Learning Through Internship

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	LTI215117
COURSE SPAN	2017 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2019. Use A-Z Courses to find the current version (if available).

Learning Through Internship focuses upon metacognition and learner agency, with a strong emphasis on planning and organisational skills

The course also focuses on inquiry through a project based approach, personal reflection and presentation skills. Learners undertake an internship experience and demonstrate their learning through a public exhibition process. Learning Through Internship provides opportunities for learners to further develop skills to support a successful transition to post-school options and to participate in society in a meaningful and effective manner.

Course Description

This course provides opportunities for learners to gain and practise and develop skills in a range of contexts. The negotiated personalised learning plan and the subsequent learning cycle provide enabling structures to support learners to take increasing responsibility for planning and achieving rigorous outcomes focused on personalised agreed upon personal learning goals. This in turn enables learners to reflect and focus on their transition from school to further education, study and work. The internship provides a scaffold for developing and maintaining purpose in learning in the school context.

The learning design for this course is driven by the following principles:

- that learning must be based on the interests and goals of each learner
- that a learner's curriculum is enriched when they experience authentic learning experiences, often in the community
- that learners work with adult mentors who share common interests and will support their learning
- that a learner's abilities must be authentically measured by the quality of her or his work, learners may draw upon a broad range of means to demonstrate their learning including public exhibitions.

Learners working through this course are supported to engage and learn within the community, and have opportunities to demonstrate school leadership as a part of their experience. Aspects of leadership developed through engagement with this course include self-directedness, independence and resilience.

Learners are formally connected to adult mentors who operate as a trainer/expert in the field of interest the learner explores. **Internship mentors must have Working With Vulnerable People (WWVP) registration. The provider is responsible for ensuring this is in place prior to the commencement of the internship.**

Learning Through Internship allows learners to explore their interests in real world settings with an expert mentor to guide them. Learners are linked carefully from the school to internship and Personalised Learning Plan (PLP) by an advisory teacher who works with them individually to set their learning goals for each term. The learning goals established will also be focused on skills that support the projects and tasks that learners undertake on internship with a mentor.

Personal Learning Plans, projects and exhibitions will provide evidence against the learner's goals. The learning goals are based on knowledge of self and learners' aspirations or personal qualities.

Learners are required to use real, authentic strategies to communicate in a variety of contexts and use a range of modes including writing, speaking, listening and digital technology.

Assessments include public exhibitions that track growth, progress, and quality work in the learning plan and academic depth in the learning goals, weekly check-in meetings with advisors; weekly journal, yearly presentation portfolios, and transcripts. Learners develop a frequent practice of seeking formative assessment and feedback throughout internships and public exhibitions.

To successfully complete this course every learner will engage in a minimum of 10 days (consisting of a minimum of 50 hours) internship. This will typically be at a single institution.

When this is not possible the internship may be undertaken at more than one institution.

Rationale

There is broad agreement that all young people need a set of skills and attributes that prepare them for both employment, further learning and successful participation in the community. These key skills include: communication; team work; problem-solving; initiative and enterprise; planning and organising; self-management; learning and technology skills. This course promotes the development of these skills through active engagement in authentic learning opportunities within community organisations and or workplace environments.

Internships provide learners with opportunities to inquire, through pursuing interests, and future learning and career aspirations. There are many benefits to completing an internship including: the development of positive self concept and personal confidence; the development of strong teamwork skills; the development of personal responsibility; the opportunity to experience jobs that match academic and personal interests; and the chance to develop industry-specific abilities while still enrolled in a senior secondary program of study.

Learning Through Internship focuses upon metacognition and learner agency, with a strong emphasis on planning and organisational skills. The course also focuses on inquiry through a project based approach, personal reflection and presentation skills. Learners undertake an internship experience and demonstrate their learning through a public exhibition process.

Learning Through Internship provides opportunities for learners to further develop skills to support a successful transition to post-school options and to participate in society in a meaningful and effective manner.

Aims

This course aims to enable learners to:

- utilise creativity, originality and innovation in their learning
- locate, select and interpret information
- understand diverse attitudes, values and social complexities in local and global communities
- understand the relationship between technology, the individual, the workplace and the environment
- apply knowledge and skills across a variety of contexts to be active and responsible participants in their learning environment, community or workplace
- use experiences to achieve personal and social growth including positive self-concept and confidence and gain awareness of individual and social identity
- identify capabilities to live, learn and participate in a changing world
- utilise collaboration and teamwork skills
- understand how knowledge is developed and organised
- reflect on their learning through realistic self-appraisal.

Learning Outcomes

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

1. utilise metacognition to inform post-school options
2. apply appropriate language and protocols (including digital literacy) as they communicate with a range of people within the community
3. explain knowledge and understanding of the concepts of an internship
4. describe and provide examples of personal and social capability
5. research options and preferences for employment, study, training and community participation using reliable sources
6. apply literacy and numeracy capabilities within the context of an internship placement
7. apply problem solving strategies to learning challenges
8. utilise planning, monitoring and reflective strategies.

Access

Learners must have access to an appropriate organisation and/or site for their internship, and to a mentor. The mentor will be required to provide support and supervision for the duration of the Internship and provide feedback on learner personal development and project management.

To successfully complete this course every learner will engage in a minimum of 10 days (consisting of a minimum of 50 hours) internship. This will typically be at a single institution. When this is not possible the internship may be undertaken at more than one institution.

Pathways

This course is designed to complement a wide range of possible learning programs. The opportunity to undertake an internship enables a learner to investigate a field of inquiry, an interest or potential career pathway through an authentic experience supported by an expert and/or mentor.

Internships increase the likelihood of building professional networking contacts and mentoring relationships. Internships help learners become viable, experienced job applicants when seeking work into the future. Many employers consider internship experience in the recruitment process, and often look to interns as potential candidates for full-time positions.

