



Stage 6

Industry-based Learning

Support Document

2007

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1 Industry-based Learning Stage 6 Course

1.1 Introduction

The Board Endorsed course in *Industry-based Learning* gives students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) for the ‘on-the-job’ component of school-based apprenticeships and traineeships. This HSC unit credit is in addition to the unit credit for the formal ‘off-the-job’ training that students already receive through their HSC VET courses.

The Industry-based Learning course is available to students with an approved school-based apprenticeship or traineeship training contract who are also entered for the appropriate HSC VET course(s) for the formal off-the-job training component of the school-based apprenticeship or traineeship.

This document, the *Industry-based Learning Support Document*, contains material and advice which is intended to assist teachers in the initial implementation of the course and monitoring of student evidence of learning related to the course outcomes. It must be read in conjunction with the Stage 6 Course Description.

1.2 Course description

The *Industry-based Learning Stage 6 Course Description* contains advice about course eligibility and describes course outcomes, as well as requirements for course completion and assessment of evidence of industry-based learning. For HSC accreditation the delivery of this course must comply with the requirements described in this document.

The Industry-based Learning Stage 6 Course Description is available on the Board’s website (www.boardofstudies.nsw.edu.au) under the ‘Vocational Education’ link.

The course description can be downloaded from the following link:

http://www.boardofstudies.nsw.edu.au/voc_ed/pdf_doc/Industry_based_learning.doc

The school/teacher should ensure that the employer is aware of the requirements of this course and is able to support the student in achieving the course outcomes.

2 Evidence of industry-based learning

2.1 Introduction

The Industry-based Learning Course Description does not set out specific content that must be learned, how learning should occur or when it should be learned. Rather students must present evidence of the things they have learned while participating in the on-the-job component of their school-based apprenticeship or traineeship. The workplace is their ‘classroom’.

This evidence is not in relation to achievement of units of competency as part of their AQF VET qualification – this is assessed separately by the registered training organisation (RTO) providing the formal off-the-job component of the school-based apprenticeship or traineeship. While it is acknowledged that there may be some overlap, the evidence required for this course should identify the additional learning related to the Industry-based Learning Course outcomes.

2.2 Course outcomes

The Industry-based Learning course outcomes are that:

Objectives	Course Outcomes
Students will:	Students:
1. develop knowledge and understanding about the nature of work and enterprise	1.1 understand work and enterprise
2. develop knowledge and understanding about the industry and workplace(s) in which they are working and training	2.1 understand the relationship between the workplace and the broader industry 2.2 understand the pathways for work, education and training in the industry 2.3 understand the contribution of the industry to the Australian society and economy
3. develop a range of skills relating to employability	3.1 demonstrate skills in communication and teamwork 3.2 demonstrate skills in initiative, problem-solving and enterprise 3.3 demonstrate skills in planning, organising and self-managing 3.4 demonstrate skills in life-long learning and technology
4. value and appreciate personal attributes that contribute to overall employability	4.1 identify and appreciate the personal attributes that contribute to overall employability
5. value and appreciate the range of behaviours and attitudes appropriate to work	5.1 identify and appreciate the range of behaviours appropriate to work 5.2 identify and appreciate appropriate attitudes towards work 5.3 identify and appreciate the ethical and social responsibility dimensions of work.

2.3 Collection and presentation of evidence of learning

Students must present for assessment, evidence of the learning they have achieved while in the workplace. This evidence of learning must be related to the Industry-based Learning course outcomes.

It is intended that the evidence of industry-based learning will be built up across the on-the-job training attendance requirement.

The evidence of Industry-based Learning will consist of two parts:

- a **log** of those tasks and activities which have been undertaken in the workplace which are related to the course outcomes, and
- a reflective and self-descriptive **journal** of learning related to the course outcomes which has developed from the on-the-job training component of the school-based apprenticeship or traineeship.

A teacher will support and monitor students in their collection and presentation of evidence of learning in the workplace through meeting regularly with the student to assist in the development of the log and journal.

2.3.1 Industry-based learning log

The log should be a simple document; there is no set format or layout required. It may take a variety of forms, for example, entries in:

- an exercise book
- a commercially available pocket-book or A5 diary
- school system/sector authority developed documents (for example, the NSW DET Employment Related Skills Logbook)
- an online/electronic log
- a log designed by the student, teacher and/or school.

It may:

- be hand written or word-processed
- be loose leaf or bound
- be in point form or full sentences
- be a daily or weekly record
- or a combination of all of the above.

A sample *Industry-based Learning Log* is in Appendix 1 of this document. A template is available on the Board's website (www.boardofstudies.nsw.edu.au) under the 'Vocational Education' link.

The log of workplace tasks and/or activities undertaken must be maintained on a regular basis and include:

- a brief description by the student of the tasks and/or activities undertaken, and
- verification that these tasks and activities have been undertaken.

