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**WIMMERA  
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## **Wimmera Southern Mallee VET Cluster**



# **2008 Structured Workplace Learning Employer's Kit**

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## Introduction:

### Structured Workplace Learning VET – What is it?

Vocational Education & Training (VET) in the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) provides the opportunity for students undertaking their VCE or VCAL, to have the further option of undergoing nationally accredited and industry recognised training in the industry area of their choice as preparation for employment.

The Federal Department of Science & Training, (DEST), has funded a new program called Local Community Partnerships, (LCP) which integrates Structured Workplace Learning, (SWL), with two additional elements, Career & Transition Support, (CTS) and Adopt a School, (ASP), to offer additional support to 13 – 19 year olds with career mapping and to create close synergies between employers and schools to facilitate student placements,

Structured workplace learning is a practical placement that prepares students for the workplace. It is a component of many courses, designed to help students better understand what they have learned by putting it into practice in the workplace. Practical placement is different from work experience in that instead of just observing what goes on, students are given the opportunity to perform tasks relating to their course in an appropriate industry setting.

Overall work placement in industry provides students with the opportunity to:

- Gain an understanding of the operation of a business;
- Develop general work related skills, eg. Communication and interpersonal skills, ability to work in teams, employers' expectation, etc.;
- Develop industry specific skills;
- Gain an appreciation of the relationship between knowledge acquired at school and the skills required at the workplace;
- Develop a conscientious approach towards work through on-the-job training/experience;
- Develop greater confidence and self-esteem;
- Increase employment opportunities;

## EMPLOYER BENEFITS

**Increased Skills Base:** an increase in the skill level and work related experience of school leavers seeking to enter the local work force.

**Increased recruitment opportunities:** the chance to work with a number of students, who can be a source for potential employees, including casual staff, apprentices and trainees.

**Increased productivity:** either directly or indirectly, by freeing up other staff.

**Increased community profile:** involvement in the program will help develop a positive profile in your community and enhance your public image.

**Personal satisfaction:** the satisfaction of sharing your skills and knowledge, whilst contributing to student learning and making education more relevant.

**Payment:** For students undertaking structured workplace learning the minimum payable to the student is \$5.00 per day.

**Liability:** \$10 million public liability insurance is arranged by DE&T for students in government schools. Private schools are required to offer the same level of insurance cover.

## EMPLOYER RESPONSIBILITIES

Employers have a continuous responsibility for all students on work placement programs. Students will not be familiar with the workplace, or the way things are done and must be under supervision at all times. Like any new starter, it will take each student a few days to remember names and find their way around.

The ratio of student to full time employees must not exceed one student to three full time employees.

The first thing you must do – on their first morning with you – is induct the student. This should be done by the employer or the nominated supervisor – don't assume that induction will happen if you have not given someone specific responsibility for it!

Take it slowly and reinforce key information (eg supervisory arrangements, no-go areas and excluded activities).

The following are the “must do” elements when introducing a student to your workplace:

### Introductions and responsibilities

The student may be supervised directly by more than one person during their placement. Introduce those who are available, and make a note of people the student will need to catch up with later.

Inform the student that their health and safety is your most important concern during their stay. Explain your legal duty of care for them and that in turn they must observe any requirements you have established to safeguard employees and others. If there is an OH&S Representative at the workplace, arrange a time for them to discuss their function with the student.

## **Explain Arrangements for first aid and emergencies**

Tell the student who their first aider is, and what to do if they need first aid. Explain emergency arrangements, and point out the evacuation plan and muster points. In an emergency, the student must follow direction from their supervisor or from identified wardens.

## **Explain supervisory arrangements**

Students must report directly to their supervisor when entering, leaving and returning to the work location. Consider the skills and experience of people nominated as supervisor(s) – will they be able to answer questions and provide the right information and instruction to ensure the student understands the tasks they are given and can undertake them safely?

Explain during induction what the student should do if their supervisor is not present at any time – and who they will report to.

