Workplace Practices

2021 Subject Outline | Stage 1 and Stage 2

Published by the SACE Board of South Australia,  
60 Greenhill Road, Wayville, South Australia 5034

Copyright © SACE Board of South Australia 2010

First published 2010

Reissued for 2011 (published online October 2010,  
printed January 2011), 2012, 2013, 2014, 2015, 2016,  
2017, 2018, 2019, 2020, 2021

ISBN 978 1 74102 616 0 (online Microsoft Word version)

ref: A939778

*This subject outline is accredited for teaching at Stage 1 from 2010 and at Stage 2 from 2011*

contents

Introduction 1

Subject Description 1

Capabilities 2

Literacy in Workplace Practices 4

Numeracy in Workplace Practices 4

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives 5

Stage 1 Workplace Practices 7

Learning Scope and Requirements 8

Learning Requirements 8

Content 8

Assessment Scope and Requirements 13

Evidence of Learning 13

Assessment Design Criteria 13

School Assessment 15

Performance Standards 17

Assessment Integrity 20

Support Materials 21

Subject-specific Advice 21

Advice on Ethical Study and Research 21

Stage 2 Workplace Practices 23

Learning Scope and Requirements 24

Learning Requirements 24

Content 24

Assessment Scope and Requirements 31

Evidence of Learning 31

Assessment Design Criteria 32

School Assessment 33

External Assessment 35

Performance Standards 36

Assessment Integrity 39

Support Materials 40

Subject-specific Advice 40

Advice on Ethical Study and Research 40

Introduction

Subject Description

Workplace Practices is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

At Stage 2, students can complete up to 40 credits of Workplace Practices by undertaking one or a combination of two or all of the following:

* Workplace Practices A (10 credits)
* Workplace Practices B (10 credits)
* Workplace Practices (20 credits).

For the purpose of this subject outline, ‘work’ is considered in its broadest sense, and is defined as all fields of paid and unpaid activity. ‘Workplace’ or ‘work-related context’ is defined as any environment in which an individual operates to produce a service and/or product.

There are three areas of study within Workplace Practices:

* Industry and Work Knowledge
* Vocational Learning
* Vocational Education and Training (VET).

At Stage 1 and at Stage 2, all students undertake Industry and Work Knowledge and one of the following options:

* Vocational Learning

or

* VET

or

* Vocational Learning and VET.

Industry and Work Knowledge

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.

Vocational Learning

Vocational learning is general learning that has a vocational perspective. It includes any formal learning in a work-related context outside Australian Qualifications Framework (AQF) qualifications. Students undertake learning in the workplace to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills, and attributes valued in the workplace.

Vocational Education and Training (VET)

VET includes any ‘training and assessment delivered by a registered training organisation which meets the requirements specified in national industry/enterprise Training Packages or in accredited courses’ (training.gov.au).

VET can contribute to Workplace Practices provided that it:

* appears on the national register for training in Australia (training.gov.au), which contains information about training packages, qualifications, courses, units of competency, and registered training organisations
* is delivered and assessed by or under the auspices of a registered training organisation (RTO)
* is delivered and assessed in accordance with the VET Quality Framework
* is eligible for a Statement of Attainment from an RTO.

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

* communication
* citizenship
* personal development
* work
* learning.

In Workplace Practices the emphasis is particularly on developing students’ capability for work.

Communication

In this subject students develop their capability for communication by, for example:

* listening to, reading, viewing, selecting, managing, and responding to a range of information to make decisions, solve problems, follow instructions, and provide clear and accurate information and advice
* understanding and using the language of the workplace, including the technical terminology of specific industry areas
* understanding a range of issues, such as cross-cultural communication, that influence the delivery and interpretation of information and communication
* collaborating with others to work effectively in teams
* interacting with customers, colleagues, and employers in ways appropriate to the workplace environment
* negotiating tasks
* selecting and using a range of workplace information and communication technologies.

Citizenship

In this subject students develop their capability for citizenship by, for example:

* identifying the nature and purposes of work
* understanding how the workplace is shaped by social, political, economic, and legal factors
* understanding the legal and social responsibilities of the workplace to themselves and others through the exploration of workplace legislation
* understanding how a positive approach to work and other areas of life promotes citizenship
* understanding how workers and workplaces influence the natural environment at local and global levels.

Personal Development

In this subject students develop their capability for personal development by, for example:

* recognising their role in the workplace and planning for future roles
* understanding how political, historical, cultural, and economic factors shape personal identity
* recognising their skills and abilities, interests, experiences, values, and aspirations, and how these are influenced
* reviewing their past performances and reassessing their plans for future education, training, and work pathways, using a range of strategies.

