

## STAGE 2 WORKPLACE PRACTICES

### TEACHER'S REPORT ON STUDENT PERFORMANCE: VOCATIONAL LEARNING

This form is to be completed by the teacher as supporting evidence of the student's achievement in Assessment Type 2: Performance, for activities undertaken in the Vocational Learning area of study.

Student's name E

SACE registration number

Student's school High School

The student has undertaken Stage 2 Workplace Practices as a:

Tick one    10-credit subject (Workplace Practices A)     10-credit subject (Workplace Practices B)     20-credit subject

#### 1. Focus of student's vocational learning

- Casual or part-time employment
- Student business, enterprise (actual or virtual), or project-based employment
- Work experience
- 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 caregiving or parenting
- Other (please specify) \_\_\_\_\_

#### 2. Workplace context for the student's vocational learning (e.g. childcare centre)

Beauticians & Hospitality (Fast Food)

#### 3. Format and duration of the student's vocational learning (e.g. 6 hours a day for 5 days. Total hours 30)

2 hours a day for 10 days  
5.5 hours a day for 6 days    Total hours 53

#### 4. Evidence of learning provided by the student

- Written journal
- Portfolio of workplace and/or training events
- Photographs and/or video and audio recordings
- Other (please specify) Photo journal

#### 5. Taking into account your own observations, evidence of learning provided by the student, and any other supporting evidence (e.g. workplace supervisor's report), indicate the student's achievement in Assessment Type 2: Performance against the performance standards (see below).



For the performance assessment type, the following assessment design criteria and specific features are relevant to the Vocational Learning area of study:

	Knowledge and Understanding	Application
<b>A</b>	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.
<b>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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.

6. Comments (include any special circumstances)

E 's work ethic on work experience and at her part-time job were outstanding. She demonstrated a range of work-related skills and a comprehensive understanding in both industries. Her efforts on work experience were so good, that she has since been offered a job in the industry.

E 's journals further demonstrated her advanced level of knowledge.

Signature of teacher \_\_\_\_\_

Date 14/10/14

## STAGE 2 WORKPLACE PRACTICES WORKPLACE SUPERVISOR'S REPORT

*This form deals with the student's performance in a workplace. Section A is to be completed by the teacher before the student begins the work placement. Section B is to be completed by an employer or a supervisor from the workplace. The details provided will contribute to the assessment of the student's achievements in the SACE subject called Workplace Practices.*

*Please return this form to the student's school (see contact details below).*

### Section A

Student's name E

Student's school High School

Name of contact teacher C D

Address of school Rd

School telephone \_\_\_\_\_ School facsimile \_\_\_\_\_

### Section B

Name of person completing this report D M

Organisation Make Up Bar & Body Lounge

Role Admin Telephone \_\_\_\_\_

Dates of the student's learning in the workplace Weekly Feb Mar Apr 14

### Tasks performed by the student

cleaning, stock control, observation

appointment bookings, phone calls

etc -



Tick the appropriate boxes as a general report on the student's time in the workplace

This student:	always	usually	sometimes	rarely	never	not applicable to this workplace	For school use only
• was appropriately dressed for work in this industry	✓						KU1
• was eager to learn and participate	✓						A1
• arrived on time for the start of the working day, and returned to work on time after breaks	✓						A1
• understood safety aspects relevant to this workplace	✓						KU2
• understood the need to relate well to other workers, customers, and clients in this industry	✓						KU1
• worked effectively on group tasks	✓						A1
• worked effectively on individual tasks	✓						A1
• displayed good time management in carrying out tasks	✓						A2
• followed directions as instructed	✓						A1
• effectively applied relevant work skills required for this industry	✓						A2
• could be relied on to carry out specific tasks as required	✓						A2
• asked questions relevant to the workplace or task	✓						KU1
• made appropriate suggestions relevant to the workplace or task	✓						KU2
• was sensitive to the needs of this workplace	✓						KU2
• initiated appropriate discussion about work in this industry and this workplace	✓						KU2
• showed interest in working in this industry in the future	✓						KU1

General comments on the student's performance in the workplace

*E was a pleasure to have as part of our team, she is well suited to the industry and we wish her well in her studies*

