Workplace Learning Record

VCE VET Business

BSB30120 Certificate III in Business

**Student name:**

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East Melbourne VIC 3002

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Structured Workplace Learning Recognition

[VCE Structured Workplace Learning Recognition for VET](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/SWLRforVET/Pages/Index.aspx) provides students with the opportunity to gain credit towards their VCE (including the VCE VM) or VPC by undertaking a Structured Workplace Learning (SWL) placement that is aligned to their VE1 VCE VET program or VE2 School-based Apprenticeship or Traineeship (SBAT).

To receive credit, students are required to demonstrate satisfactory achievement of the outcomes for the relevant unit of the *VCE Structured Workplace Learning Recognition for VET* study design.

Students must maintain a Workplace Learning Record (WLR) for each placement. In the WLR students must reflect on a minimum of six units of competency (UoCs) from their program, including a workplace health and safety (WHS) UoC.

About this workplace learning record

Students undertaking this study must maintain a Workplace Learning Record (WLR) related to the SWL placement for recording, authentication and assessment purposes.

Student reflections on their SWL placement are to be recorded in the three sections of this WLR to document the skills and knowledge learned, employability skills developed, and industry experience gained relating to the VET qualification being undertaken.

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

The WLR is divided into three sections.

**Section 1**: Learner profile

**Section 2**: Learning about VET units of competency (UoCs) in the workplace

**Section 3**: Post-placement reflections

Please complete the details of your workplace.

|  |  |
| --- | --- |
| **Employer/Company/Business** |  |
| **Supervisor name** |  |
| **Contact phone number** |  |

|  |  |
| --- | --- |
| **Employer/Company/Business** |  |
| **Supervisor name** |  |
| **Contact phone number** |  |

|  |  |
| --- | --- |
| **Employer/Company/Business** |  |
| **Supervisor name** |  |
| **Contact phone number** |  |

Section 1: Learner profile

Complete the learner profile and discuss this with your host employer on or before your first day of SWL placement.

|  |  |
| --- | --- |
| **Student Name** |  |
| **School** |  |
| **Phone number** |  |
| **Email** |  |
| **Explain why you decided to undertake this VET certificate?** | |
|  | |
| **List the other studies that you are undertaking.** | |
|  | |
| **Explain why you have chosen this overall program.** | |
|  | |
| **Outline what interests you about the industry.** | |
|  | |
| **What is your planned career path or future career aspiration?** | |
|  | |
| **Describe any workplace skills you have developed through previous work experience, SWL or part time employment.** | |
|  | |
| **How have you developed these skills?** | |
|  | |

Section 2: Learning about VET units of competency in the workplace

This section of the WLR will contain three key questions per unit of competency (UoC) designed to draw out related experiences you may be exposed to in a workplace.

This does not cover all the elements or performance criteria within the units and is not designed as a UoC assessment tool.

You should comment on the UoCs you have 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 requiring further training or practical experience.

You are encouraged to take photos and/or video 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/events
* video of workplace activities.

**Note**: please speak to your host employer before taking photos or video. Do not use the names or details of any clients/stakeholders external to the organisation/other. This record does not require identifying actual people or events, as this may breach confidentiality.

