work-related skills in a workplace setting

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – skills valued in the workplace	describes work-related skills valued in a workplace or industry[†]	explains work-related skills valued in a workplace and related industry[†]	analyses work-related skills valued in a workplace and related industry[†]
E2 – communicate workplace learning - format - annotations for purpose	communicates workplace learning activities, in digitised multimodal format, with annotations or reflections indicating review of performance	communicates workplace learning activities - in digitised multimodal formats - with detailed annotations and reflections indicating review of performance or planning for improvement	communicates workplace learning activities - in digitised multimodal formats, with detailed annotations and reflections indicating review of performance and planning for improvement
E3 – examples of own work-related skills - nature of skills - mapping	identifies a range of examples[‡] of own work-related skills, supported by evidence, and mapped to a formal system of work-related skills [§]	describes a range of examples[‡] of own work-related skills, supported by evidence, and, mapped to a formal system of work-related skills [§]	explains a wide range of examples[‡] of own work-related skills, supported by evidence, and mapped to a formal system of work-related skills [§]

[†] The workplace and related industry must be selected from those workplaces and related industries in which the learner has undertaken workplace learning

[‡] At Level 3, the examples of work-related skills must be drawn from situations involving complex task organisation and analysis involving application of a number of steps. Processes may include extracting, extrapolating, inferencing, reflecting

[§] Formal system of work-related skills is the set of skills described in the Core Skills for Work Developmental Framework

Criterion 3: set goals and implement plans to develop work-related skills*

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – communicate goals	communicates goals to improve work-related skills through workplace learning, that have some of the features of SMART[†] goals	communicates goals, to improve work-related skills through workplace learning, that have most of the features of SMART[†]	communicates goals to improve work-related skills through workplace learning, that have all of the features of SMART[†] goals

Standard Element	Rating C	Rating B	Rating A
E2 – learning plan for improving targeted work-related skill(s)	describes the selection of strategies to achieve goals, and communicates plans to implement them (s)	explains the choice of strategies to achieve goals, and communicates detailed plans to implement them	analyses the choice of strategies to achieve goals, and communicates detailed flexible plans to implement them
E3 – monitor progress	uses basic appropriate project management approaches‡ to monitor progress towards goals.	utilises appropriate project management approaches‡ to monitor progress towards goals and makes adjustments when necessary.	selects and utilises appropriate project management approaches‡ to monitor progress towards goals and makes adjustments when necessary, with justification.

† SMART personal goals: Specific, Measurable, Achievable, Relevant, Time-bound

‡ Project management approaches may include time scheduling, resources scheduling, tracking documents and making adjustments based on data or feedback

Criterion 4: work independently, and collaboratively with others to achieve goals in the workplace†

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – collaborate with others	collaborates with peers and a limited range of others, using accepted codes of behaviour and communication, in a workplace role	collaborates with a range of others, using accepted codes of behaviour and communication, in planned work-related activities	collaborates with a wide range of others, using and adapting accepted codes of behaviour and communication, in planned and unplanned workplace contexts
E2 – complete activities - independently - with others	performs and monitors own tasks for successful completion of individual and group activities	performs, monitors and assesses own tasks for the successful completion of individual and group activities	performs, monitors, assesses and adjusts own tasks for the successful completion of individual and group activities

Standard Element	Rating C	Rating B	Rating A
E3 - diversity	follows workplace protocols relating to diversity, and identifies some concepts behind them.	follows workplace protocols relating to diversity, and identifies the value that different perspectives can bring to the workplace.	follows workplace protocols for responding to diversity, and describes the value of drawing on different perspectives in workplace situations.

[†] The nature of this criterion makes it challenging to assess when direct observation of the learner is not required by the assessor. All standard descriptions require the learner to provide examples from their own workplace performance, with supporting evidence.

Criterion 5: analyse relevant Work Health and Safety (WHS) requirements in a workplace setting

This criterion is only internally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 - requirements	describes relevant WHS requirements in a workplace setting	explains relevant WHS requirements in a workplace setting	analyses relevant WHS requirements in a workplace setting
E2 – roles, rights and responsibilities	describes WHS roles, rights and responsibilities of the employee, employer and relevant other personnel[†] in a workplace	explains WHS roles, rights and responsibilities of the employee, employer and relevant other personnel[†] in a workplace	analyses WHS roles, rights and responsibilities of the employee, employer and relevant other personnel[†] in a workplace
E3 – WHS issues process	identifies the steps taken to resolve WHS issues in a workplace setting	describes WHS issue-resolution processes in a workplace setting	analyses the strengths and weaknesses of WHS issue-resolution processes in a workplace setting
E4 – safely use techniques and equipment	communicates evidence – in multimodal format – of following instructions accurately, using routine techniques and equipment safely and competently.	communicates a range of evidence – in multimodal format - of following instructions accurately, selecting and using techniques and equipment safely and competently.	communicates a range of evidence – in multimodal format - of following instructions accurately, critically selecting and using techniques and equipment safely and competently, justifying choices.

[†] other personnel include WHS officer, visitors and volunteers

Criterion 6: describe workplace problems and propose solutions*

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – identify problems - take responsibility	identifies predictable, and some less predictable problems in familiar work contexts, and describes solutions to them	describes early warning signs of a range of familiar problems and proposes strategies that solve the problem, reduce its impact or prevent it occurring	explains and predicts a range of familiar problems, their symptoms and causes, and proposes possible solutions and contingency plans
E2 – apply problem solving processes	correctly selects and implements standard solutions and troubleshooting procedures for a range of workplace problems	correctly selects and implements standard solutions and troubleshooting procedures for routine problems, and applies formal problem-solving processes† when proposing solutions for an unfamiliar workplace problem	correctly selects and implements standard solutions and troubleshooting procedures for routine problems, and applies formal problem-solving processes† when proposing solutions for a range of unfamiliar workplace problems
E3 – evaluate effectiveness	discusses the effectiveness of a solution in terms of how well it met stated goals.	analyses the effectiveness of a solution and proposes improvements or an alternative future response when a solution does not achieve its intended outcome.	evaluates the effectiveness of a solution and reflects on outcomes.

†Formal problem-solving processes - breaking complex issues into manageable parts and identifying and evaluating several options for action

†The nature of this criterion makes it challenging to assess when direct observation of the learner is not required by the assessor. All standard descriptions require the learner to provide example(s) from their own workplace performance, with supporting evidence.

