Macquarie Darling Work Placement Inc. trading as

Western Student Connections

Work Placement School Information Pack 2012

Electronic Version available on the Work Placement page at www.wsc.edu.au

The coordination of work placements is funded by the State of New South Wales through the Department of Education and Communities under the Structured Workplace Learning Program

All documents are available on the Western Student Connections website: www.wsc.edu.au
# Western Student Connections

## Work Placement

### Information Package 2012

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VISION STATEMENT

Young people will have access to relevant high quality career support to develop their capacity for education, training and employment futures through Structured Workplace Learning, School Based Traineeships, careers and transitions and other relevant activities.

MISSION STATEMENT

To coordinate relevant Structured Workplace Learning (SWL) for all students in Western NSW Region: Service Regions 19, 20, 21 and 22.

To identify and respond to existing and emerging Work Placement opportunities.

To develop positive liaisons between local business and schools through Structured Workplace Learning, thereby improving community awareness of the skill needs of local and regional businesses.

To expand the options provided by partnerships with industry and the community including employers, employer groups and cross sector education authorities.

To support initiatives which involve expanding career opportunities for young people particularly in skills needs areas and for key priority groups.

To promote and market Structured Workplace Learning within our service regions.

To increase effective employer participation in Work Placement Service Provider vocational education programmes and activities.
WORK PLACEMENT REQUIREMENTS & COORDINATION

Western Student Connections (WSC) is contracted by the NSW Department of Education & Communities, on behalf of the three education sectors, for the supply of coordination services for Mandatory Higher School Certificate Vocational Education and Training Work Placements for 2012 and beyond. We are the sole provider of Work Placement Coordination in Western NSW.

WSC will coordinate Structured Workplace Learning (SWL) for eligible students in Service Regions 19, 20, 21 and 22, including those with special needs and from key priority groups, undertaking mandatory work placements as part of the NSW Higher School Certificate (HSC) Industry Curriculum Framework (ICF) vocational education and training (VET) course.

As a Work Placement Service Provider (WPSP), WSC will work with local schools with secondary enrolments, TAFE NSW colleges and campuses, and employers, to identify students and match them with appropriate placement opportunities.

WSC will comply with NSW DEC and TAFE NSW policies, all applicable laws, standards and codes.

**Service Region 19 – Central Tablelands – Lachlan**

All Saints’ College Bathurst  
Anson Street School  
Blayney High School  
Canowindra High School  
Carenne School  
Condobolin High School  
Condobolin MET School  
Cowra High School  
Dennison College of Secondary Education Bathurst Campus  
Dennison College of Secondary Education Kelso Campus  
Forbes High School  
Holman Place School  
James Sheahan Catholic High School  
Kinross Wolaroi School  
La Salle Academy  
Lithgow High School  
MacKillop College  
Molong Central School  
Oberon High  
Orange High School  
Orange Christian School  
Parkes High School  
Portland Central School  
Quandialla Central School  
Red Bend Catholic Collegel  
St Joseph’s Catholic School Oberon  
St Stanislaus College  
The Canobolas Rural Technology High School  
The Henry Lawson High School  
The Scots School  
TAFE NSW Western Institute
### Service Region 20: Central Macquarie – Dubbo

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Baradine Central School</td>
<td>Central Macquarie – Dubbo</td>
</tr>
<tr>
<td>Binnaway Central School</td>
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<td>Coolah Central School</td>
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<tr>
<td>Coonabarabran High School</td>
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<td>Coonamble High School</td>
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<td>Dunedoo Central School</td>
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<td>Gilgandra High School</td>
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<tr>
<td>Gulargambone Central School</td>
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<tr>
<td>Gulgong High School</td>
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<tr>
<td>Kandos High School</td>
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<tr>
<td>Mendooran Central School</td>
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<tr>
<td>Mudgee High School</td>
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<tr>
<td>St Matthews Catholic School</td>
<td>Mudgee</td>
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<tr>
<td>TAFE NSW Western Institute</td>
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<tr>
<td>TAFE NSW New England Institute</td>
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</tbody>
</table>

### Service Region 21: Upper Darling

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bourke High School</td>
<td>Upper Darling</td>
</tr>
<tr>
<td>Brewarrina Central School</td>
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<tr>
<td>Central West Trade College</td>
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<tr>
<td>Cobar High School</td>
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<tr>
<td>Dubbo Christian School</td>
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<tr>
<td>Dubbo College Delroy Campus</td>
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<tr>
<td>Dubbo College Senior Campus</td>
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<tr>
<td>Dubbo College South Campus</td>
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<tr>
<td>Dubbo School of Distance Education</td>
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<tr>
<td>Goodooga Central School</td>
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<tr>
<td>Lightning Ridge Central School</td>
<td></td>
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<tr>
<td>Macquarie Anglican Grammar School</td>
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<tr>
<td>Mian School</td>
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<tr>
<td>Narromine High School</td>
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<tr>
<td>Nyngan High School</td>
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<tr>
<td>Peak Hill Central School</td>
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<tr>
<td>St Johns College Dubbo</td>
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<td>St Mary’s Catholic School Wellington</td>
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<td>Tottenham Central School</td>
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<td>Trangie Central School</td>
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<td>Trundle Central School</td>
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<td>Tullamore Central School</td>
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<td>Walgett High School</td>
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<td>Warren Central School</td>
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<td>Wellington High School</td>
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<td>Yeoval Central School</td>
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<tr>
<td>TAFE NSW Western Institute</td>
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<tr>
<td>TAFE NSW New England Institute</td>
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</table>

### Service Region 22: Far West

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balranald Distance Education Centre</td>
<td>Far West</td>
</tr>
<tr>
<td>Broken Hill High School</td>
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<tr>
<td>Coomealla High School</td>
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<tr>
<td>Ivanhoe Central School</td>
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<tr>
<td>Menindee Central School</td>
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<tr>
<td>Wilcannia Central School</td>
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<tr>
<td>Willyama High School</td>
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<tr>
<td>TAFE NSW Western Institute</td>
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</tr>
</tbody>
</table>

### Industry Curriculum Frameworks:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Financial Services
- Hospitality
- Human Services
- Information Technology
- Metal & Engineering
- Primary Industries
- Retail Services
- Tourism

### Work Placement Requirements:

- **120 hour course (2 units X 1 year):** 35 hours
- **240 hour course (2 units X 2 years or 4 units X 1 year):** 70 hours
- **60 hour specialisation:** 14 hours
- **120 hour specialisation:** 35 hours additional
- **180 hour specialisation:** 49 hours additional
- **240 hour specialisation:** 70 hours additional
WORK PLACEMENT COORDINATION PROCESS

- **Schools/TAFE schedule work placements on the WSC SWL Calendar (Term 4)**
- **Students register for SWL (early Term 1)**
- **Schools/TAFE provide a placement request – (6 weeks prior)**
- **WSC SWL Coordinators organise the placements**
- **WSC generates documentation for schools/TAFE and employers**
- **WSC contacts employers on the first day of placement**
- **WSC notifies schools/TAFE of any issues**
- **WSC provides school/TAFE with a copy of the Workplace Supervisor’s Evaluation Report**

**Form 1: VET / TVET Work Placement Schedule Request**

**Form 2: Student Registration Form**

**Form 3: SWL Placement Request Form**

**Student Placement Record**

- Student Placement Brief
- Emergency Contact Card
- Student Evaluation Report
- Work Placement Record of Attendance

**Letter to Employer**

- Workplace Supervisor’s Evaluation Report
- Work Placement Record of Attendance
- Suggested activities sheet
Western Student Connections Work Placement Coordination: General Process 2012/13

