Learning projects
An overview
Learning projects

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
- workplace.
Learning projects

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

*Note*: if the learning contributes to credit elsewhere, it cannot be used as a learning project.
Learning projects require the learner to:

- develop an idea for a project and decide on context: community, self-directed or workplace
- ensure the project meets the time requirements of 55 hours (including 10 hours planning)
- seek the support of a sponsor
- identify a mentor
Learning projects require the learner to (cont.):

- seek approval from the QSA before beginning the project, using the relevant forms
- demonstrate the employability and lifelong learning skills through a context of either community, workplace or self-directed
- maintain a learning log throughout the progress of the project, collecting and recording evidence of the employability and lifelong learning skills
Learning projects require the learner to (cont.):

• show success in the demonstrated learning of employability and lifelong learning skills, NOT just in participation
• submit the evidence and self-assessment of the project by the end of Term 3 in the year the learner leaves school
• complete the projects within 18 months of approval.
Learning projects develop employability and lifelong learning skills through the context of:

**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 auspices of the school
## Skills developed

### Employability and lifelong learning skills

<table>
<thead>
<tr>
<th>Capacity to work and learn independently</th>
<th>Community</th>
<th>Self-directed</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and apply new knowledge and information</td>
<td>✓</td>
<td>✓</td>
<td>×</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Community</th>
<th>Self-directed</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively with others using a range of spoken, written, graphic and other nonverbal means of expression</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative and enterprise</th>
<th>Community</th>
<th>Self-directed</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and organising</th>
<th>Community</th>
<th>Self-directed</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<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 to select what is required and present it in a useful way; manage time and priorities; be resourceful</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
### Skills developed

<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>Problem solving</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>✓</td>
<td>×</td>
<td>✓</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Apply technology and/or operate equipment to manage routine or non-routine tasks more effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Who helps you?

- **Community organisation, employer or learning provider**: provides context and learning opportunities.
- **Mentor**: supports, encourages and advises you about planning and implementing your project.
- **YOU**: initiate, implement and complete your project then submit evidence of learning.
- **Sponsor**: a recognised learning provider who links you to the QSA.
- **QSA**: appraises your proposal and validates the evidence of learning.

Queensland Studies Authority
Mentor

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

**Mentors:**

- 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.
Mentor

A mentor:

• 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.
Mentor’s role

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
Mentor’s role (cont.):

- advise, encourage, guide, and 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.
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 of a learning project, in the community, self-directed or workplace contexts
- ensure the learner’s safety
- communicate with the learner to assist the initial administration of the project
Sponsor’s role (cont.)

• complete the “Sponsor details” on the learning project proposal form
• 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 the QSA on behalf of the learner
• link the learner and their informal learning context with the QSA.

Sponsors can use learning projects as re-engagement strategies.
Employer or community organisation

The *employer or community organisation* provides the opportunity for the learner to develop the skill set. The role of the employer or community organisation 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 organisation
- 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
Employer or community organisation

- complete Part C of the proposal, provided by the learner
- confirm the accuracy of 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 employer 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.
From planning to completion:

The *learner* is required to:

- become familiar with the learning project concepts and procedures, including the *employability and lifelong learning skills* set
- 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
From planning to completion (cont.)

- prepare a proposal (use the forms from the QSA website)
- provide a hard copy of the proposal to their sponsor who submits it to the QSA delegate.

The *delegate* appraises the proposal; the QSA decides if the project meets the requirements for approval and notifies the learner and sponsor.
From planning to completion (cont.):

The **QSA** advises whether the proposal is:

- approved (learner starts project)
- not approved (advice is given on the deficiency in the proposal, and the project is either closed, or the learner has one opportunity to resubmit the proposal).

The **learner**:

- implements the project, continually recording learning and evidence of the *employability and lifelong learning skills* in a learning log.
From planning to completion (cont.):

- completes the project and learning self-assessment, based on the *employability and lifelong learning skills* set
- submits the evidence of learning (with approved proposal) to the QSA via the sponsor.

The *QSA delegate* validates the evidence of learning.
From planning to completion (cont.)

The **QSA** will advise of the outcome and, if successful, the achievement credit is banked.

If the evidence is insufficient to successfully demonstrate the learning, there is opportunity for one resubmission.
The QSA

The QSA will:

• appraise the learning project proposal
• validate the evidence of learning
• ensure credit for the successful completion of the learning project is banked in the learning account.
For further information and forms:

Visit the QSA website
Learning projects: www.qsa.qld.edu.au/3182.html
QCE: www.qsa.qld.edu.au/589.html

Email
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