Criterion 7: evaluate personal workplace learnings*

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – review workplace experiences - reflective strategies	uses a strategy[†] to reflect on workplace learning experiences, and reviews effectiveness of a learning plan	uses a range of strategies[†] to reflect on workplace learning experiences and evaluates the effectiveness of a learning plan	uses a wide range of strategies[†] to reflect on workplace learning experiences and critically evaluates the effectiveness of a learning plan
E2 – key learnings -impact on future	describes key learnings including development of work-related skills and impact of future pathways	explains key learnings including development of work-related skills and impact on future career decision making	analyses key learnings including development of work-related skills and impact on career decision making
E3 – transfer of skills	identifies how own selected work-related skills can be applied in a new situation.	describes how own selected work-related skills can be applied in new situations.	explains how own selected work-related skills can be applied in new situations.

[†] Reflective strategies include but are not limited to: lists of what worked well and what did not; Plus, Minus Interesting (PMI) charts; describing feedback and how it was responded to; responding to guiding questions provided.

Criterion 8: present learnings from workplace experiences to an audience*

This criterion is both internally and externally assessed.

Standard Element	Rating C	Rating B	Rating A
E1 – content - language of the workplace	explains the main ideas and concepts from personal workplace learning with some use of work-related terminology to communicate meaning	analyses the main ideas and concepts from personal workplace learning with correct use of a wide range of work-related terminology to communicate meaning	evaluates the main ideas and concepts from personal workplace learning with correct use of a wide range of work-related terminology to communicate meaning
E2 – digital technologies - selection - purpose	uses a limited range of multimodal communication tools, including digital technologies to add clarity to what is being communicated	uses a range of multimodal communication tools including digital technologies, to add clarity and interest to what is being communicated	uses a range of multimodal communication tools including digital technologies, to add clarity, interest and impact to what is being communicated

Standard Element	Rating C	Rating B	Rating A
E3 –- presentation	uses content, communication style, and language to meet the needs and context of an audience[†].	effectively uses and selects relevant content, communication style, and language to meet the needs and context of an audience[†].	effectively and skilfully uses and selects relevant content, communication style and language to meet the needs and context of an audience[†].

[†] Audience/range of people may include but is not limited to: teacher, workplace supervisor, workplace learning co-ordinator, Assessment panel, peers, targeted audiences and/or the general public.

Needs and context of the audience may include and is not limited to: degree of formality required, reasonable adjustments to cater for known disability in audience, adapting to limitations or opportunities presented by venue or location.

Quality Assurance

- This will be determined by TASC at time of accreditation.

Qualifications and Award Requirements

Level 3

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from external assessment).

The minimum requirements for an award are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
10 'A' ratings, 3 'B' ratings (3 'A' ratings, 2 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)
5 'A' ratings, 5 'B' ratings, 3 'C' ratings (1 'A' ratings, 3 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
6 'B' ratings, 6 'C' ratings (2 'B' ratings, 3 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
11 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
6 '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 1 - Line of Sight
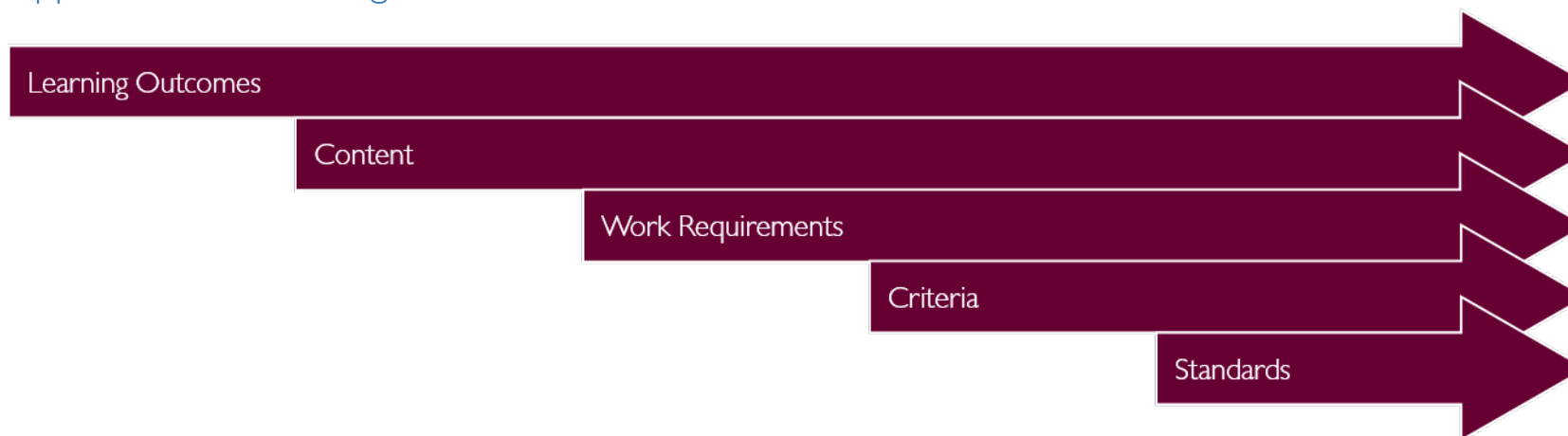
Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. communicate knowledge and understanding of concepts and issues related to industry and work	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3, 4, 5	GC:
2. apply and analyse work-related skills to improve work performance	Module 1, 2, 3	Module 1 Module 2, 3	C 2 C 2	E 1, 3 E 1, 2, 3	GC:
3. know how to identify and gain targeted work-related skills in workplace settings	Module 1, 2, 3	Module 1 Module 2, 3	C 3 C 3	E 1, 2 E 1, 2, 3	GC:
4. work independently, and with diverse others in workplace settings	Module 2, 3	Module 2, 3	C 4	E 1, 2, 3,	GC:
5. investigate and communicate Work Health and Safety (WHS) requirements, roles, rights, responsibilities and issues relevant to a workplace setting	Module 1	Module 1	C 5	E 1, 2, 3, 4	GC:

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
6. investigate the relationships between issues and practices in the workplace and propose solutions to problems	Module 1 Modules 2, 3	Module 1 Modules 2, 3	C 6 C 6	E 3 E 1, 2, 3	GC:
7. evaluate and report on their learning experiences in and about the workplace	Module 1, 2, 3	Module 1, 2, 3	C 7	E 1, 2, 3	GC:
8. present workplace learning information to an audience, supported by digital technologies.	Module 1	Module 1	C 8	E 1, 2, 3	GC:

Appendix 2 - Alignment to Curriculum Frameworks

There is currently no Australian Curriculum senior secondary materials related to Work-based Learning. Work-based Learning courses are aligned to the Core Skills for Work Developmental Framework (CSfW). The Australian Curriculum general capabilities, when applied in workplace settings, align with the CSfW.

