# 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** | **C** | **20** |  |

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 – 20 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 |
| Work in Australian Society  Students prepare a report using both primary and secondary source of information to demonstrate their knowledge of the economic, social and personal benefits of volunteering. They address the idea that volunteering is not just another form of work but an alternative to gain experience, knowledge and recognition of transferable skills for future employment.  Within the report, students are able to demonstrate their understanding of what volunteer work is, the volunteering opportunities available in South Australia and within their specific industry, and the legislation that covers volunteers and allows for recognition of volunteer work. | 1 |  | 2 |  | This report may be presented in written, oral or multimodal form by negotiation.  700 words maximum.  6 minutes maximum or in equivalent multi-modal form. |
| The Changing Nature of Work  Students demonstrate their knowledge and understanding of the changing nature of work by discussing how our idea of work, the way we work, and the type of work we do has changed over time (pre-industrial revolution until now). Students examine work in its historical and global context with a focus on future trends for work in Australia and their own industry/work environment.  They extend their knowledge and understanding by analysing population demographics, work place legislation, and the impact of technology, and how the changing nature of work may affect them in the future. | 1,2 |  | 1,2 |  | This report may be presented in written, oral or multimodal form by negotiation.  1000 words maximum.  6 minutes maximum or in equivalent multi-modal form. |
| Finding Employment  Students identify and investigate a position they wish to apply for given their current training pathway/qualification and go through the application process. They are to prepare a portfolio, which includes a resume, and ultimately participate in the recording of a mock group interview. Within this process students demonstrate the depth of their research and understanding by providing an outline of what the job involves and a discussion of future job trends in their chosen area.  Students extend their knowledge and understanding of the industry by writing a specific letter of application and a general cold canvass letter. Then reflect on their performance and preparation in a written self-evaluation. | 1,2 |  | 1,2 | 1 | 10 minute practical demonstration (recorded mock interview) which includes the submission of a portfolio, and evaluation.  Resume and self-reflect.  Up to a maximum of 300 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 |
| Work Placement  Students organise and participate in vocational learning by undertaking 25-30 hours of work placement either in a field related to their study of VET or their casual/part-time work. They maintain supporting evidence of their learning in a journal or the Log Book, making note of duties performed and personal observations with particular emphasis on procedures, safe work practices, workplace legislation and the development of employability skills.  A Teacher’s Report on Student Performance is generated after observing the student at their placement and in conjunction with a Workplace Supervisor’s Report. | 1 | 1,2 |  |  | Based on participation and performance in vocational learning, as evidenced by:   * Student Evidence: Journal/ Log Book. * Workplace Supervisor’s Report.   Teacher Report on Student Performance – Vocational Learning. |
| Volunteering Placement  Students organise and participate in vocational learning by undertaking 25-30 hours of volunteer work placement. Students maintain supporting evidence of their learning in a journal or the Log Book, making note of duties performed and personal observations with particular emphasis on work related attributes and attitudes such as; reliability, communication, cooperation, adaptability, initiative and independence.  A Teacher’s Report on Student Performance is generated after observing the student at their volunteer placement and in conjunction with a Workplace Supervisor’s Report. | 1 | 1,2 |  |  | Based on participation and performance in vocational learning, as evidenced by:   * Student Evidence: Journal/Log Book. * Workplace Supervisor’s Report.   Teacher Report on Student Performance – Vocational Learning. |

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 |
| Workplace Reflection  Students review and reflect on their vocational learning experiences undertaken as part of the work placement task. Linking to the Journal Log Book they compiled, students draw on their experiences to demonstrate their knowledge and understanding of procedures, safe work practices, workplace legislation and the development of employability skills. They evaluate their learning and make connections between theory (VET units of competency) and practice. | 1,2 |  | 1 | 1 | Reflection by negotiation can be in written, oral or multimodal form.  700 words maximum.  6 minutes maximum. |
| Volunteer Personal Reflection  Students review and reflect on their volunteering experiences undertaken as part of their Volunteering Placement. Linking to the Journal/ Log Book they compiled, students draw on their experiences to demonstrate their knowledge and understanding of work related attributes and attitudes such as; reliability, communication, cooperation, adaptability, initiative and independence. They evaluate their personal learning and conclude with their own opinion on the value of unpaid work to the individual and the community in general. | 1,2 |  | 1 | 1 | Reflection by negotiation can be in written, oral or multimodal form.  700 words maximum.  6 minutes maximum. |

Assessment Type 3: 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 2000 words if written or a maximum of 12 minutes if oral, or the equivalent in multimodal form.* |

*Seven or eight assessments.**Please refer to the Stage 2 Workplace Practices subject outline.*