# 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 |
| The Changing Nature of Work for Anangu on the APY Lands  Students conduct two interviews, one with a full-time or part-time (not casual) long-term worker (25 years or more in the workplace), and one with a full-time or part-time (not casual) short term worker (in the workplace for less than five years).  The interview should cover:   * brief description of the interviewee and their workplace(s) * how they gained the job * the recruitment process * how they learned about the job * any induction, training and development offered * the use of technology * skills/qualification/experience, workplace conditions (hours, pay, benefits, leave entitlements) * workplace environment and culture (e.g. attitudes, trends, relationships).   Students reflect on and evaluate the responses from the interviews in a report that compares and analyses the changing nature of work-related and workplace issues, tasks, cultures, and/or environments over time. The report should show understanding of the knowledge and skills required to work in the workplace(s). Students then reflect on the implications of this learning for themselves. | 1,2 |  | 1,2 | 1 | The report can be presented in a written, oral or multimodal form  Up to a maximum 1000 words if written  Up to a maximum 6 minutes if oral or multimodal  Evidence of the interview and responses are provided in an appendix |
| Industrial Relations – WHS survey and report  In class, students design a Work Health and Safety (WHS) appraisal relevant to their workplace. They then, with permission, conduct the WHS appraisal in their workplace. They may need to ask questions of one or more of their colleagues to gain this information. They critically analyse relevant workplace issues and practices.  The student’s report should include:   * a summary of, and reflection on, their findings regarding the current WHS practices in their workplace * an analysis of the strengths and weaknesses of these practices * a conclusion and relevant recommendations for a safer workplace.   Students then reflect on the implications of this learning for themselves. | 2 |  | 1 | 1 | The report can be presented in a written, oral or multimodal form, with sources appropriately acknowledged  Up to a maximum 1000 words if written  Up to a maximum 6 minutes if oral or multimodal |
| Finding Employment – Paths to Anangu employment  Students research and present a guide for Anangu teenagers, providing assistance on various ways of finding employment through a traineeship. The guide should provide evidence of their knowledge and understanding, and skills and competencies related to the workplace, as well as concepts and issues related to industry and work, by for example, identifying requirements to be punctual, responsive, cheerful etc. | 1,2 |  |  |  | The presentation can be in the form of a brochure, booklet,  PowerPoint with oral presentation, video, or poster |

Assessment Type 2: Performance – 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 |
| Portfolio  The student prepares a portfolio that includes:   * evidence of applied knowledge and work skills in the relevant workplace/industry/community activity * an annotated photo journal documenting 50-60 hours of workplace and learning in the community * brief descriptions of his role in the workplace and community contexts and tasks performed * relevant handouts/policies from their workplace and community contexts – such as induction booklets, WHS, training programs and supporting evidence from supervisors. | 2 | 1,2 |  |  | Student portfolio in a negotiated form, e.g. written, oral, multimodal  Reports completed by the teacher, workplace supervisors and community members assist in confirming evidence of learning |

Assessment Type 3: Reflection – weighting 20%

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| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | IA | RE |
| Workplace Reflection  The student will review, reflect on and evaluate their vocational and learning in the community experiences undertaken as part of the performance assessment task. Their reflection provides evidence of understanding of knowledge, skills, competencies and issues related to their workplace.  The reflection includes communicating what they have gained, learnt (knowledge and skills) and enjoyed, what they contributed to the workplace, what they found rewarding and what they found challenging.  The student will evaluate their own performance and the workplace itself. | 1,2 |  | 1,2 | 1 | Reflection has been negotiated to take the form of a discussion with his teachers  The discussion evidence will be a maximum 6 minutes in video format |
| Operations Flinders mentor reflection  The student will review, reflect on and evaluate their participation as an Operation Flinders leader/mentor learning experiences undertaken as part of the performance assessment task. Their reflection provides evidence of understanding of knowledge, skills, competencies and issues related to their participation in the Operation Flinders exercise.  The reflection includes communicating what they have gained, learnt (knowledge and skills) and enjoyed, what they contributed to the workplace, what they found rewarding and what they found challenging.  The student will evaluate their own performance and learning in the community context of Operation Flinders itself. | 1,2 |  | 1,2 | 1 | Reflection has been negotiated to take the form of a discussion with his teachers  The discussion evidence will be a maximum 6 minutes in video format |

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.*