2.1 Alignment of Learning Through the Workplace to Core Skills for Work Developmental Framework

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, 7
	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, 7
	Modules 2, 3	3b Make decisions	1, 2, 3, 7
	Modules 2, 3	3c Identify and solve problems	2, 6, 7
	Modules 1, 2, 3	3d Create and innovate	1, 2, 3, 4, 7
	Modules 1, 2, 3	3e Work in a digital world	1, 2, 3, 4, 5, 6, 7, 8

NOTE:

The 2020 *Looking to the Future- report of the review of senior secondary pathways into work, further education and training* https://uploadstorage.blob.core.windows.net/public-assets/education-au/pathways/Final%20report%20-%2018%20June.pdf included the following in its recommendations:

Recommendation 2 There should be agreement on a common language across the entire education and training system for what are variously described across sectors as general capabilities, employability skills, soft skills or graduate capabilities.

In the meantime, the following statements apply to all Work-based Learning courses:
- Employability skills are those listed and described in the Core Skills for Work Developmental Framework.

- The Australian Curriculum General Capabilities, applied in a work-based setting, align with employability skills.
- Enterprise skills are employability skills developed or applied in an enterprise context.

2.2 Alignment of Australian Curriculum General Capabilities to Core Skills for Work Developmental Framework

CSfW Skill cluster	*Learning Through the Workplace* Level 3 content	CSfW Skill Area	*Australian Curriculum General Capabilities*
1. Navigate the world of work	Module 1	1a Manage career and work life	Critical and creative thinking
	Modules 2 and 3	1b Work with roles, right and protocols	Literacy Personal and social capability
2. Interact with others	Modules 1, 2, 3	2a Communicate for Work	Literacy Numeracy
	Modules 1, 2, 3	2b Connect and work with others	Personal and social capability Intercultural understanding Aboriginal and Torres Strait Islander Cultures and Perspectives
	Modules 1, 2, 3	2c Recognise and utilise diverse perspectives	Intercultural understanding Aboriginal and Torres Strait Islander Cultures and Perspectives
3. Get the work done	Modules 2, 3	3a Plan and organise	Critical and creative thinking
	Modules 2, 3	3b Make decisions	Critical and creative thinking
	Modules 2, 3	3c Identify and solve problems	Critical and creative thinking
	Modules 1, 2, 3	3d Create and innovate	Critical and creative thinking
	Modules 1, 2, 3	3e Work in a digital world	All general capabilities

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Work-based Learning

Title of Work Requirement: Workplace Learning Folio †

Mode /Format: Folio in multimodal format

Description: The folio will contain a minimum of eight (8) artefacts including:
- an initial work-related skills audit
- evidence of preparation for workplace learning including research about types of work available in the selected workplace or related industry, positive workplace culture, WHS requirements (for example, completion of induction program)
- a SMART goal and a written workplace learning plan for further developing one or more targeted skills while undertaking workplace learning during Module 2
- evidence of having implemented their Module 2 workplace learning plan including a reflective comment about the effectiveness of the plan (for example, diary entries, learning journal extracts, feedback from teacher or workplace supervisor)
- an interim work-related skills audit, conducted after Module 2
- a SMART goal and a written workplace learning plan B for further developing one or more targeted skills while undertaking workplace learning during Module 3, informed by reflections on Module 2
- evidence of having implemented their workplace learning plans including a reflective comment about the effectiveness of each plan (for example, diary entries, learning journal extracts, feedback from teacher or workplace supervisor)
- a final work-related skills audit, conducted after Module 3, from Modules 2 and 3 (for example, could include annotations about new areas to explore).

†The Workplace Learning Folio is not the External Assessment Folio.

Size: Maximum of 1500 words in negotiated format of choice but must be made available digitally by the learner

Timing: The folio must 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 Criterion/criteria:

- Criterion 1: all standard elements
- Criterion 2: elements 1, 3
- Criterion 3: elements 1, 2
- Criterion 5: all standard elements
- Criterion 7: all standard elements

Focus Area: Work-based Learning

Title of Work Requirement: Workplace Learning Exhibition

Mode /Format: Multimodal response

Description:
An exhibition- as a presentation, poster or other negotiated multimodal format, about their workplace learning experiences, what they learned, and the effectiveness of their learning plan. The presentation must be supported by purposeful use of digital and possibly other technologies.

Size: Maximum of 5 minutes or 1000 words in negotiated format of choice but must be made available digitally by the learner

Timing: The presentation must occur after the completion of Module 2.

External agencies: Learners may provide evidence from employers or other adults, but this is not required.

Relevant Criterion/criteria:

- Criterion 1: all standard elements
- Criterion 2: elements 1, 3
- Criterion 5: all standard elements
- Criterion 7: all standard elements
- Criterion 8: all standard elements.

Focus Area: Work-based Learning

Title of Work Requirement: Folio (Workplace Learning Report)

Mode/Format: Folio (external) written, multimodal

Description: A Folio consisting of

- annotated workplace learning plans
- reflective statement about their combined workplace learning experiences, what they learned, the effectiveness of their learning plans and impact on future decision-making including career decisions.

Size: suggested range of between 2500 and a *maximum* of 3000 words. The annotated workplace learning plans do not contribute to the word count.

Timing: after completion of Module 3.

External agencies: The Office of Tasmanian Assessment, Standards and Certification

Relevant Criteria:

- Criterion 1: all standard elements
- Criterion 3: all standard element
- Criterion 6: element 3
- Criterion 7: all standard elements

Relationship to External Assessment: The Folio (Workplace Learning Report) is externally assessed. Please refer to the External Assessment Specifications for full details.

Focus Area: Work-based Learning

Title of Work Requirement: Workplace Learning Presentation/Exhibition

Mode/Format: oral or multimodal: presentation

Description: A presentation of the output of the Folio (Workplace Learning Report), supported by the use of digital technologies

Size: suggested range a *maximum* of ten minutes multimodal.

Timing: N/A

External agencies: The Office of Tasmanian Assessment, Standards and Certification

Relevant Criteria:

- Criterion 7: all standard elements
- Criterion 8: all standard elements

Relationship to External Assessment: The Folio is externally assessed. Please refer to the External Assessment Specifications for full details.

