Macquarie Darling Work Placement Inc.

trading as

Western Student Connections

Work Placement School Information Pack 2014

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

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

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

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

MISSION STATEMENT

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

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

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

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

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

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

To increase effective employer participation in Work Placement Service Provider vocational education programmes and activities.

To support eligible IYCP program Aboriginal students who are engaged in School Based Traineeships and Apprenticeships, by providing mentoring support and aspirational activities.
Western Student Connections  
Work Placement  
Information Package 2014  

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WORK PLACEMENT REQUIREMENTS & COORDINATION

Western Student Connections (WSC) is contracted by the NSW Department of Education & Communities, on behalf of the three education sectors, for the supply of coordination services for Mandatory Higher School Certificate Vocational Education and Training Work Placements for 2014 and beyond. We are the sole provider of Work Placement Coordination in Western NSW.

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

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

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

Service Region 19 – Central Tablelands – Lachlan

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

Baradine Central School  
Binnaway Central School  
Coolah Central School  
Coonabarabran High School  
Coonamble High School  
Dunedoo Central School  
Gilgandra High School  
Gulargambone Central School  
Gulgong High School  
Kandos High School  
Mendooran Central School  
Mudgee High School  
St Matthews Catholic School Mudgee  
TAFE NSW Western Institute  
TAFE NSW New England Institute

Service Region 21: Upper Darling

Bourke High School  
Brewarrina Central School  
Central West Trade College  
Cobar High School  
Dubbo Christian School  
Dubbo College Delroy Campus  
Dubbo College Senior Campus  
Dubbo College South Campus  
Dubbo School of Distance Education  
Goodooga Central School  
Lightning Ridge Central School  
Macquarie Anglican Grammar School  
Mian School  
Narromine High School  
Nyngan High School  
Peak Hill Central School  
St Johns College Dubbo  
St Mary’s Catholic School Wellington  
Tottenham Central School  
Trangie Central School  
Trundle Central School  
Tullamore Central School  
Walgett High School  
Warren Central School  
Wellington High School  
Yeoval Central School  
TAFE NSW Western Institute  
TAFE NSW New England Institute

Service Region 22: Far West

Balranald Distance Education Centre  
Broken Hill High School  
Coomealla High School  
Ivanhoe Central School  
Menindee Central School  
Wilcannia Central School  
Willyama High School  
TAFE NSW Western Institute

Industry Curriculum Frameworks:

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

Work Placement Requirements:

- 120 hour course (2 units X 1 year): 35 hours  
- 240 hour course (2 units X 2 years or 4 units X 1 year): 70 hours  
- 60 hour specialisation: 14 hours  
- 120 hour specialisation: 35 hours additional  
- 180 hour specialisation: 49 hours additional  
- 240 hour specialisation: 70 hours additional
## Work Placement Coordinators and their Schools

### Bronson Poucher – Bathurst Office

<table>
<thead>
<tr>
<th>School/College</th>
<th>School/College</th>
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<tbody>
<tr>
<td>All Saints’ College Bathurst</td>
<td>Oberon High School</td>
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<tr>
<td>Carenne School</td>
<td>Portland Central School</td>
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<tr>
<td>Denison College Bathurst High Campus</td>
<td>St Joseph's Catholic School Oberon</td>
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<tr>
<td>Denison College Kelso High Campus</td>
<td>St Stanislaus College</td>
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<tr>
<td>Holman Place School</td>
<td>TAFE - Bathurst Campus</td>
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<tr>
<td>La Salle Academy Lithgow</td>
<td>TAFE - Lithgow Campus (All Saints’)</td>
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<tr>
<td>MacKillop College</td>
<td>The Scots School</td>
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</table>

### Kris Rybak – Bathurst Office

<table>
<thead>
<tr>
<th>School/College</th>
<th>School/College</th>
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<tbody>
<tr>
<td>Anson Street School</td>
<td>Orange Christian School</td>
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<tr>
<td>Blayney High School</td>
<td>Orange High School</td>
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<tr>
<td>Canowindra High School</td>
<td>Red Bend Catholic College</td>
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<tr>
<td>Cowra High School</td>
<td>Summer Hill School</td>
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<tr>
<td>James Sheahan Catholic High School</td>
<td>TAFE - Orange Campus</td>
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<tr>
<td>Kinross Wolaroi School</td>
<td>TAFE Cowra Campus (Cowra HS)</td>
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<tr>
<td>Molong Central School</td>
<td>The Canobolas Rural Technology High</td>
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<td></td>
<td>School</td>
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</table>

### Helen Sims – Broken Hill Office

<table>
<thead>
<tr>
<th>School/College</th>
<th>School/College</th>
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<tbody>
<tr>
<td>Broken Hill High School</td>
<td>TAFE - Broken Hill Campus</td>
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<tr>
<td>Ivanhoe Central School</td>
<td>Wilcannia Central School</td>
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<tr>
<td>Menindee Central School</td>
<td>Willyama High School</td>
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</table>

### Karen Dyball – Dubbo Office

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<thead>
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<tbody>
<tr>
<td>All Courses</td>
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<tr>
<td>Coolah Central School</td>
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<tr>
<td>Dunedoo Central School</td>
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<tr>
<td>Forbes High School</td>
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<tr>
<td>Gulgong High School</td>
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<td>Kandos High School</td>
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<tr>
<td>Mendooran Central School</td>
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<tr>
<td>Mudgee High School</td>
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<tr>
<td>Parkes High School</td>
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<tr>
<td>St Matthews Catholic School Mudgee</td>
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<tr>
<td>TAFE – Dunedoo Campus</td>
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<td>TAFE – Forbes Campus</td>
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<td>TAFE – Mudgee Campus</td>
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<td>TAFE – Parkes Campus</td>
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**Only:** Hospitality, Entertainment, Business Services, Information Technology, Retail Services & Primary Industries

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<tr>
<th>School/College</th>
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<tbody>
<tr>
<td>Dubbo College Delroy Campus</td>
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<td>Dubbo College Senior Campus</td>
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<tr>
<td>Dubbo College South Campus</td>
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<td>Peak Hill Central School</td>
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<td>St Johns College</td>
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<td>Tottenham Central School</td>
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<td>Trangie Central School</td>
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<td>Trundle Central School</td>
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<td>Tullamore Central School</td>
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<td>Tullibigeal Central School</td>
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<tr>
<td>Yeoval Central School</td>
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</tbody>
</table>
Kim Sunderland – Dubbo Office

All Courses
Baradine Central School
Binnaway Central School
Bourke High School
Brewarrina Central School
Central West Trade College
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
Goodeoga Central School
Gulargambone Central School
Lightning Ridge Central School
Lincoln School
Lithgow High School
Macquarie Anglican Grammar School
Mian School
Narromine High School
Nyngan High School
Quandialla Central School
St Mary’s Catholic School Wellington
TAFE - Bourke/Brewarrina/Gilgandra/ Goodeoga/Lightning Ridge/Nyngan/Walgett /Wellington /Warren Campuses
TAFE - Coonabarabran Campus
TAFE - Coonamble Campus
TAFE – Cowra Campus (Grenfell)
TAFE - Dubbo Campus
TAFE – Lithgow Campus (Lithgow HS)
The Henry Lawson High School
Walgett High School
Warren Central School
Wellington Christian School
Wellington High School

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
Yeooval Central School
WORK PLACEMENT COORDINATION PROCESS 2014

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

Form 1: VET / TVET Work Placement Schedule Request
- Online registration or (Form 2: Student Registration Form)
- Form 3: SWL Placement Request Form

- Student Placement Record
- Student Placement Brief
- Emergency Contact Card
- Student Evaluation Report
- Work Placement Record of Attendance
- Letter to Employer
- Workplace Supervisor’s Evaluation Report
- Work Placement Record of Attendance
- Suggested activities sheet
**Western Student Connections Work Placement Coordination: General Process 2014**

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

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

**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.
WESTERN STUDENT CONNECTIONS WEBSITE

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

PAGES

The Home Page can be found at http://www.wsc.edu.au

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. **IYCP** – Indigenous Youth Careers Pathways information
5. **Bright Future** – a campaign targeting employers
7. **Pathway Connect** – our student registration portal
8. **Workshops and Training** – WSC runs a NSW Institute of Teachers accredited workshop on Preparing Students for Work Placement
9. **Downloads** – all documents, forms etc available for download
10. **Top Websites** – links to websites about Work Placement, VET and SBATs
11. **Contact Us** – a list of each Work Placement Coordinator’s school and their contact details
12. **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.
ONLINE STUDENT REGISTRATION FOR VET WORK PLACEMENT

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

[www.pathwaysconnect.com/wsc](http://www.pathwaysconnect.com/wsc)

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

If you do not have any particular information (ie Medicare Number), enter zeros and your teacher will add it later.

Once students have registered, your school/TAFE teacher can confirm registration details.

SCHOOLS MUST CONFIRM STUDENT REGISTRATIONS

To do this:

[www.pathwaysconnect.com/wsc](http://www.pathwaysconnect.com/wsc)

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

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

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

*Please note: WSC will use the employer preferences on the Placement Request Form NOT those submitted in the online registration process.*
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 they are able to login to.