## **Explain OH&S reporting requirements**

Incidents and accidents must be reported to the supervisor without delay. Incidents include near misses, even if no-one was injured. Accidents – including even minor cuts and scrapes requiring a bandaid – must be reported and recorded.

Explain to the student how this is done, and encourage them to raise any OH&S concerns with their supervisor. If the student feels there might be risk in any activity, they must understand that they should not continue with the task.

## **Provide an orientation tour of the workplace**

If the student will be located in one area through the placement, show them 'home base' first. It is a good idea to return to that work location from different areas each time, to assist the student to build a mental picture of the workplace layout.

You should explain what happens in each part of the workplace, and point out locations where the student may be working during the placement.

Explain why certain areas may be deemed 'no-go' for the student. If hazardous operations mean an area is restricted, you may want to observe the activity from a safe vantage point and describe the operations. If personal protective equipment is necessary to enter the area, this must be provided and you must explain how to use it.

## **Workplace bullying, harassment and discrimination**

You must explain your workplace policy regarding bullying, harassment and/or discrimination. Encourage the student to report any concern directly to the employer, their supervisor or to their teacher.

## Confirm student's medical information

Check that you have necessary medical information. Does the student have any condition (eg asthma or epilepsy) that could require treatment? Are they taking any medication? (The information must be kept confidential as far as is practicable.)

## ASSESSMENT OF SKILLS

Where practical skills are assessed on the job, students must demonstrate their competency against required learning outcomes.

Workplace assessments may contribute to the outcomes specified for the unit of work.

In all cases, the emphasis is on structured learning, the acquisition of first-hand knowledge of the industry and a report from the workplace supervisor.

### A Work placement Supervisor should be assigned to:

- Identify and organise a range of work activities for the student to complete, as negotiated at the commencement of the work placement;
- Orientate / induct the student into the organisation as an entry level employee and inform the student of any Occupational Health & Safety requirements;
- Provide the student with supervision and support in learning new tasks
- Monitor students overall progress in the work placement;
- Provide the student with supervision and support in learning new tasks;
- Evaluate student's performance;

## STUDENT RESPONSIBILITIES AND EXPECTATIONS

### General responsibilities

- Structured Work Placement Arrangement Form must be completed returned to their school VET Coordinator prior to the commencement of the work placement.
- Students must complete their student diary/log books/sheets (where applicable) whilst on their placement. (If the student has not been issued with these by their training provider, they may use one of the examples or one of the forms included in this kit.)

Why should students record their workplace activities?

1. It provides all users with a record of:
  - What has been (or must be) learnt
  - How, when and where this learning was (or will be) achieved
  - Who was (or will be) involved in providing and assessing the training
2. It helps coordinate on-the-job and off-the-job training by:
  - Allowing teachers to see how the student's skills are developing in the workplace
  - Showing the Workplace trainer what the student has been learning off-the-job.
  - Giving the Student a total overview of what was achieved during the program.
3. When completed it provides a summary of all competencies acquired by the student during the placement, so it can be used as evidence:
  - For prospective employers
  - When claiming advanced standing in further training programs.

## **Workplace responsibilities and expectations**

Students should:

- Always be punctual – starting time and break times.
- Behave appropriately in the workplace.
- Dress appropriately for the workplace.
- Ensure they are well groomed for the workplace.
- Cooperate with the employer/supervisor.
- Respect the employer, fellow workers and customers' confidentiality.
- Take care of resources and equipment, report any damage.
- Be honest at all times, no stealing.
- Ask questions if unsure about anything.
- Show initiative.
- Always be aware of Occupational Health & Safety issues and never compromise the safety and wellbeing of themselves or others.
- Discuss any issues, misunderstandings or concerns with their employer/supervisor first. If unable to resolve issue, contact the school VET coordinator who will assist and liaise with RTO if relevant.
- Prior to their starting time, notify the employer and school if they are unable to attend the workplace.
- Notify their RTO (Registered Training Organisation) if a workplace assessment visit was scheduled for that day.
- Notify their school VET Coordinator if they believe they are being harassed and record details.
- Immediately report and record any work injuries. (Employer to seek immediate medical or first aid assistance and then contact parent/guardian and school VET coordinator.)