NB: This process may be adjusted for individual schools based on local needs

<table>
<thead>
<tr>
<th>School/TAFE responsibility</th>
<th>WSC responsibility</th>
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</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Term 4</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>Preliminary Stage</td>
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<tr>
<td>Update employer database</td>
<td></td>
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<tr>
<td>Contact schools/TAFE for calendar dates</td>
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<tr>
<td>Prepare draft calendar</td>
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<tr>
<td>Publish draft calendar/adjusted</td>
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<tr>
<td><strong>Stage 1</strong></td>
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<tr>
<td>SWL Calendar finalised and published</td>
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<td>School/TAFE VET induction</td>
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<td>WSC processes explained to students</td>
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<tr>
<td>Student Online Registration completed by Year 11 – or Form 2</td>
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<tr>
<td>Student information entered on Pathways</td>
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<tr>
<td>Employer lists to VET/TVET teachers</td>
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<tr>
<td>Placement Request Forms completed by students/teacher</td>
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<tr>
<td>Placement Request Forms forwarded to WSC</td>
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<tr>
<td><strong>Stage 2</strong></td>
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<tr>
<td>Work Readiness Sessions</td>
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<tr>
<td>WSC presentation at VET Network meetings</td>
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<td><strong>Stage 3</strong></td>
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<tr>
<td>New employers receive Employer Pack &amp; complete Employer Registration form</td>
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<tr>
<td>Students’ first SWL placements organised/conducted</td>
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<td>Students receive Student Pack</td>
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<tr>
<td>Schools/TAFE receive Placement summaries, SPRs etc</td>
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<td>SWL arrangements confirmed with schools/TAFE</td>
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<td><strong>Stage 4</strong></td>
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<tr>
<td>WSC phones employer on first day of placements</td>
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<tr>
<td>VET teacher contacts employer during placements</td>
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<tr>
<td>Employer completes evaluation form and returns it to WSC / copy to school/TAFE</td>
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<tr>
<td>Post placement follow-up with student</td>
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<td>Certificate of Appreciation to employers</td>
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<td>Students’ Second Placements</td>
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<tr>
<td>Student Registration Forms completed for Year 12 placement – Form 2 or online</td>
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<tr>
<td>Students details updated on Pathways</td>
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<tr>
<td>Employer lists to schools</td>
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<tr>
<td>Placement Request Forms completed &amp; forwarded to WSC</td>
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<tr>
<td>Placements organised</td>
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<td>Year 12 placements occur + T 1, 2 &amp; 3 of following year</td>
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Second placement: Students’ second placements are organised for Term 4 or Term 1, 2 or 3 of following year and follow the same process as for their first placement.

SWL Calendar: Calendar is updated and/or adjusted throughout the year as required.

Placement Request Form: Only students to be placed for a particular block should be included. i.e. Those work-ready.
WESTERN STUDENT CONNECTIONS WEBSITE

The Western Student website is updated regularly throughout the year. We use the home page to showcase Employers of the Month, and to keep a calendar of events relating to VET, work placement and schools.

PAGES

The **Home Page** can be found at [http://www.wsc.edu.au](http://www.wsc.edu.au)

From the home page are links to:

1. **Work Placement** – a page containing all work placement processes, forms and documents
2. **Work Placement Calendar** – the current SWL calendar showing all schools placement dates. From this page you can go to the work Placement by School page and click on your school to find your school’s dates.
3. **Make the Connection** – a section dedicated to School Based Apprenticeships and Traineeships
4. **Trade Training Centres** – WSC has been very successful in writing TTC applications for schools.
5. **Workshops and Training** – WSC runs a NSW Institute of Teachers accredited workshop on Preparing Students for Work Placement
6. **Downloads** – all documents, forms etc available for download
7. **Top Websites** – links to websites about Work Placement, VET and SBATs
8. **Contact Us** – a list of each Work Placement Coordinator’s school and their contact details
9. **About Us** – our regions and our staff

When visiting our site, if you cannot find something you want., please call or email our Head Office.

If you have any suggestions for improving the site, please contact us.
**WORK PLACEMENT DOCUMENTS – WHAT STUDENTS NEED TO KNOW**

This information pack contains all the paperwork you will need for your work placement. Some of these documents are very important and must be completed before you start your week’s work placement – we have listed each one and exactly what you need to do below.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>What Is It and What You Need to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provided by Western Student Connections</strong></td>
<td></td>
</tr>
<tr>
<td>☐ What Students Need to Know – this document (green)</td>
<td>Use this checklist to ensure you have all necessary paperwork for your organised placement.</td>
</tr>
<tr>
<td>☐ Student Checklist (dark blue)</td>
<td>May be used when contacting the employer prior to the placement or at your induction.</td>
</tr>
<tr>
<td>☐ Student Placement Details Brief (white)</td>
<td>Gives you all the information about your work placement. You MUST phone the ‘Employer Contact' listed, 2 weeks prior to work placement. You MUST comply with the Dress Requirements, Attendance Details and Placement Comments also listed.</td>
</tr>
<tr>
<td>☐ Student Placement Record (white), Confidentiality (mauve) and Code of Conduct Agreement (cream)</td>
<td>All sections of this form MUST BE COMPLETED AND SIGNED BEFORE YOU START YOUR WORK PLACEMENT otherwise you are unable to start as you will not be insured. Your teacher will be the last person to sign (or TAFE teacher if you doing the subject at TAFE). Original to be held by the school. A copy must be given to the employer, yourself (student) and your parent/carer.</td>
</tr>
<tr>
<td>☐ Prohibited Activities List (pale blue)</td>
<td>There are certain activities that you may not undertake during work placement – please take note of this list and call your teacher or Western Student Connections if your employer has any problems with this.</td>
</tr>
<tr>
<td>☐ Student Evaluation Form (white)</td>
<td>These need to be filled out and returned to your teacher after completion of your Work Placement.</td>
</tr>
<tr>
<td><strong>Provided by your school or TAFE campus</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Emergency Contact Card</td>
<td>This is to be issued by your school/TAFE. You must complete all details prior to your work placement and carry this card with you at all times during the placement.</td>
</tr>
<tr>
<td>☐ Work Placement Journal</td>
<td>This is to be issued by your school/TAFE. This allows you to document what you do on your work placement and gives you evidence of completion.</td>
</tr>
<tr>
<td>☐ Parents and Carers Guide to Workplace Learning (booklet)</td>
<td>An important booklet with detailed information regarding work placement for you and your parent/carer. If you are new to the work placement program we advise you to read this booklet as it will answer most of your questions.</td>
</tr>
</tbody>
</table>

Make sure you are on time for work placement every day, be happy and enthusiastic (remember it is only for a week!)

