

SkillstX

Passion for Potential

User Guide | WIL Skills Programme Mapping

Collective_X

Mentor Name: _____

Date of Completion: _____



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1. Purpose and Context of the Skills Programme Mapping Report

Purpose and Context of the Skills Programme Mapping Report

This user guide explains how the training and workplace activities in this programme help learners build real, practical skills on the job and how those skills are formally recognised at the end of the programme.

It sets out:

- What beneficiaries are expected to do in the workplace
- What skills they are expected to develop through these activities

When beneficiaries complete the programme and they are not employed, they are eligible to receive digital skill badges that show employers what they are capable of doing in a real work environment. To issue these badges fairly and consistently, it is important to clearly describe the work beneficiaries complete, show how this work helps them develop specific skills and keep a simple record of evidence that the work was completed.

You do not need to be a training expert to complete this process. Clear examples and templates are provided to guide you step by step.

The Collective X

The Collective X strategic oversight is the coordinating body of several Training Providers and Employers that are being used to provide Work Integrated Planning training.

The Collective X supports employers and training providers by:

- Providing clear guidance and templates
- Making sure everyone follows the same process
- Coordinating the issuing of recognised digital skill badges once beneficiaries complete the Work Integrated Planning programme, providing the ability for SFIA digital skills badges to be issued according to skills developed and programme that have been completed.

SFIA

The SFIA Framework has become the global common reference for skills and competency for the digital world. <http://www.sfia-online.org>

SFIA is an international skills framework that:

- Lists common digital and technology skills
- Describes what beneficiaries should be able to do at different levels of experience
- SFIA as a shared skills checklist used by many organisations worldwide to describe skills in a consistent way.

- You do not need to understand SFIA in detail. You only need to:
- Describe the work Beneficiaries do
- Use the provided templates to link that work to skills

2. Skills Mapping Approach for Work-Integrated Learning (WIL)

This section explains how skills are assessed during Work-Integrated Learning (WIL) and how mentors use a structured programme mapping approach to confirm that beneficiaries have developed real, applied workplace skills.

Assessment in WIL is outcomes-based, not attendance-based. Beneficiaries are not assessed on time spent at work, course completion or participation alone. They are assessed on whether they have met defined learning outcomes and SFIA-aligned assessment criteria by successfully completing real workplace activities and producing defensible evidence.

Within this model, the mentor is responsible for mapping the training programme and its content to:

- Clearly defined learning outcomes
- SFIA-aligned core skills (Level 3 - Applied Proficiency)
- Workplace activities through which those skills are demonstrated

As an employer or SME mentor, you are required to:

- Follow the structured WIL programme as mapped and approved
- Confirm whether each learning outcome has been met, based on observed workplace performance
- Support your assessment with appropriate workplace evidence, linked to the activities and correct SFIA skill codes
- Apply consistent assessment criteria across all beneficiaries

To support this process, WIL programme mapping outlines, assessment criteria and evidence templates are provided.

These tools are designed to make expectations explicit, reduce subjectivity, and ensure that skills verification is credible, consistent and auditable.

How to assess proficiency in the workplace

For verification purposes, this WIL programme focuses on proficiency, not exposure or participation.

Proficiency means the beneficiary can apply their skills independently in a real workplace context, consistent with SFIA Level 3 (Applied Proficiency) expectations.

When assessing a beneficiary, mentors must confirm that:

- The beneficiary personally carried out the activity, rather than observing or assisting another individual

- A substantial portion of the activity was completed by the beneficiary (approximately 85%), demonstrating ownership of the task
- The activity was completed in a real working environment, as part of the beneficiary's defined job role
- The beneficiary performed the task independently, without step-by-step instruction while completing the work
- The activity was completed more than once, showing consistency rather than a once-off performance
- The activity met expected quality standards and resulted in a valid workplace outcome or deliverable

All of these criteria must be met for the beneficiary to be assessed as proficient. Where any of the criteria is not met, the activity should not be signed off and further workplace application or evidence should be requested.

Acceptable Evidence Requirements

Acceptable evidence must clearly demonstrate that the beneficiary has applied their skills in the workplace and has met the defined learning outcomes and assessment criteria aligned to SFIA Level 3 (Applied Proficiency).

Evidence should show what was done, how it was done, and the outcome achieved, and must be sufficient to support mentor review and final verification.

- Acceptable Evidence Requirements
- Acceptable evidence must demonstrate that the beneficiary has applied their skills in the workplace and met the required learning outcomes and assessment criteria.
- Evidence may include the following:
- Work outputs or completed tasks that demonstrate the learner's contribution and quality of work
- System records or logs showing activities performed, actions taken, or tasks completed
- Supervisor or employer sign-off confirming that the work was completed as described
- A minimum supervisor performance rating of 80%, where a rating scale is used
- Short activity or work logs completed by the learner, describing tasks undertaken and outcomes achieved
- Completion of all allocated workplace tasks as defined in the WIL programme

Submission of a Portfolio of Evidence (PoE) demonstrating applied competence, which may include:

- Samples of completed work or deliverables
- Screenshots or system extracts
- Activity logs or reflective summaries
- Supervisor confirmations or evaluations
- Participation in an independent proficiency assessment, where required
- Adherence to attendance and workplace conduct standards throughout the WIL period

How this supports skill recognition

The assessment you complete is used to confirm whether the learner meets the requirements for a digital skill badge.

