



Macquarie Darling Work Placement Inc.

trading as

# Western Student Connections

## Work Placement School Information Pack 2016

Electronic Version available on the Work Placement  
page at [www.wsc.edu.au](http://www.wsc.edu.au)

*The coordination of work placements is funded by the State of New South  
Wales through the Department of Education under the Structured Workplace  
Learning Program 2016 - 2019*

All documents are available on the Western Student Connections website:  
[www.wsc.edu.au](http://www.wsc.edu.au)

### School



## **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 J and K.

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.

# Western Student Connections Work Placement Information Package 2016

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Education &  
Communities



## WORK PLACEMENT REQUIREMENTS & COORDINATION

Western Student Connections (WSC) is contracted by the NSW Department of Education, 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 2016 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 J and K, 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 DoE and TAFE NSW policies, all applicable laws, standards and codes.

The WSC website [www.wsc.edu.au](http://www.wsc.edu.au) has our most up-to-date documents, forms and information.

The new Student Registration site [studentrego.com](http://studentrego.com) allows students to easily register for work placement. This registration is linked directly to our new Pathways Cloud database.

For each placement opportunity, your WSC Coordinator will generate an accurate Student Placement Record, based on the data stored.

All necessary work placement documents are emailed to the school and employer.

WSC Work Placement Coordinators closely follow the Workplace Learning Policy, Procedures and Standards which can be found at

<https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>

***See region maps and school lists on following pages:***

## **Western Student Connections Work Placement Coordinators and their Schools**

### **Kylie Ryan – Dubbo Office**

All Saints' College Bathurst  
Carenne School  
Denison College Bathurst High Campus  
Denison College Kelso High Campus  
MacKillop College

TAFE - Bathurst Campus  
The Scots School

### **Kris Rybak – Bathurst Office**

Anson Street School  
Blayney High School  
Canowindra High School  
Cowra High School  
James Sheahan Catholic High School  
Kinross Wolaroi School  
Molong Central School  
Orange Christian School  
Orange High School  
Quandialla Central School

Red Bend Catholic College  
St Raphael's Catholic School Cowra  
St Stanislaus College  
Summer Hill School  
TAFE - Orange Campus  
TAFE Cowra Campus  
TAFE – Grenfell campus  
TAFE – Young Campus  
The Canobolas Rural Technology High School  
The Henry Lawson High School

### **Helen Sims – Broken Hill Office**

Broken Hill High School  
Ivanhoe Central School  
Menindee Central School

TAFE - Broken Hill Campus  
Wilcannia Central School  
Willyama High School

## **Karen Dyball – Dubbo Office**

### **All Courses**

Coolah Central School  
Dunedoo Central School  
Forbes High School  
Gulgong High School  
Kandos High School  
Mendooran Central School  
Mudgee High School  
Parkes High School  
St Matthews Catholic School Mudgee  
TAFE – Dunedoo Campus  
TAFE – Forbes Campus  
TAFE – Kandos Campus  
TAFE – Mudgee Campus  
TAFE – Parkes Campus

### **ONLY: Hospitality, Entertainment, Business Services, Information Technology, Retail Services & Primary Industries**

Dubbo College Delroy Campus  
Dubbo College Senior Campus  
Dubbo College South Campus  
Peak Hill Central School  
St Johns College  
Tottenham Central School  
Trangie Central School  
Trundle Central School  
Tullamore Central School  
Tullibigeal Central School  
Yeoval Central School

## **Kim Sunderland – Dubbo Office**

### **All Courses**

Baradine Central School  
Binnaway Central School  
Bourke High School  
Brewarrina Central School  
Cobar High School  
Condobolin High School  
Condobolin MET School  
Coonabarabran High School  
Coonamble High School  
Dubbo Christian School  
Dubbo School of Distance Education  
Gilgandra High School  
Goodooga Central School  
Gulargambone Central School  
La Salle Academy Lithgow  
Lightning Ridge Central School  
Lithgow High School  
Macquarie Anglican Grammar School  
Narromine High School  
Nyngan High School  
Quandialla Central School  
Portland Central School  
St Mary's Catholic School Wellington  
TAFE - Coonabarabran Campus

### **ONLY: Construction and Metal & Engineering**

Dubbo College Delroy Campus  
Dubbo College Senior Campus  
Dubbo College South Campus  
Peak Hill Central School  
St Johns College  
Tottenham Central School  
Trangie Central School  
Trundle Central School  
Tullamore Central School  
Tullibigeal Central School  
Yeoval Central School

TAFE - Coonamble Campus

TAFE - Dubbo Campus

TAFE - Bourke/Brewarrina/Gilgandra/ Goodooga/Lightning Ridge/Nyngan/Walgett  
/Wellington /Warren Campuses

TAFE – Lithgow Campus

The Henry Lawson High School

Walgett High School

Warren Central School

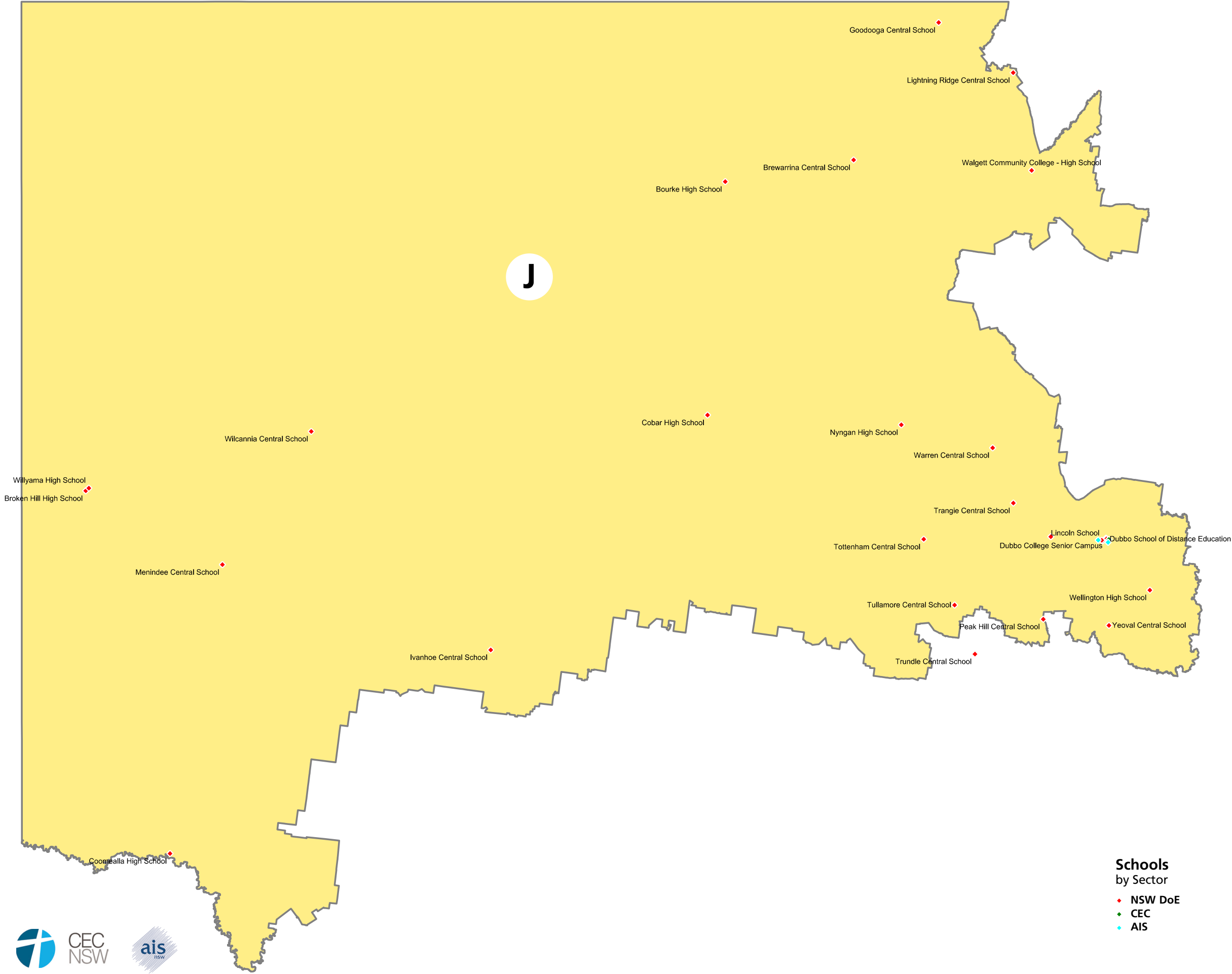
Wellington Christian School

Wellington High School

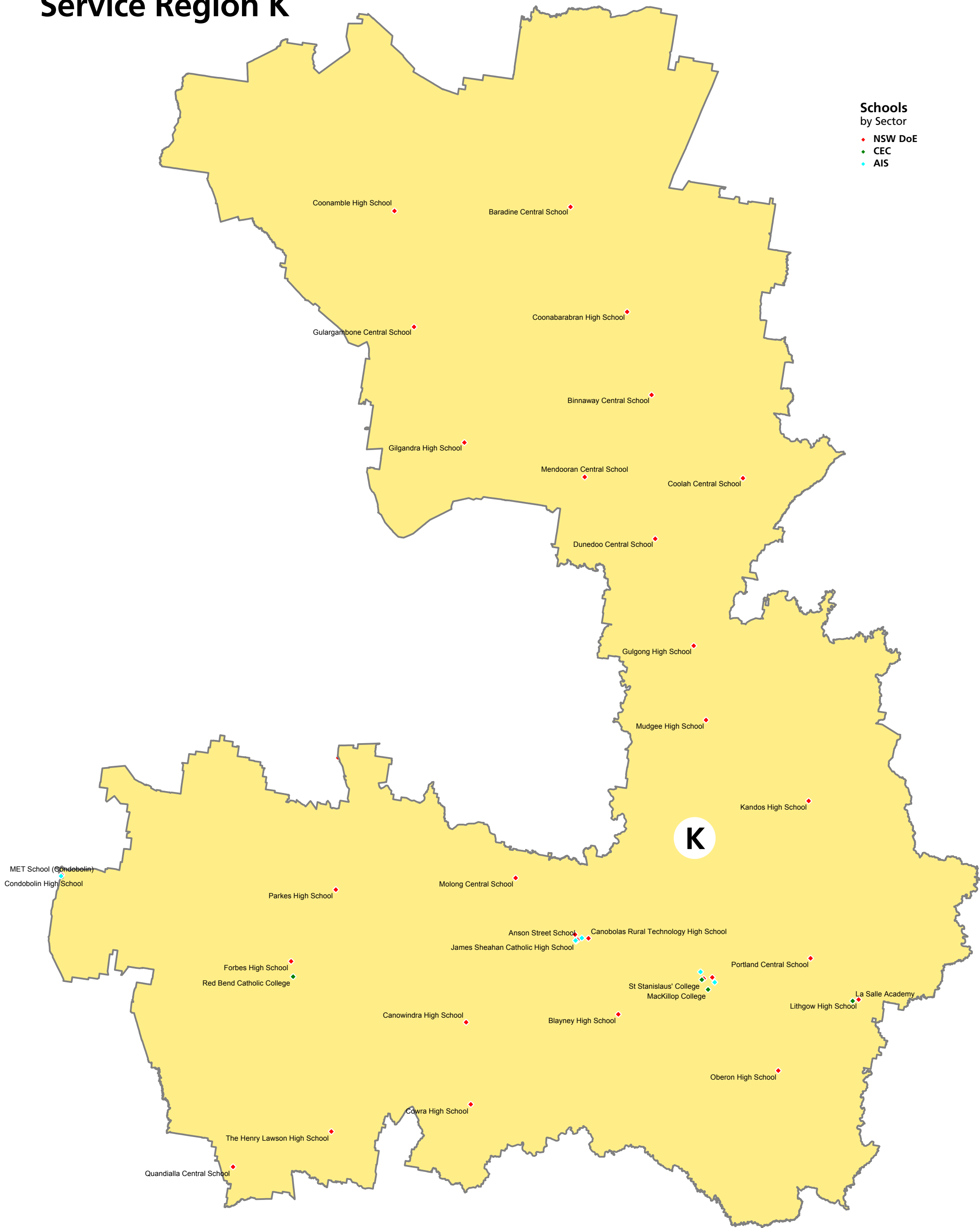
**Geraldine Wane & Hollie Bonham – Dubbo Office**

Oberon High School

Service Region J







## **GO2WORKPLACEMENT.COM**

### **WORK PLACEMENT READY CERTIFICATE**

The Work Placement Ready Certificate is an online tool to use after students have completed pre-placement and work readiness activities.

To use the site students must have a valid email address which is used for logging into the site.

It would be preferable for each student to have their own earphones as they will need to listen to audio while watching video.

During completion of modules, students can print, or save as PDF documents for printing later, and/or emailing to their teacher.

The Work Placement Ready Certificate has 3 general components, plus one component for each VET/TVET course.

To use this online tool, students will be required to:

- Enrol in each of the VET/TVET courses they are doing
- Click on the first course and complete the 3 general and one industry specific modules
- Click on each other course and complete the industry specific module
- Print a Certificate and list of at least 4 Personal Attributes, at least 3 Employment Related Skills and at least 2 Units of Competency which they will focus on during each work placement

Students go to **<http://go2workplacement.com/>**

## **The General Modules**

The 3 general modules are:

1. **Workplace, Health & Safety:** A set of questions to establish if the student understands their obligations under the Work, Health & Safety Act.
2. **Personal Attributes:** Students watch a set of videos, and answer related questions to determine if they have an understanding of the personal attributes required for work placement:
  - Ability to Deal With Pressure
  - Adaptability
  - Balanced Attitude to Work and Home Life
  - Commitment
  - Common Sense
  - Enthusiasm
  - Honesty and Integrity
  - Loyalty
  - Motivation
  - Personal Presentation
  - Positive Self-esteem
  - Reliability
  - Sense of Humour

***Students MUST nominate at least 4 personal attributes to focus on during work placement.***

3. **Employment Related Skills:** Students watch a set of videos , and answer related questions to determine if they have an understanding of the employment related skills employers expect them to display during work placement:
  - Communication
  - Cross-cultural Understanding
  - Initiative and Enterprise
  - Learning
  - Planning and Organising
  - Problem-solving
  - Self-management
  - Teamwork
  - Technology

***Students MUST nominate at least 3 employment related skills to focus on during work placement.***

4. Students also select each VET and/or TVET course for the other components. For each course, students will complete challenge questions about the units of competency.

***Students MUST nominate at least 2 units of competency to focus on during work placement.***

Western Student Connections also has support material on our website for the Work Placement Ready Certificate.

## STUDENT REGISTRATION ON STUDENTREGO.COM

Each student must register for work placement on the new student registration site **studentrego.com**.

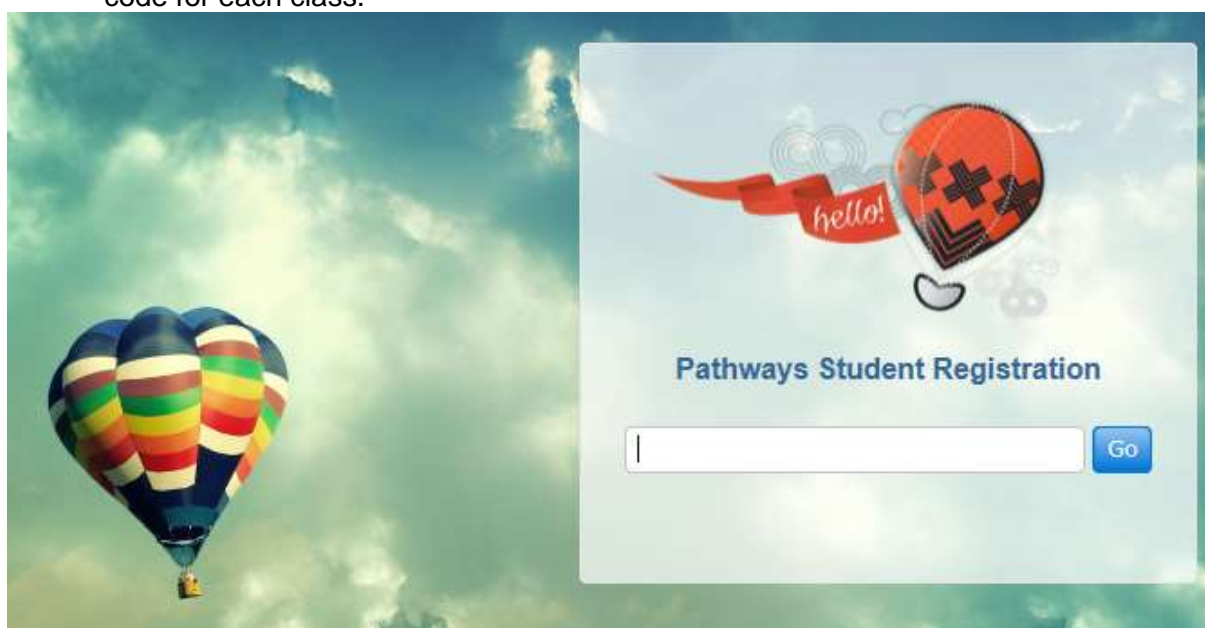
Prior to registration the VET or TVET teacher will receive a **five-digit code** for their class.

All class codes for each school will also be sent to the VET Coordinator.

In order for the class code to be generated, the school must advise their Western Student Connections Work Placement Coordinator of each VET or TVET class by completing **Form 1** in Term 4 or early Term 1.


### Steps to follow:

1. Complete Form 1 in Term 4 or early Term 1 advising your WSC Work Placement Coordinator of the VET or TVET classes for the year, and the preferred dates for work placement.
2. The WSC Work Placement Coordinator will then email each teacher their class five-digit code.
3. The WSC Work Placement Coordinator will also send the codes to the VET or TVET Coordinator.
4. Organise your students to attend a computer room and/or have access to a computer.
5. Students use the Internet browser to go to the Student Registration web page – **studentrego.com**.
6. Students enter their class five-digit code and click the GO button. There is a different code for each class.



7. When students complete the online form, they click the AGREE AND SUBMIT button.
8. The student's details are immediately accessible on the WSC Pathways database.
9. The WSC Work Placement Coordinator will generate a report showing each student's responses.
10. The report will be emailed to the VET or TVET teacher for checking data.
11. Please email any errors to your work placement Coordinator.

Below are snapshots of the Student Registration Form:



**WESTERN  
Student  
Connections**  
*Shaping young careers*

**Welcome to the Western Student Connections vocational work placement registration form for Western NSW Region VET and TVET students. Please complete the following form for submissions to Western Student Connections**

**School Name**

**Given Name**

**Middle Name**

**Surname**

**Gender** ☐ Male ☐ Female

**Date of birth**

**Year Level**

**Medicare Number**

Are you an Aboriginal or Torres Strait Islander?

☐ Yes ☐ No

Are you from a Non-English Speaking Background?

☐ Yes ☐ No

If yes, please provide details:

### Home Address Details

Home Address

Suburb

State

Select One... ▼

Postcode

### Phone & Email Details

Home Phone

Your Mobile

Email Address

### Guardian or Parent Contact Details

Given Name

Surname

Guardian Phone

Guardian Mobile

Relationship

Father ▼

### Disability Details

Do you have a disability that may affect your vocational placement?

☐ Yes ☐ No

If yes please list the nature of the disability and any special workplace requirements:

### Medical Details

Do you have a medical condition of which an employer should be aware?

☐ Yes ☐ No

List any special requirements the employer needs to consider during placement

Doctor Name

Doctor Phone

### Emergency Contact Details

Contact Name

Phone/Mobile

### Previous Work Experience or Employment

Please list any work experience or current employment you have done:

1) I request Western Student Connections to obtain a vocational work placement for me using the above information.

2) I have provided all information including my Medicare Number and Emergency Contact details.

2) I have read and accept the information and conditions.

3) I will phone my host to arrange for an interview and signing of the Student Placement Record (SPR) before the placement commences.

4) I will obtain all signatures required for the Student Placement Record (SPR) and return it to my school 1 week prior to my placement. I understand my placement may be cancelled if I fail to return the signed Student Placement Record (SPR).

5) Construction students are advised that they will require White Card Training (NSW) and appropriate OH&S induction before entering workplaces.

Click the button below to indicate you agree with this declaration and to submit your registration form.

Note: if the form doesn't submit scroll up to check that none of the fields are still red, and required data entry.

AGREE AND SUBMIT



## WESTERN STUDENT CONNECTIONS WEBSITE

The Western Student website is updated regularly throughout the year. We use the home page to showcase Employers, 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>

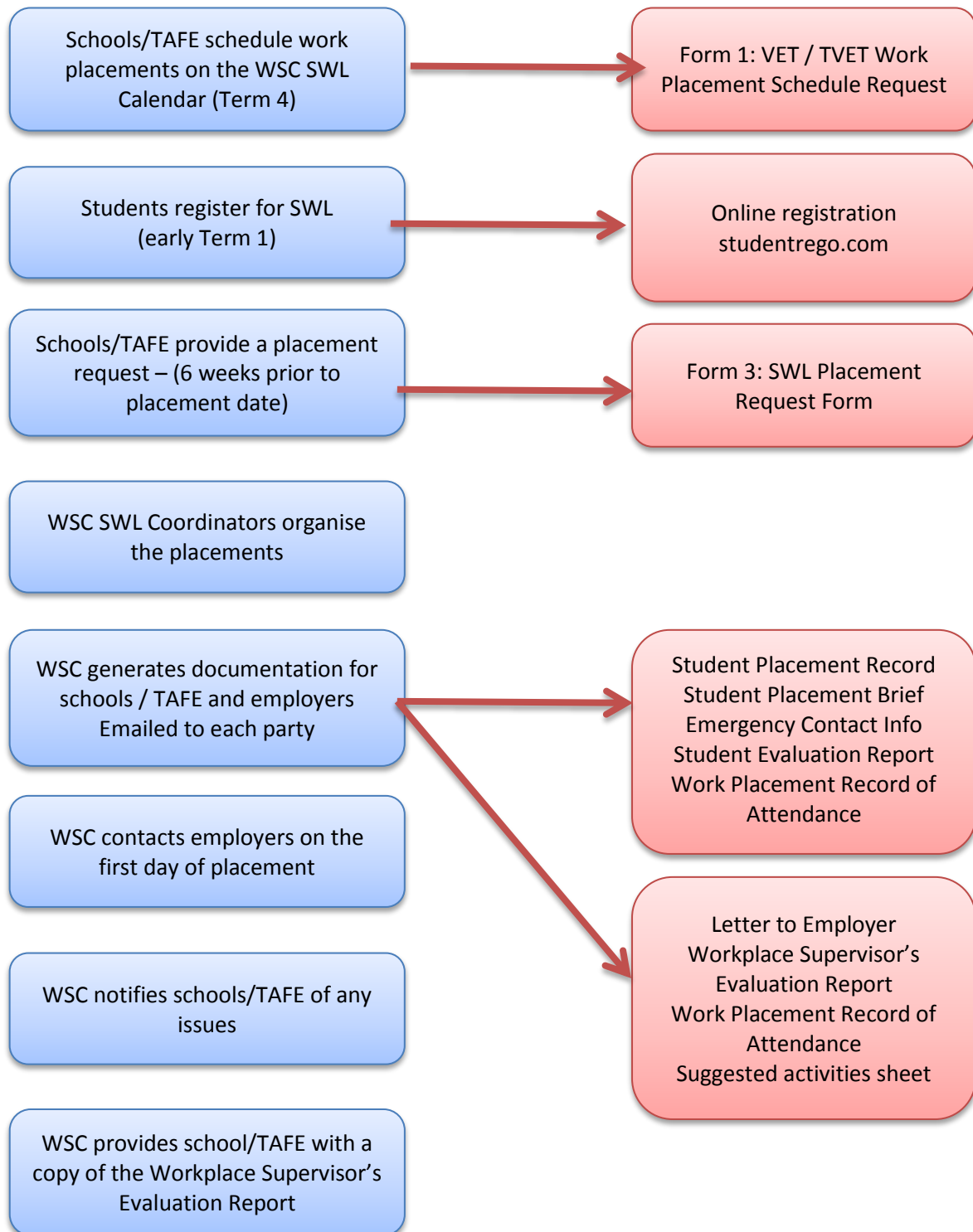
From the home page are links to:

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. **Bright Future** – a campaign targeting employers
5. **Work Placement Ready** – The go2workplacement.com resource for the Work Placement ready Certificate
6. **studentrego.com**
7. **Workshops and Training** – WSC runs a NSW Institute of Teachers accredited workshop on Preparing Students for Work Placement
8. **Downloads** – all documents, forms etc available for download
9. **Top Websites** – links to websites about Work Placement, VET and SBATs
10. **Contact Us** – a list of each Work Placement Coordinator's school and their contact details
11. **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 COORDINATION PROCESS 2016



## Western Student Connections Work Placement Coordination: General Process Year 11 2016

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

    School/TAFE responsibility        WSC responsibility

Activity	Term 4			Term 1			Term 2			Term 3			Term 4		
	Oct	Nov	Dec	Feb	Mar	Apr	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>Preliminary Stage</b>															
Update employer database															
Contact schools/TAFE for calendar dates															
Prepare draft calendar															
Publish draft calendar/adjusted															
<b>Stage 1</b>															
Calendar finalised and published															
School/TAFE VET Induction															
WSC processes explained to students															
Student Online Registration completed by Year 11 – studentrego.com															
Student information checked															
Employer lists to VET/TVET teachers															
<b>Stage 2</b>															
Schools deliver Pre-placement & Work Readiness activities															
Students complete Work Placement Ready Certificate go2workplacement.com															
Placement Request Forms completed by students/teacher															
Placement Request Forms forwarded to WSC															
WSC presentation at VET Network meetings															
<b>Stage 3</b>															
New employers receive Employer Pack & complete Employer Registration form															
Students' first placements organised															
Students receive Student Pack and issued with Safety & Emergency Procedures Card															
Schools/TAFE receive Placement summaries, SPRs etc via email															
Schools/TAFE print documents and organise signatures															
Arrangements confirmed with schools/TAFE															
<b>Stage 4</b>															
WSC phones employer on first day of placements															
VET teacher contacts employer during placements															
Employer completes evaluation form and returns it to WSC / copy to school/TAFE															
Post placement follow-up with student															
Certificate of Appreciation to employers															
<b>Students' Second Placements</b>															
Students register for Year 12 placement online															
Students details updated on Pathways															
Employer lists to schools if required															
Placement Request Forms completed & forwarded to WSC															
Placements organised															
Year 12 placements occur + T 1, 2 & 3 of following year															

**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.

## 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.

	Document Name	What Is It and What You Need to Do?
<b>Provided by Western Student Connections</b>		
<input type="checkbox"/>	<b>What Students Need to Know – this document</b>	Use this checklist to ensure you have all necessary paperwork for your organised placement.
<input type="checkbox"/>	<b>Student Workplace Information and Checklist</b>	What you need to have ready and should do before your placement. May be used when contacting the employer prior to the placement or at your induction.
<input type="checkbox"/>	<b>Student Placement Details Brief</b>	Gives you all the information about your work placement. You <b>MUST</b> phone the 'Employer Contact' listed, 2 weeks prior to work placement. You <b>MUST</b> comply with the Dress Requirements, Attendance Details and Placement Comments also listed.
<input type="checkbox"/>	<b>Student Placement Record – SPR (4 pages)</b>	All sections of this form <b>MUST BE COMPLETED AND SIGNED BEFORE YOU START YOUR WORK PLACEMENT</b> otherwise you are unable to start as you will not be insured. Your Principal / teacher will be the last person to <u>sign</u> (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.
<input type="checkbox"/>	<b>Student Evaluation Form</b>	These need to be filled out and returned to your teacher after completion of your Work Placement.
<input type="checkbox"/>	<b>Additional Information for Parent</b>	This document has information about insurance, the SPR, Work Health & Safety and Child Protection
<b>Provided by your school or TAFE campus</b>		
<input type="checkbox"/>	<b>Emergency Contact Card</b>	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.
<input type="checkbox"/>	<b>Work Placement Journal</b>	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.
<input type="checkbox"/>	<b>Workplace Learning Guide for Parents and Carers (booklet)</b>	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.
<b>Other Important Information you need to know about:</b>		
<input type="checkbox"/>	<b>Prohibited Activities List – in the "Guide"</b>	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.

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](mailto:reception@wsc.edu.au) AS SOON AS POSSIBLE.**

## WORK PLACEMENT DOCUMENTS – WHAT EMPLOYERS NEED TO KNOW

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:

Document Name	What Is It and What You Need to Do?
<b>Forwarded to you by Western Student Connections</b>	
<b>Student Placement Details – Letter</b>	Gives you all the information regarding the student you are hosting for work placement – dates, contact numbers etc.
<b>Safety and Emergency Procedures Contact Card</b>	Gives contact details for the school or TAFE during normal business hours and for the student's out-of-normal-business-hours emergency contact
<b>Record of Attendance</b>	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)
<b>Workplace Supervisor's Evaluation Report</b>	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.
<b>Task Checklist – specific to your industry &amp; the student's course</b>	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.
<b>Provided in our Employer Pack:</b>	
<b>Industry Curriculum Frameworks</b>	Gives information about the courses and schools involved in the program
<b>Industry Induction Checklist</b>	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.
<b>Prohibited Activities List</b>	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.
<b>The Workplace Learning Guide for Employers - Booklet</b>	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.
<b>Additional Information for Employers</b>	This document contains additional information about insurance, student activities and contacts during work placement.
<b>Provided on Day 1 by the student:</b>	
<b>Student Placement Record</b>	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. <b>Without this being completed the student will not be covered for insurance.</b>

If you have any questions or issues please don't hesitate to contact Western Student Connections on 6885 6144 or [reception@wsc.edu.au](mailto: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.



