

# Employers Guide to Student Work Placements





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This guide has been created by the Structured Workplace Learning (SWL) Program to assist employers with student work placements. Structured Workplace Learning officers provide support to businesses and link them with students and schools.

For information or assistance contact the Local Learning and Employment Network (LLEN) in your area.

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## Photocopying

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## Introduction

The transition from school to employment has changed remarkably in recent years. Students are able to gain competencies in a workplace environment which complement their classroom learning. Hosting a workplace student has many benefits for employers as well as for the student.

There are two different types of work placements: Structured Work Place Learning and School Based Apprenticeships and Traineeships.

### Structured Workplace Learning (SWL)

Structured Workplace Learning (SWL) allows students to acquire skills and knowledge in an industry setting as part of their school program. Students undertake SWL in order to put theory learnt in the classroom into practice in the workplace. SWL may be undertaken by students as part of their VCAL or VET programs.

During the SWL placement the student will have specific tasks to undertake in order to demonstrate competence within their area of study.

A student may complete a structured workplace learning placement in a one week block or may attend the workplace for one or two days per week for an agreed number of weeks. Work placements are flexible and are guided by what is suitable to the host employer.

### School Based Apprenticeships and Traineeships (SBATs)

School Based Apprenticeships and Traineeships are the same as normal apprenticeships and traineeships except that they are completed part time whilst the young person continues their schooling, rather than being done full time. Government incentives, available to employers for taking on a full time apprentice or trainee, are also available for employers who take on a school based apprentice or trainee.

**The information in this guide refers to Structured Workplace Learning and School Based Apprenticeships. Suggested activities are for Structured Workplace Learning students only and are not suitable for students undertaking Work Experience.**

## HANDS ON



**Structured Workplace Learning = Doing**

### Work Experience

Work Experience is not considered to be a work placement. Work Experience allows students to observe a workplace and learn about the jobs available in a particular type of business or industry and is often undertaken by students in the year prior to seeking a SWL placement or SBAT. Work experience helps young people understand career options and decide which path suits them. It gives employers the chance to showcase their industry and make a positive connection with young people. As the program is 'watch and learn', students are NOT to undertake activities which require extensive training or experience.

Work experience provides an opportunity for students to observe a workplace in order to gain an insight into a particular job or industry.



**Work Experience = Observing**





## Offering an SWL Placement

In the past, students seeking a Structured Workplace Learning placement have approached employers to ask for a work placement. In May 2016, the Victorian Department of Education and Training launched a state-wide online portal where employers can list the opportunities in their workplace for students seeking a SWL placement. Structured Workplace Learning Officers have been employed in 31 Local Learning and Employment Networks (LLENs) across Victoria to support businesses in the process of listing work placements on the online portal.

Students seeking a work placement in a particular industry can then access the information on the portal to find a suitable work placement.

Employers wishing to offer a work placement should contact the Local Learning and Employment Network in their area.

Find the contact details for the LLEN in your area here: <http://www.llen.org.au/31-llens/>

Go to <http://www.workplacements.education.vic.gov.au/> to see the SWL portal..



**SWL**  
Structured Workplace Learning

HOME SEARCH GUIDES LLENs ABOUT US CONTACT US

### SWL Statewide Portal

Looking for on-the-job training? The Structured Workplace Learning (SWL) Statewide Portal helps school students to find work placements with employers across Victoria.

[Start Search Now](#)

#### Find current work placements offered by employers across Victoria

Structured Workplace Learning (SWL) is on-the-job training that allows students to develop their work skills and understand employer expectations. SWL is available to Victorian school students undertaking a VET program as part of their VCE or VCAL studies, including School-based Apprenticeships and Traineeships (SBATs).

**2,243** Positions Available

**815** Positions Used

[Start Search Now](#)

#### For Students & Parents



Get real exposure to the world of work.

#### For Schools & Teachers



Structured Workplace Learning (SWL)

#### For Host Employers



Looking for employees of the future? Want

The online portal is for Structured Workplace Learning placements and School Based Apprenticeships only and does not list opportunities for Work Experience.



ATO

Insurance

Working  
with  
children

School  
Holidays

Activities

Work Hours

## What employers need to know...

Q: How much do I have to pay the student?

A: *The minimum payment for students completing structured workplace learning is just \$5 per day.*

Q: Can I pay a student more than \$5 per day?

A: *Yes. If you would like to pay more and you think that the student has earned it, you can, but you are not obligated to pay more than \$5 per day.*

Q: Do I need to withhold tax, report payment details to the ATO or supply a payslip?

A: *No. If the student is under the age of 18 and paid less than \$112 per week, the employer is NOT required to withhold tax, collect a TFN declaration, issue a payment summary or payslip or report payment details to the ATO.*

Q: Who covers the student for WorkSafe insurance?

A: *All structured workplace learning students are covered under the Education Department's WorkSafe Insurance policy.<sup>1</sup>*

*Employers of structured workplace learning students are not liable for any claims costs or consequent premium costs that may be incurred as a result of a structured workplace learning student lodging a WorkSafe claim. Claims from structured workplace learning students are lodged against the Department's WorkSafe Insurance policy and the costs are met under the Department's policy. See page 20 for details on WorkSafe Insurance and public liability insurance.*

Q: Do I (or my staff) need to have a Working with Children Card or National Police Certificate?

A: *No. A Working with Children Check or National Police Certificate is NOT REQUIRED if the student is over 15 years of age. However, you will be required to assign a supervisor for your student (if not supervising them yourself). Please choose the supervisor carefully, and ensure that the person chosen is suitable to be supervising a young person.*

Q: Will the student attend work placement during the school holidays?

A: *Students are allowed to attend work placement during the school holidays (except the December/January school holiday period). Whether the student will attend work placement during the school holidays or not is something that must be agreed upon by the student, the school, and you, the host employer. Some students may be unable to attend work placement during the school holidays due to family commitments or travel plans.*

Q: What sorts of tasks or activities can the student do in the workplace?

A: *Lists of suggested activities for Structured Workplace Learning are included on page 26.*

Q: What hours do students normally work on a work placement?

A: *Students should be expected to work whatever the normal shift is for a full-time employee in your industry. Some students may need to negotiate the hours that they will spend on work placement to fit around transport availability. This should be discussed with you and agreed upon before the placement starts. Industries that operate outside of normal business hours may encounter some restrictions on what hours the students are able to attend work placement. If this is the case, please contact the teacher responsible for coordinating work placements at the student's school, or the Structured Workplace Learning Officer in your region.*

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<sup>1</sup> Structured Workplace Learning Manual For Victorian Secondary Schools, Department of Education and Training, 2016

Q: What do I do if my student arrives late or does not show up?

A: *Students are expected to arrive on time and notify you (their host employer) if they are unable to attend work placement. Please notify the student's school if, for any reason, the student does not attend on a designated work placement day. If the student is repeatedly late, you may need to discuss the problem with them. See pages 21 and 22 for tips on giving feedback to students and how to deal with problem behaviours.*

Q: What support is available to me while I am hosting a student on work placement?

