Learning projects
Delegate’s handbook
July 2014
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Rationale

The Queensland Certificate of Education (QCE) has enabled the certification of achievement in a broad range of learning and gives flexibility to when and where learning occurs. Learning projects provide additional options for young people.

Information in Expect Success* outlined the development of guidelines by the Queensland curriculum and assessment authority (QCAA) for learning projects and the requirement to quality assure the processes for the judgments of achievement in learning projects.

What is a learning project

A learning project allows a learner to design and undertake an independent short program of learning that is separate from any established school, training or other educational program.

In doing so, the learner develops Employability and lifelong learning skills in one of three contexts — workplace, community or self-directed.

Workplace
Where the learner works part-time

Community
Where the learner is a member or volunteer

Self-directed
An independent study or investigation under the sponsorship of a school

On successful completion, the learning project contributes one credit towards the learner’s QCE. A learning project is recognised as Enrichment learning for the QCE. Enrichment means more highly developed knowledge and skills.

Partnerships

The QCAA’s moderation system is built upon a close partnership with senior schools and cooperation from other bodies. These partnerships will broaden and develop further as the uptake of learning projects increases. The diagram below illustrates the many partnerships that are developed with the learning project process.

Duties and responsibilities of the QCAA

The QCAA provides resources and accepts responsibility for:

- designing, operating and supporting the community, self-directed and workplace learning projects
- preparing and disseminating resources for learners, learning project delegates and learning providers
- establishing the procedures for the learning projects
- recruiting and training delegates
- providing professional development to support the implementation and administration of learning projects
- the collection process for student achievement
- the integrity, quality and long-term credibility of the learning projects.
Duties and responsibilities of delegates

Learning project delegates are recruited, trained and credentialed by the QCAA to work on a casual basis. They report to the Manager, Quality Assurance Unit. Their role is to quality assure results of learning projects through:

- providing specific advice to the QCAA about the development of learning projects
- appraising and recommending Learning project proposals to the QCAA for approval
- providing specific advice about why Learning project proposals were unsuccessful
- validating the evidence of learning submitted by learners at the completion of their learning project
- providing specific advice about why the evidence of learning submitted was insufficient
- ensuring confidentiality with respect to materials viewed, discussions held and decisions made
- participating in delegate training to maintain credentialing
- maintaining currency with forms and administrative procedures
- maintaining communication with the QCAA on matters arising from learning project guidelines and procedures
- have either a teaching qualification or a Certificate IV in Training and Assessment or Certificate IV in Assessment and Workplace Training.

Delegate selection criteria

SC1 Knowledge and understanding of the QCE and how different types of learning contribute.

SC2 An understanding of the nature of assessment, ways of providing evidence of learning, and the processes for validating and reporting learning achievement.

SC3 Demonstrated interpersonal and communication skills, particularly in dealing with young people in a learning environment.

SC4 Demonstrated IT skills, including use of the web, email, accessing and using a database and word processing skills.

SC5 Demonstrated personal drive and integrity, good organisational skills and the ability to self-manage.

Skills and knowledge required of the delegate

To perform the role of delegate, the person must be able to:

- determine, by applying the guidelines, the scope of learning experiences necessary to ensure a Tailored Training Program or learning project is of sufficient size, standing and depth to contribute to a young person’s learning
- understand the nature of assessment, ways of validating evidence of learning, and methods of reporting learning achievement
- have some experience with young people and preferably a background in education or training.
Characteristics of a delegate

Professional

- Has a knowledge of the Queensland Certificate of Education Handbook and the learning project documents on the website.
- Has a clear understanding of what constitutes a learning project.
- Maintains confidentiality with respect to materials viewed, discussions held and decisions made.
- Is punctual, dependable and meets deadlines set by QCAA for project approval and validation.
- Maintains necessary records.
- Regularly checks for communication from the QCAA.
- Will advise the QCAA of changed contact details and periods of unavailability.

Constructive and diplomatic

- Makes consistent decisions.
- Applies project proposal guidelines consistently.
- Prepares constructive and diplomatic comments for the learner.
- Supports their decisions with evidence.
- Maintains communication with the office of the QCAA on matters arising from learning projects.

A delegate is not required to:

- Contact learners or contact schools.

Credentialing delegates

Credentialing is a way of recognising the contribution and commitment of learning project delegates to the process of validating and quality assuring learning projects. It is also a means of strengthening the validation process by training, recognising and maintaining expert delegates who have demonstrated their abilities in key areas. In the credentialing process, delegates will have opportunities to demonstrate the key areas of the role.