The verification should be provided by a person who can confirm what tasks and/or activities the student has undertaken in the workplace. It is most likely that the verification would be provided by the employer and/or workplace supervisor/team leader. Verification can be as simple as a name, initials/signature and date in the log.

2.3.2 Industry-based learning journal

The journal of learning should complement the log by providing, on a regular basis, a record of what has been learned from the workplace during the on-the-job training component of a school-based apprenticeship or traineeship in relation to the course outcomes.

It is a reflective and self-descriptive journal of learning. It will not only describe what the student has learned but also its usefulness and applicability to their role in the workplace.

There is no set content, format, layout, length or style for the journal. It may take a variety of forms, for example:

- an exercise book
- a commercially available journal or creative diary
- school system/sector authority developed document
- an online/electronic journal or blog
- a journal designed by the student, teacher and/or school.

It may:

- be hand written or word-processed
- be loose leaf or bound
- be in point form or full sentences
- be a 'stream of thought' or in an essay style
- or a combination of all of the above.

The journal may also include, for example:

- photos, sketches or diagrams
- instructions, standard operating procedures or work plans
- pamphlets
- memos
- meeting minutes.

The journal is likely to include:

- the course outcome(s) being discussed
- thoughts on the tasks and/or activities undertaken
- a description of the learning that has occurred
- an analysis of the learning in relation to the course outcome(s)
- a discussion of the value of the experience(s) gained in workplace, and
- an evaluation of the experience(s) gained.

The student and supervising teacher should discuss various possibilities. Most importantly, whatever form the journal ends up taking, it must be the student's own work and must satisfy the teacher that it meets the requirements of the course.

Each time the journal is submitted for assessment, it is expected that an increasing level of complexity and sophistication would be seen in the evidence presented related to the course outcomes. This may be achieved by ensuring that over a period of time the submission of evidence:

- includes different/additional tasks and/or activities
- covers the full range of course outcomes
- provides a more extensive description of the learning
- shows an increased understanding in any concluding comments.

The student is not required to show their journal to the employer nor have it verified by the employer.

A sample *Industry-based Learning Journal* is in Appendix 2 of this document. A template is available on the Board's website (www.boardofstudies.nsw.edu.au) under the 'Vocational Education' link.

3 Assessment of evidence of industry-based learning

The evidence presented by the student of industry-based learning will be assessed by the school.

To be accredited for a total of 4 units of credit at Preliminary and/or HSC level, a student must submit their evidence for assessment on a regular basis from 6 to 10 times across a two-year period of HSC study.

Students may be accredited with 2 units of credit at Preliminary and/or HSC level if they submit their evidence for assessment on a regular basis from 3 to 5 times across any twelve month period of HSC study.

3.1 Assessment schedule/plan

The school is required to develop an assessment program indicating when the evidence of industry-based learning (ie log and journal) will need to be submitted for assessment.

The assessment schedule or plan should include milestones designed to assist student understanding of what is required and to set timeframes for the regular submission of work.

The assessment plan developed by the school should be provided to each student undertaking the course.

A sample *Industry-based Learning Assessment Schedule* is in Appendix 3 of this document. A template is available on the Board's website (www.boardofstudies.nsw.edu.au) under the 'Vocational Education' link.

3.2 Guidelines for assessment

Assessing the evidence of learning provided by students of this course should not be seen by the school as an onerous task. The responsibility is with the student to provide the evidence as outlined in the course description.

The purpose of the course is to provide HSC unit credit for the student's participation (time and associated learning) in the workplace as part of a school-based apprenticeship and traineeship. To maintain the credibility and rigour of the HSC it is essential that students demonstrate outcomes from this participation and that these outcomes be assessed.

Assessment in this course is non-graded. No internal assessment mark is required to be submitted to the Board of Studies NSW for this course.

In reviewing each student's evidence the teacher will provide a professional judgement as to whether the student is working towards the course outcomes.

In assessing the evidence provided by the student, the school will, as a minimum, review the evidence to see whether the student has:

- submitted the log and journal regularly and in accordance with the school's assessment schedule and assessment policy

- provided in the journal a reflection on the tasks and activities undertaken, a synthesis of what has been learned related to the course outcomes and an evaluation of the experiences gained
- shown an ‘increasing level of complexity and sophistication’ in the evidence presented related to the course outcomes.

Normal ‘N’ determination processes should be followed (refer to Section 8.4.4 of the Board’s ACE Manual) if a student is not:

- following the course endorsed by the Board
- applying themselves with diligence and sustained effort
- achieving some or all of the course outcomes, or
- meeting the on-the-job attendance requirements contained within the approved school-based apprenticeship or traineeship training plan.

The final outcome of the assessment will be a decision by the school as to whether or not the student has satisfactorily completed the course.

4 Conferencing with students

The school is required to develop an assessment schedule indicating when the evidence of industry-based learning (ie log and journal) will need to be submitted for assessment.

The assessment schedule could include a number of meetings with the supervising teacher designed to:

- confirm timeframes for the submission of the log and journal
- assist student understanding of what is required for satisfactory completion of the course
- encourage regular entries into the log and journal
- provide feedback (assessment for learning).

