**STAGE 2 WORKPLACE PRACTICES**

**ASSESSMENT TYPE: FOLIO**

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| **Student Name:** |  | **Final Grade:** |
| **SACE Number:** |  |
| **Due Date:** |  | |
| **Negotiated Topic:** | **Workplace Ethics** | |
| **Format:** | Task may be presented in written form, multimodal or oral by negotiation. | |

This assessment task requires you to consider and analyse various responses to common workplace ethical dilemmas.

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| **Learning Requirements** | **Assessment Design Criteria** |
| 1. Understand and explain concepts of industry and work 2. Analyse the relationships between work-related issues and practice in workplaces 3. Demonstrate knowledge of the roles of individuals, government legislation and policies, unions and employer groups in work-related and workplace issues 4. Investigate the dynamic nature or work-related and workplace issues, cultures and/or environments locally, nationally and/or globally 5. Demonstrate and apply generic work skills and, where relevant, industry knowledge and skills in a work-related context. 6. Reflect on and evaluate learning experiences in/about the workplace | **KU1**  Understanding of knowledge, skills and competencies appropriate to the relevant industry  **KU2**  Understanding and explanation of concepts and issues related to industry and work  **IA1**  Analysis of the relationships between work related issues, tasks and/or practices in the workplace  **IA2**  Investigation of the dynamic nature of work related and workplace issues, tasks, cultures, and/or environments locally, and/or globally.  **RE1**  Reflection on and evaluation of learning experiences in/about an industry, and self-evaluation |

Performance Standards for Stage 2 Workplace Practices

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

INSTRUCTIONS FOR THIS TASK

Choose **ONE** of the following **options** and provide a personal response. Your personal experiences in an industry may give you adequate resources to answer the question, but **you may need to engage in some industry specific research to ensure that your result is thorough and detailed.**

**OPTION 1: INDUSTRY SPECIFIC SCENARIOS**

The following scenarios present a range of different industry situations where workplace ethics may be compromised.

* **Choose** the scenario that most closely relates to the industry you are planning to enter as a school leaver.
* **Investigate and discuss the range of choices you have** in how you could respond to the situation if you were to be personally confronted with this scenario.
* **Consider (analyse)** the individuals who may be negatively impacted by this situation (clients, colleagues etc.) as well as the people or organisations you may need to consult to help you work through the situation.
* Ensure that your response covers discussion of any **generic workplace laws and industry specific policies** that are being violated.
* What would be **your chosen course of action** to respond to this situation?
* **Evaluate** the effectiveness of your chosen response and how it might demonstrate your personal integrity (or lack of).
* **Reflect** on howthinking about this scenario might prepare you for your future working life.

**Scenario 1:** You are working in an organisation responsible for providing care (allied health services, caring for children or the elderly). During the course of your work you become aware that one of your colleagues is breaching the duty of care policy in your work place. What do you do?

*As part of your response, ensure that you explain what the breach of duty of care is – this will enable you to tailor it more specifically to your chosen industry.*

**Scenario 2:** You are working in an organisation providing a customer service role. You become aware that one of your colleagues is over-quoting prices to the customer and pocketing the extra profit for themselves (ripping off the boss and the customer). They share their secret with you to encourage you to join in their scheme. What do you do?

*As part of your response, ensure that you explain your customer service role in your chosen industry and give a relevant example of the products that are being sold and over quoted.*

**OPTION 2 OVER THE PAGE**

**OPTION 2: ETHICAL BUSINESS PRACTICES?**

* **Choose** the scenario that you are most passionate about.

**Scenario 3:** You are working for a multi-national organisation. As part of your job you are asked to source a new product. You are offered a number of options but end up having to make a choice between two suppliers – one that offers fair trade products at a higher wholesale cost, or a one with a cheaper wholesale cost but products that are not sourced fairly. Which supplier do you choose? Justify your answer.

* + ***Consider******(analyse)*** *the potential pro’s and con’s of each option for your business.*
  + ***Investigate and discuss*** *any relevant workplace rights for the personnel producing the goods for the supplier*
  + ***Evaluate*** *the effectiveness of your chosen response and how it might demonstrate your personal integrity (or lack of).*
  + ***Reflect*** *on how**thinking about this scenario might prepare you for your future working life.*

**Scenario 4:** Your boss asks you to join a workplace committee to develop the company’s policy for corporate social responsibility. You are asked to research a range of ways that your organisation can “give back to the community” and produce a proposal to the committee outlining two possible options that could be chosen. What would you propose?

* + ***Analyse how*** *this proposal could have a positive impact on your company as well as the community at large.*
  + ***Ensure*** *that your proposal demonstrates relevant industry knowledge, particularly in relation to your main business competitors and their “CSR” policies.*
  + ***Evaluate*** *the effectiveness of your chosen response and how it might demonstrate your personal integrity (or lack of).*
  + ***Reflect*** *on how**thinking about this scenario might prepare you for your future working life.*

**GENERAL CONSIDERATIONS**

* Attach the assignment coversheet
* Your response should have an introduction, body and conclusion
* Set up your document with a footer that contains your name, SACE ID and page numbers
* 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>
* **Reference your work carefully**. Plagiarism is taken very seriously.

*This task is used with the kind permission of Catherine Green, Torrens Valley Christian School.*