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**Western Student Connections**

### **STUDENT PLACEMENT RECORDS (SPR)**

Available online at: <https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>

- a**            **Advice on Completion of the SPR to Department's Standards**
- b**            **Student Placement Record for School Delivered VET Courses**  
School responsibility
- c**            **Student Placement Record for TAFE Delivered TVET Courses**  
TAFE responsibility
- d**            **Student Placement Record – Using Current Employment (NOT RPL)**  
School or TAFE responsibility  
The student is an employee and is paid by the employer, thus insurance coverage and arrangements will be the employer's responsibility.
- e**            **Student Placement Record for Private and Community RTOs**  
Not supplied in this Information Pack

**Advice for Schools, TAFE NSW Institutes and private and community RTOs - Completion of the Student Placement Record to meet the Department's standards - for Work Experience and Work Placement programs**

The 2015 document for employers, [\*Completion of the Student Placement Record to meet the Department's standards\*](#), was prompted by a serious injury to a student undertaking workplace learning in industry.

Standards have now been made explicit. Examples of acceptable and unacceptable responses have been provided.

The document is mandatory as it is essential advice to host employers. The 2015 Student Placement Record (see the host employer declaration) and the 2015 guide for employers both refer to this document and provide links to it.

**Responsibilities of schools and TAFE NSW Institutes (and private and community RTOs along with the school)**

**Work experience programs and HSC work placements**

A practical implementation approach is encouraged with most effort concentrated on host employers in workplaces with greater potential risks for students as new or young workers, for example, in construction, auto and metals workshops and on farms.

By using the 2015 Student Placement Record and the 2015 *Workplace Learning Guide for Employers*, the host employer is directed to this mandatory document in the Record and in the Guide.

Where you think needed, ring the host employer beforehand to pave the way for this new document, or call afterwards to provide support. This might be as part of the regular process of communicating with long term or new host employers.



For HSC VET Industry Curriculum Framework Course work placements, Work Placement Service Providers (WPSPs) will draw employers' attention to this document. They will guide and support host employers to meet the standards before the employer section of the Student Placement Record reaches the school or TAFE. These expectations were discussed at the annual WPSPs workshop on 30 March 2015.

### **Reviewing Section 3 of the Student Placement Record**

Schools and TAFE NSW Institutes (and where relevant, private providers) must review the responses from the host employer to check they are meeting the Department's standards.

Where information is deficient, or the teacher has any doubts about the information, teachers are encouraged to seek further information to satisfy themselves that the employer has properly planned for the placement. A call to the host employer is recommended. It is permissible to add details provided by the host employer over the phone to the Student Placement Record. It must be initialled and dated by the school/TAFE /private provider. This practice is no different from what should already be current practice. Over time, there should be less need to contact host employers for the required level of detail. Schools are entitled to rely on more detailed information provided by host employers as evidence of appropriate risk assessments.

Provided teachers obtain the relevant information from employers and follow up on any obvious or perceived shortcomings in the information provided, no legal liability attaches to individual teachers in the event an incident occurs. As the employer, the Department will be vicariously liable for the actions of its staff.

Each semester, a range of completed Student Placement Records for both Work Experience and Work Placement may be examined. This standard procedure encourages and instils a high level of commitment to conscientious provision of precise information and conscientious consideration of the suitability of placements.

Queries should be directed to the relevant Senior Pathways Officer in your Educational Services Team or to the Coordinator, Workplace Learning in Secondary Education – Senior Pathways on telephone 9244 5425 or email [wendy.byrne@det.nsw.edu.au](mailto:wendy.byrne@det.nsw.edu.au).



## Student Placement Record

- ☐ Original to be held by the school  
☐ Copy 1: for the host employer
- ☐ Copy 2: for the student  
☐ Copy 3: for the parent or carer

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_

Host Business: \_\_\_\_\_

*Tick more than one if applicable:*

- ☐ HSC VET work placement
 ☐ Work experience
 ☐ Other
 ☐ Accommodation away from home

### Section 1: Student placement summary

Start date \_\_\_\_\_ Finish date \_\_\_\_\_ Total number of days \_\_\_\_\_ Related course/activity \_\_\_\_\_  
 Student's \_\_\_\_\_ Finishing time \_\_\_\_\_ Lunch break \_\_\_\_\_ Student's total hours \_\_\_\_\_  
 starting time

*Tick where relevant:*
☐ Block
 ☐ One day per week
 ☐ Split shifts e.g. Hospitality

Shift details (times/location) \_\_\_\_\_

Host employer 'onsite' address \_\_\_\_\_

Contact person \_\_\_\_\_

Phone \_\_\_\_\_ Mobile \_\_\_\_\_

Email \_\_\_\_\_

### Student details

Year (e.g. 10,11) \_\_\_\_\_ Date of birth \_\_\_\_\_  
 Student's mobile no. \_\_\_\_\_ Medicare no. \_\_\_\_\_

**Details below (or attached) of any adjustment, medication or medical condition** (e.g. severe asthma, type 1 diabetes, epilepsy, anaphylaxis or other severe allergy), **disability, learning and support need or factors the school or employer should know:**

*Please tick where applicable:*

I am at risk of an anaphylactic reaction and will carry an adrenaline auto-injector, e.g. EpiPen and relevant ASCIA Action Plan. ☐ Yes ☐ No

The host employer requires evidence of vaccination compliance. (NEW) ☐ Yes ☐ No

The placement includes out of normal business hours, e.g. 6-9pm ☐ Yes ☐ No

If yes, name of student's emergency contact out of normal business hours \_\_\_\_\_

Parent/carer/other \_\_\_\_\_ Home Phone \_\_\_\_\_

Mobile \_\_\_\_\_ Work Phone (if relevant) \_\_\_\_\_

- |   |  |
|---|--|
| <input type="checkbox"/> I have completed all pre-placement activities.<br><input type="checkbox"/> I have been issued with a <b>Student Safety &amp; Emergency Contact Card</b> .<br><input type="checkbox"/> I know who to contact in case of emergency.<br><input type="checkbox"/> I will inform both the host employer & my teacher as soon as possible, if I am unable to attend the workplace.<br><input type="checkbox"/> I am aware of my rights and responsibilities.<br><input type="checkbox"/> I am aware of the contents of the Privacy Notice on Page 3.<br><input type="checkbox"/> I will comply with all reasonable directions of the host employer & their employees.<br><input type="checkbox"/> I understand that if I feel unsafe during the placement, I have the right to not undertake the task & report the issue, as soon as possible.<br><input type="checkbox"/> If I have access during the placement to business or personal information which is private or confidential, I will not convey that information to any person outside the host employer's workplace. | <input type="checkbox"/> I will not use any mobile device to record conversations, video, or take photos without the permission from the host employer or supervisor.<br><input type="checkbox"/> I will inform my supervisor & the school promptly of any injury or accident that involves me.<br><input type="checkbox"/> I understand my responsibilities during the placement to support work, health & safety in the host workplace. I know I must not do anything to jeopardise the safety of myself or others.<br><input type="checkbox"/> I know I must contact my school if I have any concerns about my placement.<br><input type="checkbox"/> I understand that there are no negative consequences to me in reporting health & safety issues to my school, the host employer or to my parent(s)/carers. |
|---|--|

**Student signature**

**Date**

### Section 2: School details

School _____ Address _____ _____ _____ _____	Email _____ School phone number _____ Front office hours _____ <b>School's nominated contact, position and phone/mobile details during normal business hours</b> _____ _____ _____
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The school undertakes to ensure that:

- ☐ the student is prepared for the workplace to optimise the student's safety and achievement during their placement  
☐ the employer is provided with a copy of *The Workplace Learning Guide for Employers*  
☐ the student's parents or carers are provided with a copy of *The Workplace Learning Guide for Parents and Carers*  
☐ if the placement involves accommodation away from home, additional preparation occurs and relevant documentation is completed & attached  
☐ the travel form is completed, where relevant. (NEW)

Student's Name:	School:	Host Business:
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### Section 3: Host employer details (This first section may be completed by the student)

Name of organisation or trading name \_\_\_\_\_

Address \_\_\_\_\_

Postcode \_\_\_\_\_

Email \_\_\_\_\_

Website \_\_\_\_\_

Location of placement (if different from above address) \_\_\_\_\_

Contact person \_\_\_\_\_

Position \_\_\_\_\_

Phone \_\_\_\_\_

Mobile \_\_\_\_\_

Fax \_\_\_\_\_

**Request is for:** ☐ HSC VET work placement or ☐ Work experience or ☐ Other \_\_\_\_\_

#### Dear Host Employer:

Please complete all the following responses to give the school important information about the proposed placement. If more space is needed please attach the information. This will assist the school to manage their duty of care to the student and your responses will help you satisfy your relevant workplace obligations. You may wish to keep a file copy as a guide for any future placements. Thank you.

#### Overview

Type of industry \_\_\_\_\_ Main activity \_\_\_\_\_

Approx no. years in current operation \_\_\_\_\_ Approximate no. employees at proposed worksite \_\_\_\_\_

☐ Government enterprise ☐ Private enterprise ☐ Self-employed ☐ Other \_\_\_\_\_

☐ Tick only if you have hosted school students for work experience or work placement in the last 12 months.

#### Supervision and student hours

Name of the experienced employee who will provide on-going supervision. **The supervisor would not be a trainee or an apprentice.**

Supervisor's name \_\_\_\_\_ Position \_\_\_\_\_ Phone \_\_\_\_\_

Student's starting time \_\_\_\_\_ Finishing time \_\_\_\_\_ Lunch break \_\_\_\_\_ Student's total hours \_\_\_\_\_

**Tick where relevant:** ☐ Block ☐ One day per week ☐ Split shifts

**Shift details and location** \_\_\_\_\_

**Start/finish details** \_\_\_\_\_

**Please note: there are a number of hazardous activities which are prohibited for students undertaking placements. These are listed at:**

[Prohibited activities and activities that need special consideration.](#)

Or see website <https://www.det.nsw.edu.au/vetinschools/worklearn/ProhibitedActivities.html>

#### Description of the proposed placement – in detail

See [Completion of the Student Placement Record to meet the Department's standards](#) or see website

<https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>

**Activities/duties to be undertaken by student** \_\_\_\_\_

**Any activities or tasks the student is not to undertake** e.g. no-go areas, machinery or equipment that is too dangerous for new or young workers to operate. **Please be specific.**

**Indicate any risks to the student in the planned activities** e.g. manual handling, repetitive activities, exposure to sun, chemicals, fumes, use of particular tools or equipment, proposed horse riding or use of farm vehicles. **Please be specific.**

**How will those risks be eliminated or controlled?** *Please be specific.*

**Special conditions** e.g. clothing, footwear, equipment, pre-training, vaccination, transport, multiple sites, routine car travel & individual student needs.

Student's Name:	School:	Host Business:
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### Section 3: Host employer details (Continued from page 2)

**Please tick if these are available to the student:**

**Essential:**

☐ first aid facilities

☐ suitable toilet facilities

☐ drinking water

**Other:**

☐ lunch room

☐ staff canteen

☐ lockers

☐ Tick this box if you wish the student's school to contact you prior to the placement e.g. to provide you with information about the student such as their experience, skill level, any adjustment required, or for you to discuss aspects of the student's safety in the workplace.

#### Host employer/workplace supervisor to complete the following declaration:

- ☐ I have read [The Workplace Learning Guide for Employers](#) and am aware of the employer's rights and responsibilities outlined in it and the need to provide a safe and positive environment for the student, free from harassment and discrimination.
- ☐ I will provide planned learning and skill development activities appropriate for the student under the supervision of myself or a capable and trustworthy employee briefed for the task.
- ☐ I confirm that the activities assigned are suitable for the student and that WHS risks have been assessed and managed in accordance with the requirements of the *Work Health and Safety Act 2011 (NSW)* and [Completion of the Student Placement Record to meet the Department's standards](#).
- ☐ I will check any health care concerns with the student and ensure they and their supervisor know what to do in the case of a medical event i.e. where the student will keep their medication, e.g. an adrenaline auto-injector-EpiPen.
- ☐ I will consult and cooperate with the school and will notify the school immediately of any health and safety incidents involving a student while on placement, including near misses, to enable the Department of Education to fulfil its WHS obligations.
- ☐ I will see that the student is first provided with a site-specific workplace induction and then with the appropriate information, instruction, training, supervision (and personal protective equipment where needed) throughout the placement.
- ☐ I acknowledge that the student will not be paid in relation to the placement.
- ☐ I will notify the school if the student is ill, injured, absent without explanation or behaving inappropriately.
- ☐ I will notify the school immediately if I need to change sites, redirect students to another location or find asbestos on the site.
- ☐ I have read and understood the special responsibilities associated with working with children and young people as detailed in the section related to child protection in *The Workplace Learning Guide for Employers*. I understand students must report incidents to their school.
- ☐ I am not aware of anything in the background of any staff member or other person who will have close contact with the student that would preclude that staff member or person from working with children.
- ☐ I have informed employees of their responsibilities when working with children and young people.

Additional Information for Employers is available at:

<https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html> or scan the QR code opposite.



**Signature of host employer/workplace supervisor**

**Date**

**Print Name**

**Position**

#### Privacy notice-for all parties

The information provided by students, parents/carers and host employers is obtained for the purpose of coordinating a workplace learning opportunity for the school student. The NSW Department of Education will use the information to meet student health, duty of care and child protection responsibilities and to support the information needs of the student, host employer and the parent/carer. The Work Placement Service Provider might access information related to HSC VET work placements but only with the approval of the Principal.

Providing this information is voluntary. However, if you do not provide any of the information requested then the student may not be able to undertake the planned workplace learning.

The information you provide will be stored securely and kept for a minimum of two years where there is no further action relating to the placement. The information will only be disclosed for purposes directly related to the purpose for which it is collected.

You may correct any personal information by contacting the teacher in charge of the student's workplace learning program at the student's school.

Student's Name:	School:	Host Business:
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## Section 4: Parent/carer permission (Must be completed for students aged under 18 years)

Name _____	Relation to student _____	
Address _____ (optional) _____	Mobile _____	Work Phone _____
_____	Home Phone _____	Medicare no. _____
Postcode _____	Contact phone number after normal business hours _____	
Email _____		

- ☐ I have read [The Workplace Learning Guide for Parents and Carers](https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html) and understand my role and responsibilities. Additional information for parents and carers is available at: <https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>
- ☐ I will immediately notify the school if I have any concerns and the school will follow up and action.
- ☐ I am aware of the contents of the Privacy Notice on Page 3.

☐ Tick if the placement includes out of normal business hours e.g. 6-9pm.  
If ticked, please respond to either 1 or 2 below:

**1. Years 11-12:** where relevant: ☐ I agree to make myself available as a contact for my child after normal business hours in the event of an emergency **OR** I nominate \_\_\_\_\_ on telephone \_\_\_\_\_ to be the willing and reliable contact out of normal business hours.  
Their relationship to my child is \_\_\_\_\_ and they have accepted these responsibilities.

**2. Years 9-10:** contact arrangements must be negotiated with the Principal by the parent/carer and student. The arrangements are: \_\_\_\_\_

The workplace requires evidence of vaccination compliance. ☐ No ☐ Yes (Please contact the school for more information)

☐ Tick if my child has the following medication, medical condition, (e.g. severe asthma, type 1 diabetes, epilepsy, anaphylaxis or other severe allergy), disability or learning and support need that may affect their safety during the placement. \_\_\_\_\_ Or ☐ N/A

If so what support or adjustment do you think your child will need to make their placement successful? \_\_\_\_\_  
If more space is needed, please attach the information

I understand that if my child is diagnosed as being at risk of anaphylaxis, I will provide an adrenaline auto-injector for my child for the placement.

My child has a current ASCIA Action Plan or individual health care plan. ☐ Yes ☐ No

I consent to a copy being provided by the school to the host employer e.g. health care plan cover sheet. ☐ Yes ☐ No

- ☐ Tick if the placement choice includes **overnight accommodation away from home**. I understand this will need special approval and additional documentation.

- ☐ I consent to my child in Year \_\_\_\_\_ undertaking the placement outlined on this Student Placement Record

Signature of parent/carer \_\_\_\_\_

Date \_\_\_\_\_

Where relevant: Years 11-12: signature/date of adult approved by the parent to be after the normal business hours contract

## Section 5: School approval of the placement

- The student has been prepared for the workplace by the school to optimise the student's safety and achievement during their placement.
  - The placement is supported according to the Department's [Workplace Learning Policy and Associated Documents and Forms](#).
  - The school will report incidents affecting the safety of students, including near misses, while undertaking workplace learning in accordance with the Department's Incident Reporting Policy and Procedures. In accordance with the Policy, incidents must be reported as soon as possible but within 24 hours.
  - The student has been issued with a personal Student Safety and Emergency Contact Card and trained how to use it.
  - If medical information, support or adjustments are to be provided this has been shared with the host employer. If the student is diagnosed as being at risk of anaphylaxis, the school has confirmed that the parent or carer has provided an adrenaline auto-injector for their child for the placement.
  - The School has provided a copy of the student's current ASCIA Action Plan or health care plan cover sheet to the host employer and has discussed it with them. Tick: ☐ N/A ☐ Yes ☐ No
  - Where the placement mandates a general construction induction training card/"white card", it has been sighted. (NEW)
  - Where the placement involves accommodation away from home, relevant documentation is completed and attached.
  - Where the employer has asked to be contacted, the employer has/has not been contacted by phone/visit. See tick box on page 3.
- ☐ I am satisfied that all of the above have been completed and that all parts of this Student Placement Record are complete and signed as required and that the placement is suitable for this student.

Signature of Principal/Nominee \_\_\_\_\_

Date \_\_\_\_\_

Print Name \_\_\_\_\_

Nominee Position in School \_\_\_\_\_

## TAFE NSW Institutes

# Student Placement Record

- Original to be held by the TAFE NSW Institute ■ Copy 3: for the student
- Copy 1: to be held by the school ■ Copy 4: for the parent or carer
- Copy 2: for host employer

Student's Name: \_\_\_\_\_

TAFE NSW Institute: \_\_\_\_\_

Host Business: \_\_\_\_\_

*Tick more than one if applicable:*

☐ HSC VET work placement

☐ Other

☐ Accommodation away from home

## Section 1: Student placement summary

Start date \_\_\_\_\_ Finish date \_\_\_\_\_ Total number of days \_\_\_\_\_ Related course/activity \_\_\_\_\_  
 Student's starting time \_\_\_\_\_ Finishing Time \_\_\_\_\_ Lunch break \_\_\_\_\_ Student's total hours \_\_\_\_\_

**Tick where relevant:**

☐ Block

☐ One day per week

☐ Split shifts e.g. Hospitality

**Shift details** (times/location) \_\_\_\_\_

Host employer 'onsite' address \_\_\_\_\_

Contact person \_\_\_\_\_

Phone \_\_\_\_\_ Mobile No \_\_\_\_\_

Email \_\_\_\_\_

## Student details

Year (e.g. 10,11) \_\_\_\_\_

Date of birth \_\_\_\_\_

Student's mobile no. \_\_\_\_\_

Medicare no. \_\_\_\_\_

**Details below (or attached) of any adjustment, medication or medical condition** (e.g. severe asthma, type 1 diabetes, epilepsy, anaphylaxis or other severe allergy), **disability, learning and support need or factors the school or employer should know:**

*Please tick where applicable:*

I am at risk of an anaphylactic reaction and will carry an adrenaline auto-injector, e.g. EpiPen and relevant ASCIA Action Plan. ☐ Yes ☐ No

The host employer requires evidence of vaccination compliance. (NEW) ☐ Yes ☐ No

The placement includes out of normal business hours, e.g. 6-9pm

☐ Yes ☐ No

If yes, name of student's emergency contact out of normal business hours \_\_\_\_\_

Parent/carer/other \_\_\_\_\_

Home Phone \_\_\_\_\_

Mobile \_\_\_\_\_

Work Phone (if relevant) \_\_\_\_\_

- ☐ I have completed all pre-placement activities.
- ☐ I have been issued with a **Student Safety & Emergency Contact Card**.
- ☐ I know who to contact in case of emergency.
- ☐ I will inform both the host employer & my teacher as soon as possible, if I am unable to attend the workplace.
- ☐ I am aware of my rights and responsibilities.
- ☐ I am aware of the contents of the Privacy Notice on Page 3.
- ☐ I will comply with all reasonable directions of the host employer & their employees.
- ☐ I understand that if I feel unsafe during the placement, I have the right to not undertake the task & report the issue, as soon as possible.
- ☐ If I have access during the placement to business or personal information which is private or confidential, I will not convey that information to any person outside the host employer's workplace.

- ☐ I will not use any mobile device to record conversations, video, or take photos without the permission from the host employer or supervisor.
- ☐ I will inform my supervisor & the TAFE NSW Institute promptly of any injury or accident that involves me.
- ☐ I understand my responsibilities during the placement to support work, health & safety in the host workplace. I know I must not do anything to jeopardise the safety of myself or others.
- ☐ I know I must contact my TAFE NSW Institute if I have any concerns about my placement.
- ☐ I understand that there are no negative consequences to me in reporting health & safety issues to my TAFE NSW Institute, the host employer or to my parent(s)/carers.

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

**Date** \_\_\_\_\_

## Section 2: School details

School \_\_\_\_\_

Email \_\_\_\_\_

Address \_\_\_\_\_

School phone number \_\_\_\_\_

Front office hours \_\_\_\_\_

- ☐ I give permission for this student to undertake mandatory work placement required for the HSC VET course delivered by the TAFE NSW Institute as outlined in this Student Placement Record.

**Signature of Principal/Nominee**

**Date**

**Print Name**

**Nominee Position in School**

Student's Name:	TAFE NSW Institute:	Host Business:
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### Section 3: TAFE NSW details

TAFE NSW Institute	Email
Address	TAFE Campus phone number
	Office hours
	TAFE NSW Institute's nominated contact,
	position and phone/mobile
	details during normal
	business hours

The TAFE NSW Institute undertakes to ensure that:

- ☐ the student is prepared for the workplace to optimise the student's safety and achievement during their placement
- ☐ the employer is provided with a copy of *The Workplace Learning Guide for Employers*
- ☐ the student's parents or carers are provided with a copy of *The Workplace Learning Guide for Parents and Carers*
- ☐ if the placement involves accommodation away from home, additional preparation occurs and relevant documentation is completed & attached.
- ☐ the travel form is completed, where relevant. (NEW)

### Section 4: Host employer details (This first section may be completed by the student)

Name of organisation or trading name	Contact person
Address	Position
Postcode	Phone
Email	Mobile
Website	Fax
Location of placement (if different from above address)	

**Request is for:** ☐ HSC VET work placement or ☐ Other

#### Dear Host Employer:

Please complete all the following responses to give the TAFE NSW Institute important information about the proposed placement. If more space is needed please attach the information. This will assist the TAFE NSW Institute to manage their duty of care to the student and your responses will help you satisfy your relevant workplace obligations. You may wish to keep a file copy as a guide for any future placements. Thank you.

#### Overview

Type of industry	Main activity
Approx no. years in current operation	Approximate no. employees at proposed worksite
<input type="checkbox"/> Government enterprise	<input type="checkbox"/> Private enterprise
<input type="checkbox"/> Self-employed	<input type="checkbox"/> Other
<input type="checkbox"/> Tick only if you have hosted school students for work experience or work placement in the last 12 months.	

#### Supervision and student hours

Name of the experienced employee who will provide on-going supervision. **The supervisor would not be a trainee or an apprentice.**

Supervisor's name	Position	Phone
Student's starting time	Finishing time	Lunch break
Student's total hours		

**Tick where relevant:** ☐ Block ☐ One day per week ☐ Split shifts

**Shift details and location**

**Start/finish details**

**Please note: there are a number of hazardous activities which are prohibited for students undertaking placements. These are listed at:**

[Prohibited activities and activities that need special consideration.](#)

Or see website <https://www.det.nsw.edu.au/vetinschools/worklearn/ProhibitedActivities.html>

#### Description of the proposed placement – in detail

See [Completion of the Student Placement Record to meet the Department's standards](#) or see website

<https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>

**Activities/duties to be undertaken by student**

**Any activities or tasks the student is not to undertake e.g. no-go areas, machinery or equipment that is too dangerous for new or young workers to operate. Please be specific.**

Student's Name:	TAFE NSW Institute:	Host Business:
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## Section 4: Host employer details (Continued from page 2)

Indicate any risks to the student in the planned activities e.g. manual handling, repetitive activities, exposure to sun, chemicals, fumes, use of particular tools or equipment, proposed horse riding or use of farm vehicles. **Please be specific.**

How will those risks be eliminated or controlled? **Please be specific.**

Special conditions e.g. clothing, footwear, equipment, pre-training, vaccination, transport, multiple sites, routine car travel & individual student needs.

**Please tick if these are available to the student:**

**Essential:**

☐ first aid facilities

☐ suitable toilet facilities

☐ drinking water

**Other:**

☐ lunch room

☐ staff canteen

☐ lockers

☐

Tick this box if you wish the student's TAFE NSW Institute to contact you prior to the placement e.g. to provide you with information about the student such as their experience, skill level, any adjustment required, or for you to discuss aspects of the student's safety in the workplace.

### Host employer/workplace supervisor to complete the following declaration:

- ☐ I have read [The Workplace Learning Guide for Employers](#) and am aware of the employer's rights and responsibilities outlined in it and the need to provide a safe and positive environment for the student, free from harassment and discrimination.
- ☐ I will provide planned learning and skill development activities appropriate for the student under the supervision of myself or a capable and trustworthy employee briefed for the task.
- ☐ I confirm that the activities assigned are suitable for the student and that WHS risks have been assessed and managed in accordance with the requirements of the *Work Health and Safety Act 2011 (NSW)* and [Completion of the Student Placement Record to meet the Department's standards](#)
- ☐ I will check any health care concerns with the student and ensure they and their supervisor knows what to do in the case of a medical event i.e. where the student will keep their medication, e.g. an adrenaline auto-injector-EpiPen.
- ☐ I will consult and cooperate with the TAFE NSW Institute and will notify the TAFE NSW Institute immediately of any health and safety incidents involving a student while on placement, including near misses, to enable TAFE NSW to fulfil its WHS obligations.
- ☐ I will see that the student is first provided with a site-specific workplace induction and then with the appropriate information, instruction, training, supervision (and personal protective equipment where needed) throughout the placement.
- ☐ I acknowledge that the student will not be paid in relation to the placement.
- ☐ I will notify the TAFE NSW Institute if the student is ill, injured, absent without explanation or behaving inappropriately.
- ☐ I will notify the TAFE NSW Institute immediately if I need to change sites, redirect students to another location or find asbestos on the site.
- ☐ I have read and understood the special responsibilities associated with working with children and young people as detailed in the section related to child protection in *The Workplace Learning Guide for Employers*. I understand students must report incidents to their TAFE NSW Institute.
- ☐ I am not aware of anything in the background of any staff member or other person who will have close contact with the student that would preclude that staff member or person from working with children.
- ☐ I have informed employees of their responsibilities when working with children and young people.

Additional Information for Employers is available at:

<https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html> or scan the QR code opposite.



**Signature of host employer/workplace supervisor**

**Date**

**Print Name**

**Position**

### Privacy notice-for all parties

The information provided by students, parents/carers and host employers is obtained for the purpose of coordinating a workplace learning opportunity for the TAFE NSW student. TAFE NSW will use the information to meet student health, duty of care and child protection responsibilities and to support the information needs of the student, host employer and the parent/carer. The Work Placement Service Provider might access information related to HSC VET work placements but only with the approval of the Institute Manager or nominee.

Providing this information is voluntary. However, if you do not provide any of the information requested then the student may not be able to undertake the planned workplace learning.

The information you provide will be stored securely and kept for a minimum of two years where there is no further action relating to the placement. The information will only be disclosed for purposes directly related to the purpose for which it is collected.

You may correct any personal information by contacting the teacher in charge of the student's workplace learning program at the student's TAFE NSW Institute.

Student's Name:	TAFE NSW Institute:	Host Business:
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## Section 5: Parent/carer permission *(Must be completed for students aged under 18 years)*

Name _____	Relation to student _____
Address _____	Mobile _____ Work Phone _____
(Optional) _____	Home Phone _____ Medicare no. _____
_____ Postcode _____	Contact phone number after normal business hours _____
Email _____	

- ☐ I have read *The Workplace Learning Guide for Parents and Carers* and understand my role and responsibilities. Additional information for parents and carers is available at: <https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>
- ☐ I will immediately notify the TAFE NSW Institute if I have any concerns and the TAFE NSW Institute will follow up and action and advise the school.
- ☐ I am aware of the contents of the Privacy Notice on Page 3.

☐ Tick if the placement includes out of normal business hours e.g. 6-9pm.  
If ticked, please respond to either 1 or 2 below:

1. **Years 11-12:** where relevant: ☐ I agree to make myself available as a contact for my child after normal business hours in the event of an emergency **OR** I nominate \_\_\_\_\_ on telephone \_\_\_\_\_ to be the willing and reliable contact out of normal business hours.  
Their relationship to my child is \_\_\_\_\_ and they have accepted these responsibilities.

