SACE BOARD
SOUTH AUSTRALIA

Industry Connections

(*to be taught for the first time in 2022*)

2022 subject outline

Stage 2

Version 1.0

Accredited in November 2021 for teaching at Stage 2 only from 2022. Editorial changes may be made during the implementation process.

Subject description

Industry Connections is a 10 or 20-credit subject at Stage 2.

Industry Connections provides students who have an interest in a particular industry area to develop and apply their skills, knowledge and understandings about that industry, while developing their capabilities and employability skills through an industry-related project.

Industry Connections allows students to authentically connect and develop understandings and relationships through industry immersion, and provides opportunities for them to focus and reflect on their learning in applied and practical ways using evidence of actions taken.

Industry Connections fosters many elements of a thriving learner. It enables students to explore and feel connected to learning that is relevant and of interest to them (agency), while also exploring and applying their learning to future pathways (ability to transfer learning). Industry Connections affords students opportunities to learn and develop skills related to industry contexts (deep understanding and skilful action), and builds in them a sense of relevance to future work, and being able to know and contribute to economy, community, and society (belonging and human connectedness).

Students undertaking Industry Connections select an industry and/or skills development context upon which to focus their learning. Together, students and teachers co-design authentic learning and skills developmental activities based on the students' selected industry and/or skills training context. These activities allow students opportunities to develop and/or refine their skills to explore and connect to industry and a career pathway.

Industry Connections can be designed for an individual student, or for cohorts of students. It can be designed using a project-based learning model around an individual student or group of students, or for students already significantly engaged in industry, or for a cohort of students with a common industry interest. Industry Connections can be designed as a framework for developing skills, or as an opportunity to extend and refine skills that showcase growth to an expert level.

Industry Connections does not replicate VET programs and students do not achieve VET units of competency; however, Industry Connections can be flexibly designed to enable opportunities for students to collate a work skills portfolio that may support future career and transitions opportunities, such as a job application and/or future recognition of prior learning (RPL) process for a VET qualification.

Government of South Australia

Where students claim SACE credits for their VET qualification or VET units of competency, students cannot use the same evidence towards Industry Connections (no double dipping).

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In Industry Connections, students not only extend and apply their capabilities, they also develop their core skills for work and their employability skills.

The core skills for work and employability skills include key skills, knowledge and understandings that underpin successful participation in work, such as problem solving, collaboration, self-management, enterprise, initiative and communication. These skills are valued by employers and industry as important for successful participation in the workforce (https://www.dese.gov.au/skills-information-training-providers/core-skills-work-developmental-framework).

Capabilities, core skills for work, and employability skills have commonalities in that they all share the same intention; that is to foster in students key underpinning dispositions that support their successful transition and interactions with economy, community and society.

Industry Connections explicitly enables students to learn in an industry context, and to practice, recognise and build evidence of their core skills and employability skills. In Industry Connections these are expressed as capabilities.

Literacy

In this subject, students extend and apply their literacy capability by, for example:

- understanding and using specific industry terminology
- reading, producing, understanding, and applying industry-specific documentations, e.g. standard operating procedures, work, health and safety and technical manuals, plans, and diagrams
- communicating for different purposes, contexts, and people, both face-to-face and digitally
- practising active listening
- adapting communication skills to an industry context
- utilising digital literacy appropriate to the industry.

Numeracy

In this subject, students extend and apply their numeracy capability by, for example:

- using mathematical skills and strategies to problem-solve both in groups and independently
- recording data and interpreting information from a range of sources relevant to an industry area
- using mathematical knowledge to develop career outcomes
- strengthening numeracy skills by making direct connections with the nature of mathematics in enterprise and the workplace (employability skills, enterprise)
- using mathematical concepts appropriate to the industry, including measurement, designs, statistics, drafting, estimations, spatial understandings
- understanding financial information relevant to the industry, e.g. budgets, taxes.