Key areas

- Provides quality advice on a Learning project proposal.
- Provides quality advice when validating the evidence of learning submitted by the learner.
- Meets QCAA timelines for the learning project process.
- Participates in delegate training.
- Respects the confidential nature of learning project discussions and decisions.
The Quality Assurance Unit of the QCAA will manage the record-keeping aspects of the credentialing process.

Credentials remain current unless it becomes clear that a delegate is not able to maintain or sustain the conditions of the credential. Credentials may be withdrawn after a process of review and consultation.

**Requirements of a delegate**

A delegate is required to:
- have participated in delegate training
- have a knowledge of and ability to apply QCAA policies and procedures related to the learning projects
- have a clear understanding of the three learning project contexts of community, self-directed and workplace
- make consistent decisions
- apply project proposal guidelines consistently
- be constructive and diplomatic when preparing comments for students
- ensure confidentiality with respect to materials viewed, discussions held and decisions made
- have organisational skills
- maintain necessary records
- meet the deadlines set by the QCAA for project approval and validation
- be contactable by the QCAA
- advise the QCAA of changed contact details and periods of unavailability.
The delegate role from appraisal to validation

The QCAA allocates the learning project to a learning project delegate, but not a delegate from the same QCAA district as the learning provider.

Section A: The Learning project proposal
The QCAA sends one copy of the Learning project proposal to the learning project delegate for appraisal (the second copy is kept for QCAA records).

The delegate reviews the Learning project proposal and completes the Delegate’s appraisal of Learning project proposal form (within two weeks).

Section B: Approval of the Learning project proposal
The delegate submits their appraisal to the QCAA, recommending that the proposal is approved.

Section C: Validation of the evidence of learning
The QCAA allocates the project evidence of learning, including the self-assessment response, to a learning project delegate (where possible, the delegate who approved the Learning project proposal).

The delegate reviews the evidence of learning and submits the completed Validation form to the QCAA (within two weeks).

Section D: Non-approval of project proposal
The delegate submits their Appraisal form to the QCAA, recommending that the Learning project proposal is not approved. QCAA manages the reappraisal of the learning proposal. The learner has one opportunity to resubmit the project proposal to the QCAA who will forward it to the original delegate for re-appraisal.

Section E: Unsatisfactory evidence of learning
The QCAA allocates the learning project to a learning project delegate (where possible, the delegate who approved the Learning project proposal).
The delegate reviews the evidence of learning and submits the Appraisal form to the QCAA advising that additional evidence of learning is required.

The QCAA records receipt of the additional evidence of learning and forwards this material to the delegate who completed the appraisal of the first evidence of learning (within two days).

**Learning project approval process**

- For a learning project that has been approved at both the project proposal and project validation stages, refer to sections A, B and C.
- For a learning project that has been approved at the project proposal stage, but requires the submission of additional evidence of learning, refer to sections A, B and E and then section C from step 19.
- For a learning project that has not approved at the project proposal stage, refer to sections A and D, and then recommence section A at step 4.

### Section A: Processes for submitting a Learning project proposal

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The learner obtains a copy of the Learning project proposal form from the QCAA website.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The learner submits two copies of the Learning project proposal form to their sponsor.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The sponsor submits both copies of the Learning project proposal to the QCAA on behalf of the learner.</td>
<td>Two working days</td>
</tr>
<tr>
<td>4.</td>
<td>The QCAA records the submission of the Learning project proposal and generates a project number.</td>
<td>Two weeks</td>
</tr>
<tr>
<td>5.</td>
<td>The QCAA acknowledges receipt of the Learning project proposal to the sponsor.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The QCAA allocates the learning project to a QCAA delegate, but not a delegate from the same learning provider.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The QCAA sends one copy of the Learning project proposal to the learning project delegate for appraisal (the second copy is kept for QCAA records).</td>
<td>Two weeks</td>
</tr>
<tr>
<td>8.</td>
<td>The delegate reviews the Learning project proposal and completes the Appraisal of Learning project proposal form and submits it to the QCAA.</td>
<td></td>
</tr>
</tbody>
</table>

† The learner uses the same Learning project proposal form for either the community, self-directed or workplace learning project context; the learner indicates the project context on the form.