Module 2 Work Requirements Specifications
Focus Area: Work-based Learning

Title of Work Requirement: Skills Log A and Learning Journal A
Mode /Format: Multimodal Extended response

Description: The skills log and learning journal must include the information specified below but can be in any negotiated format chosen by the learner, provided the learner makes it digitally available at regular intervals for ongoing teacher feedback (for example, if the learner chooses to use a hard copy, it could be scanned and provided to the teacher on a USB storage device, or uploaded to a cloud-based platform and the link shared with the teacher). The skills log and learning journal can be combined or treated separately.
The skills log must include:
- a label with the title *Learning Through the Workplace Level 3 - Skills Log A*, and the student's full name
- a record of key workplace information
- dates of workplace learning and tasks completed
- provision for mapping to CSfW and General Capabilities.
- a two-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:
- a label with the title *Learning Through the Workplace Level 3 - Learning Journal A,* and the student's full name

- regular entries of notes and reflections on the workplace learning experiences
- a final summary reflection that includes examples of their knowledge and understanding of at least six (6) of the CSfW skill areas, including those targeted in their learning plan.
- an updated skills and capabilities audit.

Journal requirements, ideas and optional guiding questions for the final summary reflection are provided in Appendix 8.

Size: Maximum of 2000 words or 10-minute multimodal presentation. The Skills Log A is not included in the word count.
Timing: Skills Log A and Learning Journal A must 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 Appendix 7.

Relevant Criterion/criteria:

- Criterion 1: elements 2, 3, 4
- Criterion 2: all standard elements
- Criterion 3: all standard elements
- Criterion 4: all standard elements
- Criterion 6: all standard elements
- Criterion 7: all standard elements

Relationship to External Assessment:
This work requirement is internally assessed only. However, the Skills Log A and Learning Journal A provide source material and supporting evidence to inform the development of the externally assessed Folio and Presentation work requirements described in Module 1. Please refer to the External Assessment Specifications for specific advice to students about this.

Module 3 Work Requirements Specifications
Focus Area: Work-based Learning

Title of Work Requirement: Skills Log B and Learning Journal B
Mode /Format: Extended response

Description: The skills log and learning journal must include the information specified below. They can be in any negotiated format chosen by the learner, provided the learner makes them digitally available at regular intervals for ongoing teacher feedback (for example, if the learner chooses to use a hard copy, it could be scanned and provided to the teacher on a USB storage device, or uploaded to a cloud-based platform and the link shared with the teacher). The skills log and learning journal can be combined or treated separately.
The skills log includes:
- a label with the title *Learning Through the Workplace Level 3 – Skills Log B*, and the student's full name
- a record of key workplace information
- dates of workplace learning and tasks completed
- provision for mapping to CSfW and General Capabilities
- a two-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:
- a label with the title *Learning Through the Workplace Level 3 - Learning Journal B*, and the student's full name
- regular entries of notes and reflections on the workplace learning experiences
- a final summary reflection that includes examples of their knowledge and understanding of at least six (6) of the CSfW skill areas, including those targeted in their learning plan. Learners must ensure each of the 10 CSfW skill areas are addressed at least once across their two learning journals.

Optional guiding questions and ideas for the final summary reflection are provided in Appendix 8.

Learning Journal requirements, ideas and optional guiding questions are included in Appendix 8.

Size: Maximum of 2000 words or 10-minute multimodal presentation
Timing: Skills Log B and Learning Journal B must 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 Appendix 7.

Relevant Criterion/criteria:

- Criterion 1: elements 2, 3, 4
- Criterion 2: all standard elements
- Criterion 3: all standard elements
- Criterion 4: all standard elements
- Criterion 6: all standard elements
- Criterion 7: all standard elements

Relationship to External Assessment:
This work requirement is internally assessed only. However, the Skills Log B and Learning Journal B provide source material and supporting evidence to inform the development of the externally assessed Folio and Presentation work requirements described in Module 1. Please refer to the External Assessment Specifications for specific advice to students about this.

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

Term	Definition	Source Acknowledgement	Course Context
analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.	ACARA Senior Secondary English Glossary	assessment
apply	Use, utilise or employ in a particular situation.	ACARA Senior Secondary English Glossary	assessment
assess	Determine the value, significance or extent of (something).	ACARA Senior Secondary English Glossary	assessment
career	The sequence and variety of work roles (paid and unpaid) undertaken throughout a lifetime, including life roles, leisure activities, learning and work	ACARA 9/10 Work Studies Glossary	Module 1
communicates	Conveys knowledge and/or understandings to others.	ACARA Senior Secondary English Glossary	assessment

Term	Definition	Source Acknowledgement	Course Context
Core Skills for Work Developmental Framework (CSfW)	The Core Skills for Work Developmental Framework (the CSfW) describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work. Participation in work could be as an employee, as someone who is self-employed, or as a volunteer.	Australian Government Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education and Department of Education, Employment and Workplace (2013)	Focus Area – Work-based Learning
cultural safety (workplace context)	A workplace is culturally safe, when the work environment is spiritually, socially, emotionally, and physically safe for everyone. Cultural safety is more than just being aware of other cultures and respecting all people. It is about creating a workplace where everyone can examine our own cultural identities and attitudes, and be open-minded and flexible in our attitudes towards people from cultures other than our own. It also requires everyone to understand that their own values or practices are not always or only the best way to solve workplace problems. Specifically, for Aboriginal and Torres Strait Islander people, cultural safety is about creating an environment that is safe for them. This means there is no assault, challenge or denial of their identity and experience. Cultural safety is about: shared respect, shared meaning and shared knowledge.	SafeWork NSW	Modules 1, 2, 3

Term	Definition	Source Acknowledgement	Course Context
describe	Give an account of characteristics or features.	ACARA Senior Secondary English Glossary	assessment
entry-level work	Work that requires minimal skills, training or experience. The Australian Government Job Outlook website uses a 5-point scale of skill levels for jobs: entry level, lower skill, medium skill, high skill and very high skill.	Australian Government, Job Outlook website	Modules 2, 3
equal opportunity	Equal Opportunity means everyone has a right to be treated fairly and to not experience discrimination and other prohibited conduct.	Equal Opportunity Tasmania, *Equal Opportunity: a workplace guide for employers in Tasmania* (July 2020)	Module 1
explain	Provide additional information that demonstrates understanding of reasoning and/or application.	ACARA Senior Secondary English Glossary	assessment
identify	Establish or indicate who or what someone or something is.	ACARA Senior Secondary English Glossary	assessment
industry	Businesses and professional associations working in a specific field.	Years 9 to 12 Learning, Tasmania	Module 1
investigate	Plan, collect and interpret data/information and draw conclusions about.	ACARA Senior Secondary English Glossary	assessment