Work

In this subject students develop their capability for work by, for example:

* participating in learning in the workplace and in work-related contexts
* building knowledge and understanding of work and different work environments
* understanding how responsible behaviours and attitudes (including, but not limited to, punctuality and reliability) can contribute positively to learning, work, and community life
* identifying, developing, and applying generic work skills (e.g. planning and organisation, initiative and enterprise, teamwork, self-management, and technology skills) to the workplace
* understanding local, national, and global issues that influence the work environment
* knowing and understanding individual and shared obligations and rights in relation to themselves, others, and the environment
* recognising and demonstrating safe and positive workplace attitudes and practices.

Learning

In this subject students develop their capability for learning by, for example:

* participating in activities in the workplace and in work-related contexts
* applying a range of skills to access, process, and organise information that can be used, created, and applied in a work-related context
* applying and adapting knowledge and skills as situations and circumstances change
* reflecting on their own learning
* exploring and understanding their preferred learning style(s), and applying this understanding to learning in and about the workplace
* using critical thinking skills, such as problem-solving and ethical decision-making
* asking questions and seeking clarification.

Literacy in Workplace Practices

Students have opportunities to develop specific literacy skills through their learning in Workplace Practices. These skills enable students to:

* read, interpret, and respond to a range of written forms of communication, such as instructions and the standard operating procedures of a workplace
* listen to, interpret, and respond to spoken directions and instructions
* initiate and use appropriate forms of communication to suit workplace purposes, protocols, and contexts
* use a range of existing and emerging technologies to communicate information, ideas, feelings, and opinions
* record data and interpret information from a variety of sources relevant to a range of work-related contexts.

Numeracy in Workplace Practices

Students have opportunities to develop specific numeracy skills through their learning in Workplace Practices. These skills enable students to:

* collect, collate, and record a range of statistical data for analysis and interpretation
* use mathematical skills and strategies to solve problems
* apply mathematical concepts that are appropriate to workplace learning, including measurement, scale, formulae, and geometric calculations
* use mathematical ideas and techniques, such as estimation and algebraic and graphic representations of information
* use mathematical equipment, including measuring devices, calculators, electronic spreadsheets, and design programs
* design, draft, and interpret workplace drawings and models
* represent statistical data in graphic form
* analyse and interpret financial information relevant to the workplace.

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

* providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
* recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
* drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
* promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Stage 1 Workplace Practices

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Workplace Practices.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of industry and work

2. develop and apply relevant work skills

3. identify and investigate processes and issues related to work, industry, and the workplace

4. work independently and with others

5. review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

Content

Workplace Practices is a 10‑credit subject or a 20‑credit subject at Stage 1. It has three areas of study:

* Industry and Work Knowledge
* Vocational Learning
* VET.

For both a 10‑credit subject and a 20‑credit subject, the teaching and learning program must include Industry and Work Knowledge and one of the following options:

* Vocational Learning

or

* VET

or

* Vocational Learning and VET.

Area of Study 1: Industry and Work Knowledge

This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace. It consists of the following five topics:

* Topic 1: Future Trends in the World of Work
* Topic 2: The Value of Unpaid Work to Society
* Topic 3: Workers’ Rights and Responsibilities
* Topic 4: Career Planning
* Topic 5: Negotiated Topics.

For a 10‑credit subject, students undertake two or more topics.

For a 20‑credit subject, students undertake three or more topics.

Topic 1: Future Trends in the World of Work

This topic examines students’ understanding and experience of work in their family and local community, among their peers, and in the wider community. Teaching and learning programs could include discussion about:

* how work has changed, and is changing, through information and communication technologies and other technologies, and the impact of these on society
* changing patterns of work
* casualisation and contracting at varying levels within the labour force
* working from home — managing unpaid and paid work
* the attributes and behaviours of enterprising individuals
* segregation of the workforce
* ‘traditional’ and ‘non-traditional’ occupations
* equal opportunity — policy and practice.

Topic 2: The Value of Unpaid Work to Society

In this topic students gain knowledge of one or more of the following:

* types of work — paid and unpaid — and their value to the individual, the community, and society
* changing social and cultural attitudes to the roles of paid and unpaid workers
* the division of labour in contemporary society
* issues of combining paid and unpaid work
* the value to society, and the community’s perceptions, of parenting, caregiving, and volunteering.

Topic 3: Workers’ Rights and Responsibilities

In this topic students gain knowledge of the legislation, policies, and practices that regulate work in contemporary industry and society. These may include those related to:

* employer and/or employee rights and responsibilities
* occupational health, safety, and welfare
* equal opportunity
* industrial relations (industrial awards and agreements)
* consumer laws
* taxation.

Topic 4: Career Planning

The approach to career planning should build on and extend the students’ personal learning plans. Students consider and put into action the principles of risk management, contingency planning, mitigation, goal-setting, and decision-making as they learn about the following key concepts:

* action planning to achieve success
* alternative work and career paths
* current labour demands
* further education and training
* lifelong learning.