If you have any problems while on work placement, call your teacher or Western Student Connections on 6885 6144 or reception@wsc.edu.au AS SOON AS POSSIBLE.
Please take the time to peruse this information pack. It contains important information and paperwork that you will need for hosting a work placement student. We have listed the contents below:

<table>
<thead>
<tr>
<th>Document Name</th>
<th>What Is It and What You Need to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forwarded to you by Western Student Connections</strong></td>
<td></td>
</tr>
<tr>
<td>Student Placement Details – Letter (white)</td>
<td>Gives you all the information regarding the student you are hosting for work placement – dates, contact numbers etc.</td>
</tr>
<tr>
<td>Safety and Emergency Procedures Contact Card (white)</td>
<td>Gives contact details for the school or TAFE during normal business hours and for the student’s out-of-normal-business-hours contact</td>
</tr>
<tr>
<td>Record of Attendance (white)</td>
<td>Please sign off the hours worked and hand it to the student at the end of the placement. (NB Please use the record in the student’s journal instead, if supplied)</td>
</tr>
<tr>
<td>Workplace Supervisor’s Evaluation Report (white)</td>
<td>Complete and fax (or mail) this form to Western Student Connections – we will forward it to the student’s teacher. Please feel free to give a frank and honest appraisal – this is necessary information for the teacher and WSC.</td>
</tr>
<tr>
<td>Task Checklist – specific to your industry &amp; the student’s course (mauve)</td>
<td>Basic tasks appropriate to the subject the student is undertaking for work placement – please feel free to add to this list any jobs appropriate to your workplace. Detailed information is available online at <a href="http://www.ezwp.det.nsw.edu.au/documents.htm">http://www.ezwp.det.nsw.edu.au/documents.htm</a></td>
</tr>
<tr>
<td><strong>Provided on Day 1 of the placement in an Employer Pack (the student will give this to you)</strong></td>
<td></td>
</tr>
<tr>
<td>Industry Curriculum Frameworks (pink)</td>
<td>Gives information about the courses and schools involved in the program</td>
</tr>
<tr>
<td>Industry Induction Checklist (grey)</td>
<td>This list has relevant points you may want to discuss with the student at the interview prior to work placement, or on their first day.</td>
</tr>
<tr>
<td>Prohibited Activities List (blue)</td>
<td>There are certain activities that work placement students may not undertake – please take note of this list. Please explain any “no go zones” with the student.</td>
</tr>
<tr>
<td>An Employer’s Guide to Workplace Learning - Booklet</td>
<td>Detailed information regarding work placement, including legal requirements (section 2, page 3 under the heading “Is there paperwork? Do I have to sign anything?”). If you are new to the work placement program we advise you to read this booklet as it will answer most of your questions.</td>
</tr>
<tr>
<td>Student Placement Record, Confidentiality and Code of Conduct Agreement (white)</td>
<td>This form activates the student's insurance coverage for work placement. The student is issued with this form at school 2 weeks prior to Work Placement. It is the STUDENT’S responsibility to ensure all sections of this paperwork are signed and completed prior to commencement of placement, including a signature from you (the employer) on section 3. <strong>Without this being completed the student will not be covered for insurance.</strong></td>
</tr>
<tr>
<td>Also included: Frequently Asked Questions – Work Placement Made Easy</td>
<td></td>
</tr>
</tbody>
</table>

If you have any questions or issues please don’t hesitate to contact Western Student Connections on 6885 6144 or reception@wsc.edu.au

We hope you have a rewarding and productive week with the student and we thank you for your participation in this important school to work transition program.
APPENDIX A

FORMS

1 Request to schedule work placement on the SWL Calendar (Form 1)
   • Use this form in Term 4 to apply for dates for work placements to be included on
     the Western Student Connections Draft SWL Calendar.

2 Online Student Registration – Pathways Connect
   • Students may register online at www.pathwaysconnect.com/wsc rather than
     complete Form 2.
   • Teachers must approve online registrations prior to WSC uploading them to the
     database.

3 Student Registration Form (Form 2)
   • Hand one form to each Year 11 student at the start of the course. Forward
     completed forms to Western Student Connections as soon as possible, but no
     later than Week 5 of Term 1.
   • Also to be completed by each student applying for Year 12 work placement. Year
     12 students should complete this form at the end of Term 3 or early Term 4.

4 Placement Request Form (Form 3)
   • Complete one form for each placement.
   • Only include students who are to be placed in that particular week.
   • Do not include students who have been granted RPL for work placement.

4 Employer Registration Form (Form 4)
   This is the form Western Student Connections uses when registering a new employer.

See website for Forms 1, 2, 3 and 4

ONLINE STUDENT REGISTRATION FOR VET WORK PLACEMENT

Western Student Connections now has an online student registration system for VET work placement. Students can now complete the Student Registration Form online rather than our paper form.
To do this, please ask students to go to our Pathways Connect website:

www.pathwaysconnect.com/wsc

1. Click on Students
2. Select School Placement or TAFE Placement
3. Select your school or TAFE Campus from the list of schools or TAFE Campuses
4. Select your course, make sure it is your class
5. Enter student details
6. Click on Agree with Declaration and Submit

If you do not have any particular information (ie Medicare Number), enter zeros and your teacher will add it later.
Once students have registered, your school/TAFE teacher can confirm registration details.

SCHOOLS MUST CONFIRM STUDENT REGISTRATIONS

To do this:

www.pathwaysconnect.com/wsc

1. Click on School Teacher or TAFE Teacher
2. Enter your school’s login and password
3. Click on the Classes and Regos tab at the top
4. Click on your class name in the list of Classes Open For Registration
5. Click on each student’s name and check their application
6. Click on Approve

Once approved, WSC will upload the student registrations to our database.

At least 6 weeks prior to placement, please send a Placement Request Form (Form 3), with employer preferences.

Please note: WSC will use the employer preferences on the Placement Request Form NOT those submitted in the online registration process.
APPENDIX B

EMPLOYER DOCUMENTS

1 Placement Letter to Employers
   • This letter is sent to employers by Western Student Connections to confirm the placement.

2 Safety and Emergency Card
   • Western Student Connections provides this Emergency Contact Card to employers.
   • Schools should provide students with their own card, to be carried at all times during the placement.

3 Workplace Supervisor’s Evaluation Report
   • This report is returned to Western Student Connections by the employer.
   • Western Student Connections will provide the school with a copy of each completed evaluation form.
   • Please ensure the student receives a copy.

4 Work Placement Record of Attendance
   • This is used by the employer to record the student’s attendance at their workplace.
   • It will be given to the student on the last day of their placement.
   • If the student has a work placement diary or journal, the employer will complete it instead.
Dear «Contact_First_Name»,

Thank you for your willingness to participate in the work placement program for the Higher School Certificate course in «Vocation».

Details of the placement are below.

The student will contact you prior to work placement to discuss arrangements. You will receive, from the student an information package, which will include details of insurance and indemnity provisions. The teacher of the «Vocation» course may also contact you prior to and during the work placement. You will also receive a courtesy call from Western Student Connections within 48 hours of the placement.

On behalf of Western Student Connections, I would like to thank you for participating in this valuable business/education partnership.

If you require any further information please do not hesitate to contact me on telephone 02 6885 6177.

Student: «StudentFN» «StudentLN»
Phone: «StudentPhone1»
Mobile: «StudentMobile»
School: «School_Name»
Dates: «StartDate» to «EndDate»
Attendance: «Attendance_Details»

Should you have any queries please do not hesitate to contact «Placement_Coord_FN» «Placement_Coord_LN» as soon as possible.

Regards,

«Placement_Coord_FN» «Placement_Coord_LN»
«Placement_Coord_Phone»

Western Student Connections
Shaping young careers
# Work Placement Student

**Name:**

**School:**

## SAFETY AND EMERGENCY PROTOCOLS

**STUDENT CONTACT CARD**

**My nominated contact during normal business hours from my School / TAFE NSW Institute / PC RTO is:**

| Name:                              |  
|------------------------------------|---
| Telephone:                         |  
| Parent/Carer Name:                 |  

**For an emergency out of normal business hours (where applicable) my contact is:**

| Name:                              |  
|------------------------------------|---
| Contact Number:                    |  

### Safety Advice

- Be aware of risk at all times where you are working.
- Ask for information, instruction, training and on-going supervision when undertaking an activity, especially where you are asked to undertake an unfamiliar activity, or an activity in unfamiliar surroundings, for example, where there is not much light or ventilation.
- Concerns about safety at the workplace are always legitimate and always need to be addressed to your satisfaction.
- Tell your supervisor if you have any safety concerns. Make sure they are addressed, for example, through a safe work method statement or (if you are in a construction industry) a toolbox talk.
- Take responsibility for thinking about occupational health and safety.
- Ring your nominated contact if in doubt about your safety (see overleaf)

### If you are injured in the workplace

- Seek first aid or medical help immediately.
- Contact the school, TAFE NSW Institute, RTO or emergency contact.
- Ask the doctor attending for a medical certificate.
- Use your Medicare number: do not treat as a Worker's Compensation claim.