‡ The delegate uses the Learning project appraisal form and indicates the learning project context of either community, self-directed or workplace on the form.
## Section B: Processes for approving Learning project proposals

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>The delegate submits their appraisal to the QCAA, recommending that the proposal is approved.§</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The QCAA completes the approval process and may include random sampling.</td>
<td>Two weeks</td>
</tr>
<tr>
<td>11.</td>
<td>The QCAA notifies the sponsor of the status of the learning project.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The sponsor notifies the learner of the status of the learning project.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The learner commences the learning project, in accordance with the approved Learning project proposal.</td>
<td></td>
</tr>
</tbody>
</table>

## Section C: Processes for validating the evidence of learning

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>The learner submits their Evidence of learning form, based on the approved Learning project proposal, to the sponsor for validation.**</td>
<td>18 months</td>
</tr>
<tr>
<td>15.</td>
<td>The sponsor submits the Evidence of learning to the QCAA on behalf of the learner.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The QCAA records the receipt of the Evidence of learning.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The QCAA acknowledges receipt of the Evidence of learning to the sponsor.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>The QCAA allocates the learning project to a QCAA delegate.††</td>
<td>Two days</td>
</tr>
<tr>
<td>19.</td>
<td>The delegate reviews the Evidence of Learning &amp; submits their completed Learning project validation form to the QCAA.‡‡</td>
<td>Two weeks</td>
</tr>
<tr>
<td>20.</td>
<td>The QCAA completes the validation process, and may include random sampling.</td>
<td>Two weeks</td>
</tr>
<tr>
<td>21.</td>
<td>The QCAA records the satisfactory completion of the learning project.</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>The QCAA notifies the sponsor of the satisfactory completion of the learning project.</td>
<td>Two days</td>
</tr>
<tr>
<td>23.</td>
<td>The sponsor informs the learner of their satisfactory completion of the learning project.</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>The QCAA banks the achievement for the satisfactory completion of the learning project in the student’s learning account.</td>
<td></td>
</tr>
</tbody>
</table>

§ The learner does not implement the learning project until the approval is received.

** The required Evidence of learning is dependent upon the context of the learning project undertaken; however, it must include the planning record, implementation and self-assessment response. Evidence may be submitted in different formats.

†† In most cases this will be the same QCAA delegate who approved the Learning project proposal

‡‡ The delegate uses the same Learning project validation form for either the community, self-directed or workplace learning project context; however, the delegate indicates the project context on the form.
Section D: Process for non-approval of a *Learning project proposal*

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>The delegate submits their appraisal to the QCAA, recommending that the Learning project proposal is not approved.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The QCAA manages the reappraisal of the Learning project proposal. The learner has one opportunity to resubmit the project proposal through the sponsor to the QCAA who will forward it to the original delegate for reappraisal. The QCAA completes the approval process.</td>
<td>Two weeks</td>
</tr>
<tr>
<td>11.</td>
<td>If the resubmission is non-approved, the QCAA closes the learning project.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The QCAA notifies the sponsor that the learning project has been closed and provides a copy of the delegate’s feedback on the Learning project appraisal form.</td>
<td>Two days</td>
</tr>
<tr>
<td>13.</td>
<td>The sponsor notifies the learner of the status of the learning project and provides the feedback from the delegate.</td>
<td></td>
</tr>
</tbody>
</table>

Process continues from section A, step 5

Section E: Process for unsatisfactory *Evidence of learning*

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>The learner submits the Evidence of learning, based on the approved Learning project proposal, to the sponsor for validation.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The sponsor submits the Evidence of learning to the QCAA on behalf of the learner.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The QCAA records the receipt of the Evidence of learning.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The QCAA acknowledges receipt of the Evidence of learning to the sponsor.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>The QCAA allocates the learning project to a QCAA delegate§§</td>
<td>Two days</td>
</tr>
<tr>
<td>19.</td>
<td>The delegate reviews the Evidence of learning and submits their Learning project validation to the QCAA advising that additional evidence of learning is required.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>The QCAA notifies the sponsor of the status of the learning project.</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>The sponsor notifies the learner of the status of the learning project.</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>The learner provides the additional Evidence of learning to the sponsor.</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>The sponsor submits the additional Evidence of learning to the QCAA on behalf of the learner.</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>The QCAA records receipt of the additional Evidence of learning and forwards the additional evidence to the original QCAA delegate.</td>
<td>Two days</td>
</tr>
</tbody>
</table>

Process continues from section C, step 19

§§ In most cases this will be the same QSA delegate who approved the *Learning project proposal*. 
## Learning project approval process