Program outline

BSB30120 Certificate III in Business

The compulsory UoCs and a selection of electives are listed in the table below. You may list any additional UoC(s) relating to your experiences in the workplace in the table. Indicate the year in which you are undertaking each UoC. You must reflect on a minimum of six UoCs from your program, including a workplace health and safety (WHS) UoC.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| UoC code | UoC title | Nominal hours | Year | Page |
| **Work, Health and Safety** | | | | |
| BSBWHS311 | Assist with maintaining workplace safety | 40 |  | 10 |
| **Compulsory** | | | | |
| BSBCRT311 | Apply critical thinking skills in a team environment | 40 |  | 11 |
| BSBINS302 | Organise workplace information | 30 |  | 12 |
| BSBOPS304 | Deliver and monitor a service to customers | 35 |  | 13 |
| BSBPEF201 | Support personal wellbeing in the workplace | 50 |  | 14 |
| BSBPEF301 | Organise personal work priorities | 30 |  | 15 |
| BSBSUS211 | Participate in sustainable work practices | 20 |  | 16 |
| BSBTEC301 | Design and produce business documents | 80 |  | 17 |
| BSBTWK301 | Use inclusive work practices | 30 |  | 18 |
| BSBXCM301 | Engage in workplace communication | 40 |  | 19 |
| **Elective** | | | | |
| BSBESB302 | Develop and present business proposals | 30 |  | 20 |
| BSBFIN301 | Process financial transactions | 30 |  | 21 |
| BSBLDR301 | Support effective workplace relationships | 40 |  | 22 |
| BSBOPS301 | Maintain business resources | 15 |  | 23 |
| BSBOPS303 | Organise schedules | 15 |  | 24 |
| BSBOPS305 | Process customer complaints | 30 |  | 25 |
| BSBPEF302 | Develop self-awareness | 30 |  | 26 |
| BSBPUR301 | Purchase goods and services | 60 |  | 27 |
| BSBPUR301 | Purchase goods and services | 60 |  | 28 |
| BSBSTR301 | Contribute to continuous improvement | 40 |  | 29 |
| BSBTEC302 | Design and produce spreadsheets | 35 |  | 30 |
| BSBTEC303 | Create electronic presentations | 20 |  | 31 |
| BSBTEC404 | Use digital technologies to collaborate in a work environment | 50 |  | 32 |
| BSBWRT311 | Write simple documents | 30 |  | 33 |
| BSBXTW301 | Work in a team | 40 |  | 34 |
| SIRXMKT001 | Support marketing and promotional activities | 30 |  | 35 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Reflect on the UoCs you have experienced in the workplace on the following pages.

VCE VET units of competency

BSBWHS311 - Assist with maintaining workplace safety

This unit describes the skills and knowledge required to assist with implementing and monitoring an organisations work health and safety (WHS) policies, procedures and programs as part of a small work team.

The unit applies to those who have roles in assisting with maintaining workplace safety in an organisation.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What WHS requirements affect the work team within the organisation? |  |
| How are WHS issues reported in the organisation? |  |
| What training and opportunities are provided to assist staff develop WHS competence? |  |

BSBCRT311 - Apply critical thinking skills in a team environment

This unit describes the skills and knowledge required to apply critical thinking skills to generate solutions to workplace problems in a team environment.

The unit applies to individuals who are required to develop and extend their critical and creative thinking skills to different issues and situations. This applies to those that use a range of problem solving, evaluation and analytical skills to resolve workplace issues within a team context.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How are workplace problems/issues and challenges communicated to staff? |  |
| How does the organisation develop solutions and ideas for problems, within the team? |  |
| How are stakeholders involved in workplace problems? |  |

BSBINS302 - Organise workplace information

This unit describes the skills and knowledge required to receive, collect, organize and apply workplace information in the context of an organisation’s work processes, record management and knowledge management systems.

It applies to those who perform a defined range of skilled operations in various work contexts. They may exercise discretion and judgement using appropriate knowledge of information management to provide technical advice and support to a team.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What interpersonal skills did you use to access information from teams or individuals? |  |
| How was information distributed to stakeholders? |  |
| What workplace policies and procedures did you observe, that related to workplace information? |  |

BSBOPS304 - Deliver and monitor a service to customers

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

It applies to those who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over short or long term interactions.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe the communication skills used by others in the workplace to provide information and advice to customers. |  |
| How did the workplace respond to customer feedback? |  |
| Describe the organisations' policy for handling customer complaints? |  |

BSBPEF201 - Support personal wellbeing in the workplace

This unit describes the skills and knowledge required to advocate for and feel empowered about personal wellbeing in the workplace. It involves developing and applying basic knowledge of factors that may influence wellbeing, both positively and negatively.

