Recognition of structured workplace learning for Victorian senior secondary students undertaking VET

Daryl Sutton, Victorian Curriculum and Assessment Authority
Structured Workplace Learning Recognition for VCE and VCAL students is a systematic and formal approach to workplace learning.

SWL recognition provides the formal framework and processes to enable students to integrate practical on-the-job experience and learning in an authentic workplace, with nationally recognised VET undertaken as part of either the VCE or the VCAL.
Research

- Bill Lucas – Centre for Real World Learning
- Kira Clarke – University of Melbourne
- OECD Education Indicators
- Dr Stephen Billett – Griffith University
- Toronto School Education Board
- Dr Thomas Boli – KOF Swiss Economic Institute
Development process

• September 2015 - Presentation of a paper to the VCAA Board seeking approval to research the merits of formal recognition of Workplace Learning.
• Establishment of a proposal to be tested with schools
• Surveying schools at the end of 2015
• Following overwhelming support sought approval from VCAA Board to proceed to trial
• Call for expression of interest from schools to be engaged in a pilot from 2017
• Report to Board based on trial, full approval for phased introduction from 2018
• 2019 - Roll out to all schools of Workplace Learning recognition for SWL and SBAT’s.
## What is SWL Recognition

### Better Quality Placement
- Greater alignment to the VET program
- Greater care in choice of placement
- Employer understands the VET program students are undertaking

### Preparation for Employment
- Documented reflection by the student
- Identification of strengths and opportunities
- Better understanding of industry career options and pathways

### Credit for Learning in the Workplace
- Demonstrates the value of SWL to parents, students and employers
- VCE credit at Units 1+2
- VCAL general credit at each level
Requirements

- VCE VET Program or apprenticeship
- 180 hours of UoCs
- 80 Hours of SWL
- Reflection recorded on a Workplace Learning Record
- 6 UoCs of Evidence
- School Assessed
What are Employers saying?

“We use SWL students to find our next apprentices.”

“WLR keeps the students focused whilst on placement.”

“It’s in the employers best interest to be involved in this program. There are great benefits for employers and students.”

“Pathways information about the student is important, we can structure the placement to cater to their interests.”
Credit into VCE or VCAL

SWL Recognition is available for all VCE VET Programs

• Maximum Credit (SWL)
  – Up to 3 Units per VCE VET Program

• Maximum Credit (SBAT)
  – Up to 4 Units per SBAT

A total of 4 Units is available across all types of Workplace Learning recognition. The credit is based on the amount of VET training undertaken. 180hrs = 1 unit
Setting SWL Recognition up in schools

Must be a VCE VET Program or any Apprenticeship or Traineeship

Can be VCAL or VCE

Resources

Timetable

Someone needs to be responsible for implementation and assessment
Resources
SWL Recognition

Structured Workplace Learning Recognition (SWLR) provides the formal framework and processes to enable students to integrate their on-the-job experience and learning in a workplace, with nationally recognised VET undertaken as part of either the VCE or the VCAL.

SWLR is available for students who undertake SWL in an industry aligned to the VCE VET program they are enrolled in. SWLR is also available for students undertaking a school-based apprenticeship or traineeship.

In order to receive VCE or VCAL credit students need to maintain and complete their Workplace Learning Record (WLR).

WLRs are available for download on the relevant VCE VET programs page.
Workplace Learning Records

• Workplace Learning Records for SWL are located on each VCE VET program page eg: VCE VET Building and Construction

• Workplace Learning Records for SBAT’s are located on the VCAA apprenticeships page Apprenticeship or traineeship WLR
School Based Apprenticeship / Traineeship (SBAT)

Workplace · Learning · Record

School-based Apprenticeship or Traineeship (SBAT)
Assessment of the Workplace Learning Records
Workplace Learning Record

• The purpose of the WLR is for the learner to reflect on the workplace learning experience in the context of their current skills and knowledge.

• The WLR has three sections that match the SWLR structure identified.
Structured workplace learning recognition

Structured workplace learning (SWL) recognition provides you with the opportunity to gain credit towards your VCE or VCAL when undertaking a School Based Apprenticeship or Traineeship (SBAT). To receive recognition and credit, you will be required to reflect on your experiences in the workplace and how this relates to your VET qualification. Your reflections are to be recorded in the three sections of this workplace learning record.