2. **Years 9-10:** contact arrangements must be negotiated with the Principal by the parent/carer and student. The arrangements are: \_\_\_\_\_

The workplace requires evidence of vaccination compliance. ☐ No ☐ Yes *(Please ring the TAFE NSW Institute for more information).*

- ☐ Tick if my child has the following medication, medical condition, (e.g. severe asthma, type 1 diabetes, epilepsy, anaphylaxis or other severe allergy), disability or learning and support need that may affect their safety during the placement. \_\_\_\_\_ Or ☐ N/A

If so what support or adjustment do you think your child will need to make their placement successful? \_\_\_\_\_

*If more space is needed, please attach the information*

I understand that if my child is diagnosed as being at risk of anaphylaxis, I will provide an adrenaline auto-injector for my child for the placement.

My child has a current ASCIA Action Plan or individual health care plan. ☐ Yes ☐ No

I consent to a copy being provided by the TAFE NSW Institute to the host employer e.g. health care plan cover sheet. ☐ Yes ☐ No

- ☐ Tick if the placement choice includes overnight accommodation away from home. I understand this will need special approval and additional documentation.

- ☐ I consent to my child in Year \_\_\_\_\_ undertaking the placement outlined on this Student Placement Record

**Signature of parent/carer**

**Date**

*Where relevant: Years 11-12: signature/date of adult approved by the parent to be after the normal business hours contract*

## Section 6: TAFE NSW Institute approval of the placement

- The student has been prepared for the workplace by the TAFE NSW Institute to optimise the student's safety and achievement during their placement.
  - The placement is supported according to the Department of Education's [Workplace Learning Policy and Associated Documents and Forms](#).
  - The TAFE NSW Institute will report incidents affecting the safety of students, including near misses, while undertaking workplace learning in accordance with the [Department's Incident Reporting Policy and Procedures](#). In accordance with the Policy, incidents must be reported as soon as possible but within 24 hours. The TAFE NSW Institute will also advise the school of any incidents or accidents.
  - The student has been issued with a personal Student Safety and Emergency Contact Card and trained how to use it.
  - If medical information, support or adjustments are to be provided this has been shared with the host employer. If the student is diagnosed as being at risk of anaphylaxis, the TAFE NSW Institute has confirmed that the parent or carer has provided an adrenaline auto-injector for their child for the placement.
  - The TAFE NSW Institute has provided a copy of the student's current ASCIA Action Plan or health care plan cover sheet to the host employer and has discussed it with them. Tick: ☐ N/A ☐ Yes ☐ No
  - Where the placement mandates a general construction induction training card/"white card", it has been sighted. *(NEW)*
  - Where the placement involves accommodation away from home, relevant documentation is completed and attached.
  - Where the employer has asked to be contacted, the employer has/has not been contacted by phone/visit. See tick box on page 3.
- ☐ I am satisfied that all of the above have been completed and that all parts of this Student Placement Record are complete and signed as required and that the placement is suitable for this student.

**Signature of Institute Manager/Nominee**

**Date**

**Print Name**

**Position in TAFE NSW Institute**



## Student Placement Record

- Original to be held by the P/C RTO
- Copy 1: to be held by the school
- Copy 2: for host employer
- Copy 3: for the student
- Copy 4: for the parent or carer

Student's Name: \_\_\_\_\_

P/C RTO: \_\_\_\_\_

Host Business: \_\_\_\_\_

*Tick more than one if applicable:*

☐ Placement with P/C RTO

☐ External Host employer

☐ Accommodation away from home

### Section 1: Student placement summary

Start date \_\_\_\_\_ Finish date \_\_\_\_\_ Total number of days \_\_\_\_\_ Related course/activity \_\_\_\_\_

Student's starting time \_\_\_\_\_ Finishing time \_\_\_\_\_ Lunch break \_\_\_\_\_ Student's total hours \_\_\_\_\_

*Tick where relevant:*

☐ Block

☐ One day per week

☐ Split shifts e.g. Hospitality

**Shift details** (times/location) \_\_\_\_\_

P/C RTO/Host employer 'onsite' address \_\_\_\_\_

Contact person \_\_\_\_\_

Phone \_\_\_\_\_ Mobile \_\_\_\_\_

Email \_\_\_\_\_

### Student details

Year (e.g. 10,11) \_\_\_\_\_ Date of birth \_\_\_\_\_

Student's mobile no. \_\_\_\_\_ Medicare no. \_\_\_\_\_

**Details below (or attached) of any adjustment, medication or medical condition** (e.g. severe asthma, type 1 diabetes, epilepsy, anaphylaxis or other severe allergy), **disability, learning and support need or factors the school or employer should know:**

*Please tick where applicable:*

I am at risk of an anaphylactic reaction and will carry an adrenaline auto-injector, e.g. EpiPen and relevant ASCIA Action Plan. ☐ Yes ☐ No

The host employer requires evidence of vaccination compliance. (NEW) ☐ Yes ☐ No

The placement includes out of normal business hours, e.g. 6-9pm ☐ Yes ☐ No

If yes, name of student's emergency contact out of normal business hours \_\_\_\_\_

Parent/carers/other \_\_\_\_\_ Home Phone \_\_\_\_\_

Mobile \_\_\_\_\_ Work Phone (if relevant) \_\_\_\_\_

- ☐ I have completed all pre-placement activities.
- ☐ I have been issued with a **Student Safety & Emergency Contact Card**.
- ☐ I know who to contact in case of emergency.
- ☐ I will inform both the host employer & my teacher as soon as possible, if I am unable to attend the workplace.
- ☐ I am aware of my rights and responsibilities.
- ☐ I am aware of the contents of the Privacy Notice on Page 3.
- ☐ I will comply with all reasonable directions of the host employer & their employees.
- ☐ I understand that if I feel unsafe during the placement, I have the right to not undertake the task & report the issue, as soon as possible.
- ☐ If I have access during the placement to business or personal information which is private or confidential, I will not convey that information to any person outside the host employer's workplace.

- ☐ I will not use any mobile device to record conversations, video, or take photos without the permission from the host employer or supervisor.
- ☐ I will inform my supervisor & the RTO/school promptly of any injury or accident that involves me.
- ☐ I understand my responsibilities during the placement to support work, health & safety in the host workplace. I know I must not do anything to jeopardise the safety of myself or others.
- ☐ I know I must contact my RTO/school if I have any concerns about my placement.
- ☐ I understand that there are no negative consequences to me in reporting health & safety issues to my RTO/school, the host employer or to my parent(s)/carers.

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

Date \_\_\_\_\_

### Section 2: School details

School \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_

School phone number \_\_\_\_\_

Front office hours \_\_\_\_\_

**School's nominated** \_\_\_\_\_

**contact, position** \_\_\_\_\_

**and phone/mobile** \_\_\_\_\_

**details during normal** \_\_\_\_\_

**business hours** \_\_\_\_\_

- ☐ If relevant, the school will provide a copy of the student's current ASCIA Action Plan or health care plan cover sheet to the P/C RTO host employer and discuss it with them
- ☐ The school gives permission for the student to undertake the placement organised by the P/C RTO/host employer as outlined in this Student Placement Record
- ☐ The school will follow up with the student after the placement to ensure any concerns or incident reporting are addressed
- ☐ The travel form is completed, where relevant. (NEW)

Student's Name:	P/C RTO:	Host Business:
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### Section 3: P/C RTO details

P/C RTO	_____	Email	_____
	_____	P/C RTO phone number	_____
Address	_____	Office hours	_____
	_____	P/C RTO nominated contact, position and phone/mobile details during normal business hours	_____
	_____		_____
	_____		_____

The P/C RTO has read *the RTO Support Package for P/C RTOs delivering HSC courses* and undertakes to ensure that:

- ☐ the student is prepared for the workplace to optimise the student's safety and achievement during their placement
- ☐ *The Workplace Learning Guide for Employers is used by the P/C RTO/host employer*
- ☐ the student's parents or carers are provided with a copy of *The Workplace Learning Guide for Parents and Carers*
- ☐ if the placement involves accommodation away from home, additional preparation occurs and relevant documentation is completed & attached.
- ☐ the travel form is completed, where relevant. (NEW)

### Section 4: Host employer details, if different from the RTO (This first section may be completed by the student)

Name of organisation or trading name _____	
Address _____	Contact person _____
_____	Position _____
_____ Postcode _____	Phone _____
Email _____	Mobile _____
Website _____	Fax _____
Location of placement (if different from above address) _____	
Request is for: <input type="checkbox"/> HSC VET work placement or <input type="checkbox"/> Other _____	

### Section 5: P/C RTO/Host employer placement details

#### Overview

Type of industry _____	Main activity _____
Approx no. years in current operation _____	Approximate no. employees at proposed worksite _____
<input type="checkbox"/> Government enterprise <input type="checkbox"/> Private enterprise	<input type="checkbox"/> Self-employed <input type="checkbox"/> Other _____
<input type="checkbox"/> Tick only if you have hosted school students for work experience or work placement in the last 12 months.	

#### Supervision and student hours

Name of the experienced employee who will provide on-going supervision. **The supervisor would not be a trainee or an apprentice.**

Supervisor's name _____	Position _____	Phone number _____
Student's starting time _____	Finishing time _____	Lunch break _____
Student's total hours _____		

**Tick where relevant:** ☐ Block ☐ One day per week ☐ Split shifts

Shift details and location \_\_\_\_\_

Start/finish details \_\_\_\_\_

**Please note: there are a number of hazardous activities which are prohibited for students undertaking placements. These are listed at:**

[Prohibited activities and activities that need special consideration.](#)

Or see website <https://www.det.nsw.edu.au/vetinschools/worklearn/ProhibitedActivities.html>

#### Description of the proposed placement – in detail

See [Completion of the Student Placement Record to meet the Department's standards](#) or see website

<https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>

Activities/duties to be undertaken by student \_\_\_\_\_

**Any activities or tasks the student is not to undertake e.g. no-go areas, machinery or equipment that is too dangerous for new or young workers to operate. Please be specific.**

Student's Name:	P/C RTO:	Host Business:
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**Section 5: P/C RTO/Host employer placement details** (Continued from page 2)

Indicate any risks to the student in the planned activities e.g. manual handling, repetitive activities, exposure to sun, chemicals, fumes, use of particular tools or equipment, proposed horse riding or use of farm vehicles. **Please be specific.**

How will those risks be eliminated or controlled? **Please be specific.**

Special conditions e.g. clothing, footwear, equipment, pre-training, vaccinations, transport, multiple sites, routine car travel & individual student needs.

**Please tick if these are available to the student:**

<b>Essential:</b>	<input type="checkbox"/> first aid facilities	<input type="checkbox"/> suitable toilet facilities	<input type="checkbox"/> drinking water
<b>Other:</b>	<input type="checkbox"/> lunch room	<input type="checkbox"/> staff canteen	<input type="checkbox"/> lockers

☐ Tick this box if you wish the student's school to contact you prior to the placement e.g. to provide you with information about the student such as their experience, skill level, any adjustment required, or for you to discuss aspects of the student's safety in the workplace.

**P/C RTO/Host employer/workplace supervisor to complete the following declaration:**

- ☐ I have read [The Workplace Learning Guide for Employers](#) and am aware of the P/C RTO host employer's rights and responsibilities outlined in it and the need to provide a safe and positive environment for the student, free from harassment and discrimination.
- ☐ I will provide planned learning and skill development activities appropriate for the student under the supervision of myself or a capable and trustworthy employee briefed for the task.
- ☐ I confirm that the activities assigned are suitable for the student and that WHS risks have been assessed and managed in accordance with the requirements of the *Work Health and Safety Act 2011 (NSW)* and [Completion of the Student Placement Record to meet the Department's standards](#).
- ☐ I will check any health care concerns with the student and ensure they and their supervisor knows what to do in the case of a medical event i.e. where the student will keep their medication, e.g. an adrenaline auto-injector-EpiPen.
- ☐ I will consult and cooperate with the RTO/school and will notify the school immediately of any health and safety incidents involving a student while on placement, including near misses, to enable the Department of Education to fulfil its WHS obligations.
- ☐ I will see that the student is first provided with a site-specific workplace induction and then with the appropriate information, instruction, training, supervision (and personal protective equipment where needed) throughout the placement.
- ☐ I acknowledge that the student will not be paid in relation to the placement.
- ☐ I will notify the RTO/school if the student is ill, injured, absent without explanation or behaving inappropriately.
- ☐ I will notify the RTO/school immediately if I need to change sites, redirect students to another location or find asbestos on the site.
- ☐ I have read and understood the special responsibilities associated with working with children and young people as detailed in the section related to child protection in *The Workplace Learning Guide for Employers*. I understand students must report incidents to their school.
- ☐ I am not aware of anything in the background of any staff member or other person who will have close contact with the student that would preclude that staff member or person from working with children.
- ☐ I have informed employees of their responsibilities when working with children and young people.

Additional Information for Employers is available at:  
<https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html> or scan the QR code opposite.



<u>Signature of host employer/workplace supervisor</u>	<u>Date</u>
<u>Print Name</u>	<u>Position</u>

**Privacy notice-for all parties**

The information provided by students, parents/carers and host employers is obtained for the purpose of coordinating a workplace learning opportunity for the school student. The P/C RTO and the NSW Department of Education will use the information to meet student health, duty of care and child protection responsibilities and to support the information needs of the student, host employer and the parent/carer. The Work Placement Service Provider might access information related to HSC VET work placements but only with the approval of the Principal. Providing this information is voluntary. However, if you do not provide any of the information requested then the student may not be able to undertake the planned workplace learning.

The information you provide will be stored securely and kept for a minimum of two years where there is no further action relating to the placement. The information will only be disclosed for purposes directly related to the purpose for which it is collected.

You may correct any personal information by contacting the P/C RTO and the student's school.

Student's Name:	P/C RTO:	Host Business:
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## Section 6: Parent/carer permission (Must be completed for students aged under 18 years)

Name \_\_\_\_\_ Relation to student \_\_\_\_\_  
 Address \_\_\_\_\_ Mobile \_\_\_\_\_ Work Phone \_\_\_\_\_  
 (Optional) \_\_\_\_\_ Home Phone \_\_\_\_\_ Medicare no. \_\_\_\_\_  
 \_\_\_\_\_ Postcode \_\_\_\_\_ Contact phone number after normal business hours \_\_\_\_\_

Email \_\_\_\_\_

- ☐ I have read *The Workplace Learning Guide for Parents and Carers* and understand my role and responsibilities.  
☐ I have read the Additional information for Parents regarding the insurance and indemnity arrangements as outlined on Page 2.  
 Additional information for parents is available at: <https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>  
☐ I will immediately notify the P/C RTO and the school if I have any concerns and the school will follow up and action.  
☐ I am aware of the contents of the Privacy Notice on Page 3.



- ☐ Tick if the placement includes out of normal business hours e.g. 6-9pm.

If ticked, please respond to either 1 or 2 below:

1. **Years 11-12:** where relevant: ☐ I agree to make myself available as a contact for my child after normal business hours in the event of an emergency **OR**  
 I nominate \_\_\_\_\_ on telephone \_\_\_\_\_ to be the willing and reliable contact out of normal business hours.  
 Their relationship to my child is \_\_\_\_\_ and they have accepted these responsibilities.
2. **Years 9-10:** contact arrangements must be negotiated with the Principal by the parent/carer and student. The arrangements are: \_\_\_\_\_

The workplace requires evidence of vaccination compliance. ☐ No ☐ Yes (Please ring the school for more information).

- ☐ Tick if my child has the following medication, medical condition, (e.g. severe asthma, type 1 diabetes, epilepsy, anaphylaxis or other severe allergy) disability or learning and support need that may affect their safety during the placement. \_\_\_\_\_ Or ☐ N/A

If so what support or adjustment do you think your child will need to make their placement successful? \_\_\_\_\_

*If more space is needed, please attach the information*

I understand that if my child is diagnosed as being at risk of anaphylaxis, I will provide an adrenaline auto-injector for my child for the placement.

My child has a current ASCIA Action Plan or individual health care plan. ☐ Yes ☐ No

I consent to a copy being provided by the school to the P/C RTO / host employer e.g. health care plan cover sheet. ☐ Yes ☐ No

- ☐ Tick if the placement choice includes **overnight accommodation away from home**. I understand this will need special approval and additional documentation.  
☐ I consent to my child in Year \_\_\_\_\_ undertaking the placement outlined on this Student Placement Record.

Signature of parent/carer \_\_\_\_\_

Date \_\_\_\_\_

*Where relevant: Years 11-12: signature/date of adult approved by the parent to be after the normal business hours contract*

## Section 7: P/C RTO approval of the placement

- The student has been prepared for the workplace by the P/C RTO to optimise the student's safety and achievement during their placement.
  - The placement is supported according to the Department's [Workplace Learning Policy and Associated Documents and Forms](#).
  - The P/C RTO will advise the school of any incidents affecting the safety of students, including near misses, while undertaking workplace learning. This will enable the school to implement the [Department's Incident Reporting Policy and Procedures](#). In accordance with the Policy, incidents must be reported as soon as possible but within 24 hours.
  - The student has been issued with a Student Safety and Emergency Contact Card and trained how to use it by the P/C RTO in collaboration with the school.
  - If medical information, support or adjustments are to be provided this has been shared with the host employer where relevant. If the student is diagnosed as being at risk of anaphylaxis, the P/C RTO has confirmed with the school that the parent or career has provided an adrenaline auto-injector for their child for the placement.
  - The School has provided a copy of the student's current ASCIA Action Plan or health care plan cover sheet to the host employer and has discussed it with them.  
 Tick: ☐ N/A ☐ Yes ☐ No
  - The P/C RTO will undertake a supervisory visit or phone call during the placement and follow up with the student after placement.
- ☐ I am satisfied that all of the above have been completed and that all parts of this Student Placement Record are complete and signed as required and that the placement is suitable for this student.

P/C RTO Manager or Nominee \_\_\_\_\_

Date \_\_\_\_\_

Print Name \_\_\_\_\_

Position in P/C RTO \_\_\_\_\_

## Section 8: School approval of the placement

- Where the placement mandates a general construction induction training card/"white card", it has been sighted. (NEW)
  - Where the placement involves accommodation away from home, relevant documentation is completed and attached.
  - Where the host employer has asked to be contacted, the P/C RTO/host employer has/has not been contacted by phone/visit. See the tick box on page 3.
  - The school will undertake a supervisory visit or phone call during the placement and follow up with the student after the placement.
- ☐ I am satisfied that all of the above have been completed and that all parts of this Student Placement Record are complete and signed as required and that the placement is suitable for this student.

Signature of Principal/Nominee \_\_\_\_\_

Date \_\_\_\_\_

Print Name \_\_\_\_\_

Nominee Position in School \_\_\_\_\_

## Student Placement Record

Using current employment for HSC VET work placement

**Original to be held by the school/TAFE. Copy 1: for host employer  
Copy 2: for the student Copy 3: for the parent or carer**

Student's name:	School/TAFE:	Employer:
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### Section 1: Details of student and work placement proposal

Student's name \_\_\_\_\_ Year (e.g. 11) \_\_\_\_\_ Date of birth \_\_\_\_\_

Student's school if enrolled in a school \_\_\_\_\_

- I wish to use a designated period of my current employment to satisfy \_\_\_\_\_ hours of the mandatory HSC work placement component of my HSC VET course \_\_\_\_\_. The period is \_\_\_\_\_
- I understand that the minimum length of my employment, undertaken while studying the related HSC VET course, must be greater than the minimum hours (ie \_\_\_\_\_) of work placement.
- I undertake to keep an accurate record of my work placement activities as evidence of practising and/or learning course competencies/outcomes (ie *Evidence of Workplace Learning Activities* schedule).
- I will inform my teacher as soon as possible, but no later than within 7 days, of any change to the agreed employment arrangements, conditions or activities as that change might affect the recognition of my employment for work placement,

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

### Section 2: Details of school or TAFE NSW institute delivering the HSC VET course

School/TAFE institute \_\_\_\_\_

Campus/College \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

Teacher overseeing this work placement \_\_\_\_\_

Head teacher \_\_\_\_\_

- The school or TAFE NSW institute is satisfied that the principal purpose of the employer's enterprise is related to the industry area of the course and that the nature of the business or enterprise accurately reflects the character and purpose of the industry.
- The student's VET course teacher or nominee has consulted with the employer and supervisor about the activities undertaken by the student in the course of their employment and is satisfied that course learning outcomes and a diversity of experiences required in an HSC work placement can and will be accommodated by the employer's enterprise.
- The method of assessing student achievement of HSC VET course competencies has been clarified with the employer/supervisor and documented by the teacher.
- At the conclusion of the work placement hours, the VET teacher will verify the details of the *Evidence of Workplace Activities* schedule with the student's employer/supervisor.

\_\_\_\_\_  
Signature of Principal/nominee or TAFE NSW College/Campus  
Manager or delegate of institution delivering the course

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Co-signature of Principal or nominee where TAFE NSW is  
delivering the course. Refer ACE Manual <http://ace.bos.nsw.edu.au>

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Date

Student's name:	School/TAFE:	Employer:
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### Section 3: Employer details

Name of organisation or trading name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

Website \_\_\_\_\_ Location (if different from employer's address) \_\_\_\_\_

Contact person \_\_\_\_\_ Position \_\_\_\_\_

Name of student's supervisor \_\_\_\_\_

- I acknowledge that the student is undertaking an HSC VET course and that they are using a period of their concurrent paid employment to satisfy \_\_\_\_\_ hours of the mandatory work placement requirement.
- The student commenced employment with my enterprise on \_\_\_\_\_ and currently works an average of \_\_\_\_\_ hours per week.
- I will ensure that as far as possible within the commercial and business constraints of our enterprise, the course learning outcomes and diversity of experiences in the workplace, as explained by the VET teacher or their nominee, will be addressed during the student's employment.
- Evidence of workplace experiences will be provided to the student's teacher by way of the attached Evidence of Workplace Activities schedule.
- I acknowledge that the student is my employee and that my insurance coverage and arrangements will continue to apply to the student for the full period of their employment.
- I acknowledge that the insurance and indemnity arrangements of the NSW Department of Education and Communities for school/TAFE-approved workplace learning programs where students are voluntary workers will not apply to these arrangements.

\_\_\_\_\_  
Signature of employer/workplace supervisor

\_\_\_\_\_  
Host organisation

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

#### Privacy notice – for all parties

The information provided by students, parents/carers and employers is obtained for the purpose of coordinating a workplace learning opportunity for the school student. The NSW Department of Education and Communities will use the information to meet duty of care and child protection responsibilities and to support the information needs of the student, employer, and the parent/carer. The Work Placement Service Provider might access information related to HSC VET work placements but only with the approval of the Principal/TAFE NSW Institute Manager.

Providing this information is voluntary. However, if you do not provide any of the information requested then the student may not be able to undertake the planned workplace learning.

The information you provide will be stored securely and kept for a minimum of two years where there is no further action relating to the placement. The information will only be disclosed for purposes directly related to the purpose for which it is collected.

You may correct any personal information by contacting the teacher in charge of the student's workplace learning program at the student's school/TAFE NSW institute.

Student's name:	School/TAFE:	Employer:
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**Section 4: Details of parent/carer** *(To be completed for students aged under 18 years)*

Name \_\_\_\_\_

Relation to student \_\_\_\_\_

Address \_\_\_\_\_ Postcode \_\_\_\_\_

Telephone (Home) \_\_\_\_\_ Work \_\_\_\_\_ Mobile \_\_\_\_\_

- I consent to the student's employment being recognised for HSC work placement as stated above.
- I understand the importance of the student advising the teacher as soon as possible, but no later than within 7 days, of any change to the agreed employment arrangements, conditions or activities as that change might affect the recognition of the student's employment for HSC work placement.

\_\_\_\_\_  
Signature of parent/carer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name

Student's name:	School/TAFE:	Employer:
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**Section 5: Using current employment for HSC VET work placement**  
*Evidence of Workplace Activities Schedule*

**Please use additional copies of this proforma where more activities are completed**

Name of Student \_\_\_\_\_ Enterprise \_\_\_\_\_

Employer \_\_\_\_\_ Telephone \_\_\_\_\_

**SCHEDULE TO BE COMPLETED BY THE STUDENT, VERIFIED BY THE EMPLOYER OR SUPERVISOR AND RETURNED TO THE VET TEACHER**

Student's position/s in enterprise	Date undertaken	Name of supervisor	Signature of supervisor/employer
Description of duties			
Tasks performed			
Skills practised			
Industry attitudes developed			
Supervisor comments			

*Thank you for supporting the student in gaining recognition of their concurrent employment for HSC VET work placement. Your efforts are appreciated by the student and their school/TAFE NSW institute.*

\_\_\_\_\_  
**Signature of student** **Date**

I certify that the student has met the current requirements for recognition of the student's concurrent employment for work placement purposes as detailed in the Board of Studies ACE Manual (Refer to: ACE Manual <http://ace.bos.nsw.edu.au>)

\_\_\_\_\_  
**Signed** **Date**  
 Student's VET teacher

\_\_\_\_\_  
**Print name** **Position**



## SECONDARY EDUCATION - SENIOR PATHWAYS

### ***Prohibited activities and activities that need special consideration***

Young workers can lack the experience, knowledge, confidence and skills to identify and deal with potential hazards. Inexperience and a lack of awareness can increase the likelihood of a young worker being injured. There are some activities that are not suitable for students (young workers) in an approved workplace learning program and there are others where special consideration needs to be given to addressing risks.

#### **Students cannot undertake the following:**

- use of machinery or equipment which *may* be dangerous for new or young workers to operate is prohibited **unless** each of the following occurs:
  - the activity is first risk-assessed as suitable and safe for student operation by the host employer, along with the following:
    1. the student is given appropriate information, instruction and training and a checklist for the safe operation and handling of the equipment
    2. the equipment is in safe working order, complete with required safety devices or guards
    3. a suitably qualified or experienced person in the workplace who has good communication skills and the ability to give clear instructions provides on-going close supervision.
- the service of alcohol where the student is under 18 is prohibited; if the student is over 18 years, the activity must be essential to the placement and have been agreed to by the school or TAFE NSW Institute and the student must have completed the Responsible Service of Alcohol (RSA) Training Course
- any work of a sexual or explicit nature is prohibited
- travel by helicopter is prohibited
- air travel on charter flights and aircraft other than those providing a regular public transport service (ie on a regular route with paying passengers) is prohibited
- travel outside the 12 nautical mile limit at sea is prohibited
- scuba and deep-sea diving are prohibited
- the following 'high risk construction work' as defined in the *NSW WHS Regulation 2011* Chapter 6 is prohibited: construction work in tunnels, confined spaces or involving the use of explosives or work in and around pressurised gas distribution mains or piping and energised electrical installations or services; near traffic or mobile plant, or demolition work other than simple stripping of walls etc.
- any excavation work at a depth greater than one metre or near utilities is prohibited
- any excavation work at a depth under one metre without direct supervision by a competent person, is prohibited
- work on permanent or temporary structures used to enable construction work in marine environments is prohibited
- working on a roof or in a roof cavity is prohibited
- working where asbestos is present is prohibited
- any activities involving or adjacent to the repair, removal or demolition of any construction work containing asbestos or in the clean-up process following the activity are prohibited

- attendance at a site while buildings are being demolished is prohibited chimney stacks or
- scheduled work as set out in Chapter 4 of the *NSW WHS Regulation 2011* is prohibited, unless there are exceptional circumstances and the student, aged 18 or over, already has achieved the necessary certification
- any activity requiring a licence (eg. a driver's licence), permit or certificate of competence is prohibited unless:
  - the student already has the relevant current licence, permit or certificate
  - the activity is directly related to the learning outcomes of the placement
  - the activity is included in the Student Placement Record prior to approval.
- driving any old or unregistered vehicles commonly known as 'bush bashers' is prohibited.

### ***Placements involving the driving of golf carts, quad bikes, tractors or similar farm vehicles.***

Placements involving the student operation of golf carts, quad bikes, tractors or other farm vehicles **must be carefully considered**, even where these activities are considered to be essential to achieving the outcomes of the placement.

For these placements to be approved, the vehicle must be adequately risk assessed as being safe for a student to operate. Students must have successfully completed an accredited formal training course or related course competencies or have demonstrated substantial experience in the safe operation of these vehicles. Students riding quad bikes must be at least 16 years of age and wear an approved helmet with the strap in place. Required PPE other than helmets include:

- eye protection e.g. goggles
- hand protection e.g. gloves
- long sleeve shirt and full length pants
- sturdy footwear e.g. boots.

### **The student still needs to be closely supervised.**

Students with **little or no experience must not operate these vehicles. The only exception is where** the school or relevant TAFE is satisfied before the placement is approved that the host employer can satisfactorily manage the activity for the student and has substantial experience in providing the appropriate quality training and on-going close supervision.

In order to ensure the school or TAFE is satisfied that the activity is safe; the risk assessment by the host employer must be documented and sighted by the school principal/TAFE Institute manager or nominee prior to approval.

### ***Placements in meat processing plants***

Placements in **meat processing plants** are subject to **mandatory requirements**. The Australian Meat Industry Council can be contacted on telephone (02) 9086 2200 for the information package to support school student workplace learning in meat processing plants or refer to <https://www.det.nsw.edu.au/vetinschools/worklearn/meat.html> .

### ***Placements involving equine work***

No matter how experienced or competent a student may be in riding or working with horses, there are still potentially extreme risks. Extreme caution is needed to avoid injury or disability. See [Guide to managing risks when new and inexperienced persons interact with horses](#).