A: *Before the student commences their placement, you should be given the name and contact details of the teacher at the student's school who is responsible for coordinating work placements. If you have any questions or problems whilst hosting a student, please contact the student's school using the details provided. If the school is unable to help you, please contact the Structured Workplace Learning Officer in your region.*

Q: What if the student is taking too long to do the jobs they are given?

A: *It always helps if you give the student a time frame in which you expect them to complete each task you have given them. If they are unable to complete tasks in the time frame given, it may be because:*

- *They are unsure of how to complete the task*
- *They have been unable to prioritise their tasks and have been working on another task*
- *They have a motivational problem and do not wish to complete the task given*
- *The task may be beyond the student's capability.*

*Check the student's understanding of the task by asking them to repeat instructions to you using their own words. The student may need help initially when prioritising tasks, or may need additional assistance until they have mastered the task. If you believe that the student has a motivational issue, you may wish to use the interim performance appraisal form on page 23. See pages 20 to 21 for tips on giving feedback to the student. If you have set a task which is beyond the capability of the student you may need to revise or simplify the task or you may need to provide extra assistance.*

Q: What if there is an issue with the student's behaviour in the workplace?

A: *All issues with student behaviour should be addressed as soon as possible. If you have followed the tips on pages 20 to 21 regarding giving feedback to students and behaviour problems continue, please notify the student's school. If there is a serious issue with the student's behaviour, please contact the school immediately.*

Q: What do I do if the student is injured in the workplace?

A: *In the event of an accident please make sure the student receives either first aid or medical attention. The school Work Placement Coordinator must be contacted immediately. You should also have medical and emergency contact information for the student. Incidents including near misses (even if no-one was injured) and accidents – including even minor cuts and scrapes requiring only a bandaid – must be reported and recorded as required by OHS legislation.*

Q: What do I do if I have more questions?

A: *You can contact the school and ask to speak to the teacher responsible for coordinating student work placements. If they are unable to answer your questions, please contact the Structured Workplace Learning Officer in your region.*

**Late  
or  
absent**

**Employer  
Support**

**Assisting  
the  
Student**

**Behaviour  
Issues**

**Injury**

**More  
Information**

# Putting work placement into context:

## The education system

### VCE

The Victorian Certificate of Education (VCE) is awarded to students who successfully complete their secondary education through the VCE program. Students who complete the VCE can receive an Australian Tertiary Admissions Rank (ATAR), which will allow them to apply for entrance to university.

### VCAL

The Victorian Certificate of Applied Learning provides a hands-on option which is equivalent to the VCE. Students completing VCAL gain practical work-related experience and at the same time, study subjects such as literacy and numeracy to prepare them for the world of work.

The main difference between VCE and VCAL is that VCE is designed to prepare students for university, while VCAL prepares students who wish to obtain a trade, complete further study at TAFE, or commence full-time work straight after finishing school.

### VET

Vocational Education and Training in Schools (VET or VETiS) allows students to study a particular job or vocation and gain industry recognised qualifications. Examples of VET programs available include Building and Construction, Agriculture, Hairdressing, Community Services and Plumbing. VET programs involve hands-on training and can be completed as part of either VCE or VCAL. VET courses provide nationally recognised accredited training. Students generally attend their VET course one day per week.

## Benefits of offering a work placement

Offering a work placement to a student can provide a range of benefits to employers. These include:

- Lowering recruitment costs by 'trying before you buy' and employing a promising work placement student
- The prospect of recruiting new employees who are pre-skilled and immediately productive
- Addressing industry skills shortages
- Developing in young people a realistic understanding of employer expectations, needs and entry level requirements
- Seeing student development and improvement in skills over time
- Promoting career options in your industry
- Prompting you to update systems and operations in the workplace
- An opportunity to evaluate the work ethic in your workplace
- Providing an opportunity to have meaningful input into a young person's preparation for life after school
- Allowing you to receive feedback on your business from a young person's perspective
- The satisfaction of sharing your knowledge and skills whilst contributing to student learning and making their education more relevant
- The opportunity for you to teach students to 'think outside the square'
- Providing an opportunity to be involved in a direct industry/school program
- Assistance with planning for staff succession
- Reduction of your workload
- Increased opportunities to become familiar with school courses and student performance standards
- Enhancement of staff morale and employee's training skills while working with students
- Opportunities for staff development
- An opportunity to enhance the business's image in the community
- An opportunity for your business to give something back to the community.

## Benefits to students

Work placements enable students to:

- Try out career choices before leaving school
- Develop contacts with potential employers
- Be exposed to the 'real' world of work
- Develop general work related skills e.g. communication and interpersonal skills, ability to work in a team, an understanding of employer expectations etc.
- Gain an appreciation of the relationship between knowledge acquired at school and the skills required in the workplace
- Gain a conscientious approach towards work through on-the-job experience
- Demonstrate the mastery of specific skills and competencies related to the certificate they are undertaking
- Develop greater confidence and self esteem
- Undertake relevant courses, which count towards their senior school certificate and give credit towards further education and training.





## Structured Workplace Learning - Creating Opportunities

Eddie Nsanzimana spent his childhood in a refugee camp in Tanzania after being forced to flee from the Rwandan genocide in the mid 90's, before moving to Australia in 2006 with his mother and siblings.

Eddie discovered Nexus Youth Centre at the Western Victoria Careers Expo. He commenced a VET program as part of his secondary schooling. He didn't have a Structured Workplace Learning placement and his teacher encouraged him to approach Nexus. Nexus Youth Centre offered Eddie a placement and he attended the centre every Tuesday.

During that time Eddie assisted with organising events. "They let me lead a project—a camp at Lake Mungo in the outback for Young G and Freeza kids" he said. "The main idea of the camp was to get the multicultural Young G kids together with Australian kids to spend a whole week together and learn about each other and their cultures," he said. "Lake Mungo was crazy—no phone, no showers, no nothing for two days. I was surprised. The kids didn't care about phones though and we just sat around the camp fire talking and playing games. There was a bit of storytelling and it was amazing. We discovered a lot of talents in each other."

After the completion of his Structured Workplace Learning placement and year 12, Eddie was offered a full-time traineeship at Nexus Youth Centre in Horsham and began Certificate IV in Community Services.

"What I like about Nexus is the culture here—it's really chilled," he said. His favourite part of the job is the satisfaction he receives when an event comes together after lots of planning and organising. "It feels good seeing the reaction on the kids' faces. Seeing them happy keeps me going," he said.

Eddie's manager, Alois Kneibess had only good things to say about him. "Eddie's been fantastic. He connects really well with the young people. I think it's really good having a young person, on the staff in a training capacity. Work placements are a great opportunity to invest in a young person's life and they bring a fresh dynamic to your organisation. As a youth centre, it's good to be involved with young people that are starting to transition from education to employment. It's exciting to have someone like Eddie on board—he's dynamic and enthusiastic."

"Eddie has done a lot of work coordinating our Youth Week activities, working with different musicians, artists, logistics, catering, accommodation and transport," Alois said.

