

Stage 2 Workplace Practices

Name: _____

Assessment Title:

Workplace / VET Course Reflection

Assessment Purpose:

- To critically analyse and explore the successes, growth and areas for improvement arising from your Work Placement / VET Learning.
- To make considered evaluations of your learning thus far and its implications for your future.

Assessment Outline:

- For this task you must review and reflect on your experience in the workplace, and consider your abilities, interests and aspirations with regard to your particular focus industry.
- Linking to the Journal/Log you compiled as part of your Vocational Learning / VET Course, detail the type of work activities/tasks performed, your observations about the workplace, interactions with others in the workplace, future opportunities for employment and how these can be enhanced through further training/qualifications.
- You must also critically analyse and reflect upon your own workplace performance, including skills and abilities and areas for improvement.

How you structure your reflection should suit your own written style, but could include:

Discuss how you arranged your placement / your induction and how you felt about the work / course at the outset.

Detail the type of work activities/tasks performed – explain what you enjoyed / didn't enjoy & why.

Your observations about the workplace – positive & areas for improvement.

Interactions with others in the workplace – how did you find relating to and working with others?

Future opportunities for employment – is this the type of career that you wish to pursue? How could this be enhanced through further training/qualifications.

Provide your personal opinion on workplace issues and how they were resolved (or could have been resolved more effectively)

Reflect on your time at work - how successful was it in meeting your needs. Explain using as many examples as possible

How did you perform in the workplace? Give an honest evaluation of your time including what you did well and what could have been better.

The key to an effective Reflection is your ability to relate your learning to examples from the workplace and your understanding of how these relate to your future.

Assessment Conditions:

- You can choose your mode of presentation. Requirements are:
 - Maximum 6-8 minute for oral / video or multimodal presentation.
 - Approximately up to 1000 words for written.

Timing & Deadlines:

-

Comment	
This material has been quality assured for use ONLY at clarifying forums. Grade:	

Learning Requirements	Assessment Design Criteria	Capabilities
<p>1. demonstrate knowledge and understanding of industry and work</p> <p>2. develop and apply relevant work skills</p> <p>6. Reflect on and evaluate learning experiences in/about the workplace</p>	<p>Knowledge & Understanding</p> <p>KU1 Understanding of knowledge, skills, and competencies appropriate to the relevant industry (i.e. the industry in which the student undertakes vocational learning and/or VET units of competency).</p> <p>KU2 Understanding and explanation of concepts and issues related to industry and work.</p> <p>Investigation and Analysis</p> <p>IA1 Analysis of the relationships between work-related issues, tasks, and/or practices in the workplace.</p> <p>Reflection and Evaluation</p> <p>RE1 Reflection on and evaluation of learning experiences in/about an industry, and self-evaluation.</p>	<p>Communication – Critically analyse & reflect on performance, beliefs & learning</p> <p>Personal Development - Recognise your role in the workplace. Plan for future roles. Review performance & reassessing plans for future education & training</p> <p>Work - identify, develop, and apply generic work skills to the workplace</p> <p>Learning - Reflecting on your learning. Exploring and understanding your preferred learning style(s), and applying this understanding to learning in and about the workplace. Using critical thinking skills, such as problem-solving and ethical decision-making. Asking questions and seeking clarification.</p>

Performance Standards:

	Knowledge & Understanding	Investigation & Analysis	Reflection & Evaluation
A	<p>Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work.</p>	<p>Perceptive and well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p>	<p>Thorough and insightful reflection on a range of learning experiences in/about an industry, with in-depth self-evaluation.</p>
B	<p>Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Clear understanding and well-informed explanation of broad concepts and issues related to industry and work.</p>	<p>Well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p>	<p>Detailed and considered reflection on a number of learning experiences in/about an industry, with some in-depth self-evaluation.</p>
C	<p>Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>General understanding and informed explanation of broad concepts and issues related to industry and work.</p>	<p>Informed analysis of the relationships between a number of work-related issues, tasks, and practices in the workplace.</p>	<p>Some considered reflection on learning experiences in/about an industry, with some self-evaluation.</p>
D	<p>Recognition of knowledge, skills, and/or competencies appropriate to the relevant industry.</p> <p>Some understanding and description of aspects of broad concepts and issues related to industry or work.</p>	<p>Description of the relationship between some aspects of work-related issues, tasks, or practices in the workplace.</p>	<p>Some reflective description and attempted evaluation of learning experiences in/about an industry.</p>
E	<p>Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.</p> <p>Recall of some aspects of broad concepts or issues related to industry or work.</p>	<p>Identification and attempted description of one or more work-related issues.</p>	<p>Recall of some learning experiences in/about an industry.</p>