**My Medicare No:**

Complete a written report of the accident and forward it to the school or relevant TAFE NSW institute college or campus or PC RTO

---

**PLEASE NOTE:** This document is generated by Western Student Connections from information provided by the student and school. It is **NOT** the official Contact Card.

**THE SCHOOL MUST** provide the student with a Contact Card, which the student has been supervised in completing. This card **MUST** be with the student during the work placement.
See website for Emergency Card Template


This template has three cards per A4 page. Print double-sided and cut into 3.

Supervise students in filling out this card.
**WORK PLACEMENT DOCUMENTS – RECORD OF ATTENDANCE**

IMPORTANT: Students must fill out this form and ensure their employer or supervisor signs off the hours worked. Student MUST RETURN THIS SIGNED FORM TO THEIR TEACHER/VOC ED COORDINATOR ON COMPLETION OF THE WORK PLACEMENT.

<table>
<thead>
<tr>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/TAFE</td>
</tr>
<tr>
<td>Year and Course</td>
</tr>
<tr>
<td>Work Placement Dates</td>
</tr>
<tr>
<td>Employer Name</td>
</tr>
<tr>
<td>Supervisor Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATES</th>
<th>START TIME</th>
<th>FINISH TIME</th>
<th>HOURS WORKED (less breaks)</th>
<th>SUPERVISOR’S SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**TOTAL HOURS WORKED**

If a student is unable to attend on any day please note absence, date and reason for absence:

<p>| | | | |</p>
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<thead>
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</tr>
</tbody>
</table>
# WORKPLACE SUPERVISOR’S EVALUATION REPORT

Please comment on the performance of the student while at the workplace, and fax back to Western Student Connections 02 6885 6199.

If appropriate, please mark more than one square in each of the following groups:

**Attitude to the job**
- Enthusiastic
- Interested
- Appears indifferent

**Persistence with tasks given**
- Highly Motivated
- Persistent
- Needs encouragement
- Not applicable to this position

**Appearance and dress**
- Appropriate
- Well groomed and neatly dressed
- Inappropriate

**Punctuality**
- Always on time
- Satisfactory
- Unsatisfactory

**Ability to work with others**
- Shows flexibility
- Works well in a team environment
- Prefers to work alone

**Ability to Communicate**
- Outstanding communication skills
- Communicates well
- Has difficulty

**Ability to work unsupervised**
- Shows initiative
- Readily seeks further advice
- Needs encouragement
- Waits to be told what to do

**Ability to follow instructions**
- Shows good understanding
- Willing to seek clarification
- Needs close supervision

**Adjustment to the work environment**
- Settled immediately
- Settled in well after a while
- Experienced difficulty

**Attention to safety**
- Excellent
- Adequate
- Could take more care

**Comments:**

```
General Comments

Western Student Connections provided me with good information about the procedures and my responsibilities prior to the work placement
- Don’t know
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Western Student Connections arranged the work placement in sufficient time

The work placement met my needs and expectations

Overall, I would recommend this experience to others
```

---

Supervisor’s Name

Position

Signature

Date

PLEASE COMPLETE AND RETURN TO Western Student Connections PO Box 1033, Dubbo NSW 2830

Phone: 02 6885 6144 Fax: 02 6885 6199 Email: reception@WSC.edu.au
APPENDIX C

STUDENT DOCUMENTS

1  Student Placement Brief
   • This document is sent to the school with the SPR to be included in the student’s Work Placement Pack.

2  Student Evaluation Report
   • This form is to be completed by the student after the placement and returned to Western Student Connections.
   • This information is required for NSW DET reporting purposes.
Student Placement Details - Brief

Student Information
Student Name:
Industry Preference:
School:
Phone:
Mobile:
Address:
Suburb:
State / Postcode:
Student Year Level:
Guardian/Emergency Ph:
Guardian Phone Description:

Placement & Employer Information
Employer Name:
Employer Contact:
Title:
Business Address:
Suburb:
Phone:
Mobile:
Placement Status:
Placement Pattern:
Workplace Supervisor:
Placement Hours:
Placement Date Range:
Dress Requirements:
Attendance Details:
Mode of Placement:
Inspecting Teacher:

Western Student Connections
2/46 Bultje Street, Dubbo NSW 2830
Phone: 02 6885 6144
Fax: 02 6885 6199
Email: reception@wsc.edu.au
STUDENT EVALUATION REPORT

Student Information:

Student Name

School

VET/TVET Subject

Work Placement Information:

Business Name

Supervisor

Placement dates From_________________ to ___________________

General Comments

<table>
<thead>
<tr>
<th>Statement</th>
<th>Don’t know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Student Connections provided me with good information about the</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>procedures and my responsibilities prior to the work placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Student Connections arranged the work placement in sufficient</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work placement met my needs and expectations</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Overall, I would recommend this experience to others</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Do you have any comments about your work placement?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Completed by:

Name: _____________________________________________ Date: ____________________

PLEASE COMPLETE AND RETURN TO YOUR TEACHER

Note to teacher: Please fax this completed form to Western Student Connections:

Western Student Connections  PO Box 1033, Dubbo NSW 2830
Phone: 02 6885 6144  Fax: 02 6885 6199  Email: reception@WSC.edu.au
SUGGESTED STUDENT ACTIVITIES: AUTOMOTIVE PAINT & PANEL

Qualification: AUR20905 Certificate II in Automotive Vehicle Body

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student’s level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist. NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.

Suggested activities include:

- What is involved in the day to day activities of the Smash Repair Industry?
- OH&S awareness of hazardous materials
- The student is very new and is not very competent; don’t expect them to have the knowledge of a 2nd, 3rd year apprentice
- Try and be patient with them
- Encourage the student to ask questions
- Keep them involved
- Have the tradesman/woman explain why they are doing what they’re doing!
- Explain the importance of turning up on time & wearing the appropriate PPE
- If you show enthusiasm it could lead into an apprenticeship
- Use correct terminology with tooling.
- Answer telephones (if possible)
SUGGESTED STUDENT ACTIVITIES: BUSINESS SERVICES

Qualification: BSB20107 Certificate II in Business

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student’s level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist. NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist.

Suggested activities include:

- Identify the company’s policy for:
  - Visitors
  - Telephone calls
  - Messages
  - Leave
- What types of forms are used – where possible ask for samples.
- Outline the mail processes both incoming and outgoing.
- Assist with the receipting, stamping and distribution of incoming mail.
- Produce simple documents, letters, reports etc. using the computer.
- Receive and relay telephone and other incoming messages.
- Observe and, if possible, be part of petty cash handling procedures, invoicing and banking.
- Identify and retrieve documents from the computer, perform data entry, print monthly statements / prepare invoices using a computerised account system.
- Observe protocol for preparing and processing financial documentation for cashflow and accounting records.
- Observe and if practical perform bank reconciliations and other accounts duties.
- Copy, collate and file documents, in accordance with office protocols, as required.
- Draft simple correspondence with the aid / approval of the supervisor.
- Select, operate and maintain a piece of office equipment to complete a given task.
- Write the operating instructions for a piece of equipment used for the first time.