## What are the obligations of host employers?

Employer obligations fall into two broad categories:

**Supervision** – host employers nominate a supervisor to help the student undertake their designated tasks and master agreed skills which are recorded. These records may later be used as a basis for reporting on the student's progress.

**Workplace Compliance** – when hosting a workplace student, employers must meet occupational health and safety requirements, comply with anti-discrimination legislation and follow lawful workplace practices as they would for all of their employees.

An appropriate workplace induction should be completed when the student first starts their placement and should focus on aspects of occupational health and safety specific to your workplace and the tasks the student will be undertaking. A generic workplace induction form is included on page 15.

## Student Responsibilities

Whilst the students are attending a work placement they are expected to:

- ☐ Dress appropriately
- ☐ Maintain interest and participate in work duties
- ☐ Be well mannered and behave in a respectful and responsible manner
- ☐ Be punctual
- ☐ Follow management instructions
- ☐ Act in accordance with Occupational Health and Safety (OHS) requirements
- ☐ Work within the team
- ☐ Listen and take advice from fellow workers
- ☐ Participate in business activities as required
- ☐ Respect other people's belongings
- ☐ Keep a note pad and pen handy to take notes for their own reference
- ☐ Demonstrate the skills they have developed through their course
- ☐ Take their Log Book to the work placement every day. (Please see page 14 for more information on the log book.)

By reinforcing these expectations you help to shape good work habits and work readiness.

A student undertaking work placement with your business should meet the behavioural standards you expect of all your employees. If you allow a student on work placement to get away with behaviour you would not accept from your employees, they will believe that their behaviour is acceptable in the workplace, which may cause them problems in the future.



# Providing a quality work placement

A work placement should be as beneficial for the host employer as it is for the student.

A little bit of preparation by both the student and the host employer will go a long way towards achieving a quality work placement. By being prepared in advance, your business will demonstrate professionalism and enable the student to feel part of the team with real work expectations.

In the next section, there are some suggestions to help your organisation prepare to host a student. There is also a pre-placement checklist on page 11.

## Getting ready

### Meet with the student

Before you confirm a work placement, it is a good idea to meet with the student. That way you can establish whether the student and the workplace will be suited to each other. It is a good time to ascertain just what the student is studying and what they expect to gain from the work placement. You might like to treat your first meeting with the student as a mock job interview. It will be good practice for the student and will help you determine whether or not you feel you will be able to offer to host them for a work placement.

If the work placement is to go ahead, this is a good time to confirm, for example, work hours, lunch breaks, clothing requirements, rate of pay (minimum of \$5 per day – there are some exclusions to this) and payment method. Travel arrangements to and from work are the student's responsibility, but you may wish to ensure the student has this organised.

**IMPORTANT:** The student must give you a Structured Workplace Learning Arrangement Form to be completed and signed prior to the work placement commencing. This form is also signed by the student, their parent or guardian, and the school principal. Once completed and signed by all parties, the student is insured by WorkSafe for personal injury. (See page 20 for details on Public Liability.)

**Do not allow a student to commence a work placement with your business until this form is completed.**

**Victoria** Department of Education and Early Childhood Development

### Structured Workplace Learning Arrangement Form

*Education and Training Reform Act 2006 – Ministerial Order 55: Structured Workplace Learning Arrangements (Schools)*

#### STUDENT DETAILS

Surname \_\_\_\_\_ First Name \_\_\_\_\_ Birth Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
School Name and Address \_\_\_\_\_ Postcode \_\_\_\_\_ Telephone \_\_\_\_\_  
Structured Workplace Learning Coordinator \_\_\_\_\_ Student Year Level \_\_\_\_\_

**IN CASE OF AN EMERGENCY, THE EMPLOYER SHOULD CONTACT THE STUDENT'S PARENT OR GUARDIAN AND THE STRUCTURED WORKPLACE LEARNING COORDINATOR:**

Name (Parent/Guardian) \_\_\_\_\_  
Address \_\_\_\_\_  
Tel. (Home) \_\_\_\_\_ (Work) \_\_\_\_\_ (Mobile) \_\_\_\_\_  
Emergency contact (Name and Tel.) \_\_\_\_\_

**PRIVACY INFORMATION:** The information provided on this form is for the administration of Structured Workplace Learning Arrangements only and is not to be used for any other purpose. Health information will be provided if the Student has a medical condition or requires medication that may be relevant to their placement. This information must be kept confidential.

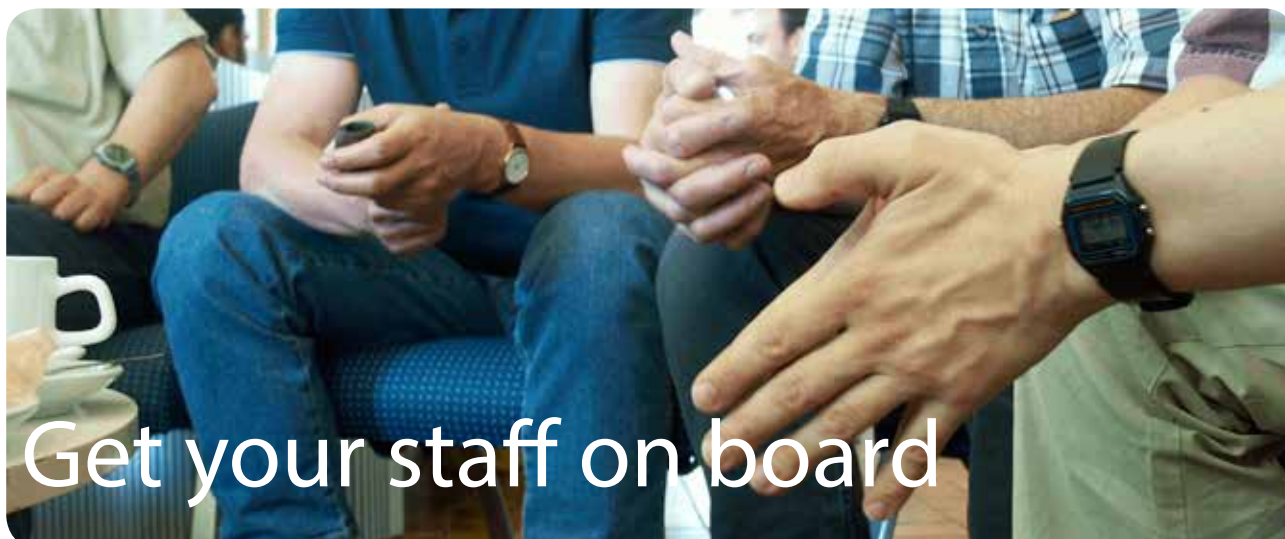
#### WORK PLACEMENT DETAILS

Employer (business) name \_\_\_\_\_ Tel. \_\_\_\_\_  
Business address \_\_\_\_\_  
Type of industry \_\_\_\_\_ Primary activity at workplace \_\_\_\_\_  
Student's work location address \_\_\_\_\_ Postcode \_\_\_\_\_  
Workplace contact person \_\_\_\_\_ Supervisor \_\_\_\_\_  
Activities the student will undertake (if insufficient space, attach separate sheet) \_\_\_\_\_

