# 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** | **B** | **10** |  |

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 – 10 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%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| KU | A | IA | RE |
| Workplace Culture (Negotiated Topic)  Students demonstrate their knowledge and understanding about workplace culture by investigating and analysing what it is, the importance of a positive workplace culture in modern business and the factors that influence workplace culture within industry, in general and at national and global levels. They extend their knowledge and understanding by analysing the workplace culture for their local workplace and they make recommendations as to create a positive workplace culture that supports cultural diversity and prevents bullying. Students will not only increase their awareness of a positive workplace culture but also recognise the benefits for employees and employers. Students are encouraged to use a wide range of resources. | 1,2 |  | 1,2 | 1 | Report may be presented in written, oral or multimodal form by negotiation.  Maximum 500 words if written.  Brochure/fact sheet or memo.  Maximum 300 words. |

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 |
| Performance and Portfolio  Students participate in vocational learning through off-the-job and on-the-job accredited training for a total of 25 to 30 hours (equivalent of 1 week block/negotiable).  They negotiate the VET training or units they will use with the teacher according to their interests and aspirations in a particular focus industry. The nominal hours of their VET course will determine the duration of their performance activity.  Students maintain supporting evidence of their vocational learning in a daily journal or log which may include details of tasks they performed, photos of them completing tasks in the workplace, Training workbooks, and any personal observations made at training.  Students debrief with their teacher about their performance in their training to inform a teacher’s report on student performance. The trainer or RTO will provide a report, statement of attainment or an academic record. | 1 | 1,2 |  |  | Based on participation and performance in vocational learning, as evidenced by:   * Student Evidence: Journal/Log * Trainer/Supervisor’s Report * Teacher Report on Student Performance - 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 Performance assessment evidence. Linking to the journal/log they compiled for Performance, students draw on their experiences to demonstrate their knowledge and understanding of workplace practices, conditions and cultures, and communicate opinions about routines and procedures in their chosen industry. They evaluate their off-the-job and on-the-job learning and make connections between theory and practice. | 1,2 |  | 1 | 1 | Reflection by negotiation which may be in written, oral or multimodal form.  Maximum of 600 words or 5 minutes if oral (with written notes). |

Assessment Type 4: Investigation – weighting 30%

| 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 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.* |

*Four or five assessments.**Please refer to the Stage 2 Workplace Practices subject outline.*