# 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 |
| Industrial Relations  *What do young workers understand about their workplace rights (and responsibilities)?*  Students will review their understanding of key workplace rights and responsibilities for young workers, and then investigate what young workers actually know about these rights and responsibilities. This will require the students to create a survey, collect and collate responses, discuss and reflect upon the nature of the responses. | 1,2 |  | 1,2 | 1 | Students will have 3 weeks to work on this task.  Report may be presented in written form, multimodal or oral by negotiation.  Up to a maximum 1500 words if written.  Up to a maximum 6 minutes if oral or multimodal. |
| Finding Employment  *Labour market awareness as a tool for finding employment*  This task re-visits and then extends and applies initial research undertaken in the Stage 1 “Career Reality Investigation Report.” Focussing on the industry they wish to enter as school leavers, students will commence by analysing key labour market features obtained from “Job Outlook”. Over a four week period, students are required to compile an annotated folio of advertisements for jobs being advertised in this industry. Analysis of these job advertisements will enable students to identify and reflect on key requirements for employees in this industry. The culmination of this research will inform students as they prepare a resume and cover letter for one of jobs from their annotated folio. | 1,2 |  | 1,2 | 1 | Students will have 5-6 weeks to work on this task.  Report may be presented in written form, multimodal or oral by negotiation.  Annotated folio must include at least 8 relevant job advertisements. Resume and cover letter should be no longer than 4 pages in total. |
| Negotiated Topic – Ethics in the workplace  Students will review a number of examples of ethical dilemmas in the workplace. Students will demonstrate their knowledge and understanding of ethical issues in the workplace, through their consideration of these ethical scenarios and through their deliberations (reflection) over how they might be resolved. | 1,2 |  | 1,2 | 1 | Students will have 3 weeks to work on this task.  Report may be presented in written form, multimodal or oral by negotiation.  Up to a maximum 1500 words if written.  Up to a maximum 6 minutes if oral or multimodal. |

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 |
| Vocational Learning Portfolio  Students prepare a portfolio that includes:   * evidence of applied knowledge and work skills in the relevant workplace/industry * a journal documenting 50-60 hours worked (e.g. date, hours, duties performed) * a brief description of their role in the workplace and tasks performed (examples could include photos of you performing specific skills) * relevant handouts/policies from their workplace (e.g. induction booklets, WHS, training programs. | 1,2 | 1,2 |  |  | Student portfolio in a negotiated form, e.g. written, oral, multimodal.  Reports completed by the teacher and workplace supervisor 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 |
| Vocational Learning Reflection  Students review, reflect on and evaluate their industry-based vocational 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 workplace.  The reflection includes communicating what they have gained, learnt (knowledge and skills) and enjoyed, what they contributed to the workplace (or vocational learning venue), what they found rewarding and what they found challenging.  Students evaluate their own performance and the vocational learning venue/workplace itself. | 1,2 |  | 1 | 1 | Reflection may be presented in written form, multimodal or oral by negotiation.  Up to a maximum 1500 words if written.  Up to a maximum 6 minutes if oral or multimodal. |
| Career Development Reflection  *Career Development – the process of managing life, work and learning over the lifespan*  Using some guiding questions, students will reflect upon their learning throughout the various learning activities in Workplace Practices, considering what they have learnt about themselves and the connectedness of their life roles through their Folio tasks and Vocational Learning. | 1,2 |  | 1 | 1 | Reflection may be presented in written form, multimodal or oral by negotiation.  Up to a maximum 1500 words if written.  Up to a maximum 6 minutes if oral or multimodal. |

Assessment Type 4: 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.*

*\*\*This Learning and Assessment Plan is used with kind permission of Catherine Green, Torrens Valley Christian School.*