Employability Skills for the qualification:

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry requirements for the qualification include:</th>
</tr>
</thead>
</table>
| Communication               | • communicating verbally with clients and colleagues  
                              | • drafting routine correspondence that meets the organisational standards of style, format and accuracy.    |
| Teamwork                    | • working in a team environment to promote team commitment and cooperation.                                  |
| Problem solving             | • choosing appropriate methods for communication and transferring information  
                              | • dealing with client enquiries and complaints.                                                             |
| Initiative and enterprise   | • raising occupational health and safety issues with designated personnel.                                   |
| Planning and organising     | • planning and organising own work schedule for the day                                                      |
|                             | • planning the layout of simple documents using appropriate software.                                       |
| Self-management             | • dealing sensitively with client needs and cultural, family and individual differences  
                              | • obtaining feedback on work performance and identifying opportunities for improvement.                    |
| Learning                                      | • encouraging, acknowledging and acting on constructive feedback from team members  
|                                             | • using manuals, training booklets and online help to overcome difficulties. |
| Technology                                   | • selecting, maintaining and using business technology appropriate to the task. |
SUGGESTED STUDENT ACTIVITIES: CONSTRUCTION

Qualification: CPC20208 Certificate II in Construction Pathways

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student’s level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist. **NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.**

- Observe OH&S procedures on site.
- Use a level to do your own level checks in a variety of site locations.
- Clean the site and equipment including bricks and removing formwork under supervision.
- Stack, store and create an inventory of materials.
- Locate and identify key features on the site plan as well as from sectional details and elevations. Find those features on site.
- Carry out steel-fixing, concreting to simple forms, repair pavements and remove site fencing.
- Prepare the construction process for wall and floor tiling, solid plastering, drywall plastering and brick / block laying.
- Perform basic carpentry, demolition, steelwork and painting.
- Maintain and store tools not in use with consideration to safety factors.
- Mix mud for brickies and labour for other trades on site, given suitable supervision.
- Count the bricks used on a job then calculate the cost of bricklayers.
- Produce a flowchart of the current job and its tool requirements.
- List all the trades involved on the job and their responsibilities.
- Observe and explain / use the levering devices used on site.
- Where possible, observe the quotation process and the estimating procedure.
- What are the differences between contractors and sub-contractors? Give examples from the site.

**Employability Skills for the qualification:**

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• Communicates with clients, colleagues and others using effective and appropriate communication techniques, including:</td>
</tr>
<tr>
<td></td>
<td>– clear and direct communication</td>
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<tr>
<td></td>
<td>– active listening</td>
</tr>
<tr>
<td></td>
<td>– verbal and non-verbal language</td>
</tr>
<tr>
<td></td>
<td>– questioning to identify and confirm requirements</td>
</tr>
<tr>
<td></td>
<td>– language and concepts appropriate to cultural differences</td>
</tr>
<tr>
<td></td>
<td>• Follows instructions from supervisor and others</td>
</tr>
<tr>
<td></td>
<td>• Understands, interprets and applies information as required from relevant:</td>
</tr>
<tr>
<td></td>
<td>– environmental and OHS requirements, including material safety data sheets</td>
</tr>
<tr>
<td></td>
<td>– plans, drawings and specifications</td>
</tr>
<tr>
<td></td>
<td>– schedules</td>
</tr>
<tr>
<td></td>
<td>– industry-specific resources, such as Moh’s scale</td>
</tr>
<tr>
<td></td>
<td>– load tables</td>
</tr>
<tr>
<td></td>
<td>– safety signs and symbols</td>
</tr>
<tr>
<td></td>
<td>– organisational policies and procedures</td>
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<tr>
<td></td>
<td>Understands relevant definitions,</td>
</tr>
<tr>
<td><strong>Terminology, Symbols, Abbreviations and Language</strong></td>
<td></td>
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<tr>
<td>-----------------------------------------------------</td>
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<tr>
<td>Records relevant information using standard workplace documentation</td>
<td></td>
</tr>
<tr>
<td>Applies measurements and calculations using appropriate equipment, formulas and records as required</td>
<td></td>
</tr>
<tr>
<td>Reports and records hazards and risks</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teamwork</strong></th>
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</thead>
<tbody>
<tr>
<td>Works as part of a team</td>
</tr>
<tr>
<td>Provides assistance and encouragement to other team members</td>
</tr>
<tr>
<td>Initiates and encourages improvements in team performance</td>
</tr>
<tr>
<td>Identifies and utilises the strengths of other team members</td>
</tr>
<tr>
<td>Relates to people from diverse social, cultural and ethnic backgrounds and with varying physical and mental abilities</td>
</tr>
<tr>
<td>Participates in on-site meetings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Problem-solving</strong></th>
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</thead>
<tbody>
<tr>
<td>Examines tools and equipment prior to use for damage, missing components or other defects</td>
</tr>
<tr>
<td>Identifies typical faults and problems and takes remedial action and/or reports to supervisor</td>
</tr>
<tr>
<td>Rectifies simple faults with tools and equipment</td>
</tr>
<tr>
<td>Identifies methods of prevention and control for water penetration</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Initiative and Enterprise</strong></th>
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<tbody>
<tr>
<td>Identifies opportunities to improve resource efficiency and makes suggestions as appropriate</td>
</tr>
<tr>
<td>Responds to change and workplace challenges</td>
</tr>
<tr>
<td>Puts ideas into action</td>
</tr>
<tr>
<td>Maximises use of resources by recycling, re-using or using appropriate disposal methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Planning and Organising</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies hazards and implements appropriate hazard control measures</td>
</tr>
<tr>
<td>Selects and uses appropriate materials, tools and equipment</td>
</tr>
<tr>
<td>Determines material quantity requirements and checks for conformity to requirements</td>
</tr>
<tr>
<td>Prioritises and sequences tasks</td>
</tr>
<tr>
<td>Applies time management skills to ensure work is completed to time requirements</td>
</tr>
</tbody>
</table>
SUGGESTED STUDENT ACTIVITIES: ELECTROTECHNOLOGY

Qualification: UEE22007 Certificate II in Electrotechnology (Career Start)

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student’s level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist.

NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.

Core units studied by students are:
- UEENEEC010B Deliver a service to customers
- UEEEEE001B Apply OHS practices in the workplace
- UEEEEE002B Dismantle, assemble and fabricate electrotechnology components
- UEEEEE003B Solve problems in extra-low voltage single path circuits
- UEEEEE004B Solve problems in multiple path d.c. circuits
- UEEEEE005B Fix and secure equipment
- UEEEEE048B Carry out routine work activities in an electrotechnology environment

Students also do at least 80 indicative hours of electives.

Job roles for this qualification include:
- Read electrical, architectural and mechanical diagrams, drawings or specifications to determine job requirements
- Plan the layout of wiring system
- Test for, locate and repair electrical malfunctions
- Install electrical and electronic control systems and insulated cables
- Install electrical equipment such as storage heaters, water heaters, electrical signs, switchboard and motors
- Assemble and fabricate electrical and electronic components & appliances
- Connect switches, outlets and other fittings
- Connect circuit breakers
- Maintain automated production processes

Employability Skills for the qualification:
Communication: Communicating ideas and information
Teamwork: Working with others and in teams
Problem solving: Solving problems Using mathematical ideas and techniques
Initiative and enterprise
Planning and organising: Collecting, analysing and organising information, Planning and organising activities
Self-management
Learning
Technology: Using technology
SUGGESTED STUDENT ACTIVITIES: ENTERTAINMENT

Qualification: CUE30203 Certificate III in Live Production, Theatre and Events

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student's level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist. **NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.**

- Detail the OH&S provisions of the site
- Operate a variety of lighting and audio visual equipment.
- Assist in the staging / stage management of a show / performance.
- Use technology to conduct the business of the show.
- Take minutes of crew meetings and distribute to relevant members.
- Coi and tie power and sound cables.

