

VCAL provider name: Matthew Flinders Girls Secondary College

VCAL unit name: Work Related Skills

VCAL unit: Senior Unit 1

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

‘The purpose of this unit is to provide a focus for complex development of appropriate skills and knowledge in order to provide the necessary OH&S preparation for the workplace.’ (VCAL CPG WRS)

Students use their work placements, one day a week, to complete a range of tasks designed to develop an understanding of the broad range of issues that occur within a workplace. Tasks cover an understanding of what services the workplace offers, human relations issues such as career paths, OH&S processes, use of technology and the promotion of the business to create client interest.

Students are developing skills and knowledge of OH&S in the workplace by viewing it first hand, that is, applied learning. These skills will be transferable to future workplace environments that the students experience across the rest of the year and beyond.

Student roles and responsibilities in relation to the task:

Students source their own work placements across the year. They communicate with GRVEC [Geelong Regional Vocational Education Council] in order to complete the paperwork required for their Structured Workplace Learning positions. Some students make use of their School-based Apprenticeship placements or their part-time jobs. Students are given a project brief for a range of tasks, with a planning document so that they can manage their time across the life of the project. These documents cover evidence that will be included to support student responses, job lists which encourage organisation and timelines, resources that will be used, and plans of what to include. It is their responsibility to make use of experts, for example, workplace supervisors, to develop an in-depth understanding of their chosen industry. Students determine their methods of presentations within each project brief. Students need to discuss their progress with their VCAL assessor a number of times across the life of each project.

Level of teacher support:

VCAL staff have prepared the project briefs in order to address the outcomes. Regular consultation will take place throughout the projects to monitor student progress and to direct them to other sources when asked. Students plan their projects based on the provided briefs which enables them to operate independently and with a fair degree of autonomy. Teacher input is through questioning in order for students to apply what they have learnt through their placements as well as from other sources that they make use of within each project. Staff visit the student at their place of work and discuss their progress with their supervisor using a monitoring sheet, which covers a range of workplace issues. Staff also talk to the student on site as well as within the classroom about what they have been doing and what they have learnt about working.

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

Student Evidence (refer to Portfolio of Evidence in section 1)	LO1	LO2	LO3	LO4	LO5	LO6	LO7
Term 1 Workplace logbook which contains a range of tasks that involve interviewing fellow workers, making comments about their experiences, taking photos, etc.	x				x		
Completion of relevant safe@work modules in preparation for their work placements.		x	x				
Planning documents that assist students to organise their time, keep records of resources used and consider presentation methods and what evidence they will collect in order to address the requirements of the project briefs.		x	x	x	x	x	x
OH&S project which allows the student to produce relevant evidence in order to address the points within the project brief, for example, photos, flowcharts, SAM tables, interviews with colleagues in the workplace or development of a criteria sheet to gather audience feedback.		x	x	x	x		
Class presentation of OH&S issues in the workplace.		x	x	x	x		
Teacher observations of the above presentation.		x	x	x	x		
Survey to gather feedback about the issues raised in the above presentation.		x	x	x	x		
Summary of the feedback and evaluation of the feedback.		x	x	x	x		
Business Profile project which allows students to produce promotional materials that promote the business to future clients. Students have to use three different forms of promotional materials: audio-visual; computer generated; and a product. (This task covers outcomes in Unit 2 as well.)						x	
Presentation of promotional materials to the employer.						x	
Technology project which allows students to prepare a presentation to show how technology can be used in the workplace, in a safe manner.							x
Terms 2 & 3 Workplace logbooks, which contains a task that analyses problems that have occurred in the workplace, one of which must be an OH&S issue, as well as student feedback about their experiences and what they are learning.				x	x		

Seek formal supervisor feedback every three weeks in the workplace and keep records of that feedback.					X		
Teacher discussions with workplace supervisors and completion of the monitoring check sheet.					X		
Weekly checks and discussions with students about their workplace experiences and monitoring the progress of their projects.	X	X	X	X	X	X	X

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

Yes	No
	X

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

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

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Date: April, 2009

Assessment Template:

Work Related Skills Senior Unit 1

Learning outcome 1

Research information about the career pathways, functions and layout of a specific industry or workplace.