Resource Requirements

Learners will require access to work environments, community organisations and individual experts in order to undertake internships and develop a project. They will also need access to an exhibition panel that can include their advisory teacher, parent/carers, peers, internship supervisor/mentor or other teachers.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Relationship To Other TASC Accredited And Recognised Senior Secondary Course

Learning Through Internship sits within the Mixed Field group of courses. It complements courses such as Pathways to Work Level 1, Work Readiness Level 2, Project Implementation Level 2, Student Directed Inquiry Level 3 and Personal Pathway Planning Level 2.

Course Delivery

- recommended time spent on each unit is specified in brackets.
- a Glossary of terms used in the Standards and throughout the course document is provided in Appendix 1

Course Requirements

Learning Through Internship is divided into three (3) units of study:

Unit 1: Learning to Learn (35 hours)
Unit 2: Internships* and Projects (80 hours)
Unit 3: Exhibitions (35 hours)

* Internships will consist of a minimum of:

- 10 days in the organisation
- 50 contact hours (approx. 5 hours per day) which will include:
    - opportunity to observe appropriate day-to-day functions of the organisation
    - opportunity to engage in appropriate day-to-day activities
    - opportunity to design and engage in either a project run internally within the organisation or externally on behalf of the organisation.

The sequence in which the units of study are delivered and assessed is not prescribed. It is expected that course content from different units will sometimes be delivered concurrently in order to contextualise learning.

Course Content

UNIT 1: LEARNING TO LEARN (35 HOURS)

This unit covers the fundamentals of a learning cycle. It is also founded on the principle of researching and pursuing a vocation in a real world context. Learners explore their own skills, attributes and work values to find clarity about their future work options.

Overview of the Learning Cycle

- The learning plan
- internship placement
- learning through internship
- planning and organising
- the exhibition
- reflection and assessment.

Learning to Learn

Key concepts:

- factors that affect self-concept and self confidence
- preferred learning styles, Multiple Intelligences, Metacognition, Blooms Taxonomy, the Learning Pyramid
- inquiry based learning
- learner agency
- realising personal potential (Renzulli)
- question matrix
- novice to expert model of skills acquisition (Dreyfus and Dreyfus)
- lifelong learning
- elements of the Personal Learning Plan (PLP) (e.g. mapping learner's journey, learning goals, progression routes, learning targets, negotiate and plan, outcomes, timeframes, markers of success, resources, guidance and reflection)
- benefits of the PLP cycle in review prior to the Exhibition.

Thinking about thinking (metacognition)

Key concepts:

- habits of mind
- thinking strategies (e.g. brainstorming, mind maps, Plus-Minus-Interesting (PMI); Strengths, Weaknesses, Opportunities and Threats (SWOT); Substitute, Combine, Adapt, Modify, Put to another use, Eliminate and Reverse (SCAMPER), chunking, 5 whys, reverse brainstorming, trial and error, hypothesis)
- executive functions
- locus of control
- memorisation
- reflection
- visualisation
- decision making
- goal setting
- backwards planning
- perspective taking
- divergent thinking
- problem solving
- imagining (synthesis).

Organisational skills

- commence a personal reflection (e.g. assess skills: audit and describe strengths and weaknesses)
- establish learning goals
- describe personal organisational skills
- define models for decision making
- use a template, checklist or rubric to construct a project proposal and guide the reflection
- investigate pathways into further education, training and/or employment
- make a plan for transition into further education, training and/or employment
- refine career values: review previous career assessment results and examine the relationship to the internship choice
- map internship choices to previous careers assessments
- appraise changes in internship selection
- reflect on previous plans and refine the goals of the PLP with reference to personal qualities and prior learning.

Reflections and assessment

- access the learning requirements for living and career building
- reflect on the requirements for a 'happy and 'fulfilled' life, in the context of career building, community engagement and living a whole life
- construct the conditions of effective learning
- reflect on personal achievements including realistic self-appraisal
- seek, understand and apply feedback

- establish personal narrative on educational experiences

UNIT 2: INTERNSHIPS AND PROJECTS (80 HOURS)

Researching and engaging in an internship provides an authentic and powerful learning experience for learners to deeply develop skills, understandings and knowledge that will significantly improve their planning capability and likelihood of transitioning into successful futures beyond school.

In this unit learners refine their choices of internships and formalise a relationship with a mentor who will provide guidance and support on the internship. Learners investigate the internship, with a specific focus on pursuing their passion, and are exploring a negotiated area of interest. Learners develop a project with a mentor/workplace that addresses a key issue or area of interest in the internship. The agreed projects should reflect the learner's goals and have mutual benefit to the learner and the supporting organisation, enabling authenticity and rigorous learning to be achieved.

An internship is an ongoing experience where the learner engages with professional mentors and organisations outside of the school context. They create authentic experiences by developing projects based on the learner's interests and learning goals. Learners will engage in a minimum of 10 days of Learning through Internships (LTI) experience. Teachers visit learners and internship mentors and will interview mentors to gain insight and evidence for feedback to the learners.

As a minimum learners will:

- prepare and conduct three informational interviews for the purpose of locating a potential internship host organisation
- organise and participate in one shadow day experience
- learners will engage in an internship with a host organisation supported by a mentor for a minimum of the equivalent of ten days.

Note: The equivalent of ten days may include one block of ten consecutive days, two blocks of five days or be one or two days a week over consquitive weeks. Ocassionally for - legitimate reasons - internships may be terminated prior to the full ten days. In the event of an internship terminating early learners will negotiate an alternative organisation to fulfill the requirement of attending an internship placement for the equivalent of ten days.

While participating and engaging in an internship with a host organisation and mentor, learners will:

- document their observations of the functions and interactions of members and clients of the host organisations.

