1. **What is learning project?**

A *learning project* allows a learner to design and undertake an independent and unique 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 — community, self-directed or workplace.

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

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

- gain recognition for non-school learning
- find a mentor
- consider your ideas for a learning project
- think about how your learning project will be able to demonstrate Employability and lifelong learning skills through a self-selected context, whether in the community, workplace or self-directed
- for workplace and community projects, plan how this can be done in consultation with your mentor, and you will need to be employed in a workplace that will provide the context for the learning project
- establish a sponsor
- discuss your ideas with your employer or community representative and negotiate an agreement.

Learning projects require you to:

- develop a project that meets the requirements for the proposal and the participation time of 55 hours, including 10 hours planning
- seek approval from the QSA before beginning the project, using the relevant forms
- maintain a learning log throughout the progress of the project, collecting and recording progress and evidence of employability and lifelong learning skills
- show success in the demonstrated learning of the employability and lifelong learning skills, NOT just in participation
- complete the projects within 18 months of approval
- submit the successful evidence and self-assessment of the project by the end of Term 3 in the year you finish school.
## 1.1 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>Capacity to work and learn independently</td>
<td>Understand and apply new knowledge and information.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Communication</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>Initiative and enterprise</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>Planning and organising</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>Problem solving</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>Self-management</td>
<td>Manage workload and 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>Teamwork</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>x</td>
</tr>
<tr>
<td>Technology</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>

A learning project must provide you with the opportunity to show employability and lifelong learning skills. Adjusting an initial project idea may enable these skills to be demonstrated.
2. Who helps?

2.1 Mentor

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 would 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 (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
- complete the “mentor details” and “statement of involvement” sections of the learning project proposal
- advise, encourage, guide, act as a “critical friend” in the:
  - preparation of the proposal
  - implementation of the project
  - preparation of the evidence of learning and self-assessment task
- complete and sign the “statement of involvement” on the Evidence of learning documentation.

2.2 Sponsor

A sponsor is a recognised learning provider such as a school, learning or youth support agency, or appropriate learning or training provider.

A sponsor’s role is to:

- endorse the project proposal if it meets the requirements as a learning project, in a workplace, community or self-directed learning context
- ensure the learner’s safety
- communicate with the learner to assist the initial administration of the project
- complete the “Sponsor details” on the learning project proposal
- provide health and safety induction, attest to the completion of the implementation log, and provide the learning context for learners undertaking a self-directed learning project
- submit the documentation to QSA on behalf of the learner
- link the learner and their informal learning context with QSA.

Sponsors can use learning projects as re-engagement strategies.
2.3 Community organisation/employer/school

The community organisation, employer or school provides the opportunity for the learner to develop the skill set.

The employer and community representatives’ role is to:

- agree to host the learner and the project
- be responsible for the safety and wellbeing of the learner in the workplace or community
- discuss initial ideas with the learner
- agree to the project proposal and provide opportunities for the learner to undertake a range of experiences that will develop the skill set
- complete Part C of the proposal, provided by the learner
- confirm the tasks undertaken and the evidence of learning provided by the learner, by signing their implementation log
- give permission for the QSA to report on their behalf. The business, enterprise, or community organisation will be listed on the learner’s statement of results as the location for the learner’s workplace or community learning project.
3. **From planning to completion for the learner**

Become familiar with the learning project concepts and procedures, including the employability and lifelong learning skills. Refer to the Learning projects website guides, *Frequently asked questions*, and if applicable, any workplace and community requirements.

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

Seek support of a sponsor.

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

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

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

The QSA delegate appraises the proposal; the QSA decides if the 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), or
- 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

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.
Submit evidence of learning (with approved proposal) to the QSA via the sponsor

The QSA 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 opportunity for one resubmission.

3.1 Preparing and submitting a learning project proposal

The learning project proposal form must be downloaded from the QSA website at <www.qsa.qld.edu.au/3182.html>. Ensure that all parts are completed and the learner’s parent/carers, mentor and sponsor complete and sign it in the relevant sections.

The proposal must clearly outline the project and provide information about planning and proposed learning, and how the learner will collect and record the evidence of learning.

The learner must sign and date the proposal and give the sponsor the completed form. The sponsor mails the proposal to the QSA.

Learners should not start the learning project until they receive the approval from the QSA.
4. **Project evidence: collecting and recording evidence in the learning log**

Evidence is the record of learning as a result of a learning project — and in particular, the employability and lifelong learning skills demonstrated through the learning project, and recorded in Part B of the *Evidence of learning* form, the learning log.

Evidence is the learner’s record of:

- the accomplishments across the learning project
- how the employability and lifelong learning skills could be demonstrated
- your responses to the self-assessment questions that help you reflect on the employability and lifelong skills you gained from the project.

4.1 **Self-assessment response**

The self-assessment response is your reflection on what you have learnt during the project, with particular reference to the employability and lifelong learning skills. The self-assessment response is the final piece of evidence that you complete at the end of your project, and is submitted along with the other required evidence. You can record your self-assessment in electronic, handwritten or audio format.

There is a set of questions relating to each of the employability and lifelong learning skills on the QSA website. These questions may be helpful when completing this response. Your mentor may help you to complete this part of the project.

4.2 **Format of learning evidence**

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 of a range of ways and formats. It could be:

- in electronic form
- handwritten
- shown by annotated images
- as an audio recording of your explanations.

This evidence could be documented, collected or recorded through a range of media. As an example, some of the evidence could be photographs that record the progress of a project, working partners or places, the environment or surroundings of the workplace or project (before and after a project that changed the environment) or any travels undertaken for the project. Photos could be put into a journal and comments or descriptions added to explain what each photo shows, including details of time, place and why it is included.

The learning project evidence is about how the learning demonstrated employability and lifelong learning skills. However the learning log evidence is documented, it must be available and accessible to the sponsor and the QSA for validation. All evidence is submitted along with all required forms at the completion of the learning project.
More information

Email: learningprojects@qsa.qld.edu.au
Phone: (07) 3864 0375