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

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.*

Students go to [http://go2workplacement.com/](http://go2workplacement.com/)

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

[www.wsc.edu.au](http://www.wsc.edu.au)
### 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.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>What Is It and What You Need to Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided by Western Student Connections</td>
<td></td>
</tr>
<tr>
<td>☐ What Students Need to Know – this document</td>
<td>Use this checklist to ensure you have all necessary paperwork for your organised placement.</td>
</tr>
<tr>
<td>☐ Student Workplace Information and Checklist</td>
<td>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.</td>
</tr>
<tr>
<td>☐ Student Placement Details Brief</td>
<td>Gives you all the information about your work placement. You MUST phone the ‘Employer Contact’ listed, 2 weeks prior to work placement. You MUST comply with the Dress Requirements, Attendance Details and Placement Comments also listed.</td>
</tr>
<tr>
<td>☐ Student Placement Record – SPR (4 pages)</td>
<td>All sections of this form MUST BE COMPLETED AND SIGNED BEFORE YOU START YOUR WORK PLACEMENT otherwise you are unable to start as you will not be insured. Your Principal / teacher will be the last person to sign (or TAFE teacher if you doing the subject at TAFE). Original to be held by the school. A copy must be given to the employer, yourself (student) and your parent/carer.</td>
</tr>
<tr>
<td>☐ Student Evaluation Form</td>
<td>These need to be filled out and returned to your teacher after completion of your Work Placement.</td>
</tr>
<tr>
<td>☐ Additional Information for Parent</td>
<td>This document has information about insurance, the SPR, Work Health &amp; Safety and Child Protection</td>
</tr>
<tr>
<td>Provided by your school or TAFE campus</td>
<td></td>
</tr>
<tr>
<td>☐ Emergency Contact Card</td>
<td>This is to be issued by your school/TAFE. You must complete all details prior to your work placement and carry this card with you at all times during the placement.</td>
</tr>
<tr>
<td>☐ Work Placement Journal</td>
<td>This is to be issued by your school/TAFE. This allows you to document what you do on your work placement and gives you evidence of completion.</td>
</tr>
<tr>
<td>☐ Workplace Learning Guide for Parents and Carers (booklet)</td>
<td>An important booklet with detailed information regarding work placement for you and your parent/carer. If you are new to the work placement program we advise you to read this booklet as it will answer most of your questions.</td>
</tr>
</tbody>
</table>

**Other Important Information you need to know about:**

| ☐ Prohibited Activities List – in the “Guide” | 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 AS SOON AS POSSIBLE.
Please take the time to peruse this information pack. It contains important information and paperwork that you will need for hosting a work placement student. We have listed the contents below:

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

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

We hope you have a rewarding and productive week with the student and we thank you for your participation in this important school to work transition program.
SECTION 10

STUDENT PLACEMENT RECORDS (SPR)

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

10a Student Placement Record for School Delivered VET Courses
   • School responsibility

10b Student Placement Record for TAFE Delivered TVET Courses
   • TAFE responsibility

10c 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.

Student Placement Record for Private and Community RTOs
   • Not supplied in this Information Pack

10d Prohibited Activities Information
### Section 1: Details of student and workplace learning program

<table>
<thead>
<tr>
<th>Student's name</th>
<th>Year (e.g. 10)</th>
<th>Date of birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>School program is</td>
<td>Work experience</td>
<td>HSC VET work placement</td>
</tr>
<tr>
<td>Related Course/Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start date</td>
<td>Finish date</td>
<td>Total number of days</td>
</tr>
<tr>
<td>Circle where relevant:</td>
<td>Block release</td>
<td>Individual placement</td>
</tr>
<tr>
<td>Details for 3 or 4 above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Details below (or attached) of any medical condition, allergy, medication, disability or factors which the school or employer should know:

---

Student's Mobile No. | Medicare No. |
---|---|

Tick if the placement includes out of normal business hours, ie...

Name of student's emergency contact out of normal business hours

(Parent/carer/other)

Home phone | Mobile | Work phone if relevant
---|---|---

- I have participated in pre-placement activities to optimise my safety and achievement during my workplace learning opportunity and I am aware of my rights and responsibilities and emergency contact arrangements if needed.
- I will perform my duties during the placement to the best of my ability; support occupational health and safety in the host workplace and comply with all reasonable directions of the host employer and their employees.
- I will inform both the host employer and the teacher in charge as soon as possible if I am unable to attend the workplace and will inform my supervisor promptly of any injury, accident or incident that may occur.
- If I have access during the placement to information which is private and confidential, I will not convey to any person outside the host employer’s workplace knowledge or information of this kind.
- I am aware of the contents of the relevant Privacy Notice on page 3.

---

Student’s signature | Date
---|---

### Section 2: School details

Name of school | Website
---|---

Address

Fax | Email | School’s telephone contact details
---|---|---

The school undertakes to ensure that:

- the student is prepared for the workplace by the school 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*. 
Section 3: Host employer details (This first section may be completed by the student)

Name of organisation or trading name __________________________________________________________________________________________

Address ________________________________________________________________________________________ Postcode ________________

Contact person ________________________________________________________ Position ____________________________________________

Telephone ________________________________ Fax __________________________________ Mobile __________________________________

Email ________________________________________________ Website______________________________________________________________

Location of placement (if different from above address) __________________________________________________________________________

Request is for  [ ] Work experience OR  [ ] HSC VET work placement OR  [ ] Other __________________________

To the host employer: You are kindly asked to complete all the following responses to give the school important information about the proposed placement. 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 use this as a guide for any future placements.

Overview

1. Type of industry ____________________________________________________________________________ Main activity ____________________________________________________________________________

2.  [ ] Public/Government enterprise  [ ] Private enterprise  [ ] Self-employed  [ ] Other __________________________

3. Approx. no. years in current operation ________________ Approx. no. employees at proposed worksite ________________

4. I have hosted school students for work experience or work placement in the last 12 months  [ ] Yes / [ ] No

Supervision and student hours

Name of the experienced employee who will provide on-going supervision of the student

Supervisor's name __________________________________________ Position __________________________________________

Student's starting time ______________ Finishing time ______________ Lunch Break ______________ Student's est. total hours ______________

Description of the proposed placement – in detail

Activities/duties to be undertaken by student ____________________________________________________________________________________

__________________________________________________________________________________________________________________________

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

__________________________________________________________________________________________________________________________

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?

__________________________________________________________________________________________________________________________

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

__________________________________________________________________________________________________________________________
Section 3: Host employer details (Continued)

Circle if these are available to the student:

**Essential:**
- first aid facilities  
- suitable toilet facilities  
**Other:**  
- lunch room  
- staff canteen  
- lockers  
- ________________________________

Circle 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.  
  *(The Workplace Learning Guide for Employers provides guidance)*  
  Yes / No

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

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

- 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 WH&S risks have been assessed and managed in conformity with the Work Health and Safety Act 2011 (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 *The Workplace Learning Guide for Employers*.
- 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.

______________________________  
Signature of host employer/workplace supervisor  
______________________________  
Date

Print name

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.

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. This may be the careers adviser or the student's HSC VET teacher or subject teacher.
Section 4: Parent/carer permission  (Must be completed for students aged under 18 years)

Name __________________________________________________________ Relation to student ________________________________________
Address ________________________________________________________________________________________Postcode ________________
Telephone (Home) ______________________ Work __________________________ Mobile __________________________________________
After normal business hours ______________________________________ Medicare No. __________________________________________

• I consent to my young person in Year __________________ undertaking the placement outlined on this Student Placement Record.

• I have read The Workplace Learning Guide for Parents and Carers and understand my role and responsibilities.

• I am aware of the contents of the relevant Privacy Notice on page 3.

[ ] Tick if the placement includes out of normal business hours, ie ______________________________________________________________
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 young person 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 relation to my young person is ______________________________
and they have accepted these responsibilities.

2. Years 9 -10: contact arrangements must be negotiated with the Principal by the parent or carer and student. The arrangements are
__________________________________________________________________________________________________________________________

• The student has the following disabilities, medical conditions or allergies that may affect their safety during the placement.
__________________________________________________________________________________________________________________________

____________________________________________     _________________________     _______________________________________________
Signature of parent/carer                           Date                           Years 11-12: Signature of nominated contact/date
(where relevant)

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.

• I have checked that all parts of this Student Placement Record are complete and signed as required.

• I am satisfied that the placement is suitable for this student.

• See tick box on page 3: Where the employer has asked to be contacted, the employer has / has not been contacted by phone / visit.

____________________________________________     _________________________
Signature of Principal/nominee                           Date

Print name                                                  Position in school
Section 1: Details of student and workplace learning program

Student's name______________________________________________________ Year (e.g. 11) __________ Date of birth ________________

TAFE NSW program is □ HSC VET work placement □ Other __________________________

Related Course/Activity________________________________________________________________________________________________________

Start date ________________________________ Finish date ______________________________ Total number of days ______________________

Circle where relevant: 1. Block release 2. Individual placement 3. One day per week 4. Split shifts

Details for 3 or 4 above ______________________________________________________________________________________________________

Details below (or attached) of any medical condition, allergy, medication, disability or factors which the school or employer should know:
__________________________________________________________________________________________________________________________

Student’s Mobile No.______________________________________________ Medicare No. __________________________________________

□ Tick if the placement includes out of normal business hours, ie ______________________________________________________________

Name of student’s emergency contact out of normal business hours ______________________________________________________________
(Parent/carer/other___________________________________________________________)

Home phone __________________________ Mobile __________________________ Work phone if relevant __________________________

• I have participated in pre-placement activities to optimise my safety and achievement during my workplace learning opportunity and I am aware of my rights and responsibilities and emergency contact arrangements if needed.

• I will perform my duties during the placement to the best of my ability; support occupational health and safety in the host workplace and comply with all reasonable directions of the host employer and their employees.

• I will inform both the host employer and the teacher in charge as soon as possible if I am unable to attend the workplace and will inform my supervisor promptly of any injury, accident or incident that may occur.

• If I have access during the placement to information which is private and confidential, I will not convey to any person outside the host employer’s workplace knowledge or information of this kind.

• I am aware of the contents of the relevant Privacy Notice on page 3.

Student’s signature __________________________ Date __________________________

Section 2: Details of student’s school if student is enrolled in a school

Name of school__________________________________________________________________________________________________________

Suburb/town________________________________________ Telephone________________________ Fax ______________________________

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

Signature of Principal/nominee __________________________ Date __________________________

Signature of School’s TVET Coordinator __________________________ Date __________________________
Section 3: TAFE NSW institute details

TAFE NSW institute ____________________________________________________ College/Campus ____________________________

Campus Address __________________________________________________________________________________________________________

Website ______________________________________________________________ Contact email ______________________________________

Course____________________________________________ Course Head Teacher____________________________________________________

TAFE College/Campus telephone contact details ________________________________________________________________________________

______________________________________________________________________  Fax  ________________________________________________

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

Name of organisation or trading name __________________________________________________________________________________________

Address ________________________________________________________________________________________ Postcode ________________

Contact person ________________________________________________________ Position ____________________________________________

Telephone ________________________________ Fax __________________________________ Mobile __________________________________

Email ______________________________________________________ Website ________________________________________________________

Location of placement (if different from above address) __________________________________________________________________________

Request is for   ☐  HSC VET work placement OR   ☐  Other ____________________________________________________________________

To the host employer: You are kindly asked to complete all the following responses to give TAFE NSW important information about the proposed placement. This will assist TAFE NSW to manage their duty of care to the student and your responses will help you satisfy your relevant workplace obligations. You may wish to use this as a guide for any future placements.