The internship placement will provide a rich environment and experience to develop a deeper understanding and capability for the skills and dispositions of workers (volunteer and or paid) within organisations. As the internship progresses learners will seek opportunities to complete tasks to support the mentor and organisation in its functions and services. While developing their own understanding and skills, the learners will make a contribution to the work of the mentor and or organisation. Throughout the internship the learner will negotiate with the mentor an opportunity to engage in a project that is of mutual benefit to the learner and organisation.



(*Source*: Tasmanian Department of Education, 2016)
Learners undertake an inquiry cycle that includes:

Identifying (exploring and researching interests and aspirations)

- create a plan with timeline targets and deadlines on a calendar or equivalent
- establish a research folio that assists in defining internship choices, pathways to the chosen career and tracks societal factors that may affect that career
- identify pathways for internship (e.g. volunteer organisation, artistic endeavour, workplaces, recreation services and facilities).

Observing (Engaging in shadow days)

- understand the internship process (e.g. setting goals, types of internships, internship programs, selecting an internship, application and interviews):
    - the value of an internship
    - the role and responsibilities of a mentor
    - process for communicating with a mentor.

Investigating (Conducting informational interviews)

- using informational interviews, clarify potential internships and construct a communication strategy to secure an internship partnership
- refine the internship goals and assess the potential to establish and maintain a long term connection with a mentor.

Preparing (Negotiating an internship placement)

- identify communication strategies with a mentor, which encourage the development of skills to review data, establish a proposal, enact a project and evaluate its efficacy
- exercise skills in using e-mail, digital conferencing tools, electronic spreadsheets and other databases to clarify the project goals.

Participating (Commencing an Internship, developing a project, monitoring progress of the project)

- commence a formal Learning through Internship (LTI) partnership

- undertake an LTI project in liaison with a workplace mentor
- seek progressive feedback from mentor(s) throughout the internship .

Reflecting (learning and growth)

- develop samples of work that could be viewed in a formal interview
- reflect on quality of the work undertaken
- reflect on own progress and achievements
- review challenges and opportunities and actions taken
- seek and consider feedback from others.

UNIT 3: EXHIBITIONS (35 HOURS)

Learners make a presentation* to a panel demonstrating how they have worked towards achieving their PLP and their Learning Goals, managed their projects and the learning process and engaged in their internship. Learners will be required to demonstrate evidence of learning within each of their identified goals.

**see Work Requirements below.*



(*Source*: Tasmanian Department of Education, 2016)

Communication

- utilise various methods of communication (e.g. verbal and non-verbal, formal and informal)
- communicating using new technologies (e.g. Skype, Adobe Connect, social networking platforms, Vodcast, multimedia)
- adaption of communication for different audiences and contexts
- organising participants for an exhibition panel
- investigating effective interpersonal skills
- developing and using personal support networks (e.g. mentors, parents, teachers, institutions)
- utilise problem solving techniques including cause and effect, pros and cons, thinking processes
- draft and edit personal narratives to include reflections on the contents of both the research and personal folios
- present portfolio during exhibition
- develop goals for post-school options from the understanding gained on internship.

Preparation

- refine communication strategies and develop use of digital presentation tools
- practice recording the exhibition using digital technologies
- refine the exhibition process to include alternative technologies as appropriate that could include trialling a "virtual" Exhibition, utilising a video conferencing platform and other web based applications
- prepare the research project evaluation, a portfolio of work samples, testimonials and evaluation from mentors and parents and use these at the Exhibition.

Exhibition

- apply communication skills by delivering a final exhibition that explores the topic -"Reflection and plan for the future"
- record and publish the final exhibition as a presentation incorporating digital tools
- edit and finalise all previous learning narratives to publish these as a detailed reflective journal
- collect program evaluation and testimonials from parent/carer and mentors and add these to the portfolio space.

Reflection and Evaluation

- identify and appraise three career options that relate closely to their internship and investigate pathways between those careers. In the research folio, investigate training and further education options to gain entry to these careers
- jointly publish a completed project evaluation with the mentor and have it ready for exhibition participants to evaluate prior to the Exhibition.

Work Requirements

Learners will provide evidence of learning through:

- Unit 1: Learning to Learn
  - Personal Learning Plan using a standardised template (Linking personal experiences to future plans and goals)
  - Reflective Journal/Diary (min. 400 words)
  - Future Plan (min. 300 words)
    -Transition Planning.

  Total: 750 words

- Unit 2: Internships and Projects
  Learners will engage in a minimum of 10 days of Learning through Internships (LTI) experience. LTI experiences include conducting informational interviews, shadow days and LTI including a project linked to the LTI organisation. This will be supported by:
  - an LTI Project Proposal
  - weekly Planners, Gantt Chart or similar organiser
  - record of Learning Through Internship Informational Interview
  - an LTI Portfolio including:
    - product/artefact that has been created out of the project
    - work samples and documentation that provide evidence of the creation of the product/artefact
  - a LTI Project Report
  - Mentors will be provided with observation checklists to provide feedback to be considered in assessment judgements.

  Total: 1200 words

- Unit 3: Exhibitions
  Learners will engage in a minimum of two exhibitions over the duration of this course. Exhibitions will demonstrate application of digital literacies. These will be supported by:
  - a narrative (description of what they have done, what they have learned and what this means for their next phase of learning)
  - an LTI Project
  - a post-exhibition reflection and self-assessment
  - feedback forms collected from parent/carer and mentors with feedback built into a summary statement.
  - Presentation:
    - 20-30 minute oral presentations supported by digital technologies
    - Learners will present to a minimum panel of one teacher and one peer (student) but may be larger, comprising the LTI mentor, other teachers, peers, family members.