Workplace/ VET course reflection

Arranging the placement:

Each one of my placement was arranged through myself or my teacher. Each working placement had induction to the site/factory. These induction would show me the environment I'm working in and many other things such as the toilet and where I have to wear PPE.

Inductions:

Each of the placements was really hands on and included a lot of tools. Some tasks performed included. Drilling, cutting timber, screwing, being metal, drilling and cutting metal. I enjoyed all of it because I like this type of work.

Areas of improvement:

Each placement to me was fine and I didn't see any need of improvement.

Relating and working with others:

Relating and working with others was fine in each placement because I would firstly be introduced and then I would possibly have a chance to work with them and having general chats with them which would help getting to know them better.

Future work:

All of my placements were something I wish to do in the future, so I do see myself here in the future.

Workplace issues:

There wasn't really any issues whilst on work placement. The main issue was when my supervisor ran out of work to give me.

Performance:

I performed really well on my placements. I did mostly everything well and on time. Sometimes I may stuff something up but all I had to do was see my supervisor and he would help sort it out and there would be no drama.

Stage 2 Workplace Practices

Name: _____

Assessment Title:

Graduate Qualities Reflection

Assessment Purpose:

- To critically analyse and explore the successes, growth and areas for improvement in meeting and utilising the Graduate Qualities and Capabilities
- To make considered evaluations of your learning thus far and its implications for your future.

Assessment Outline:

Using the Graduate Qualities and Capabilities Framework, you are to reflect on how (over your time as a school student / VET learner / part time worker) you have demonstrated each of these in a meaningful way.

You can discuss and reflect on your Graduate Qualities and Capabilities from any context (not just school) and should be able to explain why you believe the example you provide demonstrates your success.

You should also reflect on what aspects of the Graduate Qualities and Capabilities Framework that you feel still need work and how you might go about improving your skills in these areas.

Assessment Conditions:

- Requirements are:
 - Up to 6 minute Oral Presentation or up to 1000 words if written. Can be a mix of both (or multimedia)

Timing & Deadlines:

-

Comment
Grade: _____

Learning Requirements	Assessment Design Criteria	Capabilities
1. demonstrate knowledge and understanding of industry and work 2. develop and apply relevant work skills 6. Reflect on and evaluate learning experiences in/about the workplace	Knowledge & Understanding KU2 Understanding and explanation of concepts and issues related to industry and work. Reflection and Evaluation RE1 Reflection on and evaluation of learning experiences in/about an industry, and self-evaluation.	Communication – Critically analyse & reflect on performance, beliefs & learning Personal Development - Recognise your role in the workplace. Plan for future roles. Review performance & reassessing plans for future education & training Work - identify, develop, and apply generic work skills to the workplace Learning - Reflecting on your learning. Exploring and understanding your preferred learning style(s), and applying this understanding to learning in and about the workplace. Using critical thinking skills, such as problem-solving and ethical decision-making. Asking questions and seeking clarification.

This material has been quality assured for use ONLY at clarifino forums

Performance Standards:

	Knowledge & Understanding	Reflection & Evaluation
A	Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work.	Thorough and insightful reflection on a range of learning experiences in/about an industry, with in-depth self-evaluation.
B	Clear understanding and well-informed explanation of broad concepts and issues related to industry and work.	Detailed and considered reflection on a number of learning experiences in/about an industry, with some in-depth self-evaluation.
C	General understanding and informed explanation of broad concepts and issues related to industry and work.	Some considered reflection on learning experiences in/about an industry, with some self-evaluation.
D	Some understanding and description of aspects of broad concepts and issues related to industry or work.	Some reflective description and attempted evaluation of learning experiences in/about an industry.
E	Recall of some aspects of broad concepts or issues related to industry or work.	Recall of some learning experiences in/about an industry.