A sample *Industry-based Learning Meeting Schedule* is in Appendix 4 of this document. A template is available on the Board's website (www.boardofstudies.nsw.edu.au) under the 'Vocational Education' link.



Appleton High School

**Industry-based Learning
Log**

Mackenzie Taylor

**School-based Traineeship
Certificate II in Retail**

Good Value Variety Store

2007–2008

This log is the first part of the evidence of industry-based learning required for this course.

Your log is a **brief description** of those **tasks and/or activities** which have been **undertaken in the workplace** which are related to the course outcomes.

The log should be:

- *[insert school's requirements/expectations]*

Your log should be **maintained on a regular basis** and include:

- a brief description of the tasks and/or activities undertaken, and
- verification that these tasks and activities have been undertaken.

The **verification** should be *[insert school's requirements/expectations]*.

Industry-based Learning Log

Date	Brief description of the tasks/activities undertaken in the workplace related to the course outcomes	Verification



Appleton High School

**Industry-based Learning
Journal**

Mackenzie Taylor

**School-based Traineeship
Certificate II in Retail**

Good Value Variety Store

2007–2008

This journal is the second part of the evidence of industry-based learning required for this course.

Your journal of learning complements your log by providing, on a regular basis, **a record of what has been learned** from the workplace during the on-the-job training component of your school-based apprenticeship or traineeship in relation to the course outcomes.

It is a **reflective and self-descriptive** journal of learning. It will not only describe what you have learned but also its usefulness and applicability to your role in the workplace.

It **must be your own work** and satisfy your teacher that it meets the requirements of the course.

The journal should be:

- *[insert school's requirements/expectations]*

The journal should be in your own words and include:

- *[insert school's requirements/expectations]*

Each time you submit your journal for assessment, the teacher will expect to see an increasing level of complexity and sophistication in the evidence presented related to the course outcomes. For you to achieve this ensure that each submission of evidence:

- *[insert school's requirements/expectations]*

Remember, the evidence of learning required is not in relation to achievement of units of competency as part of your AQF VET qualification – this is assessed separately through the competency-based assessment program of your VET course. While it is possible that there will be some overlap, the evidence required for this course should identify the additional learning related to the Industry-based Learning Course outcomes.

The Industry-based Learning Stage 6 Course outcomes are as follows:

Objectives

Course Outcomes

Students will:

Students:

- | | |
|---|---|
| 1. develop knowledge and understanding about the nature of work and enterprise | 1.1 understand work and enterprise |
| 2. develop knowledge and understanding about the industry and workplace(s) in which they are working and training | 2.1 understand the relationship between the workplace and the broader industry
2.2 understand the pathways for work, education and training in the industry
2.3 understand the contribution of the industry to the Australian society and economy |
| 3. develop a range of skills relating to employability | 3.1 demonstrate skills in communication and teamwork
3.2 demonstrate skills in initiative, problem-solving and enterprise
3.3 demonstrate skills in planning, organising and self-managing
3.4 demonstrate skills in life-long learning and technology |
| 4. value and appreciate personal attributes that contribute to overall employability | 4.1 identify and appreciate the personal attributes that contribute to overall employability |
| 5. value and appreciate the range of behaviours and attitudes appropriate to work | 5.1 identify and appreciate the range of behaviours appropriate to work
5.2 identify and appreciate appropriate attitudes towards work
5.3 identify and appreciate the ethical and social responsibility dimensions of work. |

Industry-based Learning Journal



Appleton High School

Industry-based Learning Assessment Schedule

Submission of Industry-based Learning Log and Journal

2007

Term	Week	Day	Date
1	9	Monday	26 March 2007
2	6	Monday	28 May 2007
3	9	Monday	10 September 2007
4	7	Monday	26 November 2007

2008

Term	Week	Day	Date
1	6	Monday	3 March 2008
2	10	Monday	30 June 2008
3	5	Monday	18 August 2008



Appleton High School

Schedule of meetings with supervising teacher

[insert the name of the supervising teacher]

2007

Term	Week	Day	Date	Purpose of meeting
1	2	Wednesday	7 February 2007	Introduction to the course
	5	Monday	26 February 2007	Progress check
	10	Wednesday	4 April 2007	Feedback on log and journal
2	4	Monday	14 May 2007	Progress check
	8	Wednesday	13 June 2007	Feedback on log and journal
3	5	Monday	13 August 2007	Progress check
	11	Wednesday	26 September 2007	Feedback on log and journal
4	8	Wednesday	5 December 2007	Feedback on log and journal

2008

Term	Week	Day	Date	Purpose
1	2	Wednesday	6 February 2008	Progress check
	7	Monday	10 March 2008	Feedback on log and journal
2	5	Monday	26 May 2008	Progress check
3	1	Wednesday	23 July 2008	Feedback on log and journal
	6	Wednesday	27 August 2008	Feedback on log and journal