Total: 750 words

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards.

To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications that TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
  - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
  - class records of assessment
  - examples of learner work that demonstrate the use of the marking guide
  - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Learning Through Internship Level 2 will be based on the degree to which the learner can:

1. utilise metacognition to reflect on own learning, what has been learned and to plan for future experiences in other contexts
2. apply appropriate language and protocols (including digital literacy) in communications with others in a range of contexts
3. explain aims and concepts of an internship
4. describe personal and social capabilities
5. select and use appropriate sources of information about employment, study, training and community participation
6. apply literacy and numeracy capabilities within the context of an internship placement
7. apply problem solving strategies to learning challenges
8. utilise planning, monitoring and reflective strategies

Standards

Criterion 1: utilise metacognition to reflect on own learning, what has been learned and to plan for future experiences in other contexts

The learner:

Rating A	Rating B	Rating C
explains ways in which own knowledge is developed and organised	describes ways in which own knowledge is developed and organised	identifies ways in which own knowledge is developed and organised
explains necessary conditions for effective learning	describes necessary conditions for effective learning	identifies necessary conditions for effective learning
articulate reflections on a wide range of possible characteristics that promote successful career building and community engagement	identifies and describe a range of possible characteristics that promote successful career building and community engagement	identifies a range of possible characteristics that promote successful career building
clearly and concisely articulates reflections on process of own learning with reference to feedback	clearly articulates reflections on process of own learning with reference to feedback	clearly articulates reflections on process of own learning
describes and appraises elements of a PLP and links these to personal experiences	describes elements of a PLP and links these to personal experiences	identifies key components of a Personal Learning Plan (PLP) and clearly identifies how these components are reflected in own PLP
describes how own specific knowledge and skills gained through internships may be used in a variety of contexts including future learning, and community and workplace environments	describes how own specific knowledge and skills gained through internships may be used in a variety of contexts	describes own specific knowledge and skills gained through the process of internship
explains how own experiences through internship may influence future possibilities and describe potential barriers	identifies and describes relationships between experiences throughout internship that relate to future possibilities	identifies experiences through internship that make connections with future possibilities
reflects upon and assesses own success at managing current and post school situations beyond own preferred learning styles learning styles and makes connections with post-school options.	identifies strategies for managing current and post school situations beyond own preferred learning styles.	identifies preferred personal learning styles and makes connections with personal learning experiences.

Criterion 2: apply appropriate language and protocols (including digital literacy) in communications with others in a range of contexts

The learner:

Rating A	Rating B	Rating C
explains perspectives and attitudes in texts and social interactions	describes perspectives and attitudes in texts and social interactions	identifies perspectives and attitudes in texts and social interactions
communicates effectively using a range of techniques and technologies in the delivery of presentations*	communicates clearly and purposefully using appropriate techniques and technologies in the delivery of presentations*	communicates clearly using a limited range of techniques and technologies in the delivery of presentations*
uses accurate terminology and specific knowledge of concepts when communicating with a range of people	uses appropriate terminology and specific knowledge of concepts when communicating with a range of people	uses appropriate terminology and relevant knowledge of concepts when communicating with a range of people
uses a range of communication techniques to effectively interact and collaborate with peers and the wider community	uses a range of communication techniques to interact and collaborate with peers and others	uses a limited range of appropriate communication techniques to interact with peers
explains appropriate modes of communication (e.g. verbal and non-verbal, formal and informal) for a range of contexts	describes appropriate modes of communication (e.g. verbal and non-verbal, formal and informal) for a range of contexts	identifies appropriate modes of communication (e.g. verbal and non-verbal, formal and informal) for a range of contexts
clearly communicates using a wide range of digital technologies (e.g. video conferencing, social networking websites, Vodcast, multimedia) justifying choices	clearly communicates using a range of digital tools (e.g. video conferencing, social networking websites, Vodcast, multimedia)	clearly communicates using a limited range of digital tools (e.g. video conferencing, social networking websites, Vodcast, multimedia)
establishes, manages and negotiates professional relationships and processes for working together.	establishes and maintains professional relationships related to the Internship.	maintains professional relationships related to the Internship.

* Assessed presentations will include two (2) 20-30 minute oral presentations (supported by digital technologies). Learners will give these two (2) major presentations to a minimum panel of one teacher and one peer (student). Panels may be larger, comprising, for example, the LTI mentor, other teachers, peers, and family members. Assessed presentations may also include short presentations given at various times during the course.

Criterion 3: explain aims and concepts of an internship

The learner:

Rating A	Rating B	Rating C
assesses internship process (e.g. setting goals, types of internships, making decisions, internship programs selecting an internship, application and interviews) suggesting improvements	explains internship process (e.g. setting goals, types of internships, making decisions, internship programs selecting an internship, application and interviews)	describes internship process (e.g. setting goals, types of internships, making decisions, internship programs selecting an internship, application and interviews)
appraises pathways for internship (e.g. volunteer organisation, artistic endeavour, non-business workplaces, recreation services and facilities)	describes possible pathways for internship, including reasons for selecting or rejecting options (e.g. volunteer organisation, artistic endeavour, non-business workplaces, recreation services and facilities)	identifies pathways for internship (e.g. volunteer organisation, artistic endeavour, non-business workplaces, recreation services and facilities)
explains role of a mentor in a range of contexts	describes role of a mentor in a range of contexts	identifies role of a mentor in a limited range of contexts
explains own internship choices, subsequent pathways to the chosen career and articulates clear justification for choices including reference to external influences that may affect those decisions	clearly describes own internship choices and subsequent pathways to the chosen career providing justification for choices	clearly describes own internship choices, providing limited justification for choices
maintains clear and detailed records documenting outcomes of collaboration with others achieve stated internship goals.	maintains clear records documenting outcomes of collaboration with others achieve stated internship goals.	maintains simple records documenting outcomes of collaboration with others achieve stated internship goals.