Overview

1. Type of industry __________________________ Main activity __________________________

2. ☐ Public/Government enterprise ☐ Private enterprise ☐ Self-employed ☐ Other __________________________

3. Approx. no. years in current operation __________________ Approx. no. employees at proposed worksite ____________________________

4. I have hosted TAFE NSW students for work experience or work placement in the last 12 months  Yes / No

Supervision and student hours

Name of the experienced employee who will provide on-going supervision of the student

Supervisor’s name __________________________ Position __________________________

Student’s starting time __________ Finishing time __________ Lunch Break __________ Student’s est. total hours __________

Description of the proposed placement – in detail

Activities/duties to be undertaken by student ____________________________________________

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 ____________________________________________
## Section 4: Host employer details (Continued)

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?

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

Circle if these are available to the student:

**Essential:** first aid facilities, suitable toilet facilities

**Other:** lunch room, staff canteen, lockers, __________________________

Circle 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. (The Workplace Learning Guide for Employers provides guidance): Yes / No

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

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

- 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 WH&S risks have been assessed and managed in conformity with the Work Health and Safety Act 2011 (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 TAFE NSW college/campus 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 the Workplace Learning Guide for Employers.
- 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.
- I am aware of the contents of the Privacy Notice.

Signature of host employer/workplace supervisor __________________________ Date __________________________ Print name __________________________

---

### 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 student enrolled in TAFE NSW. 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 responsible 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 TAFE NSW college/campus. This may be the student’s HSC VET teacher or subject teacher.
Section 5: Parent/carer permission  *(To be completed for students aged under 18 years)*

Name __________________________________________________________ Relation to student ________________________________________________

Address ________________________________________________________________________________________ Postcode ________________

Telephone (Home) ______________________ Work __________________________ Mobile __________________________________________

After normal business hours ______________________________________ Medicare No. __________________________________________

• I consent to my young person in Year __________________ undertaking the placement outlined on this Student Placement Record.

• I have read the Workplace Learning Guide for Parents and Carers to understand my role and responsibilities.

• I am aware of the contents of the relevant Privacy Notice on page 3.

• Years 11–12 where relevant: I agree to make myself available as a contact for my young person 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 relation to my young person is ______________________________ and they have accepted these responsibilities.

• The student has the following disabilities, medical conditions and allergies that may affect their safety during the placement.

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

____________________________________________     _________________________     _______________________________________________

Signature of parent/carer                   Date               Years 11-12: Signature of nominated contact/date

(where relevant)

Section 6: TAFE NSW institute approval of the placement

• The placement is supported according to the Workplace Learning Policy and Associated Documents and Forms of the NSW Department of Education and Communities. This includes the provision of the Workplace Learning Guide for Employers to the host employer and the Workplace Learning Guide for Parents and Carers to the parent/carer.

• The student has been prepared by the TAFE NSW institute to optimise the student's safety and achievement during the placement.

• I have checked that all parts of this Student Placement Record are complete and signed as required.

• I am satisfied that the placement is suitable for this student.

• See tick box on page 3: Where the employer has asked to be contacted, the employer has / has not been contacted by phone / visit.

__________________________________________________________             ______________________________________________________

Signature of TAFE NSW College/Campus Manager or delegate                  Date

____________________________________________________________________________________________________________________________________

Print name                                                              Title
Student Placement Record
Using current employment for HSC VET work placement

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

Manager or delegate of institution delivering the course _______________________________________________________________________

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

Manager or delegate of institution delivering the course _______________________________________________________________________

Signature of Principal/nominee or TAFE NSW College/Campus Manager or delegate of institution delivering the course ___________________________ Print name ___________________________ Date _______________
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.
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
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

<table>
<thead>
<tr>
<th>Student’s position/s in enterprise</th>
<th>Date undertaken</th>
<th>Name of supervisor</th>
<th>Signature of supervisor/employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of duties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tasks performed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills practised</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry attitudes developed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Print name

Student’s VET teacher

HSC VET Student Placement Record Version 2, 2012
VOCATIONAL EDUCATION IN SCHOOLS DIRECTORATE

What activities for students in workplace learning programs are either prohibited or need special consideration given to addressing risks?

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.

Such activities include:

- use of machinery or equipment which may be dangerous for new or young workers to operate is prohibited. A student may operate machinery or equipment provided each of the following occurs:
  - the activity is first risk-assessed as suitable and safe for student operation by the host employer
  - the student has been given appropriate information, instruction and training and a checklist for 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
- 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 or involving the use of explosives or work in and around gas and electrical installations; near traffic or mobile plant, or demolition work other than simple stripping of walls etc.
- any excavation work at a depth of one metre or more, at a depth under one metre without direct supervision by a competent person, or near utilities is prohibited
- work on permanent or temporary structures used to enable construction work in marine environments is prohibited
- working on a roof 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

Activities that are Prohibited or Need Special Consideration Version 1, October 2012
• 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 (e.g., a driver’s licence), permit or certificate of competence can only be approved where:
  ▪ 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.

Note: Students cannot be expected to drive their own vehicles while undertaking activities on behalf of the host employer.

• No students are to drive any old or unregistered vehicles commonly known as “bush bashers”.

• any work of a sexual or explicit nature is prohibited.

**Placements involving the driving of golf carts, tractors or similar farm vehicles**

Placements involving the student operation of golf carts, tractors or farm vehicles such as quad bikes 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 a relevant formal training course or related course competencies or have demonstrated substantial experience in the safe operation of these vehicles. **The student still needs to be closely supervised.**

Students with little or no experience must not operate these vehicles unless the school or relevant TAFE is satisfied that the host employer can satisfactorily manage the activity for the student and can provide appropriate quality training and on-going close supervision. This must occur prior to approval of the placement.

**Placements in meat processing plants**

Placements in meat processing plants are subject to mandatory requirements. The information package developed with industry to support school student workplace learning in meat processing plants is available at: [https://www.det.nsw.edu.au/vetinschools/worklearn/meat.html](https://www.det.nsw.edu.au/vetinschools/worklearn/meat.html)

**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 WorkCover NSW general construction induction training card (“white card”). 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 and in some cases from the Work Placement Service Provider.

*Can students who drive their own vehicle to work, use their own vehicle during the work placement?*

No. Students cannot be expected to drive their own vehicles whilst undertaking activities on behalf of the host employer. They also cannot be expected to drive the employer’s vehicles nor the client’s vehicles whilst on work placement. Any driving of vehicles is expected to be rare, and must be detailed on the Student Placement Record prior to placement approval.
APPENDIX A

FORMS

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

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

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

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

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

<table>
<thead>
<tr>
<th>Please tick</th>
<th>Year: 9,10,11,12</th>
<th>No: approx. number of students in class</th>
<th>VET / TVET Course name</th>
<th>Year</th>
<th>No.</th>
<th>Teacher</th>
<th>Preference 1</th>
<th>Preference 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y</td>
<td></td>
<td>VET</td>
<td></td>
<td></td>
<td></td>
<td>Term</td>
<td>Week</td>
</tr>
<tr>
<td>✓</td>
<td>Hospitality</td>
<td>12</td>
<td>Ms Teacher</td>
<td>18</td>
<td></td>
<td></td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

**EXAMPLE**

"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
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.

**FORM 2: STUDENT REGISTRATION FOR VET WORK PLACEMENT**

**STUDENT DETAILS**

| Surname: | Given Names: |
|----------|
|          |

<table>
<thead>
<tr>
<th>Town:</th>
<th>Postcode:</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Home Phone:</th>
<th>Mobile:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Email Address:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Medicare Number:</th>
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<tbody>
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</tbody>
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**PARENT / GUARDIAN DETAILS**

<table>
<thead>
<tr>
<th>Parent/Guardian Name:</th>
<th>Contact Phone:</th>
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<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship to Student:</th>
<th>Mobile:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EMERGENCY CONTACT**

<table>
<thead>
<tr>
<th>Emergency Contact Name:</th>
<th>Contact Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**OTHER INFORMATION**

<table>
<thead>
<tr>
<th>School attending:</th>
<th>Year level:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aboriginal/Torres Strait Islander?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-English Speaking Background?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you have a disability or any special needs?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If yes, please provide details:

<table>
<thead>
<tr>
<th>Please list VET Course/s Studied</th>
<th>Teacher</th>
<th>If studied at TAFE, which campus?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Do you have a medical condition an employer should be aware of? | Yes | No

*If Yes, please complete medical details on next page*

**Declaration:**

I declare that the information that I have provided is accurate. I am aware that the information provided by students and teachers is used solely for the purpose of coordinating structured work placement, it will be stored securely and will only be disclosed for the purpose for which it is collected.

Signature of student

Date

Phone: 02 6885 6144
Fax: 02 6885 6199
Email: reception@wsc.edu.au

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

STUDENT MEDICAL DETAILS

Student Name:

Doctor’s Name:

Doctor’s Phone:

Details/ information of medical condition (please list any special requirements the employer may need to be aware of)

OPTIONAL TEACHER SECTION

Please rate this student against the skills checklist below ticking the appropriate box. RTOs may need to liaise with the school VET Coordinator to assist with completion. If the student has any ‘special needs’, please provide this information in the section underneath.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Poor</th>
<th>Avg</th>
<th>Good</th>
<th>Exc</th>
<th>Skill</th>
<th>Poor</th>
<th>Avg</th>
<th>Good</th>
<th>Exc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude to VET Course</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Conduct</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Personal Presentation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Initiative Displayed</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Reliability</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Attention to Safety</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Team work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

Special Needs / General Comments:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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

"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."
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.

<table>
<thead>
<tr>
<th>School:</th>
<th>VET Subject:</th>
<th>Year Level:</th>
<th>Placement Date:</th>
</tr>
</thead>
</table>

**FORM 3: SWL Student Placement Request**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Registration Completed (Form 2 / online)</th>
<th>Placement Request 1</th>
<th>Placement Request 2</th>
<th>Placement Request 3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

*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
**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

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

---

**EMPLOYER DETAILS**

<table>
<thead>
<tr>
<th>Name of Business:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr/Mrs/Miss/Ms Given Name:</td>
<td>Surname:</td>
</tr>
<tr>
<td>Position Title:</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
</tbody>
</table>

**SUPERVISOR DETAILS**

[ ] As Above

<table>
<thead>
<tr>
<th>Mr/Mrs/Miss/Ms Given Name:</th>
<th>Surname:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Title:</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td>Fax:</td>
</tr>
</tbody>
</table>

**BUSINESS LOCATION ADDRESS**

<table>
<thead>
<tr>
<th>Address:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburb: State:</td>
<td>Postcode:</td>
</tr>
</tbody>
</table>

**BUSINESS POSTAL ADDRESS**

[ ] As Above

<table>
<thead>
<tr>
<th>Address:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suburb: State:</td>
<td>Postcode:</td>
</tr>
</tbody>
</table>

**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? |

---

“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.”
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:

<table>
<thead>
<tr>
<th>Essential:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ First Aid facilities</td>
<td>☐ Lunch Room</td>
</tr>
<tr>
<td>☐ Suitable toilet facilities</td>
<td>☐ Staff Canteen</td>
</tr>
<tr>
<td>☐ Other</td>
<td></td>
</tr>
<tr>
<td>☐ Lockers</td>
<td></td>
</tr>
</tbody>
</table>

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.
- SI 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

*“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.”*
"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."
APPENDIX B

EMPLOYER DOCUMENTS

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

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

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

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

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

Details of the placement are below.