Signature of person completing this report \_\_\_\_\_

Date 28.4.14

# High School

South Australia,

Telephone:  
Facsimile:  
Acting Principal:  
Teacher: C D.  
@schools.sa.edu.au

## Work Experience Journal

Student Name:	<u>E</u>	_____
Workplace Practices Teacher:	<u>Ms D.</u>	_____
Home Group:	_____	
Dates of Work Placement:	From <u>12/03/14</u>	To _____

- This journal will provide you with the opportunity to record and reflect upon your work experience placement.
- The following will be assessed by your Workplace Practices teacher.
- It is essential that all sections be completed as thoughtfully and in as much detail as possible.

- 1 Sections A and B must be completed **prior** to your placement
- 2 Sections C, D, E, F & G must be completed **during** your placement

- All of the above should then be safely kept as part of your Vocational Learning folder as it may be required in the future when applying for employment or for entry to a course of study.



Section A

Work Placement Provider's Details.

To be completed prior to commencing your placement.

Name of Work Place Provider: make-up bar and body lounge

Name of Placement Supervisor: D M (administration)

Work Place Address: Shop Street

Postal Address (if different): \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

Email Address: \_\_\_\_\_ @live.com.au

Section B

Work Placement Details.

To be completed prior to commencing your placement.

Dates of Work Placement: From 12/03/2014 To \_\_\_\_\_

Work Placement Times: From 12:00 To 5:30

Break Times: \_\_\_\_\_

Special Conditions such as attire, protective clothing/footwear etc:  
closed and protective footwear, Black and white  
clothing that is not revealing in anyway. look nice  
and presentable.

Outline of Duties that you think you will perform: cleaning, sweeping,  
washing, dishes, coffees



## Section C

### Daily Log of Placement.

To be completed during your placement. Include information about duties performed, memorable moments (good and bad!!), problems encountered etc.

Day 1 Date: 12/3/14

Today was the first day of my work experience at beauty spa. For the next few weeks I will be undergoing 5 and half hours of work experience every Wednesday. The girls were lovely to meet; M, L, K, M, T and D. I had arrived 5 minutes early and after a brief tour and introduction I was put to work. I specifically remember having to clean every single nail polish and product on the benches as it took me the longest thing to do for the day and was probably the most boring as well. The good thing that came out of it was the knowledge of products I learnt through reading the labels. The best thing for the day was near the end when M allowed me to observe her clients nail treatment. It was interesting to watch and definitely made me want to become a beauty therapist.

Day 2 Date: 19/03/14

Starting the second day I felt a lot more confident. I now know the girls and what to expect of the day. First up D and M explained that they wanted me to start answering the phone and if possible book the clients in. I felt nervous the first time I answered the phone while everyone watched to see how I'd go. The call was fine and once it was over it didn't seem so bad. The bad thing for the day was probably going around and having to clean all the crystal glasses and bowls they have in the salon. It took a long time wash, dry and put away. The most memorable was picking up the dry cleaning where I met a lovely lady who was nice enough to fold the towels before I got while waiting for her washing to finish.



Day 3 Date: 2/4/14

Today was a good day at work experience. D is usually the one who gives me jobs to do throughout the day but because she was away M wrote me a list of things to get done. By having the list it made the time go quicker along with more enjoyable, as I didn't feel like I was in everybody's way. Today Z had appointments with clients so I got to know her a bit better which was a good conversation. The worst thing about today was probably having to scrub the bins and wash off the wax and residue. The best thing about today was that I got another opportunity to answer the phone and book a client in. I had difficulty understanding the online booking system but T helped me and I was able to advise the client on her booking. The funny thing was that her name was E. I have never really met or spoken to another E before, it was a new experience.

Day 4 Date: 9/4/14

T and M were the only girls working today which gave me another opportunity to handle the phones more. All day I was cleaning different products and sweeping the floors. There weren't very many clients book in, which means that overall it was a pretty quiet day. I went earlier and put a load of washing on down at the drycleaners near fish shop. There I put the clothes, swapped them to the drier and then took them back to fold up. Back at it took the rest of the day to fold clothes. I left when I was finished and it was time to go.