Criterion 4: describe personal and social capabilities

The learner:

Rating A	Rating B	Rating C
clearly articulates assessment of gaining experiences that have resulted in increased awareness and personal growth of individual and social identity, providing justification for inclusion	describes experiences that assist in gaining awareness of individual identity providing some justification for inclusion	identifies experiences that contribute to personal growth providing limited justification for inclusion
assesses own personal audit of strengths and weakness, and identifies complementary strategies	assesses own personal strengths and weaknesses	articulates reflections that identify own personal strengths and weaknesses
reflects upon and appraises factors that affect self-image and self confidence	explains and provides examples of factors that affect self-image and self confidence	identifies factors that affect self-image and self confidence
appraises personal and social identity, and articulates reflections about how this impacts on interactions	explains concepts of personal and social identity and provides examples	describes concepts of personal and social identity
reflects upon and appraises own levels of autonomy and self-determination	explains and provides examples of concepts of autonomy and self-determination	identifies concepts of autonomy and self-determination
reflects upon and appraises collaboration and teamwork skills that can contribute to achieving goals	explains and provides examples of collaboration and teamwork skills that can contribute to achieving goals	identifies appropriate collaboration and teamwork skills that can contribute to achieving goals
explains a range of characteristics of effective leadership, providing examples from own personal experience	describes a range of characteristics of effective leadership	identifies a limited range of key characteristics of effective leadership
reflects – orally and in writing -on and responds to feedback from peers, teachers and other adults, to assess personal characteristics and skill sets	reflects – orally and in writing -on feedback from peers, teachers and other adults, to assess personal characteristics and skill sets	identifies feedback from peers, teachers and other adults, to assess personal characteristics and skill sets
explains self-discipline strategies that can contribute to achieving personal goals in both social and work contexts.	describes self-discipline strategies that can contribute to achieving personal goals in both social and work contexts.	identifies self-discipline strategies that can contribute to achieving personal goals in both social and work contexts.

Criterion 5: select and use appropriate sources of information about employment, study, training and community participation

The learner:

Rating A	Rating B	Rating C
appraises own options and preferences for employment, study, training and community participation using reliable sources	researches own options and preferences for employment, study, training and community participation using reliable sources	identifies own options and preferences for employment, study, training and community participation using reliable sources
identifies and discriminately researches own pathways into future education, training and/or employment justifying decisions	identifies and appropriately researches own pathways into future education, training and/or employment	identifies own pathways for future education, training and/or employment
assesses plans for transition into further education,	researches and plans for transition into further	identifies opportunities for transition into further

training and/or employment	education, training and/or employment	education, training and/or employment
applies and refines information literacy skills to identify, select and interpret information from different sources	applies information literacy skills to identify, select and interpret information from different sources	uses information literacy skills to identify, select and interpret information from different sources, as directed
explains requirements needed to complete senior secondary study, plan and timeline targets and deadlines on a calendar or equivalent.	describes requirements needed to complete senior secondary study, plan and timeline targets and deadlines on a calendar or equivalent.	identifies requirements needed to complete senior secondary study, plan and timeline targets and deadlines on a calendar or equivalent.

Criterion 6: apply literacy and numeracy capabilities within the context of an internship placement

The learner:

Rating A	Rating B	Rating C
uses and accurately applies context specific* subject terminology within the context of internship placement	uses and applies appropriate context specific* subject terminology within the context of internship placement	uses appropriate context specific* subject terminology within the context of internship placement
uses basic literacy skills to clearly and effectively communicate through written, oral, multimodal, and visual forms, as relevant and appropriate to the context	uses basic literacy skills to clearly communicate through written, oral, multimodal, and visual forms, as relevant and appropriate to the context	uses basic literacy skills to communicate through written, oral, multimodal, and visual forms, as relevant and appropriate to the context
communicates effectively with a range of people with differing expertise, in different settings, to develop and share their understanding	communicates effectively with a range of people with differing expertise and in different settings	communicates clearly with a range of people
uses and applies mathematical concepts appropriate to subject content	explains and uses mathematical concepts appropriate to subject content	uses mathematical concepts appropriate to subject content
uses, collates, interprets and applies basic numerical, statistical, and spatial information in the context of their learning activity.	uses, collates, and interprets basic numerical, statistical, and spatial information in the context of their learning activity.	uses basic numerical, statistical, and spatial information in the context of their learning activity.

Criterion 7: apply problem solving strategies to learning challenges

The learner:

Rating A	Rating B	Rating C
discriminately selects and applies special interest knowledge and strategies in a range of situations to achieve stated goals	selects and applies special interest knowledge and strategies in a range of situations to achieve stated goals	uses special interest knowledge and strategies in a range of situations to achieve stated goals, as directed
assesses problems and applies problem solving strategies to develop solutions	explains problems and develops solutions	identifies simple problems and describes possible solutions
explicitly uses and applies thinking strategies (e.g. brainstorming, mind maps, reverse brainstorming, trial and error, hypothesis) when solving problems	uses and applies a range of thinking strategies (e.g. brainstorming, mind maps, reverse brainstorming, trial and error, hypothesis) when solving problems	identifies and applies a limited range of thinking strategies when solving problems
explicitly uses and applies problem solving techniques including cause and effect, drilling down, PMI, SWOT	uses and applies a range of problem solving techniques including cause and effect, drilling down, PMI, SWOT	uses a limited range of problem solving techniques when addressing simple problems
poses questions to unpack complex issues and abstract ideas	poses questions to identify complex issues and abstract ideas	poses basic questions to identify key issues and develop ideas
selects and uses complex information and ideas drawn from a range of sources	selects and uses appropriate information and ideas drawn from a range of sources	selects and uses appropriate information and ideas drawn from a limited range of sources
utilises and includes diverse perspectives (team work) in team situations, contexts or challenges to achieve group goals	recognises the value of and utilises diverse perspectives in team situations or challenges and identifies how they contribute to achieving group goals	recognises diverse perspectives in team situations and identifies how they contribute to achieving group goals
develops and refines a clear personal narrative on educational experiences	develops a clear personal narrative on educational experiences	produces a clear personal narrative on educational experiences
uses and refines personal folio (in appropriate format for interview) to clearly and coherently showcase a wide range of strategies developed.	develops personal folio (in appropriate format for interview) to clearly showcase a range of strategies developed.	utilises personal folio to clearly showcase a range strategies developed.

