**Conceptual overview** –refer to the subject outline on the SACE website

* A subject framework that values practical skills and knowledge in and about an industry.
* Schools design an industry focus which provides a frame for students to apply their knowledge and skills, particularly where VET options are not accessible or available.
* The industry focus also enables students to undertake a specific industry project, reflect on their learning and consider how this relates to their future pathways.
* Industry Connections does not replicate VET programs and students do not achieve VET units of competency, however there is potential for students to use evidence of their learning in Industry Connections towards a future RPL process in a VET qualification.
* Industry Connections builds on the framework of both Integrated Learning and Community Connections.
* 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 the individual student, or as a typical subject for a cohort of students with a common industry interest

At Stage 2, students can complete up to 60 credits for SACE completion by undertaking one or a combination of subjects:

* **20-credits:** Industry Connections A (2ICA20), Industry Connections B (2ICB20), Industry Connections C (2ICC20)
* **10-credits**: Industry Connections A (2ICA10), Industry Connections B (2ICB10), Industry Connections C (2ICC10)

There is no difference in the performance standards - the enrolment codes act as program organisers to support students who wish to undertake more than one Industry Connections subject. Multiple codes also support school administration. Industry Connections is based on Community Connections – neither subject can contribute towards an ATAR.

**Learning requirements**

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

**Assessment Design Criteria (based on Community Connections)**

**Knowledge and Understanding**

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

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

**Application and Connection**

AC1 Demonstrated and 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**

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

Conceptual overview

Ref: A1052994

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program focus and capabilities** | **Assessment type** | **Weighting of Ass Type** | **Total No. of assessments** | **Intended concept** | **Assessment design criteria** |
| **10-credit****=****4** | **20-credit****=****6** |
| Schools design an *Industry Focus* based on an industry or skills training context. The *Industry Focus* enables students to focus their learning about an industry in applied and practical ways, including where VET certification options are not accessible or available.Industry Connections does not replicate VET programs and students do not achieve VET units of competency.Includes reflection on capabilities developed and how these support future pathways.Can be designed for a whole class, or an individual student.Recommended sequencing:1. Work Skills Portfolio
2. Industry Project
3. Reflection
 | Work Skills Portfolio(School Assessment) | 50% | At least 2 | At least 4 | * Students undertake tasks that focus on their knowledge and practical skills development related to an industry.
* The tasks can be designed as new industry skills tasks, or build/adapted from practical activities that may be VET competency-related, but for which the VET is now not accessible or available.
* VET competency-related assessment alone may not be sufficient evidence to meet the performance standards - build from and adapt instead
* Students can submit a combination of written, oral or multimodal evidence.
* Video recordings with commentary are encouraged to demonstrate skills development.
* Tasks may be undertaken in a workplace or simulated workplace, including a Trade Training Centre or technical college.
 | * Knowledge and Understanding KU1, KU2
 |
| Reflection(School Assessment) | 20% | 1Up to 750 words or 5 mins multimodal | 1Up to 1500 words or 9 mins multimodal | * 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.
* May be written, oral, and/or multimodal.
 | * Reflection and Consideration

RC1, RC2, RC3 |
| Industry Project(External Assessment) | 30% | 1Up to 750 words or 5 mins multimodal | 1Up to 1500 words or 9 mins multimodal | * Students select an area of interest or skills for individual focused development.
* Students also select a capability on which to focus while undertaking the project.
* They make a relevant industry connection when planning their industry project to ensure relevance to the industry (can be at an individual or cohort level).
* Through this connection they connect the benefits and future possibilities of how their industry project relates to the industry and themselves.
* Connected to an industry purpose (i.e. create product, carry out task, design and innovate a new process).
* They plan, organise, problem solve and make decisions.
* May be undertaken in a workplace or simulated workplace, including a Trade Training Centre or technical college.
* Assessed individually.
* Multimodal evidence is encouraged.
 | * Application and Connection AC1, AC2 and AC3
 |

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