About this workplace learning record

This workplace learning record helps you gather evidence for assessment and is part of the requirement for obtaining SWL recognition. To be eligible for one unit towards your VCE or VCAL, you must:

- be enrolled in a registered SBAT to a minimum of 100 hours of units of competency (UoCs);
- have a training plan that reflects the SBAT duration of one, two or more years;
- undertake a minimum of 10 full-time equivalent days of work in the industry for your SBAT;
- reflect on a minimum of five UoCs from your program, including a work, health and safety (WH&S) UoC.

Credit table

The following table outlines the possible credit for a SBAT where all conditions are met:

<table>
<thead>
<tr>
<th>Estimated SBAT total hours</th>
<th>Number of days spent in the workplace</th>
<th>Number of UoCs for reflection</th>
<th>Total credit towards VCE or VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>30</td>
<td>5</td>
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</tr>
<tr>
<td>240</td>
<td>60</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>360</td>
<td>90</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>480</td>
<td>120</td>
<td>20</td>
<td>4</td>
</tr>
</tbody>
</table>

Credit is at VCE Units 1 and 2 level only and VCAL general credits. Credit is limited to two VCE units or VCAL general credits per year. A maximum of four credits can be achieved over two years.

UoCs for reflection

Students are required to reflect on a minimum of one UoC from each of the following five categories:

- WH&S
- Communication in the workplace
- Working in the industry
- Teamwork
- Tools, equipment and technology

SBAT qualification

Provide the name and code of your SBAT qualification.

<table>
<thead>
<tr>
<th>Name</th>
<th>Code</th>
</tr>
</thead>
</table>

Provide a brief description of the SBAT qualification that you are undertaking.

<table>
<thead>
<tr>
<th>Contextual details</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Describe what you may do when you complete this qualification.

<table>
<thead>
<tr>
<th>Workplace</th>
<th></th>
</tr>
</thead>
</table>

Workplace learning record

This workplace learning record has three sections that must be completed:

- Section 1 - Learner profile
- Section 2 - Learning about VET UoCs in the workplace
- Section 3 - Post-placement reflections

Please complete the details of your workplace.

<table>
<thead>
<tr>
<th>Employer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td></td>
</tr>
<tr>
<td>Contact person</td>
<td></td>
</tr>
</tbody>
</table>

Registered training organisations

<table>
<thead>
<tr>
<th>Trainer or assessment name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact person</td>
<td></td>
</tr>
</tbody>
</table>

Page Break
Workplace Learning activities

Section 2: Learning about VET UoCs in the workplace

This workplace learning record contains three key questions or prompts for each UoC. They are designed to draw out the experiences you may be exposed to in the workplace.

You must cover at least five UoCs in this section to be eligible for one unit of credit. One of the five UoCs must be WHS.

To be eligible for:
- two units of credit, you must reflect on 10 UoCs
- three units of credit, you must reflect on 15 UoCs
- four units of credit, you must reflect on 20 UoCs

You should comment on the units you’ve experienced in the workplace, and reflect on actual observations or activities that you have been exposed to. Your observations will:
- reinforce the training you have undertaken
- identify differences in practice or equipment
- identify areas in which you require further training or practical experience.

You are encouraged to take photos and videos, where appropriate, to showcase learning in the workplace. Evidence you collect can include:
- observations
- descriptions of activities and tasks
- conversations with employers and other staff
- participation in meetings
- workplace documents
- research in the workplace
- photos of equipment, processes and events
- videos of workplace activities
- your SBAT workplace logbook.

*Speak to your host employer before collecting evidence and taking photos or video. Confidentiality and privacy procedures in the workplace must be followed.

SBAT workplace learning recognition

For the first unit of credit, select a minimum of five UoCs that you can relate to in the workplace and complete the information for each of the five units in the table. UoC 1 must cover WHS.

UoC 1 — Work, health and safety

Enter in your own words a summary of the skills and knowledge requirements of the UoC:

How did you learn the WHS practices in your workplace? Describe two example of WHS procedures you learnt: Include the emergency evacuation procedure.

Describe the personal protective clothing and equipment you had to wear or use in the workplace.

Describe a time when you performed a WHS task. Give an example of how your WHS knowledge was improved by workplace discussions. Give an example of the most important task that you performed or observed being performed in the workplace.

Additional evidence:
- Hardcopy of SBAT workplace logbook
- Online copy of SBAT workplace logbook
Post placement activities

Section 3: SBAT student post-placement reflection

You must complete Section 3 to be eligible for one or more credits. This section must be revised and updated for each additional credit, up to a maximum of four.

