

STAGE 2 WORKPLACE PRACTICES

Performance: Vocational Learning/VET Performance and Portfolio

Purpose

This task enables you to develop and apply skills that are relevant to the world of work by participating in a work related activity.

Description of assessment

Upon negotiation with your teacher, school, parents/guardian and an employer you must participate in either one or two of the following performance activities for a total duration of 50 – 60 hours (if you perform in two performance activities, each must be a duration of at least 25 – 30 hours).

- **VET Course**
Upon negotiation with your teacher, school and parents/guardian, attend and participate in a VET course. The nominal hours of your VET course will be used to determine the duration of your performance activity.
- **Vocational Learning**
Upon negotiation with your teacher, school, parents/guardian and an employer you must participate in a work experience placement.

Throughout your chosen placement you must complete a journal or the booklet provided to you by your teacher as evidence of your learning experiences about the world of work. The journal/booklet must be submitted at the end of your performance activity.

When writing your daily journal entries ensure that you include evidence about how you:

- Applied your knowledge
- Applied your industry-specific skills
- Further developed your industry-specific skills
- Used your generic work skills

In addition to your journal/booklet you may also collect:

- Photo/video evidence of workplace tasks
- Pamphlets from the workplace
- Personal observations

Assessment conditions

Participate in your performance activity and submit your booklet and any additional sources as evidence of your learning experiences about your VET/Vocational Learning experience.

A Teacher Report on Student Performance will also contribute to the assessment of your performance, together with a Workplace Supervisors Report or a Statement of Attainment form the Registered Training Organisation (for those of you who undertake a VET course).

DUE DATE:

Learning Requirements	Assessment Design Criteria	Capabilities
<ol style="list-style-type: none"> 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. Reflection and evaluate learning experiences in/about the workplace. 	<p>Knowledge and Understanding</p> <p>The specific features are as follows:</p> <p>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).</p> <p>KU2 Understanding and explanation of concepts and issues related to industry and work.</p> <p>Application</p> <p>The specific features are as follows:</p> <p>A1 Application of generic work skills and, where relevant, industry knowledge in the workplace or a work-related context.</p> <p>A2 Application of relevant knowledge and skills in the context of an industry workplace.</p> <p>A3 Achievement in units of competency as assessed by the RTO, where VET is included.</p> <p>Investigation and Analysis</p> <p>The specific features are as follows:</p> <p>IA1 Analysis of the relationships between work-related issues, tasks, and/or practices in the workplace.</p> <p>IA2 Investigation of the dynamic nature of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p> <p>Reflection and Evaluation</p> <p>The specific feature is as follows:</p> <p>RE1 Reflection on and evaluation of learning experiences in/about an industry, and self-evaluation.</p>	<p>Communication</p> <p>Citizenship</p> <p>Personal Development</p> <p>Work Learning</p>

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 in the Vocational Learning area of study, based on the performance standards (see below).

Performance Standards for Stage 2 Workplace Practices

The assessment design criteria and specific features for the performance assessment type are as follows:

Knowledge and Understanding		Application
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.
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.
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.
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.
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.

6. Comments (include any special circumstances)

Signature of teacher _____

Date 20/10/2014



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 S.

Student's school School

Name of contact teacher

Address of school

School telephone 08 School facsimile 08

Section B

Name of person completing this report Ms

Organisation

Role Supervisor Telephone 08

Dates of the student's learning in the workplace Various dates from September 2014 to October 2015

Tasks performed by the student cash handling, Food handling, customer service, Rotation of stock, Food Safety procedures

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 _____

S. _____ was a pleasure to work with, she was always eager to cover shifts. She was a valuable team player.

Signature of person completing this report _____ Date 17/11/2015

Work Experience Journal

Student Name: S

Workplace Practices Teacher: Mrs A

Home Group: _____

Dates of Work Placement: Term 1,2 and 3 holidays (part time job)

- 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: Fast Food

Name of Placement Supervisor: Ms

Work Place Address: Fast Food Restaurant

Postal Address (if different):

Phone Number: 08)

Email Address: @

Section B

Work Placement Details.