## SUPPORT - YOU ARE NOT ON YOUR OWN!

Assistance will be available if you experience problems which cannot be resolved amicably in the workplace.

A student undertaking a work placement is supported by a teacher and/or a workplace or VET Co-ordinator who works with you and the designated workplace student supervisor.

Please contact the school VET Coordinator if any issues or queries arise.

School Name	VET Co-Ordinator	Phone	Fax
Balmoral High School	Rose Porter	5570 1201	5570 1439
Birchip P-12 School	Barb Smith	5492 2287	5492 2211
Dimboola Memorial Secondary College	Norm McLean	5389 1460	5389 1981
Edenhope P-12 College	Michael Brokus	5585 1277	5585 1656
Goroke P-12 College	Stephen Jeffreys	5386 1024	5386 1283
Hopetoun Secondary College	Margaret Burdett	5083 3203	5083 3016
Horsham College	Campbell Pallot	5382 0499	5382 6105
Kaniva Secondary College	Dianne Sanders	5392 2585	5392 6105
Murtoa College	Andrew Vague	5385 2381	5385 2657
Nhill College	Mark Zimmerman	5391 2111	5391 2140
Rainbow Secondary College	Murray Robinson	5395 1063	5395 1192
St Brigids College	John Lowes	5382 3545	5382 0757
Warracknabeal Secondary College	Alan Ross	5398 1433	5398 2430
Wimmera HUB	Sarah Chinnick	5382 5111	5381 0144
University Of Ballarat – Horsham	Peter Jardine	5362 2712	5362 2610
Longerenong College	Amity Dunstan	5362 2261	5362 2259

### **Wimmera Southern Mallee Local Learning and Employment Network Structured Workplace Learning and VET Cluster Coordinator**

Andrew Cormack Ph: 5381 0122 Fax: 5381 0662 Email: [andrew@llen.com.au](mailto:andrew@llen.com.au)

### **Department of Education & Early Childhood Development (DEECD)**

Later Years Project Officer Grampians Region

Jenny Wilson Ph: 5337 8409 Fax: 5333 2135 Email: [wilson.jennifer.f@edumail.vic.gov.au](mailto:wilson.jennifer.f@edumail.vic.gov.au)

Additional references:

Structured Workplace Learning support material and forms

[http://www.sofweb.vic.edu.au/voced/structured\\_workplace\\_learning/index.htm](http://www.sofweb.vic.edu.au/voced/structured_workplace_learning/index.htm)

WorkCover Management Kit and WorkCover Management Guide

<http://www.eduweb.vic.gov.au/hrweb/safetyhw/claims/wrkexp.htm>

This information has been derived from a publication issued by the Department of Education and Training called "Structured Workplace Learning".

On behalf of the student, school and  
Wimmera and Southern Mallee VET Cluster

Thank you!

## APPENDIX (1) - STRUCTURED WORK PLACEMENT REPORT

- To be completed by the **employer/supervisor** at the completion of the placement.

<b>Student's name</b>	
<b>Employer's name</b>	
<b>Business Address</b>	

**Major tasks/duties performed by the student**

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<b>Competency</b>	<b>Performance Level</b> Circle appropriate number, N/A means not applicable for this workplace.
<b>Self Management</b> Ability to organise, manage time and complete tasks.	<b>5   4   3   2   1   N/A</b> Excellent
<b>Working with others</b> Ability to work with others, and in teams.	<b>5   4   3   2   1   N/A</b> Excellent
<b>Communication</b> Ability to communicate effectively in the workplace and understand instructions.	<b>5   4   3   2   1   N/A</b> Excellent
<b>Initiative</b> Ability to work independently and complete set tasks.	<b>5   4   3   2   1   N/A</b> Excellent
<b>Using technology</b> Ability to use work related equipment and technology.	<b>5   4   3   2   1   N/A</b> Excellent