Employability skills are a set of eight skills used daily in the workplace.

1. Communication
2. Teamwork
3. Problem-solving
4. Self-management
5. Planning and organising
6. Technology
7. Learning
8. Initiative and enterprise

When you are in the workplace as a SBAT, you use your employability skills in many different ways.

In Section 3, identify the employability skills you have used and how you have demonstrated them in the workplace. Identify how the skills you acquired and used during your workplace learning placement might assist you in the future.

This record will assist you when applying for jobs and in interviews. The skills you are developing may be transferred to a range of occupations. Assessment of VCE and VCAL credit for workplace learning is based on a discussion of this booklet with a school representative.
Who can assess?

- Assessment of the WLR and formal recognition leading to the awarding of credit must be conducted by a person with an education and training background.
  - A qualified teacher
  - A VET trainer and assessor
  - A qualified Careers Education Practitioner
- The person making the credit judgement does not need to be an industry expert or VET course trainer.
Teacher responsibilities:

• Give and receive feedback to the student on the WLR (Is evidence adequate and authentic?)
• Provide students with the opportunity to finalise the WLR (What is sufficient timing for providing feedback, so student can modify?)
• Review the WLR and discuss with the student
• Finalise the results, when the student has satisfactorily completed the WLR
• Complete the SWL R Assessment Record
• Return SWLR Assessment Record to the VASS administrator for entry on VASS.
What constitutes WLR Evidence?

WLR evidence can be:
- a description of: scenarios, actions, a meeting, a strategy, a process, a document, program, practice/technique, an event, problem/solution etc.
- notes about a conversations with employees/supervisor/employer
- research activities
- information about improved understanding of an aspect/topic of a unit of competency
- Photos/videos
Section 1: Learner profile

Complete the Learner Profile and discuss this with your host employer on or before your first day of placement.

Name:

School: 

Contact Information: 

The program outline identifies the units of competency in this VET qualification. What VET course are you undertaking?

Cert II Electrical Technology

What VCE/VCAL subjects are you undertaking?

- VLAC
- Literacy
- Business
- Mathematics
- PDS
- WRS
- PE Fitness
- Food Tech
- RE

YCE/EVT Units 1 to 4 Units of competency

YCE/EEE1014: Apply occupational health and safety regulations, codes and practices in the workplace

This unit details the mandatory requirements for occupational health and safety and how they apply to the various electrification work functions. It encompasses responsibility for health and safety, risk management processes at all operational levels and adherence to safe practices as part of the normal way of doing work.

Respond to the following:

Comments/Observations

- Do not provide actual names or detailed information that could be seen as compromising confidentiality.

Describe the person in the workplace for checking safety and functionality of tools and equipment.

Visual inspection, tested and tagged Power tool

In your observation and experience, what were the typical hazards? What procedures were used to control the risks of these hazards?

- Illness, working in small spaces, noise, radiation, temperature, working at heights, electrical hazards, etc.

In your observation and experience, what was the workplace procedure for dealing with accidents/ emergencies?

- Didn't experience any

What did you learn from working with equipment or tools in the workplace?

- Use the host pull trolleys and the roll trolleys to move the tools.

What was the process for reporting accidents or incidents in the workplace?

- Use the host pulling trolley and roll trolleys.

AUSRASL0006 Follow safe working practices in an automotive workshop

This unit describes the performance outcomes required to identify and follow safety and emergency procedures in an automotive workplace.

Respond to the following:

Comments

- Emergency evacuations: There's a map of the building in the office. If someone is ill, call the boss the day before. If someone is off sick, call the boss the day before.

- Use first aid kit. Speak to the boss. I have a letter to sign to give to the doctor. If sick, call the boss the day before.

- Use the host pulling trolley and roll trolleys to move the tools.

AUSRAE0008 Comply with effective in an automotive workshop

This unit describes the performance outcomes required to communicate in an automotive workplace. It describes communicating effectively by covering and assessing the competencies and skills involved in a workplace.

Respond to the following:

Comments

- When asked to care for an operator, I would follow their instructions and keep them happy.

- When working with other operators, do you think it's important to know who you operate as a team?

- Talking together and respecting each other.

- What computer-based tasks were most common in the workplace?