Day 5 Date: 28/4/2014

Today was my very last <sup>undergoing</sup> day of ~~working~~ experience with the girls at ~~the~~ Beauty spa. As it is ~~the~~ week ~~for~~ work experience I was working with a girl named M. It was our job to clean all the beauty make-up and products. It was good doing work experience with another person as it was entertaining and made the time go a lot quicker. Once she went on her lunch break I helped set up for a pedicure by putting the products out and towels in the towel warmer. For the rest of the day I just cleaned until it was time to go. I thanked the girls for allowing me to undergo work experience as it was a fun and real life experience of what a beauty therapist would have to be and do.

Day 6 Date: \_\_\_\_\_

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## Section D

### OHS&W in the Workplace.

To be completed during your placement.

Please note that a response of "none" is NOT acceptable for questions 1 and 3.

1 What safety rules/regulations did you have to abide by in the workplace?

The beauty salon requires closed in shoes, maintaining hygiene for every service, safe disposal of sharps and appropriate clothing.

2 What potential hazards at the workplace can you identify?

Cross contamination, clear workplace - watch for hazardous chords + spills, skin infections, handling chemicals, physical an demanding lifting, slips, trips and falls.

3 What evidence is there of the employer taking steps to improve workplace health and safety? Look for examples such as fire alarms/extinguishers, ergonomic workstations, first aid kit etc.

First aid kit, fire extinguishers, illuminated exit signs, hand sanitiser at all taps, provide gloves for beauticians, safe disposal of sharps, slippery when wet sign when floors are being washed, disposable products.

## Section E

Work Conditions. To be completed during your placement by talking to employees.

1 What types of employment are offered at this workplace? (eg. full-time, casual, contract etc.)

1 full time qualified, 1 full time traineeship, 2 casual staff, trainee



2 What types of remuneration do workers receive at this workplace? (eg. hourly wage, commission, salary etc.)

Only an hourly wage. Trainee ships have to do a 38 hours a week. All are required to do Saturday unless discussed.

3 What training and development do workers undertake at this workplace?

- Cert II is the minimum
- Cert III - gain a traineeship.
- Cert IIII - Diploma of beauty.

4 What employment opportunities are provided for people with special needs? (eg. people with disabilities etc.)

5 What skills, abilities and personal qualities does the employer seek? (eg. ability to work in teams, communication skills etc.)

Well presented, able to communicate effectively, passionate about the industry;

6 Ask this question of your supervisor or co-worker.

What changes have you noticed during your time in the workforce? (eg. role of women, technology, hours of work etc.)

M - 10 years; very few changes in the beauty industry lots of different trends over the years but basic working hours and services have hardly changed.



## Section F

### Communication in the Workplace.

To be completed during your placement.

- 1 People are often judged by their appearance. How do people in this workplace present themselves and why is this important?

Beauty therapists don't have a specific uniform, they have to dress up to date, trendy and clean/appropriate.

- 2 Once information is received at this workplace, how is this information relayed to other people within the workplace?

The internet and magazines are how they stay up to date, they then feed these through facebook and clients to show they are on trend. including products and suppliers to stay on top of trends and requirements.



## Section G

### Information Technology in the Workplace.

To be completed during your placement by talking to employees.

- 1 What forms of Information Technology are used in this Workplace (eg. telephones, computer etc.

Online Booking system, eftpos machines, phones  
printers.

- 2 How long has this organisation had these particular forms of technology?

Since opening in february 2010.

- 3 Do employees have to be trained in this company's technology? How is this done?

very little technology training, only basic or  
trained through certificates.

- 4 Did you have access to this technology? If yes what did you learn from using this technology? If no, why do you think it may not have been appropriate for you to have used it?

Yes, I did have access to this technology. When  
asked to answer the phone I had to book clients  
in using the online system. I learnt that it is very  
simple and easily learnt.

- 5 Are computer skills or other technological skills an advantage for people applying for a position with this company?

