

# Workplace Learning

## Unit 1A sample booklet

### Note to teachers:

This **sample** booklet has been created using templates and sample support material located on the Curriculum Council website. The booklet includes sample logbook templates in addition to sample tasks for this course. Teachers do not have to use the sample support material provided by the Curriculum Council and are encouraged to modify sample materials or develop their own material to meet the needs of their students and delivery/resourcing requirements.

It should be noted that teachers **are not** required to include all course requirements into the logbook as demonstrated in this sample. Many teachers will provide students with the course outline, assessment outline and assessment tasks in separate document/s distinct from the logbook.

Teachers should become familiar with the syllabus requirements for delivery of each of the Workplace Learning units before using this template. This logbook is only a sample and is **not a mandated** requirement to deliver this unit. Teachers are encouraged to work through the booklet and customise information so that it meets the needs of their students and Workplace Learning delivery requirements.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

# Workplace Learning Unit 1A

## Introduce Structured Workplace Learning



**Student name:** \_\_\_\_\_



# **Workplace Learning Unit 1A**

## **Assessment outline**

## Sample assessment outline Unit 1AWPL

Type weighting	Type	Task	Task weighting	Outcome 1 Workplace learning concepts	Outcome 2 Work related skills	Outcome 3 Transferable skills
20%	Investigation	<b>Task 1 Part A:</b> Workplace expectations	10%	✓	✓	✓
		<b>Task 1 Part B:</b> Workplace preparation and investigation	10%	✓	✓	✓
20%	Response	<b>Task 3 Part A:</b> Preparation and interview	10%	✓	✓	✓
		<b>Task 3 Part B:</b> Self-reflection	10%	✓	✓	✓
60%	Performance	<b>Task 2 Part A:</b> Logbook	20%	✓	✓	✓
		<b>Task 2 Part B:</b> Evidence journal	25%	✓	✓	✓
		<b>Task 2 Part C:</b> Workplace supervisor/student feedback reports	10%	✓	✓	✓
		<b>Task 2 Part D:</b> Letter of thanks	5%	✓	✓	✓

## Draft Grade Descriptors Workplace Learning Stage 1

<b>A</b>	Provides evidence of being a resourceful worker who completes tasks consistently at a high standard.
	Consistently demonstrates the employability skills in the workplace as well as a range of other contexts.
	Seeks and acts on feedback to evaluate and improve performance.
	Identifies and independently applies good workplace practices.

<b>B</b>	Provides evidence of being a worker who generally completes tasks at a high standard with minimal supervision.
	Consistently demonstrates the employability skills in the workplace and at least one other context.
	Acts on feedback to clarify and improve performance.
	Identifies and applies good workplace practices.

<b>C</b>	Completes allocated tasks to required standard with some direction.
	Demonstrates the employability skills in the workplace and usually one other context.
	Acts positively in response to feedback.
	With guidance identifies and applies good workplace practices.

<b>D</b>	Completes allocated tasks under direct supervision.
	Demonstrates the employability skills in the workplace but provides limited demonstration of these in other contexts.
	Responds selectively to feedback.
	Needs guidance to identify and apply required workplace practices.

<b>E</b>	Requires constant supervision and direction to complete tasks.
	Provides limited demonstration of the employability skills in the workplace and other contexts.
	Rarely acts in response to feedback.
	Needs guidance to identify workplace practices.

## Sample assessment template\*

Type weighting	Type	Task	Task mark	Student mark	Task weighting	Student weighting
20%	Investigation	<b>Task 1 Part A:</b> Workplace expectations	50		10%	
		<b>Task 1 Part B:</b> Workplace preparation and investigation	35		10%	
20%	Response	<b>Task 3 Part A:</b> Preparation and interview	15		10%	
		<b>Task 3 Part B:</b> Self-reflection	15		10%	
60%	Performance	<b>Task 2 Part A:</b> Logbook	15		20%	
		<b>Task 2 Part B:</b> Evidence journal	25		25%	
		<b>Task 2 Part C:</b> Workplace supervisor/student feedback reports	20		10%	
		<b>Task 2 Part D:</b> Letter of thanks	5		5%	
		<b>TOTAL PERCENTAGE</b>				

\* This is a **sample** of a student assessment recording sheet using the sample tasks provided for Unit 1AWPL on the Curriculum Council website. Students can record their marks on this sheet and keep an ongoing record on how they are performing throughout the course.



# Workplace Learning Unit 1A

## Investigation

### Task 1

**Workplace expectations**

**Workplace preparation  
and investigation**

## Sample assessment task Unit 1AWPL

**TYPE:** Investigation

**OUTCOMES:** Outcome 1: Workplace learning concepts; Outcome 2: Work related skills;  
Outcome 3: Transferable skills

**CONTENT:** Workplace foundations; Workplace skills; Workplace reflections

**TIME:** 3 hours

### Task 1

#### Part A: Workplace expectations (50 marks) (10%)

Investigate employers' expectations in the workplace. Show how these expectations may change depending on the industry of the workplace.

#### What you need to do

- Brainstorm (using worksheet 1) what you think employers would expect of employees beginning work for the first time in their organisation. Use examples to explain your findings.
- Investigate how the expectations vary from industry to industry. Examples of some industries are provided on worksheet 2. Use several different industries.

What needs to be submitted for assessment	Due date
<input type="checkbox"/> Worksheet 1: Employer expectations	Due at commencement of workplace
<input type="checkbox"/> Worksheet 2: Industry expectations	

#### Sample marking key

Task 1 Part A: Workplace expectations	Maximum possible mark	Allocated mark
•For two industry areas, provides a relevant example of the employer expectations for each (worksheet 2) <i>(2 marks for detailed example, 1 mark for general example)</i>	40	
•For each workplace expectation, provides a variety of examples across the two industry areas <i>(1 mark for each expectation)</i>	10	
<b>TOTAL MARK</b>	<b>50</b>	
<b>WEIGHTING</b>	<b>10%</b>	

**Task 1 Part A: Worksheet 1**

**Employer expectations**

Brainstorm what you think employers expect of new employees/work placement students. A chart has been provided below (with the first example completed for you) giving some expectations with room for you to include your own.