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

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

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

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

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

Regards,

«Placement_Coord_FN» «Placement_Coord_LN»
«Placement_Coord_Phone»

Western Student Connections
Shaping young careers
# Work Placement Student

**Name:**

__________________________________________

**School:**

__________________________________________

## SAFETY AND EMERGENCY PROCEDURES

### STUDENT CONTACT CARD

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
<th>Parent/Carer Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Number</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

### 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

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

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

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

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

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

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

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

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

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

**Comments:**
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

**General Comments**

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

WSC SWL Employer Information - Emergency Contact Information Updated November 2013
**WORK PLACEMENT DOCUMENTS – RECORD OF ATTENDANCE**

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

<table>
<thead>
<tr>
<th>Student</th>
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<tbody>
<tr>
<td>School/TAFE</td>
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<tr>
<td>Year and Course</td>
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<tr>
<td>Work Placement Dates</td>
<td></td>
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<tr>
<td>Employer Name</td>
<td></td>
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<tr>
<td>Supervisor Name</td>
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<thead>
<tr>
<th>DATES</th>
<th>START TIME</th>
<th>FINISH TIME</th>
<th>HOURS WORKED (less breaks)</th>
<th>SUPERVISOR’S SIGNATURE</th>
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**TOTAL HOURS WORKED**

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

<p>| | |</p>
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Additional Information for Employers to Support their Hosting of a Student in the Workplace


**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.

**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 new legislation on Work, Health and Safety impact on hosting a student in an approved workplace learning program?** (p.8)

New work health and safety laws replaced the occupational health and safety (OHS) laws in NSW on 1 January 2012.

The major relevant change that has taken place is that under the new Act (the Work Health and Safety Act) the definition of “worker” includes “a student gaining work experience”.

Under the new 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 placements or undertaking work experience have these obligations.

**Is there an increased risk and liability to host businesses under the new legislation concerning students on work placements or gaining work experience? (p.8)**

NO. Employers were obligated to ensure the safety of students under the previous legislation so under the new legislation there is no increase in the risk or liability for host employers.

**What activities for students in workplace learning programs are either prohibited or need special consideration given to addressing risks? (p.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.

**Such activities include:**

- use of machinery or equipment which may be dangerous for new or young workers to operate is prohibited. A student may operate machinery or equipment provided each of the following occurs:
  - the activity is first risk-assessed as suitable and safe for student operation by the host employer
  - the student has been 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

- 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 or involving the use of explosives or work in and around gas and electrical installations; near traffic or mobile plant, or demolition work other than simple stripping of walls etc.

- any excavation work at a depth of one metre or more, at a depth under one metre without direct supervision by a competent person, or near utilities is prohibited

- work on permanent or temporary structures used to enable construction work in marine environments is prohibited

- working on a roof 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 can only be approved where:
  - 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.

Note: students cannot be expected to drive their own vehicles while undertaking activities on behalf of the host employer.
• no students are to drive any old or unregistered vehicles commonly known as “bush bashers”
• Any work of a sexual or explicit nature is prohibited.

Placements involving the driving of golf carts, tractors or similar farm vehicles (p.9)
Placements involving the student operation of golf carts, tractors or farm vehicles such as quad bikes 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 a relevant formal training course or related course competencies or have demonstrated substantial experience in the safe operation of these vehicles. The student still needs to be closely supervised.

Students with little or no experience must not operate these vehicles unless the school or relevant TAFE is satisfied that the host employer can satisfactorily manage the activity for the student and can provide appropriate quality training and on-going close supervision. This must occur prior to approval of the placement.

Placements in meat processing plants (p.9)
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 in the construction industry (p.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 WorkCover NSW Construction Induction Card (‘white card”). 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 and in some cases from the Work Placement Service Provider.

Can I direct students who drive their own vehicle to work, to use their own vehicle during the work placement? (p.9)
NO. Students cannot be expected to drive their own vehicles whilst undertaking activities on behalf of the host employer. They also cannot be expected to drive the employer’s vehicles nor the client’s vehicles whilst on work placement. Any driving of vehicles is expected to be rare, and must be detailed on the Student Placement Record prior to placement approval.

Where can I get further information on providing a safe workplace for students on approved workplace learning programs? (p.8)
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. Further information can be found at:

Who can I contact to discuss aspects of hosting a student in workplace learning? (p.11)
For HSC VET placements, contact your Work Placement Service provider as they have the expertise and resources to support you in this work. For work experience students, contact the student’s school personnel. This may be the Careers Adviser or Year 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 Senior Coordinator Workplace Learning at State office on 02 9244 5252.
APPENDIX C

STUDENT DOCUMENTS

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 2012.*
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:
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 workmates
- 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?

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

HAVE YOU?  

| Contacted the workplace prior to your work placement | Yes | No |
| 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

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

Do you have any comments about your work placement?

---

**Completed by:**

Name: ___________________________ Date: ____________________

---

PLEASE COMPLETE AND RETURN TO YOUR TEACHER

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

**Western Student Connections** PO Box 1033, Dubbo NSW 2830

Phone: 02 6885 6144 Fax: 02 6885 6199 Email: reception@wsc.edu.au
Additional Information for Parents Supporting their Child in Workplace Learning


The page numbers relate to pages in the Workplace Learning Guide for Parents and Carers.

Is work experience ever allowed on week ends and in the school holidays? (p.5)
Workplace learning is an important part of the NSW secondary school curriculum and should be held where practicable within school term time. Workplace learning may be extended into the weekend with special approval from the Principal, but only if weekend work is an essential requirement of the industry. In exceptional circumstances, the Principal might approve workplace learning by individual Year 11 and Year 12 students during school holidays with the exception of the Christmas holidays.

Can my child do work experience in another State or territory? (p.5)
Most placements will be within commuting distance of home. Students may be given special approval for a placement involving accommodation away from home. This special approval depends on evidence that the educational value for the student is exceptional. It also depends on satisfactory arrangements for workplace supervision, transport, accommodation and overnight supervision. 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.

What insurance and indemnity provisions are in place for approved workplace learning programs (p.5)
The Department has specific insurance and indemnity arrangements for students injured while on approved workplace learning which also includes travelling 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.

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 provider for external placements only.

Approval is recorded on the Student Placement Record.
The private provider 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 provider that has been contracted to deliver a course for the students. They liaise regularly with private providers arranging work placement programs for their school students.

What about licences, permits and pre-training requirements for workplace learning? (p.6,7)
Students should not be doing any work requiring a permit or licence unless they already have the relevant current permit or licence and the activity is directly related to the learning outcomes of the placement. The details of the activity requiring a permit, licence or any pre-training must be included in the Student Placement Record and approved by all parties (including parents or carers) before the placement is approved and undertaken. An example of a pre training requirement is in the construction industry and the requirement to hold a ‘white card’. 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.
How are emergencies covered when my child is on work experience or work placement? (p.5)
In the rare event of an emergency there are processes in place to support your child while on a workplace learning program. Your child will carry a small Student Contact Card listing the contact details and procedures to follow in the event of an emergency. This will assist them should they sustain a serious injury or feel at risk and unable to raise the matter with their host employer. During normal business hours, the nominated emergency contact is the child’s school, TAFE or private provider. Normal business hours are the hours we generally know as around 9-5pm. This may vary an hour either side of this time and your school will inform you of the timeframe when staff are contactable for supporting your child in a workplace learning situation. Outside of these hours the parent or carer or a nominated person is to be contacted should there be an emergency with your child in the workplace. You are not required to investigate or resolve the issue in the workplace; simply remove your child from risk of harm and notify the school, TAFE or private provider as soon as possible, e.g. the next day. The school will follow up on the issue with the workplace and inform you of the outcome. The nominated person’s details must be provided on the Student Placement Record which they must sign. The contact must be an adult person and cannot be the host employer or any of their employees.

What child protection and safety in workplace measures are in place during workplace learning? (p.5)
At all times the safety of students and child protection are of the highest importance to the Department of Education and Communities. This is especially important when students are participating in workplace learning programs. Regular and effective communication with parents and carers and with host employers is an essential aspect of all workplace learning programs. The Department provides employers with The Workplace Learning Guide for Employers to support host employers provide safe and effective opportunities for students to learn in the workplace. The detailed Guide includes advice about young people and safety matters, prohibited activities and introducing students to the host workplace. The Guide also contains important information about child protection matters. Employers are required to ensure that all of their staff are aware of the special responsibilities associated with working with students as young workers. Departmental staff must respond to any reasonable suspicion that a child or young person is at risk of significant harm. They are also required to report any allegations against the employer or their employees in the area of child protection. Any conduct of a sexual nature with a student is unacceptable and will result in immediate action being taken. Any employer or Departmental staff member must notify the school Principal or responsible TAFE NSW Institute Manager of allegations against any employee in the area of child protection. The Principal or TAFE Institute Manager, in turn is required to notify the Department’s Employee Performance and Conduct Directorate which can take the matter further if appropriate. Also, serious allegations will be reported to the Department of Community Services and/or where relevant to the NSW Police.

What responsibilities will my child have in the workplace under work health and safety legislation? (p.5)
New work health and safety laws replaced the occupational health and safety (OHS) laws in NSW on 1 January 2012. The major relevant change that has taken place is that under the new Act (the Work Health and Safety Act) the definition of “worker” includes “a student gaining work experience”. Under the Work Health and Safety 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? (p.7)
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.


Who can I contact to discuss aspects of my child’s workplace learning program? (p.7)
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 regional officer responsible for workplace learning. This contact can be obtained from your child’s school.
3. The Senior Coordinator for Workplace Learning, Vocational Education in Schools Directorate (State office of the NSW Department of Education and Communities) can be contacted on (02) 9244 5252.
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.
SUGGESTED STUDENT ACTIVITIES: AUTOMOTIVE

Training Package: AUR12 Automotive Industry Retail, Service and Repair Training Package

Qualifications:
The AQF VET qualifications available in the Automotive Curriculum Framework are:
- AUR20712 Certificate II in Automotive Vocational Preparation
- AUR20512 Certificate II in Automotive Servicing Technology
- AUR30312 Certificate III in Automotive Electrical Technology (Statement of Attainment only)
- AUR30612 Certificate III in Light Vehicle Mechanical Technology (Statement of Attainment only).