Structured Workplace Learning hours \_\_\_\_\_ am / pm, to \_\_\_\_\_ am / pm; on ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday  
from (commencement date) \_\_\_\_\_ to (completion date) \_\_\_\_\_ Total number of days \_\_\_\_\_  
Rate of payment \$ \_\_\_\_\_ per day (\$5.00 per day minimum)

#### EMPLOYER ACKNOWLEDGEMENT (Employer to sign)

I, \_\_\_\_\_ [name of individual, or on behalf of the Employer if Employer is an incorporated body] agree that:



## Get your staff on board

There are a number of ways to get your staff involved in the work placement:

- Involve them right from the start of the program. Inform staff members of the student's start date. They should be encouraged to make the student feel welcome and part of the team
- Explain to your staff that Structured Workplace Learning (SWL) is designed to allow students to put theory learned in their VCAL or VET program into practice in the workplace. Students completing SWL are undertaking industry based training and, with supervision, may have the ability to assist staff with some of their basic tasks
- Promote the value of developing staff leadership skills and the opportunity to use these skills when supervising a student.

### Appoint a supervisor

When you are appointing an employee to supervise a student, you may wish to consider the following points:

- Is the person you have chosen willing to support a student during the work placement?
- Do they have the required leadership qualities?
- Can they minimise workplace jargon, and not assume too much base level knowledge?
- Can you rotate the student amongst several of your staff to vary the duties and experiences?
- Do you have a younger staff member who demonstrates the above capabilities?

You need to decide where the student will be placed and what, if any, protective clothing or protective equipment the student may require before they start. The supervisor should be appropriately briefed.

### Develop a job list

Start thinking about jobs that will be suitable for the student to undertake. Get your staff to contribute to this also. Start putting aside some suitable tasks. You may like to develop a job list for each day. A job list gives structure to a student's day and will help the student complete the daily record section of their Log Book.

See page 26 for suggested activities for Structured Workplace Learning students.



Remember, a student on an SWL placement can use some machinery and powered equipment but only after they have been properly trained and only under **direct supervision**.



## Pre-placement checklist



You may like to ask some of the following questions:

- Which school do they attend?
- What are they studying?
- What do they hope to do when they finish school?
- Why they would like to complete a placement with your business/organisation?
- What do they hope to learn from a placement with your business/organisation?

The following page is a Workplace Student Contact Details form which you might like to photocopy and complete when you meet with the student so that you have the information you require on file.

Don't forget to:

- ☐ Confirm dates
- ☐ Confirm start and finish times
- ☐ Obtain contact details for the student's supervising teacher/trainer
- ☐ Discuss key skills/competencies the student is expected to achieve
  - ☐ Has the school provided a list?
  - ☐ Has the student provided details of the course that they are studying?
- ☐ Confirm details of breaks and lunch times and arrangements
- ☐ Explain the standard of dress required in the workplace
- ☐ Complete the Structured Work Placement Arrangement Form

To prepare the workplace:

- ☐ Advise staff of the student work placement
- ☐ Appoint a supervisor
- ☐ Prepare a list of suitable tasks (see page 26 for suggestions for Structured Workplace Learning students)
- ☐ Set aside any suitable tasks that can be completed by the student
- ☐ Review OHS policies and procedures in the workplace
- ☐ Organise a desk or workspace (if appropriate)
- ☐ Prepare a workplace induction to be completed when the student arrives on their first day (see page 17).



## Workplace Student Contact Details

This form is to be completed by the workplace student and kept on file by the employer. This information is confidential and is to be used solely for purposes relating directly to the student's work placement.

### WORK PLACEMENT DETAILS

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

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

Contact Phone Number:

Mobile \_\_\_\_\_

Home \_\_\_\_\_

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

Placement Dates:

Commencement Date \_\_\_\_\_ Finishing Date \_\_\_\_\_

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

School Contact Person: \_\_\_\_\_

School Contact Phone Number: \_\_\_\_\_

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

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

### STUDENT'S EMERGENCY CONTACT DETAILS

Contact Name: \_\_\_\_\_

Contact Phone Number: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Alternative Contact Number: \_\_\_\_\_

### MEDICAL DETAILS

Any necessary medical details (asthma, allergies, medications etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Doctor's Name: \_\_\_\_\_

Doctor's Contact Number: \_\_\_\_\_

## The Job List

Preparing a list of jobs that a student on work placement can undertake will help to ensure that the placement goes smoothly. If you are unsure about tasks or activities that students can or cannot do in the workplace, please contact your Structured Workplace Learning Officer

Starting the student out with a few basic tasks will allow you to determine the student's ability to understand and follow instructions and comply with workplace procedures and safety guidelines. Once you are confident in the student's abilities you will be able to set more challenging tasks.

It is important that you discuss this process with the student. It might be a good idea to look at the task list with the student and explain that once they have proven their ability to manage simple (often boring and repetitive) tasks, they will be able to move onto something more exciting and challenging.

### Tips for developing a jobs list

- ☐ Talk to the student to find out their current level of knowledge and skills.
- ☐ Give the students something simple to do and observe how they deal with this, and then decide if they are capable of going on to more difficult situations.
- ☐ Look at ways students can be rotated into a variety of activities and experiences.
- ☐ Keep a list of simple tasks and odd jobs that may be suitable. If possible write down step-by-step instructions that can be used again for future students.

## Prohibited or Restricted Industries or Businesses - Health and safety guidelines for SWL

There are some restrictions on the types of industries in which students are permitted to undertake work placements as well as restrictions on the types of tasks students are permitted to undertake.

### Industry

Abattoirs	See footnote 1
Any business where firearms and/or ammunition are manufactured, repaired or sold	X - Prohibited
Equine Industry	See footnote 2
Fishing Vessels	See footnote 1
Funeral Homes	See footnote 1
Gaming	X - Prohibited
Mining quarrying, extraction, recycling plants, foundries and tips	See footnote 3
Morgues	X - Prohibited
Prisons, correctional or remand centres or immigration detention centres	X - Prohibited
Recreational vessels	X - Prohibited
Security Industry	X - Prohibited
Sex Industry	X - Prohibited
Tattoo shops	X - Prohibited
Trading vessels	See footnote 4
Transmission and distribution industries (linework and/or cabling)	See footnote 1

### Footnotes

X - Prohibited (students may not undertake structured workplace learning in this industry)

1. Students may undertake structured workplace learning in these industries only if they are completing a relevant VET qualification and the structured workplace learning will allow them to obtain or further develop the skills and knowledge outlined in a relevant unit of competency within the qualification. Employers must provide students with an appropriate health and safety induction and any activities must be carried out under direct supervision.
2. Where students are not completing a relevant VET qualification they may only undertake structured workplace learning in this industry in line with the Department's guidelines for work experience with animals and they are not permitted to undertake riding activities.
3. Students may only undertake office duties above ground in these industries.
4. Where students are not completing a relevant VET qualification they may only assist on trading vessels used for passenger ferry services or charter activities and operating on inland or enclosed waters.