Term	Definition	Source Acknowledgement	Course Context
LLN skills	Core language, literacy and numeracy (LLN) skills. The combination of LLN skills as detailed in the Australian Core Skills Framework and the Core Skills for work is referred to as Foundational Skills in the Vocational Education and Training Sector. In the school sector these two types of skills are described as General Capabilities and in the higher education sector they are referred to as Graduate Attributes.	Australian Government, CSfW, 2013, p1	
parent/guardian	Includes guardian(s) or other person(s) having the care and control of a child	Years 9 to 12 Learning, Tasmania	Modules 2, 3
reflection	The capacity for individuals to exercise introspection to learn more about their fundamental nature and purpose, their skill set, to learn from mistakes and gain deeper insight, to develop self-awareness and grow personally and professionally, to help with clarifying priorities, strengths and goals, and build resilience.	ACARA 9/10 Work Studies Glossary	Modules 1, 2, 3

Term	Definition	Source Acknowledgement	Course Context
simulated workplace	A simulated workplace creates a realistic* practice environment that enables a student to learn while in a controlled environment. Practising in conditions that replicate a workplace can be safer, assisting to develop student confidence in a structured setting, while allowing scenarios to be stopped, discussed and re-started to support learning. If delivering training of practical skills in a simulated environment, the provider must ensure access to all of the required facilities, resources and equipment that would be available in the contemporary workplace. Engaging with industry to discuss current workplace activities and subsequent training strategies can also ensure that simulated environments align with current workplace practice. * "Realistic" goes beyond facilities, resources and equipment. The simulated environment should aim, as much as possible, to model workplace relationships, expectations and a culture of improvement.	Adapted from Australian Skills Quality Authority (ASQA) https://www.asqa.gov.au/covid-19/practical-training-and-assessment *University of Queensland Employment Logic – *The cultural shift needed to improve VET outcomes in schools* *https://stories.uq.edu.au/policy-futures/2021/employment-logic-the-cultural-shift-needed-for-vet-in-schools/index.html*	Modules 2, 3 Pending VLCE advice
SMART goals	Goals that are Specific, Measurable, Achievable, Relevant and Time-bound. These criteria guide in the setting of goals, for example in project management, employee-performance management and personal development.	adapted from Wikipedia	Modules 1, 2, 3

Term	Definition	Source Acknowledgement	Course Context
suitable workplace	Suitable means that the nature of the workplace and the student role provide opportunities for learners to develop the Core Skills for Work as required in the assessment standards of the course.	Years 9 to 12 Learning, Tasmania	Modules 2, 3
vocational placement	A work placement that is a requirement of a VET qualification.	Years 9 to 12 Learning, Tasmania	Modules 2, 3 Appendix 6
work	A set of activities with an intended set of outcomes, from which it is hoped that an individual will derive personal satisfaction; it is not necessarily tied to paid employment and can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering.	ACARA 9/10 Work Studies Glossary	Modules 1, 2, 3
work culture	The work environment including the policies, protocols and accepted practice of a particular workplace. It includes the way people interact with others in the workplace, go about their work and the practices they undertake in this environment.	ACARA 9/10 Work Studies Glossary	Modules 1, 2, 3
Work performance	Work performance is how well an individual performs their work. The CSfW non- technical skills contribute to work performance, in combination with technical or discipline-specific skills and core LLN skills. Work performance is also influenced by a range of factors relating to the context in which the skills are being applied. the degree of effectiveness of an individual's work.	Australian Government, CSfW, 2013, p1	Focus Area
Work-based learning	Work-based learning includes • vocational placements • work placements • work exposure.	Years 9 to 12 Learning, Tasmania	Modules 1, 2, 3 Appendix 6

Term	Definition	Source Acknowledgement	Course Context
work-related skills	The combined set of Core Skills for Work and Australian Curriculum General Capabilities (2021) • (this may change over time due to policy implementation at the national level).	Adapted from Australian Government ACARA	Appendix 2
Work, Health and Safety (WHS)	Legislation (2011) that covers the physiological and psychological wellbeing of people engaged in work and employment; employers and employees have a common law duty to take reasonable care to guard everyone's health and safety in the workplace.	ACARA 9/10 Work Studies Glossary	Module 1, 2, 3
work	A set of activities with an intended set of outcomes, from which it is hoped that an individual will derive personal satisfaction; it is not necessarily tied to paid employment and can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering.	ACARA	Modules 1, 2, 3
workplace learning	The Work-based learning programs of • Vocational placements • Work placements • (but not work exposure) and Learner-arranged part-time paid or unpaid work such as volunteering or community involvement. In these cases, duty of care rests with the parent/guardian.	Years 9 to 12 Learning, Tasmania and extended for the purpose of this course	Modules 2, 3
workplace supervisor	An adult employee of a host workplace, acting in a designated supervisory capacity for the student(s) at that site.	Years 9 to 12 Learning, Tasmania	Modules 2, 3

Appendix 6 – Elaboration on Course Requirements

Workplace learning contexts

There are three types of workplace learning contexts for *Learning Through the Workplace* Level 3

1. Workplace learning outside of the learner's school programme, which flows from part-time employment and/or unpaid activities such as volunteering, entered into independently by students.

2. Provider-mediated workplace learning within the context of senior secondary approved programmes of learning. These work placements typically enable students to learn about work. They can motivate learners to engage more seriously in classroom study, helping them connect what is taught at school to real work contexts. The learners gain mostly transferable work-related skills/capabilities and are a tool for career exploration.

3. Provider-mediated workplace learning within the context of VET programs delivered to school students. These work placements are typically of longer duration than those undertaken within general education. In addition to the transferable work-related skills assessed in *Learning Through the Workplace* Level 3, another objective is typically for students to learn through work and develop new technical skills. These placements also allow employers to get to know potential recruits and students to learn about potential employers. Where these work placements are a requirement of a VET qualification, they are called vocational placements.

As a general principle, workplace learning contexts must be beyond the immediate family. In the case of parenting and caring roles and working in family businesses including self-employment, the involvement of a mentor to act as the workplace supervisor may be acceptable provided the mentor has suitable relevant qualifications and directly observes the student in their workplace on a regular basis and for at least 20 hours of each block of 40 hours.

Examples

The following example add clarity to what constitutes 'volunteering work' and 'unpaid work'

- volunteering – could include sport organisations, churches, community organisations
- unpaid work - could include working in a family business
- unpaid work – does not include parenting, other caring roles where the work context is entirely within immediate family.

Avoiding multiple credit-point counts of work placements

For provider-mediated workplace learning (contexts 2 and 3 above), the 80 hours of workplace learning required for *Learning Through the Workplac*e Level 3 must be in addition to any workplace learning that occurs within the related course or VET program that is being concurrently undertaken.