## ***Placements in the***

## ***construction industry***

All workplace learning in the construction industry requires as a pre-requisite that the student completes Work Health and Safety induction training for construction work and holds the construction induction training card (CIC or 'white card'). Where a student has independently undertaken induction training for construction online through a registered training organisation in another state or territory, they must complete additional safety training arranged by the school to ensure they are fully prepared for their workplace learning in construction.

Workplace supervisors must make students aware of the risks associated with handling and operating all tools and equipment the student is to use and how to manage those risks.

While some tools and equipment common in industry are not permitted for use by students in a school setting, the construction teacher will indicate the appropriate tools and equipment that the individual student could use on work placement. Further advice is available from the student's school or TAFE NSW Institute and in some cases from the Work Placement Service Provider.

There should always be close supervision of a young worker when there is a risk of a fall. For example; where a student is on an elevated level, near an opening or in the vicinity of an edge. Minimising the risk of a fall may include physical restraints or barriers.

### ***Can students drive vehicles during the placement?***

No. Students are not expected to drive their own vehicles whilst undertaking activities on behalf of the host employer. They are also not expected to drive the employer's vehicles nor the client's vehicles whilst on placement. Any driving of vehicles is expected to be rare, and must be detailed on the Student Placement Record prior to placement approval. Students need to be reminded that it is against the law to use a mobile phone whilst driving.

### ***Who can I contact for more advice?***

If you are concerned about safety risks for an activity proposed for a placement, please contact the Workplace Learning Adviser in Senior Pathways on (02) 9244 5425 for further advice.

## **SAFETY & EMERGENCY PROCEDURES -STUDENT CONTACT CARD**

### **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 below).

**My nominated contact during normal business hours from my School/TAFE NSW institute/P/C RTO is:**

**Name:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Parent/Carer Name:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

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

**Contact name:** \_\_\_\_\_

**Contact number:** \_\_\_\_\_

### **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 P/C RTO.

## **SAFETY & EMERGENCY PROCEDURES -STUDENT CONTACT CARD**

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**Name:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Parent/Carer Name:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

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

**Contact name:** \_\_\_\_\_

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**Name:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Parent/Carer Name:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

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

**Contact name:** \_\_\_\_\_

**Contact number:** \_\_\_\_\_

### **If you are injured in the workplace**

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- 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 P/C RTO.

## **SAFETY & EMERGENCY PROCEDURES**

### **STUDENT CONTACT CARD**

This card is to be provided by the school.

Students will be supervised in filling in the contact details and in supplying their Medicare Number

During normal business hours, if a student faces an emergency in the workplace, they must contact their nominated contact from the school, TAFE NSW institute or RTO. Where relevant, students must also contact their parent or carer.

Outside normal business hours, the contacts for students in Years 11 and 12 must be their parent or carer or other responsible and reliable adult who is trusted by the student and authorised by the Principal (or nominee) or responsible TAFE NSW Institute Manager (or delegate) or RTO Manager or nominee, and who understands the concept and context of workplace learning. The contact person must not be the host employer or any of their employees.

The contact must undertake to inform the school of any out of hours emergency as soon as possible after it happens.

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Macquarie Darling Work Placement inc. trading as

## Western Student Connections

### APPENDIX A

### WSC FORMS

- 1 Request to schedule work placement on the WSC 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 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.
- 3 Employer Registration Form**

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

This form must be completed and returned as soon as possible during Term 4 for the following year's placements.  
Scheduling of work placements on the WSC Calendar will be booked on a "first in first served basis".  
Every effort will be made to book work placement weeks at the preferred time.  
Please include all Year 11 and Year 12 placements including students' second placements in Term 4 if applicable.  
WSC will develop a Draft Calendar and confirm dates as soon as possible.

School / TAFE Campus:

VET / TVET Coordinator:

						Preferred Placement Week – please provide at least two if possible					
Please tick		Year: 9,10,11,12 No: approx. number of students in class Teacher: if a teacher has not yet been allocated, please advise asap				Preference 1			Preference 2		
VET	TVET	Course name	Year	No.	Teacher	Term	Week	Dates	Term	Week	Dates
EXAMPLE											
✓		Hospitality	12	18	Ms Teacher	1	7	7 - 13 March 2016	2	2	2 – 6 May 2016

"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."

PLEASE COMPLETE AND RETURN TO Western Student Connections

PO Box 1033, Dubbo NSW 2830

Fax: 02 6885 6199

Email: [reception@wsc.edu.au](mailto:reception@wsc.edu.au)



Education & Communities



School:		VET Subject:		Year Level:		Placement Date:	
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### FORM 3: SWL Student Placement Request

Student Name	Registration Completed (Form 2 / online)	Placement Request 1	Placement Request 2	Placement Request 3	Comments

**Note: If Student has not completed Form 2: Student Registration for VET Work Placement, please ensure that this is done as soon as possible or online registration has been completed. Placements will not be organised until the student has been registered with WSC.**

PLEASE COMPLETE AND RETURN TO Western Student Connections at least 6 weeks prior to placement  
 PO Box 1033, Dubbo NSW 2830 Fax: 02 6885 6199 Email: [reception@wsc.edu.au](mailto:reception@wsc.edu.au)





Education & Communities



## FORM 4: EMPLOYER WORK PLACEMENT REGISTRATION FORM

PLEASE COMPLETE AND RETURN TO **Western Student Connections**

Phone: 02 6885 6144

Fax: 02 6885 6199

Email: [reception@wsc.edu.au](mailto:reception@wsc.edu.au)

Post: Western Student Connections PO Box 1033, Dubbo NSW 2830

### EMPLOYER DETAILS

Name of Business: \_\_\_\_\_

Mr/Mrs/Miss/Ms

Given Name: \_\_\_\_\_

Surname: \_\_\_\_\_

Position Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email Address: \_\_\_\_\_

### SUPERVISOR DETAILS

☐ As Above

Mr/Mrs/Miss/Ms

Given Name: \_\_\_\_\_

Surname: \_\_\_\_\_

Position Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Mobile: \_\_\_\_\_

### BUSINESS LOCATION ADDRESS

Address: \_\_\_\_\_

Suburb: \_\_\_\_\_

State: \_\_\_\_\_

Postcode: \_\_\_\_\_

### BUSINESS POSTAL ADDRESS

☐ As Above

Address: \_\_\_\_\_

Suburb: \_\_\_\_\_

State: \_\_\_\_\_

Postcode: \_\_\_\_\_

### TASKS & RISK MANAGEMENT

Dress requirements / Special conditions eg clothing, footwear, equipment, pre-training, transport, multiple sites, routine car travel and individual student needs:

Work hours / Attendance details (work hours, days required and lunch break)

Activities / Duties to be undertaken by student

Indicate any risks to the student in the planned activities eg manual handling, repetitive activities such as keyboarding, exposure to sun, chemicals, fumes, use of particular tools or equipment.

How will those risks be eliminated or controlled?

Continued Page 2.....



Education & Communities



Any activities or tasks the student is not to undertake eg no-go areas, machinery or equipment that is too dangerous for new or young workers to operate

Additional Notes (personal attributes, work safety notes, special conditions)

## BUSINESS OVERVIEW

Type of Industry: \_\_\_\_\_ Main Activity: \_\_\_\_\_

☐ Public/Government ☐ Private enterprise ☐ Self-employed ☐ Other \_\_\_\_\_

Approx. years in current operation \_\_\_\_\_ Approx. no. of employees at proposed worksite \_\_\_\_\_

I have hosted school students for work experience or work placement in the last 12 months ☐ Yes ☐ No

**Check if these are available to the student:**

**Essential:** ☐ First Aid facilities ☐ suitable toilet facilities **Other:** ☐ Lunch Room ☐ Staff Canteen ☐ Lockers ☐

**Check I feel confident about:**

- What tasks in my workplace are suitable for students and what tasks are unsuitable ☐ Yes / ☐ No
- Providing the induction to students including relevant health and safety matters, emergency procedures and a tour of relevant work areas (*An Employer's Guide* provides guidance) ☐ Yes / ☐ No

☐ **Tick this box if you wish the student's school to contact you prior to the placement eg to provide information about the student's experience, skill level or for you to discuss aspects of the student's safety in the workplace.**

**Media Approval** (Your details may be used in newsletters, brochures etc.): ☐ Yes ☐ No

Host employer/workplace supervisor to note, sign and date below:

- I have read *An Employer's Guide to Workplace Learning* and am aware of the employer's rights and responsibilities outlines in it and the need to provide a safe and positive environment for the student, free from harassment and discrimination.
- I will provide planned learning and skill development activities appropriate for the student under the supervision of myself or a capable and trustworthy employee briefed for the task.
- I confirm that the activities assigned are suitable for the student and that OH&S risks have been assessed and managed in conformity with the Occupational Health & Safety Act 2000 (NSW).
- I will see that the student is first provided with a site-specific workplace induction and then with the appropriate information, instruction, training, supervision (and protective equipment where needed) throughout the placement.
- I acknowledge that the student will not be paid in relation to the placement.
- I will notify the school if the student is ill, injured, absent without explanation or behaving inappropriately.
- I am aware of the special responsibilities associated with working with children and young people as detailed in the section related to child protection in *An Employer's guide to Workplace Learning*.
- I am not aware of anything in the background on any staff member or other person who will have close contact with the student that would preclude that staff member or person from working with children.
- I have informed employees of their responsibilities when working with children and young people.

Signature of host employer/workplace supervisor

Date

Print Name

**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](mailto:reception@wsc.edu.au)



Macquarie Darling Work Placement inc. trading as  
**Western Student Connections**

## 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.

### 5 **Additional Information for Employers**

Provided as additional information to complement the Workplace Learning Guide for Employers

### 6 **Workplace Learning Guide for Employers**

WSC provides this guide to new employers. An electronic copy can be found on the Workplace Learning website at

<https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>.

The current version is 2016.



«Employer\_Name»

Attn: «Contact\_Title» «Contact\_First\_Name» «Contact\_Last\_Name»

«Postal\_Address»

«Postal\_Suburb» «Postal\_State» «Postal\_Postcode»

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 PROCEDURES 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 P/C 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.

## WORKPLACE SUPERVISOR'S EVALUATION REPORT

Business: \_\_\_\_\_ Student Vocation: \_\_\_\_\_

Student Name: \_\_\_\_\_ School/TAFE: \_\_\_\_\_

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

### Appearance and dress

- ☐ Appropriate  
☐ Well groomed and neatly dressed  
☐ Inappropriate

### Ability to work with others

- ☐ Shows flexibility  
☐ Works well in a team environment  
☐ Prefers to work alone

### Ability to work unsupervised

- ☐ Shows initiative  
☐ Readily seeks further advice  
☐ Needs encouragement  
☐ Waits to be told what to do

### Adjustment to the work environment

- ☐ Settled immediately  
☐ Settled in well after a while  
☐ Experienced difficulty

### Persistence with tasks given

- ☐ Highly Motivated  
☐ Persistent  
☐ Needs encouragement  
☐ Not applicable to this position

### Punctuality

- ☐ Always on time  
☐ Satisfactory  
☐ Unsatisfactory

### Ability to Communicate

- ☐ Outstanding communication skills  
☐ Communicates well  
☐ Has difficulty

### Ability to follow instructions

- ☐ Shows good understanding  
☐ Willing to seek clarification  
☐ Needs close supervision

### Attention to safety

- ☐ Excellent  
☐ Adequate  
☐ Could take more care

### Comments:

.....

General Comments	Don't know	Strongly Disagree	Disagree	Agree	Strongly Agree
Western Student Connections provided me with good information about the procedures and my responsibilities prior to the work placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Western Student Connections arranged the work placement in sufficient time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work placement met my needs and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I would recommend this experience to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
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](mailto:reception@wsc.edu.au)

## 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.**

<b>Student</b>	
<b>School/TAFE</b>	
<b>Year and Course</b>	
<b>Work Placement Dates</b>	
<b>Employer Name</b>	
<b>Supervisor Name</b>	

DATES	START TIME	FINISH TIME	HOURS WORKED (less breaks)	SUPERVISOR'S SIGNATURE
TOTAL HOURS WORKED				

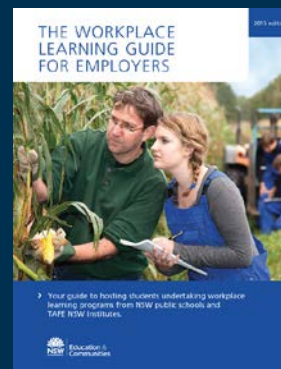
**If a student is unable to attend on any day please note absence, date and reason for absence:**






## Additional information for employers to support their hosting of a student in the workplace

Please note: the page reference after each question refers to the page in the above Guide.



### What insurance and indemnity arrangements are in place for students in the workplace? (see page 7)

The NSW Department of Education and Communities and the TAFE Commission are members of the NSW Treasury Managed Fund, a NSW government self-insurance scheme which provides coverage for their activities including work experience and work placement, in accordance with the following:

#### Employer indemnity

The NSW Department of Education and Communities/TAFE NSW indemnifies employers participating in approved workplace learning programs for any amount which they may be legally liable to pay for injury to students or teachers arising out of an approved workplace learning program, up to \$20,000,000 provided that:

- any claim made against the employer in respect of a student or teacher participating in an approved workplace learning program is immediately notified to the relevant school or institute
- the Department has full conduct and control of the claim against the employer as is normal practice for the party providing the indemnity
- the employer cooperates fully with the Department and the Department's legal representatives in the conduct of the claim
- the employer has complied with work health and safety legislation

- the injury does not stem from a lack of instruction or supervision by the employer.

#### Public liability indemnity

The NSW Department of Education and Communities/TAFE NSW indemnifies employers participating in approved workplace learning programs for any amount which they may be legally liable to pay for property damage or personal injury to third parties caused by students or teachers in approved workplace learning programs, up to \$20,000,000 provided that:

- any claims made against the employer in respect to property damage or personal injury caused by a student or teacher in an approved workplace learning program is immediately notified to the relevant school or institute
- the Department has full conduct and control of the claim against the employer as is normal practice for the party providing the indemnity
- the employer cooperates fully with the Department and the Department's legal representatives in the conduct of the claim
- personal injury to an employee of the employer is excluded (this should be covered under workers compensation arrangements)
- the damage or injury does not stem from a lack of instruction or supervision by the employer.

Parents/carers are responsible for any expenses incurred by their child as a result of accident or injury, prior to a claim submitted under these insurance provisions.



## Damage to employers' property

The NSW Department of Education and Communities/TAFE NSW will compensate employers participating in approved workplace learning programs to the full extent of any damage to the employer's property, property of an employee or property in the employer's physical or legal control up to \$200,000 per incident provided that:

- any claim for compensation is immediately notified to the relevant school or institute
- the employer cooperates fully with the Department and the Department's legal representatives in the investigation of the claim
- the damage does not stem from a lack of supervision or instruction by the employer.

## How does the legislation on Work Health and Safety impact on hosting a student in an approved workplace learning program? (see page 8)

Under the *Work Health and Safety Act 2011* (NSW) the definition of 'worker' includes 'a student gaining work experience'.

Under the Act a 'worker', has obligations to:

- (a) take reasonable care for his or her own health and safety, and
- (b) take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons, and
- (c) comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with this Act, and
- (d) co-operate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.

Students on work placement or undertaking work experience have these obligations.

## Where can I get further information on providing a safe workplace for students on approved workplace learning programs? (see page 8)

Young workers can lack the experience, knowledge, confidence and skills to identify and deal with potential hazards. Inexperience and a lack of awareness can increase the likelihood of a young worker being injured.

Further information can be found at [Young Workers](#).

To assist employers to provide detailed responses to questions about the **activities/duties** which students will perform, and any machinery that students will use during placement, see [Completion of the Student Placement record to meet the Department's standards](#). The Department's Work Health and Safety Directorate has stressed the importance of host employers providing comprehensive information about the details of the activities/duties that students will undertake during placement. This includes identifying potential risks and managing those risks. If there is insufficient space to record these details, employers should attach the information.

## What activities for students in workplace learning programs are either prohibited or need special consideration given to addressing risks? (see page 9)

Young workers can lack the experience, knowledge and skills to identify and deal with potential hazards. Inexperience and a lack of awareness can increase the likelihood of a young worker being injured. There are some activities that are not suitable for students (young workers) in an approved workplace learning program and there are others where special consideration needs to be given to addressing risks.

### Students cannot undertake the following:

- use of machinery or equipment which *may* be dangerous for new or young workers to operate is prohibited **unless** each of the following occurs:
- the activity is first risk-assessed as suitable and safe for student operation by the host employer, along with the following:
  - the student is given appropriate information, instruction and training and a checklist for the safe operation and handling of the equipment
  - the equipment is in safe working order, complete with required safety devices or guards
  - a suitably qualified or experienced person in the workplace who has good communication skills and the ability to give clear instructions provides on-going close supervision.
- the service of alcohol where the student is under 18 is prohibited; if the student is over 18

years, the activity must be essential to the placement and have been agreed to by the school or TAFE NSW Institute and the student must have completed the Responsible Service of Alcohol (RSA) Training Course

- any work of a sexual or explicit nature is prohibited
- travel by helicopter is prohibited
- air travel on charter flights and aircraft other than those providing a regular public transport service (ie on a regular route with paying passengers) is prohibited
- travel outside the 12 nautical mile limit at sea is prohibited
- scuba and deep-sea diving are prohibited
- the following 'high risk construction work' as defined in the *NSW WHS Regulation 2011* Chapter 6 is prohibited: construction work in tunnels, confined spaces or involving the use of explosives or work in and around pressurised gas distribution mains or piping and energised electrical installations or services; near traffic or mobile plant, or demolition work other than simple stripping of walls etc.
- any excavation work at a depth greater than one metre or near utilities is prohibited
- any excavation work at a depth under one metre without direct supervision by a competent person, is prohibited
- work on permanent or temporary structures used to enable construction work in marine environments is prohibited
- working on a roof or in a roof cavity is prohibited
- working where asbestos is present is prohibited
- any activities involving or adjacent to the repair, removal or demolition of any construction work containing asbestos or in the clean-up process following the activity are prohibited
- attendance at a site while chimney stacks or buildings are being demolished is prohibited
- scheduled work as set out in Chapter 4 of the *NSW WHS Regulation 2011* is prohibited, unless there are exceptional circumstances and the student, aged 18 or over, already has achieved the necessary certification
- any activity requiring a licence (eg. a driver's licence), permit or certificate of competence is prohibited unless:
  - the student already has the relevant current licence, permit or certificate
  - the activity is directly related to the learning outcomes of the placement

- the activity is included in the Student Placement Record prior to approval.

- driving any old or unregistered vehicles commonly known as 'bush bashers' is prohibited.

**Special consideration is needed with the following activities that have conditions. (see page 9)**

**Placements involving the driving of golf carts, quad bikes, tractors or other farm vehicles.**

Placements involving the student operation of golf carts, quad bikes, tractors or other farm vehicles **must be carefully considered**, even where these activities are considered to be essential to achieving the outcomes of the placement.

For these placements to be approved, the vehicle must be adequately risk assessed as being safe for a student to operate. Students must have successfully completed an accredited formal training course or related course competencies or have demonstrated substantial experience in the safe operation of these vehicles. Students riding quad bikes must be at least 16 years of age and wear an approved helmet with the strap in place. Required PPE other than helmets include:

- eye protection e.g. goggles
- hand protection e.g. gloves
- long sleeve shirt and full length pants
- sturdy footwear e.g. boots.

**The student still needs to be closely supervised.**

Students with **little or no experience must not operate these vehicles. The only exception is where** the school or relevant TAFE is satisfied before the placement is approved that the host employer can satisfactorily manage the activity for the student and has substantial experience in providing the appropriate quality training and on-going close supervision.

In order to ensure the school or TAFE is satisfied that the activity is safe, the risk assessment must be documented and sighted by the school principal/TAFE Institute manager or workplace manager prior to approval.

### **Placements in meat processing plants**

Placements in **meat processing plants** are subject to **mandatory requirements**.

The Australian Meat Industry Council can be contacted on telephone (02) 9086 2200 for the information package to support school student workplace learning in meat processing plants.

## Placements involving equine work

No matter how experienced or competent a student may be in riding or working with horses, there are still potentially extreme risks. Extreme caution is needed to avoid injury or disability. See [Guide to managing risks when new and inexperienced persons interact with horses](#).

## Placements in the construction industry (see page 9)

All workplace learning in the construction industry requires as a pre-requisite that the student completes Work Health and Safety induction training for construction work and holds the construction induction training card (CIC or 'white card'). Where a student has independently undertaken induction training for construction online through a registered training organisation in another state or territory, they must complete additional safety training arranged by the school to ensure they are fully prepared for their workplace learning in construction.

While some tools and equipment common in industry are not permitted for use by students in a school setting, the construction teacher will indicate the appropriate tools and equipment that the individual student could use on work placement. Further advice is available from the student's school or TAFE and in some cases from the Work Placement Service Provider.

There should always be close supervision of a young worker when there is a risk of a fall. For example; where a student is on an elevated level, near an opening or in the vicinity of an edge. Minimising the risk of a fall may include physical restraints or barriers.

### 'Work of a minor nature'

The work health and safety legislation distinguishes between 'construction work' and 'work of a minor nature'. Construction work is 'any work carried out with the construction, alteration, conversion, renovation, repair, maintenance, refurbishment, demolition, decommissioning or dismantling of a structure'. However, the *Work Health and Safety Regulation 2011* says that construction work does not include 'testing, maintenance and repair work of a minor nature carried out in connection with a structure'.

'Work of a minor nature' can be performed safely with little pre-start preparation of the work area. It is small scale, often short in duration, generally unscheduled, and involves minimal control measures.

Although work of a minor nature is not classified as construction work, it must be carried out in full compliance with all applicable provisions of the work health and safety legislation

## Can students drive vehicles during the placement? (see page 9)

No. Students are not expected to drive their own vehicles whilst undertaking activities on behalf of the host employer. They should not be directed to drive the employer's vehicles or any client's vehicles while they are on a workplace learning experience. Any driving of vehicles is expected to be rare, and must be detailed on the Student Placement Record prior to placement approval. Students need to be reminded that it is against the law to use a mobile phone whilst driving.

## Who can I contact to discuss aspects of hosting a student in workplace learning? (see page 12)

For HSC VET placements, contact your Work Placement Service Provider in the first instance as they have the expertise and resources to support you in this work. For contact details go to [www.workplacement.nsw.edu.au](http://www.workplacement.nsw.edu.au).

For work experience students, contact the school's Careers Adviser. This contact information should have been provided to you at the time of the workplace learning arrangement being made.

If you want further confirmation or clarification of matters relating to hosting a student in your workplace, contact the Workplace Learning Adviser at State office on 02 9244 5425.

Michael Hyam  
Assistant Director  
Secondary Education - Senior Pathways  
Public Schools NSW  
NSW Department of Education & Communities  
March 2015



Macquarie Darling Work Placement inc. trading as  
**Western Student Connections**

## APPENDIX C

### STUDENT DOCUMENTS

The following documents are provided in a Student folder:

- 1 Student Placement Brief**
  - This document is sent to the school/campus with the SPR to be included in the student's Work Placement Pack.
- 2 Student Workplace Preparation and Checklist**
  - A checklist for students for preparation for work placement
- 3 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 DEC reporting purposes.
- 4 Additional Information for Parents Supporting their Child in Workplace Learning**
  - Provided as additional information to complement the *Workplace Learning Guide for Parents and Carers*

*Please note: The school/campus MUST provide the student with the Workplace Learning Guide for Parents and Carers Guide. The current version is 2016.*



## 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

Fax: 02 6885 6199

Email: [reception@wsc.edu.au](mailto:reception@wsc.edu.au)

Phone: 02 6885 6144

WSC SWL Student Brief Version 8.0



## STUDENT WORKPLACE PREPARATION AND CHECKLIST

- Be prepared to apply your knowledge and skills
- Respect all workplace employees
- Dress appropriately for the job
- Show an interest in the work and have a positive attitude
- Think about the job and the performance of your work
- Be punctual, both on arrival and after breaks
- Follow instructions, accept suggestions and ask for help if you need it
- Be reliable
- Maintain confidentiality in the workplace
- Follow Workplace Health and Safety requirements
- Have a good attendance record and notify the workplace if you are unable to attend
- Do not behave in a way that will embarrass your employer or fellow work mates
- Follow the routine of the workplace
- Be responsible and take care of your employer's property
- Take responsibility for your Work Placement Journal
- Arrange time to discuss your progress with your workplace supervisor
- Contact the school coordinator if there are any problems
- Notify the school if you are unable to attend work placement
- Be aware of safety requirements and prohibited activities where appropriate

### CHECKLIST: DO YOU KNOW?

Name of Employer/Company	
Name of person you are to contact	
Address and phone of employer	
Dates of work placement	
Working hours	
Clothing / dress requirements	
Travel arrangements	
Procedures in event of an accident	
What materials/information do you need to bring on the first day?	
Meal arrangements	

HAVE YOU?	Yes	No
Contacted the workplace prior to your work placement		
Completed and returned your Student Placement Record Signatures of student, parent, employer, school and/or TAFE		
Completed emergency contact details – on emergency contact card supplied by the school		
Completed Accommodation away from home form (if applicable)		

## STUDENT EVALUATION REPORT

### Student Information:

Student Name \_\_\_\_\_

School \_\_\_\_\_

VET/TVET Subject \_\_\_\_\_

### Work Placement Information:

Business Name \_\_\_\_\_

Supervisor \_\_\_\_\_

Placement dates From \_\_\_\_\_ to \_\_\_\_\_

General Comments	Don't know	Strongly Disagree	Disagree	Agree	Strongly Agree
Western Student Connections provided me with good information about the procedures and my responsibilities prior to the work placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Western Student Connections arranged the work placement in sufficient time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work placement met my needs and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I would recommend this experience to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Do you have any comments about your work placement?**

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**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

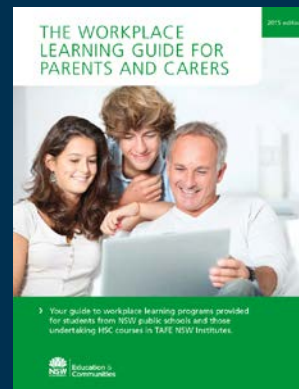
Fax: 02 6885 6199

Email: [reception@wsc.edu.au](mailto:reception@wsc.edu.au)



## Additional information for parents and carers supporting their child in workplace learning

Please note: the page reference after each question refers to the page in the above Guide.



### Can my child do work experience in another State or territory? (see page 5)

Most placements will be within commuting distance of home. It is rare for an interstate placement to be warranted unless the school is located on or near an interstate border or the industry does not exist in NSW. If you are considering an interstate placement, you should first contact the school or relevant TAFE NSW Institute. Interstate placements may need additional documentation and/or take longer to plan.

### Are there any prohibited activities for workplace learning? (see page 5)

Yes. Some activities are completely prohibited e.g. *working on a roof*, while other activities have conditions attached. There are restrictions on the operation of machinery and equipment, the service of alcohol, work on construction sites and adventure or sporting activities in industries such as tourism.

Students are not allowed to undertake activities requiring a licence (e.g. a driver's licence), permit or certificate of competence unless they already hold the relevant licence, certificate or permit. Even then, the activity must relate directly to the learning activities of the placement. Employers must list these activities on the Student Placement Record prior to placement approval.

Please note: students are not expected to drive their own vehicles while undertaking activities on behalf of the host employer. They should not be directed to drive the employer's vehicles or any client's vehicles while they are on a workplace learning experience. Any driving of vehicles is expected to be rare, and must be detailed on the Student Placement Record prior to placement approval. Students need to be reminded that it is against the law to use a mobile phone whilst driving.

Some higher risk industries will require a student to undertake training prior to their work placement. For example, all students doing workplace learning in the construction industry must complete the general construction induction training (GIT) as a prerequisite to placement.

For the full list of prohibited activities, go to [Activities that are prohibited or have special consideration](#).

The school, TAFE or a Work Placement Service Provider can also advise you if you have any further queries.

### What insurance and indemnity provisions are in place for approved workplace learning programs (see page 6)

The Department has specific insurance and indemnity arrangements for students injured while on approved workplace learning which also includes travelling directly to and from the workplace. **Parents and carers need to first finalise any medical accounts and then claim from their Medicare and private health funds** before a request can be made to the Department to cover any outstanding *out of pocket* expenses.

If a student sustains a significant injury as a result of participating in an approved workplace learning program, the Department ensures the student will not be worse off than someone undertaking paid employment who sustains the same injury and who is covered by the Workers Compensation Act. For that reason, the Department uses the NSW Workers Compensation Act as a benchmark to compensate students for medical treatment and rehabilitation costs. Because students are not being paid, compensation does not include loss of income. Similarly to paid employees, students also have a right under common law to seek compensation if it can be established that



the injury was caused by the negligence of the host employer, the Department or a third party. Parents/carers are responsible for any expenses incurred by their child as a result of accident or injury, prior to a claim submitted under these insurance provisions.

**Please note:** These insurance provisions only apply to workplace learning programs approved by the school, or where applicable, approved by the TAFE NSW Institute, or by the private or community registered training organisation for external placements only. **Approval must be recorded on the Student Placement Record prior to student attendance at placement.**

The private or community Registered Training Organisation (RTO) will provide details of insurance arrangements for any student placements within their own organisation. However, your son or daughter's school continues to have a duty of care while he or she is participating in a course conducted by a private or community RTO that has been contracted to deliver a course for the students. They liaise regularly with schools when arranging work placements for school students.

**In terms of workplace learning, what does the Department regard as normal business hours? (see page 6)**

**Normal business hours** are the hours we generally know as 9-5pm. This may vary an hour either side of this time and your school, TAFE, private or community RTO will inform you of the timeframe when staff are contactable for supporting your child in a workplace learning situation.