- **In Entertainment:**
  - Assist in making costumes / props.
  - Assist in bump in / bump out.
  - Design, apply and remove makeup.
  - Use hand / power tools.
  - Assist with design of programs, tickets and posters.
  - Assist with sound / lighting rigging.

- **In Front of House:**
  - Service patrons.
  - Usher patrons / performers.
  - Assist with the provision of security for performers, venue, visitors.

- **In Music Industry:**
  - Move and set up equipment / instruments.
  - Record the sound.
  - Perform editing using analogue systems.
  - Design a servicing schedule for the equipment.

- Investigate the qualifications and career paths of the industry as it applies to this site.
- Prepare a stocklist / database of the labour and equipment needed.
- Design a servicing schedule for all equipment.
### Employability Skills for the qualification:

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>• providing information to patrons in a venue&lt;br&gt;• checking tickets for validity&lt;br&gt;• selling tickets and other items&lt;br&gt;• greeting patrons&lt;br&gt;• completing workplace documentation in relation to financial transactions&lt;br&gt;• passing on key safety information to colleagues&lt;br&gt;• interpreting production documentation, e.g. lighting and staging instructions&lt;br&gt;• completing workplace documentation&lt;br&gt;• explaining production requirements to other personnel&lt;br&gt;• clarifying production requirements with supervisor&lt;br&gt;• passing on key safety information to colleagues.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>• working as a team member in an entertainment venue in a variety of roles, e.g. ushering patrons, handling sales&lt;br&gt;• sharing information with colleagues&lt;br&gt;• checking safety procedures with other team members&lt;br&gt;• liaising with colleagues and supervisors during set-up and production&lt;br&gt;• completing installation tasks as a member of a team&lt;br&gt;• checking safety procedures with other team members.</td>
</tr>
<tr>
<td><strong>Problem-solving</strong></td>
<td>• dealing with queues in venues&lt;br&gt;• seating patrons who arrive late or who have special needs&lt;br&gt;• identifying safety issues and reporting them to appropriate person&lt;br&gt;• basic troubleshooting and maintenance of lighting equipment&lt;br&gt;• adjusting position of lighting equipment&lt;br&gt;• responding to equipment malfunction during performance&lt;br&gt;• identifying safety issues and reporting them to appropriate person.</td>
</tr>
<tr>
<td><strong>Initiative and enterprise</strong></td>
<td>• investigating discrepancies when reconciling financial takings&lt;br&gt;• being proactive in identifying needs of patrons in a venue&lt;br&gt;• identifying problems with equipment/staging elements quickly and taking appropriate action.</td>
</tr>
<tr>
<td><strong>Planning and organising</strong></td>
<td>• ensuring the patrons are seated in adequate time before the start of a performance&lt;br&gt;• organising reconciliation of financial takings&lt;br&gt;• organising work tasks to ensure safety collecting information needed to record a series of lighting cues&lt;br&gt;• playing lighting cues in correct sequence&lt;br&gt;• testing equipment in advance to ensure working order&lt;br&gt;• positioning and placing equipment/set pieces ready for installation&lt;br&gt;• working with cue documentation and calculating timings&lt;br&gt;• organising work tasks to ensure safety.</td>
</tr>
<tr>
<td><strong>Self Management</strong></td>
<td>• maintaining personal safety standards&lt;br&gt;• acting within the scope of job role developing personal time management skills&lt;br&gt;• following workplace procedures, particularly in relation to OHS, e.g. ensuring electrical safety&lt;br&gt;• acting within the scope of job role&lt;br&gt;• maintaining personal safety standards.</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>• keeping up to date with industry developments&lt;br&gt;• keeping up to date with services and facilities in venues&lt;br&gt;• identifying own learning needs in consultation with appropriate personnel&lt;br&gt;• keeping up to date with industry developments.</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>• using point of sale technology&lt;br&gt;• using the internet as a source of information about the industry&lt;br&gt;• testing and operating digital lighting consoles.</td>
</tr>
</tbody>
</table>
SUGGESTED STUDENT ACTIVITIES: HOSPITALITY

Qualification: SIT20207 Certificate II in Hospitality or SIT20307 Certificate II in Hospitality (Kitchen Operations)

Please confirm with the student the qualification they are studying.

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student’s level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist. **NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.**

Individuals with these qualifications are able to perform roles such as:
- undertaking mise en place prior to service
- serving food and beverage to tables
- providing reception or front desk services
- providing assistance in a catering operation.
- preparing breakfast items
- preparing a range of fast food items
- preparing a range of non alcoholic drinks
- preparing sandwiches
- preparing appetisers and salads
- preparing hot and cold desserts.

Other suggested activities include:
- use basic methods of cookery where practical
- provide food service
- provide a link between the kitchen and service areas
- clean and maintain the premises in which work is performed
- clean and store utensils used in the cooking process
- observe and assist in cleansing and sanitising procedures used in the establishment
- locate utensils, mechanical equipment or large fixed equipment that they have not used / seen before. Identify what it is used for, how it is operated and maintenance schedule
- investigate how the establishment controls pests, the methods used and frequency
- outline the procedures for garbage control
- document the procedures for stock rotation
- become familiar with and document the various storage areas within the establishment eg. Refrigeration, dry storage
- produce a flowchart for receiving and storing stock
- investigate menus

**Employability Skills for the qualification:**

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communicating with colleagues and customers to assist with the coordination of customer’s hospitality and/or dining experience; interpreting verbal and written information on hospitality products and customer requirements; providing clear and accurate verbal and written information to customers and colleagues in a culturally appropriate manner to ensure a positive hospitality experience.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Working as a team member, taking instructions from others and understanding own role in servicing the needs of the hospitality customer; supporting other team members to coordinate hospitality sales and operational activities to achieve quality service delivery of the hospitality product; respecting the cultural diversity of team members and seeking their assistance to service the culturally diverse needs of hospitality customers.</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Thinking about problems that relate to own role in hospitality sales and operational activities and kitchen operations; avoiding problems by planning own day-to-day operational activities; clarifying the extent of problems and requesting assistance from team members and supervisors in resolving operational details; using predetermined policies and procedures to guide solutions to customer or operational problems associated with hospitality sales and service and the kitchen.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>Identifying and discussing better ways to coordinate hospitality sales and operational activities in the kitchen and to manage safety risks by participating in group risk assessment activities.</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>Collecting, analysing and organising information to allow for efficient coordination of hospitality sales and operational activities and safe and efficient kitchen operations; using appropriate predetermined policies and procedures to guide such activities.</td>
</tr>
<tr>
<td>Self-management</td>
<td>Understanding and complying with the legal responsibilities that apply to own role in servicing the hospitality customer; knowing own job role and responsibilities in hospitality sales and operational activities and kitchen operations; seeking feedback and guidance from supervisors on success in hospitality sales and operational activities and kitchen operations.</td>
</tr>
<tr>
<td>Learning</td>
<td>Knowing the structure of networks within and sources of new information on the hospitality industry to enable the sourcing of ongoing learning opportunities; proactively seeking and sharing information with colleagues on new hospitality products and services.</td>
</tr>
<tr>
<td>Technology</td>
<td>Understanding the operating capability of and selecting and using technology that assists in hospitality sales and operational activities and kitchen operations; correctly using equipment to ensure personal safety in the workplace.</td>
</tr>
</tbody>
</table>
Qualification: HLT32507 Certificate III in Health Services Assistance

Please confirm with the student which qualification they are studying.

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student’s level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist. NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.

This qualification covers workers in a range of work roles who provide assistance to health professional staff with the care of clients. Health Services Assistance involves the worker in direct client contact under supervision.