GRADUATE QUALITIES AND CAPABILITIES FRAMEWORK

COMMUNICATION
<p>→Communicate to suit particular purposes, contexts and cultures</p> <ul style="list-style-type: none"> ▪ Listen for understanding ▪ Speak clearly and directly ▪ Write to convey meaning ▪ Read for understanding ▪ Use numeracy to communicate ▪ Negotiate and persuade
TEAMWORK
<p>→Develop working relationships that are based on independence and interdependence</p> <ul style="list-style-type: none"> ▪ Work in a team ▪ Identify strengths – own and those of other team members ▪ Support others in the team ▪ Fulfill personal obligations to the team ▪ Work with a range of people
USING TECHNOLOGY
<p>→Use ICT and technology relevant to the task</p> <ul style="list-style-type: none"> ▪ Use ICT and technology safely ▪ Use ICT and technology where ever appropriate ▪ Use ICT responsibly
CITIZENSHIP
<p>→Function in a society comprising diverse cultures</p> <ul style="list-style-type: none"> ▪ Respect diverse cultures, identities, and values including Indigenous cultures ▪ Understand social and economic systems ▪ Understand the need for environmental sustainability ▪ Participate in democratic processes and understand the role of legal processes ▪ Demonstrate ethical understandings
INITIATIVE & ENTERPRISE inc. problem solving
<p>→Take up opportunities and adapt to changing situations in life and work</p> <ul style="list-style-type: none"> ▪ Identify new opportunities ▪ Develop a range of creative and practical options ▪ Translate strategies into action and evaluate their worth ▪ Work with others to implement strategies and solve problems ▪ Use logical and critical thinking to solve problems
PLANNING AND ORGANISING inc. self management
<p>→Develop, implement and articulate plans to achieve visions for the future.</p> <ul style="list-style-type: none"> ▪ Develop a vision and a practical plan to accompany it ▪ Use information ▪ Plan the use of time and other resources, including people. ▪ Evaluate progress
PERSONAL DEVELOPMENT inc. learning
<p>→Review and plan the development of own skills, attitudes and knowledge.</p> <ul style="list-style-type: none"> ▪ Set directions ▪ Contribute to own physical and mental health ▪ Employ a range of learning strategies ▪ Describe connections to the global environment ▪ Participate in learning, work and community life

MAPPING OF GRADUATE SKILLS AND CAPABILITIES

DEEWR Core Skills for Employment Framework (D1-3)

The Framework comprises three Skill Clusters:

- 1 Navigate the world of work
 - D1a) Manage career and work life
 - D1b) Understand and work with roles, rights, responsibilities and protocols
 - D1c) Manage personal learning
- 2 Interact with others
 - D2a) Understand and be understood
 - D2b) Contribute and collaborate
 - D2c) Understand, respect and utilise diverse perspectives
 - D2d) Negotiate outcomes and identify and resolve conflict
- 3 Get the work done
 - D3a) Adapt and apply prior knowledge
 - D3b) Plan, organise and implement
 - D3c) Make decisions
 - D3d) Identify, solve and anticipate problems
 - D3e) Design, develop and implement new ideas
 - D3f) Use tools and technology
 - D3g) Manage information

Australian Curriculum General Capabilities (A1-7)

The framework comprises seven areas of skill:

- AC1 Literacy
- AC2 Numeracy
- AC3 Information and communication technology (ICT) capability
- AC4 Critical and creative thinking
- AC5 Personal and social capability
- AC6 Ethical understanding
- AC7 Intercultural understanding

SACE Capabilities (SA1-5)

- SA1 Communication
- SA2 Citizenship
- SA3 Personal Development
- SA4 Work
- SA5 Learning

MAPPING OF GRADUATE QUALITIES AND CAPABILITIES AGAINST:

- DEEWR core skills for employment framework (e.g. D2a)
- Australian Curriculum General Capabilities (e.g. AC1)
- SACE Capabilities (e. g. SA5)

COMMUNICATION

1. Listen for understanding D2a AC1 SA1 SA4
2. Speak clearly and directly D2a AC1 AC3 SA1 SA4
3. Write to convey meaning D2a AC1 AC3 SA1 SA4
4. Read for understanding D2a AC1 SA1 SA4
5. Use numeracy to communicate AC2 SA1 SA4
6. Negotiate and persuade D2b D2d D3d AC6 SA1 SA3 SA4
- 7.