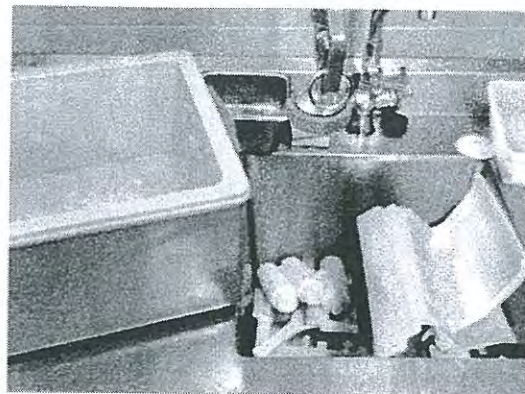
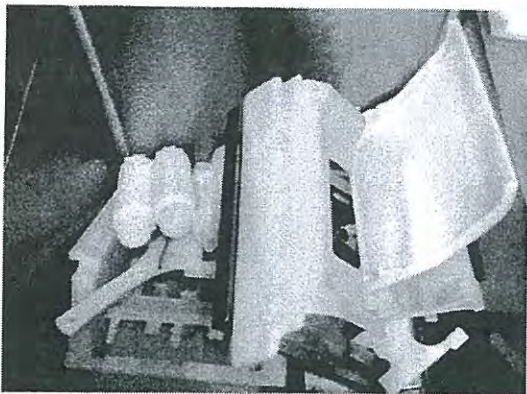
No, because its only the basic knowlege. Any  
young person would already know this and its  
the qualifications in beauty that give you the  
edge.



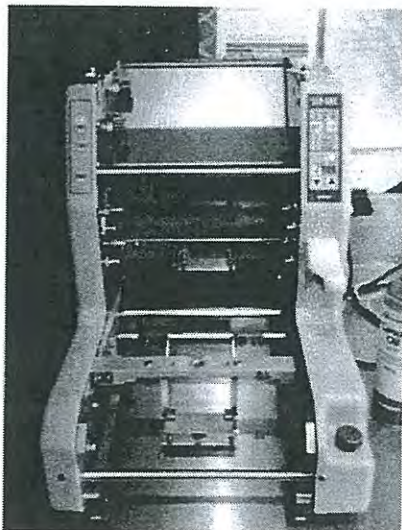
For my second weeks' worth of work experience I decided to do it at my part time job Sushi Kitchen. There I have a set roster of work for every Monday, Thursday and Sunday night. While at work I have a set list of duties that I have to complete within the two hours of work while serving customers as well. As I do have a repetitive work system a normal journal would only be explaining the same things over for each day. By displaying my work experience through a photo journal I am capable of delivering my experiences with much more detailed and in depth information.

When arriving at work I immediately clock in with the online system on the register and start working. My first job of the day is to pull apart the Sushi machine, store the left over rice and then wash and clean the sushi machine with warm dishwashing detergent. This machine needs to be cleaned and stored carefully and correctly every day to ensure work health and safety and to also help the machinery last longer and stay good quality.

As you can see below are two images of the sushi machine parts in the sink where I washed them thoroughly.



After washing the parts I wiped the sushi machine down and it then gets re stacked and put together ready for the next day.



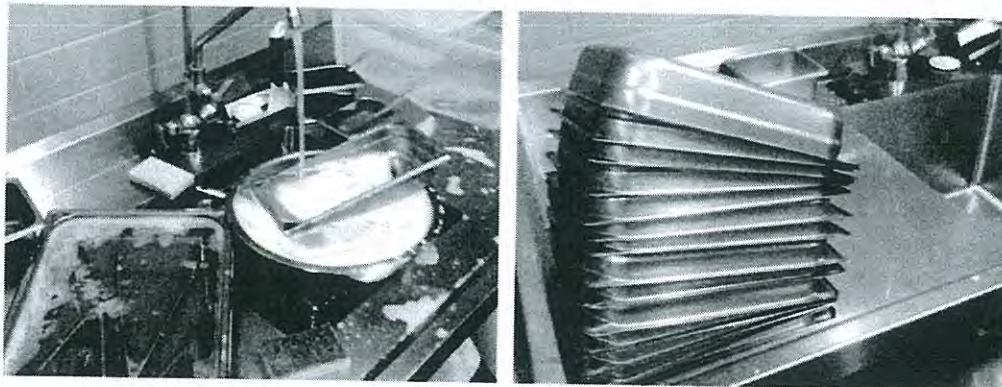


After the sushi machine is washed and cleaned, then any containers, trays and dishes that have been used and are left on the sink need to be washed with warm soapy water ready for the next day. Trays are especially important and need to be scrubbed and cleaned, with warm soapy water, (shown below) properly as they are given out to people to use when ordering hot food. As people are eating off these trays, making sure they are clean is a work health and safety procedure as it stops cross contamination of diseases and other bad bacteria.