EXPECTATION	WHAT DOES IT MEAN?	EXAMPLE IN THE WORKPLACE
<b>Attendance</b>	<i>Completes all schedule work periods with no absences</i>	<i>Arrives each morning at 8.30am for start of day and leaves at 5.00pm for end of day. Appointments are scheduled in lunchbreaks where possible</i>
<b>Punctuality</b>		
<b>Attitude</b>		
<b>Common sense</b>		
<b>Initiative</b>		
<b>Grooming</b>		
<b>Confidentiality</b>		
<b>Safety</b>		
<b>Enthusiasm</b>		
<b>Communication</b>		

**Task 1 Part A: Worksheet 2**

**Industry expectations**

Using the expectations you investigated in worksheet 1, show how these might change from industry to industry. You must include two industries in total and your examples should specifically relate to each industry. An example has been provided in the first line.

Expectations	Industry 1	Industry 2
<b>Knowledge of industry</b>	<b>E.g. Hospitality Industry</b> <i>Variety of different job roles available for example Chef, kitchen hand, front of house. Work in restaurants/cafes/hotels. On the job and TAFE training available.</i>	<b>E.g. Building and Construction Industry</b> <i>Variety of job roles to include bricklaying, plastering, painting, carpentry etc. Residential and commercial divisions. On the job and TAFE training available.</i>
<b>Attendance</b>		
<b>Punctuality</b>		
<b>Attitude</b>		
<b>Common sense</b>		
<b>Initiative</b>		
<b>Grooming</b>		
<b>Confidentiality</b>		
<b>Safety</b>		
<b>Enthusiasm</b>		
<b>Communication</b>		

**TYPE:** Investigation

**OUTCOMES:** Outcome 1: Workplace learning concepts; Outcome 2: Work related skills;

Outcome 3: Transferable skills

**CONTENT:** Workplace foundations; Workplace skills; Workplace reflections

**TIME:** 3 hours

**Task 1 Part B: Workplace preparation and investigation (35 marks) (10%)**

Investigate the different types of information that would be important for a new employee/work placement student to have before commencing employment in a business. Apply this investigation to identify two local businesses within an industry where you would like to complete a work placement.

**What you need to do**

- Investigate information that you think would be important for a new employee/work placement student to have prior to commencing employment/work placement. (worksheet 3)
- Find three local businesses within the industry area you wish to complete your work placement. Provide all the relevant information you will need to have on these businesses prior to commencing your placement. (worksheet 4)

What needs to be submitted for assessment	Due date
<input type="checkbox"/> Worksheet 3: Workplace information	To be completed prior to work placement
<input type="checkbox"/> Worksheet 4: Business details	

**Sample marking key**

Task 1 Part B: Workplace preparation and investigation	Maximum possible mark	Allocated mark
•Identifies and explains ten essential pieces of information a new work placement student would need to have prior to commencing placement <i>(2 marks for detailed explanation, 1 mark for general explanation)</i>	20	
•Locates and provides information as specified in Worksheet 4 for each of the three businesses. <i>(5 marks for all sections completed for each business)</i> <i>(4 marks for most sections completed for each business)</i> <i>(3 marks for half of the sections completed for each business)</i> <i>(1 – 2 marks for less than three sections completed for each business)</i>	15	
<b>TOTAL MARK</b>	<b>35</b>	
<b>WEIGHTING</b>	<b>10%</b>	

**Task 1 Part B: Worksheet 3**

**Work placement information**

You may choose to use the worksheet below or create your own worksheet identifying information that would be important for a new employee/work placement student to have prior to commencing the first day of the placement.

INFORMATION	WHY IT IS IMPORTANT
<i>Start time</i>	<i>Ensure that you know when you need to begin work. You can check out transport requirements to ensure that you arrive by the start time.</i>

### Task 1 Part B: Worksheet 4

### Business details

You may wish to use the worksheet below to identify three businesses in an industry area that you would like to complete your work placement in and provide relevant information that you would need to know about this organisation.

Information	Business 1	Business 2	Business 3
Type of industry			
Business name			
Address			
Contact person for workplace enquiry			
Phone number			
Email address			
Operating hours			
Public transport availability			
Type of work completed in this business			
Website address			





# **Workplace Learning Unit 1A**

## **Performance**

### **Task 2**

**Logbook and attendance record**

**Evidence journal**

**Workplace supervisor  
feedback forms**

**Letter of thanks**

## Sample assessment task Unit 1AWPL

**TYPE:** Performance

**OUTCOMES:** Outcome 1: Workplace learning concepts; Outcome 2: Work related skills;  
Outcome 3: Transferable skills

**CONTENT:** Workplace skills; Workplace reflections

**TIME:** Minimum of 50 hours in the workplace plus school contact time

### Task 2: Work performance (60%)

During your work placement you will maintain a log of hours spent in the workplace and work with your school workplace learning coordinator and workplace supervisor to monitor and record your achievement of skills. You will record the daily tasks undertaken in a task schedule and use it to compile an evidence journal that demonstrates your progress towards, and achievement of, the skills list. All three completed documents are essential for the completion of this task. You will be provided with each of the documents and be responsible for their maintenance and completion.

### Part A: Logbook (including task schedule and attendance record) (15 marks) (20%)

#### What you need to do

- Identify the workplace and the workplace supervisor/s.
- Record the date of each shift.
- Record the start and finish times for each shift.
- Record the hours spent on each shift, signed off by the workplace supervisor.
- Have your school workplace learning coordinator countersign the hours for each shift.
- At the end of each shift identify the tasks undertaken.
- Reflect on and record your performance e.g. identify the effectiveness of your performance, identify skills needed for improvement, feedback from supervisors etc.