The unit applies to those in a range of industry and workplace contexts, who work under direct supervision.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What workplace factors can impact on a persons wellbeing? |  |
| What resources are available within the organisation for addressing/ supporting wellbeing? |  |
| What style of communication and method of communication is appropriate when talking to your supervisor about wellbeing? |  |

BSBPEF301 - Organise personal work priorities

This unit describes the skills and knowledge required to organise personal work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

This unit applies to those who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did you organise your workload tasks? |  |
| How did you seek feedback on your performance during your placement? |  |
| What new skills did you learn during your placement? |  |

BSBSUS211 - Participate in sustainable work practices

This unit describes the skills and knowledge required to measure, support and find opportunities to improve the sustainability of work practices.

The unit applies to those working under supervision or guidance, who are required to follow workplace procedures and instructions. These individual work in an environmentally sustainable manner within score of competency, authority and own level of responsibility.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe the workplace environmental and resource efficiency issues you observed? |  |
| What environmental regulations was the workplace required to comply with? |  |
| How could the workplace improve environmental practices and resource efficiency? |  |

BSBTEC301 - Design and produce business documents

This unit describes the skills and knowledge required to design and produce various business documents.. It includes selecting and using a range of functions on a variety of computer applications.

It applies to those who possess fundamental skills in computer operations.. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What technology and software applications were used in the workplace to produce business documents? |  |
| How were business documents stored in the workplace? |  |
| List three functions and features of computer applications that you used in the production of business documents, in the workplace. |  |

BSBTWK301 - Use inclusive work practices

This unit describes the skills and knowledge required to recognise and interact productively with diverse groups of individuals in the workplace. It covers responding to and working effectively with individual differences that might be encountered during the course of work.

The unit applies to individuals who work in a variety of contacts where they will e expected to interact with diverse groups of individuals.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| In the workplace, what organisational policies and procedures related to inclusive work practices? |  |
| How do staff demonstrate inclusive work practices? |  |
| In your observation, how is workplace diversity valued? |  |

BSBXCM301 - Engage in workplace communication

This unit describes the skills and knowledge required to communicate (through written, oral and nonverbal form) in the workplace within an industry.

This unit applies to most workers, but focuses on communication skills required for workers with limited responsibility for others.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What communication methods were commonly used at your workplace? |  |
| Whilst at the workplace what common communication challenges did you observe? |  |
| List three workplace policies within the organisation relevant to workplace communication? |  |

BSBESB302 - Develop and present business proposals

This unit describes the skills and knowledge required to research the viability of ideas for business opportunities and develop and present proposals for viable options in formats suiting a range of stakeholders.

The unit applies to those establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How does the organisation communicate with stakeholders about project / business opportunities? |  |
| What technology does the organisation use to develop a business proposal? |  |
| How does the organisation present a business proposal to stakeholders? |  |

BSBFIN301 - Process financial transactions

This unit describes the skills and knowledge to prepare, process and maintain financial transactions and to reconcile outstanding accounts.

It applies to individuals employed in a range of work environments supporting the accounting functions of an organization.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What types of financial records did you observe or prepare, in your workplace? |  |
| What technology was used to maintain the financial records in the workplace? |  |
| In your observations, how did the workplace report or follow up outstanding accounts? |  |

BSBLDR301 - Support effective workplace relationships

This unit describes the skills and knowledge required to effectively encourage and support a learning environment. Particular emphasis is on participation in processes to facilitate and promote learning and to monitor and improve learning performance.

It applies to individuals who use initiative and well-developed planning and communication skills in their role. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve complex or non-routine activities that require some discretion and judgement.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What types of learning opportunities were available for individuals? |  |
| In your observations, how did individuals develop their workplace knowledge, skills and attitudes? |  |
| In the workplace, how was individual performance monitored? |  |

BSBOPS301 - Maintain business resources

This unit describes the skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.

It applies to those who apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their basic maintenance to provide technical advice and support to a team.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How were resource shortages monitored in the workplace? E.g. Stationery |  |
| What was the organisations’ procedure for maintenance of resources? E.g. computers and / or screens |  |
| What process was used to store resources in the workplace? |  |

BSBOPS303 - Organise schedules

This unit describes the skills and knowledge required to manage appointments and diaries for personnel within an organization. It involves using manual and electronic diaries, schedules and other appointment systems.