Duty of care, legal liability and insurance

Status and role of the Years 9-12 Requirements and Guidelines for the Delivery of Work-based Learning to Schools Students

The *Years 9-12 Requirements and Guidelines for the Delivery of Work-based Learning to Schools Students* is a cross-sectoral document that was endorsed in 2021. The document sets out what is required for quality Work-based Learning. It also specifies the scope of the document and its relationship to the ongoing legal requirements of schools as providers. Each sector (Government, Association of Independent Schools, Catholic Education) has its own associated processes which may

include procedural documents. For example, there is a reference to the requirement of a Workplace Agreement Form but no link to an actual form. The details of the form are the responsibility for each sector. Each provider of Work-based Learning must follow the procedures of their sector.

Provider mediated workplace learning contexts (contexts 2 and 3 above)

As stated in the course requirements, 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*.

Learner sourced workplace learning contexts (context 1 above)

Where workplace learning activities fall outside the direct control of the provider (context 1 above), the parent/guardian must determine the degree of risk associated with the activity and must take all reasonable steps to ensure the safety and wellbeing of the student for the duration of the program.

Roles and Responsibilities

The roles and responsibilities of the learner, workplace supervisor, workplace learning coordinator, parent/carer and provider are documented in the Workplace Learning Agreement required by the *Years 9-12 Requirements and Guidelines for the Delivery of Work-based Learning to Schools Students* for provider-mediated work placements.

In the case of learner-sourced workplace learning, a Learning Through the Workplace Memorandum of Understanding can be developed by the provider, adapted from the required Workplace Learning Agreement above.

Appendix 7 – Skills Log Verification Form (A and B)

Workplace Learning Skills Log A Verification form

Workplace supervisor's evaluation of student performance

Student's name:	
Workplace:	
Start date of workplace learning	

This evaluation of the student's workplace performance is completed by the workplace supervisor after each 40 hours completed in the workplace (or at the end of a placement if fewer than 40 hours are completed). For each attribute, **circle** or place a **tick** in the box that contains the most appropriate description of workplace performance. Pages may be added as required.

Personal attributes	Unsatisfactory	Satisfactory	High	Very high
Enthusiasm		Observes and listens, follows instructions and performs most tasks enthusiastically.	Maintains an enthusiastic approach to all tasks.	Extremely motivated and keen. Prioritises tasks and takes responsibility for own workload.
Approach to safety		Follows safety rules in the workplace, maintains own safety and carries out work duties in a safe manner.	Observes specific workplace safety policies, procedures and standards and acts to minimise risks to self.	Observes specific workplace safety policies, procedures and standards and acts to minimise risks to self and others.
Approach to learning		Willing to learn and asks for assistance or clarification if needed.	Shows interest in the work and the industry area. Asks good questions and listens attentively.	Eagerly seeks new and more challenging tasks to extend workplace skills and knowledge.
Approach to others		Relates well to co-workers and is comfortable in a work environment.	Interacts with co-workers and clients in a confident and friendly manner.	Communicates effectively with co-workers, seeks other's opinions and begins to cultivate networks.
Reliability		Can be relied on to complete allocated tasks.	Can be relied on to complete allocated tasks and follow the job through when faced with difficulties.	Is totally reliable and shows determination in resolving difficult tasks.
Initiative		Completes routine or familiar tasks without direct or repeated instruction.	Thinks ahead and often completes tasks without prompting.	Works independently and collaboratively, solves problems and is resourceful.

Personal attributes	Unsatisfactory	Satisfactory	High	Very high
Response to advice		Listens to advice and acts on it.	Acts on advice and seeks feedback to improve work performance.	Actively seeks feedback to improve work performance and applies advice to different situations.
Quality of work		Completes given tasks to required standard.	All work is of a high standard and self-checks are made for quality.	Work is always of a high quality. Pays attention to detail and takes pride in completing tasks to a very high standard.

Comment:

Workplace supervisor's name (please print):		
Company/business/organisation name:		
Workplace supervisor's signature:		Date:

Workplace Learning Skills Log B Verification form
Workplace supervisor's evaluation of student performance

Student's name:	
Workplace:	
Start date of workplace learning	

This evaluation of the student's workplace performance is completed by the workplace supervisor after each 40 hours completed in the workplace (or at the end of a placement if fewer than 40 hours are completed). For each attribute, **circle** or place a **tick** in the box that contains the most appropriate description of workplace performance. Pages may be added as required.

Appendix 8 – Learning Journal A and B – requirements and optional guiding questions

Acknowledgement:

The content of this appendix is adapted, with permission, from the Government of Western Australia School Curriculum and Standards Authority (2014) *Workplace Learning Skills Journal template.* The School Curriculum and Standards Authority does not endorse this publication or product.

A current copy of the *Workplace Learning Skills Journal template* can be found on the School Curriculum and Standards Authority website https://www.scsa.wa.edu.au/.

Learning Journal Requirements

The *Learning Through the Workplace Learning Journal A* and *Learning Through the Workplace Learning Journal A* are essential parts of the *Learning Through the Workplace* Level 3 course.

- Learning Journal A must be completed and submitted to the provider for assessment after the completion of 40 hours in the workplace, as part of Module 2 work requirements.
- Learning Journal B must be completed and submitted to the provider for assessment after the completion of 40 hours in the workplace, as part of Module 3 work requirements.

Learning Journal A and Learning Journal B have the same requirements. From here on they will be referred to in the singular as Learning Journal.

The Learning Journal is designed to help the learner gain additional benefit from the time spent in the workplace. It must have three parts:

1. Part 1 – for recording and monitoring their Workplace Learning Plan
2. Part 2 - for recording observations and reflections about their workplace learning experiences that are not captured in the *Learning Through the Workplace Skills Log*.
3. Part 3 - for providing specific examples to demonstrate their application of a range of work-related skills, knowledge and understandings. Focus questions based on the core skills for work are provided.

Learning Journal Format

The Learning Journal can be in a format of the student's choice, negotiated with the teacher. It must be available digitally.

Core Skills for Work

The core skills for work are a set of non-technical skills, knowledge and understandings that underpin successful participation in work. These skills are documented in the *Core Skills for Work Developmental Framework,* developed collaboratively by the Department of Industry and the Department of Education. The *Core Skills for Work (CSfW)* encompass the Employability Skills and can be accessed at: https://www.education.gov.au/core-skills-work-developmental-framework

The *CSfW* describe performance in ten Skill Areas, grouped under three Skill Clusters.

