# Pre-approved Learning and Assessment Plan

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.

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SACE school code |  | Year |  | Enrolment code |  | Program variant code (A–W) |
| Stage | Subject code | No. of credits (10 or 20) |
|  |  |  | 2022 | **2** | **I** | **C** | **A/B/C** | **20** | A |

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.

**This Learning and Assessment Plan is designed to meet the needs of a diverse range of students who are exploring a range of different career opportunities. Tasks are designed to allow students to cater for their own industry focus, which they can negotiate with their teacher.****Work Skills developed will be industry focussed, and student choice through Task 1 will determine their context for the remainder of the subject. This will support students looking to apply for VETRO, Apprenticeships, Traineeships in subsequent years.**  |

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 |  |

# Assessment overview

Stage 2 Industry Connections – 20 credits

**Industry Area** (xx): xx

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: Portfolio of Work Skills – weighting 50%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| **Industry Confirmation**Students engage with and evidence a range of short ‘taster’ style experiences designed to influence and confirm their industry focus for the remainder of the subject.Students can choose from a range of short activities, such as:* Career Expos
* Career Counselling Sessions
* Work Shadowing
* Worksite Visits
* Interviews with professionals
* Work Experience (short)
* Virtual Work Experience
* Try a Trade Days
* Aptitude Tests
* Psychometric Tests
* Career Action Plans
 | KU1 | Hard-copy or digital folio of evidenceAnnotated photographsReportsExplanation of choice including reference to job clusters and other industry and career terminology |
| **Skill Development – How to**Having identified an industry focus, students investigate then create a video, written or multimodal tutorial for completing a specific entry level skill for their chosen industry, such as:* How to level concrete (construction)
* How to construct a window frame (carpentry)
* How to learn a sporting skill (Sport & Recreation)
* How to complete a braid (Hairdressing)
* How to cook a particular dish (Kitchen Operations)
* How to groom a small animal (Animal Studies)
* How to change a nappy (Early Childhood Education)
* How to make a barista coffee (Hospitality)
 | KU1KU2 | Evidence may be provided in a variety of forms, to be negotiated with the teacher. Evidence may include:How to explanationPhotographsAnnotationsImagesVideo explanation |
| **Skill Development – Safe @ Work**Students undertake *at* least one Workplace Safety preparation program or refresher (such as WorkPro, Safe @ Work, Career Tools, White Card). Having developed their workplace safety knowledge, student choose from one of the following:* Safety demonstration for their chosen industry (eg. Warm-up exercise, wearing correct PPE, using hand and power tolls, chemical use in hair, make-up hygiene, etc)
* WHS Presentation – what do I need to know to work safely in my industry
 | KU1 | Evidence may be provided in a variety of forms, to be negotiated with the teacher. Evidence may include:Completion CertificatesCompleted JSA for a practical work tasksdiscussion of the hazards, risks and control measuresStudent designed safety instructionsVideo TutorialMultimodal guide |
| **Work Documents – Employment Ready**To adequately prepare for work in their chosen industry, students investigate what documentation is essential, desired or recommended when applying for work or training in their chosen industry. This may include:* Aptitude Testing
* ePortfolio
* Resume
* Cover Letter
* TFN
* academic transcripts
* Statements of attainment
* Work Experience Reports
* References
* Professional Social Media Presence
* Business Plan / Lean model
 | KU1KU2 | Students collate and collect evidence and present their information in written or multimodal form. Students must substantiate what has informed their understanding and collation of evidence |

Assessment Type 2: Reflection – weighting 20%

| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- |
| Reflection and Consideration |
| **Reflection**Students will reflect on their learning of new knowledge, concepts, skills and new understandings of the trade that has been the focus of their Industry Project and Portfolio tasks. Students will reflect on the value of their learning to their career pathway, the development of their capabilities through practical learning in the industry and development of planning, organisational, problem solving and decision-making skills. | RC1RC2RC3 | Evidence may be provided in a variety of forms, to be negotiated with the teacher.* 1500 words written
* 9 minutes oral
* Multimodal equivalent
 |