The unit applies to those employed in a range of work environments who provide administrative support to teams and individuals.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How are personal diaries, calendars and schedules organised at the workplace? |  |
| Name three features of scheduling software? |  |
| What are two benefits of using scheduling software? |  |

BSBOPS305 - Process customer complaints

This unit describes skills and knowledge required to handle formal and informal negative feedback and complaints from customers.

It applies to those who apply a broad range of competencies and may exercise discretion and judgement using appropriate knowledge of products, customer service systems and organisational policies to provide technical advice and support to a team.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What were the workplace procedures for responding to a customer complaint? |  |
| How did the workplace document customer complaints? |  |
| What specific communication skills were required for handling a customer complaint? |  |

BSBPEF302 - Develop self-awareness

The unit describes the skills and knowledge required to improve self-reliance to confidently perform work tasks within the scope of own responsibility. It involves reflecting on personal development and acquiring knowledge of personal strengths and weaknesses through feedback from others. It also involves the development of goals and plans to improve workplace performance.

It applies to those who exercise discretion and judgement and apply a broad range of competencies in various work contexts. These individuals are required to develop and extend their self-reliance, self-esteem and confidence.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What are three attitudes and values demonstrated in the workplace? |  |
| What are three personal strengths of the staff working in the workplace? |  |
| What are two benefits of practicing self-awareness? |  |

BSBPUR301 - Purchase goods and services

This unit describes the skills and knowledge required to determine purchasing requirements and make and receive purchases.

It applies to individuals who work under a level of supervision and who conduct low risk, low expenditure purchasing for an organisation using established and documented purchasing strategies. Individuals may be working in a small organisation with general responsibility for conducting purchasing within an organisation, or they may be a purchasing specialist working in a large organisation. Some judgement may be required to make decisions about purchasing strategies.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What records are kept in relation to purchasing goods |  |
| How were goods and services received and checked in the organisation? |  |
| What was the process for ordering goods and services within the organisation? |  |

BSBPUR301 - Purchase goods and services

This unit describes the skills and knowledge required to determine purchasing requirements and make and receive purchases.

It applies to individuals who work under a level of supervision and who conduct low risk, low expenditure purchasing for an organisation using established and documented purchasing strategies. Individuals may be working in a small organisation with general responsibility for conducting purchasing within an organisation, or they may be a purchasing specialist working in a large organisation. Some judgement may be required to make decisions about purchasing strategies.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What WHS legal and compliance framework applied to this workplace? |  |
| How did this workplace monitor its compliance with WHS laws? |  |
| How did this workplace update employees regarding WHS policies and procedures? |  |

BSBSTR301 - Contribute to continuous improvement

This unit describes the skills and knowledge required to support the continuous improvement in an organisation. Particular emphasis is on actively encouraging teams to participate in the process, monitoring and reporting on specified outcomes and supporting opportunities for further improvements.

It applies to those who use initiative and organisational and communication skills to influence the ongoing development of the organisation.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What technology was used to monitor a teams progress and improvements at your workplace? |  |
| How were the organisation’s continuous improvement processes communicated to staff? |  |
| What were some barriers to continuous improvement in the workplace? |  |

BSBTEC302 - Design and produce spreadsheets

This unit describes the skills and knowledge required to develop spreadsheets through the use of spreadsheet applications.

It applies to those employed in a range of environments who tend to be personally responsible for designing and working with spreadsheets under minimal supervision. These individuals are generally required to have intermediate knowledge and understanding of a number of spreadsheet applications.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| In your observations what does the organisation use spreadsheets for? |  |
| What are three features of spreadsheet applications? |  |
| What resources are available to assist staff with using spreadsheet applications? |  |

BSBTEC303 - Create electronic presentations

This unit describes the skills and knowledge required to design and produce electronic presentations using various applications and platforms.

It applies to those employed in a range of work environments who design electronic presentations. They may work as individuals providing administrative support within an enterprise, or may be responsible for production of their own electronic presentations.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What applications/ platforms were used to produce presentations, in the workplace? |  |
| Give an example of two application features used in presentations prepared by the workplace? |  |
| In your observation, how were presentations stored in the workplace? |  |

BSBTEC404 - Use digital technologies to collaborate in a work environment

This unit describes the skills and knowledge required to understand the fundamentals of using digital technologies to complete work tasks more efficiently and effectively.