What needs to be submitted for assessment	Due date
<input type="checkbox"/> Part A: Logbook	End of placement

#### Sample marking key

Task 2 Part A: Logbook (including task schedule/attendance record)	Possible mark	Actual mark
• Completes the general information requirements of the logbook (emergency numbers/supervisor etc.)	1	
• Maintains date, start/finish times of the task schedule and the attendance record for each shift and has workplace supervisor sign the task schedule <i>(5–6 marks for all aspects completed comprehensively)</i> <i>(3–4 marks for most aspects completed)</i> <i>(1–2 marks for only some aspects completed)</i>	6	
• Identifies and explains the tasks undertaken for each shift <i>(5–6 marks for detailed explanation of a variety of tasks)</i> <i>(3–4 marks for detailed explanation of the tasks with limited examples of different tasks)</i> <i>(1–2 marks for identification of tasks with limited examples of different tasks)</i>	6	
• Reflects on the task performance for each shift <i>(2 marks for reflection completed for every shift)</i> <i>(1 marks for reflection completed for most of the shifts)</i>	2	
<b>TOTAL MARK</b>	<b>15</b>	
<b>WEIGHTING</b>	<b>20%</b>	

## Task 2 Part B: Evidence journal (response and reflection) (25 marks) (25%)

### What you need to do

- Use your task schedule to complete the evidence journal.
- Identify the skills to be achieved.
- Describe three situations in the workplace where you demonstrated each of the skills in the skills list.
- Record the dates of each occasion where you demonstrated each skill.
- Present the evidence journal to the employer and discuss whether the skill has been achieved. Have the employer sign and date that the skill has been achieved or obtained and record feedback to improve performance. Skills will be signed off regularly as they are achieved.
- Have your school workplace learning coordinator verify, date and record the achievement of skills.

What needs to be submitted for assessment	Due date
<input type="checkbox"/> Part B: Evidence journal	End of placement

### Sample marking key

Task 2 Part B: Evidence journal (response and reflection)	Possible mark	Actual mark
<ul style="list-style-type: none"> <li>• For each skill independently identify three dates when the skill was completed (3 marks for all dates completed with no assistance) (2 marks for all dates completed with minimal assistance) (1 mark for all dates completed with regular assistance)</li> </ul>	3	
<ul style="list-style-type: none"> <li>• For each of the ten skills demonstrated, all relevant sections of the evidence questions are completed (2 marks for all sections completed with detailed explanation) (1 mark for all sections completed with general explanation)</li> </ul>	20	
<ul style="list-style-type: none"> <li>• Evidence is completed independently (2 marks for minimal assistance, 1 mark for regular assistance)</li> </ul>	2	
<b>TOTAL MARK</b>	<b>25</b>	
<b>WEIGHTING</b>	<b>25%</b>	

## Task 2 Part C: Workplace supervisor/student feedback reports (20 marks) (10%)

### What you need to do

- Two interim feedback sheets to be completed by you and your workplace supervisor throughout placement.
- Final report completed by you and your workplace supervisor.

What needs to be submitted for assessment	Due date
<input type="checkbox"/> Part C: Workplace supervisor/student feedback reports	End of placement

Task 2 Part C: Workplace supervisor/student feedback reports	Possible mark	Actual mark
<ul style="list-style-type: none"> <li>• Interim report 1 completed by workplace supervisor and student  <i>(5 marks— all workplace performance qualities rated at very high and positive comments completed by workplace supervisor)</i>  <i>(4 marks—all workplace performance qualities rated at high and positive comments completed by workplace supervisor)</i>  <i>(3 marks—all workplace performance qualities rated at satisfactory and positive comments completed by workplace supervisor)</i>  <i>(1–2 marks—some workplace performance qualities rated at satisfactory and comments completed by workplace supervisor)</i> </li> </ul>	5	
<ul style="list-style-type: none"> <li>• Interim report 2 completed by workplace supervisor and student  <i>(5 marks— all workplace performance qualities rated at very high and positive comments completed by workplace supervisor)</i>  <i>(4 marks—all workplace performance qualities rated at high and positive comments completed by workplace supervisor)</i>  <i>(3 marks—all workplace performance qualities rated at satisfactory and positive comments completed by workplace supervisor)</i>  <i>(1–2 marks—some workplace performance qualities rated at satisfactory and comments completed by workplace supervisor)</i> </li> </ul>	5	
<ul style="list-style-type: none"> <li>• Final report completed by workplace supervisor and student  <i>(5 marks—all workplace performance qualities rated at very high and positive comments completed by workplace supervisor)</i>  <i>(4 marks—all workplace performance qualities rated at high and positive comments completed by workplace supervisor)</i>  <i>(3 marks—all workplace performance qualities rated at satisfactory and positive comments completed by workplace supervisor)</i>  <i>(1–2 marks—some workplace performance qualities rated at satisfactory and comments completed by workplace supervisor)</i> </li> </ul>	5	
<ul style="list-style-type: none"> <li>• Self-reflection is completed by student  <i>(1 mark for interim report 1 reflection)</i>  <i>(1 mark for interim report 2 reflection)</i>  <i>(1 mark for final report reflection)</i> </li> </ul>	3	
<ul style="list-style-type: none"> <li>• Areas for improvement are identified on the final report by student  <i>(2 marks for at least two different areas identified)</i>  <i>(1 marks for one area identified)</i> </li> </ul>	2	
<b>TOTAL MARK</b>	<b>20</b>	
<b>WEIGHTING</b>	<b>10%</b>	

## Task 2 Part D: Letter of thanks (5 marks) (5%)

### What you need to do

- Write a formal business letter to send to your workplace supervisor, expressing your thanks.

What needs to be submitted for assessment	Due date
<input type="checkbox"/> Part D: Letter of thanks	

### Sample marking key

Task 2 Part D: Letter of thanks	Possible mark	Actual mark
<ul style="list-style-type: none"> <li>• Letter of thanks created by student (3–4 marks—detailed examples included in letter on what was learnt during the placement) (1–2 marks—letter limited use of examples included in letter on what was learnt during the placement)</li> </ul>	4	
<ul style="list-style-type: none"> <li>• Letter of thanks sent by student</li> </ul>	1	
<b>TOTAL MARK</b>	<b>5</b>	
<b>WEIGHTING</b>	<b>5%</b>	

An example of a letter is shown below:

Insert (Your first name) (Surname)  
(Street number) (Street name)  
(SUBURB) WA (POSTCODE)

Insert (Your workplace business name)  
(Name of workplace supervisor)  
(Street number) (Street name)  
(SUBURB) WA (POSTCODE)

Dear (workplace supervisor name)

I would like to thank you and the rest of the staff at (insert business name) for the opportunity to complete my work placement within your organisation.

(Insert a paragraph about all of the different experiences you got from completing this work placement i.e. increased my skills in using the telephone, food preparation, understanding the mechanics of a car etc.)

(Insert a paragraph on the things you liked best about the placement; what you have learnt about this industry.)

(Insert a final paragraph thanking them for the time and effort they gave to you during the placement. How it was appreciated.)