Information and communication technology (ICT) capability

In this subject, students extend and apply their ICT capability by, for example:

- understanding how maintaining a mastery of technology enhances employability
- using technologies to communicate information
- how the use of ICT impacts the realities of everyday work roles.

Critical and creative thinking

In this subject, students extend and apply their critical and creative thinking capability by, for example:

- using problem solving, and ethical decision-making
- demonstrating initiative, and experimenting with new ways of undertaking tasks, and improving processes
- generating and testing ideas and approaches within established industry practice
- understanding and adapting to protocols and how the "chain of command" is practised within the industry context.

Personal and social capability

In this subject, students extend and apply their personal and social capability by, for example:

- developing interpersonal skills, such as communication, teamwork, leadership
- learning to appreciate different strengths in skills development, both in themselves and in others
- understanding the influences of other individuals and industry areas.

Ethical understanding

In this subject, students extend and apply their ethical understanding capability by, for example:

- understanding the role industry plays in society, including environmental impacts
- understanding rights, health, safety and wellbeing, inclusion, choices, and decision making
- understanding a company's mission statement and the values that determine their role in the marketplace
- recognising how ethical choices impact workers, customers, and stakeholders.

Intercultural understanding

In this subject, students extend and apply their intercultural understanding capability by, for example:

- understanding contemporary workplace cultures
- understanding and enacting respect and mutual responsibility in a workplace
- behaving inclusively and understanding the value of diversity in a workplace
- recognising and utilising diverse perspectives.

Aboriginal and Torres Strait Islander knowledge, cultures, and perspectives

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students' attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Industry Connections.

In this subject, students are expected to:

1. develop knowledge, skills, and understanding of concepts related to an industry focus
2. develop one or more SACE capabilities
3. plan, explore and develop strategies to undertake an industry project
4. connect their industry project to an industry context
5. consider benefits and future possibilities of the industry project to the industry and themselves
6. communicate ideas and insights, solve problems, make decisions, and reflect on personal learning.

Industry focus and approaches to programming

At Stage 2, students can complete up to 60 credits of Industry Connections for SACE completion by undertaking one or more of the following enrolment options:

10-credits:

- Industry Connections A (2ICA10)
- Industry Connections B (2ICB10)
- Industry Connections C (2ICC10)

20-credits

- Industry Connections A (2ICA20)
- Industry Connections B (2ICB20)
- Industry Connections C (2ICC20)

The codes for the enrolment options act as organisers to support students who wish to undertake more than one Industry Connections enrolment. Students cannot enrol in the same 10-credit and 20-credit code (i.e. 2ICA10 as well as 2ICA20).

Schools use the enrolment options to create programs that reflect the industry focus identified by the student(s). Programs can be designed for an individual student, or for cohorts of students. They can be designed using a project-based learning model around an individual student or group of students, or for students already engaged in industry through work or apprenticeships, or for a cohort of students with a common industry interest.

Students base their learning on the knowledge, skills, and understanding of key concepts related to an industry focus. They collate evidence of their knowledge, skills and understanding in a work skills portfolio and apply their learning through an industry project. They also reflect on their development of skills and capabilities and consider benefits and future possibilities.

Throughout Industry Connections, authentic links with industry underpin opportunities for students to develop and apply their skills. In this way, 'industry' should be considered in its broadest sense and can be tailored to the focus of the overall program and the enrolled students.

Involvement, connection, and immersion opportunities with industry should be incorporated into programs so that students have access to genuine experiences to learn, practice and refine their skills in ways that connect them to future pathways.

Schools manage industry links in ways that suit both the Industry Connections program and students undertaking the program, as well as industry contacts. Schools also manage industry links within the appropriate advice and guidelines of their relevant school sector.

