

**FACT SHEET 8**

**STRUCTURED  
WORKPLACE  
LEARNING AND  
WORKPLACE  
ASSESSMENT**

## Introduction

Structured workplace learning may be a requirement of Fiji Qualifications Framework qualifications. The requirements for Structured workplace learning are specified in the accredited Qualifications document. How Structured workplace learning is to be used for assessment purposes will also be specified.

## Structured Workplace Learning

Structured Workplace Learning involves the educator planning with the workplace representatives the learning that needs to occur, and how workplace evidence shall be collected for assessment purposes. For learners, it provides the link between HEIs and industry. Structured Workplace Learning may also be termed work-based learning, workplace attachment, practicum or internship.

Source: Glossary

HEIs need to have in place a process to select and confirm that the workplace:

- Can provide the scope of learning related to the standards.
- Have the required equipment and resources in line with the standards.
- Have a person that is suitable to mentor and provide support to the learner.
- Will provide learner access to the job tasks required by the unit standards.

HEIs need to develop documentation that provides information:

- To workplaces and their representatives about their role in the learning and assessment.
- Of the role of the HEI and the assessor in the learning and assessment.
- About contact details of key personnel.
- As to what to do when learners do not attend the workplace as expected, and if emergencies occur.

HEIs and assessors need to determine:

- How Structured Workplace Learning will be managed.
- The plan for learning and assessment over the nominated period.
- How the workplace assessment or third-party report will be managed.

For information pertaining to third parties providing evidence for assessment, please refer to Fact Sheet 7.

## Workplace assessment

It is always desirable that quality evidence comes from real work performance. It is these situations in which the learner is engaged in applying job tasks in a real work context. Within the workplace, the learner is required to apply the skills and knowledge specified in the standards, and in a context that has competing demands and pressures, interruptions, and problems to be solved.

Workplace evidence can be collected by the assessor, by a third party through a structured third-party report, or submitted by the learner as part of a portfolio. The assessor generally collects the evidence through workplace observation, which is often referred to as a 'workplace assessment'.

In fact, the workplace is merely the context in which the assessment has taken place, rather than an assessment method.

When planning an assessment event in the workplace, the assessor needs to:

- Consider the requirements of the accreditation Qualification regarding assessment and workplace evidence
- Negotiate with the workplace and the learner an appropriate time to visit
- Discuss with the workplace and the learner the job tasks to be observed and any products that need to be produced, e.g. cakes.
- Discuss with the workplace and the learner the duration of the assessment
- Discuss with the workplace personnel as to their role in the assessment
- Develop the assessment tool for the conduct of the assessment, be it an observation of the process and of the product produced (if relevant), and any questions to be asked.

## Associated documents

- Fact Sheet 2: Assessment tools
- Fact Sheet 3: Recognition of Prior Learning
- Fact Sheet 7: Using third parties to collect assessment evidence
- Assessment tool templates

## References

Department of Education, Training and Youth Affairs. 2001. *Training Package assessment materials kit: Guide 1*. Canberra. Commonwealth of Australia.

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FACT SHEET 8, VERSION 1, 15/05/2019

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