Yours faithfully  
(Insert your full name)

The following information provided in the logbook is a **sample** of what could be included for students. Schools should adapt the information to suit their course delivery and resourcing requirements.

# **Workplace Learning Unit 1A**

**Logbook, attendance log and evidence journal**

**Employer/student feedback forms**

Student name: \_\_\_\_\_

School workplace learning coordinator contact details:

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## Logbook instructions

Your logbook is a valuable document that is required to be maintained carefully and signed by your workplace supervisor at the completion of each shift. This logbook will be used for assessment of the performance criteria in your course which makes up 60% of the overall course weighting. It is your responsibility to keep it up to date and in good condition. It will benefit you not only for the course, but when applying for further education, employment and training in the future, to produce it as evidence of your competence.

1. After receiving confirmation of your placement, contact your workplace trainer and arrange an interview time to meet your workplace trainer and establish the requirement of the work placement. Use the **employer contact checklist** and **work placement checklist** pages of this logbook to guide you.
2. Use the **attendance record** to track the number of hours you have participated in 'on the job' training. Ensure this is signed off.
3. Ensure you record the tasks you are completing on the **daily training schedule sheets**. You can learn by observing, assisting or doing jobs—record all of these. This is evidence if it has been endorsed by your workplace trainer's signature.
4. After each day of placement, complete your **associated employability skills list** by thinking about which skills you were demonstrating by doing each task, and recording the task under the relevant skill in the **skills list**.
5. Complete the **evidence journal** section of the logbook describing how the skill was demonstrated, using entries you have made in your **daily task schedule**.
6. When you have addressed a skill **three times**, and you have completed the evidence journal describing how this was completed, ask your workplace supervisor to sign this skill off. Your workplace trainer should sign that skill off in your evidence journal as skill achieved.
7. You will be required to have **workplace feedback forms** completed throughout your placement. The forms will appear with your daily task schedule to complete.



## **Confidentiality**

You may be exposed to information about the business and clients that will be confidential. You will be expected to maintain privacy by not repeating any of this information. In some cases, employees may want you to sign a confidentiality contract.

Find out from your workplace trainer what is considered confidential.

## **What if there is a misunderstanding?**

If there is a misunderstanding during your work placement you should discuss it with your workplace trainer or employer first and then inform your school workplace learning coordinator. If you find it difficult to discuss the misunderstanding with the employer or workplace trainer, speak to your school workplace learning coordinator.

Misunderstandings may include the following:

- unsafe Occupational Safety and Health practices
- inadequate supervision or learning opportunities provided in the workplace
- unreasonable work requests by the workplace supervisor or trainer
- problems regarding assessment.

## **What to do if you have an accident at the workplace?**

Make sure you are familiar with the procedures required. The following steps should be taken:

- report it to the workplace supervisor immediately
- contact your school workplace learning coordinator as soon as possible
- complete an accident report form and give it to your school workplace learning coordinator.

Keep all the relevant medical certificates and accounts for any insurance claims that may be made.

**Remember you are not covered under Workers Compensation.**

## Emergency contact information

If you need to visit a doctor as a result of an accident in your workplace, you must tell the doctor:

1. you are not an employee
2. this is not a Workers Compensation claim.

Your medical expenses are to be claimed from Medicare.

Student name:	School:
First emergency contact:	Phone:
Relationship to student:	
Second emergency contact:	Phone:
Relationship to student:	
Medicare number:	Medicare position on card:
Medical conditions:	
School workplace learning coordinator:	Contact numbers:

## Attendance record

Student name: \_\_\_\_\_

Placement details: \_\_\_\_\_

This summary of attendance and hours worked is to be completed progressively by the student.

Both the employer and the school must verify the total hours for the placement.

Date	Start time	Finish time	Total hours worked	Cumulative hours	Trainer's signature

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity with responsibility for supervising and monitoring the progress of the student while in the workplace.



# **Workplace Learning Unit 1A**

**Student record and logbook**

**Daily task schedule**

**Workplace supervisor feedback forms**

## Student record and logbook monitoring

You will find in the front of your daily task schedules a monitoring record which your school supervisor will periodically complete during your placement. Ensure that throughout your placement you provide your logbook for your school supervisor to give feedback on and to update this record. This will provide feedback to you on how you are progressing related to your logbook and evidence journal requirements which are form part of your performance assessment. Failure to hand this in for recording may see in the loss of the logbook on your behalf no record or evidence of the work you have already completed.

## Workplace supervisor feedback forms

The completion of your daily task schedule should see you reflecting upon your work standards at the end of each shift. In order for this to be an effective tool to determine how well you are progressing, you should complete this with your workplace supervisor when possible.

As a requirement for the course, you and the workplace supervisor will need to complete feedback forms relating to your progress throughout the course. You will be required to determine dates when this feedback time can be completed together. Workplace Learning Unit 1A requires three feedback forms to be completed. You will need to ensure that your logbook and evidence journal is up to date prior to this short meeting.

Determine with your supervisor when throughout the placement you will be asking for these feedback sheets to be completed. A table below has been provided to assist you in recording these dates. The feedback sheets will be placed throughout your daily task schedule to remind you that they must be completed.

**Workplace supervisor feedback form  
Dates for completion**

Feedback form	Date	Time
Interim report 1		
Interim report 2		
Final report		

You have been provided with the criteria that will be assessed at each meeting. Please ensure that you have thought about your progress relating to each of the criteria so that you can discuss this with your workplace supervisor at the time of feedback. You will be required to complete the student reflection section on each of the feedback forms and highlight strengths, weaknesses, area for improvement, how to do things differently etc.

## Workplace Learning Unit 1A Daily task schedule

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Total hours: \_\_\_\_\_

Tasks (including equipment/tools used)	Associated employability skill/s

**Consider how your tasks could be used for your evidence journal**

<p><b>Student reflection</b> E.g. What new things did you learn? What would you like to do/learn next time? What will you do differently on your next workplace day?</p>

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity with responsibility for supervising and monitoring the progress of the student while in the workplace.

## Workplace Learning Unit 1A Daily task schedule

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Total hours: \_\_\_\_\_

Tasks (including equipment/tools used)	Associated employability skill/s

**Consider how your tasks could be used for your evidence journal**

<p><b>Student reflection</b> E.g. What new things did you learn? What would you like to do/learn next time? What will you do differently on your next workplace day?</p>

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity with responsibility for supervising and monitoring the progress of the student while in the workplace.



