

**Updated – version 1.1**

Amendments to study design history

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| --- | --- | --- | --- |
| Version | Status | Release Date | Comments |
| 1.1 | Current | December 2023 | Update to clarify the wording around requirement to undertake a different work placement for each unit and update Ministerial Order 55 to Ministerial Order 1412. |
| 1.0 | Superseded | November 2023 | Original study design. |
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Contents

[Important information 4](#_Toc148444035)

[Introduction 5](#_Toc148444040)

[Scope of study 5](#_Toc148444041)

[Rationale 5](#_Toc148444042)

[Aims 5](#_Toc148444043)

[Structure 6](#_Toc148444044)

[Entry 6](#_Toc148444045)

[Duration 6](#_Toc148444046)

[Changes to the study design 7](#_Toc148444047)

[Monitoring for quality 7](#_Toc148444048)

[Requirements for delivery 7](#_Toc148444049)

[Safety and wellbeing 7](#_Toc148444050)

[Employability skills 8](#_Toc148444051)

[Legislative compliance 8](#_Toc148444052)

[Child Safe Standards 8](#_Toc148444053)

[Assessment and reporting 9](#_Toc148444054)

[Satisfactory completion 9](#_Toc148444055)

[Levels of achievement 9](#_Toc148444056)

[Authentication 9](#_Toc148444058)

[Characteristics of the study 10](#_Toc148444059)

[Unit 1: Learning in the workplace 12](#_Toc148444063)

[Area of Study 1 12](#_Toc148444064)

[Area of Study 2 13](#_Toc148444066)

[Assessment 14](#_Toc148444068)

[Unit 2: Developing in the workplace 16](#_Toc148444069)

[Area of Study 1 16](#_Toc148444070)

[Area of Study 2 17](#_Toc148444072)

[Assessment 18](#_Toc148444074)

Important information

Accreditation period

Units 1–2: 1 January 2024–31 December 2025

Implementation of this study commences in 2024.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies and VCE VET programs. It is the responsibility of each VCE and VCE VET teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the [VCAA website.](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx)

To assist teachers in developing courses, the VCAA publishes online [Support materials](http://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx) (incorporating the content previously supplied in the *Advice for teachers*).

The current [*VCE Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

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Introduction

Scope of study

Structured Workplace Learning (SWL) Recognition for VET provides students with the opportunity to experience and reflect on workplace skills acquired through a work placement in an industry aligned with their VCE VET qualification.

Students develop an understanding about what is needed to be a competent worker in a specific industry related to the VCE VET qualification they are undertaking. Work exploration is a vital component of SWL that allows students to explore career options and develop an understanding of the nature and expectations of different jobs and industries. Students learn about the range of skills, which may be transferable, that are required for workers in various industries.

A work placement enables students to better understand employability skills and their links to the workplace. Employability skills are more easily learnt on the job and employers are ideally placed to provide the opportunity for students to practise employability skills in a real work environment.

Rationale

Structured Workplace Learning (SWL) Recognition for VET investigates and documents on-the-job-learning through an authentic workplace experience related to the student’s vocational education and training (VET) qualification or school-based apprenticeship or traineeship (SBAT).

SWL connects the learning from a VET qualification to the workplace. Students are required to participate in a SWL placement that develops their understanding of a specific industry or occupation. SWL facilitates skill development and practical application of industry knowledge and can result in increased employment opportunities.

SWL also provides an opportunity for students to engage with the world of work and explore career pathways. Experience in a workplace exposes students directly to different occupations and can inform decision-making about post-school employment and training.

SWL complements VET delivered to secondary students (VDSS) and SBATs. It is a central element of many VET courses and is highly regarded by employers. Students build skills and knowledge, develop employability skills and gain industry experience related to the VET qualification they are undertaking. They use a Workplace Learning Record (WLR) to document what they have learnt.