Assessment Type 3: Industry Project – weighting 30%

|  |  |  |
| --- | --- | --- |
| Assessment details | Assessment design criteria | Assessment conditions (e.g. task type, word length, time allocated, supervision) |
| External assessmentStudents will provide evidence of their work in industry as their Industry Project, which is designed by the student.They may choose to discuss a product, service or task completed at work in the interview as evidence of their application of trade skills and their connection to industry.Students will complete an Assessment Interview with their teacher to demonstrate the Performance Standard evidence of application and connection.They may produce a range of supporting evidence of their participation in the Industry, such as pay slips as evidence of paid work or supervisor reports. The industry project may be undertaken in a workplace or simulated workplace, including a Trade Training Centre.Multimodal evidence is encouraged to capture planning activities, strategies to implement activity discussions with others, activity being undertaken, and communication of connectedness and future possibilities. | AC1AC2AC3 | *This assessment is designed by the student.* *Multimodal evidence is encouraged to capture planning activities, strategies to implement activity discussions with others, activity being undertaken, and communication of connectedness and future possibilities.**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.* *For a 10-credit subject the industry project should be a maximum of 750 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form.* |

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

|  |
| --- |
| **Stage 2 Industry Connections Performance Standard** |
|  | **Knowledge and Understanding** | **Application and Connection** | **Reflection and Consideration** |
| **A** | **Comprehensive** development of specific knowledge and **insightful** understanding of concepts related to the selected industry focus. **Proficient** development of specific skills related to the selected industry focus. | Demonstration of **well-considered**, relevant connections between the industry project, **a range of** industry specific knowledge and skills, and one or more chosen capabilities. Demonstration of **focused** planning, organisation, **and development of clear strategies** to undertake the industry project. **Perceptive** connection of the benefits and future possibilities of the industry project to the industry and themselves. | **Critical** reflection on the development of knowledge, concepts, skills and new understandings related to the selected industry focus. **Critical** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Insightful** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| **B** | **Thorough** development of specific knowledge and **sound** understanding of **some** concepts related to the selected industry focus. **Mostly** proficient development of **some** specific skills related to the selected industry focus.  | Demonstration of **clear**, relevant connections between the industry project, industry specific knowledge and skills, and one or more chosen capabilities. Demonstration of **thoughtful** planning, and organisation to undertake the industry project. **Thoughtful** connection of the benefits and future possibilities of the industry project to the industry and themselves. | **Thoughtful** reflection on the development of knowledge, concepts, skills and new understandings related to the selected industry focus. **Thoughtful** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Thoughtful** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| **C** | Development of **some** specific knowledge and **one or more** concepts related to the selected industry focus. Development of **one or more** skills related to the selected industry focus.  | Demonstration of **some** clear, relevant connections between the industry project, industry specific knowledge and skills, and one or more chosen capabilities. Demonstration of **some** planning, and organisation to undertake the industry project. **Some** connection of the benefits and future possibilities of the industry project to the industry and themselves.  | **Considered** reflection on the development of some knowledge, concepts, skills and new understandings related to the selected industry focus. **Considered** reflection on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Some** consideration of the development of one or more SACE capabilities using evidence of actions taken. |
| **D** | Development of **some basic** knowledge and **basic understanding of one or more concepts** related to the selected industry focus. **Some** development of **a specific skill** related to the selected industry focus. | **Some** demonstration of **basic** connections between the industry project, some industry specific knowledge and skills, and one or more chosen capabilities. **Some** demonstration of **basic** planning, and organisation to undertake the industry project. **Basic** connection of the benefits and future possibilities of the industry project to the industry and/or themselves  | **Basic description** of the development of some knowledge, concepts, skills and/or new understandings related to the selected industry focus. **Some** reflection on the development of **basic** planning, organisational, problem solving and decision-making skills through their industry project. **Basic** consideration of the development of one or more SACE capabilities using **some** evidence of actions taken.  |
| **E** | **Limited** development of **some** knowledge and **a concept** related to the selected industry focus. **Limited** development of **a skill** related to the selected industry focus.  | **Limited** demonstration of connections between the industry project, industry knowledge and skills, and one or more chosen capabilities. **Limited** demonstration of planning, and organisation to undertake the industry project.**Attempted** connection of **a benefit and future possibility** of the industry project to the industry and/or themselves. | **Limited description** of the development of knowledge, and/or concepts, skills and/or new understandings related to the selected industry focus. **Some recount** on the development of planning, organisational, problem solving and decision-making skills through their industry project. **Limited** consideration of the development of one or more SACE capabilities using **limited** evidence of actions taken. |