## Workplace Learning Unit 1A Daily task schedule

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Total hours: \_\_\_\_\_

Tasks (including equipment/tools used)	Associated employability skill/s

**Consider how your tasks could be used for your evidence journal**

<p><b>Student reflection</b> E.g. What new things did you learn? What would you like to do/learn next time? What will you do differently on your next workplace day?</p>

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

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# Interim report 1

## Feedback from workplace supervisor—to be completed at end of third week/day

Place a tick in the box provided on how the student is progressing in the workplace qualities and performance provided.

**Key: U – Unsatisfactory; S – Satisfactory; H – High; VH – Very high**

Workplace performance	U	S	H	VH
Work attendance				
Approach to learning				
Response to advice				
Punctuality and dress				

### Workplace supervisor comment

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\_\_\_\_\_  
Workplace supervisor signature

\_\_\_\_\_  
Date

### Student comment/reflection

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\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

## Workplace Learning Unit 1A Daily task schedule

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Total hours: \_\_\_\_\_

Tasks (including equipment/tools used)	Associated employability skill/s

**Consider how your tasks could be used for your evidence journal**

<p><b>Student reflection</b> E.g. What new things did you learn? What would you like to do/learn next time? What will you do differently on your next workplace day?</p>

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity with responsibility for supervising and monitoring the progress of the student while in the workplace.

## Workplace Learning Unit 1A Daily task schedule

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Total hours: \_\_\_\_\_

Tasks (including equipment/tools used)	Associated employability skill/s

**Consider how your tasks could be used for your evidence journal**

<p><b>Student reflection</b> E.g. What new things did you learn? What would you like to do/learn next time? What will you do differently on your next workplace day?</p>

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity with responsibility for supervising and monitoring the progress of the student while in the workplace.

## Workplace Learning Unit 1A Daily task schedule

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Total hours: \_\_\_\_\_

Tasks (including equipment/tools used)	Associated employability skill/s

**Consider how your tasks could be used for your evidence journal**

<p><b>Student reflection</b> E.g. What new things did you learn? What would you like to do/learn next time? What will you do differently on your next workplace day?</p>

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity with responsibility for supervising and monitoring the progress of the student while in the workplace.

## Interim report 2

### Feedback from workplace supervisor—to be completed at middle of placement

Place a tick in the box provided on how the student is progressing in the workplace qualities and performance provided.

**Key: U – Unsatisfactory; S – Satisfactory; H – High; VH – Very high**

Workplace performance	U	S	H	VH
Reliability				
Participation in routine work				
Ability to communicate with colleagues and customers				
Initiative and responsibility				

### Workplace supervisor comment

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\_\_\_\_\_  
Workplace supervisor signature

\_\_\_\_\_  
Date

### Student comment/reflection

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---

---

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

## Workplace Learning Unit 1A Daily task schedule

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Total hours: \_\_\_\_\_

Tasks (including equipment/tools used)	Associated employability skill/s

**Consider how your tasks could be used for your evidence journal**

<p><b>Student reflection</b> E.g. What new things did you learn? What would you like to do/learn next time? What will you do differently on your next workplace day?</p>

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity with responsibility for supervising and monitoring the progress of the student while in the workplace.

## Workplace Learning Unit 1A Daily task schedule

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Total hours: \_\_\_\_\_

Tasks (including equipment/tools used)	Associated employability skill/s

**Consider how your tasks could be used for your evidence journal**

<p><b>Student reflection</b> E.g. What new things did you learn? What would you like to do/learn next time? What will you do differently on your next workplace day?</p>

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity with responsibility for supervising and monitoring the progress of the student while in the workplace.



## Workplace Learning Unit 1A Daily task schedule

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Total hours: \_\_\_\_\_

Tasks (including equipment/tools used)	Associated employability skill/s

**Consider how your tasks could be used for your evidence journal**

<p><b>Student reflection</b> E.g. What new things did you learn? What would you like to do/learn next time? What will you do differently on your next workplace day?</p>

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity with responsibility for supervising and monitoring the progress of the student while in the workplace.

## Workplace Learning Unit 1A Daily task schedule

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Total hours: \_\_\_\_\_

Tasks (including equipment/tools used)	Associated employability skill/s

**Consider how your tasks could be used for your evidence journal**

<p><b>Student reflection</b> E.g. What new things did you learn? What would you like to do/learn next time? What will you do differently on your next workplace day?</p>

<b>Workplace supervisor's signature</b>	<b>School workplace learning coordinator's signature</b>

The workplace supervisor is an adult employee of a host workplace acting in a designated supervisory capacity with responsibility for supervising and monitoring the progress of the student while in the workplace.

# Final report

## Feedback from workplace supervisor—to be completed at end of placement

Place a tick in the box provided on how the student is progressing in the workplace qualities and performance provided.

**Key: U – Unsatisfactory; S – Satisfactory; H – High; VH – Very high**

Workplace performance	U	S	H	VH
Quality of work				
Employability potential within the industry				
Knowledge, skills and education requirements for the placement undertaken				
Awareness of career pathways within organisation				

### Workplace supervisor comment

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\_\_\_\_\_  
Workplace supervisor signature

\_\_\_\_\_  
Date

### Student comment/reflection

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### Area for improvement

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---

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\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date



# **Workplace Learning Unit 1A**

## **Employability skills evidence journal**

<b>COMMUNICATION</b>
----------------------

<b>1.1 Listen, understand and speak clearly</b>
---

<b>Some examples of what a student who has achieved the skill will be able to:</b>
--

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• stop and give full attention to the speaker</li> <li>• confirm understanding by restating what is to be done</li> <li>• follow instructions or directions</li> </ul> | <ul style="list-style-type: none"> <li>• listen attentively to instructions</li> <li>• understand commonly used symbols and abbreviations</li> <li>• speak clearly when dealing with colleagues, clients and/or customers.</li> </ul> |
|---|---|

<b>EVIDENCE</b>
-----------------

<b>Part 1</b>
From my task schedule this skill was covered on the following three dates:

--	--	--

<b>Part 2</b>
Describe three situations in the workplace where you needed to listen, understand and speak clearly.

