# Pre-approved Learning and Assessment Plan

Automotive

Stage 2 Industry Connections (20-credits)

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** | **I** | **C** | **A/B/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. |

This LAP is designed for students interested in an Automotive pathway, but who are unable to undertake a VET Automotive course towards Stage 2 of their SACE. Tasks within this LAP are modelled on the learning within some VET units of competency, but students do not undertake or achieve the VET units.

Evidence from the tasks within this LAP have been designed so that students may choose to use them as evidence at a later date to support their future career and transitions opportunities, for example, a job application and/or future recognition of prior learning (RPL) process towards the following VET units of competency: AURTTA002 - Assist with automotive workplace activities

AURTTA127 - Carry out basic vehicle servicing operations

AURASA102 - Follow safe working practices in an automotive workplace

AURTTK102 - Use and maintain tools and equipment in an automotive workplace

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 Industry Connections – 20 credits

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| **Industry focus** | **Automotive industry** |

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: Work Skills Portfolio – weighting 50%

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| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| **Students choose 4 options from below** | | |
| **Tools in the Automotive Industry**  Students research different tools used in the automotive industry (e.g. socket sets, pliers, screwdrivers, callipers, jack stands, ramps, grinders, compressors)). Their research may include connections with industry such as site visits and/or engagement with guest speakers. Students develop a presentation that includes a demonstration, a picture of the piece of equipment, and states what its function is or how it is used and what the relevant SOPs (Safety Operating Procedures) are for that piece of equipment. | KU1  KU2 | Students will participate in 5 demonstrations (3 power tools/equipment and 2 hand tools) which can be presented in an informal oral presentation, in a video or in a written piece. |
| **Workplace Safety**  Students begin the semester by undertaking WorkPRO. Students make connections to industry by participating in a field trip to visit a garage and create a map of the workshop and identify any hazards. Students are then to design and implement a Practical Skills Demonstration (Induction) for a worker new to the Automotive Industry. This demonstration must include all aspects of safety (PPE must be included) and demonstrate an understanding of employee and employer rights and responsibilities in relation to workplace Safety. | KU1  KU2 | Students can submit their Practical Skills Demonstration as a combination of written, oral, or multimodal  Or  Participate in an interview focusing on working safely |
| **Vehicle Inspection**  Students are to carry out a visual inspection on a vehicle and complete the safety inspection report recording any faults identified. | KU1  KU2 | Annotated safety inspection report, including any relevant diagrams and a final summary statement/recommendation. |
| **Oil change**  Students are to research and watch (either video or in person) oil filters being changed in both cars and motorbikes. They are to then drain oil and replace the oil filter and oil on their own car / motorbike, including the use of hand tools. They are to photograph / video the process from start to finish. | KU1  KU2 | Annotated photo journal |
| **Installation**  Students connect with industry by participating in a field trip exploring different types of radio/stereo or anti-theft system and their installation methods. Students are to then choose the most appropriate and either install a radio / stereo or anti-theft system into an older car. | KU1  KU2 | Instructional video demonstrating the installation and justifying their selection |

Assessment Type 2: Reflection – weighting 20%

| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| **Reflection**  Students create a reflection on their development of their planning, organisational, problem solving and decision-making skills through their industry project in AT3.  They draw on their development of knowledge, concepts, skills and **new understandings** related to the industry focus, which may have formed part of their Work Skills Portfolio.  Students also consider the development of their selected SACE capability, **and discuss the actions they took** in to develop it, and how this learning can support their future pathway(s). | RC1  RC2  RC3 | Students may choose the format of their reflection, which may be:   * Written * Oral * Multimodal * Interview discussion with teacher * Collection of video/audio recordings that capture evidence of reflection during the process of AT3.   Maximum of 1500 words if written or a maximum of 9 minutes of oral, or the equivalent in multimodal form. |

Assessment Type 3: Industry Project – weighting 30%

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| Assessment details | Assessment design criteria | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| **Automotive Industry Project**  Students select an Automotive project to undertake, and demonstrate their planning and organisation skills appropriate to the project (while doing this they may also document their problem solving and decision-making in support of AT2).  Students may choose a new aspect of Automotive or a significant task they are responsible for, if they are already immersed in industry.  Students make connections between the specific knowledge and skills they are applying and one or more chosen capabilities. In making these connections they also consider the benefits and future possibilities of their industry project to the industry and themselves. | AC1  AC2  AC3 | For a 20-credit subject the industry project should be a maximum of 1500 words if written or a maximum of 9 minutes if oral, or the equivalent in multimodal form.  Students may provide evidence of their industry project in a range of forms, such as:   * Photo story or photo journal * Video documentary * Report * Blog or Vlog |

*Five or six assessments.**Please refer to the Stage 2 Industry Connections subject outline.*