**Who can be the alternative nominated contact for my child outside normal business hours? (see page 6)**

The contact must be an adult person and cannot be the host employer or any of their employees. This is to ensure the student has a contact who is independent of the host workplace.

**What responsibilities will my child have in the workplace under work health and safety legislation? (see page 6)**

Under the *Work Health and Safety Act 2011* (NSW) the definition of 'worker' includes 'a student gaining work experience'. Under the Act students must:

1. take reasonable care for their own health and safety,
2. take reasonable care that what they do, and what they do not do, does not adversely affect

- the health and safety of others,
3. comply with reasonable instructions about health and safety given by anyone on behalf of the business, and
4. co-operate with reasonable workplace health and safety policies and procedures that they have been told about.

Penalties are possible for breaching these obligations.

**Where can I get further information about Work Health and Safety legislation for my child? (see page 6)**

*In Working Order* is a tool kit for parents of young workers as well as educators, employers, and supervisors. It will assist in developing young people's understanding of:

- *Workplace safety rights and responsibilities.*
- *Recognising, assessing and managing workplace hazards.*
- *Communication and negotiation skills.*

*In Working Order* contains resources and useful links to help young workers develop strategies and skills to prevent injury and promote workplace safety: [In Working Order](#).

Additional information about health and safety for **young workers** and their employers can be found at: [Young Workers](#).

**Who can I contact to discuss aspects of my child's workplace learning program? (see page 8)**

1. In the first instance, contact your child's school as they have developed the program of learning for your child.
2. You can also contact the Senior Pathways Adviser responsible for workplace learning at the local office of the Department. Contact details can be obtained from your child's school.
3. The Workplace Learning Adviser, Senior Pathways in the State office of the NSW Department of Education and Communities can be contacted on (02) 9244 5425.

*Michael Hyam*  
Assistant Director  
Secondary Education - Senior Pathways  
Public Schools NSW  
NSW Department of Education & Communities  
March 2015



Macquarie Darling Work Placement inc. trading as  
**Western Student Connections**

## APPENDIX D

### SUGGESTED STUDENT ACTIVITIES

- The relevant information sheet is sent to the employer to provide information on what activities the student might be able to do in the workplace.
- This information is of a general nature only.
- Teachers should provide the employer with additional specific information for each student if required.
- These documents are available on the WSC work Placement web page

<http://www.wsc.edu.au/workplacement2016.php>



THIS COURSE IS NOT OFFERED FOR DELIVERY BY A SCHOOL

## Why study Automotive?

Automotive aims to provide students with the opportunity to gain a range of skills suitable for employment in the automotive industry and to provide pathways for further study. The course focuses on providing students with the knowledge and skills required to perform minor service and preparatory work in areas of the automotive industry.

### Working in the automotive industry involves:

- identifying, selecting, using and maintaining tools and equipment
- customer relations and communication skills
- locating, identifying and stating the basic function and operation of major systems and components in automotive vehicles. The systems and components include engines, petrol and diesel fuel, electrical, suspension and steering, exhaust and transmission and driveline

### Samples of occupations students can aim for in the automotive industry:

- ✓ perform servicing and maintenance of vehicles
- ✓ service and repair vehicle electrical components and systems
- ✓ minor maintenance and repair of an automotive vehicle body
- ✓ rectifying and disposing of components

**Depending on competencies chosen, full or part qualifications from the Automotive Industry Retail, Service and Repair Training Package (AUR12) are available. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.**

The qualifications available through the Automotive Curriculum Framework are:

- Certificate II in Automotive Vocational Preparation AUR20712\*
- Certificate II in Automotive Servicing Technology AUR20512\*
- Statement of attainment in partial completion of Certificate III in Automotive Electrical Technology AUR30312
- Statement of attainment in partial completion of Certificate III in Light Vehicle Mechanical Technology AUR30612

\* A statement of attainment in partial completion of qualification/s may also be available.

For more information on possible outcomes please refer to the Automotive Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/automotive.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/automotive.html)

# Automotive

## Industry Curriculum Framework

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### Course description

This course is based on units of competency, which have been developed by the automotive service and repair industry to describe the competencies, skills and knowledge required by workers in the industry.

<b>Mandatory Units</b>
<b>Safety</b>
AURASA2002 Apply safe working practices in an automotive workplace
<b>Sustainability</b>
AURAEA2002 Apply environmental and sustainability best practice in an automotive workplace
AURAEA3003 Monitor environmental and sustainability best practice in the automotive mechanical industry
<b>Troubleshooting and problem-solving</b>
AURAF2004 Solve routine problems in an automotive workplace
AURATA2001 Identify basic automotive faults using troubleshooting processes
<b>Working in the automotive industry and workplace</b>
AURAF2003 Communicate effectively in an automotive workplace
AURAMA2001 Work effectively with others
<b>STREAM</b>
<b>Mechanical Technology</b>
AURETR1003 Apply automotive electrical system fundamentals
AURETR2007 Demonstrate knowledge of automotive electrical circuit and vehicle wiring systems
AURLTA1001 Apply automotive mechanical system fundamentals
AURTTE2004 Inspect and service engines
AURTTK2002 Use and maintain workplace tools and equipment
<b>Vehicle Body</b>
AURETR1003 Apply automotive electrical system fundamentals
AURTTK2002 Use and maintain workplace tools and equipment
AURVTN2003 Carry out pre-repair vehicle body operations
AURVTP2006 Prepare vehicle components for paint repairs

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**School-based traineeships and apprenticeships are available in this industry area, for more information: <http://www.sbatinnsw.info/>**

## **SUGGESTED STUDENT ACTIVITIES: AUTOMOTIVE PAINT & PANEL**

**Students are working towards:**

**Qualification: AUR20912 - Certificate II in Automotive Body Repair Technology**

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 2<sup>nd</sup>, 3<sup>rd</sup> 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)

**BOSTES Mandatory Units of Competency** – Students studying Automotive for the HSC complete the following mandatory units:

### **Safety**

AURASA2002 Apply safe working practices in an automotive workplace

### **Sustainability**

AURAEA2002 Apply environmental and sustainability best practice in an automotive workplace  
or

AURAEA3003 Monitor environmental and sustainability best practice in the automotive mechanical industry

### **Troubleshooting and problem-solving**

AURAF2004 Solve routine problems in an automotive workplace  
or

AURATA2001 Identify basic automotive faults using troubleshooting processes

### **Working in the automotive industry and workplace**

AURAF2003 Communicate effectively in an automotive workplace  
or

AURAMA2001 Work effectively with others

## **BOSTES Syllabus: Vehicle Body – stream focus area**

### **Outcomes**

The student:

- demonstrates knowledge of automotive electrical systems, components and technologies found in modern motor vehicles
- explains the fundamental operating principles of automotive electrical systems and components found in modern motor vehicles
- explains the processes and procedures for preparing vehicle body surfaces and components for repair work
- justifies the selection of appropriate tools and equipment for vehicle body repair tasks
- communicates using correct industry terminology appropriate to the automotive workplace.

### **Associated units of competency**

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

- AURETR1003 Apply automotive electrical system fundamentals
- AURVTP2006 Prepare vehicle components for paint repairs
- AURVTN2003 Carry out pre-repair vehicle body operations
- AURTTK2002 Use and maintain workplace tools and equipment

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the Employability Skills required by industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.	
Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	gathering, conveying and receiving verbal and written information listening and understanding workplace instructions
Teamwork	working with colleagues and supervisors to contribute to organisational goals
Problem solving	solving routine problems related to hazards in the workplace, while under direct supervision checking own work to ensure errors are minimal and work flow is maintained
Initiative and enterprise	raising workplace health and safety (WHS) issues with the WHS officer recognising and responding to circumstances outside of personal competence
Planning and organising	planning own work schedule to ensure tasks are completed on time setting, monitoring and satisfying personal work goals
Self-management	behaving in ways that contribute to an effective and safe work environment identifying own roles and responsibilities
Learning	listening to ideas and opinions of other members of the team following safety procedures
Technology	operating a range of tools and equipment or specific machinery

## **SUGGESTED STUDENT ACTIVITIES: AUTOMOTIVE SERVICING TECHNOLOGY**

**Students are working towards:**

**Qualification: AUR20512 Certificate II in Automotive Servicing Technology**

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 Automotive Industry?
- WHS awareness of hazardous materials
- The student is very new and is not very competent; don't expect them to have the knowledge of a 2<sup>nd</sup>, 3<sup>rd</sup> 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
- Explain to them that if they show enthusiasm it could lead to an apprenticeship
- Use correct terminology with tooling.
- Answer telephones (if possible), talk to clients

**BOSTES Mandatory Units of Competency** – Students studying Automotive for the HSC complete the following mandatory units:

### **Safety**

AURASA2002 Apply safe working practices in an automotive workplace

### **Sustainability**

AURAEA2002 Apply environmental and sustainability best practice in an automotive workplace  
or

AURAEA3003 Monitor environmental and sustainability best practice in the automotive mechanical industry

### **Troubleshooting and problem-solving**

AURAF2004 Solve routine problems in an automotive workplace  
or

AURATA2001 Identify basic automotive faults using troubleshooting processes

### **Working in the automotive industry and workplace**

AURAF2003 Communicate effectively in an automotive workplace  
or

AURAMA2001 Work effectively with others

## **BOSTES Syllabus: Mechanical Technology – stream focus area**

### **Outcomes**

The student:

- demonstrates knowledge of automotive mechanical and electrical systems, components and technologies found in modern motor vehicles
- explains the fundamental operating principles of automotive mechanical and electrical systems and components found in modern motor vehicles
- demonstrates an understanding of concepts and basic principles related to electricity and circuit theory



- applies knowledge of automotive systems, components and technologies to the inspection and servicing of engines
- justifies the selection of appropriate tools and equipment for automotive work tasks
- communicates using correct industry terminology appropriate to the automotive workplace.

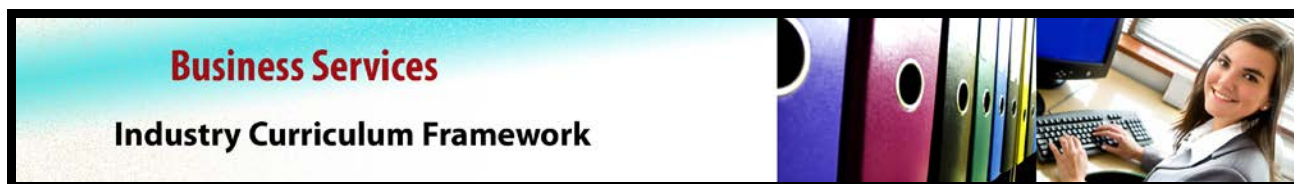
### Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

- either
- AURETR1003 Apply automotive electrical system fundamentals
- or
- AURETR2007 Demonstrate knowledge of automotive electrical circuits and wiring systems
- and
- AURLTA1001 Apply automotive mechanical system fundamentals
- AURTTE2004 Inspect and service engines
- AURTTK2002 Use and maintain workplace tools and equipment

<b>EMPLOYABILITY SKILLS QUALIFICATION SUMMARY</b>	
The following table contains a summary of the employability skills as identified by the automotive industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.	
<b>Employability Skill</b>	<b>Industry/enterprise requirements for this qualification include:</b>
Communication	Understanding and carrying out verbal instructions from supervisors and others Reading, understanding and completing workplace documentation, forms and records Sharing work-related information with other team members using industry terminology Communicating with people from a range of social, cultural and ethnic backgrounds
Teamwork	Contributing positively to the work team environment Working effectively with others in a socially diverse environment Respecting and understanding the views of others Giving, receiving and acting upon feedback Identifying and describing own role and role of others
Problem solving	Recognising a problem or a potential problem within a vehicle component/system servicing environment Seeking information and assistance to solve problems outside own area of responsibility Solving problems within own area of responsibility
Initiative and enterprise	Suggesting ideas for workplace improvement to supervisors and team members Positively adapting to changes in workplace procedures and making adjustments to improve own performance Taking positive action to report hazards or risk situations to supervisors
Planning and organising	Planning daily work tasks to work safely and manage risks according to workplace procedures Prioritising activities to achieve required outcomes Planning and organising appropriate equipment and materials Planning ahead to anticipate problems with availability of equipment, materials and personnel to assist
Self-management	Following workplace safety requirements and other policies and procedures Completing known delegated tasks on time Selecting and using appropriate equipment, materials, processes and procedures Asking for advice and assistance when appropriate
Learning	Identifying personal strengths and weaknesses Acting upon feedback and accepting opportunities to learn to improve work performance Asking questions to gain information and identify sources of information to expand knowledge and understanding
Technology	Appropriately selecting and using tools and equipment Recognising and reporting faulty equipment Using information and communication technology





## Why study Business Services?

The business services industry provides clerical and administrative support to commerce, industry, government and the professions. Skills gained in this industry transfer to other occupations.

### Working in the business services industry involves:

- customer (client) service
- organising information and records in paper and electronic forms
- teamwork
- using technologies
- creating documents

### Samples of occupations students can aim for in the business services industry:

- ✓ payroll clerk/officer
- ✓ personal assistant
- ✓ personnel clerk
- ✓ project manager
- ✓ sales clerk/officer
- ✓ secretary

**Depending on competencies chosen, full or part qualifications from the Business Services Training Package (BSB07) will be available. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.**

The qualifications likely to be available through the Business Services Curriculum Framework are:

- Certificate II in Business BSB20112\*

The following additional qualifications may also be available for delivery by TAFE NSW or another training provider:

- Certificate III in Business BSB30112\*
- Certificate III in Business BSB30110\*
- Certificate III in Business Administration BSB30412\*
- Certificate III in Business Administration (Legal) BSB31012\*
- Certificate III in Business Administration (Medical) BSB31112\*

\* A statement of attainment in partial completion of qualification/s may also be available.

## Business Services

### Industry Curriculum Framework

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For more information on possible outcomes please refer to the Business Services Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html)

### Course description

This course is based on units of competency, which have been developed at a national level to describe the competencies, skills and knowledge required by workers in the industry.

BSBCMM201A Communicate in the workplace
BSBCUS201B Deliver a service to customers
BSBIND201A Work effectively in a business environment
BSBINM201A Process and maintain workplace information
BSBSUS201A Participate in environmentally sustainable work practices
BSBWHS201A Contribute to health and safety of self and others
BSBWOR202A Organise and complete daily work activities
BSBWOR203B Work effectively with others
BSBWOR204A Use business technology

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**School-based traineeships are available in this industry area, for more information:**

<http://www.sbatinnsw.info/>

## SUGGESTED STUDENT ACTIVITIES: BUSINESS SERVICES

**Qualification:** • BSB20115 Certificate II in Business or BSB30115 Certificate III 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.

### **BOSTES Mandatory Units of Competency**

<b>Customer service</b>	
BSBCUS201	Deliver a service to customers
or	
BSBCUS301	Deliver and monitor a service to customers
<b>Financial records</b>	
TLIP2029	Prepare and process financial documents
or	
BSBFIA301	Maintain financial records

<b>Innovation</b>	
BSBINN201	Contribute to workplace innovation
<b>Safety</b>	
BSBWHS201	Contribute to health and safety of self and others
or	
BSBWHS302	Apply knowledge of WHS legislation in the workplace
<b>Sustainability</b>	
BSBSUS201	Participate in environmentally sustainable work practices
or	
BSBSUS401	Implement and monitor environmentally sustainable work practices
<b>Working in the business services industry and workplace</b>	
BSBIND201	Work effectively in a business environment
<b>Workplace information</b>	
BSBINM201	Process and maintain workplace information
or	
BSBINM301	Organise workplace information

### Employability Skills for BSB20115:

Employability Skill	Industry/enterprise requirements for this qualification include:
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: CPC20112 Certificate II in Construction or CPC20211 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.

### **BOSTES Mandatory Units of Competency**

CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCCM2005B	Use construction tools and equipment <sup>§</sup>
CPCCOHS1001A	Work safely in the construction industry <sup>#</sup>
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

## Employability Skills for the qualification:

Skill	<b>Facets</b> <b>Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.</b>
Communication that contributes to productive and harmonious relations across employees and customers	listening and understanding speaking clearly and directly writing to the needs of the audience negotiating responsively reading independently empathising using numeracy effectively understanding the needs of internal and external customers persuading effectively establishing and using networks being assertive sharing information speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	working across different ages irrespective of gender, race, religion or political persuasion working as an individual and as a member of a team knowing how to define a role as part of the team applying teamwork to a range of situations, eg planning and problem-solving identifying the strengths of team members coaching and mentoring skills, including giving feedback
Problem-solving that contributes to productive outcomes	developing creative, innovative and practical solutions showing independence and initiative in identifying and solving problems solving problems in teams applying a range of strategies to problem-solving using mathematics, including budgeting and financial management to solve problems applying problem-solving strategies across a range of areas testing assumptions, taking into account the context of data and circumstances resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	adapting to new situations developing a strategic, creative and long-term vision being creative identifying opportunities not obvious to others translating ideas into action generating a range of options initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	managing time and priorities – setting timelines, coordinating tasks for self and with others being resourceful taking initiative and making decisions adapting resource allocations to cope with contingencies establishing clear project goals and deliverables allocating people and other resources to tasks planning the use of resources, including time management participating in continuous improvement and planning processes developing a vision and a proactive plan to accompany it predicting – weighing up risk, evaluating alternatives and applying evaluation criteria collecting, analysing and organising information understanding basic business systems and their relationships

Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> <li>having a personal vision and goals</li> <li>evaluating and monitoring own performance</li> <li>having knowledge and confidence in own ideas and visions</li> <li>articulating own ideas and visions</li> <li>taking responsibility</li> </ul>
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> <li>managing own learning</li> <li>contributing to the learning community at the workplace</li> <li>using a range of mediums to learn – mentoring, peer support and networking, IT and courses</li> <li>applying learning to technical issues (eg learning about products) and people issues (eg interpersonal and cultural aspects of work)</li> <li>having enthusiasm for ongoing learning</li> <li>being willing to learn in any setting – on and off the job</li> <li>being open to new ideas and techniques</li> <li>being prepared to invest time and effort in learning new skills</li> <li>acknowledging the need to learn in order to accommodate change</li> </ul>
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> <li>having a range of basic IT skills</li> <li>applying IT as a management tool</li> <li>using IT to organise data</li> <li>being willing to learn new IT skills</li> <li>having the OHS knowledge to apply technology</li> <li>having the appropriate physical capacity</li> </ul>

# Construction

## Industry Curriculum Framework



### Why study Construction?

Construction provides students with the opportunity to gain a range of skills suitable for employment in the construction industry and to provide pathways for further study.

### Working in the construction industry involves:

- constructing buildings
- modifying buildings
- contracting
- designing buildings
- measuring materials and sites
- communicating with clients

### Samples of occupations students can aim for in the construction industry:

- |               |           |                           |
|---------------|-----------|---------------------------|
| ✓ building    | ✓ glazing | ✓ shop fitting            |
| ✓ bricklaying | ✓ joinery | ✓ Tiling                  |
| ✓ carpentry   | ✓ roofing | ✓ painting and decorating |
| ✓ concreting  |           |                           |

**Depending on competencies chosen, full or part qualifications from the Construction, Plumbing and Services Training Package (CPC08) are available in general construction; bricklaying/ blocklaying; carpentry; concreting; painting and decorating; and wall and floor tiling. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.**

The qualifications available through the Construction Curriculum Framework are:

- Certificate II in Construction CPC20112\*
- Certificate II in Construction Pathways CPC20211\*

The following additional qualifications may also be available for delivery by TAFE NSW or another training provider:

- Certificate III in Concreting CPC30313\*
- Certificate III in Roof Tiling CPC30812\*
- Statement of attainment in partial completion of Certificate III in Bricklaying/Blocklaying CPC30111
- Statement of attainment in partial completion of Certificate III in Carpentry CPC30211
- Statement of attainment in partial completion of Certificate III in Painting and Decorating CPC30611
- Statement of attainment in partial completion of Certificate III in Solid Plastering CPC31011
- Statement of attainment in partial completion of Certificate III in Wall and Floor Tiling CPC31311
- Statement of attainment in partial completion of Certificate III in Formwork/Falsework CPC31511
- Statement of attainment in partial completion of Certificate III in Shopfitting CPC31812
- Statement of attainment in partial completion of Certificate III in Carpentry and Joinery CPC32011

\* A statement of attainment in partial completion of qualification/s may also be available



For more information on possible outcomes please refer to the Construction Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/construction.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html)

### **Course description**

This course is based on units of competency, which have been developed by the construction industry to describe the competencies, skills and knowledge required by workers in the industry.

Core competencies

CPCCOHS2001A Apply OH&S requirements, policies and procedures in the construction industry
CPCCCM1013A Plan and organise work
CPCCCM1014A Conduct workplace communication
CPCCCM1015A Carry out measurements and calculations
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005B Use construction tools and equipment
CPCCOHS1001A Work safely in the construction industry
CPCCCM1012A Work effectively and sustainably in the construction industry

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### **Recognition of Prior Learning**

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**School-based traineeships and apprenticeships are available in this industry area, for more information: <http://www.sbatinnsw.info/>**

## SUGGESTED STUDENT ACTIVITIES: ELECTROTECHNOLOGY

### **Qualification: UEE22011 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:**

UEENEEE101A Apply Occupational Health and Safety regulations, codes and practices in the workplace

UEENEEE102A Fabricate, assemble and dismantle utilities industry components

Prerequisite: UEENEEE101A

UEENEEE104A Solve problems in d.c. circuits

Prerequisite: UEENEEE101A

UEENEEE105A Fix and secure electrotechnology equipment

Prerequisite: UEENEEE101A

UEENEEE107A Use drawings, diagrams, schedules, standards, codes and specifications

Prerequisite: UEENEEE101A

UEENEEE148A Carry out routine work activities in an energy sector environment

Prerequisite: UEENEEE101A

UEENEEK142A Apply environmentally and sustainable procedures in the energy sector

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:**

EMPLOYABILITY SKILLS	FACETS DESCRIBED
Communication	Collect, organise and understand information related to the work task and its relevant safety procedures Communicate ideas and information to enable confirmation of work requirement and specifications Cooperate with other workers/customers and report outcomes and/or any problems Access, read and comprehend safety instructions and procedures Share information via speech and in writing Prepare time sheets

Teamwork	<p>Work with others to generate and review ideas</p> <p>Work effectively as an individual and as a member of a team</p> <p>Work with others and in a team to identify work needs and review ideas against those needs</p> <p>Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</p> <p>Contribute to a positive culture of compliance within an organisation</p> <p>Develop and maintain networks for the implementation and maintenance of industry knowledge, standards and requirements</p> <p>Provide feedback</p>
Problem Solving	<p>Apply lateral thinking ideas to generate solutions in response to work problems</p> <p>Anticipate or clarify problems to avoid interruptions to work flows and processes</p> <p>Identify, assess and prioritise work risks to maintain efficiency, quality, productivity and work place safety at all times</p>
Initiative & Enterprise	<p>Identify and comply with all requirements and standards for work in the Electrotechnology industry</p> <p>Apply enterprise best practice and quality systems</p> <p>Interact effectively with both internal and external industry stakeholders</p> <p>Initiate and follow through on the implementation of industry standards in the workplace</p>
Planning & Organising	<p>Plan and organise activities including the maintenance and layout of own worksite and obtain equipment and materials to avoid workflow interruptions or wastage</p> <p>Identify related industry compliance requirements</p> <p>Maintain relevant industry and work records</p> <p>Establish clear implementation goals and deliverables</p> <p>Collect, analyse and organise work task information</p> <p>Apply time management prioritising techniques</p>
Self Management	<p>Plan own work within given task parameters</p> <p>Set, monitor and satisfy personal work goals</p> <p>Accept responsibility for given tasks</p> <p>Apply systematic and effective time management</p>
Learning	<p>Satisfy the competency requirements for the job</p> <p>Maintain current knowledge of tools, devices, instruments, materials, work practices and systems</p> <p>Seek learning opportunities</p> <p>Take control and manage own learning</p> <p>Adopt an open approach to new ideas and techniques</p> <p>Commit to and promote a culture of continuous learning</p> <p>Set realistic learning goals for self development</p> <p>Monitor and respond to learning process achievements</p>
Technology	<p>Use workplace technology related to the particular work tasks including tools, devices, instruments and materials</p> <p>Attain and maintain required technical accreditation/authority under the industry standards</p> <p>Attain and maintain IT skills relevant to the Electrotechnology industry</p> <p>Be willing to gain knowledge and skills relevant to new and emerging technologies</p>



**THIS COURSE IS NOT OFFERED FOR DELIVERY BY A SCHOOL**

## **Why study Electrotechnology?**

Electrotechnology aims to provide students with the opportunity to gain a range of skills suitable for employment in the electrotechnology industry and to provide pathways for further study.

This course is for people seeking entry level training in the electrotechnology industry. You will learn how to identify and use a range of components, accessories, materials, tools, equipment and technologies in the carrying out of work in the electrotechnology industry.

Working in the electrotechnology industry involves the design, installation, servicing and repair and maintenance of electrical and electronic equipment, for industrial, commercial and domestic purposes, such as:

- light and power
- computer systems
- wireless technology
- network management
- solar energy equipment

It also includes:

- communication systems
- distribution and transmission of power
- electrical generations
- lift, refrigeration and air conditioning engineering

### **Samples of occupations students can aim for in the electrotechnology industry:**

- ✓ electrician
- ✓ electrical engineer
- ✓ electrical distribution trade worker
- ✓ electrical engineer draftsman/technician

**Depending on competencies chosen, full or part qualifications from the Electrotechnology Training Package (UEE11) are available. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.**

The qualifications available through the Electrotechnology Curriculum Framework are:

- Certificate II in Electrotechnology (Career Start) UEE22011 \*
- Certificate II in Computer Assembly and Repair UEE20511 \*
- Certificate II in Data & Voice Communications UEE20711 \*
- Certificate II in Technical Support UEE21711 \*
- Certificate II in Sustainable Energy (Career Start) UEE2211 \*

\* A statement of attainment in partial completion of qualification/s may also be available.

# Electrotechnology

## Industry Curriculum Framework

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- Statement of attainment in partial completion of Certificate III in Data & Voice Communications UEE30411
- Statement of attainment in partial completion of Certificate III in Electrotechnology Electrician UEE30811
- Statement of attainment in partial completion of Certificate III in Electrical Fitting UUEE33011

For more information on possible outcomes please refer to the Electrotechnology Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/electrotechnology.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/electrotechnology.html)

### Course description

This course is based on units of competency, which have been developed by the utilities and electrotechnology industry to describe the competencies, skills and knowledge required by workers in the industry.

<b>Mandatory Units</b>
<b>Components, tools &amp; equipment</b>
UEENEEE102A Fabricate, assemble and dismantle utilities industry components
UEENEEE105A Fix and secure electrotechnology equipment
<b>Direct current circuits</b>
UEENEEE104A Solve problems in d.c. circuits
<b>Drawings, diagrams &amp; compliance</b>
UEENEEE107A Use drawings, diagrams, schedules, standards, codes and specifications
<b>Safety</b>
UEENEEE101A Apply Occupational Health and Safety regulations, codes and practices in the workplace
<b>Sustainability</b>
UEENEEK142A Apply environmentally and sustainable procedures in the energy sector
<b>Working in the industry</b>
UEENEEE148A Carry out routine work activities in an energy sector environment

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**School-based traineeships and apprenticeships are available in this industry area, for more information: <http://www.sbatinnsw.info/>**

# Entertainment

## Industry Curriculum Framework



### Why study Entertainment?

Entertainment offers training opportunities to students who are interested in performance and events: dance and drama, lighting and sound, staging and set design and dealing with patrons and professionals.

#### Working in the entertainment industry involves:

- front of house activities
- set and props manufacture
- lighting and sounds operations
- audiovisual operations
- costume design
- makeup
- scenic art
- staging and stage management

#### Samples of occupations students can aim for in the entertainment industry:

- ✓ sales/merchandising assistant
- ✓ lighting technician
- ✓ sound technician
- ✓ dresser or costume assistant
- ✓ costume maker
- ✓ scenic artist
- ✓ cinema projectionist
- ✓ set maker
- ✓ props designer

**Depending on competencies chosen, full or part qualifications from the Live Performance and Entertainment Training Package (CUA) are available. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.**

The qualifications available in the Entertainment Industry Curriculum Framework are:

- Statement of attainment in partial completion of Certificate III in Live Production and Services CUE30413
- Certificate III in Live Production and Services CUA30413

For more information on possible outcomes please refer to the Entertainment Industry Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/entertainment.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/entertainment.html)

# Entertainment

## Industry Curriculum Framework

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### Course description

This course is based on units of competency, which have been developed by the entertainment industry to describe the competencies, skills and knowledge required by workers in the industry.