Topic 5: Negotiated Topics

The teacher designs a topic or topics to suit the needs of particular students. The purpose of negotiated topics is to enable students to gain knowledge of issues particularly relevant to their working environments or aspirations. Each topic should enable students to:

* investigate future career opportunities
* apply information, skills, and techniques within an industry context
* consider industry-specific issues.

Examples of negotiated topics include the following:

* The value of training and education to society
* Expectations in the workplace — generic work skills
* Exploring employment trends in the student’s focus industry.

Area of Study 2: Vocational Learning

Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

Vocational learning contributes to students’ evidence of learning for Assessment Type 2: Performance.

Vocational learning enables students to:

* gain an understanding of, and respond to, workplace practices and values
* develop a positive sense of self
* develop self-management skills
* develop generic work skills and work-related attributes and attitudes such as reliability, adaptability, initiative, enterprise, and teamwork
* develop industry-specific knowledge and vocational skills
* develop strategies for dealing with a range of expectations about the rights of employees and employers
* develop an appreciation of and apply safe work practices
* apply skills and techniques, and practise those that are newly acquired
* understand and gain access to procedures for redressing grievances (such as those related to harassment, unfair dismissal, and discrimination)
* investigate career opportunities in the industry.

Vocational learning may include, for example:

* casual or part-time employment
* student business, enterprise (actual or virtual), or project-based employment
* work experience, including work-shadowing or observation
* worksite visits
* voluntary participation in a community organisation/project
* formal high-level training/performance programs (e.g. sporting or dance)
* events coordination or management
* the provision of primary care-giving or parenting.

Students focus on one aspect of vocational learning, but could combine more than one aspect in special circumstances.

All the vocational learning options listed above, with the exception of care-giving or parenting, should involve the student in environments beyond his or her immediate family.

When casual or part-time paid employment or voluntary participation in a community organisation is used for the Vocational Learning area of study, the employment may be either specifically arranged or based on an existing arrangement.

Area of Study 3: VET

VET includes any accredited training provided under the AQF by an RTO. VET can contribute to students’ evidence of learning for Assessment Type 2: Performance, provided that it:

* appears on the training.gov.au website
* is delivered and assessed by or under the auspices of an RTO
* is delivered and assessed in accordance with the VET Quality Framework
* is eligible for a Statement of Attainment from an RTO.

VET units of competency selected for inclusion in teaching and learning programs are selected from the VET Quality Framework and should enable students to achieve, or work towards achieving, VET qualifications. As determined by the AQF, RTOs are responsible for training, delivery, assessment, quality assurance, and record management procedures, and issuing student records, Statements of Attainment, and VET qualifications.

A listing of RTOs, together with their scope of registration, is available on the training.gov.au website. Schools that are not RTOs must enter into a partnership with RTOs for the delivery and assessment of VET.

Assessment Scope and Requirements

Assessment at Stage 1 is school based.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Workplace Practices:

* Assessment Type 1: Folio
* Assessment Type 2: Performance
* Assessment Type 3: Reflection.

For a 10‑credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

* at least one assessment for the folio
* one assessment for the performance
* at least one assessment for the reflection.

For a 20‑credit subject, students should provide evidence of their learning through six to eight assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

* at least three assessments for the folio
* one or two assessments for the performance
* at least two assessments for the reflection.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

* clarify for the student what he or she needs to learn
* design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* knowledge and understanding
* application
* interaction and communication
* reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding

The specific features are as follows:

KU1 Knowledge and understanding of industry and work.

KU2 Identification and investigation of influences and issues related to work and the workplace.

Application

The specific features are as follows:

A1 Application of knowledge to the workplace and/or in a work-related context.

A2 Application of generic work skills.

A3 Independent and collaborative work.

A4 Achievement in units of competency as assessed by the RTO, where VET is included.

Interaction and Communication

The specific features are as follows:

IC1 Interaction with others in the workplace and/or a work-related context.

IC2 Communication of industry knowledge, work skills, and/or observations about a workplace.

Reflection

The specific features are as follows:

R1 Reflection on processes, values, and issues related to work, industry, and the workplace.

R2 Review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways.

School Assessment

Assessment Type 1: Folio

This assessment type relates specifically to the Industry and Work Knowledge area of study.

For a 10‑credit subject, students undertake at least one folio assessment. For a 20‑credit subject, students undertake at least three folio assessments.

Students undertake assessments related to their study of selected Industry and Work Knowledge topics. Students may undertake these assessments individually or in collaboration with other students. Assessments may be in a variety of forms, including, for example:

* an investigation of an issue or a trend
* a practical or skills demonstration
* a project
* an oral presentation
* a report.

Students are provided with opportunities to communicate their learning and experiences to others, to draw on skills independently and collaboratively, and to identify and investigate information related to Industry and Work Knowledge topics.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* interaction and communication
* reflection.