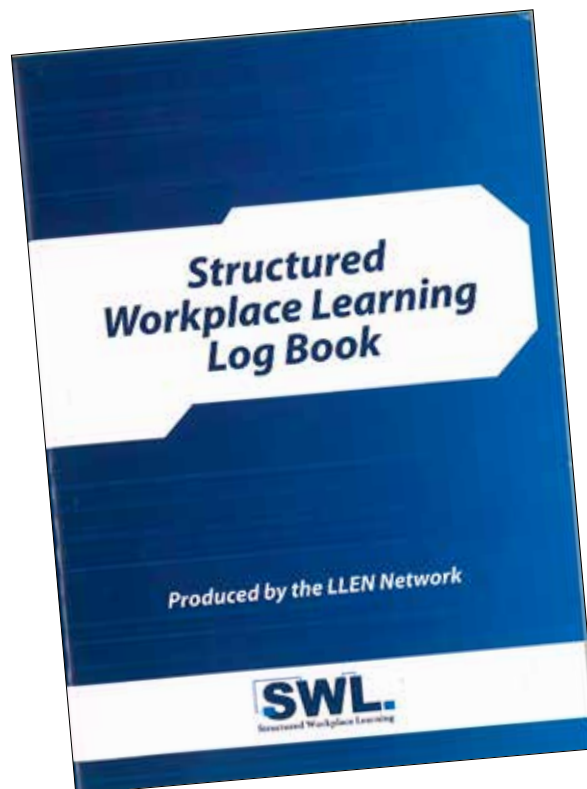
# Student Log Book

Students should bring a work placement Log Book or journal with them to their work placement every day. The student should record all the activities they observe or undertake on each day that they attend their work placement. There is a section for the supervisor to sign to verify activities detailed in the Log Book, and also an area for the supervisor to provide feedback and comments.

When completed, the Log Book provides a summary of all competencies acquired, or experiences gained, by the student. The Log Book can be used by students when they are developing their resumés, writing job application letters and preparing for job interviews. It may also be used by the student as supporting evidence towards assessment for their VET or VCAL program.

It is recommended that you allow the student 15 minutes at the end of each day to complete the daily record section of their Log Book (see below), or fill in their journal. You could then spend 5 minutes discussing the entry and providing feedback to the student.

Reviewing the student's log book or journal at the end of each work placement day will give you an opportunity to discuss the student's progress with them, and to bring up any minor issues or concerns you may have, before they become large problems. It is also a good opportunity for the student to ask any questions or raise any concerns that they may have.



## DAILY RECORD DAY ONE Date :.....

*In the space below, list your major duties at work today.*

What tasks/activities did you undertake today?  
What tools, machinery, equipment or technology did you use?  
What new skill s did you learn?

What do you think you did well?

What areas do you think you need to improve on?  
are there any questions you would like to ask your employer

**Supervisor's Comments**

## Employability Skills – DAY ONE

*Which of the following areas did you demonstrate ability in today?*

EMPLOYABILITY SKILLS	How did you demonstrate this?
<b>Communication</b> (e.g. listening and understanding, speaking clearly and directly, writing, reading and understanding)	
<b>Team work</b> (e.g. working as a member of a team, applying team work to a range of situations)	
<b>Problem solving</b> (e.g. identifying problems, developing solutions, solving problems in teams)	
<b>Self management</b> (e.g. taking responsibility and evaluating and monitoring your own performance)	
<b>Planning and organising</b> (e.g. time management, setting priorities, making decisions, setting goals, collecting, analysing and organising information)	
<b>Technology</b> (e.g. having a wide range of basic IT skills, using IT to organise information, learning new IT skills)	
<b>Learning</b> (e.g. being enthusiastic about learning, being willing to learn, being open to new ideas and techniques.	
<b>Initiative and enterprise</b> (e.g. adapting to new situations, being creative, turning ideas into actions, coming up with a range of options)	

*Student's Signature: :* \_\_\_\_\_

*Supervisor's signature:* \_\_\_\_\_

# Hosting students who are culturally and linguistically diverse (CALD)

Culturally and linguistically diverse youth are young people between the ages of 15 and 24 who identify as having a specific cultural or linguistic affiliation by virtue of their place of birth, ancestry, ethnic origin, religion, preferred language, or because of their parents' identification on a similar basis.

One in five students:

- have had all or some of their schooling in Australia but have a home background which includes at least one language other than English
- are newly arrived in Australia and from a language background other than English
- were born in Australia but entered school with little or no English.

## Benefits of hosting CALD students

Hosting CALD students in a workplace can provide benefits to the employer as well as to the student. CALD students often display a keen capacity to learn and perform well when shown how to do a particular task.

Hosting a CALD student gives employers an opportunity to increase cultural understanding in their workplace and to assist students with assimilating into the Australian workforce and culture. Employers can provide opportunities to a demographic cohort experiencing high unemployment and assist students to build ties with the community.

## Tips for employers

When working with a student with a language barrier, be mindful of using any idioms, slang or jargon. You may need to ask the student to repeat instructions back to you in their own words to check that they have understood.

Be respectful of any cultural or religious restrictions (attire, dietary requirements, etc). Students from some cultures may be uncomfortable being paired with a supervisor of the opposite sex. Some cultures are very uncomfortable with displays of conflict or disagreement. You may need to be mindful of cultural differences in some non-verbal communication (body language, eye contact). Be aware that students with a language barrier may not understand certain forms of humour and may not understand when others in the workplace are joking.

# Hosting students with a disability

The process for hosting a student with a disability for work placement is the same as for hosting a student without a disability.

When you meet with the student prior to the work placement, make sure you determine exactly what the student can and cannot do to ensure that activities arranged for the student during their work placement are suited to their abilities.

The student's school or other education and training provider may be able to provide additional support for the placement if required.

Strengths a student with a disability may bring to your workplace could include:

- a strong desire to work
- a good history of punctuality and reliability
- a capacity to learn well when shown how to do a particular task
- ability to concentrate and work on repetitive tasks
- the knowledge that parents are supportive and encouraging of the placement.

## Myth Busters!

Did you know that:

- 19% of employees with a disability work in professional occupations
- 15% of employees with a disability are clerical sales and administrative workers
- 15% of employees with a disability are technicians and trade workers.

Around 8% of young people aged between 15 – 24 years of age have a disability.  
The number of students with a disability enrolling in Vocational Education and Training (VET) has almost doubled in less than 10 years.'

## The first day - Meet and greet

On the first day some students tend to be a bit shy and a little nervous. This is to be expected as it may be the first time the student has been in a business environment. Some students have had more experience than others as they may be older or have part-time jobs which may have broadened their understanding of what is expected when working for a business.