Course structure:
The Automotive Curriculum Framework contains the following courses:
- Automotive (120 indicative hours)
- Automotive (240 indicative hours)
- Automotive Specialisation Study (60 or 120 indicative hours)

This course consists of:
- four mandatory focus areas (containing seven associated units of competency – students undertake four units)
- two stream focus areas:
  - Mechanical Technology (containing five associated units of competency – students undertake four units)
  - Vehicle Body (containing four associated units of competency)

- a range of elective units of competency which can be selected from the stream not already undertaken and/or the HSC elective pool
- HSC Content – for the mandatory and stream focus areas.

The Automotive Curriculum Framework **mandatory** focus areas are:
- Safety
- Sustainability
- Troubleshooting and problem-solving
- Working in the automotive industry and workplace.

The Automotive Curriculum Framework **stream** focus areas are:
- Mechanical Technology
- Vehicle Body.
### Associate mandatory units of competency for the 240-hour course

<table>
<thead>
<tr>
<th>Attempt the following units of competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
</tr>
</tbody>
</table>
| AURASA2002 Apply safe working practices in an automotive workplace | 15  
| **Sustainability** |  
| AURAEA2002 Apply environmental and sustainability best practice in an automotive workplace | 15  
| or |  
| AURAEA3003 Monitor environmental and sustainability best practice in the automotive mechanical industry | 20  
| **Troubleshooting and problem-solving** |  
| AURAF2004 Solve routine problems in an automotive workplace | 20  
| or |  
| AURATA2001 Identify basic automotive faults using troubleshooting processes | 15  
| **Working in the automotive industry and workplace** |  
| AURAF2003 Communicate effectively in an automotive workplace | 20  
| or |  
| AURAMA2001 Work effectively with others | 20  
| **Total HSC indicative hours for mandatory:** | 65 – 75  

<table>
<thead>
<tr>
<th>Associated units of competency – Mechanical Technology stream</th>
</tr>
</thead>
</table>
| **AURETR1003 Apply automotive electrical system fundamentals** | 20  
| or |  
| **AURETR2007 Demonstrate knowledge of automotive electrical circuits and wiring systems** | 20  
| **AURLTA1001 Apply automotive mechanical system fundamentals** | 15  
| **AURTTE2004 Inspect and service engines** | 25  
| **AURTTE2002 Use and maintain workplace tools and equipment** | 25  
| **Total HSC indicative hours for Mechanical Technology:** | 85  

WSC SWL Employer Information – Suggested Student Activities: Automotive Light Updated November 2013
### Table 5 Associated units of competency – Vehicle Body stream

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURETR1003 Apply automotive electrical system fundamentals</td>
<td>20</td>
</tr>
<tr>
<td>AURTTK2002 Use and maintain workplace tools and equipment</td>
<td>25</td>
</tr>
<tr>
<td>AURVTN2003 Carry out pre-repair vehicle body operations</td>
<td>20</td>
</tr>
<tr>
<td>AURVTP2006 Prepare vehicle component for paint repairs</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total HSC indicative hours for Vehicle Body:</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

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 should include degrees of independent work – instruction and supervision must still be provided for the student.

### Employability Skills

#### EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the Employability Skills as identified by the automotive retail, service and repair industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>• understanding and carrying out verbal instructions from supervisors and others&lt;br&gt;• reading and understanding workplace documents&lt;br&gt;• completing written workplace documentation, forms, logs and diaries&lt;br&gt;• sharing work-related information with other team members&lt;br&gt;• communicating with people from a range of social, cultural and ethnic backgrounds&lt;br&gt;• seeking and acting on feedback</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>• contributing positively to the work team environment&lt;br&gt;• working effectively with others in a socially diverse environment&lt;br&gt;• respecting and understanding the views of others&lt;br&gt;• giving and receiving feedback</td>
</tr>
<tr>
<td><strong>Problem solving</strong></td>
<td>• recognising a problem or potential problem with automotive component, system or equipment&lt;br&gt;• seeking information and assistance to solve problems outside own area of responsibility&lt;br&gt;• solving problems in own area of responsibility</td>
</tr>
<tr>
<td><strong>Initiative and enterprise</strong></td>
<td>• making adjustments to improve own performance&lt;br&gt;• suggesting ideas for workplace improvement to supervisors and team members&lt;br&gt;• positively adapting to changes in workplace procedures and arrangements&lt;br&gt;• taking positive action to report hazards or risk situations to supervisors</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>understanding how own job role fits into the wider workplace context</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>planning daily work tasks to work safely and manage risks according</td>
</tr>
<tr>
<td></td>
<td>to workplace procedures</td>
</tr>
<tr>
<td>Self-management</td>
<td>following workplace safety requirements and other policy and procedures</td>
</tr>
<tr>
<td></td>
<td>managing own time</td>
</tr>
<tr>
<td></td>
<td>completing known delegated tasks on time</td>
</tr>
<tr>
<td></td>
<td>completing non-routine tasks as requested</td>
</tr>
<tr>
<td></td>
<td>selecting appropriate equipment and materials</td>
</tr>
<tr>
<td></td>
<td>asking for advice and assistance</td>
</tr>
<tr>
<td>Learning</td>
<td>identifying personal strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>positively accepting opportunities to learn</td>
</tr>
<tr>
<td></td>
<td>acting on feedback to improve work performance</td>
</tr>
<tr>
<td></td>
<td>asking questions to gain information</td>
</tr>
<tr>
<td>Technology</td>
<td>appropriately setting up technological equipment</td>
</tr>
<tr>
<td></td>
<td>using workplace diagnosis technology</td>
</tr>
<tr>
<td></td>
<td>recognising and reporting faulty equipment</td>
</tr>
</tbody>
</table>
SUGGESTED STUDENT ACTIVITIES: BUSINESS SERVICES

Training Package: BSB07v7 Business Services Training Package

Qualification: BSB20112 Certificate II in Business

Course Structure:
The AQF VET qualifications available in the Business Services Curriculum Framework are:
- Certificate II in Business (BSB20112)
- Certificate III in Business (BSB30112)
- Certificate III in Business Administration (BSB30412)
- Certificate III in Business Administration (Legal) (BSB31012)
- Certificate III in Business Administration (Medical) (BSB31112).

The Business Services Curriculum Framework contains the following courses:
- Business Services (120 indicative hours)
- Business Services (240 indicative hours)
- Business Services Specialisation Study (60 or 120 or 180 indicative hours).

Compulsory units of competency for the 240-hour course
Attempt ALL of the following:

<table>
<thead>
<tr>
<th>Unit</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCM201A Communicate in the workplace</td>
<td>15</td>
</tr>
<tr>
<td>BSBCUS201B Deliver a service to customers</td>
<td>15</td>
</tr>
<tr>
<td>BSBIND201A Work effectively in a business environment</td>
<td>20</td>
</tr>
<tr>
<td>BSBINM201A Process and maintain workplace information</td>
<td>20</td>
</tr>
<tr>
<td>BSBSUS201A Participate in environmentally sustainable work practices</td>
<td>15</td>
</tr>
<tr>
<td>BSBWHS201A Contribute to health and safety of self and others</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR202A Organise and complete daily work activities</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR204A Use business technology</td>
<td>15</td>
</tr>
</tbody>
</table>

Total HSC indicative hours for compulsory units of competency 145

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.
Certificate II

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

An individual demonstrating competencies at this level would be able to:
- demonstrate basic operational knowledge in a moderate range of areas
- apply a defined range of skills
- apply known solutions to a limited range of predictable problems
- perform a range of tasks where choice between a limited range of options is required
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning.

Employability Skills for BSB20112:
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.

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry requirements for the qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>- communicating verbally with clients and colleagues</td>
</tr>
<tr>
<td></td>
<td>- drafting routine correspondence that meets the organisational standards of style, format and accuracy.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>- working in a team environment to promote team commitment and cooperation.</td>
</tr>
<tr>
<td>Problem solving</td>
<td>- choosing appropriate methods for communication and transferring information</td>
</tr>
<tr>
<td></td>
<td>- dealing with client enquiries and complaints.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>- raising occupational health and safety issues with designated personnel.</td>
</tr>
</tbody>
</table>
| 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

Training Package: CPC08 Construction, Plumbing and Services Training Package.

Qualification: CPC20208 Certificate II in Construction Pathways

Course Structure:
The AQF VET qualifications available in the Construction Curriculum Framework are:
- CPC20112 Certificate II in Construction
- CPC20211 Certificate II in Construction Pathways
- CPC30311 Certificate III in Concreting
- CPC30812 Certificate III in Roof Tiling

The Construction Curriculum Framework contains the following courses:
- Construction (120 indicative hours)
- Construction (240 indicative hours)
- Construction Specialisation Study (60 or 120 or 180 or 240 indicative hours)
- Construction School-based Apprenticeship (240 indicative hours)
- Construction School-based Apprenticeship Specialisation (60 or 120 or 180 or 240 indicative hours).

