**STAGE 1 WORKPLACE PRACTICES**

**ASSESSMENT TYPE: FOLIO**

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| **Student Name:** |  | **Final Grade:** |
| **SACE Number:** |  |
| **Due Date:** |  | |
| **Topic:** | **Career Planning** | |
| **Format:** | Format to be negotiated.  (Maximum 3 minute for oral or equivalent for multimodal presentation to the class. Maximum 800 words for written.) | |

**This task enables you to demonstrate your understanding of the Career Planning process.**

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| **Learning Requirements** | **Assessment Design Criteria** |
| 1. Demonstrate knowledge and understanding of industry and work 2. Develop and apply relevant work skills 3. Identify and investigate processes and issues related to work, industry, and the workplace 4. Work independently and with others 5. Review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways. | **KU1** Knowledge and understanding of industry and work.  **KU2** Identification and investigation of influences and issues related to work and the workplace.  **IC1** Interaction with others in the workplace and/or a work-related context.  **IC2** Communication of industry knowledge, work skills, and/or observations about a workplace.  **R1** Reflection on processes, values, and issues related to work, industry, and the workplace.  **R2** Review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |

**Performance Standards for Stage 1 Workplace Practices**

|  | Knowledge and Understanding | Application | Interaction and Communication | Reflection |
| --- | --- | --- | --- | --- |
| A | In-depth knowledge and understanding of industry and work.  Perceptive and clear identification and detailed investigation of a broad range of influences and issues related to work and the workplace. | Advanced application of extensive knowledge to the workplace and/or in a work-related context.  Consistent application of appropriate generic work skills.  Consistent and productive work, both independently and collaboratively.  *Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.* | Highly productive and clear interaction with others in the workplace and/or a work-related context.  Detailed and well-constructed communication of a range of industry knowledge, work skills, and/or observations about a workplace. | Insightful reflection on processes, values, and issues related to work, industry, and the workplace.  Perceptive review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |
| B | Some depth of knowledge and understanding of industry and work.  Well-informed identification, with some in-depth investigation, of a number of influences and issues related to work and the workplace. | Sound application of knowledge to the workplace and/or in a work-related context.  Mostly consistent application of generic work skills.  Generally productive work, both independently and collaboratively.  *Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.* | Productive and clear interaction with others in the workplace and/or a work-related context.  Mostly well-constructed communication of industry knowledge, work skills, and/or observations about a workplace. | Considered reflection on processes, values, and issues related to work, industry and the workplace.  Considered review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |
| C | Informed level of knowledge and understanding of industry and work.  Appropriate identification and investigation of some key influences and issues related to work and the workplace. | Appropriate application of knowledge to the workplace and/or in a work-related context.  Application of a number of generic work skills.  Evidence of competent work, both independently and collaboratively.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated competency as assessed by the relevant RTO.* | Competent interaction with others in the workplace and/or a work-related context.  Informed communication of industry knowledge, work skills, and/or observations about a workplace. | Appropriate reflection on processes, values, and issues related to work, industry, and the workplace.  Appropriate review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |
| D | A narrow understanding of industry and work.  Attempted identification and basic investigation of some aspects of one or more influences or issues related to work or the workplace. | Basic application of some knowledge to the workplace and/or in a work-related context.  Recognition, with attempted application, of generic work skills.  Some demonstration of competence in working independently or collaboratively.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated aspects of competency as assessed by the relevant RTO.* | Some interaction with others in the workplace and/or a work-related context.  Basic communication of some aspects of industry knowledge and workplace skills, and/or of some detail of one or more observations about a workplace. | Some evidence of reflection (probably more personalised in content) on one or more aspects of processes, values, or issues related to work, industry, and/or the workplace.  Brief review, with some description, of the student’s own abilities, interests, and aspirations in relation to work or future pathways. |
| E | A limited understanding of industry or work.  Limited recognition of aspects of an issue or influence related to work or the workplace. | Some limited application of knowledge to the workplace and/or in a work-related context.  Limited recognition of generic work skills.  Limited independent or collaborative work.  Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated limited aspects of competency as assessed by the relevant RTO. | Limited interaction with others in the workplace and/or a work-related context.  Some attempt to communicate on one or more aspects of industry knowledge, work skills, and/or an observation about a workplace. | Limited description of an experience and/or observation of processes, values, or issues related to work, industry, and/or the workplace.  Some attempted recount of the student’s own abilities and interests. |

**INSTRUCTIONS FOR COMPLETING THIS TASK**

You have a friend (not part of this Workplace Practices class) who is feeling uncertain about their future and really confused about their career plans. Using the information you have gained from our class discussions and your own personal research, provide some advice for your friend.

You may present your “advice” in one of the following ways:-

* A letter/email
* A role played conversation (either done in class on the due date or filmed and submitted for assessment); or
* Another method by negotiation with the teacher

As this is ***your*** advice to ***your*** friend, so it needs to sound like it has come from you – the way that you would say it!

Your advice should be reassuring and demonstrate your understanding of the career development process.

You should cover:-

* The process your friend should follow to learn more about themselves and their options
* Details about the kinds of resources that are out there to help them (people, places, websites etc). *When recommending a resource, don’t just say what the resource is but why it might be helpful to them – this shows me that you know a bit about the resource you are recommending.*
* How to deal with obstacles and challenges along the way.

PLEASE ENSURE THAT YOU INCLUDE A BIBLIOGRAPHY/REFERENCE LIST

*This task is used with the kind permission of Catherine Green, Torrens Valley Christian School.*