# 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

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

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

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | IA | RE |
| Green Workplaces  Students demonstrate their knowledge and understanding about the ways in which workplaces operate. By investigating and analysing environmental issues and patterns related to industry and business in general at national and global levels. They extend their knowledge and understanding by analysing environmental considerations for their local workplace and they make recommendations as to how the business can adopt a proactive approach to environmental management and sustainability. Students will not only increase their awareness of environmental issues but also recognise the benefits for employees and employers. Students are encouraged to use a wide range of resources. | 2 |  | 1,2 | 1 | Report may be presented in written, oral or multimodal or by negotiation.  Maximum 500 words if written  Brochure/fact sheet or memo |

Assessment Type 2: Performance – weighting 25%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | IA | RE |
| Performance and Portfolio  Students participate in vocational learning by organising and participating in an industry placement for a total of 25 to 30 hours (equivalent of 1 week blocks/negotiable).  They negotiate the type of workplace with the teacher according to their interests and aspirations in a particular focus industry.  Students maintain supporting evidence of their vocational learning in a daily journal or log which may include details of tasks they performed, photos of them completing tasks in the workplace, relevant pamphlets from the workplace and any personal observations of the workplace.  Students debrief with their teacher about their performance in the workplace to inform a teacher’s report on student performance. The employer and/or supervisor also provide a report. | 1 | 1,2 |  |  | Based on participation and performance in vocational learning, as evidenced by:   * student Evidence: Journal/Log * workplace Supervisor’s Report * teacher Report on Student Performance. |

Assessment Type 3: Reflection – weighting 20%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 Performance assessment evidence. Linking to the journal/log they compiled for 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 their chosen industry. They evaluate their on the job learning and make connections between theory and practice. | 1,2 |  | 1 | 1 | Reflection by negotiation which may be in written, oral or multimodal form.  Maximum of 600 words or 5 minutes if oral (with written notes) |

Assessment Type 4: Investigation – weighting 30%

|  |  |
| --- | --- |
| 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.*