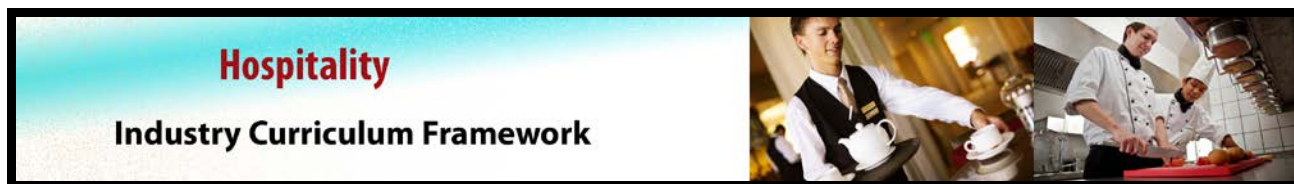
<b>Mandatory Units</b>
<b>Audio</b>
<b>CUASOU301</b> Undertake live audio operations
<b>Customer Service</b>
<b>SITXCCS303</b> Provide service to customers
<b>Lighting</b>
<b>CUALGT301</b> Operate basic lighting
<b>Safety</b>
<b>CPCCOHS1001A</b> Work safely in the construction industry
<b>CUSOHS301A</b> Follow occupational health and safety procedures
<b>Staging</b>
<b>CUASTA301</b> Assist with production operations for live performances
<b>Vision</b>
<b>CUAVSS302</b> Operate vision systems
<b>Working in the entertainment industry and workplace</b>
<b>CUAIND301</b> Work effectively in the creative arts industry

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**School-based traineeships and apprenticeships are available in this industry area, for more information: <http://www.sbatinnsw.info/>**



## Why study Hospitality?

Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries. Workplaces for which Hospitality competencies are required include cafes, catering organisations and resorts.

### Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- developing menus, managing resources, preparing, cooking and serving a range of dishes
- providing food and beverage service in a range of settings
- providing house keeping and front office services in hotels, motels, resorts and other hospitality establishments
- planning and organising events and managing services

### Samples of occupations students can aim for in the hospitality industry:

- ✓ bar assistant
- ✓ chef
- ✓ events coordinator
- ✓ food & beverage manager
- ✓ reservations clerk
- ✓ front office receptionist
- ✓ guest service coordinator

**Depending on competencies chosen, full or part qualifications from the Tourism, Travel and Hospitality Training Package (SIT12) will be available in hospitality; commercial cookery; and catering. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.**

The qualifications likely to be available through the Hospitality Industry Curriculum Framework are:

- Certificate II in Hospitality SIT20213 \*
- Certificate II in Kitchen Operations SIT20312 \*

\* A statement of attainment in partial completion of qualification/s may also be available.

The following additional qualifications may also be available for delivery by TAFE NSW or another training provider:

- Statement of attainment in partial completion of Certificate III in Commercial Cookery SIT30813
- Statement of attainment in partial completion of Certificate III in Catering Operations SIT31013



# Hospitality

## Industry Curriculum Framework

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Information on possible outcomes will be available in the new Hospitality Curriculum Framework syllabus, when it has been finalised. This will be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/hospitality.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html)

### Course description

This course is based on units of competency, which have been developed by the hospitality industry to describe the competencies, skills and knowledge required by workers in the industry.

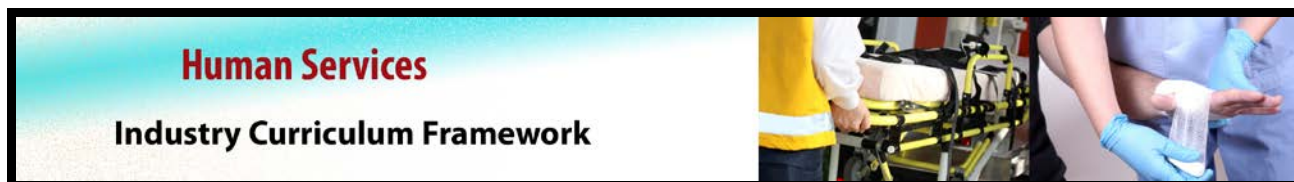
<b>Mandatory Units</b>
<b>Hygiene</b>
SITXFSA101 Use hygienic practices for food safety
<b>Safety</b>
SITXWHS101 Participate in safe work practices
<b>Working in the hospitality industry and workplace</b>
BSBWOR203B Work effectively with others
SITHIND201 Source and use information on the hospitality industry
<b>STREAMS</b>
<b>Food and Beverage</b>
SITHFAB203 Prepare and serve non-alcoholic beverages
SITHFAB204 Prepare and serve espresso coffee
SITHFAB206 Serve food and beverage
SITXCCS202 Interact with customers
<b>Kitchen Operations and Cookery</b>
SITHCCC101 Use food preparation equipment
SITHCCC201 Produce dishes using basic methods of cookery Equivalent
SITHKOP101 Clean kitchen premises and equipment
SITXFSA201 Participate in safe food handling practices

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**School-based traineeships and apprenticeships are available in this industry area, for more information: <http://www.sbatinnsw.info/>**



**THIS COURSE IS NOT OFFERED FOR DELIVERY BY A SCHOOL**

## **Why study Human Services?**

**Human Services courses offer training opportunities to students who are interested in health care.**

**Working in the human services industry involves:**

- legal and ethical issues
- communication strategies
- using equipment
- responding to difficult or challenging behaviour
- using medical terminology
- first aid
- working effectively with culturally diverse clients and co-workers

Students will need to undergo occupational screening and be vaccinated against infectious diseases. Your teachers will give you further advice.

**Students can choose to study from one of the following industry areas:**

- ✓ Allied Health Assistance
- ✓ Health Services Assistance
- ✓ Aged Care

**Depending on area of study chosen, full or part qualifications from the Community Services Training Package (CHC08) and Health Training Package (HLT07) are available. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.**

The qualifications available in the Human Services Industry Curriculum Framework are:

- Certificate III in Aged Care (CHC30212)\*
- Certificate III in Allied Health Assistance (HLT32412)\*
- Certificate III in Health Services Assistance (HLT32512)\*

\* A statement of attainment in partial completion of qualification/s may also be available.

For more information on possible outcomes please refer to the Human Services Industry Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/human-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/human-services.html)

# Human Services

## Industry Curriculum Framework

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### Course description

These courses are based on units of competency, which have been developed by the human services industry to describe the competencies, skills and knowledge required by workers in the industry.

<b>Mandatory</b>
<b>Health and Well Being</b>
CHCICS303A Support individual health and emotional well being
HLTAP301B Recognise healthy body systems in a health care context
<b>Industry context</b>
CHCCS411C Work effectively in the community sector
<b>OR</b>
HLTHIR301C Communicate and work effectively in health
<b>Safety</b>
HLTFA311A Apply first aid
HLTIN301C Comply with infection control policies and procedures
<b>AND</b>
CHCWS312A Follow WHS safety procedures for direct care work
<b>OR</b>
HLTWHS200A Participate in WHS processes
<b>Work</b>
HLTHIR403C Work effectively with culturally diverse clients and co-workers
<b>AND</b>
CHCCS411C Work effectively in the community sector
<b>OR</b>
HLTHIR301C Communicate and work effectively in health

Work placement is a mandatory HSC requirement within this Framework – minimum 70 hours up to a possible 105 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**School-based traineeships are available in this industry area, for more information:**

<http://www.sbatinnsw.info/>

## **Information & Digital Technology**

### **Industry Curriculum Framework**



#### **Why study Information and Digital Technology (IDT)?**

IT offers training opportunities to students who are interested in designing web pages, software and games, creating programs, systems and databases, networking computers and finding solutions to technical and software problems.

#### **Working in the information technology industry involves:**

- designing web pages
- networking computers
- supporting computer users
- communicating with clients
- finding solutions to software problems

#### **Samples of occupations students can aim for in the information technology industry:**

- ✓ desktop publisher
- ✓ help desk officer
- ✓ internet specialist
- ✓ multimedia developer
- ✓ network administrator
- ✓ service technician
- ✓ software developer
- ✓ technical support officer
- ✓ web designer

**Depending on competencies chosen, full or part qualifications from the Information and Communication Technology Training Package (ICA11) are available in general information technology, applications, media and web technologies. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.**

The qualifications available through the Information Technology Curriculum Framework are:

- Statement of attainment in partial completion of Certificate III in Information, Digital Media and Technology (ICA30111)
- Certificate III in Information, Digital Media and Technology (ICA30111)

For more information on possible outcomes please refer to the Information Technology Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/information-digital-technology.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/information-digital-technology.html)

# Information Technology

## Industry Curriculum Framework

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### Course description

This course is based on units of competency, which have been developed by the information technology industry to describe the competencies, skills and knowledge required by workers in the industry.

<b>Mandatory</b>
BSBOHS302B - Participate effectively in OHS communication and consultative processes
ICAICT202A - Work and communicate effectively in an IT environment
ICAICT302A - Install and optimise operating system software
ICASAS301A - Run standard diagnostic tests
<b>Web and Software Applications Stream</b>
ICAICT203A - Operate application software packages
ICAICT308A - Use advanced features of computer applications
ICAWEB302A - Build simple websites using commercial programs
<b>Networking and Hardware Stream</b>
ICAICT303A - Connect internal hardware components –
ICASAS305A - Provide IT advice to clients
ICASAS307A - Install, configure and secure a small office home office network
<b>Digital Animation Stream</b>
CUFANM301A - Create 2D digital animations
ICAGAM303A - Review and apply the principles of animation

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

School-based traineeships are available in this industry area, for more information:

<http://www.sbatinnsw.info/>



## Why study Metal and Engineering?

The manufacturing, engineering and related service industries include a wide range of industry sectors. The major industry activities and sectors are metal fabrication, metal manufacturing, Aeroskills, metal machining, transport equipment manufacturing, electrical equipment and appliance manufacturing, and industrial machinery and equipment manufacturing.

Most occupations within the industry have been subject to significant change within the last decade. In some areas career paths are converging with those in computer programming.

### Working in the metal and engineering industry involves:

- constructing, assembling, installing, modifying, repairing and maintaining machines
- assembling, making parts, equipment, machines, instruments and tools
- designing machinery, parts, computer hardware and electronic circuits, using 3D graphics and drafting skills
- managing clients and staff, overseeing quotas and information, leading projects

### Samples of occupations students can aim for in the metal and engineering industry:

- ✓ engineering draftsman
- ✓ engineer (automotive, fabrications, production, plastics, marine, mechanical)
- ✓ fitter
- ✓ instrument maker
- ✓ maintenance fitter
- ✓ structural steel and welding supervisor
- ✓ toolmaker
- ✓ boat builder/ repairer
- ✓ sailmaker

**Depending on competencies chosen, full or part qualifications from the Metal and Engineering Industry Training Package (MEM05) are available in mechanical, fabrication and electrical/electronic trade; production technology and systems; jewellery manufacture; boating services; and marine craft construction. Your teacher or VET Coordinator will advise you of the competencies and qualifications that may be available.**

The qualifications through the Metal and Engineering Framework are:

- Certificate I in Engineering MEM10105 \*

The following additional qualifications may also be available for delivery by TAFE NSW or another training provider:

- Certificate I in Boating Services MEM10205 \*
- Certificate II in Boating Services MEM20305 \*
- Certificate II in Engineering MEM20105 \*
- Certificate III in Boating Services MEM30905 \*

# Metal and Engineering

## Industry Curriculum Framework

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The following additional qualifications may also be available for delivery by TAFE NSW or another training provider:

- Statement of attainment in partial completion of Certificate II in Engineering – Production Technology MEM20205
- Statement of attainment in partial completion of Certificate III in Engineering – Mechanical Trade MEM30205
- Statement of attainment in partial completion of Certificate III in Engineering – Fabrication Trade MEM30305
- Statement of attainment in partial completion of Certificate III in Engineering – Electrical/Electronic Trade MEM30405
- Statement of attainment in partial completion of Certificate III in Engineering – Technical MEM30505
- Statement of attainment in partial completion of Certificate III in Jewellery Manufacture MEM30605
- Statement of attainment in partial completion of Certificate III in Marine Craft Construction MEM30705

\* A statement of attainment in partial completion of qualification/s may also be available.

For more information on possible outcomes please refer to the Metal and Engineering Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/metal-engineering.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/metal-engineering.html)

### Course description

This course is based on units of competency, which have been developed by the metal, engineering and related service industries to describe the competencies, skills and knowledge required by workers in the industry.

Manufacturing, engineering and related services industries induction
MEM09002B Interpret technical drawing
MEM12023A Perform engineering measurements
MEM12024A Perform computations
MEM13014A Apply principles of occupational health and safety in the work environment
MEM14004A Plan to undertake a routine task
MEM15002A Apply quality systems
MEM15024A Apply quality procedures
MEM16007A Work with others in a manufacturing, engineering or related environment
MEM18001C Use hand tools
MEM18002B Use power tools/hand held operations

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

School-based traineeships and apprenticeships are available in this industry area, for more information: <http://www.sbatinnsw.info/>



## Primary Industries

### Industry Curriculum Framework



## Why study Primary Industries?

Primary Industries provide products and services in response to the demand not only for food and fibre products but also for recreational and leisure activities. These products and services influence the daily lives of all members of society.

### Working in the primary industries involves:

- dealing with and caring for animals
- breeding and growing livestock (dairy, beef, sheep, goats, pigs, chickens) crops and grains
- maintaining and using equipment such as tractors, harvesters, bailers and ploughs
- overseeing and managing farming operations
- developing and producing new products and technologies

### Samples of occupations students can aim for in primary industries:

- ✓ animal attending
- ✓ crop production
- ✓ dairy farming
- ✓ horse care
- ✓ livestock rearing and breeding
- ✓ pest and disease control
- ✓ landscaping
- ✓ horticulture
- ✓ shearing
- ✓ sheep and wool production
- ✓ rural conservation and land management
- ✓ cultivation of flowers

**Depending on competencies chosen, full or part qualifications are available from the Conservation and Land Management (AHC10) Training Package. These qualifications are available in conservation and land management; rural operations; agriculture; horticulture; parks and gardens, production nursery, sports turf management, wool handling, floriculture and landscaping. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available**

The qualifications available through the Primary Industries Curriculum Framework are:

- Certificate II in Agriculture AHC20110\*
- Certificate II in Production Horticulture AHC20310\*
- Certificate II in Horticulture AHC20410\*
- Certificate II in Parks and Gardens AHC20610\*
- Certificate II in Production Nursery AHC20710\*
- Certificate II in Retail Nursery AHC20810\*



# Primary Industries

## Industry Curriculum Framework

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- Certificate II in Sports Turf Management AHC20910\*
- Certificate II in Conservation and Land Management AHC21010\*
- Certificate II in Rural Operations AHC21210\*
- Certificate II in Shearing AHC21310\*
- Certificate II in Wool Handling AHC21410\*
- Certificate II in Floriculture AHC21510\*
- Certificate II in Landscaping AHC21610\*

The following additional qualifications may also be available for delivery by TAFE NSW or another training provider:

- Certificate III in Agriculture AHC30110\*
- Certificate III in Horse Breeding AHC30310\*
- Certificate III in Horticulture AHC30710\*
- Statement of attainment in partial completion of Certificate III in Parks and Gardens AHC31010
- Certificate III in Rural Operations AHC32810\*

\* A statement of attainment in partial completion of qualification/s may also be available.

For more information on possible outcomes please refer to the Primary Industries Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/primary-industries.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html)

### Course description

The courses are based on units of competency, which have been developed by the agriculture, horticulture, land management and conservation and other primary industries to describe the competencies, skills and knowledge required by workers in the industry.

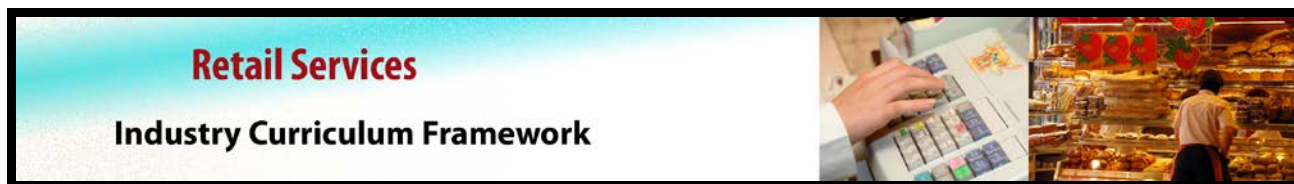
<b>Mandatory Units</b>
AHCCHM201A Apply chemicals under supervision
AHCOHS201A Participate in OHS processes
AHCWRK209A Participate in environmentally sustainable work practices
AHCWRK201A Observe and report on weather
AHCWRK204A Work effectively in the industry
<b>STREAM</b>
AHCLSK202A Care for health and welfare of livestock
AHCPMG202A Treat plant pests, diseases and disorders

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

**School-based traineeships and apprenticeships are available in this industry area, for more information: <http://www.sbatinnsw.info/>**



## Why study Retail?

The retail industry can provide students with a career path that leads to higher executive levels within the retail industry.

**Students can gain skills in operating retail equipment, stock control, customer service and selling skills.**

**Working in the retail industry involves:**

- customer service
- stock control
- teamwork
- designing and creating displays
- using cash registers, scanners, computers, telephones

**Samples of occupations students can aim for in the retail industry:**

- ✓ buyer
- ✓ customer service assistant
- ✓ merchandise
- ✓ sales person
- ✓ stock controller
- ✓ visual merchandiser

**Depending on competencies chosen, full or part qualifications from the Retail Training Package (SIR07) are available in clerical administration; general selling; and general food selling. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available.**

The qualifications in Retail available through the Retail Services Curriculum Framework are:

- Certificate II in Retail Services SIR20212\*

The following additional qualifications may also be available for delivery by TAFE NSW or another training provider:

- Certificate II in Community Pharmacy SIR20112\*
- Certificate III in Retail Fast Food SIR20312\*
- Certificate III in Retail Operations SIR30212\*

\* A statement of attainment in partial completion of qualification/s may also be available.

For more information on possible outcomes please refer to the Retail Services Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/retail-services.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/retail-services.html)

# Retail

## Industry Curriculum Framework

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### Course description

This course is based on units of competency, which have been drawn up by the retail industry to describe the competencies, skills and knowledge needed by workers in the industry.

<b>Mandatory</b>
<b>Customer Service</b>
SIRXCCS202 Interact with customers
SIRXCOM101 Communicate in the workplace to support team and customer outcomes
<b>Safety</b>
SIRXWHS101 Apply safe work practices
<b>Sales and Security</b>
SIRXCCS201 Apply point of sale handling procedures -
SIRXRSK201 Minimise loss
SIRXSLS201 Sell products and services
<b>Working in the industry</b>
SIRXCOM101 Communicate in the workplace to support team and customer outcomes
SIRXIND101 Work effectively in a customer service environment
<b>Retail general selling stream</b>
SIRXMER201 Merchandise products
SIRXSLS002A Advise on products and services
<b>Food selling stream</b>
SIRRFSA001A Apply retail food safety procedures
SIRRMER001A Merchandise food products
SIRRRPK001A Advise on food products and services
<b>Community Pharmacy stream</b>
HLTIN301C Comply with infection control policies and procedures
SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacy Only Medicines
SIRCIND201 Operate in a community pharmacy framework

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

School-based traineeships are available in this industry area, for more information:

<http://www.sbatinnsw.info/>



**THIS COURSE IS NOT OFFERED FOR DELIVERY BY A SCHOOL.**

## **Why study Tourism and Events?**

Tourism and Events aims to provide students with the opportunity to gain a range of skills suitable for employment in the tourism industry and to provide pathways for further study.

The course focuses on providing customer service, tourism advice and communicating with customers from diverse backgrounds.

### **Working in the tourism industry involves:**

- marketing tourist attractions
- guiding people to special sites and places
- arranging reservations and accommodation for international and local travel
- teamwork
- planning and organising events and managing services

### **Samples of occupations students can aim for in the tourism industry:**

- ✓ events coordinator
- ✓ tourism consultant
- ✓ reservations clerk
- ✓ group tour coordinator
- ✓ sales officer
- ✓ tour guide

**Depending on competencies chosen, full or part qualifications from the Tourism, Hospitality and Events Training Package (SIT07) are available in tourism, Australian indigenous culture, retail travel sales; tour wholesaling, visitor information services and events. Your teacher or VET Coordinator will advise the competencies and qualifications that may be available..**

The qualifications available through the Tourism and Events Industry Curriculum Framework are:

- Certificate III in Tourism SIT30112 \*
- Certificate III in Events SIT30612 \*
- Statement of attainment in partial completion of Certificate III in Travel SIT31312 \*

\* A statement of attainment in partial completion of these Certificates may also be available.

For more information on possible outcomes please refer to the Tourism and Events Curriculum Framework syllabus that can be found by visiting the VET Curriculum Frameworks page of the Board of Studies NSW website: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/tourism-travel-events.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/tourism-travel-events.html)

# Tourism and Events

## Industry Curriculum Framework

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### Course description

This course is based on units of competency, which have been developed by the tourism and events industry to describe the competencies, skills and knowledge required by workers in the industry.

<b>Mandatory Units</b>	
<b>Australian Destinations</b>	
SITTSL302	Provide advice on Australian destinations
<b>Safety</b>	
SITXWHS101	Participate in safe work practices
<b>Sustainability</b>	
BSBSUS201A	Participate in environmentally sustainable work practices
<b>Working in the industry</b>	
SITTIND201	Source and use information on the tourism and travel industry
<b>Working with customers</b>	
SITXCCS303	Provide service to customers
SITXCOM201	Show social and cultural sensitivity
<b>Streams</b>	
<b>Tourism and Travel stream</b>	
SITTSL202	Access and interpret product information
SITTSL303	Sell tourism products and services
SITTSL304	Prepare quotations
<b>Events stream</b>	
SITXEVT301	Access information on event operations
SITXEVT302	Process and monitor event registrations
SITXEVT303	Coordinate on-site event registrations
SITXEVT304	Provide event staging support NEW

Work placement is a mandatory HSC requirement within this Framework - 70 hours for a 2 year course.

### Recognition of Prior Learning

If you have already completed all or part of a similar vocational course elsewhere, such as at TAFE, your previous studies and results will be recognised. You will not have to repeat that training and assessment. Additionally if through previous work or life experiences you have already developed high level skills in this course area, these may also be able to be recognised. Your teacher or VET Coordinator can provide more details of the recognition process.

School-based traineeships are available in this industry area, for more information:

<http://www.sbatinnsw.info/>



Macquarie Darling Work Placement inc. trading as  
**Western Student Connections**

## APPENDIX E

### WORK PLACEMENT DIARY / JOURNAL

A work placement journal should be given to each student by their VET or TVET teacher.

Examples are available on the Work Placement Made Easy website.  
<http://www.ezwp.det.nsw.edu.au/>



Macquarie Darling Work Placement inc. trading as  
**Western Student Connections**

## 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:

<https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html>

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 DoE WORK PLACEMENT SITE**

The work Placement site can be found at:

<http://www.workplacement.nsw.edu.au/index.php>

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:

<https://www.det.nsw.edu.au/vetinschools/index.html>



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**Western Student Connections**

## APPENDIX G

### EDUCATION SECTOR-SPECIFIC DOCUMENTS

#### **Catholic Education Commission**

Certificate of Currency – 2016 MARSH

Employer's guide to Workplace Learning Bathurst Diocese

Student & Parent Guide to Workplace Learning

Work Experience/Placement Insurance Covers for NSW Catholic Schools

#### **NSW Department of Education Public Schools**

Certificate of Currency – 2016 TMF



## Certificate of Currency

### General & Products Liability

**Our Reference:** 2016 01 31 - CoC - LIA - 15.01.2016

**Department:** Multinational Practice - NSW Corporate

**Contact:** Glen de la Cruz

**Date:** 15 January 2016

This certificate is issued as a matter of information only and confers no rights upon the holder. It does not amend, extend or alter the coverage afforded by the policy. It is provided as a summary only of the cover provided and is current only at the date of issue. For full particulars, reference must be made to the current policy wording.

**Insurer:** QBE Insurance (Australia) Ltd

**Policy Number:** AN 0014866 PLB

**Insured:** Catholic Education Commission of New South Wales &/ or the Catholic Education Office of Australian Capital Territory and Archdiocese Of Canberra and Goulburn and its/their subsidiary and related bodies corporate, as defined in the Corporations Act 2001, controlled entities and other entities for which the Insured has assumed an obligation to arrange insurance (including those acquired or incorporated during the Period of Insurance) for their respective rights, titles and interests.

**The Business:** Principally student work experience and work placement and all other occupations incidental thereto.

**Period of Insurance:** From 4:00pm Australian Eastern Standard Time on 31/01/2016  
To 4:00pm Australian Eastern Standard Time on 31/01/2017

**Limit(s) of Liability:** The limit of the Insurer's liability:

- (i) shall apply exclusive of indemnity provided for under Supplementary Payments;
- (ii) shall not exceed the following amounts;  
except as otherwise provided in the Policy:
  - (a) General Liability  
\$20,000,000 any one Occurrence
  - (b) Products Liability  
\$20,000,000 any one Occurrence and in the aggregate during the Period of Insurance

- (c) Advertising Liability  
\$20,000,000 any one Occurrence
- (d) Errors & Omissions Endorsement  
\$1,000,000 any one Claim

Should more than one Limit of Liability be applicable to any one Occurrence in respect of (a) and (c) above, such Limits of Liability shall not be aggregated – the highest single Limit of Liability only shall apply.

Yours faithfully,



Glen de la Cruz  
Senior Account Executive



**Catholic Education Office**  
DIOCESE OF BATHURST

# EMPLOYER'S GUIDE TO WORKPLACE LEARNING

Guidelines for employers providing workplace learning opportunities for school students

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## Section 1

### About Workplace Learning

#### What is workplace learning?

- Workplace learning programs form part of the NSW secondary school curriculum. They enable students to spend a planned period of time in the workplace, gaining practical experience, assisting their career choices and building their industry skills.
- The programs allow employers to help young people understand the workplace as well as careers and job opportunities and directions in industry.
- Workplace learning programs are available in Years 9, 10, 11 and 12. These are voluntary work programs.
- The programs support a wide range of experiences & industry settings, often tailored to the type of work a student may be planning to do after completing their studies.
- Direct experience of a workplace helps students learn quickly and powerfully about the changing nature of work and workplaces; what attitudes and skills employers are looking for; what careers and opportunities are available and what training and further education is needed.

- It helps young people make informed decisions when planning their transition through school, and from school, to a fulfilling working life.

#### What kinds of workplace learning programs are there?

There are two main types of workplace learning programs:

- 1. Work Experience** and
- 2. Workplacement** - mandatory for a range of Higher School Certificate (HSC) industry – based courses. These courses are known as vocational education and training (VET) courses.

#### 1. Work experience programs (usually Year 9 upwards)

These programs orient students to the world of work in a field usually chosen by the student. Employers help students by allowing and encouraging the student to:

- observe a variety of work being done
- undertake supervised work appropriate to the student's skill level
- ask questions about the workplace
- gain skills related to being at work
- learn how enterprises work and how to be enterprising
- complete course assignments relevant to the industry or workplace
- find out about training and employment opportunities
- fine-tune their school to work planning and career aspirations.

#### 2. HSC VET Workplacement Programs

Workplacement ensures that students who elect to study an industry-based HSC vocational education and training (VET) course at school or at TAFE NSW also spend a period of time as voluntary workers in a relevant workplace to practise and develop specific industry skills related to that course.

- Workplacement is so important that it is a mandatory Higher School Certificate (HSC) requirement for a range of courses including: Automotive, Business Services, Construction, Electrotechnology, Entertainment Industry, Hospitality, Human Services, Information Technology, Metal and Engineering, Primary Industries, Retail Services, and Tourism and Events. The courses are drawn from the relevant industry training packages.
- During workplacement, employers supervise students as they participate in the workplace, practising & extending what they have learnt in their off the job training at school or at TAFE NSW or in some cases, at a private provider.
- In short, workplacement enables employers to provide the dynamic and current industry context for the delivery of vocational training to school students.
- Workplacement is used by teachers to gather evidence of student achievement of competence at industry standard.
- Student competency leads to an industry specific VET qualification that is recognised throughout Australia eg. Certificate II in Retail Operations.

## How does an employer benefit from hosting students?

Hosting students allows you to:

- participate in the education, career development and vocational training of young people in your community
- talk to students about your industry, its career paths and future directions.
- promote the attitudes and skills you want in your workforce.
- identify young people with potential for your industry
- give students knowledge of the value of work and raise the quality of those coming into your industry.
- strengthen your links with the community and raise your business profile
- provide your staff with good opportunities to increase their supervisory and mentoring skills.

## Section 2

### How workplace learning works

#### Who organises the programs and work placements?

Schools generally arrange their own workplace learning programs. Employers may be approached by the school, TAFE or private or community registered training organisation to host students in their workplace.

In the case of work experience, students may make their own approach to an employer for a work place position and then submit the position to their school for approval.

To help coordinate mandatory HSC VET workplacements incorporated bodies referred to as **Workplacement Service Providers** are funded to liaise between their designated schools and TAFE NSW institutes and host employers to coordinate the placements.

Each student's program details are recorded on a *Student Placement Record* that must be signed by the student, the host employer and the parent or carer before final approval by the Principal.

#### How long are the programs?

- This varies. Students usually spend a week with an employer but shorter or longer periods are possible. Some students come to a workplace for half or one day per week for an extended period of time.
- For HSC VET workplacement, students usually complete two, week-long placements over two years, each placement usually being with a different employer.

#### When can workplace learning occur?

- Workplace learning is usually scheduled on weekdays during school or TAFE NSW terms. This can be varied on occasion for individual students with the approval of the school.
- Placements usually reflect the hours of the industry.
- Students aged 14 and/or in Year 8, who are undertaking any workplace learning require permission from the Principal

## Who is responsible for the student?

#### Schools, TAFE NSW institutes and private providers

- Schools, TAFE NSW institutes and private providers have a duty of care to their students when they undertake workplace learning programs. Elements of that duty of care are summarised here and include:
  - reviewing the suitability of proposed placements
  - deciding to approve, or not, the proposed placement for the individual student
  - preparing students for workplace learning, including ensuring students are informed of their right to be safe in the work environment and sources of help.
  - making a supervisory visit or telephone contact with the host employer or supervisor and with the student during the placement and following up with the student immediately after the placement
  - communicating as appropriate with the host employer to provide information that the host employer needs to optimise the safety and success of the placement
  - Initiating planning to support the students with additional needs, including disability, and ensuring that the students, parents and carers are aware and agree with any adjustments.