Mandatory units of competency for the 240-hour course

<table>
<thead>
<tr>
<th>Attempt ALL of the following units of competency</th>
<th>Unit specific prerequisite</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A Work effectively and sustainably in the construction industry</td>
<td>Nil</td>
<td>25</td>
</tr>
<tr>
<td>CPCCCM1013A Plan and organise work</td>
<td>Nil</td>
<td>10</td>
</tr>
<tr>
<td>CPCCCM1014A Conduct workplace communication</td>
<td>Nil</td>
<td>10</td>
</tr>
<tr>
<td>CPCCCM1015A Carry out measurements and calculations</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM2001A Read and interpret plans and specifications</td>
<td>Nil</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM2005B Use construction tools and equipment</td>
<td>CPCCOHS2001A</td>
<td>20</td>
</tr>
<tr>
<td>CPCCOHS1001A Work safely in the construction industry</td>
<td>Nil</td>
<td>10</td>
</tr>
<tr>
<td>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</td>
<td>Nil</td>
<td>15</td>
</tr>
<tr>
<td>Total mandatory HSC indicative hours</td>
<td></td>
<td>130</td>
</tr>
</tbody>
</table>

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

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

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

Employability Skills for the qualification:

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
</table>
| **Communication**   | • Communicates with clients, colleagues and others using effective and appropriate communication techniques, including:  
|                     |   – clear and direct communication  
|                     |   – active listening  
|                     |   – verbal and non-verbal language  
|                     |   – questioning to identify and confirm requirements  
|                     |   – language and concepts appropriate to cultural differences  
|                     | • Follows instructions from supervisor and others  
|                     | • Understands, interprets and applies information as required from relevant:  
|                     |   – environmental and OHS requirements, including material safety data sheets  
|                     |   – plans, drawings and specifications  
|                     |   – schedules  
|                     |   – industry-specific resources, such as Moh’s scale  
|                     |   – load tables  
|                     |   – safety signs and symbols  
|                     |   – organisational policies and procedures Understands relevant definitions, terminology, symbols, abbreviations and language  
|                     | • Records relevant information using standard workplace documentation  
|                     | • Applies measurements and calculations using appropriate equipment, formulas and records as required  
|                     | • Reports and records hazards and risks |
| **Teamwork**        | • Works as part of a team  
|                     | • Provides assistance and encouragement to other team members Initiates and encourages improvements in team performance  
|                     | • Identifies and utilises the strengths of other team members  
|                     | • Relates to people from diverse social, cultural and ethnic backgrounds and with varying physical and mental abilities  
|                     | • Participates in on-site meetings |
| **Problem-solving** | • Examines tools and equipment prior to use for damage, missing components or other defects Identifies typical faults and problems and takes remedial action and/or reports to supervisor  
<p>|                     | • Rectifies simple faults with tools and equipment Identifies methods of prevention and control for water penetration |</p>
<table>
<thead>
<tr>
<th>Initiative and enterprise</th>
<th>Planning and organising</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies opportunities to improve resource efficiency and makes suggestions as</td>
<td>• Identifies hazards and implements appropriate hazard control measures</td>
</tr>
<tr>
<td>appropriate</td>
<td>• Selects and uses appropriate materials, tools and equipment</td>
</tr>
<tr>
<td>• Responds to change and workplace challenges</td>
<td>• Determines material quantity requirements and checks for conformity to requirements</td>
</tr>
<tr>
<td>• Puts ideas into action</td>
<td>• Prioritises and sequences tasks</td>
</tr>
<tr>
<td>• Maximises use of resources by recycling, re-using or using appropriate disposal</td>
<td>• Applies time management skills to ensure work is completed to time</td>
</tr>
<tr>
<td>methods</td>
<td>requirements</td>
</tr>
</tbody>
</table>

WSC SWL Employer Information – Suggested Student Activities: Construction  Updated November 2013
SUGGESTED STUDENT ACTIVITIES: ELECTROTECHNOLOGY

Training Package: UEE11v1.3 Electrotechnology Training Package

Qualification: UEE22011 Certificate II in Electrotechnology (Career Start)

Course Structure:
The AQF VET qualifications available in the Electrotechnology Curriculum Framework are:

- Certificate II in Electrotechnology (Career Start) (UEE22011)
- Certificate II in Computer Assembly and Repair (UEE20511)
- Certificate II in Data and Voice Communications (UEE20711)
- Certificate II in Technical Support (UEE21711)
- Certificate II in Sustainable Energy (Career Start) (UEE22111)
- Certificate III in Data and Voice Communications (UEE30411) (Statement of Attainment only)
- Certificate III in Electrotechnology Electrician (UEE30811) (Statement of Attainment only)
- Certificate III in Electrical Fitting (UEE33011) (Statement of Attainment only).

The Electrotechnology Curriculum Framework contains the following courses:

- Electrotechnology (120 indicative hours)
- Electrotechnology (240 indicative hours)
- Electrotechnology Specialisation Study (60 or 120 indicative hours)

Mandatory for the 240-hour course:

<table>
<thead>
<tr>
<th>Weighting points</th>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>UEEEEE101A Apply Occupational Health and Safety regulations, codes and practices in the workplace</td>
<td>15</td>
</tr>
<tr>
<td>40</td>
<td>UEEEEE102A Fabricate, assemble and dismantle utilities industry components</td>
<td>30</td>
</tr>
<tr>
<td>Prerequisite: UEEEEE101A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>UEEEEE104A Solve problems in d.c. circuits</td>
<td>60</td>
</tr>
<tr>
<td>Prerequisite: UEEEEE101A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>UEEEEE105A Fix and secure electrotechnology equipment</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite: UEEEEE101A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>UEEEEE107A Use drawings, diagrams, schedules, standards, codes and specifications</td>
<td>25</td>
</tr>
<tr>
<td>Prerequisite: UEEEEE101A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>UEEEEE148A Carry out routine work activities in an energy sector environment</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite: UEEEEE101A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>UEEEEEK142A Apply environmentally and sustainable procedures in the energy sector</td>
<td>15</td>
</tr>
</tbody>
</table>

Total HSC indicative hours for mandatory: 175

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.
Students also do at least 80 indicative hours of electives.

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

**Employability Skills for the qualification:**

| Communication | • Collect, organise and understand information related to the work task and it’s relevant safety procedures  
|               | • Communicate ideas and information to enable confirmation of work requirement and specifications  
|               | • Co-operate 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       | • Work with others to generate and review ideas  
|               | • Work effectively as an individual and as a member of a team  
|               | • Work with others and in a team to identify work needs and review ideas against those needs  
|               | • Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities  
|               | • Contribute to a positive culture of compliance within an organisation  
|               | • Develop and maintain networks for the implementation and maintenance of industry knowledge, standards and requirements  
|               | • Provide feedback  

| Problem solving | • Apply lateral thinking ideas to generate solutions in response to work problems  
|                | • Anticipate or clarify problems to avoid interruptions to work flows and processes  
|                | • Identify, assess and prioritise work risks to maintain efficiency, quality, productivity and work place safety at all times  
|                | • Initiative and Enterprise  
|                | • Identify and comply with all requirements and standards for work in the Electrotechnology industry  
|                | • Apply enterprise best practice and quality systems  
|                | • Interact effectively with both internal and external industry stakeholders  
|                | • Initiate and follow through on the implementation of industry standards in the workplace |
### Planning and organising
- Plan and organise activities including the maintenance and layout of own worksite and obtain equipment and materials to avoid work flow interruptions or wastage
- Identify related industry compliance requirements
- Maintain relevant industry and work records
- Establish clear implementation goals and deliverables
- Collect, analyse and organise work task information
- Apply time management prioritising techniques

### Self-management
- Plan own work within given task parameters
- Set, monitor and satisfy personal work goals
- Accept responsibility for given tasks
- Apply systematic and effective time management

### Learning
- Satisfy the competency requirements for the job
- Maintain current knowledge of tools, devices, instruments, materials, work practices and systems
- Seek learning opportunities
- Take control and manage own learning
- Adopt a open approach to new ideas and techniques
- Commit to and promote a culture of continuous learning
- Set realistic learning goals for self development
- Monitor and respond to learning process achievements

### Technology
- Use workplace technology related to the particular work tasks including tools, devices, instruments and materials
- Attain and maintain required technical accreditation/authority under the industry standards
- Attain and maintain IT skills relevant to the Electrotechnology industry
- Be willing to gain knowledge and skills relevant to new and emerging technologies
SUGGESTED STUDENT ACTIVITIES: ENTERTAINMENT

Training Package: CUE03 Entertainment Training Package

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

Course Structure:
The AQF VET qualifications available in the Entertainment Industry Curriculum Framework are:
- Certificate II in Live Production, Theatre and Events (CUE20103)
- Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203)
- Certificate III in Venues and Events (Customer Service) (CUE30303)

Entertainment Industry (240 indicative hours) compulsory units of competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMM201A</td>
<td>Communicate in the workplace</td>
<td>15</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>15</td>
</tr>
<tr>
<td>CUEAUD06B</td>
<td>Apply a general knowledge of vision systems to work activities</td>
<td>10</td>
</tr>
<tr>
<td>CUECOR01C</td>
<td>Manage own work and learning</td>
<td>5</td>
</tr>
<tr>
<td>CUECOR02C</td>
<td>Work with others</td>
<td>15</td>
</tr>
<tr>
<td>CUECOR03B</td>
<td>Provide quality service to customers</td>
<td>15</td>
</tr>
<tr>
<td>CUECOR04B</td>
<td>Deal with conflict and resolve complaints</td>
<td>10</td>
</tr>
<tr>
<td>CUEIND01D</td>
<td>Source and apply entertainment industry knowledge</td>
<td>25</td>
</tr>
<tr>
<td>CUESOU07B</td>
<td>Apply a general knowledge of audio to work activities</td>
<td>10</td>
</tr>
<tr>
<td>CUESTA05C</td>
<td>Apply a general knowledge of staging to work activities</td>
<td>10</td>
</tr>
<tr>
<td>CUFLGT101A</td>
<td>Apply a general knowledge of lighting to work activities</td>
<td>10</td>
</tr>
<tr>
<td>Total HSC indicative hours for compulsory units of competency</td>
<td>140</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

In **Entertainment**:
- Assist in making costumes / props.
- Assist in bump in / bump out.
- Design, apply and remove makeup.
- Use hand / power tools.
- Assist with design of programs, tickets and posters.
- Assist with sound / lighting rigging.
In Front of House:
- Service patrons.
- Usher patrons / performers.
- Assist with the provision of security for performers, venue, visitors.

In Music Industry:
- Move and set up equipment / instruments.
- Record the sound.
- Perform editing using analogue systems.
- Design a servicing schedule for the equipment.
- Investigate the qualifications and career paths of the industry as it applies to this site.
- Prepare a stocklist / database of the labour and equipment needed.
- Design a servicing schedule for all equipment.

Employability Skills for the qualification:

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

Training Package: FNS10v5 Financial Services Training Package

Qualification: FNS30310 Certificate III in Accounts Administration, FNS30110 Certificate III in Financial Services

Course Structure:
The AQF VET qualifications available in the Financial Services Curriculum Framework are:
- Certificate III in Accounts Administration (FNS30311)
- Certificate III in Financial Services (FNS30111)
- Certificate II in Financial Services (FNS20111).