Criterion 8: utilise planning, monitoring and reflective strategies

The learner:

Rating A	Rating B	Rating C
manages and plans the internship project as a timeline and a calendar of outcomes	plans the internship project as a timeline and a calendar of outcomes	plans the internship project using a limited range of planning tools
classifies and assesses personal organisational skills	identifies and classifies range of personal organisational skills	identifies limited range of personal organisational skills
assesses and applies models for decision making and articulates how, when and why such models have been used	explains models for decision making and articulates how, when and why such models have been used	identifies models for decision making and articulates how and when such models have been used
develops strategies to increase their own understanding of their skills and how they operate in the world	explains their own understanding of their skills and how they operate in the world	clearly identifies their own skills and describes how they operate in the world
explicitly uses and refers to support networks to assist implementation of decisions	employs support networks to assist implementation of decisions	identifies support networks to assist implementation of decisions
distinguishes the role of planning in decision making providing a wide range of examples in own work	explains the role of planning in decision making providing a range of examples in own work	clearly identifies the role of planning in decision making providing limited examples in own work
reflects upon and assesses elements of the PLP (e.g. mapping learner's journey, learning goals, progression routes, learning targets, negotiate and plan, outcomes, timescales, markers of success, resources, guidance and reflection).	explains elements of the PLP (e.g. mapping learner's journey, learning goals, progression routes, learning targets, negotiate and plan, outcomes, timescales, markers of success, resources, guidance and reflection).	identifies and describes elements of the PLP (e.g. mapping learner's journey, learning goals, progression routes, learning targets, negotiate and plan, outcomes, timescales, markers of success, resources, guidance and reflection).

Qualifications Available

Learning Through Internship Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by Tasmanian Assessment, Standards and Certification from 8 ratings.

The minimum requirements for an award in Learning Through Internship Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 3 'B' ratings, 2 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Stephen Walley, Alan Poole and Sonja Peters in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no content statements developed by ACARA that are relevant to this course.

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 21 February 2017.

Version 1.1 – Renewal of accreditation on 13 August 2017 for use in 2018.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.2 - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2025, without amendments.

Appendix 1

GLOSSARY

Term	Explanation
5 whys	an iterative technique used to explore the cause-and-effect relationships underlying a particular problem. The primary goal of the technique is to determine the root cause of a defect or problem by repeating the question "Why?"
Abstract	existing in thought or as an idea but not having a physical or concrete existence
Advisory	an advisory is a group of learners ideally 15-18 that come together for a significant period of time each week as a whole group to engage with a teacher/advisor. Advisories become a community of learners supporting each other to develop a culture of care, trust and respect to achieve their personal and collective learning goals
Apply	use or employ knowledge and skills in a particular situation
Appraise	to assess the worth, value, or quality of
Aspiration	a hope or ambition of achieving something
Assess	make a judgement about, to rate, weigh up, to form an opinion
Attitude	a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation
Audience	the assembled spectators or listeners at a public event; a formal hearing or interview
Authenticity	real or genuine; not copied or false
Autonomy	independence in one's thoughts or actions
Backwards planning	an approach in which the outcomes of a project are decided upon first, then used as a basis to determine the appropriate process, materials and personnel to realise the goals or aims that have been set
Basic	essential or elementary
Blooms Taxonomy	a classification system used to define and distinguish different levels of human cognition i.e. thinking, learning, and understanding
Brainstorm	a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group
Calendar	a chart or series of pages showing the days, weeks, and months of a particular year, or giving particular seasonal information
Career values	qualities considered to be the most important guiding principles that help set priorities in your career and life; the job-related beliefs and ideas that are important; what give purpose to a job
Chunking	the process of taking individual pieces of information (chunks) and grouping them into larger units
Clear	easy to understand, fully intelligible, without ambiguity; explicit
Collaboration	the action of working with someone to produce something
Communication	the imparting or exchanging of information by speaking, writing, or using some other medium; means of sending or receiving information
complex	consisting of many different and connected part
Consider	formed after careful thought
Context	the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood
Creativity	the use of imagination or original ideas to create something; inventiveness

Term	Explanation
Decision	a choice or determination formed following the consideration of alternatives
Decision making	the process of selecting from several choices products or ideas, and taking action
Describe	recount, comment on, and provide an account of characteristics or features
Develop	construct, elaborate or expand on an opinion or idea
Discuss	talk or write about a topic, taking into account different issues and ideas
Divergent thinking	a thought process or method used to generate creative ideas by exploring many possible solutions; an idea generation technique (such as brainstorming) in which an idea is followed in several directions to lead to one or more new ideas, which in turn lead to still more ideas
Diverse	differing from one another; showing a great deal of variety
Employability skills	the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee
Enterprise	a project or undertaking; a business or company; readiness to engage in daring or difficult action
E-portfolio	a collection of electronic evidence assembled and managed by a user, usually on the Web; evidence may include input text, electronic files, images, multimedia, blog entries, and hyperlink
Ethical research	the ethics of the planning, conduct, and reporting of research
Evaluation	the making of a judgement about the amount, number, or value of something; assessment
Executive functions	mental skills that help the brain organise and act on information; these skills enable people to plan, organise, remember things, prioritize, pay attention and get started on tasks
Exhibition panel	participants invited to attend a student exhibition that provide feedback to the presenting student; panels typically include teacher/advisors, parents, peers and LTI mentors or other adults that have supported the learners learning
Exhibitions (public exhibitions)	a presentation by a student of their learning for a designated period of time, generally a school term, to an invited panel
Explain	provide additional information that demonstrates understanding and reasoning; present a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation
Feedback	information about a person's performance of a task which is used as a basis for improvement
Formative assessment	a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment
Future map	a learner’s projection towards what their life may look like in two, five or ten years time, including employment, education, skills hobbies, travel, character