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

- Students will complete a range of activities within their logbook. (1.1; 1.2; 1.3; 1.4; 1.5)
- Students will need to use their observations in the workplace and interview fellow workers. Photos (if allowed) or sketches will enable the layout of the workplace to be evaluated. (1.3)
- Students will plan and conduct an interview of a fellow worker in order to understand the career pathways involved. (1.5)
- Students will develop a response to the following questions:
 - What is the core function of the business? Describe the products and/or services of the business. (1.1)
 - Who are the customers? (1.2)
 - Describe how the workplace is laid out and why. Can the layout be improved? (1.3)
 - Describe the processes involved in completing a task to provide a service or product in the workplace. (1.4)
 - What are the career and training pathways for this workplace? (1.5)

Elements

The elements are demonstrated when the student can:

- 1.1 Identify the purpose of the industry and the products or services.
- 1.2 Identify the customers of the industry.
- 1.3 Describe the reasons for the workplace layout and suggest changes where appropriate.
- 1.4 Outline the processes involved in developing products or services.
- 1.5 Describe the career pathways in the workplace or industry.

Learning outcome 2

Communicate ideas and information about OH&S requirements for a work environment.

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

OH&S (Occupational Health and Safety) Project:

The focus for this outcome is 'OH&S in My Workplace'. Students need to inform an audience about the OH&S requirements of their workplace. They are required to think about the different types of communication forms that can be used, for example, PowerPoint, group discussions, manuals, signs, role play, etc. They need to gather feedback on their presentation and make the appropriate modifications, taking the feedback into consideration. Students will:

- Complete a planning map that draws ideas together in terms of a plan of what to include, evidence required to address the project brief, jobs that need to be done and when, resources that will be used, etc. (2.1)
- Use ICT to produce some or all of a presentation 'OH&S in My Workplace' which informs the audience about the OH&S requirements of your workplace. (2.1)
- Complete a Spot, Access and Manage (SAM) analysis table that includes at least 5 potential hazards in your workplace. (2.1)
- Seek feedback from an employee about the different ways OH&S information is presented in the Workplace. (2.1)
- Develop assessment criteria to gather feedback from the audience on the effectiveness of what you have presented. (2.2)
- Get the class to complete the feedback sheets you have prepared. (2.2)
- Summarise the feedback and explain how you would make adjustments to your presentation based on the feedback. (2.3)

Elements

The elements are demonstrated when the student can:

- 2.1 Select and use appropriate forms of communication to convey OH&S information in the work environment.
- 2.2 Evaluate communication methods, incorporating feedback.
- 2.3 Adapt information in response to feedback.

Learning outcome 3

Assist in the Hazard Identification Risk Assessment and Control Planning Process to meet OH&S requirements 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 need to produce evidence to address the following points contained in the project brief. Students choose their own methods of presenting these points. The planning document enables students to determine their methods:

- Research the workplace emergency procedures to be followed in case of fire, evacuation or injury (3.1; 3.2; 3.3) by interviewing fellow workers.
- Recall the safe@work modules you have completed; put what you have learned in gaining your certificates into practice. (3.1; 3.2; 3.3)
- Consider the steps involved in hazard identification and risk assessment in your workplace (3.1), using your experiences and discussions with fellow workers.
- Complete a SAM analysis table that includes at least five potential hazards in your workplace. (3.1; 3.2)
- Describe a complex task that you carry out in your workplace which includes some of the risks described in your SAM analysis. Explain how this task can be carried out to minimise risk including the safety precautions used. (3.1; 3.2)

Elements

The elements are demonstrated when the student can:

- 3.1 Identify workplace procedures for hazards identification and risk assessment.
- 3.2 Describe workplace instructions and Safe Operating Procedures for controlling risks when planning and organising a work related activity.
- 3.3 Convey current procedures to be followed in case of emergency.

Learning outcome 4

Develop an OH&S plan for a work environment that addresses at least five OH&S issues.

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

Students need to produce evidence to address the following points contained in the project brief. Students choose their own methods of presenting these points. The planning document enables students to determine their methods.