#### Employers and supervising staff

- Employers play a critical and valued role in hosting students. You and your supervisory staff set the tone for the success of the placement and this will influence both the student and your staff.
- Employees are to respect the rights of students to a safe and healthy host workplace, free from harassment and discrimination and any conduct that is unacceptable in terms of child protection.
- Some students have considerable employment experience, confidence and maturity. Others have little or no personal or immediate family experience of participating in the workplace.
- It is a good idea for an appropriate and willing member of staff to act as a mentor or advisor for students during placements. Ideally, this is in addition to the nominated workplace supervisor.
- Planning a variety of tasks and activities that the student can manage safely; focusing on what the student can learn and the skills they can develop, and providing good instruction and supervision go a long way to eliminating and minimising risks to students.
- If a student does become ill or is injured in the workplace, as well as the appropriate first aid response, you are advised to notify the school, or where relevant the TAFE NSW college or campus or the private provider as soon as possible.

Contact details will be on your copy of the Student Placement Record. If the student has a **significant injury** during the day, they should also phone their parents or carers. If the student is on HSC VET workplacement, it may also be appropriate to notify your Workplacement Service Provider and follow local arrangements previously advised.

- If the student is absent without explanation or behaving inappropriately, you are asked to notify the school, or where relevant the TAFE NSW college or campus or the private provider as soon as possible. Examples of 'behaving inappropriately' include not following your reasonable instructions; rudeness or encouraging friends to congregate around the worksite.

#### Parents and carers

- Parents and carers play an important role in supporting the student before, during and after workplace learning placements. Advice is provided for parents and carers in the school's information pack: *Parents and Carers Guide to Workplace Learning*.
- If a student is injured during the placement during normal business hours, it may, depending on the seriousness of the injury, be appropriate for the employer to also contact the student's parents or carers as well as the school, or where relevant the TAFE NSW college or campus or the private provider. After normal business hours, contact the student's parents or carers or the person nominated to be the contact on their behalf. Check the details about hours and contact numbers on your copy of the Student Placement Record.
- Where placements extend outside normal business hours, parents and carers might be contacted by a student if the student genuinely believes they are at risk during that time but do not feel confident to bring the matter to the attention of the host employer or supervisor. The parents or carers are not to investigate or resolve any matters but simply to collect the student or arrange for the student to get home safely and then inform the school, or where relevant the TAFE NSW institute or the private provider as soon as possible to allow the school or TAFE NSW institute or private provider to follow up the matter.

#### Students

- Students understand that the opportunity to learn with a host employer and their staff in the workplace is important and valued. They will have a purpose and focus for their learning.
- Students must participate in the pre-placement activities organised by the school, or where relevant organised by the TAFE NSW institute or the private provider to optimise the student's safety and achievement during their placement.
- Students are to behave with courtesy and respect, follow all reasonable instructions and not do anything that would jeopardise the safety of themselves or others in the workplace.
- Students are to inform the host employer and the contact from the school, or where relevant from the TAFE NSW college or campus or from the private provider if they are not able to attend the workplace. Students also need to inform the host employer of any concern about their personal or workplace safety, and advise any injury, accident or incident.
- Students must respect workplace confidentiality at all times. They are not to convey any knowledge or information of this kind to any person outside the host employer's workplace. This responsibility must be agreed to by the student on their section of the Student Placement Record

#### Workplacement Service Providers

- These local organisations provide the on-going effective linking of employers to schools and TAFE NSW institutes and on occasion to private providers in their communities.
- As well as coordinating quality HSC VET workplacements, they support host employers with information and advice about managing issues that may arise during HSC workplacement programs.
- Before you host a student, the Workplacement Service Provider will clarify who you will need to contact should particular circumstances arise.
- If an incident or situation were to arise during a workplacement, the Workplacement Service Provider will be there to assist you.
- However, the school, or where relevant the TAFE NSW institute or the private provider has the duty of care for their students and has responsibility for the welfare and conduct and performance of the student. Any injuries to students, child protection matters or damage to property must be brought to the attention of the school, or where relevant to the TAFE NSW institute or the private provider for them to follow up.

## Section 3 Legal Requirements

#### Are students paid?

- NO. Students are voluntary workers and should not be paid. As volunteers they are covered by the school's insurance for personal and public liability.
- There is one exception: where a student uses their current part-time employment to fulfil a mandatory HSC VET workplacement requirement. This arrangement must be negotiated with the employer and approved by the school and where relevant by the TAFE NSW institute or the private provider. In this case, the student is not a voluntary worker and the insurance arrangements of the employer apply to the student.
- Please note that SBATs are paid employees and are therefore covered by the employers insurance policies.

#### What insurance and indemnity is provided to students?

- Insurance and indemnity requirements are arranged by the Catholic Education Commission in Sydney for all NSW dioceses. The two separate policies providing work placement cover are:
- CCI School Care Personal Accident and Disability or Students' Work Experience Personal Accident Policy with Catholic Church Insurances (CCI) (or equivalent).
  - Work Experience/Workplacement Public Liability Policy with QBE Insurance (Australia) Limited.
  - As long as you follow the requirements in this *Guide*, you do not need to change your insurance or WorkCover arrangements when taking on a student under a Workplace Learning Program.

However, you are expected to have current public liability coverage as is standard business practice.



### Is there paperwork? Do I have to sign anything?

- Yes. Each student is issued with a Student Placement Record to document the placement arrangements. Along with the parent/carer and the student, you will be asked to provide some information and sign the Record.
- The school, or where relevant the TAFE NSW institute or the private provider has to approve the placement described on the Record before the student can start. The approval activates the school's insurance and indemnity arrangements for you and the student.
- A full copy of the Student Placement Record with the approval will be provided to you before the placement starts by the school, TAFE NSW institute or private provider.
- Workplacement Service Providers will support you with a streamlined service to help coordinate your part of the Placement Record for mandatory HSC VET workplacements.

### Are there any special industrial conditions?

- Yes. Students must be aged 14 years or over.
- Students under 15 years of age must not undertake workplace learning before 7.00 am or after 6.00 pm.
- No student is to be directed to work on any dangerous machine.
- Students must not be used in place of regular employees.

**NOTE:** All relevant safety, health and welfare legislation that protects employees also protects any student, and where relevant any support staff, engaged in a workplace learning program

### How do I ensure my workplace is safe for students?

It is important that host employers and their staff supervising students are aware of and are prepared to do the following while hosting students:

- provide a safe and positive environment compliant with the NSW Occupational Health and Safety Act 2000 and anti-discrimination legislation  
More information is available from WorkCover NSW on telephone 02 4321 5000 or web: [www.workcover.nsw.gov.au](http://www.workcover.nsw.gov.au) and the NSW Office of Industrial Relations on telephone 131 628
- provide activities and skill development tasks appropriate to the student's skill level under supervision of a capable and trustworthy employee briefed for the task
- Ensure any special needs of students, including students with a disability, are appropriately supported in the workplace. Some adjustments may be needed to accommodate their special needs. This should be done in consultation with school, and where relevant, TAFE NSW institute personnel and the Workplacement Service Provider and parents or carers
- Identify areas of risk and implement strategies to eliminate or minimise risk associated with activities undertaken by the student. These are to be identified on the Student Placement Record
- provide appropriate information, instruction, training and on-going supervision to ensure the student's safety during the placement

- Provide a workplace induction including relevant safety matters to orientate students at the beginning of the placement. Advice on inducting school students is provided in Section 4 later in this *Guide*
- Provide personal protective equipment (PPE) where required and training in its correct use.

Likewise, students are expected to comply with the employer's workplace safety requirements and procedures and not to act in any way that could jeopardise the safety of themselves or others.

### Working with children and young people

- Providing opportunities for children and young people is a wonderful thing to do. However, to participate in this program you must provide a safe and non-threatening work environment and comply with child protection laws.
- You need to ensure that all staff are aware that they must conduct themselves appropriately with children and young people at all times. For example, unacceptable conduct by employers or their employees would include any initiation activities or horseplay directed at or involving the student; physical or verbal abuse of students; physical assault or exposure of students to violence; inappropriate conversations of a sexual nature; suggestive remarks; jokes of a sexual nature; showing sexually suggestive publications, electronic media or illustrations; unwarranted and/or inappropriate touching; personal correspondence with students regarding sexual feelings for the student.
- Employers with staff engaged in child-related employment in NSW as defined in the *Child Protection (Working With Children) Act 2012*, are required to observe mandatory obligations for background checks through the relevant approved screening agency.
- You are asked to indicate on the Student Placement Record that as far as you are aware there is nothing in the background of any staff member or other person who will have close contact with the student that would make them unsuitable for work with children and young people. Your judgement is made in good faith, based on your day to day knowledge of the conduct and services of the people with whom the student will be working.
- Host employers must report any allegations against an employee in the area of child protection to the Principal of the school, or where relevant to the responsible TAFE NSW Institute Manager. On completion of an investigation into an allegation of reportable conduct the school is also required to determine if a report to the Commission for Children and Young People is required.
- students participating in vocational work placements/ work experience in a child-related sector or role, prior to turning 18 years of age are not required to undertake a Working With Children Check.

## Section 4

### A Quality Workplace Learning Experience

**What makes a good workplace learning experience? How can this be made a really positive experience for host employers, their staff and students?**

Workplace learning enables students to learn powerfully in a different environment and to meet a range of people beyond their usual circle. But as a host employer, you are not left on your own. There is plenty of guidance and appropriate contacts for each step along the way.

- As well as the information in this *Guide*, the Department has helped produce *Workplacement Made Easy!*, a set of easy to follow materials developed by an experienced employer for fellow employers hosting HSC VET students.

The resource is available at [www.ezwp.det.nsw.edu.au](http://www.ezwp.det.nsw.edu.au) and is endorsed by a number of peak employer organisations. Your Workplacement Service Provider coordinator can advise you further about these resources.

- *In Working Order* is a tool kit for educators, employers, supervisors and parents of young workers. The website contains resources and useful links with information regarding injury prevention and the promotion of workplace safety. Go to [www.inworkingorder.com.au/](http://www.inworkingorder.com.au/)

#### **Before students start their workplace learning placement:**

- Consult with staff and draw up a list of activities that can be achieved and safely managed by students. These should:
  - be varied, safe, interesting and sometimes Challenging
  - give insight into the industry and the workplace
  - promote practise of relevant specific skills such as VET course competencies appropriate to the level of the qualification, and not contravene the Insurance's Prohibited Activities indicated in Section 5 of this Guide.

**NOTE:** For HSC workplacements, see also *Suggested Student Activities* in the relevant Student Journal at [www.ezwp.det.nsw.edu.au](http://www.ezwp.det.nsw.edu.au)

- Consider when it will be convenient to host students, the duration of each placement, and how and when applications from students should be made.
- Ensure that employees, including union representatives, understand the purpose of the workplace learning activity. Emphasise:
  - students are to be treated with respect and courtesy, just as they should treat you and your staff
  - the special responsibilities of working with young people relating to their safety, welfare and well-being
  - students must not be used in place of regular paid employees.
- Appoint an experienced staff member to coordinate the workplace learning program for students. A timetable of proposed student activities and the staff who will be supervising them is recommended.
- Ensure that students have an appropriate and willing adviser or workplace mentor to turn to for advice and information. Where possible, a work space for the student should also be identified.
- Decide who will be responsible for inducting the student into the workplace and document what topics will be covered and how the induction will occur. Guidance about inducting students is provided later in this Section.

- Complete the employer section of the Student Placement Record. Your detailed answers will help the school, or where relevant the TAFE NSW institute or the private provider to manage their duty of care to the students. The details also support you by helping you satisfy relevant workplace obligations.
- This Record will be provided to you by the school, or where relevant by the TAFE NSW institute or the private provider well before the placement.

Your completion of the host employer section will become a record of your agreement to host the student and your compliance with the relevant responsibilities. Once you have completed the host employer section, please return it to the school, or where relevant to the TAFE NSW institute or the private provider, usually for them to pass on to the parent or carer for their permission. The Record details must be finally approved by the school, or where relevant by the TAFE NSW institute or the private provider and a completed copy provided to you before the placement starts. This should be stored safely in case of an emergency and to prevent unauthorised access to the student's personal details.

- Ideally your supervisory staff should be capable and trustworthy employees with good communication, delegation and interpersonal skills; briefed for the task; positive about supervising the student and with sufficient time to instruct and monitor the student and to provide constructive feedback. An experienced older employee or one used to supervising trainees may well be appropriate to supervise students.

#### **During the placement:**

Ensure that students:

- are regarded as voluntary workers, not visitors
- complete a first day induction and orientation tour.

You may wish to include relevant parts of the safety induction that you already provide to new workers. As we know, a quality induction sets up the best chance for a successful placement for you and the student. Remember that students are young people and for some, this might be their first experience of the workplace.

The following points are very important from a student's perspective:

- a welcoming introduction to the business and supervising staff, mention of key managers and advice about who will support them in the workplace
- opportunities for questions from students
- a brief outline of what the business does, key clients and relationships, its mission and value statements and what you believe the business provides to customers, clients and the community.

This helps students feel proud to participate and keen to contribute to the enterprise

- an outline of the planned activities including any variations or choices and any related safety issues, any required personal protective equipment, no-go areas and excluded activities
- the overall importance of taking safety seriously in the workplace, relevant safety concerns including manual



- handling and safety requirements in the organisation, and importantly, reasons for these
- expectations about behaviour, attitude and dress
- working hours, break times and other applicable work routines
- location of toilets, change rooms, exits, other workplace facilities and food outlets
- a clear explanation of supervision arrangements for the student
- what to do if first aid is required, emergencies occur or evacuations are required
- a brief outline of the organisation's policies on bullying, harassment and discrimination and what the student should do if any safety or other issues arise
- other relevant company policies, for example, confidentiality, use of mobile phones
- any medical or other circumstances that need to be noted
- any adjustments or additional support for the student that are provided.

Also ensure that students:

- work the normal hours of the industry (except where there are age restrictions)
- have a range of appropriate and interesting work tasks and are encouraged to ask questions
- are always supervised in the workplace. Do not assume previous experience are trained and closely supervised if the student is expected to operate equipment or machinery. A simple checklist for the safe operation and handling of the equipment should be provided to the student and used in the training and supervision of the student
- do not undertake any prohibited activities. Please refer to Section 5 in this *Guide* for information on Prohibited Activities and some higher risk placements
- do not undertake any activities requiring a licence, permit or certificate of competence unless the student already has the relevant licence, permit or certificate; the activity is relevant to the placement and the activity has already been approved by all parties before the placement
- are given appropriate feedback and encouragement
- have sufficient time to complete diaries, workplacement journals or research projects provided by the school, TAFE NSW institute or the private provider
- return to their school, or where relevant to their TAFE NSW college or campus or private provider if the workplace is affected by industrial action.

If there are any difficulties during workplace learning programs, immediately contact the school, or where relevant the TAFE NSW college/campus or the private provider.

For workplacement, contact with the Workplacement Service Provider might also be appropriate. They will advise you beforehand of arrangements.

#### Before students conclude their placement please:

- complete the student report or evaluation form supplied by the school or by the TAFE NSW institute or the private provider

- ensure that any identification cards or property on loan have been returned
- take time to provide the student with helpful and encouraging feedback.

## Section 5 Insurance Requirements and Related Information

### 1. Policies

For NSW Catholic diocesan schools and most congregational schools<sup>1</sup>, two separate policies provide work experience/ placement cover for students and their host employers:

- CCI School Care Personal Accident and Disability or Students' Work Experience Personal Accident Policy with Catholic Church Insurances (CCI) (or equivalent)
- Work Experience/Workplacement Public Liability Policy with QBE Insurance (Australia) Limited (effective 31 January 2015).

Under Commonwealth legislations, these policies cannot pay for any Medicare services including the Medicare gap. These services should be claimed through Medicare and or private health insurance where available. Workplacement students are not eligible for coverage through workers compensation.

#### 1.1 CCI School Care [Personal Accident and Disability] Policy or Student Work Experience Personal Accident Policy

Each school or Diocese purchases these policies or equivalent. School staff organising workplacements need to confirm the nature of their particular policy with their diocesan office or school bursar and provide advice to employers / brokers. These policies cover students for personal injury sustained whilst engaged in Work Experience/Placement activities. Students are covered whilst directly travelling to and from work places.

#### The Policies Cover:

- a) Death by accident;
- b) Permanent disablement compensation dependent on injury of up to maximum e.g. \$750,000 or \$275,000 depending on SchoolCare policy chosen (please refer to your policy to confirm extent of your coverage)
- c) Non Medicare expenses - e.g. dental, counselling, emergency transport, travel expenses or lump sum payments for certain injuries such as fractures, burns and dislocations (limits apply)
- d) Damage to student's clothing or artificial aids resulting from an injury (limits apply).

Catholic Church Insurances (CCI) advised on 24/01/2011 of an endorsement to the NSW SchoolCare Policies to allow certain students to use motor bikes as follows:

*It is hereby noted that Exclusion 2 (e) is deleted in respect of students undertaking accredited vocational education and training (VET) courses in the HSC Primary Industries Framework for their Higher School Certificate (HSC) only.*

#### 1.2 QBE (Australia) Insurance Work Experience/ Workplacement Public Liability Insurance Policy

Catholic Education Commission NSW (CEC NSW) purchases this policy on behalf of participating Catholic Schools. For further details and documentation, including the Certificate of Currency

and participants, please contact CEC NSW as listed below or online at:

<http://www.cecnsw.catholic.edu.au/dbpage.php?pg=view&dbase=programs&id=37>

**This policy provides indemnity for the student, the employer and participating schools involved in Work Experience/ Placement activities.**

#### **The Policy Covers:**

- a. Indemnity for legal liability of students and employers for Personal Injury caused to a Third Party (limit \$20,000,000 any one occurrence);
- b. Indemnity for legal liability of employers for Personal Injury to students (limit \$20,000,000 any one occurrence)
- c. Indemnity for legal liability of Property Damage to an employer's property (limit \$20,000,000 for any one occurrence)
- d. Indemnity for legal liability of Errors and Omissions (E&O) in relation to the participation by students in Certificate II in Sports (Coaching) Certificate II in Outdoor Recreation and Certificate III in Sports Fitness only (Limit \$1,000,000 any one Occurrence and in the aggregate in respect of claims made, costs inclusive). Any E&O claim or incident which might result in a claim must be reported through CEC NSW to QBE as soon as the school becomes aware of it during the current Period of Insurance, and some additional exclusions apply.

For each claim the QBE Insurance policy has set a deductible cost (i.e. excess) of \$1,000 except for E&O cover where the deductible remains at \$5000. The policy requires that CEC NSW, acting for the Catholic sector of schools, will provide for the payment of any deductible cost. The CEC NSW reserves the right to recover the cost of the excess from a diocese or independent school.

#### **Conditions and Exclusions**

##### **2.1 Some Key Exclusions**

**The school, the student and the employer will not be insured for the following activities:**

- 2.1.1 Travel by Private and Charter Aircraft other than those providing a regular Public Transport Service (CCI provides cover as a passenger in a fully licensed commercial aircraft operated by a licensed airline over an established air route)
- 2.1.2 Travel by helicopter
- 2.1.3 Radioactivity/Nuclear material/Fuel/Ionising Radiations
- 2.1.4 Scuba/deep sea diving
- 2.1.5 Attendance at abattoirs (killing areas)
- 2.1.6 Driving any registered or unregistered motor vehicle (and engaging in motor cycling whether as driver or passenger).except as part of the BOS HSC Primary Industries Curriculum Framework (and then only when students have been appropriately instructed and supervised and the vehicle is properly maintained). *See also Section 2.4.5.*
- 2.1.7 Activities involving guns or firearms except as part of an approved and supervised Australian Defence Force activity
- 2.1.8 Watercraft exceeding 20 metres in length
- 2.1.9 Travel outside the 12 nautical mile limit at sea
- 2.1.10 Results from AIDS or HIV (direct or indirect)

- 2.1.11 Asbestos and tobacco or tobacco smoke
- 2.1.12 Activities involving service of alcohol unless the student is aged over 18, and the activity is essential to the placement and it has been agreed to by the school and TAFE NSW Institute and the student has completed the Responsible Service of Alcohol (RSA) Training Course
- 2.1.13 Sporting activities/events except as part of the Certificate II in Sports (Coaching) Certificate II in Outdoor Recreation and the Certificate III in Sports Fitness (and then only under instruction and supervision)
- 2.1.14 'High risk construction work' as defined in the NSW OHS Regulation (2001): i.e. construction work involving the use of explosives; work near traffic or mobile plant; and work in and around major gas and electrical installations
- 2.1.15 Any excavation work at a depth of one metre or more; at a depth under one metre without direct supervision by a competent person; near utilities
- 2.1.16 Work on a roof, unless all safety conditions are met, including the use of harnesses.
- 2.1.17 Work on caissons or coffer dams (permanent or temporary structures respectively, used to enable construction and excavation work)
- 2.1.18 Fines or penalties, and/or liquidated, punitive, aggravated, exemplary and/or multiple damages imposed by law
- 2.1.19 Occurrences as a result of the insured person being under the influence of intoxicating liquor or any narcotic or drug unless taken in accordance with the direction and prescription of a legally qualified medical practitioner
- 2.1.20 Total exclusion of claims arising from sexual and/or child molestation
- 2.1.21 Claims arising from repair, replacement or recall of products
- 2.1.22 Damage to insured premises/ property in the physical and legal control of the insured (property not belonging to the insured may be covered up to a limit of \$1,000,000 for any one occurrence)
- 2.1.23 Professional Indemnity for negligent advice given by any student (except for those in Sports Coaching, Outdoor Recreation and Fitness courses for which separate E&O cover has been negotiated)
- 2.1.24 Any consequence of war, invasion, act of foreign enemy, hostilities (whether war be declared or not), civil war, rebellion, revolution, insurrection or military or usurped power of confiscation, nationalization, requisition, destruction of or damage to property by or under the order of any government or public or local authority.

##### **2.2 Activities Requiring Special Approval**

**The following activities are excluded unless specially approved for each placement. Please contact CEC NSW to request approval.**

- 2.2.1 Activities involving the handling of animals, other than exempted sites and/or participation in BOS Stage 6 Primary Industries Course. For further information refer to CEC Diocesan Directors' memo 99/09 at: [CEC Memos](#)
- 2.2.2 Mining/Quarrying/Tunnelling;
- 2.2.3 Demolition;
- 2.2.4 Timber getting/Sawmilling.

- 2.2.5 Abattoirs and meat processing plants (other than killing areas)
- 2.2.6 Placements outside the territory of the Commonwealth of Australia. Overseas placements are not advised. Placements in the USA or Canada and countries subject to their jurisdiction are not permitted. Any considerations of overseas placements should take into account the federal government website [www.smarttraveller.gov.au](http://www.smarttraveller.gov.au) and also consider the insurance regulations of the proposed country. Any proposed placement must be referred to the insurer QBE through CEC NSW prior to approval.

### 2.3 Scope and Conditions of Cover

**If the following requirements are not observed, a available insurance may be rendered void.**

- 2.3.1 Students must be at least 14 years of age and be participating in a school approved activity/placement. Students under 15 years of age must not undertake workplace learning before 7.00am or after 6.00pm.
- 2.3.2 Cover is available throughout school holiday periods, provided the workplacement is arranged and supervised by the school. Year 12 students cease to be insured by their school once they complete their last HSC examination.
- 2.3.3 Interstate placements are permitted, if arranged and supervised by the school. Placements outside the territory of the Commonwealth of Australia require special approval from the insurer, through CEC NSW and are not encouraged. (See 2.2.6)
- 2.3.4 Insurance cover may be voided (lost) by serious and wilful misconduct by a student while attending a work site.
- 2.3.5 The employer must have in all cases provided appropriate and reasonable instruction and/or supervision with respect to each Work Experience/Placement student.

### 2.4 Special requirements for higher risk industries and occupations

- 2.4.1 All students proceeding to a construction workplace for workplacement or work experience must hold a construction industry induction card (CIC) issued by WorkCover in accordance with Clause 220a OHS Regulation 2001. To be issued with the certificate, students must provide evidence to WorkCover from a registered provider of satisfactory completion of the National Unit of Competency CPCOHS1001A Work Safely in the Construction Industry.
- 2.4.2 The employer and school must comply with all Department of Industrial Relations and WorkCover requirements (including reporting requirements) for Work Experience/Placement Programs and observe any prohibited activities or WorkCover regulations (including any age restrictions and requirements for safety equipment / personal protective equipment e.g. helmets and harnesses).
- 2.4.3 Prescribed or dangerous machinery must only be used in accordance with WorkCover requirements, and only then in the context of appropriate training, supervision and risk assessment. Particular care is needed to comply with the OHS requirements for scheduled work as set out in Chapter 9 of the NSW OHS Regulation (2001), to be replaced by the model code of practice *Managing risks in construction work* when endorsed by the Minister.

- 2.4.4 Any electric, oxy-acetylene or similar welding or cutting and allied processes must be done in full compliance with Australian Standard 1674 "Safety in Welding and Allied Processes".

- 2.4.5 Placements involving student operation of golf carts, tractors or farm vehicles such as motor bikes/ quad bikes are permitted only for students enrolled in the BOS HSC Primary Industries Framework. If the student does take part, he or she must have successfully completed a relevant formal training course or the related course competencies or have demonstrated substantial experience in the safe operation of such vehicles. The student still needs to be closely supervised.

- 2.4.6 Workplace supervisors of students on work placements are not required to have the Check.

"a worker who is a co-worker of a child or who is a work supervisor or work placement supervisor of a child" is exempted from the Check (Part 4, 21 1(c) of the Regulation).

Having a school student on work placement or work experience does not involve any requirement for co-workers to have the Check.

- 2.4.7 You are advised to clarify any such student placement requirements with the Catholic Commission for Employment Relations and/or your child protection "Head of Agency".

### 2. When an Incident Occurs

Any incident which may result in a claim against the employer or the school in respect of a work experience/ placement student must be immediately notified (within 7 working days) in writing to the student's school. The school then notifies CEC, NSW either directly or through the school's Diocesan Office. Suspected spinal injuries must be notified to CEC NSW within 24 hours.

- The Insurer must have full conduct and control of the claim against the employer and or the school. The employer and the school must fully co-operate with the Insurer in the conduct of any such action.
- When an incident occurs no undertaking or promise of settlement/payment may be made, since compensation decisions are a matter for assessment by the insurance company (ie). It may be possible in certain circumstances to make an apology but advice must first be obtained from the insurer through CEC NSW.

#### Catholic Education Commission, NSW CONTACT:

Gerard Delany, State Coordinator VET, CEC NSW  
PO Box A169, Sydney South NSW 1235  
Phone: (02) 9287 1549 | Fax: 9264 6308

Refer to the following website for further details:  
<http://www.cecnsw.catholic.edu.au/>

## Section 6

### Important Contacts and Links

Thank you for considering the opportunity to provide a student with a workplace learning opportunity. We hope you find this a rewarding experience, not just for the student but for you and your staff. You are well-supported throughout the entire process. If you have any queries, please get in touch with one of the contacts or follow the links provided below:

- the VET coordinator or careers adviser at the student's school
- the Vocational Learning Manager at the Catholic Education Office, Bathurst Diocese 63383041
- the School Principal
- WorkCover Assistance Service, telephone 13 10 50
- NSW Commission for Children and Young People, telephone 02 9286 7219
- NSW Office of Industrial Relations, telephone 131 628
- For HSC VET workplacements, also see your Workplacement Service Provider.
- For information regarding injury prevention and workplace safety for young workers, go to the In Working Order website [www.inworkingorder.com.au](http://www.inworkingorder.com.au)
- You are also welcome to visit the Parents and Community section of the School to Work site at [www.schooltowork.com.au](http://www.schooltowork.com.au)

The CEO Bathurst acknowledges the NSW Department of Education and Communities (2012) An Employer's Guide to Workplace Learning as an invaluable reference in the development of this employer guide.



# Catholic Education Office

## DIOCESE OF BATHURST

VOCATIONAL EDUCATION & TRAINING

### **STUDENT & PARENT GUIDE TO WORKPLACE LEARNING**



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## Student Information

Welcome to the Workplace Learning Program. Your work-based learning will focus on linking your knowledge and skills with situations in the workplace. It will provide you with the opportunity to put theory into practice and make you more ready for work.

This booklet contains important information about your rights and responsibilities and the skills to be learned and how they will be assessed. You should read it carefully as it will help you get the most out of your placement or experience.

You should also give your parents or carers an opportunity to read this information booklet so that you have a chance to discuss this information with them and address any concerns or questions you may have.

## What is Work Experience about?

Work Experience is a workplace learning program that prepares you for the workforce. Students are generally restricted to observing various aspects of the workplace and assisting in undertaking tasks nominated by their supervisor.

### Work Experience:

- involves students 14 years of age or over
- provides an orientation to the world of work in a general field but **without** a planned program of industry accredited skill development. It may include learning related to, for example career planning or enterprise education
- may or may not be part of a course
- provides no formal recognition towards an accredited vocational qualification
- has no specified time frame.

## What is Workplacement about?

Work placement is structured workplace learning that prepares you for the workforce. The experience in the workplace will help you to better understand theory learnt off the job by putting it into practice in the workplace.

