

**VCAL provider name:** Geelong High School  
**VCAL unit name:** Work Related Skills  
**VCAL unit:** Intermediate Unit 1

***Overview of the assessment task and the project/theme it is linked to:***

Geelong High School's VCAL students will be involved in a variety of tasks to meet the learning outcomes. Each student will complete a portfolio of tasks relating to OH&S training, research, evaluations and assessments. Further to this the students will be responsible for establishing GHS "CAL-CAFÉ". Students will be involved in OH&S assessing and designing a coffee café at GHS. The students will be Barista trained, design menus, market their products, report to Administration, keep the books, design rosters, and fulfil team responsibilities. The major project will allow each student to work as part of a team and meet work requirements.

Time Allocation – The students have a double period a week timetabled; from Week 8 Term 1 each student will complete an additional 4 periods a week. Further to this on a weekly basis each individual will be required to complete a CAFÉ shift comprising of set-up, serving and clean-up duties (2 hours), this time requirement starts in Term 2.

***Student roles and responsibilities in relation to the task:***

Each student will be responsible for:

- completion of all OH&S portfolio tasks
- completion of industry specific research and presentation
- Barista Training Levels 1 and 2
- CAL – CAFÉ responsibilities
- minimum of 20 hours CAFÉ work in Semester 1.

***Level of teacher support:***

The teacher will:

- provide OH&S activities including websites to facilitate individual research
- book computer rooms to allow for presentation of industry presentations
- book and attend barista training
- supervise CAL – CAFÉ but not be involved in the tasks of running the CAFÉ.

*Please indicate the Learning Outcome/s to be demonstrated by this evidence*

<b>Student Evidence</b> (refer to Portfolio of Evidence in section 1)	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>LO6</b>
Industry Specific Assignment	X					
Industry Specific Presentation	X					X
OH&S Portfolio - Article review - Incident report - Safety poster for Café/machine - Worksheets		X	X			
Barista Training			X	X		X
Café Responsibilities Café Logbook			X	X	X	
Business Meetings					X	X
OH&S incident review		X				

**Is the activity included in this template part of an integrated program?**

<b>Yes</b>	<b>No</b>
	X

*Please indicate the other VCAL units and learning outcome/s that are also met by this integrated program*

	<b>Unit title</b>	<b>Level</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>LO6</b>	<b>LO7</b>	<b>LO8</b>
<b>Literacy</b>										
<b>Numeracy</b>										
<b>Work Related Skills</b>										
<b>Personal Development Skills</b>										

**Teacher name: Ms Sonia Kinsley and Ms Trudy Cameron**

**Date: 10 April, 2009**

## **Assessment Template: Work Related Skills Intermediate Unit 1**

### **Learning outcome 1**

Learn about basic conditions and entitlements of a specific industry.

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

- Each student will be required to complete an independent research project on their chosen industry. (1.1–1.5)
- The research must demonstrate that a number of references have been used including the internet, guest speaker notes and employer discussions. Each student will present their findings in a presentation to the class as well as submit a written copy of their findings. (1.1–1.5)
- Further to this, students will listen and ask questions to the GHS OH&S and Union Representatives and engage in meaningful conversation so that they are able to complete a report on workplace agreements, the grievance procedure and the role of the school in representing its workers with specific reference to the school canteen. (1.3–1.5)

### **Elements**

The elements are demonstrated when the student can:

- 1.1 Research wage entitlements for an entry level position.
- 1.2 Describe basic workplace conditions and employee entitlements.
- 1.3 Describe the role of workplace agreements.
- 1.4 Investigate grievance procedures within a workplace setting.
- 1.5 Describe the role of organisations representing workers in the workplace.

### **Learning outcome 2**

Obtain and communicate information in response to a work related OH&S issue.