- Carry out a SAM analysis that includes at least five potential hazards in your workplace. (4.2; 4.3)
- Describe a complex task that you carry out at your workplace that includes some of the risks you identified in a SAM analysis. Explain the safe operating procedures that you follow when you complete the task. (4.1)
- Describe a problem that arose when you were in the workplace and explain how it was solved and other possible resolutions to the problem (4.2) using the task set out in the logbook.
- Develop a set of criteria that can be used to gather feedback from your presentation. (4.4)
- Summarise the feedback and explain how you would change your presentation based on the feedback. (4.4)

Elements

The elements are demonstrated when the student can:

- 4.1 Review and improve the OH&S risk control plan for a work environment.
- 4.2 Describe potential OH&S problems and opportunities and the conditions under which they might arise and describe an issue resolution process.
- 4.3 Select appropriate methods of communication for conveying the OH&S plan and communicate up to three OH&S concerns to the appropriate supervisor.
- 4.4 Establish and use criteria for judging effectiveness of OH&S plan, processes and outcomes.

Learning outcome 5

Work with others and in teams in a work environment in accordance with defined workplace procedures.

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

- Complete the specific tasks related to the project briefs in the logbook provided for your work placement. (5.1; 5.3)
- Prepare for work placement by considering 'What to do if ... you are late, sick, being harassed, injured, have safety concerns etc.' (5.2)
- In your logbook, complete a daily work report: list the tasks for the day and make comments about managing yourself, how well your tasks were completed, new skills learned and problems and feelings. (5.2)
- Complete a SAM analysis of at least 5 hazards in the workplace. (5.2)
- Explain the safe operating procedures you will follow to complete a task. (5.2)

- Seek supervisor feedback and comments in logbook. (5.3)
- Study the workplace layout and functions and consider improvements. (5.3)
- Describe a problem that arose when you were in the workplace and explain how it was solved and other possible resolutions to the problem. (5.3)
- Teacher, supervisor and student discussions regarding progress in the workplace and the depth to which the student is developing employability skills. (5.1; 5.2; 5.3)
- Teacher completes the monitoring workplace sheets upon visiting the student at work. (5.1; 5.2; 5.3)

Elements

The elements are demonstrated when the student can:

- 5.1 Define purpose and objectives of procedures in a work environment.
- 5.2 Develop a work related plan incorporating roles, procedures and timeframes taking into account possible hazards and risks.
- 5.3 Negotiate with others to define work related objectives and where necessary, monitor and redefine.

Learning outcome 6

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

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

Students create a package of promotional material for the business where they are completing their work placement. The work needs to complement the material that may already exist in the business. It should be used to advertise the business to potential clients. The package must include:

- Audiovisual material e.g.: radio ad, series of still photographs, music/jingle. (6.1; 6.2)
- Computer generated material e.g.: a brochure, information sheet or slide show. (6.1; 6.2)
- Product e.g.: giveaways, showbag etc. (6.1; 6.2)
- Students will also provide evidence of project planning including: a job list; support materials required; and resources where information will be collected that is, the planning document where students have evaluated the use of ICT within their materials development. (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.

Learning outcome 7

Use technology in accordance with OH&S guidelines 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 complete a planning map that draws their ideas together in terms of evidence required to address project brief, jobs that need to be done and when, resources that will be used, etc. From this document students will have determined their forms of presentation and thus the evidence they will produce to satisfy the requirements of the project brief as listed below:
- Look at two pieces of technology used in the workplace and define the purpose for using this technology. (7.1)
- Identify potential hazards and risks when using these technologies. (7.2)
- Seek appropriate guidance, through work placement experiences, in using at least one of the technology pieces and practice using it safely. (7.3)
- Describe the process you use when operating this technology. List the ways you can minimise the risk of injury when using this technology to improve safety and health considerations. (7.3; 7.4)

Elements

The elements are demonstrated when the student can:

- 7.1 Define the purpose and objectives for the use of technology in a work related context.
- 7.2 Identify potential hazards and risks for the use of technology in a work related context.
- 7.3 Use technology in a safe manner, consistent with OH&S guidelines and legislation.
- 7.4 Identify the safety and health considerations for the responsible use of technology.