Stage 1 Workplace Practices

Teacher’s report on student performance: vocational learning

This form is to be completed by the teacher as supporting evidence of the student’s achievement in Assessment Type 2: Performance, for activities undertaken in the Vocational Learning area of study.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student’s name |  | |  |  |  |  |  |  |  |  |
| SACE registration number | | | | | | | | | | | |
| Student’s school | |  | | | | | | | | | | |

The student has undertaken Stage 1 Workplace Practices as a:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  | |  | |  | |  |  | |  | | | |  | |
|  |  | |  | |  |  | |  | |
| *T*ick one | | | 10-credit subject | |  | |  | | 20-credit subject | | |  | |  |  |  | |

1. Vocational learning aspect

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Casual or part-time employment | | | |
|  | | | | |
|  |  | Student business, enterprise (actual or virtual), or project-based employment | | | | | | | | | |
|  | | | | |  | | | |
|  |  | Work experience | | |
|  | | | | |
|  |  | Worksite visits |
|  | | | | |
|  |  | Voluntary participation in a community organisation/project | | | | | | | |
|  | | | | |
|  |  | Formal high-level training/performance programs (e.g. sporting or dance) | | | | | | | | |
|  | | | | |
|  |  | Events coordination or management | | | | |
|  | | | | |
|  |  | The provision of primary caregiving or parenting | | | | | |
|  | | | | |
|  |  | Other (please specify) | |  | | | | | | | | |

2. Workplace context for the student’s vocational learning (e.g. childcare centre)

3. Format and duration of the student’s vocational learning (e.g. 6 hours per day for 5 days; total hours 30)

|  |  |  |
| --- | --- | --- |
|  | Total hours |  |

4. Evidence of learning provided by the student

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Written journal | | |
|  | | | |
|  |  | Portfolio of workplace and/or training events | | | |
|  | | | |
|  |  | Photographs and/or video and audio recordings | | | | |
|  | | | |
|  |  | Other (*please specify*) |  | | | | |

5. Taking into account your own observations, evidence of learning provided by the student, and any other supporting evidence (e.g. workplace supervisor’s report), indicate the student’s achievement in Assessment Type 2: Performance in the Vocational Learning area of study, based on the performance standards (see over).

Performance Standards for Stage 1 Workplace Practices

The assessment design criteria and specific features for the performance assessment type are as follows:

|  | Application | Interaction and Communication |
| --- | --- | --- |
| A | 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. |
| B | 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. |
| C | 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. |
| D | 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. |
| E | 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. |

6. Comments (include any special circumstances)

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of teacher |  | Date |  |