It is different from work experience in that instead of just observing what goes on, you will be given the opportunity to undertake tasks that enable you to develop competencies related to your vocational course.

### Work placement:

- involves stage 5 or 6 students undertaking Industry Curriculum Framework courses as part of a HSC study program
- is a **mandatory** component of Industry Curriculum Framework courses that are accredited by ASQA.
- involves the integration of off-the-job and on-the-job learning
- involves competency-based assessment of industry-recognised skills and knowledge which is nationally recognised and credentialed.



## What are the benefits of Workplace Learning Programs?

By participating in work experience or work placement, you have the opportunity to:

- Learn, develop and apply knowledge and skills relevant to the workplace;
- Achieve skills that are recognised by industry;
- Achieve skills that will assist you in seeking employment and assist with credit transfer to further education and training;
- Gain knowledge of employers' expectations;
- Make contacts with employers;
- Be assisted in career planning.

## How do I prepare for my Workplace Learning Program?

It is important that you are familiar with any workplace learning program requirements that have been specified by the employer and also that you understand your responsibilities.

- Carefully read the placement Details form that has been provided by the employer.
- Ensure that you contact the employer NO LATER THAN one week prior to the (or as otherwise indicated by the employer) to introduce yourself and confirm details.
- Use the checklist included in Attachment 2 of this package to help you in your preparation.

## What are my responsibilities?

Whilst in the workplace, you will be expected to behave like a new employee as much as possible by following the rules of the workplace and the directions of the workplace supervisor and other employees.

### **The right attitude**

You will need to:

- Show enthusiasm and initiative;
- Accept and complete duties planned by the workplace supervisor;
- Be willing to learn;
- Listen to instructions and ask questions when unsure because it is better to ask a silly question than to make a silly mistake;
- Assist in the planning of your program;
- Accept and act on advice given by workplace supervisors;
- Ask for jobs when you have nothing to do;
- Be polite, courteous and well-mannered throughout the placement with all staff members;
- Avoid distracting other employees unnecessarily from their work;
- Dress appropriately to industry standards and the workplace.

## Attendance and punctuality

You will be expected to:

- Be prepared to start your placement on time each day;
- Take only the allocated time for morning, afternoon tea and lunch breaks and return promptly to your work;
- Contact your workplace supervisor and the supervising teacher immediately if you are unable to attend your placement;
- Account for any absences to the workplace supervisor and the supervising teacher because you may be required to make up the lost hours at another time;
- Attend your placement for the normal hours of work for that job, unless prior arrangements have been negotiated by your school.

## Travel Arrangements

Prior to the placement, check travel arrangements to ensure that you arrive on time.

A student's free school travel pass **cannot** be used for travel to and from work placement. Ensure you have a current Travel Concession Pass for travel on public transport.

## Child Protection Legislation

The new Working with Children Check does not apply to "a worker who is under the age of 18 years" (Part 4, 21(a)). Also the Definition of the term 'Worker' in the *Child Protection (Working with Children) Act 2012* includes at point (d), "a person undertaking practical training as part of an educational or vocational course (other than as a school student undertaking work experience)".

Whilst this definition specifically excludes school students undertaking work experience from requiring a Working with Children Check it does not refer to vocational work placements and it appears there are differences in the meanings of these terms.

- **Work Experience** is usually undertaken by Year 10 students (sometimes Year 11) as part of Work Education studies, and is usually up to 5 days. The aim of a work experience placement is for a student to gain an understanding of an occupation or business and to undertake small tasks where appropriate, under the supervision of a qualified and experienced employee.
- **Work Placement** (often called Structured Work Placement) is a placement undertaken by Year 11 or 12 students (sometimes Year 10) with an employer as part of a chosen vocational course at school, and can vary from 1 to 4 weeks. The placement needs to demonstrate that a student can display the necessary skills (learnt in the classroom), which can be assessed against competencies required in the Training Package they are learning from. A work placement would usually be a requirement of a vocational course, with credit towards a student's VET qualifications.

The new WWCC would only apply to those school students who have turned 18 and are engaged in vocational work placements in child related positions but there would be no fee involved.

The legislation is also designed to protect you from any form of physical, psychological or sexual abuse. Your responsibility is to ensure that you do not allow the employer to place you in a situation where you have unsupervised contact with just one employee. Supervision from at least one other employee can be simply visual or where that person is working in a group with you. If you feel uncomfortable about anything you are asked to do in the workplace, you should politely decline to do that task and contact your school immediately.

Your employer will have been asked to sign a statement declaring that he/she understands the need to comply with this, and other legislation that affects workplaces, before you commence your workplace learning program.

**Remember these points:**

- You have the right to feel safe and secure within the workplace
- You have the right to refuse to undertake tasks that involve one-on-one contact with employees or clients, particularly if this is to be done in confined spaces.
- If you feel that you are being harassed or in any way abused in the workplace you must immediately report the matter to your school coordinator.
- Make sure you have your school's phone number before you commence your placement.

**Safety**

Host organisations have a “duty of care” obligation to ensure you do not work in unsafe conditions or carry out work that could endanger the health or safety of yourself or other staff members. You should be aware of the Work Health and Safety (WHS) requirements of the industry before doing your vocational placement. It is expected that your college/school will give you information about WHS legislation and workplace practices. In addition, some host organisations have a structured “induction program” which include WHS issues. If you feel you are unable to use equipment or carry out a task in a safe manner you must ask your host organisation for advice or assistance.

You must NEVER carry out a task that may be dangerous to equipment, yourself, other workers or members of the public. If you are asked to work in an unsafe environment you must contact your teacher or work placement coordinator immediately.

Remember, most workplace accidents can be prevented if you:

- Obey reasonable instruction;
- Work safely and wear protective equipment if it is needed;
- Not put other workers or the public at risk and
- Report accidents or near misses

**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, employers may want you to sign a confidentiality contract. Find out from your workplace supervisor what is considered confidential.

**Vaccinations**

Public hospitals have guidelines and policies which you will need to follow. This includes providing evidence of vaccinations before attending work experience. These guidelines are mandatory for public hospitals but are not used in all private hospitals.

**Police clearance**

Some employers may require you to obtain a police clearance, particularly if some of your tasks include handling cash or valuables. Enquiries for a police clearance may be made at any police station.

**Medical conditions**

Let your supervising teacher and workplace supervisor know if you suffer from any medical condition or disability that may affect your work performance. In some cases the host employer may wish to have a medical examination before you can start your work placement.

**Insurance**

As a student on work placement, you are covered by insurance while you are in the workplace. This means that you cannot be paid by the employer or the insurance risk reverts back to the employer. The insurance policy details a number of activities (exclusions) which are forbidden while in the workplace. Other activities require special permission include working with animals, working on water craft and working with children. Your supervising teacher will provide you with details.

## Frequently Asked Questions

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

If there is a misunderstanding during your work placement you should discuss it with your host employer or workplace supervisor first and then inform your supervising teacher. If you find it difficult to discuss the misunderstanding with the host employer or workplace supervisor, speak to your supervising teacher. Misunderstanding may include the following:

- Unsafe occupational health and safety practices;
- Inadequate supervision or learning opportunities provided in the workplace;
- Unreasonable work requests by the host employer or workplace supervisor;
- Problems regarding assessment.

### **What do I do if I need to cancel/vary my placement?**

A large amount of time and effort is spent in recruiting host employers to provide placements for students.

Host employers spend time and effort preparing for students who will be attending a work placement. Cancelling or withdrawing from a placement can potentially jeopardise future opportunities for other students.

Work placement or Work Experience may only be cancelled or varied under special circumstances. If you need to do so you must contact your supervising teacher. You will be required to put your request in writing and give this to your teacher who will negotiate with the employer.

Work placement is a mandatory part of a VET ICF course. Students who do not meet their obligations to complete 70 hours of work placement can be awarded a “nil award”.

### **What happens if I am in an accident at the workplace?**

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

- Report it to the host employer or workplace supervisor and seek medical help.
- Contact the supervising teacher as soon as possible.
- Complete an Accident Report Form and give it to the supervising teacher.
- As a volunteer worker you are covered by insurance taken out by the Catholic Schools, not by Workers’ Compensation. You should have your Medicare Number with you in case you need medical treatment.
- Keep all the relevant medical certificates and accounts for any insurance claims that may be made.

### **Do I need to consider any industrial relations issues?**

Your supervising teacher should be able to assist you with this information. While on your work placement, you should not:

- Replace a paid employee, including employees who are on paid annual leave or sick leave, or reduce the hours which a paid employee would otherwise be paid to work;
- Replace employees engaged in industrial disputes.

### **What is a Student Workplace Learning Journal?**

You will receive a workplace learning journal for use at your workplace. It is a record of skills that you have demonstrated during your workplace learning program. This information can be used to:

- Monitor your progress by the supervising teacher and the training provider;
- Contribute to advanced standing or recognition of prior learning for further training programs;
- Support your applications for employment.

It is your responsibility to maintain the workplace learning journal by recording details of activities performed on a daily basis and ensuring your workplace supervisor signs and dates skills achieved. You need to take your workplace learning journal with you every day that you are in the workplace. If you lose your workplace learning journal, inform your supervising teacher or training provider immediately.

### **Which skills do I learn in the workplace during Year 11/12 work placement?**

The skills that you will be learning in the workplace will be negotiated between your teacher and the host employer. They will form part of your vocational course and appear in your workplace learning journal. You may wish to discuss with the workplace supervisor when these skills will be covered. If you are having trouble getting the opportunity to cover the skills agreed in your work placement journal, discuss this with your workplace supervisor.

### **How are the skills I gain for Year 11/12 work placement recorded?**

Prior to the placement your teacher will give you an assessment sheet to be completed by the employer. It is your responsibility to hand it to your supervisor on the first day, collect it before you leave and ensure it is passed on to your teacher at school. The competencies recorded on this sheet will contribute to your final assessment.

### **Recognition of Prior Learning (RPL) in Year 11/12 VET Courses only**

Students who have part-time work in an industry related to their course of study may be able to claim RPL for some or all of the work placement requirements. Students should discuss this with their teacher.

### **Do I receive any feedback?**

It is important that you receive feedback on your progress from your workplace supervisor throughout the placement and not just at the end. Comments made should not be taken as personal criticism but viewed as a way to help gain the skills you require for your course. Ask your workplace supervisor to comment orally on your progress.

### **What do I do when my workplace learning program has finished?**

Your supervising teacher may conduct a debriefing session with you and other students. This session will give you the opportunity to discuss:

- The benefits and problems of your placement;
- Ideas on how to negotiate learning and assessment procedures;
- Any difficulties and the successes of your placement.

A letter of thanks should be sent to your host employer for providing you with the opportunity to use their workplace for your learning. You may also like to ask the host employer/workplace supervisor for a written reference.

## Glossary

### **Structured Workplace Learning Coordinators**

have been established to develop links between schools and employers to assist students in their transition from school to work. The SWL Manager will work with schools to ensure that quality work placements and other workplace learning programs are arranged for students in Industry Curriculum Framework Courses (ICF).

### **Host employer**

The organisation, company or business (government and non-government) which opens its workplace to students to enable them to practise skills gained with their off-the-job training provider

### **Recognition of Prior Learning (RPL)**

Refers to the skills and knowledge obtained through prior education and training, work experience and/or life experience being recognised and acknowledged. The student is given advanced standing in a particular course requiring the skills and knowledge.

### **Student**

A person enrolled in a vocational education and training course.

### **Student Workplace Learning Journal**

A record of the skills the student gains while in the workplace and reflections about this learning.

### **Training provider**

The registered training provider with whom the student is enrolled to study. This can include the school, TAFE institutions, colleges or private training providers.

### **Supervising teacher**

The training provider's employee who manages, co-ordinates and supervises students on work placement.

### **Workplace supervisor**

A staff member appointed by the host employer to induct train and supervise the student during the work placement.

## Checklist for Students

Workplace Learning Programs involve careful planning and organisation to achieve the best outcomes for everybody. Tick the boxes when you have done each of the following:

### Talked to your teacher about the:

- ☐ Purpose of your workplace learning experience.
- ☐ The placement you are interested in.
- ☐ What you expect to achieve.
- ☐ When you plan to do the placement.
- ☐ Your responsibilities with regard to the following legislation which is relevant in the workplace: WHS, Equal Employment Opportunity, Anti-Discrimination and Child Protection.

### Checked before going to the workplace learning site:

- ☐ How you get there and back.
- ☐ How long it will take to get there and get home.
- ☐ Who you report to when you arrive.

### When visiting your workplace learning site, asked about:

- ☐ Start and Finish times.
- ☐ The usual work routines, lunch and break times.
- ☐ Where you find change rooms, lunch rooms, canteens, exits, toilets.
- ☐ Special clothing or equipment requirements.
- ☐ Any safety issues you need to be aware of.
- ☐ What to do in case of an accident or emergency.

### Discussed with your teacher:

- ☐ The expectations of your supervisor.
- ☐ The appropriate clothing to wear.
- ☐ How you address and speak to people in the workplace.
- ☐ Who to contact if you have any problems.

# Student Workplace Journal

Student Name \_\_\_\_\_

School \_\_\_\_\_

Workplace \_\_\_\_\_

Dates of Workplacement \_\_\_\_\_ Total Hours Worked \_\_\_\_\_

1. List the main activities undertaken during the workplacement:

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2. What skills have you gained during this workplacement?

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3. Did you learn any *new skills* during this workplacement?

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4. Do you need additional experiences in areas relating to your course?

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5. Describe the aspects of your job that gave you the most difficulty:

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6. What would you do differently the next time you are on the job?

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## Workplace Learning Code of Conduct

This code of conduct is for you to read. Please sign it to acknowledge your acceptance and understanding of it.

### Before my workplace learning program commences, I will:

- ☐ telephone my host employer at least a week before starting my work placement/work experience to find out starting and finishing times, dress code and any other relevant information OR be interviewed by my host employer before the work placement (if requested)
- ☐ be responsible for my Student Workplace Learning Log
- ☐ familiarise myself with the *Student's/Parent's Guide to Workplace Learning*
- ☐ know the competencies that could be met during work placement (for HSC VET only) and be willing to negotiate with my host employer to achieve these.

### During my workplace learning program, I will:

- ☐ maintain a positive and enthusiastic attitude
- ☐ be courteous and respectful
- ☐ try to communicate effectively
- ☐ apply my skills and knowledge appropriately
- ☐ observe rules, regulations and instructions in the workplace
- ☐ meet the workplace dress standard
- ☐ notify my host employer and school of any absences
- ☐ endeavour to make the most of this training opportunity

*I understand that during the workplace learning program I may have access to information which is private and confidential. I agree that I will not convey to any person outside the host employer's workplace any knowledge or information of a confidential nature which is gained in the course of my workplace learning program. I understand the seriousness of any breach of this Agreement.*

**If you are unsure of any of the above, please see your teacher and read the relevant section in the *Student/Parent Guide to Workplace Learning* before signing this form.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



Catholic Education  
Commission NSW

ABN 33 266 477 369

## **WORKEXPERIENCE/PLACEMENT INSURANCE COVERS FOR NSW CATHOLIC SCHOOLS**

*Revised 18 January 2016*

This Statement provides a general overview of available insurance cover; it does not represent legal advice. For precise advice, please consult the relevant CCI or QBE Insurance Policy Documents. This advice replaces all earlier advice.

### **1. POLICIES**

For NSW Catholic diocesan schools and most congregational schools<sup>1</sup>, two separate policies provide work experience/ placement cover for students and their host employers:

- CCI School Care Personal Accident and Disability or Students' Work Experience Personal Accident Policy with Catholic Church Insurances (CCI) (or equivalent)
- Work Experience/Work Placement Public Liability Policy with QBE Insurance (Australia) Limited (effective 31 January 2016).

Under Commonwealth legislations, these policies cannot pay for any Medicare services including the Medicare gap. These services should be claimed through Medicare and or private health insurance where available. Work placement students are not eligible for coverage through workers compensation.

#### **1.1 CCI School Care [Personal Accident and Disability] Policy or Student Work Experience Personal Accident Policy**

Each school or Diocese purchases these policies or equivalent. School staff organising work placements need to confirm the nature of their particular policy with their diocesan office or school bursar and provide advice to employers / brokers. These policies cover students for personal injury sustained whilst engaged in Work Experience/Placement activities. Students are covered whilst directly travelling to and from work places.

#### **The Policies Cover:**

- a) Death by accident;
- b) Permanent disablement compensation dependent on injury of up to maximum e.g. \$750,000 or \$275,000 depending on SchoolCare policy chosen (*please refer to your policy to confirm extent of your coverage*)
- c) Non Medicare expenses - e.g. dental, counselling, emergency transport, travel expenses or lump sum payments for certain injuries such as fractures, burns and dislocations (limits apply)
- d) Damage to student's clothing or artificial aids resulting from an injury (limits apply).

<sup>1</sup> Congregational schools which do not take out employer liability cover through these policies make equivalent insurance arrangements and will provide relevant documents to host employers and brokers.

Catholic Church Insurances (CCI) advised on 24/01/2011 of an endorsement to the NSW SchoolCare Policies to allow certain students to use motor bikes as follows:

*It is hereby noted that Exclusion 2.1.6 is deleted in respect of students undertaking accredited vocational education and training (VET) courses in the HSC Primary Industries Framework for their Higher School Certificate (HSC) only.*

## **1.2 QBE (Australia) Insurance Work Experience/ Work Placement Public Liability Insurance Policy (Policy Number AN-0014866-PLB)**

Catholic Education Commission NSW (CECNSW) purchases this policy on behalf of participating Catholic Schools. For further details and documentation, including the Certificate of Currency and participants, please contact CECNSW as listed below or online at:

<http://www.cecnsw.catholic.edu.au/dbpage.php?pg=view&dbase=programs&id=37>

This policy provides indemnity for the student, the employer and participating schools involved in Work Experience/Placement activities.

### **The Policy Covers:**

- a) Indemnity for legal liability of students and employers for Personal Injury caused to a Third Party (limit \$20,000,000 any one occurrence);
- b) Indemnity for legal liability of employers for Personal Injury to students (limit \$20,000,000 any one occurrence)
- c) Indemnity for legal liability of Property Damage to an employer's property (limit \$20,000,000 for any one occurrence)
- d) Indemnity for legal liability of Errors and Omissions (E&O) **in relation to the participation by students in Certificate II in Sports (Coaching) Certificate II in Outdoor Recreation and Certificate III in Sports Fitness only** (Limit \$1,000,000 any one Occurrence and in the aggregate in respect of claims made, costs inclusive). Any E&O claim or incident which might result in a claim must be reported through CECNSW to QBE as soon as the school becomes aware of it during the current Period of Insurance, and some additional exclusions apply.

For each claim the QBE Insurance policy has set a deductible cost (i.e. excess) of \$1,000 except for E&O cover where the deductible remains at \$5000. The policy requires that CECNSW, acting for the Catholic sector of schools, will provide for the payment of any deductible cost. The CECNSW reserves the right to recover the cost of the excess from a Diocese or Congregational school.

## **2. CONDITIONS AND EXCLUSIONS**

### **2.1 Some Key Exclusions**

**The school, the student and the employer will not be insured for the following activities:**

- 2.1.1 Travel by Private and Charter Aircraft other than those providing a regular Public Transport Service (CCI provides cover as a passenger in a fully licensed commercial aircraft operated by a licensed airline over an established air route)
- 2.1.2 Travel by helicopter
- 2.1.3 Radioactivity/Nuclear material/Fuel/Ionising Radiations
- 2.1.4 Scuba/deep sea diving
- 2.1.5 Attendance at abattoirs (killing areas)
- 2.1.6 Driving any registered or unregistered motor vehicle (and engaging in motor cycling whether as driver or passenger). except as part of the BOS HSC Primary Industries Curriculum Framework (and then only when students have been appropriately instructed and supervised and the vehicle is properly maintained). *See also Section 2.4.5.*

- 2.1.7 Activities involving guns or firearms except as part of an approved and supervised Australian Defence Force activity
- 2.1.8 Watercraft exceeding 20 metres in length
- 2.1.9 Travel outside the 12 nautical mile limit at sea and undertaking construction work on structures in marine environments
- 2.1.10 Results from AIDS or HIV (direct or indirect)
- 2.1.11 Asbestos and tobacco or tobacco smoke
- 2.1.12 Activities involving service of alcohol unless the student is aged over 18, and the activity is essential to the placement and it has been agreed to by the school and TAFE NSW Institute and the student has completed the Responsible Service of Alcohol (RSA) Training Course
- 2.1.13 Sporting activities/events except as part of the Certificate II in Sports (Coaching) Certificate II in Outdoor Recreation and the Certificate III in Sports Fitness (and then only under instruction and supervision)
- 2.1.14 'High risk construction work' as defined in the NSW OHS Regulation (2001) – see 2.4.3 below: i.e. construction work involving the use of explosives; work near traffic or mobile plant; and work in and around major gas and electrical installations
- 2.1.15 Demolition work requiring more than the simple stripping of walls
- 2.1.16 Any excavation work at a depth of one metre or more; at a depth under one metre without direct supervision by a competent person; near utilities
- 2.1.17 Work on a roof or in a roof cavity
- 2.1.18 Work on caissons or coffer dams (permanent or temporary structures respectively, used to enable construction and excavation work)
- 2.1.19 Fines or penalties, and/or liquidated, punitive, aggravated, exemplary and/or multiple damages imposed by law
- 2.1.20 Occurrences as a result of the insured person being under the influence of intoxicating liquor or any narcotic or drug unless taken in accordance with the direction and prescription of a legally qualified medical practitioner
- 2.1.21 Total exclusion of claims arising from sexual and/or child molestation
- 2.1.22 Claims arising from repair, replacement or recall of products
- 2.1.23 Damage to insured premises/ property in the physical and legal control of the insured (property not belonging to the insured may be covered up to a limit of \$1,000,000 for any one occurrence)
- 2.1.24 Professional Indemnity for negligent advice given by any student (except for those in Sports Coaching, Outdoor Recreation and Fitness courses for which separate E&O cover has been negotiated)
- 2.1.25 Any consequence of war, invasion, act of foreign enemy, hostilities (whether war be declared or not), civil war, rebellion, revolution, insurrection or military or usurped power of confiscation, nationalization, requisition, destruction of or damage to property by or under the order of any government or public or local authority.

## **2.2 Activities Requiring Special Approval**

**The following activities are excluded unless specially approved for each placement. Please contact CECNSW to request approval.**

- 2.2.1 Activities involving the handling of animals, other than exempted sites and/or participation in BOS Stage 6 Primary Industries Course. For further information, refer to CEC Diocesan Directors' memo 08/14 at:  
[http://www.cecnsw.catholic.edu.au/images/0814\\_Work\\_placements\\_involving\\_animal\\_handling.pdf](http://www.cecnsw.catholic.edu.au/images/0814_Work_placements_involving_animal_handling.pdf)
- 2.2.2 Mining/Quarrying/Tunnelling;
- 2.2.3 Timber getting/Sawmilling.
- 2.2.4 Abattoirs and meat processing plants (other than killing areas)

- 2.2.5 Placements outside the territory of the Commonwealth of Australia. Overseas placements are not advised. Placements in the USA or Canada and countries subject to their jurisdiction are not permitted. Any considerations of overseas placements should take into account the federal government website [www.smarttraveller.gov.au](http://www.smarttraveller.gov.au) and also consider the insurance regulations of the proposed country. Any proposed placement must be referred to the insurer QBE through CECNSW prior to approval.

### 2.3 Scope and Conditions of Cover

**If the following requirements are not observed, available insurance may be rendered void.**

- 2.3.1 Students must be at least 14 years of age and be participating in a school approved activity/placement. Students under 15 years of age must not undertake workplace learning before 7.00am or after 6.00pm.
- 2.3.2 Cover is available throughout school holiday periods, provided the work placement is arranged and supervised by the school. Year 12 students cease to be insured by their school once they complete their last HSC examination.
- 2.3.3 Interstate placements are permitted, if arranged and supervised by the school. Placements outside the territory of the Commonwealth of Australia require special approval from the insurer, through CECNSW and are not encouraged. (See 2.2.5)
- 2.3.4 Insurance cover may be voided (lost) by serious and wilful misconduct by a student while attending a work site.
- 2.3.5 The employer must have in all cases provided appropriate and reasonable instruction and/or supervision with respect to each Work Experience/Placement student.

### 2.4 Special requirements for higher risk industries and occupations

- 2.4.1 All students proceeding to a construction workplace for work placement or work experience must hold a construction industry induction card (CIC) issued by WorkCover in accordance with Part 6.5 of the Work Health and Safety Regulation 2011. To be issued with the certificate, students must provide evidence to WorkCover from a registered provider of satisfactory completion of the National Unit of Competency CPCCOHS1001A Work Safely in the Construction Industry.
- 2.4.2 The employer and school must comply with all Department of Industrial Relations and WorkCover requirements (including reporting requirements) for Work Experience/Placement Programs and observe any prohibited activities or WorkCover regulations (including any age restrictions and requirements for safety equipment / personal protective equipment e.g. helmets and harnesses).
- 2.4.3 Prescribed or dangerous machinery must only be used in accordance with WorkCover requirements, and only then in the context of appropriate training, supervision and risk assessment. Particular care is needed to comply with the OHS requirements for scheduled work as set out in Chapter 9 of the NSW OHS Regulation (2001), to be replaced by the model code of practice *"Managing risks in construction work"* when endorsed by the Minister.
- 2.4.4 Any electric, oxy-acetylene or similar welding or cutting and allied processes must be done in full compliance with Australian Standard 1674 "Safety in Welding and Allied Processes".
- 2.4.5 Placements involving student operation of golf carts, tractors or farm vehicles such as motor bikes/ quad bikes are permitted only for students enrolled in the BOS HSC Primary Industries Framework. If the student does take part, he or she must have successfully completed a relevant formal training course or the related course competencies or have demonstrated substantial experience in the safe operation of such vehicles. The student still needs to be closely supervised.
- 2.4.6 A person undertaking work placement or work experience and over the age of 18 and working in occupations classed as "child-related employment" (e.g. placement with pre-schools, child welfare services, youth clubs etc) are required to complete a "Working with Children Check". The Working with Children Check is a prerequisite for paid and unpaid child-related work. Under Part 2, section 6 of the *Child Protection (Working With Children) Act 2012*. Child-related work is defined as work in a specific,

child-related role or face-to-face contact with children in a child-related sector. This Check is available on-line at <http://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check>

- 2.4.7 You are advised to clarify any such student placement requirements with the Catholic Commission for Employment Relations and/or your child protection "Head of Agency".

### 3. WHEN AN INCIDENT OCCURS

**Any incident which may result in a claim against the employer or the school in respect of a work experience/placement student must be immediately notified (within 7 working days) in writing to the student's school. The school then notifies CEC, NSW either directly or through the school's Diocesan Office. Suspected spinal injuries must be notified to CECNSW within 24 hours.**

- The Insurer must have full conduct and control of the claim against the employer and or the school. The employer and the school must fully co-operate with the Insurer in the conduct of any such action.
- When an incident occurs no undertaking or promise of settlement/payment may be made, since compensation decisions are a matter for assessment by the insurance company(ies). It may be possible in certain circumstances to make an apology but advice must first be obtained from the insurer through CECNSW.

CECNSW CONTACT: Gerard Delany, State Coordinator, Vocational Education, CECNSW: PO Box 20768, World Square NSW 2002 Telephone: (02) 9287 1549 Fax: 9264 6308 Mobile: 0412 151 953

1 July 2015

Reference: TMF 081 1516

Department of Education,

**CERTIFICATE OF CURRENCY – NSW TREASURY MANAGED FUND**

The NSW Self Insurance Corporation was established by the *NSW Self Insurance Corporation Act 2004*. The main function of SICorp is the administration of the Treasury Managed Fund (TMF), which provides cover for all asset and liability exposures (other than compulsory third party insurance) faced by general government sector budget dependent agencies and participating non budget dependent public sector agencies.

This certificate of currency confirms that from 1/07/2015 to 30/06/2016 Department of Education is a member of the TMF which provides broad protection for all assets and liability exposures in accordance with the TMF Statement of Cover. Department of Education, its employees and volunteers are fully covered for their legal liability to any third party arising out of their operations, worldwide.

Cover includes, but is not limited to:

- Legal liability inclusive of;
  - Public Liability for an amount of \$20 Million
  - Professional Indemnity for an amount of \$20 Million
  - Directors & Officers for an amount of \$20 Million and
  - Product Liability for an amount of \$20 MillionIdentifier No: MF100001
- Personal Accident coverage for Voluntary Workers whilst actively engaged in voluntary work for Department of Education. Also, NSW public school students while engaged in approved educational work experience programs.  
Identifier No: MF100003
- Comprehensive Motor Vehicle coverage in respect of vehicles owned or leased by Department of Education  
Identifier No: MF100660
- Property coverage (including plate glass) on a full replacement (new for old) basis, including consequential loss, worldwide, for loss and/or damage to all real and personal property either owned by, or the responsibility of Department of Education  
Identifier No: MF100661

Inception Date: 30/06/1989

**NOTE: 1:** GIO hereby agrees that should such coverage be cancelled or withdrawn for any reason, 30 days notice will be provided.

Yours faithfully,



Frank Farhart  
Client Services Manager and Reinsurance Specialist  
**NSW TREASURY MANAGED FUND**  
Phone No: (02) 8121 3683  
Email: [Frank.Farhart@suncorp.com.au](mailto:Frank.Farhart@suncorp.com.au)



Macquarie Darling Work Placement inc. trading as  
**Western Student Connections**

## APPENDIX H

### 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