

# SkillstX

Passion for Potential

## WIL Skills Programme Mapping Report Template

# Collective\_

Mentor Name:

Date of Completion:



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# 1. Purpose and Context of the Programme Skills 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 Programme 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

### 3. Programme Programme Skills Mapping Template

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

All sections below must be completed by the mentor to enable skills configuration and assessment.

Completion of all sections below is mandatory and forms the basis for WIL skills programme mapping and verification.

At Level 3 (Applied Proficiency), learners are expected to apply their knowledge in a work context, perform routine and defined tasks with limited supervision and take responsibility for the quality and completeness of their work.

#### Employer Details and Job Role

<b>Company</b>	Name of the Company
<b>Compiled By</b>	Name of the person comiling the document
<b>Job Role</b>	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.

<b>Programme Scope and Purpose</b>
To be completed.

#### Duration

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

<b>Duration of WIL Programme</b>
To be completed.

#### Summary of Practical Learning Outcomes

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

<b>Summary of Practical Outcomes</b>
<ul style="list-style-type: none"> <li>To be completed.</li> </ul>

#### WIL Activities

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

WIL Activities		
Activity	Description	Criteria for Demonstrated Proficiency / Successful Completion
To be completed	To be completed	To be completed

**Evidence Captured**

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

Evidence Captured			
Activity	Learning Outcome	Assessment Type	Evidence
To be completed	To be completed	To be completed	Setup checklist, verification photos

**Verification and Assessment**

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

Verification and Assessment
<ul style="list-style-type: none"> <li>To be completed</li> </ul>

## 4. WIL ACTIVITY RECORD TEMPLATE

This template is used to record real workplace activities completed by the beneficiary during the Work-Integrated Learning (WIL) programme. It provides evidence of applied experience and skills development.

The activity record is completed by the beneficiary and reviewed and signed off by a supervisor or mentor.

### How to use the WIL Activity Record

Use this template to capture the activities you complete during the WIL programme. Each entry should clearly describe:

- What activity was performed
- What outcome or deliverable was achieved
- What evidence supports completion of the activity

Every entry must be supported by verifiable evidence.

### Examples of acceptable evidence

- Ticket or reference numbers
- Links to documents or repositories
- Code commits or configuration records
- Slide decks, reports, or dashboards
- Runbooks, change records or system logs

Where evidence contains sensitive or confidential information, provide a redacted extract or reference an internal system or location that can be accessed by reviewers.

### Recommended completion schedule

- Record activities at least weekly
- Complete a mid-programme review to check progress and completeness
- Provide a final summary at the end of the WIL programme confirming all required activities have been completed

### Beneficiary and WIL Activity Details:

Beneficiary Name		WIL Programme / Job Role	
ID Number		Supervisor / Mentor	
Location Mode	Onsite / Hybrid / Remote	WIL Dates	From _ / _ / _ to _ / _ / _

**Targeted Skills and Learning Outcomes:**

This table is for you to record the activities you complete during the WIL programme and show how they help you develop specific skills. For each activity, explain what you did, what you learned, and include evidence of your work.

Where possible, link each activity to one or more skills you are developing as part of the WIL programme. This helps show how your day-to-day work contributes to your overall skills development.

Activity	Learning Outcome	Evidence Collected	Targeted Skill

**WIL Activity Log (repeat for each meaningful activity or weekly summary):**

*Guideline:* Keep each activity entry focused on outcomes. Describe what you did, what changed or was achieved as a result, and the evidence that shows this work was completed.

Entry #		Week Ending / Date	
Project / Workstream		Business Problem / Context	
Your responsibilities (what you owned vs what you supported)		Key collaborators / stakeholders	
Activities performed (steps, methods, tools)		Constraints (time, scope, compliance, risk)	
Deliverables produced		Quality checks performed	
Outcome / impact		Metrics of feedback (if any)	
What you learned (skills, domain, ways of working)		What would you do differently next time	
Evidence (artefacts, links etc.)		Evidence location and access notes	
Autonomy shown	Low / Medium / High	Influence shown	Low / Medium / High
Complexity of work	Low / Medium / High	Risk / security / privacy considerations	Low / Medium / High
Supervisor / Mentor verification	Name and signature and date	Supervisor / Mentor Comments	