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

- Each student will investigate an OH&S incident that has been through the Courts. (2.1)
- They will present the case and the findings to the class. (2.2–2.3)
- Further to this each student will reflect on the case, suggesting ways that the situation could have been avoided, discussing what the company is doing differently since the incident and will review each party's responsibility. (2.4)

### **Elements**

The elements are demonstrated when the student can:

- 2.1 Research information for a work related OH&S issue.
- 2.2 Discuss the findings of the OH&S research.
- 2.3 Communicate the results of the OH&S findings.
- 2.4 Undertake a review process.

### **Learning outcome 3**

Develop knowledge and understanding of OH&S in a work related context.

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

- Students will listen to guest speakers and research their rights and responsibilities as a CAFÉ worker. (3.1–3.2)
- As a group, the class will establish a safety plan for workers at CAL CAFÉ, they will be required to produce a document that ensures all workers will be working in a safe environment. The document will include the process of reporting near misses and incidents and the procedure that must be the responsibility of each student. (3.3)
- Each week they will review the operating procedures and practises and improve the safety and efficiency of the CAFÉ. (3.4)

#### **Elements**

The elements are demonstrated when the student can:

- 3.1 Research employee rights and responsibilities regarding OH&S.
- 3.2 Identify correct processes for raising OH&S issues.
- 3.3 Establish a personal safety plan to ensure safe operating procedures are followed.
- 3.4 Investigate ways to improve work processes to achieve OH&S principles.

### **Learning outcome 4**

Identify problems or safety hazards that can affect the safety of the work environment.

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

- Each student will map the GHS canteen and surrounding area. Students will identify safety hazards and through group discussion try to predict safety issues that will need to be addressed. (4.1–4.2)
- The group will establish OH&S procedures including an incident / near miss logbook that will be followed in the CAL CAFÉ area. Further to this, each student will produce safety procedure signs for the CAFÉ. (4.3)
- The group will participate in a trial run for CAFÉ operations, this will be video taped so that the students can analyse their performance and review safety procedures. (4.4)
- Each student will self-reflect on their performance, this will include 1) safety procedure review, 2) explain the consequences if OH&S procedures are not followed and 3) discuss the impact on the individual, school environment and greater community.

#### **Elements**

The elements are demonstrated when the student can:

- 4.1 Identify potential problems or safety hazards.
- 4.2 Communicate OH&S information relevant for hazard identification and risk assessment clearly and precisely.
- 4.3 Determine possible options to ensure OH&S risks are controlled and procedures are understood and followed.
- 4.4 Analyse the consequences on self, working environment and community if OH&S procedures are not followed.

### **Learning outcome 5**

Contribute to team objectives to achieve safe work procedures.

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

- Before the Café opens the students will identify safe work procedures. The group will identify tasks that must be completed in the set up procedure, operating tasks and clean up. (5.1)
- The students will design menus, special day events, safety procedures, team rosters and individual responsibilities. (5.2 – 5.3)
- Each week the group will review procedures and ensure the CAFÉ environment remains safe and efficient. (5.3-5.4)
- An ongoing Logbook will be maintained to ensure documentation and awareness remains at the forefront of the students' minds. (5.3–5.4)
- The Logbook will be reviewed and responsibilities will evolve as the CAFÉ expands its menu and is used for fund raisers. (5.2)

#### **Elements**

The elements are demonstrated when the student can:

- 5.1 Identify safe work procedures and tasks required by the team to achieve agreed objectives.
- 5.2 Negotiate work tasks and roles to ensure safe work procedures within the team.
- 5.3 Work with others to achieve safe work procedures.
- 5.4 Undertake a review process.

### **Learning outcome 6**

Use information and communications technology in relation to a work related activity.

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

- Each student will be required to complete their Barista training Certificates 1 and 2. (6.2)
- Using this training they will produce a power point or instructional video on how to make coffee. (6.1)
- Using their knowledge and I & C technology, each student will train a canteen helper on how to operate in the CAFÉ, including how to promote safety and advertising special day events. (6.3)

#### **Elements**

The elements are demonstrated when the student can:

- 6.1 Identify what information and communications technology is required for a given activity.
- 6.2 Use appropriate information and communications technology.
- 6.3 Review the use of information and communications technology in the activity.