# Pre-approved Learning and Assessment Plan

Stage 2 Workplace Practices

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **W** | **P** | **B** | **10** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Workplace Practices – 10 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Folio – weighting 25%

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| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | IA | RE |
| Green Workplace  Students will analyse the concept of a “Green Workplace” and how workplaces are adapting to the concept. Students will be required to focus on how the aquaculture industry will modify to keep up with emerging trends. Students should also speculate what jobs will be created to cater for this demand in their industry. Students will also implement and practice green workplace procedures in the school’s aquaculture facility which will be part of their report. | 2 |  | 1,2 | 1 | Report may be presented in written, oral or multimodal form by negotiation.  Equivalent of 750 words. |

Assessment Type 2: Performance – weighting 25%

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| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | IA | RE |
| Performance and Portfolio  Students organise and participate in VET/Vocational Learning by undertaking a minimum of 30 hours of Nationally Accredited Training through an RTO agreement. Students maintain supporting evidence of their VET in a journal (provided) which will include details of lessons and tasks they performed, photos of them undertaking training and any products they create or services they provide. The RTO will also provide a Statement of Attainment once the student has demonstrated competence in the selected units. Students will utlilise the school’s aquaculture facility to complete vocational learning which will coincide with the VET unit of competency with evidence being provided by a teacher’s workplace report. | 1 | 1,2,3 |  |  | Based on participation and performance in VET, as evidenced by:   * Student Evidence: Journal * RTO’s Statement of Attainment * Teacher’s workplace report * Folio of required paperwork |

Assessment Type 3: Reflection – weighting 20%

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | IA | RE |
| VET Reflection  Students review and reflect on their VET/Vocational Learning experiences that they have undertaken as part of the Performance assessment evidence. Linking to the journal/log they compiled for the Performance, students draw on their experiences to demonstrate their knowledge and understanding of workplace practices, conditions and cultures, and communicate opinions about routines and procedures in industry. They evaluate their learning and make connections between theory and practice. | 1,2 |  | 1 | 1 | Reflection by negotiation which may be in written, oral or multimodal form.  Equivalent to 750 words. |

Assessment Type 4: Investigation – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | *The investigation may be either a practical investigation or an issues investigation.*  *A maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.* |

*Four or five assessments.**Please refer to the Stage 2 Workplace Practices subject outline.*