Aims

This study enables students to:

* develop an understanding of the role VET qualifications play in determining a pathway into employment
* understand a work environment and employers’ expectations
* experience an authentic workplace and gain insights into a specific industry or profession related to the VET qualification they are undertaking
* develop skills, attributes, qualities and characteristics that are relevant to a workplace
* apply and integrate industry skills and knowledge acquired through units of competency in the workplace
* investigate training and employment opportunities that apply to personal career goals and pathways
* make connections and engage with employees within the workplace
* reflect on the work-related learning and their own skills, strengths and preferences.

Structure

The study is made up of two units.

* Unit 1: Learning in the workplace (TA201)
* Unit 2: Developing in the workplace (TA212)

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

A Structured Workplace Learning (SWL) placement is a requirement for each unit. Each work placement will provide different experiences, work tasks, work practices, interactions and learning opportunities for students to practise their skills, roles and responsibilities. Students must undertake a work placement in a different workplace setting or context for each unit and prepare a separate Workplace Learning Record (WLR) for each unit for recording, authentication and assessment purposes, and they must satisfactorily complete the learning outcomes within each area of study in each unit.

Students undertaking a VE1 VCE VET program(s) can complete one unit per year, with a maximum of two units in any VCE program, based on their reflections on different units of competency from the qualification that forms part of the VCE VET program.

A student undertaking an approved VE2 school-based apprenticeship or traineeship (SBAT) can complete two units per year, with a maximum of two units in any VCE program, based on their reflections on different units of competency. A SBAT combines on-the-job and formal training for qualifications in a wide range of industries. SBATs consist of a training contract with an employer and a training plan registered with the Victorian Registration and Qualifications Authority (VRQA).

A student can obtain credit for satisfactory completion of each unit only once.

Students undertaking a VE3 VET certificate are not eligible to complete this VCE study. It is only open to students undertaking a VE1 VCE VET program or VE2 school-based apprenticeship or traineeship.

Entry

There are specific entry requirements for this study. Students are required to be enrolled in a VE1 VCE VET program (with a minimum of 180 nominal hours) or VE2 SBAT and the Work Health and Safety (WHS) unit of competency for each unit. Students must undertake Unit 1 before commencing Unit 2.

Duration

Each unit involves at least 20 hours of scheduled classroom instruction and 80 hours of Structured Workplace Learning (SWL) placement.

A record of the 80 hours of SWL placement is to be kept by the student in the Workplace Learning Record (WLR).

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher, or VCE VET teacher or trainer to monitor changes or advice about VCE or VCE VET studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of Structured Workplace Learning Recognition for VET to ensure the study is being taught and assessed as accredited. The details of audit procedures and requirements are published annually in the   
[*VCE Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). Schools will be notified if they are required to submit material to be audited.

Requirements for delivery

The principal must make sure that students have access to adequate facilities and resources to complete any VCE study they are offered. There are no requirements for specialist facilities, [teacher qualifications](https://www2.education.vic.gov.au/pal/recruitment-schools/policy-and-guidelines/qualifications#teacher-class) and resources specified for this study.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Schools must adhere to the Department of Education’s guidelines and resources on Structured Workplace Learning (SWL). [Structured Workplace Learning Guidelines](https://www2.education.vic.gov.au/pal/structured-workplace-learning/guidance) support schools to comply with *Ministerial Order 1412 – Structured Workplace Learning Arrangements*, which state that a principal must be satisfied that a student is either undertaking or has completed Work Health and Safety (WHS) training, also referred to as occupational health and safety (OH&S) in national legislation, before commencing a SWL placement.

Where a student is undertaking a SWL placement as part of a VCE VET program the principal must be satisfied that the student is undertaking or has commenced the OH&S training unit of competency within the VET program.

Under the Occupational Health and Safety Regulations 2007, an employer must ensure that anyone employed to do construction work (including students placed with an employer under a workplace learning arrangement made under the Education and Training Reform Act 2006) has completed construction induction training before they start work. Construction induction training aims to provide people new to construction work with an understanding of:

* their rights and responsibilities under OH&S law
* common hazards and risks in the construction industry
* basic risk management principles
* the standard of behaviour expected of workers on construction sites.