**Occupational titles** may include:

- Assistant in nursing
- Orderly
- Nursing assistant
- Operating theatre technician
- Nursing support worker
- Theatre support
- Patient service attendant
- Ward assistant
- Patient support assistant
- Wardsperson
- Patient care assistant
- Ward support

**Employability skills** for this course include:

<table>
<thead>
<tr>
<th>EMPLOYABILITY SKILLS</th>
<th>FACETS ADDRESSED Industry/enterprise requirements for this qualification include the following facets:</th>
</tr>
</thead>
</table>
| Communication        | 1. Listening to and understanding work instructions, directions and feedback  
                        2. Speaking clearly/directly to relay information  
                        3. Reading and interpreting workplace related documentation, such as prescribed programs  
                        4. Writing to address audience needs, such as forms, case notes and reports  
                        5. Interpreting the needs of internal/external clients from clear information and feedback  
                        6. Applying basic numeracy skills to workplace requirements involving measuring and counting  
                        7. Sharing information (eg with other staff, working as part of an allied health team)  
                        8. Negotiating responsively (eg re own work role and/or conditions, possibly with clients)  
                        9. Being appropriately assertive (eg in relation to safe or ethical work practices and own work role)  
                        10. Empathising (eg in relation to others) |
| Teamwork             | 1. Working as an individual and a team member  
                        2. Working with diverse individuals and groups  
                        3. Applying knowledge of own role as part of a team  
                        4. Applying teamwork skills to a limited range of situations  
                        5. Identifying and utilising the strengths of other team members  
                        6. Giving feedback |
| **Problem solving** | 1. Developing practical solutions to workplace problems (ie within scope of own role)  
2. Showing independence and initiative in identifying problems (ie within scope of own role)  
3. Solving problems individually or in teams (ie within scope of own role)  
4. Using numeracy skills to solve problems (eg time management, simple calculations, shift handover)  
5. Testing assumptions and taking context into account (ie with an awareness of assumptions made and work context)  
6. Listening to and resolving concerns in relation to workplace issues  
7. Resolving customer concerns relative to workplace responsibilities (ie if role has direct customer contact) |
| **Initiative and enterprise** | 1. Adapting to new situations (ie within scope of own role)  
2. Being creative in response to workplace challenges (ie within relevant guidelines and protocols)  
3. Identifying opportunities that might not be obvious to others (ie within a team or supervised work context)  
4. Translating ideas into action (ie within own work role)  
5. Developing innovative solutions (ie within a team or supervised work context and within established guidelines) |
| **Planning and organising** | 1. Collecting, analysing and organising information (ie within scope of own role)  
2. Using basic systems for planning and organising (ie if applicable to own role)  
3. Being appropriately resourceful  
4. Taking limited initiative and making decisions within workplace role (ie within authorised limits)  
5. Participating in continuous improvement and planning processes (ie within scope of own role)  
6. Working within clear work goals and deliverables  
7. Determining or applying required resources (ie within scope of own role)  
8. Allocating people and other resources to tasks and workplace requirements (only for team leader or leading hand roles)  
9. Managing time and priorities (ie in relation to tasks required for own role)  
10. Adapting resource allocations to cope with contingencies (ie if relevant to own role) |
| **Self-management** | 1. Being self-motivated (ie in relation to requirements of own work role)  
2. Articulating own ideas (ie within a team or supervised work context)  
3. Balancing own ideas and values with workplace values and requirements  
4. Monitoring and evaluating own performance (ie within a team or supervised work context)  
5. Taking responsibility at the appropriate level |
| **Learning** | 1. Being open to learning new ideas and techniques  
2. Learning in a range of settings including informal learning  
3. Participating in ongoing learning  
4. Learning in order to accommodate change  
5. Learning new skills and techniques  
6. Taking responsibility for own learning (ie within scope of own work role)  
7. Contributing to the learning of others (eg by sharing information)  
8. Applying a range of learning approaches (ie as provided)  
9. Participating in developing own learning plans (eg as part of performance management) |
| **Technology** | 1. Using technology and related workplace equipment (ie if within scope of own role)  
2. Using basic technology skills to organise data  
3. Adapting to new technology skill requirements (ie within scope of own role)  
4. Applying OHS knowledge when using technology |
SUGGESTED STUDENT ACTIVITIES: INFORMATION TECHNOLOGY

Qualification: ICA20102 Certificate II in Information Technology or ICA30105 Certificate III in Information Technology

Please confirm with the student which qualification they are studying.

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student’s level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist. NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.

Suggested activities include:
- Create IT solutions for the workplace: memos, faxes, letterheads, emails, reports, web pages.
- Obtain a copy of the OH&S policy especially the section relating to ergonomics and minimum space requirements. Design an office plan, showing the most appropriate location for equipment and furniture.
- Follow the maintenance procedures for a piece of equipment while conducting maintenance.
- Install software and hardware components as directed by the supervisor.
- Conduct a system check and perform an anti-virus check using appropriate software tools.
- Prepare a maintenance schedule for a piece of hardware.
- Prepare a mail merge document and prepare and send faxes, emails, memos and letters using a word processing program.
- Produce graphs of product sales and stock supplies using a spreadsheet program.
- Set up a database of the organisation’s clients – use to produce reports on contracts, spare parts, client details etc.
- Undertake a stocktake of paper, printers, cartridges etc. Use the data to compile a database.
- Create a PowerPoint, Flash or web presentation.
- Interview employees as to career pathways and qualifications.
- Observe, follow and document OH&S guidelines as well as signage for employees and customers.

Employability skills for Certificate II

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• providing client support using verbal and non-verbal communication</td>
</tr>
<tr>
<td></td>
<td>• reading and writing basic workplace documents and technical manuals</td>
</tr>
<tr>
<td>Teamwork</td>
<td>• reporting detected destructive software to appropriate persons</td>
</tr>
<tr>
<td></td>
<td>• seeking feedback from users of new or upgraded technology</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>• configuring operating systems to suit the working environment</td>
</tr>
<tr>
<td></td>
<td>• solving organisational problems by applying technology</td>
</tr>
<tr>
<td>Initiative and Enterprise</td>
<td>• selecting appropriate software and file formats for an activity</td>
</tr>
<tr>
<td>Planning and Organising</td>
<td>• identifying work to be completed and then prioritising tasks</td>
</tr>
<tr>
<td></td>
<td>• planning and organising the selection, manufacture and siting of hardware</td>
</tr>
<tr>
<td>Self-management</td>
<td>• establishing own work schedule and taking responsibility for own outputs in work and learning</td>
</tr>
<tr>
<td></td>
<td>• following occupational health and safety standards and organisational policies to avoid injury or illness</td>
</tr>
<tr>
<td>Learning</td>
<td>• acquiring and using new or upgraded technology skills to enhance learning</td>
</tr>
<tr>
<td></td>
<td>• having a basic knowledge of current industry accepted hardware and software products</td>
</tr>
<tr>
<td>Technology</td>
<td>• selecting, installing and using computer software and hardware</td>
</tr>
</tbody>
</table>
### Employability skills for Certificate III

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• communicating with clients to determine requirements and ensuring that requirements are met&lt;br&gt;• interpreting software manual instructions</td>
</tr>
<tr>
<td>Teamwork</td>
<td>• contacting operating system vendors to obtain technical specifications and system requirements&lt;br&gt;• submitting developed user documentation to the target audience for review</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>• determining the uses and audience of a simple mark-up language document&lt;br&gt;• troubleshooting the operation of macros</td>
</tr>
<tr>
<td>Initiative and Enterprise</td>
<td>• assessing and recording information from various sources&lt;br&gt;• identifying and applying skills and knowledge to a wide variety of contexts&lt;br&gt;• investigating and documenting solutions to client problems</td>
</tr>
<tr>
<td>Planning and Organising</td>
<td>• planning for the implementation of software changes by seeking technical and client information and organising the process</td>
</tr>
<tr>
<td>Self-management</td>
<td>• taking responsibility for own and others’ outputs in working and learning</td>
</tr>
<tr>
<td>Learning</td>
<td>• adopting and transferring skills and knowledge to new environments&lt;br&gt;• providing one-to-one instruction for clients about operating system software&lt;br&gt;• reviewing client feedback and identifying areas for improvement</td>
</tr>
<tr>
<td>Technology</td>
<td>• selecting, installing and using computer software and hardware</td>
</tr>
</tbody>
</table>
SUGGESTED STUDENT ACTIVITIES: METAL & ENGINEERING

Qualification: MEM20105 Certificate II in Engineering

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student’s level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist. NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.