	location and general lifestyle

Term	Explanation
Goal setting	the process of deciding on something you want, planning how to get it, and then working towards the objective
Habits of mind	an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship
Higher order thinking	a concept of education reform based on learning taxonomies (such as Bloom's taxonomy); the idea is that some types of learning require more cognitive processing than others, but also have more generalised benefits
Hypothesis	an idea or explanation that can be tested through study and experimentation
Imagining	to form a mental image of something
Independence	thinking or acting for oneself; not influenced or controlled by others
Information	knowledge or data gained from primary and secondary sources
Information literacy	recognising when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate information in various formats
Informational interview	is for the purpose of finding potential Shadowing Experiences and Learning Through Internship locations, an opportunity to meet and discuss with professionals the identified interests, aspirations and learning goals of the learner
Initiative	the ability to assess and initiate things independently; the power or opportunity to act or take charge before others do
Innovation	the process of implementing new ideas
Inquiry based learning	learners posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge
Interpersonal skills	the set of abilities enabling a person to interact positively and work effectively with others
Interpret	explain the meaning of information or actions

Term	Explanation
Justify	provide sound reasons or evidence to support a statement; soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true
Knowledge	facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject
Leadership	the position or function of a leader, a person who guides or directs a group
Learner agency	the process through which learners become capable of independent thought which, in turn, forms the basis for autonomous action
Learning	the acquisition of knowledge or skills through study, experience, or being taught
Learning goals	the behaviour, knowledge or understandings that learners identify as important to their own learning
Learning outcomes	learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. Learning outcomes identify what the learner will know, understand and be able to do by the end of a course or program
Learning Plan	a document representing the continuous planning process of a student negotiating learning goals and detailing the what, why, when and how of actioning the learning for a specified period of time, typically a school term
Learning Pyramid	the Learning Pyramid illustrates the percentage of learner recall that is associated with various teaching approaches
Learning style	an individual's unique approach to learning based on strengths, weaknesses, and preference
Learning targets (objectives)	brief statements that describe what learners will be expected to learn by the end of school year, course, unit, lesson, project, or class period
Learning Through Internship	a one to two day experience per week where a learner engages with professional mentors and organisations outside of school to create authentic experiences through developing projects out of the learners interests and learning goals
Learning Through Internship (LTI) Project	an LTI Project is developed through collaboration between the student, LTI mentor and teacher/advisor. A LTI project reflects the learning goals of the student and an identified need, problem or task associated with the LTI host organisation. Generally the LTI project would make an authentic contribution to the host LTI organisation
Lifelong learning	the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons
Locus of control	a psychological concept that refers to how strongly people believe they have control over the situations and experiences that affect their lives

Term	Explanation
Memorisation	learning so as to be able to remember verbatim
Mentor	a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person
Metacognition	awareness and understanding of one's own thought processes
Methodology	a set or system of methods, principles, and rules for regulating a given discipline, as in the arts or sciences
Mind map	a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics
Multimodal	the strategic use of 'two or more communication modes' to make meaning, for example image, gesture, music, spoken language, and written language
Multiple intelligences	a theory of intelligence that differentiates it into specific 'modalities', rather than seeing intelligence as dominated by a single general ablility
Mutual benefit	common to or shared by both or all of two or more parties; an association that offers benefits to its members
Network	a group or system of interconnected people or things; an arrangement of social interactions and personal relationships
Non-verbal communication	communication without words. It includes apparent behaviours such as facial expressions, eyes, touching, and tone of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people
Novice to expert	a model of how learners acquire skills through formal instruction and practicing; the original model proposes that a student passes through five distinct

model	stages: novice, competence, proficiency, expertise, and mastery
Organise	systematically order and arrange
Organising	a systematic process of structuring, integrating, co-ordinating task goals, and activities to resources in order to attain objectives
Originality	the ability to think independently and creatively
Outline	give the main features or aspects of