- All new cars are weighed in. I didn't use them but my dad did and saw the results.
Duplication and similarities of assessment
I&E
• Long Term View
• Industry Insights
• Written Report
• Resume Writing

WRS
• Prepare for Work
• General Industry Knowledge
• Logbook or Diary of Work Hours

SWL REC
• Application of VET Skills
• Reflection of the skills and knowledge from UoCs
• WLR is VET Specialisation
## Assessment Comparison

<table>
<thead>
<tr>
<th>VCE Industry &amp; Enterprise</th>
<th>VCAL Work Related Skills</th>
<th>SWL Recognition</th>
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<tbody>
<tr>
<td><strong>Written Questions about the world of work</strong></td>
<td>OHS Risk Analysis</td>
<td>Workplace Learning Record</td>
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<tr>
<td>Resume Writing Comparison</td>
<td>Goal Setting Journal</td>
<td>Applying the VET skills in the workplace</td>
</tr>
<tr>
<td><strong>Finding Jobs</strong></td>
<td>Relating Tasks to Employability Skills</td>
<td>Reflecting on the skills and knowledge in the UoCs</td>
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<tr>
<td><strong>Employability Skills Definitions</strong></td>
<td>Workplace industry research</td>
<td>Post Placement Reflection</td>
</tr>
<tr>
<td>Career Investigation</td>
<td>Industry Presentation</td>
<td><strong>Employability Skills</strong></td>
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<tr>
<td>Case Study</td>
<td></td>
<td>Pathway to the industry / employment</td>
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<tr>
<td>I&amp;E Reflection</td>
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Record Keeping

**SWL Recognition Assessment Record**

<table>
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<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>VIC VET Program:</td>
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<tr>
<td>Record Type:</td>
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</table>

**Record Details**

- Date:  
- Endorsement:  
- Endorsement Type:  

**Assessment Details**

<table>
<thead>
<tr>
<th>SWL Assessment (VET)</th>
<th>VET Endorsement</th>
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<tbody>
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</table>

**Supporting Documents**

- Supporting Documents:  
- Endorsement:  

**Assessment Completion**

- Assessment Completed:  
- Assessment Date:  
- Assessment Type:  

**Endorsement**

- Endorsement Type:  
- Endorsement Date:  

**Conclusion**

- Conclusion:  
- Date:  
- Endorsement Date:  

**Endorsement Authority**

- Endorsement Authority:  
- Signature:  
- Date:  

**VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY**

**VICTORIA State Government**
### Student VCE Details -

**Student Num:**

<table>
<thead>
<tr>
<th>Family name:</th>
<th>Second name:</th>
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<tbody>
<tr>
<td>First name:</td>
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<tr>
<td>Gender:</td>
<td></td>
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<tr>
<td>Date of birth:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Postal address:</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td></td>
</tr>
</tbody>
</table>

**Home school:**

- **Year level:** 12
- **Form group:** 12C
- **IB student:** N
- **Permission for use of student work:** Y
- Consent given for release to the print media of name and school for any study with a score of 40 or higher: Y
- Consent given for release to Government Departments of personal details for awards or prizes: Y
- Consent given for release of contact data to On Track: Y

**Course type:** VCAL - Your program this year will contribute to the award of a VCAL certificate.

- **Deaf or hearing impaired:** N
- **Exchange overseas student:** N
- **Adult returning to study:** N
- **Full fee paying overseas student:** N
- **ATSI status:** No Aboriginality
- **EAL status:** (N/A)
- **Interrupted studies:** N
- **Eligible for credit towards VCE:** N
- **VCE satisfactory completion:** N
- **Enrolled in one or more VET in Schools certificates:** Y

**Claiming past results:** N

#### Current Year VCE Enrolments at

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Year</th>
<th>Sem</th>
<th>Class</th>
<th>Teacher</th>
<th>School</th>
<th>Result</th>
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<tbody>
<tr>
<td>RT161</td>
<td>HAIR AND BEAUTY (VCE VET) E 1</td>
<td>2018</td>
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<tr>
<td>RT164</td>
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<tr>
<td>RT171</td>
<td>HAIR AND BEAUTY (VCE VET) F 1</td>
<td>2018</td>
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</table>