Skill Clusters	Skill Areas
1. Navigate the world of work	a. Manage career and work life b. Work with roles, rights and protocols
2. Interact with others	a. Communicate for work b. Connect and work with others c. Recognise and utilise diverse perspectives
3. Get the work done	a. Plan and organise b. Make decisions c. Identify and solve problems d. Create and innovate e. Work in a digital world

Optional guiding questions

A series of focus questions have been developed for each Skill Area. Questions of particular relevance to students who are also undertaking a VET qualification are indicated, although there is no requirement for students to select these questions.

Students can respond to different focus questions Skill Area after their second 40 hours completed in the workplace, after Module 3, because the same question in a new work setting may elicit a very different response.

Skill Cluster 1: Navigate the world of work

Skill Area 1a – Manage career and work life

This Skill Area is about making decisions about your future. It involves identifying work and career options, the qualifications, training or experience needed and the opportunities that exist for employment and advancement within this industry.

1. What was the highlight of this work placement? Is this the type of job for you? Explain your answer.
2. What personal attributes and skills are best for this type of work and what advice would you give to other students considering working in this industry?
3. *How has your work placement, combined with your industry qualification in the [INSERT INDUSTRY] industry, made your career path clearer?
4. *Explain how your work placement has increased your understanding of the [INSERT INDUSTRY] industry. If your experience did not increase your understanding of the industry, what would have made the placement more beneficial to you? Does your placement align well with your industry qualification?

Questions marked with an asterisk are of particular relevance to students undertaking a VET qualification.

Skill Cluster 1: Navigate the world of work
Skill Area 1b – Work with roles, rights and protocols
This Skill Area is about understanding work roles and workplace rights and expectations. It involves being able to identify and manage workplace responsibilities and respond appropriately to expectations and accepted practices in work situations.

1. Describe the main tasks, responsibilities and boundaries of your role in this workplace.
2. Give an example of one explicit workplace protocol (ie a rule, written procedure) and one implicit workplace protocol (ie a common practice understood by everyone but not written down) and explain why it is beneficial to keep to these written and unwritten rules in the workplace.
3. A workplace is governed by legal rights and responsibilities related to conditions of employment, equal opportunity and discrimination and safe work practices. Explain what you would do if you believed these rights and responsibilities were not being adhered to in your workplace.
4. Australian workplaces are very diverse. Some are quite formal and some are very relaxed. Describe your workplace in these terms: expected dress codes, communication styles and day to day routines.
5. *Describe a specific legal requirement, regulation or policy (eg copyright or confidentiality) that is unique to the *[INSERT INDUSTRY]* industry. How is this applied in your workplace? Does this affect you directly or indirectly?
6. *What does safety mean to you? How has your industry qualification assisted you in preparing for a day's work in your workplace as part of the *[INSERT INDUSTRY]* industry? (eg Are you required to wear protective clothing or conform to a specific dress standard which meets the needs and safety requirements of the role?)

Questions marked with an asterisk are of particular relevance to students undertaking a VET qualification.

Skill Cluster 2: Interact with others
Skill Area 2a – Communicate for work

This Skill Area is about using communication skills in the workplace. It involves recognising communication protocols and etiquette, using communication systems and processes, understanding messages and being understood.
1. Describe a situation in your workplace where you had to listen, understand and act on complex instructions. Were you able to follow the instructions? What was the result?
2. Describe a situation in your workplace where you had to communicate complex ideas or information. How did you approach this and was it successful?
3. Identify a written document that you were required to use in your work placement in order to perform a task. What type of document was it (eg a procedure, policy, instructions)? Were you familiar with this type of written documentation and how well were you able to use it?
4. Describe a situation where you were required to use numeracy to communicate in the workplace. List the numeracy skills you used in this situation.
5. *Describe a situation where you were required to use your literacy skills to communicate effectively in your industry-related work placement. How did you get your message across clearly?

6. *How has your industry qualification assisted you in developing the necessary numeracy and literacy skills required to communicate effectively in your current workplace? What areas could you improve on?

*Questions marked with an asterisk are of particular relevance to students undertaking a VET qualification.

Skill Cluster 2: Interact with others
Skill Area 2b – Connect and work with others

This Skill Area is about building work relationships and working collaboratively with others. It involves being aware of one's own values and goals and having an understanding of the needs of others, making choices about appropriate behaviour and acting responsibly in workplaces.

1. Describe a situation in your workplace where you were required to work as part of a team. What was your role and what was the result?
2. Have you asked for feedback or advice in this workplace? Who did you ask, what was their response and what was the outcome?
3. Organisations look for paid and unpaid personnel who are willing to learn. How did you show you were interested and enthusiastic about learning all you could while you were completing activities in this workplace?
4. Explain how you showed respect and concern for others and their rights in your workplace?
5. Working as a team is important in the workplace. Give an example of a situation at your workplace where there was a lack of teamwork. What was the impact of the poor teamwork?
6. Describe the communication skills that you use when you interact with people from various cultural/ethnic backgrounds in your workplace. How would you communicate differently with people of varying physical and mental abilities?
7. Describe a situation where you were required to get a message across to a client or colleague. Explain the non-technical skills (listening, speaking clearly, negotiating or persuading) and the technical skills (product knowledge or expertise) you need to develop in order to improve future interactions in your workplace.
8. What have you learnt about common communication issues in the workplace? Describe how your attitude and actions in the workplace affect your work colleagues.
9. *What does teamwork mean to you? Describe the positive aspects of your team in your current workplace as part of the [INSERT INDUSTRY] industry. How has your industry qualification prepared you to work as an effective team member?

*Questions marked with an asterisk are of particular relevance to students undertaking a VET qualification.

Skill Cluster 2: Interact with others
Skill Area 2c – Recognise and utilise diverse perspectives

This Skill Area is about recognising and responding to differing values, beliefs and behaviours, drawing on these different perspectives for work purposes. It includes managing conflict when it arises.

1. Describe a situation where a dispute occurred in your workplace. Was the dispute resolved satisfactorily? Explain.

2. Explain, using an example from your workplace, how a task/activity was better accomplished because of the different strengths, skills, age, gender, race or religion of the people working on the task/activity.
3. One of the roles of the person in charge is to allocate the right people and/or resources to a task/activity. Give an example of where this has occurred in your workplace. What was the result?
4. What would you do if you noticed that a client/customer/participant/colleague was being harassed or bullied in the workplace because of his beliefs or values?
5. *What does cultural diversity mean to you? Describe how cultural diversity is addressed in your industry qualification and supported in your workplace.
6. *Describe a time when you had to respond to a person who did not share the same values and beliefs as you in your workplace. How has your industry qualification empowered you with the knowledge and understanding to recognise these diverse perspectives?
7. *Describe a situation where you have witnessed a conflict in the workplace. How well was the situation handled? From the knowledge you have gained from your industry qualification and related work experience, do you think the situation could have been handled differently? Explain.