The construction induction training must be provided by a registered training organisation (RTO). Construction induction cards are issued by WorkSafe Victoria following proof of identity and receipt of evidence of satisfactory completion of the course from the RTO. Construction induction cards issued by WorkSafe Victoria are recognised nationally.

For further information about construction induction card requirements or to locate an RTO, please contact [WorkSafe Victoria](https://www.worksafe.vic.gov.au/contact-worksafe).

For further information about what is considered to be construction work, and how to meet health and safety requirements on construction sites, please refer to the following WorkSafe Victoria publications:

* [Working Safely in the General Construction Industry: A handbook for the construction regulations](https://www.worksafe.vic.gov.au/resources/working-safely-general-construction-industry-handbook-construction-regulations)
* [Working Safely in the Housing Construction Industry: A handbook for the construction regulations](https://www.worksafe.vic.gov.au/resources/working-safely-housing-construction-industry-handbook-construction-regulations)

Employability skills

This study offers several opportunities for students to develop employability skills. The [Support materials](https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/SWL-recognition.aspx) provide specific examples of how students can develop their employability skills during learning activities and while undertaking workplace tasks.

Employability skills are skills that are required to gain employment, to progress within an organisation and achieve one’s potential, and to contribute successfully to the strategic direction of the organisation. The key employability skills that students develop through their SWL are communication; teamwork; problem-solving; initiative and enterprise; planning and organising; self-management; learning; and technology.

The [Core Skills for Work Developmental Framework](https://www.dewr.gov.au/skills-information-training-providers/core-skills-work-developmental-framework) provides a list of employability skills that have been identified by Australian employers and industry as important for successful participation in the workforce.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

All Structured Workplace Learning (SWL) arrangements must comply with [*Ministerial Order 1412 – Structured Workplace Learning Arrangements*](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/work/MinOrder55.pdf) and the accompanying [arrangement forms](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/work/SWLarrangefrmamended.pdf) must be used. The Department of Education has developed comprehensive [guidelines](https://www2.education.vic.gov.au/pal/structured-workplace-learning/guidance) to support schools to comply with their obligations under *Ministerial Order 1412.* For further information, consult the [Department of Education online Policy and Advisory Library](https://www2.education.vic.gov.au/pal/structured-workplace-learning/policy?Redirect=1).

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*. For further information, consult the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

The Child Safe Standards require schools to develop and implement risk management strategies to ensure students’ safety in the school environment. The school environment includes workplace learning environments where students undertake a SWL placement.

The Department of Education has developed the following resources to support schools to comply with the requirements and implement risk management strategies before students undertake a SWL placement:

* [Child Safe Standards and Workplace Learning: A Guide for Schools](https://www.education.vic.gov.au/PAL/child-safe-standards-and-workplace-learning-guide-for-schools.pdf)

These resources are available on [the Department of Education website](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and school-based assessment tasks.

Teachers must ensure that appropriate opportunities are available through a Structured Workplace Learning (SWL) placement for students to demonstrate satisfactory achievement of outcomes, for example pre- and post-SWL briefings, SWL reflection activities, and SWL monitoring and communication with the host employer.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers must refer to the current [*VCE Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication rules and strategies.

Characteristics of the study

This section contains information about the key concepts and related practical activities underpinning the study.

Work Health and Safety

Work Health and Safety (WHS) encompasses the basic principles of being alert to potential risks and hazards (to others as well as oneself); knowing what to do in risky and hazardous situations and having the confidence to do it; and being able to minimise risks and hazards, to make such situations unlikely.

Before enrolling in Structured Workplace Learning Recognition for VET, students must meet relevant WHS requirements. Students who are enrolled in a VCE VET qualification must commence training in the WHS unit of competency from the VET qualification. Students who wish to undertake SWL in the construction industry must complete the construction induction card prior to commencing SWL.