TEAMWORK

1. Work in a team D2b D3b D3d SA4
2. Identify strengths – own and those of other team members D2b D3b AC5 SA4
3. Support others in the team D2b AC5 SA4
4. Fulfill personal obligations to the team AC5 SA3 SA4
5. Work with a range of people D2b D2c AC5 AC6 AC7 SA2 SA4
- 6.

USING TECHNOLOGY

1. Use ICT and technology safely D3f AC3 SA4
2. Use ICT and technology where ever appropriate D1c D2a D3b D3f D3g AC1 AC2 AC3 SA1 SA4
3. Use ICT responsibly D3f D3g AC3 AC6 SA4

CITIZENSHIP

1. Respect diverse cultures, identities, and values including indigenous cultures D2c AC5 AC6 AC7 SA2 SA4
2. Understand social and economic systems D1b AC5 AC7 SA2 SA4
3. Understand the need for environmental sustainability AC5 SA2 SA4
4. Participate in democratic processes and understand the role of legal processes D2d AC5 AC6 AC7 SA2 SA4
5. Demonstrate ethical understanding AC5 AC6 AC7 SA2 SA3 SA4

INITIATIVE & ENTERPRISE incl. problem solving

1. Identify new opportunities D3a D3d D3e AC4 SA4
2. Develop a range of practical options D3a D3b D3c D3d AC4 SA4
3. Translate strategies into action and evaluate their worth D3b D3c AC4 SA4
4. Work with others to implement strategies and solve problems D3b D3d SA4
5. Use logical and critical thinking to solve problems AC2 SA1 SA4

PLANNING AND ORGANISING inc. self management

1. Develop a vision and a practical plan to accompany it D1a D3b D3c SA3 SA4
2. Use information D3a D3b D3c D3g AC4 SA1 SA4
3. Plan the use of time and other resources, including people. D3b AC2 SA1 SA4
4. Evaluate progress D3b AC4 SA4

PERSONAL DEVELOPMENT inc. learning

1. Set directions D1a D1c AC5 SA3 SA5
2. Contribute to own physical and mental health AC5 SA3
3. Employ a range of learning strategies D1c D3a AC5 SA3 SA5
4. Describe connections to the global environment D1b AC5 AC6 SA1 SA2 SA3 SA4
5. Participate in learning, work and community life D1a D1b AC5 AC7 SA2 SA4 SA5

Graduate Qualities Reflection

Communication:

I have developed communication a lot throughout this year of being a VET student and working at my dad's work. I have developed communication mostly at my VET doorways to construction course. Communication at my course was vital for me, communicating made it easy for me to finish tasks on time and easily ask for help. At my dad's work communication is also vital, after each job is complete I must report back to my supervisor and communicate to see which is the next job.

Teamwork:

Not only have I learnt a lot about teamwork at school but also at Somerton my surf lifesaving club. Teamwork is one of the main things you need when working in a group of people. At Somerton I need to work in a team every time I am there. I feel when I'm working in team I can sometimes take control and steer the group in the right path.

Using technology:

I use technology at work, my VET course and school every time I am there. I believe I have learnt the most about technology at my VET course as I have to use building technology. Every time I am there I almost learn how to use a new piece of technology. I always use technology in the safest way possible making sure I am wearing the correct PPE and I am using it correctly.

Citizenship:

I have developed citizenship mostly at surf lifesaving. Every time I am down at the club I respect and act mature to the public.

