

**STAGE 2 WORKPLACE PRACTICES: PERFORMANCE**  
**Assessment Type 2: Performance**  
**Vocational Learning/VET Performance and Portfolio**

**Purpose**

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

**Description of assessment**

If you are undertaking Workplace Practices as a 20-credit subject, participate in either *one* or *two* of the following performance activities for total duration of 50 to 60 hours (where you participate in two performance activities, each must be a duration of 25 to 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, participate in a work experience placement.

Throughout your chosen performance activity you should maintain a portfolio as evidence of your learning experiences about a workplace. The portfolio should be submitted at the end of your performance activity.

Your portfolio may be in the format of:

- daily journals entries
- photo/video of workplace tasks
- pamphlets from the workplace
- personal observations

Ensure your portfolio includes evidence about how you:

- applied your knowledge
- applied your industry-specific skills
- further developed your industry-specific skills
- used your generic work skills

**Assessment conditions**

Participate in your performance activity and submit a portfolio as evidence of your learning experiences about your VET/Vocational Learning experience.

A Teacher Report on student performance also contributes to the assessment of your performance portfolio, together with either:

1. Workplace Supervisor's Report (for those students who undertake Vocational Learning). There will be two reports, one at the end of Semester 1 and one at the end of Semester 2.

*or*

2. Statement of Attainment from the Registered Training Organisation (for those student who undertake a VET Course).

N.B. Some students are doing both as their VET study requires on the job training.



**SACE**  
Board of SA

60 Greenhill Road, Wayville, South Australia 5034 Telephone 08 8372 7400 Facsimile 08 8372 7590

**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 \_\_\_\_\_

Student's school \_\_\_\_\_

Name of contact teacher \_\_\_\_\_

Address of school \_\_\_\_\_

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

**Section B**

Name of person completing this report \_\_\_\_\_

Organisation HEALTH & FITNESS

Role PT - Massage - Nutrition Telephone \_\_\_\_\_

Dates of the student's learning in the workplace \_\_\_\_\_

Tasks performed by the student

Demonstration, Greeting, Timney, Set Up,  
Pack Up, Support & Encouragement,  
Join In Exercise, Assist In Planning &  
Program Writing

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

Well Done, A Little Confidence Will Go A Long Way. Just Know When Someone Wants You To Be Quiet/Understanding As Well.  
All In All, Impressed.

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

\_\_\_\_\_ Date



**SACE**  
Board of SA

## STAGE 2 WORKPLACE PRACTICES

### TEACHER'S REPORT ON STUDENT PERFORMANCE: VET

*All parts of this form must be completed and submitted by the teacher, together with materials for final moderation, as supporting evidence of the student's achievement in Assessment Type 2: Performance, for activities undertaken in the VET area of study.*

Student's name \_\_\_\_\_ 

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SACE registration number

Student's 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. VET industry focus
2. VET units of competency undertaken by the student

Unit Code	Name of Unit of Competency	Hours
SISXEMR201A	Respond to Emergency situations.	18
SISXOHS101A	Follow OHS policies	10
Total		28

3. Evidence of learning provided by the student (to be included in the materials for final moderation)
- Written journal
  - Portfolio of workplace and/or training events
  - Photographs and/or video and audio recordings
  - Other (please specify) \_\_\_\_\_

4. Statement of Attainment/academic record issued by the registered training organisation (RTO)
- Copy attached    Yes     No     Letter from Principal

If no, please attach a letter from the RTO or your principal as verification that the student has passed and completed the competencies.

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, Statement of Attainment/academic record), indicate the student's achievement in Assessment Type 2: Performance in the VET 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:

	<b>Knowledge and Understanding</b>	<b>Application</b>
<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>
<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>
<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>
<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>
<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>

6. Comments (include any special circumstances)

Student attended 2 days out of 5 of his C2 Sport & Rec. He did 24 hours of workplacement with a fitness instructor but did not return to his course

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

Date \_\_\_\_\_

## *Official Letterhead and School Logo*

XYZ Area School  
School Road  
Schoolville SA 5000

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email [school@schoolville.sa.edu.au](mailto:school@schoolville.sa.edu.au)

November 2014

This letter is to confirm that the registered training organization has confirmed to our school that the following student has successfully completed the following VET:

Student Name:

Units towards the Certificate II in Sport Coaching SIS20512

SISXEMR201A	Respond to emergency situations	18 hours	Passed
SISXOHS101A	Follow OHS policies	10 hours	Passed

The registered training organization has advised us that they will issue the Academic Transcript in a few weeks, but it will not be available prior to moderation of Workplace Practices.