Workplace Learning Record

Students undertaking this study must maintain a Workplace Learning Record (WLR) related to the SWL placements. The WLR is to document the skills and knowledge learned, employability skills developed and industry experience gained relating to the VET qualification being undertaken during the SWL experience.

Students must undertake a work placement in a different workplace setting or context for each unit and maintain a separate WLR per placement.

There are two types of Workplace Learning Records:

* A [VCE VET Workplace Learning Record](https://www.vcaa.vic.edu.au/Documents/vce/swlr/2024WLRInterim.docx) – this is used by students undertaking VE1 VCE VET program(s) and focuses on reflecting on work tasks that relate to the VET units of competency
* a school-based apprenticeship or traineeship (SBAT) [Workplace Learning Record](https://www.vcaa.vic.edu.au/curriculum/vet/apprenticeships/Pages/index.aspx) – this is used by students undertaking an approved VE2 school-based apprenticeship or traineeship (SBAT) and focuses on five key themes (WHS; communication in the workplace; working in the industry; teamwork; and tools/equipment/technology).

In both learning records, Section 1 contains a learner profile, where students are required to identify their course of study, their career goals and the nature of the industry in which they have chosen to undertake a SWL placement. Students also develop an understanding of employers’ expectations and the expected levels of performance required in the workplace for each SWL placement.

In Section 2, students are required to reflect on their workplace learning experience by responding to structured questions related to a VCE VET unit of competency or theme (for SBAT students), which is designed to draw out related learning experiences that students were exposed to during their work placement. The units of competency completed in Unit 2 must be different to those completed in Unit 1.

In their WLR, students can reflect on units of competency that they have not yet undertaken if they have been exposed to aspects of the unit during their work placement. Students must base their reflections on actual observations or activities they undertook during their SWL placement. Their WLR reflections should, to some degree:

* reinforce the training undertaken in the VET units of competency
* identify differences in practices
* identify areas in which further training or practical experience may be required.

Section 3 identifies the eight employability skills and asks students to reflect on the development of each (communication; teamwork; problem-solving; initiative and enterprise; planning and organising; self-management; learning; and technology) and on how these skills were demonstrated in the workplace. Students develop a summary of their workplace learning experience by assessing their individual strengths and weaknesses and modifying their career goals and pathways.

Principles of quality Structured Workplace Learning

As outlined in the Department of Education’s [Structured Workplace Learning Manual](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/work/swlmanualrev.pdf), quality SWL is structured so that it:

* has a clearly articulated and documented purpose
* has clearly identified and documented learning outcomes for students within accredited programs that are linked to post-school qualifications
* is of sufficient duration and depth to enable students to acquire a reasonable understanding of the enterprise/industry to be able to demonstrate competence according to industry standards
* matches students’ skills and interests with the structured training
* thoroughly prepares students, teachers and employers beforehand so that expectations and outcomes of the SWL are clearly understood by all parties.

Quality SWL is monitored so that:

* the learning is coordinated by staff with appropriate expertise and adequate resources
* support is available to students and employers throughout the course of the SWL.

Unit 1: Learning in the workplace

In Unit 1, students investigate Structured Workplace Learning (SWL) options and plan and participate in their first SWL placement in an industry aligned with their VCE VET qualification and matched to their individual skills and interests.

The learning outcomes for each Structured Workplace Learning Recognition for VET unit must reflect different SWL experiences, and a specific Workplace Learning Record (WLR) is used to document this learning. To complete Unit 1, students are required to undertake at least 80 hours of SWL placement and the Work Health and Safety (WHS) unit of competency for their VET qualification.

Through SWL, students gain practical experience, engage in meaningful work-related tasks, develop industry-specific knowledge and skills, and apply and consolidate knowledge gained from a VET qualification. SWL provides students with a greater understanding of the workplace and industry culture.

After completing their first SWL, students reflect on their observations and the activities they were exposed to during their work placement. This reinforces vocational training undertaken in VET units of competency and identifies differences in practices and areas where further training or practical experience may be required.