#### Previous VCE Enrolments

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<th>Title</th>
<th>Year</th>
<th>Sem</th>
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<th>Teacher</th>
<th>School</th>
<th>Result</th>
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<tbody>
<tr>
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<td>2016</td>
<td>1</td>
<td>6</td>
<td>SMI</td>
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</tr>
<tr>
<td>MA102</td>
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<td>2016</td>
<td>2</td>
<td>6</td>
<td>SMI</td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>RT162</td>
<td>HAIR AND BEAUTY (VCE VET) E 2</td>
<td>2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td>RT163</td>
<td>HAIR AND BEAUTY (VCE VET) E 3</td>
<td>2017</td>
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<td>S</td>
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<tr>
<td><strong>TA071</strong></td>
<td>STRUCTURED WORKPLACE LEARNING F 1</td>
<td>2017</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

I have checked the above information and confirm its accuracy. Current and any previous years’ enrolments for all assessing schools are shown.

**Student Signature:**

**Date:**

**Amendments:**

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**VET**

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**State Government**

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**VICTORIA**

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Promotion Campaign

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VET myths versus facts

1. Myth: Diversity courses mean more than VET graduates.
   Fact: Diversity courses offer a wide range of qualifications and can help students prepare for different careers in a VET sector.

2. Myth: There are fewer job opportunities for VET graduates.
   Fact: VET graduates are well-prepared for the workplace and have a high success rate in securing employment.

3. Myth: VET is only for VCE students.
   Fact: VET is open to all students, including those not enrolled in the VCE.

4. Myth: You cannot go to university if you do VET at school.
   Fact: You can still go to university if you do VET at school. Many universities offer pathways for VET students.

5. Myth: VET courses delivered to secondary students are not the same as VET courses delivered to everyone else.
   Fact: VET courses delivered to secondary students are tailored to their needs and are delivered by vocational educators and trainers who are qualified and experienced in teaching VET.

This is how VET is different

1. A range of qualifications
   - VET courses are designed to provide students with the skills and knowledge they need to enter the workforce or continue their education.

2. Vocational education and training (VET) can give you workplace skills and knowledge for a career you are passionate about.
   - Every year more than 50,000 secondary students across Victoria explore their passion through VET.

3. Are job opportunities important to you?
   - VET can give you training that is directly connected to employment.

4. Is flexibility important to you?
   - VET offers you a flexible pathway to achieve your goals. If your goals change, your pathway can change too.
Get VET

VET constantly greeted me with new opportunities to expand my career pathway while building my confidence, challenging my abilities and creating new friendships.

MY VET SUCCESS STORY
EMILY
Electrical Apprentice

3 words that describe VET: Memorable. Challenging. Rewarding.

Secondary school: Geelong High School
Location: Geelong
VET qualification: Certificate II in Electrotechnology

VET constantly greeted me with new opportunities to expand my career pathway while building my confidence, challenging my abilities and creating new friendships.

WHY I CHOSE VET
I chose VET Electrical Industry to develop my knowledge and gain an understanding of the industry. I wanted to be sure that this was the right career pathway for me.

WHAT I GOT OUT OF VET
VET gave me opportunities that I could not find anywhere else. Structured Workplace Learning gave me a foot in the door of the electrical industry. It gave me an understanding of what is involved and what is expected. VET challenged me and helped me to be more confident in my abilities. By doing VET, I had an advantage over others seeking employment in the electrical industry.

MY VET SUCCESS STORY
VET opened up endless amounts of opportunities and new challenges for my future. Through Structured Workplace Learning I was placed with a reputable company, ensuring I would gain the best experience possible.

During the second year of my course I decided to do Structured Workplace Learning again which later lead to me lining up an apprenticeship for the following year. In Electrical Industry, being the only female in the class was something to be expected, as it is a more male dominated industry, but I chose to use that as an opportunity to challenge myself and prove my abilities are no less than the others in my class.

MY ADVICE
Gain as much information as you can about the course before you start. Ask as many questions as you can because the teachers are only there to help you. Take up as many opportunities as you are faced with and gain as much experience as possible. You definitely get out what you put in. So give it your all and it can only be rewarding in return.

MY PATHWAY

1. VCE
   VCE VET Electrical Industry
   - Electrotechnology
   - Structured Workplace Learning
   English
   Further Mathematics
   Physics
   Visual Communication and Design

2. TAFE
   Certificate III Electrotechnology

3. EMPLOYED FULL-TIME
   Electrical Apprentice

EMPLOYED FULL-TIME
Industrial Electrician in the Australian Army

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY
VICTORIA STATE GOVERNMENT