PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 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.

|  |  |  |  |
| --- | --- | --- | --- |
| School |  | Teacher(s) |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **W** | **P** | **S** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

|  |
| --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

Stage 1 Workplace Practices (10-credits)

Assessment Overview

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 and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **KU** | **A** | **IC** | **R** |
| **Assessment Type 1: Folio**  **Weighting 40%** | Students begin the semester by undertaking the Safe @ Work General Module. Having completed and received their certificate, students then choose one of the following tasks to work on individually:   * Investigate a current industry issue relating to workers’ rights and responsibilities. Outline the issue, explain its relationship to workers’ rights and responsibilities, assess the role of government, employer groups, unions or the individual in relation to the issue, and reflect on their own practices. * Design and implement a Practical Skills Demonstration for a worker new to their chosen industry. This demonstration must include all aspects of safety and demonstrate an understanding of employee and employer rights and responsibilities. | 2 |  | 2 | 2 | Investigation or Practical Skills Demonstration  Maximum 3 minute for an oral presentation to the class or the equivalent in multimodal form.  Maximum 800 words for a written response. |
| Students choose a focus industry to explore the changing nature of work over time. They focus on at least two of the following:   * gender roles in the workplace * the changing types of work * young people at work * the impact of technology.   Students apply this knowledge and research of how work has and will change in their chosen industry and explore the implication of these changes for their own future and work in their chosen industry. | 1, 2 |  | 2 | 1 | Multimodal Report / Oral Presentation  Maximum 3 minute for an oral presentation to the class or the equivalent in multimodal form.  Maximum 500 words for a written response. |
| **Assessment Type 2: Performance**  **Weighting 40%** | Students negotiate with the teacher to undertake VET training, a work experience placement or their paid work as the basis of their Performance activity over 25 to 30 hours.  All students maintain supporting evidence of their learning in a Portfolio of Evidence, which may include: daily journals, photo / video of workplace tasks, pamphlets from the workplace and personal observations. Students undertaking VET also provide their Statement of Attainment and can only receive a B grade or better upon successful completion their chosen competencies.  The teacher and employer and/or supervisor also provide supporting evidence. |  | 1, 2, 3, (4) VET | 1, 2 |  | Based on participation and performance in vocational learning, as evidenced by:   * Student Portfolio of Evidence * Workplace Supervisor’s Report * Teacher Report on Student Performance |
| **Assessment Type 3: Reflection**  **Weighting**  **20%** | Students review and reflect on their learning in this subject in relation to their Work Readiness and ability to succeed in their chosen industry. Students reflect on all aspects of the program and review their own employability skills.  Students report to their teacher and a community / industry member as well as providing their own self-assessment of learning. | 1 |  | 2 | 1, 2 | Format to be negotiated.  Maximum of 5 minutes for an oral presentation or the equivalent in multimodal form. |

***Four assessments.*** *Please refer to the Stage 1 Workplace Practices subject outline.*