Learning projects
Guide for the mentor

What is a learning project and what is its purpose?

A learning project is an independent program of learning that gives a learner the flexibility to pursue interests and enrich their learning outside of the school.

A learning project allows the learner to design and undertake a unique short program of learning that is separate from any established school, training or other educational program. Through a self-selected context, whether that be in the community, workplace or self-directed, a learner demonstrates a defined set of employability and lifelong learning skills. These skill sets are set out on the following page.

A mentor provides assistance, support, advice and encouragement to the learner throughout the learning project.

A mentor:

- can be a teacher, school guidance officer, school officer, Aboriginal or Torres Strait Islander education worker, community representative, nominee of the employer in the workplace, community education counsellor, youth worker or a relative
- may not be an expert in a particular field, but must be prepared to become familiar with the nature of the learning project
- must be at least 18 years of age and hold a valid blue card issued by the Commission for Children and Young People and Child Guardian, as the nature of the project involves working with minors. Teachers, adults with parental responsibilities for the applicant, the employer and fellow workers (in the workplace context) are exempt from this requirement.

A mentor’s role is to:

- understand the nature of the project
- assist the learner to develop realistic goals and expectations
- accompany the learner to at least one meeting with the employer/community organisation during the development of the project proposal
- advise, encourage, guide, and act as critical friend in the:
  - preparation of the proposal
  - implementation of the project
  - preparation of the evidence of learning and self-assessment task

- complete Part C: Mentor details and Part G: Mentor’s statement of involvement sections of the Learning project proposal form

- complete and sign the Part D: Mentor’s statement of involvement in project section in the Evidence of learning form.
Employability and lifelong learning skills

| Capacity to work and learn independently | Understand and apply new knowledge and information. | ✓ | ✓ | x |
| Communication | Communicate effectively with others using a range of spoken, written, graphic and other nonverbal means of expression. | ✓ | ✓ | ✓ |
| Initiative and enterprise | Be resourceful in seeking and applying knowledge, information and the translation of ideas into actions, in ways that contribute to innovative outcomes. | ✓ | ✓ | ✓ |
| Planning and organising | 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. | ✓ | ✓ | ✓ |
| Problem solving | 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. | ✓ | ✓ | ✓ |
| Self-management | Manage workload, effort and develop strategies for time management so that tasks are completed within the required time frame and to the necessary standard. | ✓ | ✓ | ✓ |
| Teamwork | 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. | ✓ | x | ✓ |
| Technology | Apply technology and/or operate equipment to manage routine or non-routine tasks more effectively. | ✓ | ✓ | ✓ |

A learning project must provide the learner with the opportunity to show employability and lifelong learning skills. An initial project idea may be adjusted to enable these skills to be demonstrated.

More information


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