**General Comments** Please tick the most appropriate choice

- |                            |   |  |  |
|----------------------------|---|--|--|
| <b>Punctuality</b>         | <input type="checkbox"/> Always on time         | <input type="checkbox"/> Seldom late       | <input type="checkbox"/> Regularly late    |
| <b>Appearance/dress</b>    | <input type="checkbox"/> Appropriate            | <input type="checkbox"/> Needs improvement | <input type="checkbox"/> Inappropriate     |
| <b>Attitude/motivation</b> | <input type="checkbox"/> Very good              | <input type="checkbox"/> Good              | <input type="checkbox"/> Needs improvement |
| <b>Suitability</b>         | <input type="checkbox"/> High                   | <input type="checkbox"/> Medium            | <input type="checkbox"/> Low               |
| <b>Supervision</b>         | <input type="checkbox"/> Can work independently | <input type="checkbox"/> Needs guidance    | <input type="checkbox"/> Needs supervision |
| <b>Overall progress</b>    | <input type="checkbox"/> Very good              | <input type="checkbox"/> Good              | <input type="checkbox"/> Needs improvement |

<b>General Comments</b>			
<b>Areas of Greatest Strength</b>			
<b>Areas most needing improvement</b>			
<b>Employers signature:</b>		<b>Date:</b>	

# Student Work Placement Diary

**STUDENT NAME:** \_\_\_\_\_

**BUSINESS NAME:** \_\_\_\_\_

Complete the following tasks:

- At the end of each day write down the duties you completed on the time chart for each day in the diary;
- At the end of each day complete the Reflections section including competencies and skills you feel you developed and areas in which you need to improve;
- Have your Supervisor sign the journal each day.

**WORK PLACEMENT DIARY**

DAY: \_\_\_\_\_

DATE: \_\_\_\_\_

***DESCRIPTION OF DUTIES COMPLETED***

9.00am – 10.00am

.....

10.00am – 11.00am

.....

11.00am – 12.00am

.....

12.00pm – 1.00pm

.....

1.00pm – 2.00pm

.....

2.00pm – 3.00pm

.....

3.00pm – 4.00pm

.....

4.00pm – 5.00pm

.....

**REFLECTIONS – YOUR DIARY FOR THE DAY**

Include competencies and skills developed, tasks you did well and areas in which you need to improve.

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**SUPERVISOR'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

## Appendix 2.2 - Log Sheet

To be completed by the student, if no other log books/sheets have been provided.

<b>Date</b>	<b>Description of tasks undertaken</b>	<b>Estimated time spent</b>
<b>Supervisor Name:</b>		
<b>Signature:</b>		
<b>Student signature:</b>		<b>Date</b>

## Appendix 3 - WORKPLACE INDUCTION CHECK LIST

To be completed by the **employer / supervisor** at the **beginning** of the work placement

Please **tick** box when student understands expectations

1. Student understands his / her duties and responsibilities in the workplace	
2. Student is aware of all OH&S requirements relevant to the student's job.	
3. Student is aware to whom she / he is immediately responsible.	
4. Student is able to locate toilets, lockers, notice boards etc.	
5. Student understands procedures when he / she is late or sick.	
6. Student has a basic understanding about the activities undertaken by the organisation.	
7. Student is aware of the basic management structure of the Organisation and key personnel.	
8. Student is able to state the procedures to follow in case of accidents, and is able to identify ALL emergency exits and knows the appropriate emergency / evacuation procedure.	

Supervisor name:	
Supervisor signature:	

Student name:	
Student signature:	

Date:	
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Please return to: Andrew Cormack  
 Wimmera Southern Mallee VET Cluster Co-ordinator  
 Local Learning and Employment Network  
 P.O. Box 841  
 Horsham Vic 3400