<table>
<thead>
<tr>
<th>Learner, mentor and sponsor</th>
<th>Delegates and the QSA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning phase 1</strong></td>
<td></td>
</tr>
<tr>
<td>Learner seeks support of sponsor and mentor. Forms an idea for a project and decides on context.</td>
<td>QSA receives and records the project proposal and sends it to a delegate for appraisal.</td>
</tr>
<tr>
<td><strong>Planning phase 2</strong></td>
<td></td>
</tr>
<tr>
<td>Learner prepares a proposal. Sponsor submits proposal to QSA.</td>
<td></td>
</tr>
<tr>
<td><strong>Unsuccessful appraisal</strong></td>
<td></td>
</tr>
<tr>
<td>Advice is provided to learner and the proposal may be re-submitted.</td>
<td></td>
</tr>
<tr>
<td><strong>Successful appraisal—implementation phase</strong></td>
<td></td>
</tr>
<tr>
<td>Learner implements the project, recording learning and evidence of employability and lifelong learning skills.</td>
<td>QSA notifies the sponsor and the learner of outcome.</td>
</tr>
<tr>
<td><strong>Evidence of learning</strong></td>
<td></td>
</tr>
<tr>
<td>Learner completes evidence of learning documentation. Mentor may provide advice. Sponsor submits evidence to QSA.</td>
<td>QSA receives and records the project evidence and sends it to a delegate for validation.</td>
</tr>
<tr>
<td><strong>Unsuccessful validation</strong></td>
<td></td>
</tr>
<tr>
<td>Learner provides additional evidence to the sponsor to re-submit to QSA.</td>
<td></td>
</tr>
<tr>
<td><strong>Successful validation — accreditation</strong></td>
<td></td>
</tr>
<tr>
<td>Upon successful completion, QSA banks one credit in student’s learning account.</td>
<td></td>
</tr>
</tbody>
</table>

The learner has up to 18 months to complete the project and submit the evidence of learning and the self-assessment response that relates to the employability and lifelong learning skills.
From planning to completion for the learner

Become familiar with the learning project concepts and procedures, including the Employability and lifelong learning skill set.

Form an idea for a project and decide on the context: workplace or community or self-directed.

Seek support of a sponsor.

Identify a mentor, discuss project ideas, and obtain their cooperation and advice.

Prepare a proposal (use the forms from the QCAA website).

Provide a hard copy of the proposal to the sponsor, who submits it to the delegate.

The delegate appraises the proposal; QCAA decides if project meets the requirements for approval and notifies the learner and sponsor.

Sponsor and learner are advised that the proposal is:
- approved (learner starts project)
- is not approved:
  - advice is given on the deficiency in the proposal
  - the project is closed.

The learner has one opportunity to resubmit the project proposal through the sponsor to the QCAA.

Implement the project, continually recording learning and evidence of the Employability and lifelong learning skills in a learning log.

Complete the project and learning self-assessment, based on the Employability and lifelong learning skills set.
Submit evidence of learning (with approved proposal) to the QCAA via the sponsor.

The QCAA delegate validates the evidence of learning.

Notification of the outcome and, if successful, the achievement is banked.

If the evidence is insufficient to successfully demonstrate the learning, there is an opportunity to resubmit additional evidence.

**Learning project forms**

Learning project forms may be accessed from the QCAA website at:

For learners:
- Learning project proposal form
- Learning project evidence of learning form.

For delegates:
- Learning project appraisal form
- Learning project validation form.

**More information**


Email: learningprojects@qcaa.qld.edu.au

Phone: (07) 3864 0375
Frequently asked questions for delegates

Q. If a delegate moves to another district, can they remain a delegate?
A. YES

Q. Would a project they had started follow them to their new location, to ensure continuity?
A. YES

Q. If a district only has one delegate, will learning projects from that district be sent to a different district?
A. This would depend on the workload and if the delegate was related to the learner.

Q. Do delegates contact the QCAA district coordinators?
A. NO — contact is made with the QCAA Quality Assurance Unit on 3864 0375 or the officer responsible for learning projects.

Q. Should delegates confer with each other over learning projects?
A. NO — contact is made with the QCAA Quality Assurance Unit.

Q. Who enters credit for the successful learning project?
A. The QCAA Quality Assurance Unit.

Q. What if the delegate knows the student, or feels uncomfortable, or there may be a conflict of interest?
A. Contact the QCAA Quality Assurance Unit to have learning project sent to another delegate.

Q. If a proposal appears to duplicate another QCE contributing area of study, who checks this information?
A. The delegate can contact the QCAA Quality Assurance Unit, who will decide if follow up and further action is needed.

