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.

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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) |
|  |  |  |  | **1** | **W** | **P** | **S** | **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 |  |

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%** | Building on their knowledge of their chosen industry from work in the PLP, students will research key current labour market statistics and job prospects for their chosen industry area. Students will prepare a set of interview questions and interview a person who has been working in this industry for at least 10 years, to get a sense of changes to the industry and key factors impacting this industry at the current time. Students will reflect on their research giving consideration to how this information has impacted their thinking about the suitability of work in this industry for their own future pathway. | 1 |  | 1, 2 | 1, 2 | Oral presentation with supporting PowerPoint presentation  (Maximum of ten slides) |
| Students respond to an issue reported in the media that relates to the rights and responsibilities of workers. Students outline the issue and its source, explain how and why the issue relates to workers’ rights and responsibilities, assess the role of government, employer groups, unions or the individual in relation to the issue, and conclude with their opinion on the issue. Students have opportunities to develop numeracy skills through the examination and interpretation of data. Students work individually. | 1, 2 |  | 2 | 1 | Format to be negotiated.  Maximum 3 minute for oral or equivalent for multimodal presentation to the class.  Maximum 500 words for written. |
| **Assessment Type 2: Performance**  **Weighting 30%** | **Option 1: VET**  Students negotiate with their teacher to organise and participate in 25-30 nominal hours of VET offered by an external registered training organisation. Students provide evidence of their learning by compiling an annotated photographic poster of their VET training, and a Statement of Attainment to validate the attainment of the VET units of competency. Observations and comments in the Teacher’s Report on Student Performance will support the student’s evidence of learning.  **Option 2: Vocational Learning**  Students organise and participate in vocational learning related to their VET focus industry for 25-30 hours. They undertake their vocational learning through a structured work placement and/or negotiate to use their part-time employment. Students provide evidence of their learning by compiling a written journal of their observations and the activities they perform while undertaking their vocational learning. Other evidence of the student’s learning is based on a combination of observations of the employer and/or workplace supervisor in the form of a Workplace Supervisor’s Report, and comments from the teacher in the form of a Teacher’s Report on Student Performance – Vocational Learning. |  | 1, 2, 3, 4 (VET) | 1, 2 |  | Based on evidence of learning comprising:  - Written/Photographic Journal  - VET Statement of Attainment  - Teacher’s Report on Student Performance – VET  Based on evidence of learning comprising:  - Written/Photographic Journal  - Workplace Supervisor’s Report  - Teacher’s Report on Student Performance – Vocational Learning. |
| **Assessment Type 3: Reflection**  **Weighting**  **30%** | Students will reflect on their experience of VET or Vocational Learning within the context of Employability Skills i.e. how have they developed their Employability Skills over the course of the semester, how they are transferable across different circumstances etc. | 1, 2 |  | 1, 2 | 1, 2 | Format to be negotiated  Written report – Maximum 500 words  Multimodal – Maximum 5 minute PowerPoint or equivalent. |

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