To be completed prior to commencing your placement.

Dates of Work Placement: September 2014 to current (holiday part time job)

Work Placement Times: Everyday 10am to 10pm and Thursdays and Fridays open to 11pm. I would work different shifts

Break Times: It depends on what shift you work.

Special Conditions such as attire, protective clothing/footwear etc: The correct KFC uniform

Outline of Duties that you think you will perform: Serve food, take orders, work on the till and clean.

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.

I have been working at _____ for a while now and I am enjoying it. They hired me at _____ to work in the holidays

I'm really lucky to have gotten this job as not many places hire people to work in just the holidays. One thing I do find hard is getting back into work mode as I haven't worked for so long. The people I work with are nice.

I worked lots of shifts in the Christmas holidays but didn't know I would be doing Workplace Practices so I didn't write a journal. I wrote my journal on the shifts I did in the holidays.

Day 1 Date: Term 1 Holidays

I worked today for the first time this holidays. It was a five hour shift which started a bit later which was good as I don't like getting up too early as it's my holidays.

When I got to work it was really good to see everyone, it's always a bit strange starting back as so much happens while I'm away and there are always new people that have started, but after a while it goes back to normal. I met a new girl at work today that I knew before she had just started so I was able to help her out. I worked on the cash registers today, which was good, nothing has changed. I just served customers all day and had to do some cleaning of tables.

Day 2 Date: Term 1 Holidays

Today at work was good. It always feels better the second day back. The other people I work always say how busy it is as they aren't used to it during the week. It is busy as it is school holidays, I have only ever worked in the holidays so I don't know any different. It did get really busy at lunch time today. They put me on the drive thru window today, I had to fill all of the orders, I don't mind doing this but I prefer to take the orders and do the till. After I have been back for a while they let me go on the register and take the orders, I just need to get used to everything. When I was filling the orders, I had to fix up a mistake that the person who took the order made. They wanted an extra fries but they hadn't paid for them. I took the money and got them the fries. I didn't worry about telling the person who made the mistake as I didn't see the point.

Day 3 Date: Term 1 Holidays

I worked the later shift today which was hard work as I haven't done it for such a long time. I really did forget how busy it gets. I didn't stop over the dinner period. There were so many orders. I stuffed up a couple of times. One time I gave the wrong change, which was a silly mistake but the customer just told me and didn't make a fuss. The second time I gave the wrong order to the wrong customer and I realised as soon as I gave it and I said sorry and they were fine. My feet really hurt at the end of the shift.

Day 4 Date: Term 2 Holidays

Again it was hard to get back into work mode as I haven't worked for so long. Not much has changed in the time I have been away. I took orders today, it was the early shift so it wasn't very busy. When it got closer to lunch time it started to get busy. Two of my friends came in, I get really nervous when my friends come in as I get scared I'm going to make a mistake. I'm lucky though as I didn't make any mistakes. I just treated them like I would any other customer. I felt like I worked really well today as I worked really fast. When customers came I served them straight away. One customer didn't know what they wanted so I helped them decide by telling them what I like to eat. I also worked really well and quickly at filling the orders.

Day 5 Date: Term 2 Holidays

Today I did an open when means you have to get everything ready for the day. Make sure all the cash registers are ready to go and help in the kitchen with getting all the preparation of the food ready. I don't mind doing this shift as it's a bit different to just the usual shift. Nothing special happened today. The customers were nice, we did have someone come through with a really big order and this was hard as it was so much stuff to pack up. We have a certain way that we have to pack the food so it doesn't get squashed, this is usually not hard to do but when there is so much food it's a bit harder.