Once all the left over dishes have been washed and the trays are correctly cleaned, the Bain-marie's are next. First they all need to be taken out of the machine and individually scraped clean of excess food, where they are specially stacked to be filled with warm soapy water to soak. Then the machine needs to be drained of water, the glass windows need to be scrubbed and cleaned as well as the base and then it needs to be refilled with clean water and wiped down. Containers need to be restocked and the drink fridge needs to be restocked (shown below) and then you have to run around to the front of the shop to wipe down all windows and benches and everything that needs to be clean.

Shown below are images of the bain-marie's individually stacked in the sink to be soaked, washed and then re stacked ready to be put back into the newly cleaned bain-marie.





Once they are in the sink and soaking the bain-marie needs to be scrubbed of leftover food, washed down and re-filled with fresh water. All hot food containers need to be re-stocked as well ready for the next day.



Being Washed



Washed and clean

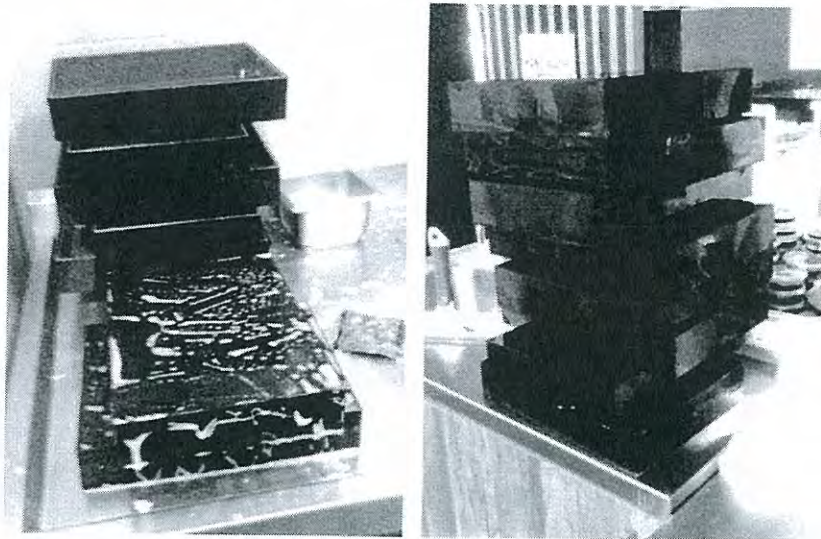
As you can see the drink fridge is re-filled with drinks, and the front counter and windows have been cleaned thoroughly while the bain-maries are soaking.