Assessment Type 2: Performance

This assessment type relates specifically to the Vocational Learning and/or VET areas of study.

For a 10‑credit subject, students undertake one assessment for the performance. For a 20‑credit subject, students undertake one or two assessments for the performance.

Each assessment consists of a series of activities undertaken over a period of time, from which students gather their evidence of learning.

For a 10-credit subject, the evidence of learning should be collected from one assessment comprising 25 to 30 hours of activities related to performance.

For a 20-credit subject, the evidence of learning should be collected from one or two assessments. Students undertake either:

* one assessment, comprising 50 to 60 hours of activities related to performance

or

* two assessments, each comprising 25 to 30 hours of activities related to performance.

Students should maintain evidence of their learning in a portfolio, which may include, for example, a written journal, a record of workplace and/or training events, a Statement of Attainment or an academic record from an RTO, photographs, and/or video and audio recordings. Supporting evidence, based on a combination of observations by the employer, workplace supervisor, co-worker(s), client(s), and/or the teacher, should also be provided.

Vocational Learning

For programs that include vocational learning, assessment is based on students’ evidence of learning, as well as supporting evidence of their engagement in a work-related context. Evidence to support their engagement in a work-related context should be provided in the form of a Teacher’s Report on Student Performance: Vocational Learning, and a Workplace Supervisor’s Report. These forms are available on the Workplace Practices minisite on the SACE website (www.sace.sa.edu.au).

VET

For programs that include VET, assessment is based on students’ evidence of learning, as well as supporting evidence of their engagement in VET. Evidence to support their engagement in VET should be provided in the form of a Teacher’s Report on Student Performance: VET. This form is available on the Workplace Practices minisite on the SACE website (www.sace.sa.edu.au).

A Statement of Attainment or an academic record from an RTO contributes to evidence of learning for this assessment type, and validates the attainment of the VET units of competency selected as part of the teaching and learning program.

For programs that include VET, work placement is encouraged as an opportunity to reinforce the development of practical skills. Where the assessment of VET units of competency requires structured work placement(s), the assessment guidelines of the training package must be observed.

Students who undertake VET as part of Assessment Type 2 must be assessed as competent in the units of competency by the relevant RTO in order to gain a B grade or better.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* application
* interaction and communication.

Assessment Type 3: Reflection

This assessment type relates specifically to the Vocational Learning and/or VET areas of study.

Students undertake at least one reflection for a 10‑credit subject and at least two reflections for a 20‑credit subject.

Students review and reflect on their learning. They demonstrate their understanding of:

* processes, values, and issues related to work, industry, and the workplace
* workplace practices, conditions, and cultures.

They communicate opinions about routines and procedures based on their own experiences.

Students identify links with their VET and/or vocational learning, and reflect on their abilities, interests, and aspirations in relation to planning for work, further training and education, and community life.

The reflection may be presented in written, oral (e.g. group or one-to-one discussion, or oral presentation), or multimodal form.

Examples upon which students may focus their reflection include:

* the workplace
* employability skills
* worksite visits
* career events
* VET experiences
* a specific workplace procedure.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* interaction and communication
* reflection.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting of each assessment type
* assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

Performance Standards for Stage 1 Workplace Practices

| - | Knowledge and Understanding | Application | Interaction and Communication | Reflection |
| --- | --- | --- | --- | --- |
| A | In-depth knowledge and understanding of industry and work.  Perceptive and clear identification and detailed investigation of a broad range of influences and issues related to work and the workplace. | Advanced application of extensive knowledge to the workplace and/or in a work-related context.  Consistent application of appropriate generic work skills.  Consistent and productive work, both independently and collaboratively.  *Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.* | Highly productive and clear interaction with others in the workplace and/or a work-related context.  Detailed and well-constructed communication of a range of industry knowledge, work skills, and/or observations about a workplace. | Insightful reflection on processes, values, and issues related to work, industry, and the workplace.  Perceptive review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |
| B | Some depth of knowledge and understanding of industry and work.  Well-informed identification, with some in-depth investigation, of a number of influences and issues related to work and the workplace. | Sound application of knowledge to the workplace and/or in a work-related context.  Mostly consistent application of generic work skills.  Generally productive work, both independently and collaboratively.  *Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.* | Productive and clear interaction with others in the workplace and/or a work-related context.  Mostly well-constructed communication of industry knowledge, work skills, and/or observations about a workplace. | Considered reflection on processes, values, and issues related to work, industry and the workplace.  Considered review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |
| C | Informed level of knowledge and understanding of industry and work.  Appropriate identification and investigation of some key influences and issues related to work and the workplace. | Appropriate application of knowledge to the workplace and/or in a work-related context.  Application of a number of generic work skills.  Evidence of competent work, both independently and collaboratively.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated competency as assessed by the relevant RTO.* | Competent interaction with others in the workplace and/or a work-related context.  Informed communication of industry knowledge, work skills, and/or observations about a workplace. | Appropriate reflection on processes, values, and issues related to work, industry, and the workplace.  Appropriate review of, and reflection on, the student’s own abilities, interests, and aspirations in relation to planning for work and future pathways. |
| D | A narrow understanding of industry and work.  Attempted identification and basic investigation of some aspects of one or more influences or issues related to work or the workplace. | Basic application of some knowledge to the workplace and/or in a work-related context.  Recognition, with attempted application, of generic work skills.  Some demonstration of competence in working independently or collaboratively.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated aspects of competency as assessed by the relevant RTO.* | Some interaction with others in the workplace and/or a work-related context.  Basic communication of some aspects of industry knowledge and workplace skills, and/or of some detail of one or more observations about a workplace. | Some evidence of reflection (probably more personalised in content) on one or more aspects of processes, values, or issues related to work, industry, and/or the workplace.  Brief review, with some description, of the student’s own abilities, interests, and aspirations in relation to work or future pathways. |
| E | A limited understanding of industry or work.  Limited recognition of aspects of an issue or influence related to work or the workplace. | Some limited application of knowledge to the workplace and/or in a work-related context.  Limited recognition of generic work skills.  Limited independent or collaborative work.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated limited aspects of competency as assessed by the relevant RTO.* | Limited interaction with others in the workplace and/or a work-related context.  Some attempt to communicate on one or more aspects of industry knowledge, work skills, and/or an observation about a workplace. | Limited description of an experience and/or observation of processes, values, or issues related to work, industry, and/or the workplace.  Some attempted recount of the student’s own abilities and interests. |

