Stage 2 Integrated Learning- Occupational Health, Safety & Welfare Assessment Timeline

<table>
<thead>
<tr>
<th>Name of Assessment (Assessment Type)</th>
<th>Description of Assessment (a description of the flexible, and where appropriate, negotiable, ways in which students show evidence that demonstrates their learning against the performance standards, including to the highest standard)</th>
<th>Assessment conditions as appropriate (e.g. task type, word length, time allocated, supervision)</th>
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| Practical 1 : Weighting- 10%         | **Task 1: Investigation of work related illness.**  
- Investigate & analyse a work related illness  
- Using the internet familiarise yourself with a variety of work related illnesses  
- Select an illness that relates to your own working environment  
- Develop your knowledge through the collation of information that addresses **causes, effects, costs and methods of prevention** relevant to the chosen illness  
- Present findings as a power-point presentation or alternatively as a three minute oral presentation  
- Evaluate & reflect on the process and relevance of the task in terms of your workplace  | **Powerpoint Presentation**  
**written reflection**  
4 weeks  
Oral/Powerpoint on a work related illness  
Due: Week 4  
Term 1 |
| Practical 2 : Weighting 10%          | **Task 2: Safety audit of workplace**  
Investigate and analyse Occupational, Health, Safety and Welfare practices to develop a safety educational tool for the purpose of training new employees.  
Apply knowledge, concepts & skills to achieve the following:  
- Identify the key safety risks to new employees  
- Create a meaningful text (pamphlet or poster) that clearly highlights the dangers in the workplace for new employees.  
- Reflect on the process and relevance of the task in terms of your workplace  | **Flyer/Poster**  
written reflection  
4 weeks  
Due: Week 8  
Term 1 |
| Practical 3 : Weighting 10%          | **Task 3: Risk Assessment Document** :  
Investigate, analyse, apply and reflect on the application of a risk assessment analysis document on either:  
A day in your working life  
Or  
A school based excursion  
Include:  
- Statement of intent outlining a proposal for a school based excursion or a day in your working life  
- Conduct a safety audit for a school based excursion or workplace  
- Identify and assess the key safety risks to participants or workers  
- Reflect on the process and relevance of the task in terms of your workplace  | **Risk assessment document & reflection**  
4 weeks  
Due: Week 2  
Term 2 |
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<th>Group Activity : Weighting 20%</th>
<th>Collaborative Activity: OHS&amp;W in the Workplace Investigate, analyse, collaborate, communicate and evaluate on the OHS&amp;W practices in student workplace environments. Students are required to work collaboratively with others to plan, organise, implement and evaluate a picture story (annotated photographs) or video that addresses OH&amp;S in their various workplaces. As a group the editing process should pay particular attention to both the differences and similarities in each location. There must be opportunities for all students to collaborate in sharing responsibilities, in decision making and in responding constructively to the task. Students will be required to reflect on their contribution and on the process and outcome of this task.</th>
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<tbody>
<tr>
<td><strong>Photostory</strong></td>
<td><strong>Journal</strong></td>
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<td><strong>Written reflection</strong></td>
<td><strong>Term 3</strong></td>
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<td><strong>Draft Due: Monday Week 9</strong></td>
<td><strong>Due: Monday week 10</strong></td>
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<td>Portfolio &amp; Discussion : Weighting 20%</td>
<td>Collate a ‘toolbox’ of safe work practices necessary for all workers, experienced or otherwise, that will be applied to the workplaces of your future employment. Their portfolio may consist of notes, diagrams, observations, reflections, photographs, tables, video analysis. Students will use this to provide evidence of their workplace learning and will help them to discuss the process and progress of their learning. This discussion will be evidenced through interview notes and video taped discussion.</td>
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<td><strong>Folio</strong></td>
<td><strong>Round Table discussion</strong></td>
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<td><strong>Documented Responses</strong></td>
<td><strong>Term 4: Interviews from Week1-3</strong></td>
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| **Due: Completion Week3** | Project (External component) Students select an aspect of personal interest from the Stage 2 Integrated Learning program for individual focused development. The project is likely to be a research-based or a practical project-based task, or a combination of these. It is recommended that the students present the project in two parts:  
• an outcome (research/project-based)  
• an explanation of the connections between the program focus and the capability in a chosen key area. |
| **Assessed individually.** | **A maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.** |
| **Term 3** | **Draft Due: Monday Week 6** |
| **Due: Monday Week 7** |