Some models for programming that incorporate authentic industry links include but are not limited to:

- projects focussed on local school and industry partnerships
- industry representatives visiting school sites for sustained mentoring, skills development and/or other connection experiences
- industry visits and immersion opportunities for students
- individual students developing their own relationship with an industry professional
- valuing the skills, tasks and learning undertaken by apprentices and trainees whilst performing the on-the-job requirements of their contract of training
- skills development in trade training centres, technical colleges or other simulated workplaces where VET training is not available, accessible and/or appropriate, but where industry-qualified personnel are available and accessible.

Examples of Industry Connections programs

The examples of Industry Connections programs described below are provided as examples only and are not intended to be restrictive or prescriptive. Schools are able to design programs with their own industry focus.

- *Construction, with a carpentry focus*
  A project-based model where students plan, design, build and finish a significant project, such as a cubby house. They develop their skills and understandings about workplace safety, planning, costing, joining, and finishing in their work skills portfolio and then apply them in the construction of their final industry project. Industry links with the students' learning are made throughout the program by, for example, local carpenters visiting the school site and mentoring students, and through visits to local construction businesses relevant to purchase of materials for estimating and planning.
- *Automotive, with a mechanical focus*
  A skills development model where a VET program is not accessible, available and/or appropriate, but where the content is drawn from VET units of competency. Students undertake tasks for their work skills portfolio that focus on safety and sustainability in an automotive workplace, automotive systems, and components, using tools and equipment and inspecting engines. They apply these skills in an industry project such as servicing an engine. Industry links with the students' learning are made throughout the program by, for example, visits to local automotive businesses, and mentoring by an industry professional when carrying out the industry project.
- *Entertainment, with a stage production focus*
  A project-based model which culminates in a school production as the industry project. Students undertake tasks for their work skills portfolio that underpin the industry project, including safety in a theatre, and stage crafts such as lighting, sound, and costumes. Industry links with the students' learning are made throughout by industry visits and mentoring from industry professionals, which may be in a face to face or digital format.

- *Horticulture*
  A local school-industry partnership model where students undertake tasks for their work skills portfolio that focus on plant identification, propagation, landscaping, and sustainability. A significant project in partnership with a local council, park or botanic garden is undertaken for the industry project.
- *Community Services, with an aged care focus*
  A skills development model where a VET program is no longer accessible, available and/or appropriate, but where content is drawn from VET units of competency. Students undertake tasks for their work skills portfolio that focus on work, health and safety, healthy body systems, infection control and undertake a first aid course. They connect with local aged care providers for industry links and immersion experiences.
- *Any industry, as apprentice or trainee*
  A program designed around an individual student that complements buts does not duplicate the VET training they are already undertaking as part of a contract of training. Key tasks and skills carried out during the on-job component are captured through discussion between the student and teacher. The teacher guides the student to capture evidence of key skills that contribute to the work skills portfolio, and supports the student to negotiate with their employer to be responsible for a key task towards the industry project. Industry links are consistent as the student interacts with industry professionals in the workplace.

Evidence of learning

The following assessment types enable students to demonstrate their learning in Stage 2 Industry Connections:

School Assessment (70%)

- Assessment Type 1: Work Skills Portfolio (50%)
- Assessment Type 2: Reflection (20%)

External Assessment (30%)

- Assessment Type 3: Industry Project

For a 10-credit subject, students should provide evidence of their learning through the completion of at least two tasks in the work skills portfolio; one reflection on their learning, and evidence of undertaking one industry project.

For a 20-credit subject, students should provide evidence of their learning through the completion of four tasks in the work skills portfolio, one reflection on their learning, and evidence of undertaking one industry project.

Schools are able to program Industry Connections in a variety of ways. Regardless of how the program is accessed by students, the recommended sequencing of assessment to enable students the greatest opportunity to transfer their skills, knowledge and understandings to a future pathway is to undertake the assessment types in the following order:

1. Assessment Type 1: Work Skills Portfolio
2. Assessment Type 3: Industry Project
3. Assessment Type 2: Reflection

Assessment design criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for the student what they need to learn
- design opportunities for students to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- knowledge and understanding
- application and connection
- reflection and consideration.