<b>Situation</b>
------------------


<b>Skill achieved (assessed by workplace trainer)</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>Verified by the school workplace learning coordinator</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>COMMUNICATION</b>
----------------------

<b>1.2 Use language appropriate to the workplace</b>
--

<b>Some examples of what a student who has achieved the skill will be able to:</b>
--

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• understand and use workplace terminology</li> <li>• use appropriate type of language for the situation e.g. formal/informal</li> </ul> | <ul style="list-style-type: none"> <li>• use appropriate titles and language when speaking to clients/colleagues/management.</li> </ul> |
|---|---|

<b>EVIDENCE</b>
-----------------

<b>Part 1</b> From my task schedule this skill was covered on the following three dates:
---

--	--	--

<b>Part 2</b> Describe three situations where you have used the language of the workplace.
---

Situation	For each situation give some examples of language you used.

<b>Skill achieved (assessed by workplace supervisor)</b>	Signed:
	Dated:

<b>Verified by the school workplace learning coordinator</b>	Signed:
	Dated:

## TEAMWORK

### 2.3 Work cooperatively with others

**Some examples of what a student who has achieved the skill will be able to:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>accept other points of view</li> <li>demonstrate tact in working with others</li> </ul> | <ul style="list-style-type: none"> <li>contribute ideas when appropriate</li> <li>offer assistance to contribute to the smooth running of the workplace.</li> </ul> |
|--|---|

### EVIDENCE

#### Part 1

From my task schedule this skill was covered on the following three dates:

--	--	--

#### Part 2

Give three examples of situations where you worked cooperatively with others in the workplace.

1.	
2.	
3.	

<b>Skill achieved (assessed by workplace supervisor)</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>Verified by the school workplace learning coordinator</b>	<b>Signed:</b>
	<b>Dated:</b>



<b>PROBLEM-SOLVING</b>
------------------------

<b>3.2 Seek information and/or assistance when unsure</b>
---

<b>Some examples of what a student who has achieved the skill will be able to:</b>	
<ul style="list-style-type: none"> <li>• seek information from a variety of sources</li> <li>• ask questions to clarify needs and/or concerns</li> </ul>	<ul style="list-style-type: none"> <li>• ask for assistance when unsure</li> <li>• read instructions.</li> </ul>

<b>EVIDENCE</b>
-----------------

<b>Part 1</b>		
From my task schedule this skill was covered on the following three dates:		

<b>Part 2</b>	
Describe two situations in your workplace where you needed to seek information/assistance.	
<b>What information/assistance did you need?</b>	<b>How did you go about getting the information/assistance? (people/sources)</b>

<b>Skill achieved (assessed by workplace supervisor)</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>Verified by the school workplace learning coordinator</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>SELF-MANAGEMENT</b>
------------------------

<b>4.1 Demonstrate appropriate dress, personal grooming and hygiene</b>
---

<b>Some examples of what a student who has achieved the skill will be able to:</b>	
<ul style="list-style-type: none"> <li>• conform to the workplace dress standard</li> <li>• maintain personal presentation and hygiene throughout the day</li> <li>• abide by workplace hygiene requirements</li> </ul>	<ul style="list-style-type: none"> <li>• maintain clothing and footwear to standards acceptable to the workplace</li> <li>• report health conditions and/or illnesses.</li> </ul>

<b>EVIDENCE</b>
-----------------

<b>Part 1</b>		
From my task schedule this skill was covered on the following three dates:		

<b>Part 2</b>		
What are the standards of dress, grooming and hygiene for your workplace?		

	Standard	Why is each standard important?
<b>Dress</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Grooming</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Hygiene</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	

<b>Skill achieved (assessed by workplace supervisor)</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>Verified by the school workplace learning coordinator</b>	<b>Signed:</b>
	<b>Dated:</b>

**PLANNING AND ORGANISING**

**5.2 Follow organised work schedules to complete tasks**

**Some examples of what a student who has achieved the skill will be able to:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• complete tasks in given order</li> <li>• apply schedules or procedures to complete routine tasks</li> </ul> | <ul style="list-style-type: none"> <li>• complete tasks within a designated time frame.</li> </ul> |
|--|--|

**EVIDENCE**

**Part 1**  
From my task schedule this skill was covered on the following three dates:

--	--	--

**Part 2**  
Outline the tasks you performed on an average working day in the order that you completed them. Give an estimate of the time required to complete each task.

<b>Skill achieved (assessed by workplace supervisor)</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>Verified by the school workplace learning coordinator</b>	<b>Signed:</b>
	<b>Dated:</b>

## TECHNOLOGY

### 6.1 Use workplace equipment following manufacturer's and/or workplace trainer's instructions

**Some examples of what a student who has achieved the skill will be able to:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>under direction, follow verbal instructions or manuals when operating equipment</li> <li>use equipment for tasks as recommended by the manufacturer and/or workplace trainer</li> </ul> | <ul style="list-style-type: none"> <li>clean and store equipment correctly</li> <li>report dangerous or faulty equipment</li> <li>report irregularities or difficulties when operating equipment to the appropriate person.</li> </ul> |
|--|--|

### EVIDENCE

#### Part 1

From my task schedule this skill was covered on the following three dates:

--	--	--

#### Part 2

Select two pieces of equipment that you used in your workplace. Explain the function of each piece of equipment. Describe the correct procedures for operating the equipment.

Equipment and its function	Correct procedures for operating the equipment

<b>Skill achieved (assessed by workplace supervisor)</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>Verified by the school workplace learning coordinator</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>LEARNING</b>
-----------------

<b>7.2 Exhibit motivation and enthusiasm for learning new tasks</b>
---

<b>Some examples of what a student who has achieved the skill will be able to:</b>	
<ul style="list-style-type: none"> <li>• display eagerness to learn new tasks</li> <li>• respond positively to allocated tasks when working individually or within teams</li> </ul>	<ul style="list-style-type: none"> <li>• undertake all tasks willingly</li> <li>• demonstrate appropriate body language</li> <li>• seek assistance where necessary.</li> </ul>

<b>EVIDENCE</b>
-----------------

<b>Part 1</b>		
From my task schedule this skill was covered on the following three dates:		

<b>Part 2</b>
In the workplace it is important to be motivated and enthusiastic to learn new tasks. Give two examples of how you demonstrated this.