When the student first arrives you need to get them settled quickly. The supervisor can do this by following a simple process of:

- Going through the Induction/Orientation (see below)
- Introducing them to other staff members
- Showing them around the work area and letting them know where they are going to be located (paying special attention to safety)
- Letting them know your expectations of them
- Showing them where to find staff facilities.

The student's Log Book contains useful information and check-lists for both the student and the supervisor. The Log Book also contains activities that can be completed by the student during their work placement, and sections to be signed by the supervisor. Take a few minutes to look through the Log Book with the student.

## Induction / Orientation

If you spend the first hour getting to know your student and doing a thorough induction, they should be far more settled and productive. It is good practice to explain to the student that they will be treated just like a new employee. Starting with a good induction is very motivating for the student. The induction will preview more challenging tasks to do later in the placement. This can dramatically raise enthusiasm and the success of the work placement.

Every workplace is unique and safety rules, equipment and work practices vary. Some supervisors skip over small details that may be important to a new entrant in the workplace, so please explain the details of fire extinguishers, first aid kits, emergency exits etc.

Ensure your staff are aware that initiations, practical jokes and horse-play that were once common place are now serious safety concerns and are illegal.

You must be thorough with your safety induction and workplace tour. Do not assume that the student has the same safety awareness as your regular staff.



# Think Safe!

Initiations, practical jokes and horse-play that were once common place are now serious safety concerns and are illegal.





# General Workplace Induction on Starting Work Placement

Student's name: \_\_\_\_\_

Manager/Supervisor's name: \_\_\_\_\_

Department/Section: \_\_\_\_\_

Date of induction: \_\_\_\_\_

## Introduction: (explain)

- ☐ Nature and structure of organisation
- ☐ Roles of key people in the organisation
- ☐ Work times and meal/rest breaks
- ☐ Phone calls and collecting messages, including mobile phone rules
- ☐ Notification of absences
- ☐ Emergency contact details

## Work environment: (show)

- ☐ Work station – equipment used for job, hazards involved and control measures
- ☐ Locker and change rooms
- ☐ Wash and toilet facilities
- ☐ Dining facilities
- ☐ Location of first aid facilities, such as the first aid kit/room
- ☐ Location of emergency exits, fire extinguishers and eye wash stations
- ☐ Prohibited or restricted areas
- ☐ Safety signage

## Security: (explain)

- ☐ Building
- ☐ Personal belongings

## Specific health & safety information: (explain & show)

Health and safety policy and procedures, including roles and responsibilities for:

- ☐ Health and safety consultation and communication procedures, including the function of health and safety representatives and health and safety representative in student's area
- ☐ Harassment, bullying and workplace violence policies and procedures
- ☐ Safe work procedures
- ☐ Special safety requirements
- ☐ Safety signage
- ☐ Hazard reporting procedures
- ☐ Incident reporting procedures
- ☐ Injury reporting procedures
- ☐ Location of forms that need to be completed when reporting hazards, incidents and injuries
- ☐ First aid procedures
- ☐ Fire safety procedures
- ☐ Other emergency/evacuation procedures

## Induction Conducted by:

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## First day example

Once you have gone through the induction/orientation process and you have explained to the student that they are here to work and learn, you will need to decide what you want them to do next. A few suggestions you could use:

- Buddy them up with one of the other employees for the day so they can observe them performing tasks and learn the correct procedures
- Give them lots of information to read about your business, your products and services. Let the student know that you will be asking them questions later on
- Start them on a pre-prepared task list
- If you have your own training manual, you could get the student to read it and learn simple tasks from the different sections
- Check to see if you can provide an opportunity for the student to practice particular skills
- Set up some practice work for the student
- Talk to the student about anything they may like to achieve during the work placement
- Get them to work on their Log Book or any assignment tasks

Any of these suggestions will get you off to a good start with the student.

### First day on the job!

Dan from D. & R. Engineering has agreed to host Jake for a Structured Workplace Learning (SWL) placement. Jake is a Year 11 student studying Certificate II VET (Vocational Education & Training) Engineering as part of his senior school certificate. Prior to the placement, Dan met with Jake to sign the paperwork required by the school. This will cover Jake for WorkCover during his placement. Dan also wanted to find out what Jake's expectations of the placement were, and what skills he wanted to develop during the placement. This helped Dan to develop a task list for Jake. Dan also discussed the expectations of behaviour during the work placement, checked that Jake had completed any OHS requirements, confirmed the hours of work including lunch time, and clarified appropriate clothing to wear. He gave Jake the opportunity to ask any questions. Prior to Jake starting at D. & R. Engineering, Dan discussed Jake's work placement with his staff, encouraged them to be involved in developing a list of tasks suitable for Jake, and identified who would be his main supervisor during his work placement and what that role entailed.

On the first day of Jake's work placement, Dan took Jake for a tour of the work site, described the work done in each area. He introduced Jake to the staff and to his workplace supervisor. Dan took Jake through a workplace induction, the same process that he would do with any new employee. In particular, Dan discussed the OHS considerations of working in his industry. Dan took Jake through the task list that had been developed by his staff and asked if Jake had any questions. Dan then took Jake to his supervisor, and his work placement began.

Dan was confident that Jake would benefit from his time with D. & R. Engineering because of the preparation put into developing the task list and the engagement with his staff in the process. Dan is keen to see Jake's progress during the placement, as he is looking at taking on a new apprentice at the end of the year, and Jake might be a suitable candidate.



### At the End of the Day

If students have a positive experience on their first day, they will feel settled in the workplace and confident that they will be able to make a positive contribution during their placement.

At the end of the first day it is important to provide the student with some constructive feedback and encouragement regarding how they performed.

Students are naturally nervous and often unsure of their performance. Your feedback and guidance can have a major impact on motivation and performance.

# Introduction Checklist for New Tasks

Student's name: \_\_\_\_\_

Manager/Supervisor's Name: \_\_\_\_\_

Department/Section: \_\_\_\_\_

Date of induction: \_\_\_\_\_

## Job specific training for EACH NEW TASK: (explain and show)

- ☐ Make sure you schedule sufficient time for training in the appropriate learning environment
- ☐ Provide written (or in other suitable form) safe work procedures to student
- ☐ Provide and show student how to safely wear/use any protective gear, such as gloves, safety footwear and goggles
- ☐ Explain the job in detail and the reasons for doing it, including clear instructions for EACH TASK
- ☐ Explain safety features of plant and equipment, how to know if it is faulty and how this should be reported
- ☐ Emphasise specific hazards and methods of control, such as hazardous substances or difficult customers
- ☐ Ask the student to repeat the instructions to ensure comprehension
- ☐ Go through the task using safe work procedures at normal speed, emphasising the main points
- ☐ Go through the task at slow speed using safe work procedures and answer questions
- ☐ Have the student perform the task until it is done exactly as required – correct mistakes immediately
- ☐ Ask questions as you go to check understanding, and encourage the student to ask questions
- ☐ Go to next task and repeat process
- ☐ After all tasks go smoothly, have the student perform the entire job. If it is too long or complex, break it into steps to suit the student's capacity. Take time to repeat the process.
- ☐ Discuss any maintenance requirements and who has responsibility for this (ensure the student does not believe they have to fix any malfunctions, blockages etc.)
- ☐ Discuss problems and answer questions
- ☐ Schedule follow-up training
- ☐ **Ensure that student is supervised at ALL times during the placement**

## Review: (explain & show)

- ☐ Review work practices and procedures with the student
- ☐ Encourage and answer any questions, including any ideas about safe work practices
- ☐ Ask questions of student to ensure their recollection of information you have provided
- ☐ Correct any unsafe work habits immediately
- ☐ Ensure ongoing appropriate supervision and instruction
- ☐ If the student is not yet competent, repeat any training required and provide additional training if needed

## Public Liability Insurance<sup>1</sup>

When a structured workplace learning arrangement is entered into by a Principal of a government school, it is the obligation of the Department to hold or take out public liability insurance to provide at least \$10 million cover per event. The parties to be insured are the student and the employer.