Mandatory Units of Competency:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC Indicative Hours of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>FNSACC301A</td>
<td>Process financial transactions and extract interim reports</td>
<td>45</td>
</tr>
<tr>
<td>FNSACC303A</td>
<td>Perform financial calculations</td>
<td>10</td>
</tr>
<tr>
<td><strong>Mandatory HSC Indicative Hours:</strong></td>
<td></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>

Accounting stream units of competency:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC Indicative Hours of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFIA401A</td>
<td>Prepare financial reports</td>
<td>40</td>
</tr>
<tr>
<td>FNSACC302A</td>
<td>Administer subsidiary accounts and ledgers</td>
<td>35</td>
</tr>
<tr>
<td><strong>Accounting Stream HSC Indicative Hours:</strong></td>
<td></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

Table 5 Financial Services stream units of competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC Indicative Hours of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBRKG304B</td>
<td>Maintain business records</td>
<td>20</td>
</tr>
<tr>
<td>FNSACM303A</td>
<td>Process payment documentation</td>
<td>20</td>
</tr>
<tr>
<td>FNSRTS301A</td>
<td>Provide customer service in a retail agency</td>
<td>20</td>
</tr>
<tr>
<td>FNSRTS308A</td>
<td>Balance cash holdings</td>
<td>15</td>
</tr>
<tr>
<td><strong>Financial Services stream HSC Indicative Hours:</strong></td>
<td></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

Financial Markets and Systems stream units of competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>HSC Indicative Hours of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNSFLT203A</td>
<td>Develop understanding of debt and consumer credit</td>
<td>20</td>
</tr>
<tr>
<td>FNSFLT205A</td>
<td>Develop understanding of the Australian financial system and markets</td>
<td>30</td>
</tr>
<tr>
<td>FNSFLT206A</td>
<td>Develop understanding of taxation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Financial Markets and Systems stream HSC Indicative Hours:</strong></td>
<td></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

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Suggested activities include:

**FNS30311 Certificate III in Accounts Administration:**

This qualification reflects the job roles of employees with functions that could include:
- filing, checking and processing financial data entry and processing accounts payable/accounts receivable
- providing customer service in financial transactions
- assisting in processing payroll
- front line cashiering and bank account maintenance
- assisting with entering transaction data to ledgers and maintaining a general ledger
- processing purchases and sales including EFT/e-business
- producing GST reports

**FNS30111 Certificate III in Financial Services:**

This qualification is designed to reflect the job role of entry level employees working across the entire financial services industry who perform duties such as:
- responding to customer enquiries
- sales and service
- maintaining financial records
- performing clerical duties
- applying fundamental skills in banking, credit management, insurance and retail financial services

**Employability skills for this Certificate III in Accounts Administration:**

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry / enterprise requirements for the qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• having the ability to ask questions in order to prepare a verbal or written response to customer enquiries</td>
</tr>
<tr>
<td></td>
<td>• using active listening skills</td>
</tr>
<tr>
<td></td>
<td>• using verbal and written skills to communicate effectively with customers</td>
</tr>
<tr>
<td>Teamwork</td>
<td>• consulting others when developing personal financial plans</td>
</tr>
<tr>
<td></td>
<td>• working with diverse persons and groups</td>
</tr>
<tr>
<td></td>
<td>• working with others to develop one's knowledge and expertise in credit management</td>
</tr>
<tr>
<td>Problem solving</td>
<td>• analysing and comparing information from different sources</td>
</tr>
<tr>
<td></td>
<td>• researching information relevant to a customer enquiry</td>
</tr>
</tbody>
</table>
### Initiative and enterprise
- developing flexible approaches to personal skill development and goal setting
- identifying hazards in the workplace
- participating in identifying improvements to workplace processes

### Planning and organising
- following defined workplace processes and ensuring all documentation meets organisational policies and procedures
- performing basic administration and organisational skills
- recognising hazards in the workplace and applying risk control measures

### Self-management
- demonstrating the skill to operate within scope of authority, meet timelines and work within industry and organisational codes of practice, legislation and regulations

### Learning
- applying knowledge of the industry to workplace activities
- asking questions to clarify instructions
- learning new ideas, skills and techniques by developing a budget and a personal savings plan
- using online help to resolve technical issues

### Technology
- using calculators and computer software programs to prepare workplace documentation
- using the telephone and computer technology to communicate effectively with customers
- working safely with technology

### Employability skills for this Certificate III in Financial Services:

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry / enterprise requirements for the qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>• conducting research to collect and analyse information and present it in report form</td>
</tr>
<tr>
<td></td>
<td>• having the ability to question, clarify and evaluate information</td>
</tr>
<tr>
<td></td>
<td>• investigating and negotiating to resolve disputes</td>
</tr>
<tr>
<td></td>
<td>• liaising with internal and external personnel with an ability to ‘read’ verbal and non-verbal body language</td>
</tr>
<tr>
<td></td>
<td>• using a range of techniques and sales skills to elicit feedback from customers</td>
</tr>
<tr>
<td></td>
<td>• using specialist language in written and oral communication</td>
</tr>
<tr>
<td></td>
<td>• writing in a range of styles to suit different audiences</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>• receiving feedback on performance</td>
</tr>
<tr>
<td></td>
<td>• referring matters to nominated person as required</td>
</tr>
<tr>
<td></td>
<td>• working as a member of a team and applying knowledge of one’s own role to achieve team goals</td>
</tr>
<tr>
<td><strong>Problem solving</strong></td>
<td>• collecting, comparing and contrasting data in order to create reports</td>
</tr>
<tr>
<td></td>
<td>• using problem-solving tools and techniques to balance and reconcile amounts</td>
</tr>
<tr>
<td><strong>Initiative and enterprise</strong></td>
<td>• contributing to solutions to workplace challenges</td>
</tr>
<tr>
<td></td>
<td>• contributing to the design and preparation of reports to effectively present workplace information</td>
</tr>
<tr>
<td></td>
<td>• identifying cross-selling opportunities</td>
</tr>
<tr>
<td><strong>Planning and organising</strong></td>
<td>• contributing to the planning process by researching and validating information relating to estates</td>
</tr>
<tr>
<td></td>
<td>• planning work considering resources, time and other constraints</td>
</tr>
<tr>
<td></td>
<td>• processing routine documents and maintaining files, managing information, and scheduling and coordinating competing tasks</td>
</tr>
</tbody>
</table>
| Self-management                                                                 | • managing own time and priorities and dealing with contingencies  
|                                                                             | • operating within industry and organisational codes of practice, legislation and regulations  
|                                                                             | • taking responsibility as required by work role and ensuring all organisational policies and procedures are followed  
| Learning                                                                    | • acquiring and applying knowledge of services and organisational policies and procedures  
|                                                                             | • asking questions to clarify instructions  
|                                                                             | • seeking advice on technical issues  
|                                                                             | • using online help and manuals to solve basic technology problems  
| Technology                                                                  | • using electronic communication devices and processes such as internet, software packages and email, to produce written correspondence and reports  
|                                                                             | • using technology to assist the management of information and to assist the planning process |
SUGGESTED STUDENT ACTIVITIES: HOSPITALITY

Training Package: SIT12 Tourism, Travel and Hospitality Training Package

Qualification: The AQF VET qualifications available in the Hospitality Curriculum Framework are:
- SIT20213 Certificate II in Hospitality
- SIT20312 Certificate II in Kitchen Operations
- SIT30813 Certificate III in Commercial Cookery – Statement of Attainment only

Please confirm with the student the qualification they are studying.

Course Structure:

Associated mandatory units of competency for the 240-hour course:

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hygiene</strong></td>
<td></td>
</tr>
<tr>
<td>SITXFSA101 Use hygienic practices for food safety</td>
<td>10</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
<td>15</td>
</tr>
<tr>
<td>Working in the hospitality industry and workplace</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITHIND201 Source and use information on the hospitality industry</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total HSC indicative hours for mandatory:</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Associated units of competency – Food and Beverage stream:

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB203 Prepare and serve non-alcoholic beverages</td>
<td>15</td>
</tr>
<tr>
<td>SITHFAB204 Prepare and serve espresso coffee</td>
<td>15</td>
</tr>
<tr>
<td>SITHFAB206 Serve food and beverage</td>
<td>40</td>
</tr>
<tr>
<td>SITXCCS202 Interact with customers</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total HSC indicative hours for Food and Beverage:</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

Associated units of competency – Kitchen Operations and Cookery stream:

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC101 Use food preparation equipment</td>
<td>20</td>
</tr>
<tr>
<td>SITHCCC201 Produce dishes using basic methods of cookery</td>
<td>40</td>
</tr>
<tr>
<td>SITHKOP101 Clean kitchen premises and equipment</td>
<td>10</td>
</tr>
<tr>
<td>SITXFSA201 Participate in safe food handling practices</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total HSC indicative hours for Kitchen Operations and Cookery:</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

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

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

- undertaking mise en place prior to service
- serving food and beverage to tables
- providing reception or front desk services
- providing assistance in a catering operation.
- preparing breakfast items
- preparing a range of fast food items
- preparing a range of non alcoholic drinks
- preparing sandwiches
- preparing appetisers and salads
- preparing hot and cold desserts.

Other suggested activities include:

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

**Employability Skills for the qualification:**

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

Training Package: CHC08v4.1 Community Services Training Package and HLT07v5 Health Training Package

Qualifications:

The AQF VET qualifications available in the Human Services Curriculum Framework are:
- Certificate III in Aged Care (CHC30212)
- Certificate III in Allied Health Assistance (HLT32412)
- Certificate III in Health Services Assistance (HLT32512).

The Human Services Curriculum Framework contains the following courses:
- Human Services (360 indicative hours)
- Human Services (240 indicative hours)
- Aged Care Specialisation Study (60 indicative hours).