Q. Which part of a Learning project proposal does the delegate check?
A. Sections 1–3 of Part F.

Q. Does QCAA keep a copy of the delegate’s appraisal?
A. YES

Q. What is the process if QCAA disagrees with a delegate’s recommendation?
A. The QCAA manages a second appraisal of the proposal and the subsequent validation of the evidence of learning if the proposal is approved. The QCAA completes the approval process, including random sampling, and closes the learning project if it is not approved. The learner may rework the Learning project proposal, addressing the deficiencies and resubmit an amended or a new Learning project proposal.

Q. Can a single project be undertaken by more than one learner?
A. NO. Each project must be undertaken by an individual learner, although the context for the project may be used by another learner for their individual learning project.
Q. How will the QCAA track that each learning project is individual?
A. Records and copies of all learning projects, appraisal and evidence of learning are retained by the QCAA.

Q. Does recognition of prior learning (RPL) apply to learning projects?
A. NO. RPL is only applicable in the context of vocational education and training (VET).

Q. What is a self-assessment response?
A. A self-assessment response is the reflection on what has been learnt during the project with particular reference to the Employability and lifelong learning skills. It is the final piece of evidence at the completion of the project and is submitted with the other required evidence.

Q. Do learners have to demonstrate the skill set in the self-assessment response?
A. YES. Learners indicate skills, but the whole skill set is not necessary as it should be evident in the learning.

Q. If a learning project is submitted in Year 10, is it of a different ‘standard’ to one submitted in Year 12?
A. NO. Years 10–12 are all considered to be the senior phase of learning.

Q. Does the evidence of learning all look the same?
A. NO. It can look very different and learners are encouraged to document this evidence across the life of the project. Even though the Evidence of learning form is text based, the evidence can be captured and presented in the most suitable format for the learner.

The learning log can be recorded in one format or a range of formats. It could be:

- in electronic form
- handwritten
- shown by annotated images
- as an audio recording of your explanations.
- Refer to the learning project guide, Collecting and recording evidence for more information at learning projects found on the website at www.qcaa.qld.edu.au/3182.html.

Q. How long does it take to complete the review of a proposal or validation?
A. It should take no longer than two weeks. If this time frame is not possible, please contact the Quality Assurance Unit of the QCAA immediately.

Q. What do I get paid for?
A. Your payments may include allowance for:

- reviewing and appraising the Learning project proposal and making recommendations
- reviewing and re-appraising the Learning project proposal and making recommendations, if necessary
- validating the evidence of learning and making recommendations
- validating the resubmission of evidence of learning, if necessary.
Q. When do I get paid?
A. After the Learning project proposal has been appraised. This payment covers both the proposal and the evidence of planning.

Q. How much do I get paid?
A. Payment is calculated at 1.5 times the hourly rate paid to review panellists.

Q. When are delegates paid?
A. After the appraisal of the proposal:
   • the payment is a flat rate for appraising the proposal or validating the evidence
   • in the event that the evidence of learning is insufficient, and the learner resubmits the evidence, this additional appraisal would also be included in the payment.

Q. What if the learning project ceases after the appraisal or the delegate ceases to act as a delegate?
A. The payment remains. If another delegate has to complete the validation, they are also paid.

Q. Do I have to fill in a pay claim?
A. NO. Once you have completed an appraisal or validation you will be automatically paid in the next round of payments.
# Employability and lifelong learning skills

<table>
<thead>
<tr>
<th>Employability and lifelong learning skills</th>
<th>Community</th>
<th>Self-directed</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capacity to work and learn independently</strong></td>
<td>Understand and apply new knowledge and information.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Communicate effectively with others using a range of spoken, written, graphic and other nonverbal means of expression.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Initiative and enterprise</strong></td>
<td>Be resourceful in seeking and applying knowledge, information and the translation of ideas into actions, in ways that contribute to innovative outcomes.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Planning and organising</strong></td>
<td>Plan and organise one’s own work activities; make good use of time and resources; sort out priorities and monitor performance; set goals; locate, sift and sort information in order to select what is required and present it in a useful way; manage time and priorities; be resourceful.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Problem solving</strong></td>
<td>Apply problem-solving strategies in purposeful ways to achieve an outcome, in situations where the problems and solutions are evident as well as in new or creative ways.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td>Manage workload, effort and develop strategies for time management so that tasks are completed within the required time frame and to the necessary standard.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Interact effectively with others one-to-one and in groups, understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Apply technology and/or operate equipment to manage routine or non-routine tasks more effectively.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>