SWL allows students to learn and practice employability skills contextualised to the workplace setting, which are valued by industry and employers. Students discuss their employability skills and the and what they learnt in the workplace and reassess their career goals.

SWL introduces a specific workplace, occupation and industry and provides students with knowledge about that occupation or industry that cannot be taught in the classroom. In Unit 1, students begin to establish industry networks and build relationships with employers and staff, which is essential for career development and the transition from school to employment or further training.

Area of Study 1

Plan and prepare for Structured Workplace Learning

In this area of study, students begin to understand the nature of their chosen industry, its sub-sectors and the range of occupations related to their chosen VET qualification. They explore the different types of workplaces available for a SWL placement.

Students develop a learner profile, which identifies individual skills and interests, skills gained from formal or informal learning, and their planned career path and aspirations. The learner profile may be useful to students when they are interviewed for jobs. Students develop strategies to investigate and identify SWL opportunities, participate in a job interview or meeting with a host employer to confirm placement arrangements, and complete the appropriate WHS requirements specific to the workplace in which they are undertaking the SWL.

In preparation for the SWL placement, students must meet the relevant WHS requirements and develop fundamental knowledge of WHS related to the specific industry area of their work placement. As part of this area of study, students begin learning about safety processes and documents, and hazards and risks relevant to the industry in which they are undertaking their work placement.

Outcome 1

On completion of this unit, the student should be able to investigate SWL options related to the VET qualification they are undertaking; describe their individual skills, interests, transferable skills and career plan; and explain the WHS practices of the workplace. To achieve this outcome, the student will draw on the key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the relationship between a VET qualification and career pathway options
* overview of how different industries and employment options are connected to further education and training
* employment sources, such as the SWL portal, websites, employment agencies and personal networks
* SWL arrangements and documents required by the school and host employer
* processes to apply for SWL, such as job descriptions, job responsibilities and work placement interview
* the development of a learner profile, including methods for communicating personal interests, individual skills and transferable skills
* WHS, and emergency evacuation procedures in the related VET workplace
* personal protective equipment (PPE) used in the workplace
* health and safety hazards in the workplace and health and safety laws relevant to the workplace and industry
* industry- and workplace-specific terminology.

Key skills

* identify career options, aspirations and pathways, and further education and training
* investigate SWL options
* apply information and communication technology skills to access information about SWL opportunities
* apply appropriate communication techniques to participate in an interview
* apply communication and negotiation skills to establish the timing of the work placement, the nature of the work, and the types of activities to be undertaken while on SWL
* describe information about individual skills and interests
* describe transferable skills and a career plan during an interview
* explain WHS practices related to a workplace and industry
* identify, describe and apply industry- and workplace-specific terminology.

Area of Study 2

Develop employability skills through SWL

In this area of study, students undertake at least 80 hours of SWL placement. They develop an understanding of employers’ expectations regarding what employees should be able to do in their roles. Students negotiate with the teacher and host employer to determine specific work tasks, workplace routines and appropriate hours of work placement.

Students will be exposed to different workplace processes and activities, work alongside colleagues and in groups, work with clients or customers, problem-solve and develop and refine skills. They practise asking questions, obtaining information, locating resources, building relationships, listening, observing others, planning, participating in meetings, completing workplace activities, receiving and giving feedback, and reflecting.

They discuss their learning and performance in the workplace and the impact of the work placement on their future career goals.

Outcome 2

On completion of this unit, the student should be able to describe the skills they have acquired through the workplace learning experience, how these relate to the VET units of competency, and the changes they would make to improve their employability skills. To achieve this outcome, the student will draw on the key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* overview of the structure and operation of the workplace
* key stakeholders of the organisation
* key work tasks, processes and activities conducted in the workplace, such as:
* methods of cleaning and maintaining tools, equipment and technology
* time management, appropriate dress and behaviour expectations
* methods for effective communication and feedback
* importance of working with others
* workplace-specific documents and/or correspondence
* industry- and workplace-specific terminology
* industry- and workplace-specific digital competence
* employability skills
* connection between VET units of competency and observations in the workplace
* methods to develop future career goals.