Please contact me if you have any queries

*Signed by Principal*

Principal  
XYZ Area School

## *Journals*

### **1. 17<sup>th</sup> March (6hrs)**

Today I went up to \_\_\_\_\_ and started on my Sport and Rec. course. We spent a good ¾ of the day doing some basic theory work and getting to know everyone. I learnt more about what the course can offer you, such as; coaching roles, recreation officers, Sport and Rec. admin etc. At the end of the day we went outside to do some prac, we learnt about some basic warm up exercises that work not only the body but your brain as well. I really enjoyed the day and learnt quite a lot about the course and what it has to offer.

### **2. 12<sup>th</sup> May (6hrs)**

Today was day 2 of our course at \_\_\_\_\_. We only had 3 of us there due to people being unorganised and not showing up. We learnt about the OHS laws and legislations in the sport and rec. industry. At the end of the day we had to teach a year 6/7 class and think of a fun warm up game for them to play. It helped us figure out what areas each of us need to improve on and what areas we were good at.

### **3. 20<sup>th</sup> May (8hrs)**

Today I started working with J\_\_\_\_\_ doing some personal training. He taught me different warm up exercises and the best ways to stretch before and after training. I helped with some boxing classes and learnt about the different punches. I helped with some spotting and even did a few exercises with some of the clients.

### **4. 21<sup>st</sup> May (6hrs)**

Today, like yesterday I worked with J\_\_\_\_\_ and helped with some of his classes. While he was doing some massages, I was working at the reception table. I was asked to meet and greet people as they came through the door and was asked to make coffees for customers, using the coffee machine.

### **5. 27<sup>th</sup> May (10hrs)**

Today I was asked to start a bit earlier to listen in on a nutritional talk. The talk was about each nutritional requirements needed for a healthier, stronger body. Again I learnt more about different stretchers and learnt how to write out a plan for how a session is going to run.

### **6. 28<sup>th</sup> May (4hrs)**

Today I was let off a bit earlier than normal, due to there being nothing for me to do. Before I left, I helped take a couple classes and was asked to run the warm ups and cool downs for each class. Doing this it showed me that it isn't all that easy to come up with different exercises to warm up with and cool down with.

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

**Industry Focus: Sport & Rec**

Assessment Design Criteria	Comments
KU1	Workplace Supervisor Report shows mostly 'always' for KU1, but the Journal is mainly recount of their daily activities and only demonstrates recognition of knowledge and skills. For example, " <i>it showed me that it isn't all that easy to come up with different exercises to warm up and cool down with</i> ".
KU2	The journal shows only <b>some</b> understanding of concepts and issues and was more a recount of daily activities. Some knowledge and understanding of work requirements was evident, but without supporting explanation.
A1	Limited Application was demonstrated through the Work Experience Journal. The student was able to identify work roles, but did not supply supporting evidence of how they applied the skills. Limited industry knowledge was evident.
A2	Some considered application of skills and knowledge relevant to the industry without adequate supporting evidence to support learning at a higher grade level.
A3	As the student did not provide supporting evidence for their VET learning, there was insufficient evidence to provide higher than a C level for this Performance Standard.
IA1	
IA2	
RE1	

**OVERALL GRADE:        C**

1. Teacher's Report provided ✓
2. 50-60 hours of performance recorded ✓  
*Total 52 hours across 28 hours of VET and 24 hours of work experience with fitness instructor*
3. As VET used, verification of completion of VET units ✓  
*Letter from Principal verifying completion of 28 hours of Cert 2 Sport & Rec*
4. Workplace Supervisor's Report (WSR) included ✓
5. Student evidence ✓  
*Journal*

The evidence presented demonstrates that the student undertook both Work Experience (WE) and VET as part of their Performance, with the WE making up 24 and the VET 28 of the required hours. It is important to note that there is a letter from the school noting the successful completion of the chosen units of competency. However, no further supporting evidence was supplied for VET meaning the Application criteria could only be met at a C level. A limited 1 page Journal that explained daily tasks during WE was presented, but did not provide sufficient detail to support more than a C grade overall.