Day 6 Date: Term 3 Holidays

In my shift today we had a customer complain that they got one less piece of chicken than they were meant to get. This was not true and I know it wasn't true. I know that I put the right amount of chicken in the bag because I checked it. Whenever I come back to work from being away I am always nervous because I haven't worked for so long, so I am really careful when I am doing my job. I felt like telling the man that I was right and he was wrong, but I know that's not the right thing to do, so I pretended like it was a mistake even though I knew he was lying and he just wanted to eat an extra piece of chicken. This wasn't a good start to the day and I found the rest of the shift a bit hard. I felt like lots of things went wrong, just little things like the boxes for the chips that I was putting together in between serving customers were getting stuck together.

Day 7 Date: Term 3 Holidays

Today I did the close shift. I started at 5pm and finished at 11pm. This is a hard shift to do as it is really busy as it's a Friday night. I think that it is really busy as lots of people are really tired because it's Friday and they are excited that it is the weekend so they decide to get takeaway. I was on drive thru for a bit, which was hard work. I was taking orders all the time. At one point my head phones were really fuzzy and I could hardly hear what was being said by the customers.

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?

We have lots of rules and regulations that we have to abide by. Things like being careful in the kitchen because there are lots of hot things. We have to be careful when we lift stuff.

2 What potential hazards at the workplace can you identify?

There are lots of hazards as we are working around people cooking.

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.

We have a couple of fire extinguishers as we have a kitchen. We also have lots of fire alarms. They went off once which was a bit scary. We have a first aid kit in the office.

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.)

There are lots different types of employment, including, full-time, casual and contracts.

I work as a school holiday casual but when I go back after school has finished I will work more before I do my Indigenous traineeship with the Police Force.

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

We get paid a different rate depending on what shift we work. We don't get commission or a salary we get an hourly wage. We get a discount on our food which is good.

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

When we first start we have lots of training in how to do everything. We learn all the rules about . we learn a bit about the history. We learn about what they expect from us, like things that are right and wrong. We learn how to serve customers, how to handle the money and how to use the cash register. The training was hard as there was lots of stuff to learn.

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

I don't think we have any one with disabilities working at the moment but I only work in the holidays so I don't really know, but are a good company to work with so I think that if someone with a disability wanted to work for they could.

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

I think they want people who are honest, who work hard and who are fast learners.

- 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.)

I didn't get to ask about this because I'm not there all the time.

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?**

We all have to wear the same uniform and we have to look good. We aren't really supposed to wear nail polish because that is seen as being unhygienic. We also have to wear our hair up.

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

I think that the managers would get information from the people that run and then they would give us information. We have a notice board that some information is on but we also get told information if we need to know it.

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.**

We have a telephone and computer, but we don't usually use the computer. We have lots of technology that we use, like the cash registers and the head sets. The computers/cash registers are pretty easy to use, not in the beginning but after a while you get used to it.

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

I don't know they have been the same since I started at .

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

When we first start we are taught how to use the cash register/computer.

- 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?**

I learnt a lot from using these computers. I think this will help me in the future if I want to get a job somewhere else.

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

I think if someone has had a job somewhere else where they used some kind of computer system they would get the job over someone else.

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

Industry Focus: Fast Food Industry

Assessment Design Criteria	Comments
KU1	Well informed understanding – the Daily log is mainly recount but sections D-G show the student's understanding
KU2	Clear understanding of concepts and issues – best demonstrated in the scaffolded sections D – G.
A1	Proficient application of a range of work skills
A2	Well-considered application of knowledge and skills
A3	
IA1	
IA2	
RE1	

OVERALL GRADE: B

Evidence submitted was in the format of a Work Experience Journal to demonstrate evidence of Knowledge and Understanding. The Teacher's report on Student Performance gives a good indication of students' performance and helps inform the final grade – comments by teacher would help even more. The Workplace Supervisor's comments imply proficient, well considered application.

1. Teacher's Report provided ✓
2. 50-60 hours of performance recorded ✓
3. Workplace Supervisor's Report (WSR) included ✓
4. Student evidence ✓

Industry Focus: Fast Food Industry

	Knowledge and Understanding	Application	Investigation and Analysis	Reflection and Evaluation
A	<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	<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>
C	<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>
D	<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>
E	<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>