Key skills

* identify and describe the needs of key stakeholders
* identify and apply industry- and workplace-specific terminology when communicating in the workplace
* identify documents and/or correspondence specific to the workplace
* describe the key tools, equipment and technology used in the workplace
* describe how workplace knowledge and feedback is shared within the workplace
* record and explain skills acquired from the workplace
* record and explain evidence of industry knowledge acquired from the workplace
* identify industry knowledge that is linked to knowledge from VET units of competency
* describe employability skills learnt and applied in the workplace
* discuss SWL performance in response to feedback from supervisor or host employer, including areas for improvement.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for the student to demonstrate the key knowledge and key skills for the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and to develop learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited time frame.

Students undertaking this study must maintain a Workplace Learning Record related to the SWL placement for recording, authentication and assessment purposes. Students must undertake a work placement in a different workplace setting or context for each unit and maintain a separate Workplace Learning Record per placement.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

* structured questions
* gap analysis report on employability skills
* oral presentation
* written report
* video or podcast
* interview
* work-based project
* workplace journal or blog.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Developing in the workplace

In Unit 2, students plan and participate in their second SWL placement in an industry aligned with their VCE VET qualification to consolidate their knowledge, skills and experience in the workplace.

The learning outcomes for each Structured Workplace Learning Recognition for VET unit must reflect different SWL experiences and a specific Workplace Learning Record (WLR) should be used to document this learning. Students are required to complete at least 80 hours of SWL placement and commence the Work Health and Safety (WHS) unit of competency for their VET qualification as part of Unit 2.

In Unit 2, students undertake SWL in a different workplace setting or context to that of Unit 1. Students compare their experiences in different workplace settings or contexts to develop their readiness for their future career pathway. Through their second SWL placement, students continue to build on their practical experience, engage in meaningful work-related tasks, develop industry-specific knowledge and skills, and apply and consolidate knowledge gained from a VET qualification. Through exposure to multiple workplace settings or contexts, students gain a greater understanding of the workplace and the industry cultures.

SWL allows students to actively participate in a specific workplace, occupation and industry and provides students with knowledge about that occupation or industry that cannot be taught in the classroom. In Unit 2, students establish industry networks and build relationships with employers and staff, which is essential for career development and the transition from school to employment or further training.

Area of Study 1

Participate in Structured Workplace Learning

In this area of study, students consolidate their understanding of the nature of the industry, its sub-sectors and the range of occupations related to their chosen VET qualification. They explore the different types of workplaces available for a SWL placement and initiate their participation in SWL for Unit 2 in a different workplace setting or context to that of Unit 1.

Students compare and consolidate strategies to investigate and identify SWL opportunities, participate in   
a job interview or meeting with a host employer to confirm placement arrangements. Students develop a learner profile, which identifies individual skills and interests (including those gained from formal or informal learning) and their planned career path and aspirations.

In preparation for SWL in a different workplace setting or context, students must meet the relevant WHS requirements and, during their placement, apply fundamental knowledge of WHS related to the specific industry area of the work placement. Students demonstrate their understanding of employer expectations and compare their application of industry- and workplace-specific knowledge and transferrable skills with   
a different setting or context.

Outcome 1

On completion of this unit, the student should be able to identify and describe different types of workplaces their chosen VET qualification can lead to and apply industry- and workplace-specific knowledge and transferrable skills to a different workplace setting or context to participate in a second SWL placement. To achieve this outcome, the student will draw on the key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the relationship between VET qualification, experience in the workplace and the range of future career options in a chosen industry
* different sources of employment opportunities, such as the SWL portal, websites, employment agencies and personal networks, to seek a SWL placement
* processes to apply for SWL in a different workplace setting or context, such as job application and interview
* workplace-based training relating to workplace health and safety, such as emergency evacuation procedures, personal protective equipment (PPE), and health and safety hazards in a different workplace setting or context
* health and safety laws in a different workplace setting or context
* employer expectations, such as job role and responsibilities, dress and behaviour, time management, organisation, use of industry- and workplace-specific terminology, and working with others in a different workplace setting or context
* industry- and workplace-specific methods for cleaning and maintaining tools, equipment and technology in a different workplace setting or context.

