**STAGE 1 WORKPLACE PRACTICES**

**ASSESSMENT TYPE: FOLIO**

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| **Student Name:** |  | **Final Grade:** |
| **SACE Number:** |  |
| **Due Date:** |  | |
| **Topic:** | **Industrial Relations: Rights and Responsibilities** | |
| **Format:** | Format to be negotiated. Maximum 3 minute for oral or equivalent for multimodal presentation to the class. Maximum 500 words for written. | |

**This task requires you to review and reflect upon a significant and recent high profile industrial relations dispute.**

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| **Learning Requirements** | **Assessment Design Criteria** |
| 1. Demonstrate knowledge and understanding of industry and work 2. Develop and apply relevant work skills 3. Identify and investigate processes and issues related to work, industry, and the workplace 4. Work independently and with others 5. Review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways. | **KU1** Knowledge and understanding of industry and work.  **KU2** Identification and investigation of influences and issues related to work and the workplace.  **IC1** Interaction with others in the workplace and/or a work-related context.  **IC2** Communication of industry knowledge, work skills, and/or observations about a workplace.  **R1** Reflection on processes, values, and issues related to work, industry, and the workplace.  **R2** Review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |

Performance Standards for Stage 1 Workplace Practices

|  | Knowledge and Understanding | Application | Interaction and Communication | Reflection |
| --- | --- | --- | --- | --- |
| A | In-depth knowledge and understanding of industry and work.  Perceptive and clear identification and detailed investigation of a broad range of influences and issues related to work and the workplace. | 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. | Insightful reflection on processes, values, and issues related to work, industry, and the workplace.  Perceptive review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |
| B | Some depth of knowledge and understanding of industry and work.  Well-informed identification, with some in-depth investigation, of a number of influences and issues related to work and the workplace. | 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. | Considered reflection on processes, values, and issues related to work, industry and the workplace.  Considered review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |
| C | Informed level of knowledge and understanding of industry and work.  Appropriate identification and investigation of some key influences and issues related to work and the workplace. | 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. | Appropriate reflection on processes, values, and issues related to work, industry, and the workplace.  Appropriate review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |
| D | A narrow understanding of industry and work.  Attempted identification and basic investigation of some aspects of one or more influences or issues related to work or the workplace. | 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. | Some evidence of reflection (probably more personalised in content) on one or more aspects of processes, values, or issues related to work, industry, and/or the workplace.  Brief review, with some description, of the student’s own abilities, interests, and aspirations in relation to work or future pathways. |
| E | A limited understanding of industry or work.  Limited recognition of aspects of an issue or influence related to work or the workplace. | 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. | Limited description of an experience and/or observation of processes, values, or issues related to work, industry, and/or the workplace.  Some attempted recount of the student’s own abilities and interests. |

**INSTRUCTIONS FOR COMPLETING THIS TASK**

**Using the resources provided** (*and any additional personal research***) to consider the Qantas Industrial dispute of 2011.**

**Considering your growing knowledge of the Australian Industrial Relations systems review the case and reflect on the following:-**

* Identify the various parties in this dispute
  + What was their role in this dispute? Did they have a positive or negative **influence** on the situation?
  + What did they have to gain (or lose) in this process?

*A table could be an effective way to set out this information*

* How were innocent bystanders (members of the public) impacted by this dispute?
* What did you find surprising about this dispute?
* Do you believe that this incident demonstrates that the Australian Industrial Relations system is well prepared to manage the rights and responsibilities of employers and employees? Give reasons for your answer.
* If (*through the wonders of time travel*) you had an opportunity to personally impact this industrial dispute which “party“ would you represent? What would have been your goal and why?

**PLEASE INCLUDE A BIBLIOGRAPHY –**

**ESPECIALLY IF YOU DO YOUR OWN PERSONAL RESEARCH ON THIS TOPIC.**

*Ensure that your work meets the SACE Board’s criteria for the “Ethical Conduct of Research”* [*http://www.sace.sa.edu.au/documents/652891/b2012746-9bb3-4147-8316-5a76d6a4f2c9*](http://www.sace.sa.edu.au/documents/652891/b2012746-9bb3-4147-8316-5a76d6a4f2c9)

*Don’t be tempted just to copy and paste text from websites (or other sources).* ***Reference your work carefully****. Plagiarism is taken very seriously.*

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