The set of assessments as a whole must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding

The specific features are as follows:

KU1 Development of knowledge and understanding of concepts related to the industry focus

KU2 Development of specific skills related to the selected industry focus.

Application and Connection

The specific features are as follows:

AC1 Demonstration of relevant connections between the industry project, specific knowledge, and skills, and one or more chosen capabilities.

AC2 Demonstration of planning and organisation to undertake the industry project.

AC3 Connection of the benefits and future possibilities of the industry project to the industry and themselves.

Reflection and Consideration

The specific features are as follows:

RC1 Reflection on the development of knowledge, concepts, skills, and new understandings related to the industry focus.

RC2 Reflection on the development of planning, organisational, problem solving and decision-making skills through the industry project.

RC3 Consideration of the development of one or more SACE capabilities using evidence of actions taken.

School assessment

Assessment Type 1: Work Skills Portfolio (50%)

For a 10-credit subject, students should provide evidence of learning from the completion of at least two tasks.

For a 20-credit subject, students should provide evidence of learning from the completion of at least four tasks.

For this assessment type students undertake tasks that focus on their knowledge, understanding and practical skills development related to an industry. They demonstrate evidence that shows specific learning from the industry context and addresses their development of:

- knowledge and concepts related to the selected industry area
- specific skills related to the industry area.

The tasks can be designed specifically to suit the industry focus co-designed by the teacher and student(s) and may focus on a process and/or product and/or skill that has relevance to the selected industry. Skills developed and tasks carried out in an industry and/or workplace setting can be included.

Tasks may also be adapted from practical activities that may relate to VET competency assessment, but for which the VET training is not accessible or available. Where this occurs, VET competency related assessment is not sufficient evidence to meet the performance standards. Refer to the 'Examples of Industry Connections programs' section.

Students can submit a combination of written, oral, or multimodal evidence. Video recordings with commentary are encouraged to demonstrate skills development.

As a set, the tasks for this assessment type must show evidence of students' learning in relation to the following assessment design criteria:

- Knowledge and Understanding (KU1, KU2)

Assessment Type 2: Reflection (20%)

For a 10-credit subject the reflection should be up to a maximum of 750 words if written or a maximum of 5 minutes of oral, or the equivalent in multimodal form.

For a 20-credit subject the reflection should be up to a maximum of 1500 words if written or a maximum of 9 minutes of oral, or the equivalent in multimodal form.

For this assessment type students:

- reflect on the development of knowledge, concepts, skills and new understandings related to the industry focus.
- reflect on the development of their planning, organisational, problem solving and decisions-making skills through their industry project in AT3
- consider the development of their selected SACE capability, using evidence of actions taken.

The reflection may be written, oral, and/or multimodal. Interviews with students, and video and/or audio recordings that capture evidence of reflection during the process of learning are encouraged.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- Reflection and Consideration (RC1, RC2, RC3)

External assessment

Assessment Type 3: Industry Project (30%)

For a 10-credit subject the industry project should be a maximum of 750 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form.

For a 20-credit subject the industry project should be a maximum of 1500 words if written or a maximum of 9 minutes if oral, or the equivalent in multimodal form.

For this assessment type students individually select an area of interest or skill(s) relevant to their selected industry for individual focused development.

Students undertake a project and in doing so demonstrate planning, organisation, problem solving and decision-making skills appropriate to the project. For students already consistently immersed in industry this may include a significant task they are responsible for.

Students make connections between the specific knowledge and skills they are applying and one or more chosen capabilities. In making these connections they also consider the benefits and future possibilities of their industry project to the industry and themselves.

Ideally**,** students will make a relevant industry connection when planning their industry project however, where a resource is not locally available, students should be encouraged to reach out to a relevant connection.

- Connection may be interpreted in its broadest sense, e.g. the connections may be made in-person, or in a digital environment.