When an arrangement is entered into by a Principal of a non-government school, it is the obligation of that school to hold or take out public liability insurance to provide at least \$10 million cover per event. The parties to be insured are the student and the school.

When an arrangement is entered into by a Principal of a non-government school not covered by public liability insurance as set out above, the employer must be informed of this by the Principal of that school at least four weeks prior to the commencement of that arrangement. In this event, the employer will be obliged to hold or take out public liability insurance to provide at least \$10 million cover per event for any loss or damage which may be caused by any act or omission of the student while engaged under the arrangement. The parties to be insured are the student and the employer.

The Principal must specify in the area provided on the Structured Workplace Learning Arrangement Form the type of coverage for the student.

## WorkSafe Insurance<sup>2</sup>

Students who suffer work related injuries or illnesses while undertaking structured workplace learning placements are entitled to compensation under the WorkSafe scheme.

All structured workplace learning students are covered under the Department's WorkSafe Insurance policy.

Employers of structured workplace learning students are exempt from the normal employer obligations to provide suitable employment or plan for the return to work of structured workplace learning students who may be injured while undertaking a structured workplace learning placement.

Also, employers of structured workplace learning students are not liable for any claims costs or consequent premium costs that may be incurred as a result of a structured workplace learning student lodging a WorkSafe claim. Claims from structured workplace learning students are lodged against the Department's WorkSafe Insurance policy and the costs are met under the Department's policy.

Gallagher Bassett is the Department's workers' compensation agent.

**NOTE: WorkSafe Insurance does not cover people travelling to and from work.**

<sup>1</sup> Structured Workplace Learning Manual For Victorian Secondary Schools, Department of Education and Training, 2016

<sup>2</sup> Structured Workplace Learning Manual For Victorian Secondary Schools, Department of Education and Training, 2016

### If there is an accident

You have a legal obligation to provide a safe and healthy working environment for your employees and contractors. Students undertaking workplace learning are no different. You must take all steps to safeguard them during their time with you. You must assess your workplace to determine which activities can be safely managed. You must take care NOT to place them at risk and you must provide supervision at all times.

Accidents can happen. In the event of an accident please make sure the student receives either first aid or medical attention. The school Work Placement Coordinator must be contacted immediately. You should also have medical and emergency contact information for the students. Incidents including near misses (even if no-one was injured) and accidents, even including minor cuts and scrapes requiring only a bandaid, must be reported and recorded.



## Feedback for students

Feedback helps students make the most of their work placement and should be provided regularly throughout the placement. Feedback provides students with an opportunity to find out how well they have performed and if they are suitable for employment within the industry.

If there is an area of the student's performance that needs to be corrected or improved, please provide constructive feedback with suggestions on how they might be able to achieve this.

It may be difficult to bring issues up with the student, but it is really important to make sure the placement is successful for both parties. The Interim Performance Appraisal Form (on page 23) may help you to start a conversation. You need to clearly identify what area of behaviour/performance is unacceptable and how it needs to be changed. It will be helpful to identify a time-frame for changes to occur. Both you and the student can document this on the form provided and revisit it in the agreed time frame to see the progress on these changes.

At the end of the placement the teacher will review the feedback to help them understand how the student has performed.

In preparing to give feedback on the student's performance you may like to:

- Firstly talk to other staff members involved with the student
- Ask the student how they feel their performance went during the week
- Review the student's Log Book
- Review the jobs list that you have set out for them.



### Tips for giving feedback:

- Always start with the positive aspects of their performance
- Talk to the student and find out how they feel about their performance
- Provide helpful advice and suggestions for improvement
- Be encouraging wherever possible
- If the opportunity exists allow the student to have another try.

**When giving feedback always start with positive aspects of the student's performance.**



### What if there is a problem?

If there is a problem with the student's behaviour or performance in the workplace that persists after you've discussed it with the student, and after you have used the Interim Performance Appraisal, please contact the student's school or training provider for further discussion.

Problems with the work placement are best addressed as soon as they arise. Often a work placement is the student's first experience in a work environment and they may not be aware of workplace protocol. Try to ensure you are very explicit in your explanation of tasks to be performed. Ask the student to repeat instructions back to you in their own words so that you are sure they have understood your instructions.

**If you feel the work placement is no longer mutually beneficial you are entitled to terminate the agreement at any time. Please ensure you inform the school or training provider immediately.**



**Students are naturally nervous and often unsure of their performance. Your feedback and guidance can have a major impact on motivation and performance.**



## Feedback

Employer Bob Jones hosted Jack Smith for a Structured Workplace Learning placement with his business. On the first day Bob conducted a workplace induction for Jack and, as part of the induction, explained that employees were only allowed to use their mobile phones during breaks. After this, Bob caught Jack using his mobile during work time on several occasions. Bob reminded Jack that he should leave his mobile phone in his bag until break time, but caught Jack using his phone again after the reminder. Bob filled out an interim performance appraisal form and then sat down with Jack to discuss the form. Bob explained that other employees at the business were required to follow the rules and that he expected the same of Jack. Jack stated that his school had a similar policy regarding mobiles, but rarely enforced it and he had assumed that the workplace would be the same. They agreed that Jack would not use his phone during work time. Both Bob and Jack signed the interim appraisal form and each kept a copy. Bob felt satisfied having addressed the issue with Jack and mobile phone use was no longer a problem during the work placement.



Areas of greatest strength: Jack is very courteous and polite. He shows initiative by doing tasks without being asked. He pays keen attention when instructions are given and asks questions when he is unsure of what is required.

Areas most needing improvement: Jack has been using his mobile phone during work time which is against company policy.

Strategies to improve performance Jack is to leave his mobile phone in his bag or locker during work time and only use it during breaks.