*Questions marked with an asterisk are of particular relevance to students undertaking a VET qualification.

Skill Cluster 3: Get the work done
Skill Area 3a – Plan and organise

This Skill Area is about identifying and completing the steps needed to undertake tasks/activities and manage workloads. It involves time management, the ability to organise self and information, to prioritise, plan and carry out work activities.

1. Describe a situation where you were asked to complete a task/activity and you felt that you did not have the skills, knowledge or enough time to complete it. What action did you take and what was the result?
2. Consider one of the workplace activities you were asked to complete. Did you do it to a satisfactory standard? How did you know you had done a good job – or not?
3. Describe how you managed competing demands when completing tasks or activities in your workplace. How did you prioritise your workload?
4. Provide an example of how you have planned ahead to anticipate potential problems in your workplace.
5. Describe a situation where you were required to coordinate tasks or activities for yourself and others in your workplace. How did you go about this? What was the result?
6. *Describe how your industry qualification has assisted you in planning a task or activity. Did the skills and knowledge gained from your qualification enable you to perform the task as well as possible?

*Questions marked with an asterisk are of particular relevance to students undertaking a VET qualification.

Skill Cluster 3: Get the work done
Skill Area 3b – Make decisions
This Skill Area is about making a choice from a range of possibilities. It involves the ability to use different decision-making approaches and to reflect on the outcomes of decisions.

1. Describe a situation where you had to make a decision on the best way to complete a task/activity you had been given. How effective was your action? If you were asked to complete a similar task/activity what would you do differently?
2. Making a wrong decision can cause major problems in a workplace. Explain what you would do if you could not decide what to do?
3. There are many decision-making approaches for both individual and group decision making. Describe a situation in your workplace where a group decision-making strategy was used (eg vote, group consensus, majority rules). Was this effective and was everyone happy with the decision?
4. How often do you make decisions in your workplace? Who must you seek approval from before making a decision in your current workplace? Give two examples of decisions that you have made without first seeking approval and two examples of decisions you could not make without first seeking approval.
5. Describe a situation where you were required to make a decision and the outcome was less than you had hoped for. How did you finally come to that decision? (e.g. what options and resources did you have to assist you in making this decision?) Were there other factors (such as time demands, multitasking, short staffing etc) affecting your decision-making process? Briefly describe how this outcome could be improved in the future.
6. *What are some of the potential problems of making an incorrect decision in your workplace? How has your industry qualification prepared you for this? If you believe your qualification has not prepared you for the decision-making process within the industry, how could it be improved?

Questions marked with an asterisk are of particular relevance to students undertaking a VET qualification.

Skill Cluster 3: Get the work done
Skill Area 3c – Identify and solve problems
This Skill Area is about identifying and solving problems to successfully complete work goals. This involves being able to anticipate or identify problems, take steps to solve problems and reflect on the outcomes.

1. Describe a problem you encountered in your workplace. What steps did you take to solve this problem? Was the problem solved? Explain.
2. Sometimes more than one person is needed to solve a problem. Describe where this method of problem-solving was used in your workplace. What are some of the benefits of solving a problem in a team?
3. A problem may have one right answer, but often there will be many possible solutions from which a choice must be made. How do you decide which solution to apply? Have you ever made a wrong decision? How did you know it was the wrong one? Give an example from your workplace.
4. Describe a situation where you sought assistance to solve a problem that was outside your area of responsibility in your workplace. Why did you think it necessary to ask for assistance?

5. *Describe a situation where you have identified a problem in your workplace. How has your industry qualification supported you in identifying potential problems in your workplace?

*Questions marked with an asterisk are of particular relevance to students undertaking a VET qualification.

Skill Cluster 3: Get the work done
Skill Area 3d – Create and innovate

This Skill Area is about creating, applying and recognising the value of new ideas to solve problems, improve or develop new processes, products or strategies or deliver new benefits. It involves thinking about how things could be improved and selecting from a range of new ideas.

1. Thinking of new ways of doing things and putting that into action is being creative and innovative. Describe a situation where you helped a colleague or supervisor to implement a new way of doing something. How did you feel after doing this?
2. The term 'thinking outside the box' is often used to describe people who come up with new ideas or new places/ways to apply an old idea. This is also called lateral thinking. Have you ever proposed a small change to a process, product or service within your own role in the workplace? Explain.
3. How adaptable are you? Would you be open to supporting new ideas, techniques or processes that mean you will have to change what you are used to doing? How would this make you feel? What strategies could be put in place in your workplace to help workers adjust to new ideas or processes?
4. *Outline one way in which you could improve a process, product or service in your workplace. How does your work placement provide you with the opportunity to use the skills and knowledge learnt as part of your industry qualification to be creative or innovative?
5. *List at least three advances that have been made in your workplace. How do you imagine this industry might develop or change in the future? How has your industry qualification supported you in thinking and preparing for future developments in this industry?

*Questions marked with an asterisk are of particular relevance to students undertaking a VET qualification.

Skill Cluster 3: Get the work done
Skill Area 3e – Work in a digital world

This Skill Area refers to the use of digital systems and technology to connect to other people or information for work related purposes. It includes understanding emerging/accepted etiquette and risks associated with online environments. It also involves identifying how digital technology and digitally based systems can extend, enhance or make possible specific aspects of a role or task, and create new opportunities.

1. A digital world refers to the global environment in which digital technology enables:
   a. rapid access to, and transfer of, information
   b. multiple connections between people
   c. the visualisation and analysis of data
   d. the ability to connect with others to share information, collaborate and build relationships that are not limited by time and location.

   Are all personnel within your workplace equally confident in their use of digital technologies? Explain.

2. Digital technologies include any products that will store, retrieve, manipulate, transmit or receive information electronically in a digital form eg devices, applications and software. Describe a technological or digital tool used in your workplace. How does this tool improve the way in which you or others complete their work?
3. Do you have a range of digital technology skills? How could you improve your skills in this area?
4. New technologies bring with them the need for new work health and safety measures. Choose one of the digital technologies used in your workplace and outline the safety protocols for use of this tool.
5. Describe at least one advance in digital technology in the last few years which has changed the way your workplace functions on a day-to-day basis.
6. *Identify at least three ways digital technology is incorporated into your workplace. How has your work placement reinforced the skills and knowledge learnt as part of your industry qualification?
7. *Describe one digital technology that you frequently use in your workplace. What are the major benefits of this technology? How has your industry qualification prepared you for using this technology in your workplace?

*Questions marked with an asterisk are of particular relevance to students undertaking a VET qualification.