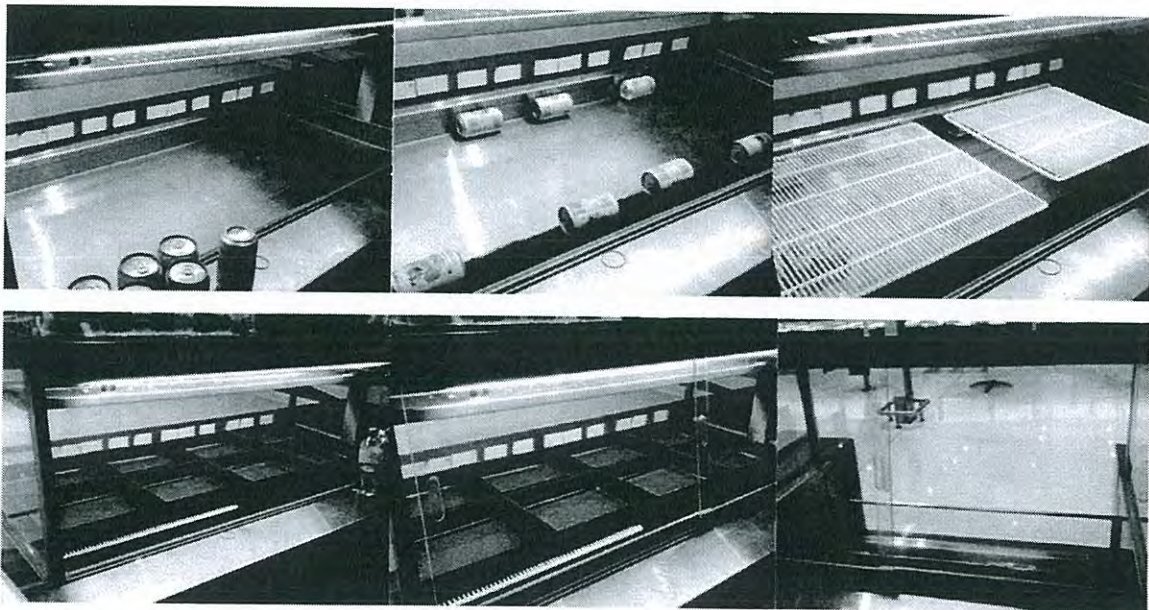
Once the bain-maries are complete the sushi boxes and fridge needs to be washed and wiped down. The sushi boxes must be washed in cold soapy water as the boxes are specially made to keep the sushi cool and fresh at all times. This is to reduce diseases and bacteria along with keeping the food fresh and tasting nice.



First the sushi boxes are stacked, washed and rinsed and then restacked onto the bench to dry.



Then the sushi machines racks, cans and fake grass are taken out for the water to be wiped out and dried. Once that is done the grass, cans and racks can go back in to the fridge for the sushi boxes to be set out and the windows are to be wiped and put back in.





Once all the sushi boxes are washed, re stack and the fridge machine has been wiped down, the continents tray needs to be re-stocked for the next day. Filling the forks, spoons, chopsticks, knives, napkins, salt, soy sauce etc. are all part of the continents tray for people to use every day when ordering sushi or hot food.



Finally the very last thing that's done is the floors. They need to be thoroughly swept of all food and scraps, including under the fridges and cupboards, and then mopped thoroughly so the floors are clean and it's not a health hazard as people won't be slipping over because it's at the end of the day.



Before



After



**STAGE 2 WORKPLACE PRACTICES**  
**ASSESSMENT TYPE 2: PERFORMANCE**

**Industry Focus: Beauty & Hospitality Industries**

Assessment Design Criteria	Comments
KU1	Through the journal on Work Experience number 1 and the Performance Report for the student's part time work, there is a demonstrated comprehensive understanding of industry specific knowledge & skills. Student demonstrated a clear ability to apply their knowledge and understanding appropriate to each industry throughout each written task.
KU2	Perceptive understanding and insightful explanation of concepts and issues. Examples from the part time work report includes knowledge of machinery, key tasks to be completed and the skills needed to be successful.
A1	Highly proficient and innovative application of generic work skills. The teacher's Report to Moderator indicated student success and Workplace Supervisors' Reports indicated a high level of proficiency. Student was able to support these documents through their own understanding of the requisite skills and abilities needed to be proficient.
A2	Perceptive application of highly relevant knowledge and skills is evident throughout Journal, Report, write up of daily tasks and supported by Teacher Report and Supervisor Reports.
A3	
IA1	
IA2	
RE1	

**OVERALL GRADE: A+**

1. Teacher's Report provided ✓
2. 50-60 hours of performance recorded ✓  
*Total of 53 hours of work across two workplaces*
3. Workplace Supervisor's Report (WSR) included ✓
4. Student evidence ✓  
*Student Work Book/Journal (excerpts provided) and Photo Story*

This student undertook two different Work Placements in disparate industries to make up the 50-60 hours of Performance. The teacher's report evidences "*comprehensive understanding in both industries*" and notes that after work experience the student was "*offered a job in the industry.*" The Workbook provided for Work Experience 1 enabled the students to better understand the workplace and develop an understanding of the knowledge and roles that play a part in learning about industry. However, ample opportunity was still afforded for the student to elaborate on their developing understanding and demonstrate KU and Application in a meaningful manner.



## Industry Focus: Beauty & Hospitality Industries

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