Evidence of the industry project

Students may provide evidence of their industry project in a range, and combination of forms including but not limited to:

- interviews
- videos
- audio recordings
- oral presentations
- demonstrations
- annotated photographs
- photo stories
- podcasts and/or websites
- reviews/reports
- screen captures of emails or other digital communications

Multimodal evidence is encouraged to capture planning activities, strategies to implement activity discussions with others, activity being undertaken, and communication of connectedness and future possibilities.

The following specific features of the assessment design criteria are assessed in the external assessment:

- application and connection — AC1, AC2 and AC3

Performance standards

The performance standards describe five levels of achievement, A+ to E-.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well students have demonstrated their learning based on the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E– for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E–.

Performance Standards for Stage 2 Industry Connections

	Knowledge and Understanding	Application and Connection	Reflection and Consideration
A	**Comprehensive** development of specific knowledge and insightful understanding of concepts related to the selected industry focus. **Proficient** development of specific skills related to the selected industry focus.	Demonstration of **well-considered**, **relevant** connections between the industry project, a **range** of industry specific knowledge and skills, and one or more chosen capabilities. Demonstration of **focused** planning, organisation, and development of **clear** strategies to undertake the industry project. **Perceptive** connection of the benefits and future possibilities of the industry project to the industry and themselves.	**Critical** reflection on the development of knowledge, concepts, skills and new understandings related to the selected industry focus. **Critical** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Insightful** consideration of the development of one or more SACE capabilities using evidence of actions taken.
B	**Thorough** development of specific knowledge and sound understanding of **some** concepts related to the selected industry focus. **Mostly proficient** development of **some** specific skills related to the selected industry focus.	Demonstration of **clear**, **relevant** connections between the industry project, industry specific knowledge and skills, and one or more chosen capabilities. Demonstration of **thoughtful** planning, and organisation to undertake the industry project. **Thoughtful** connection of the benefits and future possibilities of the industry project to the industry and themselves.	**Thoughtful** reflection on the development of knowledge, concepts, skills and new understandings related to the selected industry focus. **Thoughtful** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Thoughtful** consideration of the development of one or more SACE capabilities using evidence of actions taken.
C	Development of **some** specific knowledge and **one or more** concepts related to the selected industry focus. Development of **one or more** skills related to the selected industry focus.	Demonstration of **some clear**, **relevant** connections between the industry project, industry specific knowledge and skills, and one or more chosen capabilities. Demonstration of **some** planning, and organisation to undertake the industry project. **Some** connection of the benefits and future possibilities of the industry project to the industry and themselves.	**Considered** reflection on the development of some knowledge, concepts, skills and new understandings related to the selected industry focus. **Considered** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Some** consideration of the development of one or more SACE capabilities using evidence of actions taken.

D	Development of **some basic** knowledge and **basic** understanding of **one or more** concepts related to the selected industry focus. **Some** development of a **specific skill** related to the selected industry focus.	**Some** demonstration of **basic** connections between the industry project, **some** industry specific knowledge and skills, and one or more chosen capabilities. **Some** demonstration of **basic** planning, and organisation to undertake the industry project. **Basic** connection of the benefits and future possibilities of the industry project to the industry and/or themselves	**Basic description** of the development of some knowledge, concepts, skills and/or new understandings related to the selected industry focus. **Some** reflection on the development of basic planning, organisational, problem solving and decision-making skills through their industry project. **Basic** consideration of the development of one or more SACE capabilities using some evidence of actions taken.
E	**Limited** development of **some** knowledge and a concept related to the selected industry focus. **Limited** development of **a skill** related to the selected industry focus.	**Limited** demonstration of connections between the industry project, industry knowledge and skills, and one or more chosen capabilities. **Limited** demonstration of planning, and organisation to undertake the industry project. Attempted connection of a benefit and future possibility of the industry project to the industry and/or themselves	**Limited description** of the development of knowledge, and/or concepts, skills and/or new understandings related to the selected industry focus. **Some recount** on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Limited** consideration of the development of one or more SACE capabilities using limited evidence of actions taken.