Assessment Integrity

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

Stage 2 Workplace Practices

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Workplace Practices.

In this subject, students are expected to:

1. understand and explain concepts of industry and work

2. analyse the relationships between work-related issues and practices in workplaces

3. demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues

4. investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally

5. demonstrate and apply generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context

6. reflect on and evaluate learning experiences in/about the workplace.

Content

Workplace Practices is a 10‑credit subject or a 20‑credit subject at Stage 2.

Students can complete up to 40 credits of Stage 2 Workplace Practices by undertaking one or a combination of two or all of the following:

* Workplace Practices A (10 credits)
* Workplace Practices B (10 credits)
* Workplace Practices (20 credits).

Stage 2 Workplace Practices has three areas of study:

* Industry and Work Knowledge
* Vocational Learning
* VET.

For both a 10‑credit subject and a 20‑credit subject, the teaching and learning program must include Industry and Work Knowledge and one of the following options:

* Vocational Learning

or

* VET

or

* Vocational Learning and VET.

Area of Study 1: Industry and Work Knowledge

This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace, including local, national, and global workplaces. It consists of the following five topics:

* Topic 1: Work in Australian Society
* Topic 2: The Changing Nature of Work
* Topic 3: Industrial Relations
* Topic 4: Finding Employment
* Topic 5: Negotiated Topics.

For a 10‑credit subject (i.e. Workplace Practices A or Workplace Practices B), students undertake one or more negotiated topics from Topic 5.

For a 20‑credit subject (i.e. Workplace Practices), students undertake three or more topics, selected from Topics 1 to 5.

The learning and assessment plans must provide details of the topics to be undertaken.

The topics chosen for Workplace Practices A must be different from those chosen for Workplace Practices B and Workplace Practices.

The topics negotiated under Topic 5 must be different in content from Topics 1 to 4.

Topic 1: Work in Australian Society

This topic investigates job availability (e.g. by industry sector, skills growth area, and region) to broaden students’ awareness of opportunities for work. Students’ experiences of work, both paid and unpaid, and their awareness of changing opportunities for work in their communities, form the basis of this topic. In this topic students gain knowledge of one or more of the following aspects:

* patterns of employment in rural and urban locations
* the effects of government policies and commercial business decisions
* non-business workplaces
* recreation services and facilities
* community services
* volunteer organisations
* opportunities and drawbacks.

Topic 2: The Changing Nature of Work

In this topic students gain knowledge of one or more of the following aspects:

* the impacts of industrial reform, technological change, the casualisation of work, and the interdependence of local, national, and global industries and workplaces
* the changing nature of industry, jobs, and workplace environments as a result of cultural and other influences
* current labour market conditions
* global workplaces.

Topic 3: Industrial Relations

The aim of this topic is to increase students’ understanding of how industrial relations legislation, policies, guidelines, and procedures relate to them and to their attitudes and behaviour. In this topic students gain knowledge of one or more of the following aspects:

* the rights and responsibilities of employers and employees in industrial relations, equal opportunity, and occupational health, safety, and welfare
* obligations and entitlements under an industrial award or agreement, including issues such as balancing paid and unpaid work (e.g. paid maternity leave, parenting leave, and caring leave)
* training reform and its impact on the conditions of employment
* trade unions, professional associations, and employer associations
* the links between industrial relations, occupational health, safety, and welfare, and equal opportunity legislation.