The unit applies to those who use problem-solving skills and take responsibility for adopting and promoting approaches to improve organisational operations, particularly relating to the use of digital technologies.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| In your workplace name three digital technologies used by staff? |  |
| How do staff in the workplace use digital technologies to collaborate? |  |
| What information is available to staff about digital technologies?? |  |

BSBWRT311 - Write simple documents

This unit describes the skills and knowledge required to plan, draft and finalise a basic document.

It applies to individuals who apply a broad range of competencies in various work contexts and may exercise some discretion and judgement to produce a range of workplace documentation.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What was the process within the organisation for seeking feedback on draft documents? |  |
| Name three methods of written communication used with the workplace. |  |
| What was the communication practice and protocols within the organisation for formatting documents? |  |

BSBXTW301 - Work in a team

This unit describes the skills and knowledge required to work effectively as part of permanent or project based teams in a workplace within an industry.

The unit applies to a wide range of workers, but has specific focus on the teamwork skills required for workers with limited responsibility for others.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe the role and task requirements of a team within the organisation. |  |
| How did the team share knowledge, ideas and problems with one another? |  |
| How did the team collaborate with a remote team member? |  |

SIRXMKT001 - Support marketing and promotional activities

This unit describes the skills and knowledge required to support the implementation of marketing and promotional activities.

This unit applies to individuals working in frontline sales roles in a diverse range of industry sectors and business contacts.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What marketing and promotional activities were delivered within the organisation? (These could be upcoming or ongoing activities.) |  |
| How were marketing and promotional activities communicated to customers/stakeholders? |  |
| How were the marketing and promotional activities supported within the organisation? |  |

Comments/observations on any other UoCs not listed

|  |  |
| --- | --- |
| UoCs | Comments/observations |
|  |  |

Section 3: Student post-placement reflection

Employability skills are a set of eight skills we use every day 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 on work placement, you will be using employability skills in many ways.

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.

In Section 3, identify the employability skills you have used and how you have demonstrated them in the workplace. Identify how the skills you have acquired and used during your 80 hours of SWL might assist you in the future.

List of employability skills

How did you demonstrate **communication skills**? For example, by listening and understanding, speaking clearly and directly, or reading and writing.

|  |
| --- |
|  |

How did you demonstrate **teamwork**? For example, by working as part of a team or sharing ideas and resources with co-workers.

|  |
| --- |
|  |

How did you demonstrate **problem solving**? For example, by identifying problems or developing solutions to workplace issues.

|  |
| --- |
|  |

How did you demonstrate **self-management**? For example, by taking responsibility, managing time and tasks effectively, monitoring your own performance or having the ability to work unsupervised.

|  |
| --- |
|  |

How did you demonstrate **planning and organising**? For example, by time management, setting priorities, making decisions, setting goals, collecting, or analysing and organising information.

|  |
| --- |
|  |

How did you demonstrate the use of **technology**? For example, by being prepared to use a range of technology systems, IT skills (typing or data entry), or being able to learn new skills from the technology used in this industry.

|  |
| --- |
|  |

How did you demonstrate **learning**? For example, by being willing to learn new things, being open to new ideas or adapting to change.

|  |
| --- |
|  |

How did you demonstrate **initiative and enterprise**? For example, being creative, adapting to new situations, turning ideas into actions, coming up with a variety of options.

|  |
| --- |
|  |

Summary of industry learning

At the conclusion of your SWL for this VET qualification, think about the experiences you have had in the workplace, your reflection of learning against the UoCs and the employability skills you have developed.

How will these learnings assist you in your pathway to employment or further training in this industry?

|  |
| --- |
|  |

Student declaration

I confirm that I have undertaken work placement with:

|  |  |  |
| --- | --- | --- |
| **Employer/Company/Business name** | **Dates of placement** | **Total hours of placement** |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** |  |  |

I have completed the reflections and evidence submitted in this WLR and they are from my own experiences.

**Signed** (Student)

**Name**

**Date**