<b>Skill achieved (assessed by workplace supervisor)</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>Verified by the school workplace learning coordinator</b>	<b>Signed:</b>
	<b>Dated:</b>

## INITIATIVE AND ENTERPRISE

### 8.1 Use common sense and initiative to complete tasks

**Some examples of what a student who has achieved the skill will be able to:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>determine action required to complete tasks</li> <li>take practical action to complete a task without being prompted</li> <li>ask for guidance if necessary</li> </ul> | <ul style="list-style-type: none"> <li>recognise personal skill level and determine own ability to undertake tasks</li> <li>complete tasks</li> <li>evaluate the procedures used.</li> </ul> |
|---|--|

### EVIDENCE

#### Part 1

From my task schedule this skill was covered on the following three dates:

--	--	--

#### Part 2

Describe two situations where you have shown common sense and initiative to complete tasks.


<b>Skill achieved (assessed by workplace supervisor)</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>Verified by the school workplace learning coordinator</b>	<b>Signed:</b>
	<b>Dated:</b>

## SAFETY AND HEALTH

### 9.2 Follow correct procedures when using equipment

**Some examples of what a student who has achieved the skill will be able to:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>select the appropriate equipment to complete the task</li> <li>report dangerous or faulty equipment</li> </ul> | <ul style="list-style-type: none"> <li>use the equipment safely following verbal or written instructions.</li> </ul> |
|---|--|

### EVIDENCE

#### Part 1

From my task schedule this skill was covered on the following three dates:

--	--	--

#### Part 2

Describe three situations where you followed instructions or manuals when operating equipment. Explain how to use the equipment safely.

Situation	Safety considerations when using the equipment

<b>Skill achieved (assessed by workplace supervisor)</b>	<b>Signed:</b>
	<b>Dated:</b>

<b>Verified by the school workplace learning coordinator</b>	<b>Signed:</b>
	<b>Dated:</b>





# **Workplace Learning Unit 1A**

## **Response**

### **Task 3**

**Preparation and interview**

**Self-reflection**

## Sample assessment task Unit 1AWPL

**TYPE:** Response

**OUTCOMES:** Outcome 1: Workplace learning concepts; Outcome 2: Work related skills;  
Outcome 3: Transferable skills

**CONTENT:** Workplace foundations; Workplace skills; Workplace reflections

**TIME:** 5 hours

### Task 3: Debrief interview (20%)

The debrief interview allows you to provide evidence that enables the interviewer to assess your skills, training and experience, communication and self-management skills. Participate in a post work placement interview. Demonstrate communication and self-management skills. Complete a self-evaluation of the debrief interview process.

### What you need to do

#### Part A: Preparation and interview (15 marks) (10%)

- View and discuss interview videos, participate in practice interviews.
- Discuss interview skills—communication, body language, posture and presentation.
- Practise answering questions to demonstrate what you can do and have done, not what you think you can do.
- Prepare answers to questions provided.
- Research the organisation in which you completed your placement e.g. what they do, how they do it, the management structure, your job role.
- Present written responses to interview questions given prior to interview (worksheet 1).
- Participate in a debrief interview and demonstrate effective self-management skills:
  - arrive on time, give appropriate introduction and greeting
  - dress appropriately, including personal grooming and hygiene
  - show confidence.
- Participate in a debrief interview and demonstrate effective communication skills:
  - use positive body language
  - listen and speak clearly
  - ask for clarification of questions
  - provide extended answers to questions
  - ask relevant questions of the interviewer
  - worksheet 2 to be completed by student (interviewee).

What needs to be submitted for assessment	Due date
<input type="checkbox"/> Worksheet 1: Interview question preparation	2 weeks after work placement
<input type="checkbox"/> Worksheet 2: Interviewee assessment	

**Sample marking key**  
**Task 3: Response**

<b>Task 3 Part A: Preparation and interview</b>	<b>Possible mark</b>	<b>Actual mark</b>
<ul style="list-style-type: none"> <li>• Completion of interviewer assessment sheet as rated in the following criteria:               <ul style="list-style-type: none"> <li>▪ all responses to questions completed</li> <li>▪ preparation of supporting material</li> <li>▪ relevant supporting evidence</li> </ul>               (<i>3 marks for VH; 2 marks for H and 1 mark for S in each criterion</i>)             </li> </ul>	9	
<ul style="list-style-type: none"> <li>• Completion of interviewer assessment sheet as rated in the following performance criteria:               <ul style="list-style-type: none"> <li>▪ personal presentation</li> <li>▪ interview technique</li> </ul>               (<i>3 marks for overall rating of VH in each criterion</i>)                (<i>2 marks for overall rating of H in each criterion</i>)                (<i>1 mark for an overall rating of S in each criterion</i>)             </li> </ul>	6	
<b>TOTAL MARK</b>	<b>15</b>	
<b>WEIGHTING</b>	<b>10%</b>	

### Task 3 Worksheet 1

## Interview question preparation

Student name: \_\_\_\_\_

Below you will find a list of questions that will be asked during your interview. You are to prepare answers to these questions prior to the interview. This information can be taken into the interview with you.

1. You completed your workplace learning in the \_\_\_\_\_ industry area.  
Why did you choose this area? What information about this industry did you have prior to attending the workplace?
2. Tell me about the business/organisation you were placed in. What exactly does it do and what were the responsibilities of the person who supervised you?
3. Could you see yourself working full-time in this industry in the near future? Give reasons for your answer.
4. What did you like and dislike about aspects of the position you were placed in? Give examples of each.
5. Identify two skills that you had signed off and explain the three situations you used as evidence to show you were competent at that skill.
6. Explain the process you used to have your skills signed off?

### Task 3 Part B: Self-reflection (15 marks) (10%)

#### What you need to do

- Complete a self-reflection of your performance (worksheet 3).

What needs to be submitted for assessment	Due date
<input type="checkbox"/> Worksheet 3: Interviewee self-reflection	Two weeks after completing work placement

#### Sample marking key

##### Task 3: Response

Task 3 Part B: Self-reflection	Possible mark	Actual mark
• Compares self rating and interviewer rating sheets and identifies three criteria where the assessments were different	3	
• Compares self rating and interview rating in three of the assessed areas and explains why they were different <i>(2 marks for detailed explanation, 1 mark general explanation)</i>	6	
• Identifies and explains a strategy to improve interview performance in three assessed criteria that were rated differently <i>(2 marks for detailed explanation of each strategy, 1 mark for a general explanation of the strategy)</i>	6	
<b>TOTAL MARK</b>	<b>15</b>	
<b>WEIGHTING</b>	<b>10%</b>	

**Task 3**

**Interviewer assessment**

To be completed by the interviewer.