Topic 4: Finding Employment

This topic focuses on how to access the labour market — that is, how to develop and use effective communication and interpersonal skills to gain work or a place in employment-related training.

Students develop an understanding of the differences between the roles and responsibilities of an employee, a self-employed worker, and/or a business owner. In this topic students gain knowledge of one or more of the following aspects:

* accessing work opportunities and networking
* application, submission, or tendering processes
* types of applications, submissions, or tenders (e.g. written/email, telephone, and web‑based) and their characteristics and requirements
* job and person specifications and selection procedures
* addressing criteria (e.g. qualifications, skills and abilities, knowledge, and experience)
* interview preparation (e.g. questions, responses, and presentation)
* development and use of a personal portfolio
* transferable generic work skills and attitudes
* the expectations of employers
* the rights and responsibilities of employers and applicants.

Topic 5: Negotiated Topics

Teachers design the topic, keeping in mind the needs, interests, and aspirations of their students. The purpose of negotiated topics is to enable students to gain knowledge of issues particularly relevant to their future working environments or aspirations, and could be in a particular focus industry. Each topic should enable students to:

* examine the relationship between the relevant industry and workplace issues and influences
* apply information, skills, and techniques within a workplace or other work-related context
* consider industry-specific and/or workplace specific issues, which may be local, national, and/or global
* investigate and analyse their own insights, and make links between theory and practice.

Examples of negotiated topics include the following:

* Industry-focused issues
* National trends in the student’s focus industry
* Global corporate trends in the student’s focus industry
* Workplace cultures
* Cultural diversity in the workplace
* Workplace management practices
* Workplace demographics
* Green workplaces
* Contemporary workplaces.

Area of Study 2: Vocational Learning

Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

Vocational learning contributes to students’ evidence of learning for Assessment Type 2: Performance.

Vocational learning enables students to:

* gain an understanding of, and respond to, workplace practices and values
* develop a positive sense of self
* develop self-management skills
* develop generic work skills and work-related attributes and attitudes such as reliability, adaptability, initiative, enterprise, and teamwork
* develop industry-specific knowledge and vocational skills
* develop strategies for dealing with a range of expectations about the rights of employees and employers
* develop an appreciation of and apply safe work practices
* apply skills and techniques, and practise those that are newly acquired
* understand and gain access to procedures for redressing grievances (such as those related to harassment, unfair dismissal, and discrimination)
* investigate career opportunities in the industry.

Vocational learning may include, for example:

* casual or part-time employment
* student business, enterprise (actual or virtual), or project-based employment
* work experience, including work-shadowing or observation
* worksite visits
* voluntary participation in a community organisation/project
* formal high-level training/performance programs (e.g. sporting or dance)
* events coordination or management
* the provision of primary care-giving or parenting.

Students focus on one aspect of vocational learning, but could combine more than one aspect in special circumstances.

All the vocational learning options listed above, with the exception of care-giving or parenting, should involve the student in environments beyond his or her immediate family.

When casual or part-time paid employment or voluntary participation in a community organisation is used for the Vocational Learning area of study, the employment may be either specifically arranged or based on an existing arrangement.

Area of Study 3: VET

VET includes any accredited training provided under the AQF by an RTO. VET can contribute to students’ evidence of learning for Assessment Type 2: Performance, provided that it:

* appears on the training.gov.au website
* is delivered and assessed by or under the auspices of an RTO
* is delivered and assessed in accordance with the VET Quality Framework
* is eligible for a Statement of Attainment from an RTO.

VET units of competency selected for inclusion in teaching and learning programs are selected from the VET Quality Framework and should enable students to achieve, or work towards achieving, VET qualifications. As determined by the AQF, RTOs are responsible for training, delivery, assessment, quality assurance, and record management procedures, and issuing student records, Statements of Attainment, and VET qualifications.

A listing of RTOs, together with their scope of registration, is available on the training.gov.au website. Schools that are not RTOs must enter into a partnership with RTOs for the delivery and assessment of VET.

Assessment Scope and Requirements

All Stage 2 subjects have a school assessment component and an external assessment component.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 2 Workplace Practices:

School Assessment (70%)

* Assessment Type 1: Folio (25%)
* Assessment Type 2: Performance (25%)
* Assessment Type 3: Reflection (20%)

External Assessment (30%)

* Assessment Type 4: Investigation (30%).

For a 10‑credit subject, students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

* at least one assessment for the folio
* one assessment for the performance
* at least one assessment for the reflection
* one investigation.