Initiative and enterprise:

I believed I have really good Initiative because when I finish something at work or my VET course I straight away go onto doing something else. This avoids me just standing there doing nothing, even if it is something small like picking up some rubbish or sweeping the floor.

Planning and organising:

Before I start and anything I like to get organised and planned for it. I have developed this mostly at my job. Before I start I like to make that section where I'm working nice and clean with not random stuff lying around. After that I will decide what I will do first and what I will do last.

Personal Development:

Throughout my VET course and work I have slowly developed into someone with more understanding in the work life, many new skills and communicating. These I believe will get a lot better over time.

**STAGE 2 WORKPLACE PRACTICES
ASSESSMENT TYPE 3: REFLECTION**

Industry Focus: Workplace Reflection & Graduate Qualities Reflection

Assessment Design Criteria	Comments
KU1	Basic recognition of the knowledge, skills, and competencies appropriate to the construction industry (D)
KU2	Some understanding and description of aspects of broad concepts such as teamwork and planning and organising. (D)
A1	
A2	
A3	
IA1	Description of the relationship between some aspects of work-related practices in the workplace such as the importance of communication and planning and organising. (D)
IA2	
RE1	Some considered evaluation about use of technology, initiative and personal development and some reflective description of his learning experiences (in the Grad Quals Reflection only) - a low C

OVERALL GRADE: D+

Both tasks are primarily in the D grade band, with a little better reflection in the Graduate Qualities reflection task allowing for a D+ grade.

Industry Focus: Workplace Reflection & Graduate Qualities Reflection

	Knowledge and Understanding	Application	Investigation and Analysis	Reflection and Evaluation
A	<p>Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work.</p>	<p>Highly proficient and innovative application of a range of generic work skills and, where relevant, extensive industry knowledge in the workplace or a work-related context.</p> <p>Perceptive application of highly relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Perceptive and well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Thorough, detailed, and well-informed investigation of the dynamic nature of a range of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Thorough and insightful reflection on a range of learning experiences in/about an industry, with in-depth self-evaluation.</p>
B	<p>Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Clear understanding and well-informed explanation of broad concepts and issues related to industry and work.</p>	<p>Proficient application of a range of generic work skills and, where relevant, broad industry knowledge in the workplace or a work-related context.</p> <p>Well-considered application of relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Detailed and informed investigation of the dynamic nature of a number of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Detailed and considered reflection on a number of learning experiences in/about an industry, with some in-depth self-evaluation.</p>
C	<p>Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>General understanding and informed explanation of broad concepts and issues related to industry and work.</p>	<p>Appropriate application of selected generic work skills and, where relevant, industry knowledge in the workplace or a work-related context.</p> <p>Considered application of most of the relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Informed analysis of the relationships between a number of work-related issues, tasks, and practices in the workplace.</p> <p>Informed investigation of the dynamic nature of some work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Some considered reflection on learning experiences in/about an industry, with some self-evaluation.</p>
D	<p>Recognition of knowledge, skills, and/or competencies appropriate to the relevant industry.</p> <p>Some understanding and description of aspects of broad concepts and issues related to industry or work.</p>	<p>Attempted application of selected generic work skills or, where relevant, some industry knowledge in the workplace or a work-related context.</p> <p>Attempted application of some knowledge and skills in the context of an industry workplace.</p> <p><i>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.</i></p>	<p>Description of the relationship between some aspects of work-related issues, tasks, or practices in the workplace.</p> <p>Attempted investigation of some aspects of the nature of work-related and/or workplace issues, tasks, cultures, or environments.</p>	<p>Some reflective description and attempted evaluation of learning experiences in/about an industry.</p>
E	<p>Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.</p> <p>Recall of some aspects of broad concepts or issues related to industry or work.</p>	<p>Attempted application of one or more generic work skills or, where relevant, limited industry knowledge in the workplace or a work-related context.</p> <p>Identification of limited knowledge and skills in the context of an industry workplace.</p> <p><i>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.</i></p>	<p>Identification and attempted description of one or more work-related issues.</p> <p>Emerging recognition of one or more aspects of the nature of work-related or workplace issues or environments.</p>	<p>Recall of some learning experiences in/about an industry.</p>