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCICS303A</td>
<td>Support individual health and emotional well being</td>
<td>35</td>
</tr>
<tr>
<td>HLTAP301B</td>
<td>Recognise healthy body systems in a health care context</td>
<td>30</td>
</tr>
<tr>
<td>HLTFA311A</td>
<td>Apply first aid</td>
<td>20</td>
</tr>
<tr>
<td>HLTIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>20</td>
</tr>
<tr>
<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures</td>
<td>25</td>
</tr>
<tr>
<td>CHCWHS312A</td>
<td>Follow WHS safety procedures for direct care work</td>
<td>25</td>
</tr>
<tr>
<td>HLTWS200A</td>
<td>Participate in WHS processes</td>
<td>20</td>
</tr>
<tr>
<td>CHCCS411C</td>
<td>Work effectively in the community sector</td>
<td>45</td>
</tr>
<tr>
<td>HLTIR301C</td>
<td>Communicate and work effectively in health</td>
<td>30</td>
</tr>
</tbody>
</table>

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

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

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

Occupational titles may include:
- Assistant in nursing
- Orderly
- Nursing assistant
- Operating theatre technician
- Nursing support worker
- Theatre support
- Patient service attendant
- Ward assistant
- Patient support assistant
- Wardsperson
- Patient care assistant
- Ward support
### Employability Skills

For this course, employability skills include:

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

Qualification: ICA30111 Certificate III in Information, Digital Media & 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:

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

Employability skills for this Qualification

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>liaising with clients to determine requirements and ensure that they are met interpreting software manual instructions producing user documents</td>
</tr>
<tr>
<td>Teamwork</td>
<td>contacting operating system vendors to obtain technical specifications and system requirements submitting developed user documentation to the target</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>determining the uses and audience of a simple mark-up language document troubleshooting and running diagnostic tests and providing solutions to hardware or software faults</td>
</tr>
<tr>
<td>Initiative and Enterprise</td>
<td>assessing and recording information from various sources identifying and applying skills and knowledge to a wide variety of contexts investigating and documenting solutions to client problems customising packaged application software to client requirements selecting appropriate software and file formats for an activity</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Planning and Organising</td>
<td>planning for the implementation of software changes by seeking technical and client information and organising the process identifying work to be completed and then prioritising tasks</td>
</tr>
<tr>
<td>Self-management</td>
<td>prioritising and taking responsibility for own outputs in working and learning implementing safe and sustainable work practices</td>
</tr>
<tr>
<td>Learning</td>
<td>adopting and transferring skills and knowledge to new environments keeping up-to-date with current industry-accepted hardware and software products and services providing one-to-one instruction for clients about operating system software reviewing client feedback and identifying areas for improvement</td>
</tr>
<tr>
<td>Technology</td>
<td>selecting, installing and using computer software and hardware products configuring, optimising and testing system software for a small home office or a small to medium business network</td>
</tr>
</tbody>
</table>
SUGGESTED STUDENT ACTIVITIES: METAL & ENGINEERING

Qualification: MEM10105 Certificate I in Engineering, MEM20105 Certificate II in Engineering

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

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

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

Suggested activities include:

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

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry / enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• Read and interpret routine information on written job instructions and standard operating procedures. May include simple drawings</td>
</tr>
<tr>
<td></td>
<td>• Follow verbal instructions</td>
</tr>
<tr>
<td></td>
<td>• Enter routine and familiar information onto proforma and standard workplace forms</td>
</tr>
<tr>
<td></td>
<td>• Orally report routine information</td>
</tr>
<tr>
<td></td>
<td>• Use basic numeracy skills for undertaking comparison measurements</td>
</tr>
<tr>
<td>Teamwork</td>
<td>• Work alone or as part of a team</td>
</tr>
<tr>
<td></td>
<td>• Identify work roles, communicate and cooperate with others</td>
</tr>
<tr>
<td>Problem solving</td>
<td>• Check material/product for conformance to specification</td>
</tr>
<tr>
<td></td>
<td>• Identify waste and correct procedures for disposal</td>
</tr>
<tr>
<td></td>
<td>• Identify routine problems/faults in machine/process/equipment operations and act/report as required</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>• Be capable of applying skills and knowledge to specified situations and contexts</td>
</tr>
<tr>
<td></td>
<td>• Identify actual and foreseeable workplace hazards/problems during course of work</td>
</tr>
<tr>
<td></td>
<td>• Minimise wasteful use of resources including materials and services in own work</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>• Select, prepare and lay out or assemble materials and equipment correctly</td>
</tr>
<tr>
<td></td>
<td>• Conduct pre-start checks on machinery/equipment</td>
</tr>
<tr>
<td></td>
<td>• Plan steps required to complete routine task</td>
</tr>
<tr>
<td></td>
<td>• Identify sequence of activities/operations</td>
</tr>
<tr>
<td>Self-management</td>
<td>• Adhere to all safety requirements</td>
</tr>
<tr>
<td></td>
<td>• Perform work in accordance with job instructions and work procedures</td>
</tr>
<tr>
<td>Learning</td>
<td>• Clarify tasks and required outcomes with appropriate personnel</td>
</tr>
<tr>
<td>Technology</td>
<td>• Use dedicated tools, equipment and machines</td>
</tr>
</tbody>
</table>
SUGGESTED STUDENT ACTIVITIES: PRIMARY INDUSTRIES

Qualification: AHC20110 Certificate II in Agriculture

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

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

Suggested activities include:

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

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry / enterprise requirements for the qualification include:</th>
</tr>
</thead>
</table>
| Communication             | • Listening and understanding  
• Reading and interpreting workplace related documentation  
• Writing to audience needs  
• Applying numeracy skills to workplace requirements  
• Establishing/using networks |
| Teamwork                  | • Working as an individual and a team member                                                                                  |
| Problem solving           | • Showing interdependence and initiative in identifying problems  
• Solving problems individually or in teams  
• Applying a range of strategies in problem solving  
• Using numeracy skills to solve problems |
| Initiative and enterprise | • Adapting to new situations  
• Being creative in response to workplace challenges  
• Identifying opportunities that might not be obvious to others  
• Generating a range of options in response to workplace matters |
| Planning and organising   | • Collecting analysing and organising information  
• Being appropriately resourceful  
• Taking initiative and making decisions within workplace role  
• Determining or applying required resources  
• Adapting resource allocations to cope with contingencies |
| Self-management           | • Taking responsibility at the appropriate level  
• |
| Learning                  | • Learning in order to accommodate change  
• |
| Technology                | • Using technology and related workplace equipment  
• Using basic technology skills |
SUGGESTED STUDENT ACTIVITIES: RETAIL SERVICES

Qualification: SIR20212 Certificate II in Retail Services

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

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

Individuals with this qualification are able to perform roles such as:

- providing product and service advice in a retail store
- selling products and services in a variety of retail settings
- operating a checkout area
- preparing and selling fast food items
- store, rotate and replenish food stock
- checking stock and replenishing retail shelves
- organising and maintaining work areas and displays.

Other suggested activities include:

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

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

Qualification: SIT30112 Certificate III in Tourism

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

This qualification provides a pathway to work in many tourism industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.

Work could be undertaken in an office environment where the planning of tourism products and services takes place, in the field where tourism products are delivered or a combination of both.

Possible job titles include:
- attraction or theme park attendant
- booking agent
- cellar door salesperson and guide in a winery
- guide and salesperson in an Indigenous cultural centre
- inbound tour coordinator
- museum attendant
- operations consultant for a tour operator
- reservation sales agent for a tour operator
- sales consultant
- senior ride operator in an attraction or theme park
- visitor information officer.

Employability Skills for the qualification:

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• Communicating with colleagues and customers to determine their specific needs</td>
</tr>
<tr>
<td></td>
<td>• Interpreting verbal and written information on customer requirements and tourism products and services to ensure efficient service delivery</td>
</tr>
<tr>
<td></td>
<td>• Determining and interpreting customer preferences to sell proactively and persuasively</td>
</tr>
<tr>
<td></td>
<td>• Negotiating acceptable solutions to customer problems and complaints</td>
</tr>
<tr>
<td></td>
<td>• Interpreting and providing clear and accurate information to customers in a culturally appropriate way to ensure a positive tourism experience.</td>
</tr>
</tbody>
</table>
| **Teamwork**          | • Working as a skilled team member to deliver the quality service goals of the tourism business  
|                      | • Taking responsibility for own role in servicing the needs of customers  
|                      | • Working collaboratively as a team member by giving and receiving instructions and providing feedback and assistance to other team members  
|                      | • Providing guidance and instruction to assistant or trainee team members; showing social and cultural sensitivity to team members. |
| **Problem solving**  | • Anticipating problems that may arise with sales, operational and service activities  
|                      | • Mitigating problems by planning sales, operational and service activities  
|                      | • Identifying and clarifying the extent of problems  
|                      | • Taking responsibility for solving sales, operational and service issues  
|                      | • Referring high-level problems to supervisors and participating in the solution  
|                      | • Using discretion and judgement as well as predetermined policies and procedures to guide solutions to operational and service problems. |
| **Initiative and enterprise** | • Identifying and suggesting ways to improve sales, operational and service efficiency  
|                      | • Generating and suggesting ideas for new or improved products. |
| **Planning and organising** | • Collecting, analysing and organising customer and product information to plan for and deliver a positive service outcome for tourism customers  
|                      | • Collecting and analysing information to meet the specific needs of the customer group  
|                      | • Setting timelines, planning and organising own work flow to efficiently coordinate tourism sales, operational and service activities within deadlines  
|                      | • Using predetermined policies and procedures to guide the planning and delivery of tourism products. |
| **Self-management**  | • Understanding and following policies and procedures for legal compliance  
|                      | • Organising own work priorities to sell, plan or deliver tourism products and services  
|                      | • Taking responsibility for own job role in servicing the tourism customer and for resolving service difficulties  
|                      | • Thinking about own work performance and seeking feedback and guidance on success in effectively servicing the needs |
| **Learning**         | • Knowing own product knowledge and service skill strengths and weaknesses  
|                      | • Being aware of opportunities to learn and participating in tourism industry professional development activities  
|                      | • Seeking and sharing information with colleagues on new tourism trends, products, services and suppliers  
|                      | • Coaching others in job skills. |
| **Technology**       | • Understanding the operating capability of, selecting and using technologies that assist in planning and delivering tourism products such as computer systems and software, microphones, vehicles, navigation equipment, and recreational and entertainment equipment  
|                      | • Correctly using equipment to manage personal safety in the workplace. |
WORK PLACEMENT DIARY / JOURNAL

APPENDIX F

WORKPLACE LEARNING POLICY INFORMATION

WORKPLACE LEARNING POLICY

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


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

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

NSW DEC WORK PLACEMENT SITE

The work Placement site can be found at:


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

VOCATIONAL EDUCATION IN SCHOOLS WEBSITE

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

APPENDIX G

ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>HSC</td>
<td>Higher School Certificate</td>
</tr>
<tr>
<td>ICF</td>
<td>Industry Curriculum Framework</td>
</tr>
<tr>
<td>SBT</td>
<td>School Based Traineeship &amp; Apprenticeship</td>
</tr>
<tr>
<td>SPR</td>
<td>Student Placement Record</td>
</tr>
<tr>
<td>SWL</td>
<td>Structured Workplace Learning</td>
</tr>
<tr>
<td>TVET</td>
<td>TAFE delivered Vocational Education &amp; Training</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education &amp; Training</td>
</tr>
<tr>
<td>WPSP</td>
<td>Work Placement Service Provider</td>
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<tr>
<td>WSC</td>
<td>Western Student Connections</td>
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</tbody>
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