For a 20‑credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

* at least three assessments for the folio
* one or two assessments for the performance
* at least two assessments for the reflection
* one investigation.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by:

* teachers to clarify for the student what he or she needs to learn
* teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* knowledge and understanding
* application
* investigation and analysis
* reflection and evaluation.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding

The specific features are as follows:

KU1 Understanding of knowledge, skills, and competencies appropriate to the relevant industry (i.e. the industry in which the student undertakes vocational learning and/or VET units of competency).

KU2 Understanding and explanation of concepts and issues related to industry and work.

Application

The specific features are as follows:

A1 Application of generic work skills and, where relevant, industry knowledge in the workplace or a work-related context.

A2 Application of relevant knowledge and skills in the context of an industry workplace.

A3 Achievement in units of competency as assessed by the RTO, where VET is included.

Investigation and Analysis

The specific features are as follows:

IA1 Analysis of the relationships between work-related issues, tasks, and/or practices in the workplace.

IA2 Investigation of the dynamic nature of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.

Reflection and Evaluation

The specific feature is as follows:

RE1 Reflection on and evaluation of learning experiences in/about an industry, and self‑evaluation.

School Assessment

Assessment Type 1: Folio (25%)

This assessment type relates specifically to the Industry and Work Knowledge area of study (Topics 1 to 5).

For a 10‑credit subject, students undertake at least one folio assessment, which must be from Topic 5: Negotiated Topics.

For a 20‑credit subject, students undertake at least three folio assessments, which may be from any of Topics 1 to 5.

Students may undertake an assessment individually or in collaboration with other students. Assessments may be in a variety of forms, including, for example:

* an investigation of an issue or a trend
* a practical or skills demonstration
* a project
* an oral presentation
* a report.

Students are provided with opportunities to communicate their learning and experiences to others, to draw on skills independently and collaboratively, and to identify and investigate information related to Industry and Work Knowledge topics.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* investigation and analysis
* reflection and evaluation.

Assessment Type 2: Performance (25%)

This assessment type relates specifically to the Vocational Learning and/or VET areas of study.

For a 10‑credit subject, students undertake one assessment for the performance. For a 20‑credit subject, students undertake one or two assessments for the performance.

Each assessment consists of a series of activities undertaken over a period of time, from which students gather their evidence of learning.

For a 10-credit subject, the evidence of learning should be collected from one assessment comprising 25 to 30 hours of activities related to performance.

For a 20-credit subject, the evidence of learning should be collected from one or two assessments. Students undertake either:

* one assessment, comprising 50 to 60 hours of activities related to performance

or

* two assessments, each comprising 25 to 30 hours of activities related to performance.

Students should maintain evidence of their learning in a portfolio, which may include, for example, a written journal, a record of workplace and/or training events, a Statement of Attainment or an academic record from an RTO, photographs, and/or video and audio recordings. Supporting evidence, based on a combination of observations by the employer, workplace supervisor, co-worker(s), client(s), and/or the teacher, should also be provided.

Vocational Learning

For programs that include vocational learning, assessment is based on students’ evidence of learning, as well as supporting evidence of their engagement in a work-related context. Evidence to support their engagement in a work-related context should be provided in the form of a Teacher’s Report on Student Performance: Vocational Learning, and a Workplace Supervisor’s Report. These forms are available on the Workplace Practices minisite on the SACE website (www.sace.sa.edu.au).

VET

For programs that include VET, assessment is based on students’ evidence of learning, as well as supporting evidence of their engagement in VET. Evidence to support their engagement in VET should be provided in the form of a Teacher’s Report on Student Performance: VET. This form is available on the Workplace Practices minisite on the SACE website (www.sace.sa.edu.au).

A Statement of Attainment or an academic record from an RTO contributes to evidence of learning for this assessment type, and validates the attainment of the VET units of competency selected as part of the teaching and learning program.

For programs that include VET, work placement is encouraged as an opportunity to reinforce the development of practical skills. Where the assessment of VET units of competency requires structured work placement(s), the assessment guidelines of the training package must be observed.

Students who undertake VET as part of Assessment Type 2 must be assessed as competent in the units of competency by the relevant RTO in order to gain a B grade or better.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* application.

Assessment Type 3: Reflection (20%)

This assessment type relates specifically to the Vocational Learning and/or VET areas of study.

Students undertake at least one reflection for a 10‑credit subject and at least two reflections for a 20‑credit subject.

Students review and reflect on their learning throughout the program. They demonstrate their understanding of workplace practices, conditions, and cultures, and communicate opinions about routines and procedures in industry and workplace contexts, based on their own experiences.

Students reflect on and evaluate their learning, including their engagement in a work‑related context and/or VET. They relate their practical experiences to theoretical and procedural concepts in and about industry and the workplace.

The reflection may be presented in written, oral (e.g. group or one-to-one discussion, or oral presentation), or multimodal form.

Examples upon which students may focus their reflection include:

* the workplace
* employability skills
* worksite visits
* career events
* VET experiences
* a specific workplace procedure.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* investigation and analysis
* reflection and evaluation.