The key question being asked is: Does this evidence show that the learner can perform this skill independently and to the required standard?

3. Skills Programme Mapping Brief: Required Content and Illustrative Example

Work-Integrated Learning (WIL) Aligned to Level 3 – Applied Proficiency

This section sets out the information that must be completed by the mentor responsible for the training programme when mapping the Work-Integrated Learning (WIL) component for each ICT job role. The purpose of this mapping is to clearly demonstrate how programme content and workplace exposure combine to develop SFIA-aligned skills at Level 3 (Applied Proficiency).

The Skills Programme Mapping provides the formal basis for:

- Skills configuration within SkillsTX
- Beneficiary self-assessment and activity logging
- Mentor review and evidence sign-off
- Progress monitoring and final verification.

When completing this section, the mentor is required to map the programme and its content, and to confirm how beneficiaries will apply what they have learned through real workplace activities under supervision.

Applied Proficiency (SFIA Level 3) in a WIL Context

- At SFIA Level 3, beneficiaries are expected to:
- Apply technical knowledge and skills in a real work environment
- Perform routine and defined tasks related to their role
- Work with limited supervision, seeking guidance when required
- Take responsibility for the quality, accuracy, and completeness of their work
- Produce verifiable workplace outputs that can be reviewed and assessed
- The mentor must ensure that the mapped activities and evidence requirements go beyond exposure or participation, and clearly demonstrate independent application and consistent performance.

What mentors are required to map

- For each ICT job role, the mentor must clearly set out:
- The training programme content or learning components relevant to the role
- The SFIA-aligned core skills (Level 3) developed through the programme
- The workplace activities through which beneficiaries apply these skills
- The tools, technologies, and systems used in both training and workplace contexts
- The expected outputs or deliverables that demonstrate applied proficiency
- The evidence types that will be used to verify skill application

Illustrative examples and structured templates are provided to support this process.

Mentors are not required to redesign curricula or create new training material. The focus is on accurately mapping existing programme content to workplace application, ensuring that skills development is clear, defensible, and verifiable.

Required Content and Illustrative Example

Employer Details and Job Role

Company	Name of the Company
Compiled By	Name of the person compiling the document
Job Role	Name of the Job Role that that beneficiary will undergo in the WIL programme

Programme Scope and Purpose

In this section outline the scope and purpose of the WIL and how it allows beneficiaries to apply the technical knowledge gained in a real work environment. Include where the WIL takes place, how learners are supervised and the types of ICT activities and tasks they will be involved in.

Illustrative Example

Beneficiaries are placed within operational ICT teams, where they take responsibility for defined tasks such as resolving first-line and selected second-line support tickets, installing and configuring software, and assisting with hardware and system troubleshooting. Working under the guidance of a supervisor or mentor, beneficiaries are expected to manage their own workload, apply judgement in routine problem-solving, communicate effectively with users and team members and escalate issues appropriately.

Through this structured WIL component, beneficiaries gain practical workplace experience by applying their ICT knowledge in areas such as service desk operations, system configuration, and basic network support, while contributing meaningfully to day-to-day operational outcomes.

Duration

Indicate the total duration of the WIL component in weeks or months, aligned to the full programme timeline.

Illustrative Example

6 months of supervised workplace learning or project-based application, totalling approximately 240–360 hours.

Summary of Practical Learning Outcomes

List the key outcomes expected from beneficiaries during WIL. These should reflect application, problem-solving and professional conduct.

Illustrative Example

- Provide first-line support to end-users.
- Diagnose and resolve hardware and software issues.
- Follow standard ICT operating and escalation procedures.
- Apply security policies and data handling standards.
- Demonstrate professionalism, teamwork, and accountability.

WIL Activities

Describe the main practical activities or responsibilities beneficiaries will undertake during the WIL phase and specify how proficiency / success will be measured.

Illustrative Example

Activity	Description	Criteria for Demonstrated Proficiency / Successful Completion
User Support	Log and resolve end-user incidents	Completion of all allocated workplace tasks; Minimum 80% supervisor rating; Submission of a Portfolio of Evidence (PoE) demonstrating applied competence. (detail what is included in the PoE; Participation in an independent proficiency assessment; Adherence to attendance and conduct standards.

Evidence Captured

Outline the evidence that will be collected to verify beneficiaries performance and completion of the WIL component.

Illustrative Example:

Activity	Learning Outcome	Assessment Type	Evidence
System Setup	Configure devices correctly	Practical demonstration	Setup checklist, verification photos

Verification and Assessment

Clarify who verifies evidence and how it is validated before submission.

Illustrative Example

- All workplace evidence is verified by the learner’s mentor / tutor.

NOTES:**Mentor / Tutor**

The WIL component represents the transition from knowledge (Level 2) to applied proficiency (Level 3). Learners must demonstrate the ability to perform ICT tasks, follow standard procedures, solve basic problems and take responsibility for their work under supervision. Independent verification ensures that competence is confirmed objectively and consistently across providers.

WIL: The activities must be performed independently, repeatedly and produce the expected deliverables.

Independent Verification: Independent verification conducted by The Collective X.