Date of further review (if required): \_\_\_\_\_

Employer signature: Bob Jones

Date: 20 May 2018

Student signature: Jack Smith

Date: 20 May 2018

# feedback

# Interim Performance Appraisal

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

Employer Name: \_\_\_\_\_

Punctuality:	<input type="checkbox"/> Always on Time	<input type="checkbox"/> Seldom Late	<input type="checkbox"/> Regularly Late
Appearance/dress:	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Inappropriate
Motivation/attitude	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Needs Improvement
Supervision:	<input type="checkbox"/> Works Independently	<input type="checkbox"/> Needs Guidance	<input type="checkbox"/> Needs Supervision
Communication with others:	<input type="checkbox"/> Very Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Needs Improvement
Use of machines and technology:	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Needs Improvement
Acting responsibly and maintaining OHS standards (self/others):	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Needs Improvement
Taking directions and working cooperatively:	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Needs Improvement
Honesty:	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Inappropriate
Maintaining professional standards - use of personal phone, privacy:	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Inappropriate
Overall performance:	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Needs Improvement

Areas of greatest strength: \_\_\_\_\_

\_\_\_\_\_

Areas most needing improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Strategies to improve performance \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of further review (if required): \_\_\_\_\_

Employer signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

## On the last day

Before the student finishes their work placement make sure that they have:

- Handed back any finished or unfinished work
- Tidied up their work area
- Returned any items of uniform, keys, badges, tools etc.
- Completed the relevant sections of their Log Book or journal and had them signed by their supervisor
- Had an opportunity to say goodbye and thank the staff with whom they have been working.

As the host employer you should ensure that you have:

- Finalised any payment owed to the student
- Completed the work placement evaluation form
- Talked to your staff about their experience of having a student in the workplace
- Provided feedback to the school regarding your experience as a host employer.

## References

The student may ask you if you would be willing to be listed as a referee on their resume. You are not obligated to do so. Should you choose to be a referee, it may be useful for you to keep a copy of the work placement evaluation form. You may also wish to make some additional notes to assist you when providing a reference.

## Employment

Is your workplace student too good to lose?

Would you like to offer them employment or an apprenticeship but they want to stay at school and complete their education?

**There is a way you and the student can combine both! A School Based Apprenticeship or Traineeship (SBAT) allows a student to undertake an apprenticeship or traineeship part time, whilst continuing their school education.**

A School Based Apprenticeship or Traineeship (SBAT) is a structured training arrangement, usually involving on and off-the-job training for a student employed under an apprenticeship/traineeship training contract while undertaking the VCE or VCAL. What does that mean? A student would be employed by your organisation, and would attend the work place one or two days per week, and the rest of the time at school and training. This is a very cost effective way for your to train a potential future employee. You may also be entitled to employment incentives through the various schemes that may be applicable to your industry.

If you would like to know more about SBATs or other work placement opportunities, please contact the Structured Workplace Learning Officer at your nearest Local Learning and Employment Network (LLEN).

# Work Placement Evaluation Form

Student \_\_\_\_\_ Year Level \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Employer \_\_\_\_\_

Please rate the student on the following by ticking the appropriate box:

N/A = Not Applicable 1 = Unacceptable 2 = Needs Improvement 3 = Good 4 = Very Good 5 = Excellent

## General Evaluation

	N/A	1	2	3	4	5
Punctuality – arrives at work and back from breaks on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pleasant and courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compatible with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neat, clean and appropriately dressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude to, and interest in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works at reasonable speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care and safety – Follows OH&S procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care and use of equipment/machinery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes assigned work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks out extra tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to take on feedback, especially negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas in which improvements are needed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas of greatest strength: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does the student show aptitude for this type of work? ☐ Yes ☐ No ☐ Possibly

Any further comments? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Employer Signature \_\_\_\_\_

# Generic Task List

## Generic Task List

This list contains suggestions. Not all activities will be suitable for all students or all businesses.

These tasks are not industry specific. Some tasks may not be applicable to your industry.



**The suggested tasks lists are for Structured Workplace Learning only.**

- ☐ Carry out industry research – career pathways, size of business, competitors, customer profiles, suppliers and the supply chain, outputs, SWOT analysis (Strengths, Weaknesses, Opportunities and Threats)
- ☐ Investigate and complete sample workplace forms: time sheets, leave applications, Tax Declaration, confidentiality agreements, Working with Children Check, Criminal Record Check, incident report, room/vehicle booking sheets, organisational diary, appointment calendar
- ☐ Observe and document OHS procedures – speak to the safety officer or OHS representative, research industry specific workplace hazards, research MSDS (Material Safety Data Sheets), observe signage and safety areas
- ☐ Interview staff in different departments about their job roles and career paths
- ☐ Tidy staff areas, clean display areas and windows, sweep floors, make coffee
- ☐ Prepare office signs and basic word processing documents
- ☐ Assist with office tasks such as filing and shredding
- ☐ Answer phones (once taught correct procedure)
- ☐ Review promotional material.

Whilst on work placement, you might like to have the student plan a mock activity or task to be delivered. As part of this task the student would complete the following steps:

- ☐ Determine needs or audience
- ☐ Research an activity
- ☐ Obtain quotes or estimates for any materials required and prepare a budget
- ☐ Develop a plan for the activity – who would be involved, where it would take place, what equipment would be needed, how long would it take?
- ☐ Prepare publicity materials, invitations, media releases etc. (some students have great IT and Social Media skills)
- ☐ Send invitations and assist in the delivery of the activity (if appropriate).

Whilst on work placement, have the student investigate the acquisition of a new piece of equipment or materials required for the business. For example, they may research the acquisition of a new computer or photocopier, a new power tool, office supplies and stationery or building materials. As part of this task the student would complete the following steps:

- ☐ Determine the equipment or materials required
- ☐ Determine the needs of the business – specifications, price range, usage, quantities
- ☐ Research the equipment/materials and suppliers
- ☐ Obtain quotes or estimates and prepare a budget
- ☐ Investigate purchasing systems of the organisation and work with a supervisor to complete the order.

**These are suggested activities only.**

**Not all activities will be suitable for all students or all work sites.**



# School Based Apprenticeships –on the family farm



‘Combining  
secondary school  
studies with a  
School Based  
Apprenticeship.’

**According to Tim Rokebrand, his son Clint started telling him that he wanted to be a farmer when he was just 3 years old. He also wanted to be a fireman, a pilot and several other things, but began taking the idea of a career in farming seriously once he reached high school.**

While attending Edenhope College, Clint combined his year 12 qualification with a School Based Apprenticeship on the family farm. Clint undertook a Certificate III in Rural Production through Rural Industries Skill Training (RIST), and said that his days at trade school were flexible. ‘They ran training throughout the year, so you can just pick the dates that suit you’.

As well as studying subjects such as Maths, English, Woodwork and Business Management at school, Clint also learnt about OHS on the farm, chainsaw handling, wool classing and stock health and feeding. There were a number of compulsory core units but Clint said he could also choose from a pretty long list of electives as well, so he was able to select the modules that were most applicable to the family farming business, or the ones that he found most interesting.

Clint said that one of the big advantages of completing a School Based Apprenticeship was the fact that he was able to leave school with an additional qualification. His father, Tim agreed. ‘We could tell he was getting frustrated with the academic side of school, but he’s always been keen on farming. We were able to direct his education a bit more and I had an extra helper on the farm one day a week’.