External Assessment

Assessment Type 4: Investigation (30%)

Students undertake one investigation for both a 10‑credit subject and a 20‑credit subject. The investigation may be either a practical investigation or an issues investigation.

For a 10‑credit subject, the investigation should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

For a 20‑credit subject, the investigation should be a maximum of 2000 words if written or a maximum of 12 minutes if oral, or the equivalent in multimodal form.

Practical Investigation

Students undertake a practical investigation based on a product, task, or service related to their experiences of work and workplace contexts. They complete a report on their practical investigation in which they document the process of planning, making, delivering, and evaluating.

Before they begin their practical investigation, students negotiate the form and the conditions under which it is to be undertaken with their teacher.

The practical investigation may be presented in a range of forms, including written, oral, and/or multimodal. It can include documentation such as working drawings, site photographs, sketches, charts, designs, operational procedures, processes, and brochures.

The practical investigation must be in a format that allows the evidence of learning to be assessed by the teacher and an assessor.

Issues Investigation

Students undertake an investigation of a local, national, and/or global issue, culture, or environment relating to their experiences of work and workplace contexts, and/or one or more of the Industry and Work Knowledge topics studied. Students gather data and evidence from the industry workplace and the wider community to support their issues investigation, and collate, present, analyse, and evaluate the data.

Before they begin their issues investigation, students negotiate its form and the conditions under which it is to be undertaken with their teacher.

The issues investigation may be presented in a range of forms, including written, oral, and/or multimodal. It can include documentation such as working drawings, site photographs, sketches, charts, designs, operational procedures, processes, and brochures.

The issues investigation must be in a format that allows the evidence of learning to be assessed by the teacher and an assessor.

The following specific features of the assessment design criteria for this subject are assessed in the investigation:

* knowledge and understanding — KU1 and KU2
* investigation and analysis — IA1 and IA2
* reflection and evaluation — RE1.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* assigning a grade between A and E for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.

Performance Standards for Stage 2 Workplace Practices

| - | Knowledge and Understanding | Application | Investigation and Analysis | Reflection and Evaluation |
| --- | --- | --- | --- | --- |
| A | Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.  Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work. | Highly proficient and innovative application of a range of generic work skills and, where relevant, extensive industry knowledge in the workplace or a work-related context.  Perceptive application of highly relevant knowledge and skills in the context of an industry workplace.  *Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.* | Perceptive and well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.  Thorough, detailed, and well-informed investigation of the dynamic nature of a range of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally. | Thorough and insightful reflection on a range of learning experiences in/about an industry, with in-depth self-evaluation. |
| B | Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.  Clear understanding and well-informed explanation of broad concepts and issues related to industry and work. | Proficient application of a range of generic work skills and, where relevant, broad industry knowledge in the workplace or a work-related context.  Well-considered application of relevant knowledge and skills in the context of an industry workplace.  *Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.* | Well-informed analysis of the relationships between a range of work‑related issues, tasks, and practices in the workplace.  Detailed and informed investigation of the dynamic nature of a number of work‑related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally. | Detailed and considered reflection on a number of learning experiences in/about an industry, with some in-depth self-evaluation. |
| C | Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.  General understanding and informed explanation of broad concepts and issues related to industry and work. | Appropriate application of selected generic work skills and, where relevant, industry knowledge in the workplace or a work-related context.  Considered application of most of the relevant knowledge and skills in the context of an industry workplace.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated competency as assessed by the relevant RTO.* | Informed analysis of the relationships between a number of work-related issues, tasks, and practices in the workplace.  Informed investigation of the dynamic nature of some work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally. | Some considered reflection on learning experiences in/about an industry, with some self-evaluation. |
| D | Recognition of knowledge, skills, and/or competencies appropriate to the relevant industry.  Some understanding and description of aspects of broad concepts and issues related to industry or work. | Attempted application of selected generic work skills or, where relevant, some industry knowledge in the workplace or a work-related context.  Attempted application of some knowledge and skills in the context of an industry workplace.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated aspects of competency as assessed by the relevant RTO.* | Description of the relationship between some aspects of work-related issues, tasks, or practices in the workplace.  Attempted investigation of some aspects of the nature of work-related and/or workplace issues, tasks, cultures, or environments. | Some reflective description and attempted evaluation of learning experiences in/about an industry. |
| E | Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.  Recall of some aspects of broad concepts or issues related to industry or work. | Attempted application of one or more generic work skills or, where relevant, limited industry knowledge in the workplace or a work-related context.  Identification of limited knowledge and skills in the context of an industry workplace.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated limited aspects of competency as assessed by the relevant RTO.* | Identification and attempted description of one or more work-related issues.  Emerging recognition of one or more aspects of the nature of work-related or workplace issues or environments. | Recall of some learning experiences in/about an industry. |

Assessment Integrity

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).