As there are many electives in this qualification, please confirm with the student which skills they have covered.

Suggested activities include:

- Use hand tools to assist in a job
- Measure a job with graduated devices and perform basic calculations based on this.
- Students may be able to:
  - Perform manual production assembly
  - Perform sheet and metal plate assembly
  - Do basic soldering
  - Operate general machinery
  - Perform manual and mechanical cutting
  - Braze and silver solder
  - Perform manual heating, thermal cutting and gouging
  - Perform routine manual arc and gas metal arc welding
  - Perform electronic and electrical assembly
- Observe a job from start to finish and document the processes involved.
- Create an inventory of tools used, detailing which employee positions use each. Where possible create a database of tools and their use.
- Photograph both the tools and the mechanical process where possible.
- Stocktake the materials used in the business.
- Produce a technical drawing, 3D / 2D drawing or model using CAD. Provide electronic / electric detail and sketch of the same.
- Collect safe operation data for a machine. This will be comparatively analysed at school.
- Familiarise yourself with the designs and products currently done by the company.
- Perform basic calculations necessary to complete a job.
- Operate basic machinery to complete tasks.
- Design and build own project eg. toolbox or sign
SUGGESTED STUDENT ACTIVITIES: PRIMARY INDUSTRIES

Qualification: RTE20103 Certificate II in Agriculture

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student's level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist. NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.

Suggested activities include:

- Observe and document the OH&S measures in the workplace.
- List the location of supplies of biological and chemical agents then prepare a plan for managing a leakage or spillage.
- Safely use chemicals in your routine.
- Receive and store products using the protocols appropriate to the workplace.
- Clean and store empty equipment and containers.
- Identify and document the employment pathways in the industry.
- Prepare, in consultation with the supervisor, a plan for the daily work routine.
- Feed, water, muster and pen livestock as required.
- Assist with the preparation of stock for shows / sales.
- Assist in the crutching of sheep and preparation of yards / sheds for shearing, then wool for classing.
- Check body weight of livestock.
- Prepare pest and weed control techniques on plants / crops to ensure they are maintained in a healthy state.
- Assist with the harvesting of crops, provide care for the harvested crop and assist with transportation where qualified and approved.
- Use horses, tractors and trailed farm equipment (if licensed) to perform farm and nursery duties.
- Carry out day to day garden and livestock maintenance as necessary / required.
- Assist in the maintenance of properties, structures, irrigation, watering systems and fences. Detail the OH&S provisions of the site.
SUGGESTED STUDENT ACTIVITIES: RETAIL SERVICES

Qualification: SIR20207 Certificate II in Retail

Teachers delivering this course and workplace supervisors who have hosted their students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other suitable activities relevant to the course.

Talking with the student should help reveal the student’s level of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student Placement record can also assist. NB: The activities include degrees of independent work – instruction and supervision must still be provided for the student.

Individuals with this qualification are able to perform roles such as:
- providing product and service advice in a retail store
- selling products and services in a variety of retail settings
- operating a checkout area
- preparing and selling fast food items
- store, rotate and replenish food stock
- checking stock and replenishing retail shelves
- organising and maintaining work areas and displays.

Other suggested activities include:
- observe, follow and document OH&S guidelines, as well as signage, for employers and customers
- replenish point of sale areas eg. bags, register rolls, stationery
- dust shelving, fixtures and stock
- assist with the packaging of purchased items
- if possible, refill floor stock from stockroom and face-up, move stock forward, size merchandise and ensure hangers face the same way
- investigate how staff members would list their availability and check rostering for the following week
- list housekeeping duties to be done daily
- list the shoplifting deterrents used in the store
- identify, list and practice safe manual handling procedures
- detail any protective clothing required as well as procedures for handling hazardous good eg. Chlorine, potting mix
- locate exits and fire exits then read the emergency evacuation procedures
- list the procedures for
  - Eftpos
  - Layby
  - Gift vouchers
  - Refunds

Employability Skills for the qualification:

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Use questioning and active listening to ascertain and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values. Persuade customers to purchase goods by communicating their features and benefits. Regularly carry out verbal instructions from other team members and supervisors. Read and interpret workplace documents, complete written workplace forms and share work related information with other team members.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Work collaboratively with other team members, supporting the team, respecting and understanding others’ views and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Demonstrate sensitivity to customer needs and concerns anticipating problems and acting to avoid them where possible. Solve problems in the context of a team structure where after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>Look for opportunities to do things better and suggest ideas to other team members and supervisors in the context of the job role. Positively accept and adapt to changes in procedures or arrangements at the store level. Take positive action to report hazards or risk situations to supervisors.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>Understand how a personal job role fits into the context of the wider business values and directions. Plan daily work tasks and priorities within the context of the job role to achieve outcomes within set timelines. Plan tasks to work safely and manage risk according to store procedures.</td>
</tr>
<tr>
<td>Self-management</td>
<td>Understand and follow store policies regarding work availability, rosters and work duties. Work within the store culture by practising inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability to efficiently prioritise and complete delegated tasks under instruction.</td>
</tr>
<tr>
<td>Learning</td>
<td>Identify personal strengths and weaknesses in the context of the job role and to recognise how to personally learn best at work. Accept opportunities to learn new ways of doing things and implement changes under instruction within the context of store procedures.</td>
</tr>
<tr>
<td>Technology</td>
<td>Use of point-of-sale systems and/or select and use a range of other retail technology; in the context of available equipment and store procedures. Recognise and report faulty equipment and follow store occupational health and safety procedures.</td>
</tr>
</tbody>
</table>
APPENDIX E

WORK PLACEMENT DIARY / JOURNAL

Work placement journals are available on the Work Placement Made Easy website.
APPENDIX F

WORKPLACE LEARNING POLICY INFORMATION
WORKPLACE LEARNING POLICY

The Workplace Learning Policy and all associated documents and forms is available in electronic form on the web:


This site has copies of all types of Student Placement Records (SPRs) and both the Employers Guide to Workplace Learning and the Parents and Carers Guide to Workplace Learning.

The recommended support documents include sample forms and out of area and out of state placement information.

NSW DEC WORK PLACEMENT SITE

The work Placement site can be found at:


This site has information about work placement coordination including the Sydney Access Program, NSW Government Support Package, and Work Placement Service Providers.

VOCATIONAL EDUCATION IN SCHOOLS WEBSITE

You can find other information on the Vocational Education in Schools internet site at:

APPENDIX G

ACRONYMS

HSC  Higher School Certificate
ICF  Industry Curriculum Framework
SBT  School Based Traineeship & Apprenticeship
SPR  Student Placement Record
SWL  Structured Workplace Learning
TVET TAFE delivered Vocational Education & Training
VET  Vocational Education & Training
WPSP Work Placement Service Provider
WSC  Western Student Connections