Term	**Explanation**
Pathway	a series of structured and connected education programs and support. Services that enable learners, often while they are working, to advance over time to better jobs and higher levels of education and training
Peer	a person who is equal to another in abilities, qualifications, age, background, and social status
Personal characteristics	the different traits that a person has that define who they are as an individual
Personal narrative	a prose narrative relating personal experience usually told in first person; a personal story from life
Perspective	particular attitude towards or way of regarding something; a point of view
Perspective taking	the act of viewing a situation or understanding of a concept from an alternate point-of-view
Planning	the planning process: identify the goals or objectives to be achieved, formulate strategies to achieve them, arrange or create the means required, and implement, direct, and monitor all steps in their proper sequence
PMI	plus, minus, interesting; a brainstorming activity that encourages participants in a discussion to look at an idea from more than one viewpoint
Portfolio	a collection of works or documents that are representative of a person's skills and accomplishments
Post-school	any education beyond the compulsory years of schooling
Problem-solving	the process of finding solutions to difficult or complex issues
Process	a system of rules or principles for conducting activities
Project design	the collaborative and systematic identification and prioritisation of problems and opportunities; followed by the planning of solutions; and preparing ways of assessing project outcomes
Projects	a project involves learners engaging in an inquiry over an extended time, generally encompassing multiple disciplines. Projects focus on a major inquiry question, an authentic problem and or a task identified out of the interests and learning goals of the student. Learners develop project proposals to guide and inform their approach to managing the project. Projects can be individual or collaborative team projects. Generally a substantive product is created and exhibited as a culmination of the project
Pros and cons	the favourable and the unfavourable factors or reasons; advantages and disadvantages
Protocol	a system of rules that explain the correct conduct and procedures to be followed in formal situations
Question matrix	an effective means to capture responses to multiple topics using a standard scale, option list or text box; The Question Matrix designed by Chuck Weiderhold in 1991 contains 36 question starters asking what, where, when, which, who, why and how. Proceeding through the matrix, the questions become more complex and open-ended.
Range	a number of different things of the same general type; breadth
Recommendation	a proposal for an appropriate course of action
Reflection	the close consideration, meditation upon or contemplation of an experience, idea or concept; that operation or power of the mind by which it is conscious of its own acts or states; the capacity for judging rationally
Relationship	the connection or association between ideas, information or components of concepts and theories
Relevant	applicable and pertinent
Research folio	a collection of evidence of research showing weekly progress and research development
Resilience	the capacity to recover quickly from difficulties
Reverse brainstorming	a technique for finding ways to prevent the actual success of a project, thereby determining what not to do: • reverse the problem to 'how to cause it' • identify ways of causing the problem question. • find ways of preventing the problem being caused
Review	a formal assessment of something with the intention of instituting change if necessary
Rigorous	characterised by or adhering to strict standards or methods; exacting and thorough
Round table	a conference or discussion involving several participants

Term	**Explanation**
Scaffolding	a variety of instructional techniques used to move learners progressively toward stronger understanding and, ultimately, greater independence in the learning process
SCAMPER	A tool to help generate ideas for new products and services by encouraging learners to think about how they could improve existing ones; SCAMPER is a mnemonic that stands for: • Substitute • Combine • Adapt • Modify • Put to another use • Eliminate • Reverse
Select	choose in preference to another or others
Self-confidence	to be secure in yourself and your abilities
Self-	the process by which a person controls their own life

determination	
Self-directedness	the ability to regulate and adapt behaviour to the demands of a situation in order to achieve personally chosen goals and values
Self-discipline	the ability to control one's feelings and overcome one's weaknesses; the ability to make oneself do things that should be done
Self-image	the idea one has of one's abilities, appearance, and personality
Self-management	having a personal vision and goals; evaluating and monitoring own performance, having knowledge and confidence in own ideas and visions, taking responsibility
Shadow experience	an experience where the learner is invited to observe a professional outside of the school for up to day carrying out their normal duties
Simple	easy to understand and deal with; involving few elements, components or steps; obvious data or data outcomes; may concern a single or basic aspect; limited or no relationships
Skill	the ability to do something well; expertise
Skill set	a person's range of skills or abilities
Spatial information	the digital connection between location, people and activities
Statistical information	the collection, organisation, analysis, and interpretation of numerical data
Structured	organised and arranged in order
SWOT	SWOT analysis is a process that identifies the strengths, weaknesses, opportunities and threats of an organisation
Syllabus	the subjects in a course of study or teaching
Systematic	methodical, organised and logical
Teacher/advisor	a teacher/advisor is a teacher assigned with the responsibility for leading an advisory
Teamwork	co-operation between those who are working on a task; the combined action of a group, especially when effective and efficient
Technology	the use of science in industry, engineering, etc., to invent useful things or to solve problems; a machine, piece of equipment or method that is created by technology
Terminology	a word, phrase, name or expression used in a specialised field of knowledge
Timescale	the period of time over which something happens
Trial and error	the process of experimenting with various methods of doing something until one finds the most successful
Values	the principles, standards, convictions and beliefs that people adopt as their guidelines in daily activities
Visualisation	the act of viewing or of achieving a complete visual impression of an object; any technique for creating images, diagrams, or animations to communicate any message
Volunteer	a person who works for an organisation without being paid

Appendix 2

Line of Sight- Learning Through Internship Level 2

LEARNING OUTCOMES	**CRITERIA**	**CONTENT/ WORK REQUIREMENTS (WR)**
apply metacognition to inform post school options	C1: utilise metacognition to reflect on how they learn, what they have learned and to plan for future experiences in other contexts	Unit 1 WR 1
apply appropriate language and protocols (including digital literacy) as they communicate with a range of people in the community	C2: apply appropriate language and protocols (including digital literacy) as they communicate with a range of people within the community	Unit 2, 3 WR 2, 3
explain knowledge and understanding of the concepts of an internship	C3: explain aims and concepts of an internship	Unit 2, 3 WR 2, 3
describe and provide examples of personal and social capability	C4: describe personal and social capabilities	Unit 1, 2, 3 WR 1, 2, 3
research options and preferences for employment, study, training and community participation using reliable sources	C5: 5. select and use appropriate sources of information about employment, study, training and community participation	Unit 1, 2 WR 1, 2, 3
apply literacy and numeracy capabilities within the context of an internship placement	C6: 6. apply literacy and numeracy capabilities within the context of an internship placement	Unit 2, 3 WR 1, 2, 3
apply problem solving strategies to learning challenges	C7: apply problem solving strategies to learning challenges	Unit 1, 2, 3 WR 1, 2, 3
utilise planning, monitoring and reflective strategies	C8: utilise planning ,monitoring and reflective strategies	Unit 1, 2, 3 WR 1, 2, 3

Tasmanian Government

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