Key skills

* identify and describe different types of workplaces related to relevant VET qualification
* identify and describe the relationship between SWL; career aspirations, options and pathways; and further education and training
* apply information and communication technology skills to access information about SWL opportunities
* use appropriate communication skills to apply for a work placement and participate in an interview
* identify and apply industry- and workplace-specific terminology
* explain information about individual skills and interests
* compare different sources of information about employment opportunities
* compare the application of industry- and workplace-specific knowledge and transferrable skills with a different setting or context
* apply communication and negotiation skills to establish the timing of the work placement, the nature   
  of the work, and the types of activities to be undertaken while on SWL.

Area of Study 2

Evaluate participation in Structured Workplace Learning

In this area of study, students undertake at least 80 hours of SWL placement. They apply and compare industry- and workplace-specific knowledge and transferrable skills in a different setting or context. Students will be exposed to different workplace processes and activities, work alongside colleagues and in groups, work with clients or customers, problem-solve and develop and refine skills.

Students continue to develop their employability skills by asking questions, obtaining information, locating resources, building relationships, listening, observing others, planning, participating in meetings, completing workplace activities, receiving and giving feedback, and reflecting. Students compare and evaluate their consolidation of employability skills in a different workplace setting or context.

Students explain how industry knowledge is connected to knowledge from VET units of competency and apply their learning to a different setting or context. Students evaluate their learning and performance in the workplace and the impact of the work placement on their future career goals.

Outcome 2

On completion of this unit, the student should be able to apply industry- and workplace-related knowledge and transferrable skills to a different setting or context, make comparisons between settings, and describe changes they would make to improve their employability skills, and explain future career goals. To achieve this outcome, the student will draw on the key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* structure and operation of the workplace, including digital competencies, and key work processes and activities conducted in a different workplace setting or context
* industry- and workplace-specific terminology and communication methods to engage with key stakeholders in a different workplace setting or context
* appropriate communication methods to engage with workplace-specific documents and/or correspondence in a different workplace setting or context
* employability skills in a different workplace setting or context
* methods for responding to and applying feedback in a different workplace setting or context
* relationship between the workplace or industry and application of VET units of competency
* an overview of future directions for the industry
* methods to develop future career goals.

Key skills

* apply industry- and workplace-specific knowledge and transferrable skills to a different setting or context
* compare the application of industry- and workplace-specific knowledge and transferrable skills across the different settings or contexts
* identify and apply appropriate communication methods within the workplace
* apply knowledge of industry- and workplace-specific terminology to engage with key stakeholders and workplace documents and/or correspondence specific to the workplace
* apply understanding of roles and responsibilities when fulfilling employer expectations and engaging with key stakeholders
* describe evidence of skills and industry knowledge acquired from the workplace
* explain how industry knowledge is connected to knowledge from VET units of competency and apply learning to the workplace
* apply feedback to improve a work-related task or activity
* describe changes to improve employability skills during SWL in response to feedback from a supervisor or host employer
* explain career goals, including goals relating to career pathway, employability skills, work-related skills and future learning needs.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for the student to demonstrate the key knowledge and key skills for the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited time frame.

Students undertaking this study must maintain a Workplace Learning Record related to the SWL placement for recording, authentication and assessment purposes. Students must undertake a work placement in a different workplace setting or context for each unit and maintain a separate Workplace Learning Record per placement.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit, students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

* structured questions
* written report
* comparative report on two different workplace settings or contexts
* oral presentation
* video or podcast
* interview
* work-based project
* workplace journal or blog post(s).

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.