# 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 |
| Report on a Volunteer Organisation (Work in Australian Society): Students carry out research (from primary and secondary sources) about an organisation that relies on the services of volunteers. They examine the roles of both paid and unpaid workers in the organisation (both locally and on a Territory or national level). They identify the benefits of volunteering to the community and to the individual volunteer, in particular the opportunities for training within the organisation and opportunities for future paid employment. | 2 |  | 2 | 1 | Report may be written, oral or visual display supported by annotation and/or discussion  Maximum 700 words if written or 3 minutes if oral (or equivalent) |
| Raising awareness of an aspect of Industrial Relations (Industrial Relations): Students will choose one aspect of industrial relations covered in the course. They plan and develop a strategy to raise awareness of the issue. The focus of the issue may be generic (i.e. applicable to many workplaces) or specific to the workplace in which the student is completing their vocational learning. The strategy they develop will be accompanied by short discussion about the issue. This discussion will include an outline of the issue, explanation of the issue in relation to workers’ rights and responsibilities and identify the role of employers, government agencies and trade unions in addressing the issue. | 1,2 |  | 1,2 | 1 | Strategy developed may be a poster, podcast, video, newspaper article or other form negotiated with the teacher  Discussion up to 300 words or 2 minutes oral |
| Finding a Career (Finding Employment): Students will undertake a series of tasks to prepare for finding employment. They will develop a personal portfolio (including a cv and supporting documentation), apply for a job (based on a real advertisement or a mock one developed by the teacher) and prepare for and role play a job interview. They will reflect on and evaluate the success of their application and job interview after receiving feedback from the teacher. They will also assess their suitability for the job in terms of their current skill levels and identify future training and/or employment experiences that will increase their suitability for the job. | 1 |  | 1 | 1 | Students present personal portfolio, application letter and role play for teacher feedback (given as written comments)  Reflection and evaluation in written or oral form (up to 500 words or 3 minutes) |

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 |
| Work Experience: Students negotiate to participate in 25-30 hours of work experience. Students provide evidence of their learning by compiling photos with captions, journal entries about tasks completed in the workplace and collection of relevant documents from the workplace. Students may compile their evidence in a folder or as an electronic presentation or photo story.  Observations and comments in the Teacher’s Report on Student Performance and the Workplace Supervisor’s Report also support the evidence of learning. | 1,2 | 1,2 |  |  | Students evidence:   * photos with captions * annotated documents * journal entries.   Workplace Supervisors Report. Teachers Report on Student Performance |
| VET Training: Students negotiate to participate in 25-30 hours of VET offered by an external RTO. Students provide evidence of their learning by compiling a portfolio of their VET training (which may include annotated photos and examples of tasks completed) or an annotated display of their VET training and a ‘Statement of Attainment’ to validate the attainment of competency.  Observations and comments in the Teacher’s Report on Student Performance also support the evidence of learning. | 1 | 3 |  |  | Students evidence:   * photos with captions * examples of tasks completed * statement of attainment.   Teachers Report on Student Performance in VET |

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 work experience task. Linking the description of their work they compiled as photos and journal entries, 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 |  | 1,2 | 1 | Reflection by negotiation can be in written, oral or multimodal form  700 words maximum  6 minutes oral maximum |
| VET Training Reflection: Students reflect on the relevance of their VET training in gaining skills that will be transferable to other aspect of employment and training in the future. In their reflection they identify aspects of the training that were challenging and identify the skills and attributes that the training has provided against those described in the Employability Framework. They also identify areas in which they would like to seek future training. | 1 |  | 1 | 1 | Reflection by negotiation can be in written, oral or multimodal form  400 words maximum  3 minutes oral 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.*