Student name: \_\_\_\_\_

**Key: S – Satisfactory; H – High; VH – Very high**

<b>Preparation</b>	<b>S</b>	<b>H</b>	<b>VH</b>	<b>Interviewer/teacher comments</b>
All responses to questions completed				
Preparation of supporting material e.g. logbook, examples of work completed in placement				
Relevant supporting evidence				

<b>Interview content</b>	<b>S</b>	<b>H</b>	<b>VH</b>	<b>Interviewer/teacher comments</b>
<b>Personal presentation</b>				
Grooming				
Punctuality				
Confidence/body language				
<b>Overall presentation rating</b>				
<b>Interview technique</b>				
Professionalism				
Knowledge of workplace organisation				
Quality of responses to questions				
Knowledge of employability skills				
Reference to supporting documents				
<b>Overall interview technique rating</b>				

\_\_\_\_\_  
Name of interviewer

\_\_\_\_\_  
Signature of interviewer

\_\_\_\_\_  
Date of interview  
(please print)

## Task 3 Worksheet 2

### Interviewee assessment

To be completed by the student.

**Key: S – Satisfactory; H – High; VH – Very high**

<b>Preparation</b>	<b>S</b>	<b>H</b>	<b>VH</b>	<b>Student comments</b>
All responses to questions completed				
Preparation of supporting material e.g. logbook, examples of work completed in placement				
Relevant supporting evidence				
<b>Presentation</b>				
Grooming				
Punctuality				
Confidence/body language				
<b>Overall presentation rating</b>				
<b>Interview content</b>				
Professionalism				
Knowledge of workplace organisation				
Quality of responses to questions				
Knowledge of employability skills				
Reference to supporting documents				
<b>Overall interview content rating</b>				

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date completed

### Task 3 Worksheet 3

#### Interviewee self-reflection

Select one criterion assessed from each of the three interview feedback sections completed by the interviewer i.e. preparation, presentation and interview content. Compare the rating given by the interviewer against the self-rating you applied. Identify where there has been a difference between your self-evaluation and the evaluation of the interviewer. Explain how the rating and feedback was different and give a strategy on how you could improve your performance in this area the next time you go for an interview. An example has been provided.

Criterion assessed	Strategies to improve
<p>Example Reference to support material</p>	<p><b>How the rating and feedback was different</b>  <i>I rated myself very high in this area and the interviewer rated me as satisfactory. I thought my portfolio was really good as it had lots of stuff in it. The interviewer said my portfolio was not easy to follow. My resume was too long and I had a lot of spelling mistakes in it. He also said that my portfolio included stuff that was not relevant and that having a big portfolio doesn't mean that it is good.</i></p> <p><b>Strategy to improve</b>  <i>I am going to go through my portfolio and include a cover page and section pages for my documents so it is easier to follow. I will get my teacher to proofread my resume after I have re-typed it to no more than two pages long to check for errors. I will remove documents that I got from primary school and include only recent certificates and reports. I will include a reference I got from my workplace supervisor.</i></p>
<p>1.</p>	<p><b>How the rating and feedback was different</b></p> <p><b>Strategy to improve</b></p>
<p>2.</p>	<p><b>How the rating and feedback was different</b></p> <p><b>Strategy to improve</b></p>
<p>3.</p>	<p><b>How the rating and feedback was different</b></p> <p><b>Strategy to improve</b></p>



# Teacher resource documents

## Unit 1AWPL

### Student record and logbook monitoring details

Student name: \_\_\_\_\_

Organisation: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Skills signed off (below is a **sample** of skills selected)

<b>1.1</b>	<b>1.2</b>	<b>2.3</b>	<b>3.2</b>	<b>4.1</b>	<b>5.2</b>	<b>6.1</b>	<b>7.2</b>	<b>8.1</b>	<b>9.2</b>

Week	Date checked	Attendance record	Hours	Daily training schedule Poor (P) Satisfactory (S) Excellent (E)	Reflection log Poor (P) Satisfactory (S) Excellent (E)	Evidence journal Poor (P) Satisfactory (S) Excellent (E)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

#### Attendance record key

- MT – Medical with telephone call
- MCT – Medical certificate with telephone call
- A – Absent with no telephone call
- AT – Absent with telephone call
- LE – Left early from placement

This is a **sample** of a student monitoring record sheet for teachers to use whilst students are undertaking their work placement. This sample provides teachers with a means of keeping records of skills and hours completed by students throughout their placement. If logbooks are lost, this record will provide important information related to meeting course requirements for hours completed and skills demonstrated.

# Summary record of skills demonstrated

## Unit 1AWPL Skills demonstrated

Student name:.....

Industry area: ..... Total number of hours completed: .....

Business/company name:..... Placement (1 or 2): .....

	Skill	Date skill achieved
<b>1</b>	<b>Communication</b>	
1.1	Listen, understand and speak clearly	
1.2	Use language appropriate to the workplace	
<b>2</b>	<b>Teamwork</b>	
2.3	Work cooperatively with others	
<b>3</b>	<b>Problem-solving</b>	
3.2	Seek information and/or assistance when unsure	
<b>4</b>	<b>Self-management</b>	
4.1	Demonstrate appropriate dress, personal grooming and hygiene	
<b>5</b>	<b>Planning and organising</b>	
5.2	Follow organised work schedules to complete tasks	
<b>6</b>	<b>Technology</b>	
6.1	Use workplace equipment following manufacturer and/or workplace learning supervisor's instructions	
<b>7</b>	<b>Learning</b>	
7.2	Exhibit motivation and enthusiasm for learning new tasks	
<b>8</b>	<b>Initiative and enterprise</b>	
8.1	Use common sense and initiative to complete tasks	
<b>9</b>	<b>Safety and health</b>	
9.2	Follow correct procedures when operating equipment	

This summary record of skills demonstrated has been adapted from the template available on the Curriculum Council website. The sample highlights ten skills for students to demonstrate and includes one skill from each of the nine areas as specified in the syllabus. Teachers can adapt the skills selected to meet the requirements of their students.