

# SWL Guide for Employers



**WYNBAY**  
LOCAL LEARNING &  
EMPLOYMENT NETWORK

**SWL.**  
Structured Workplace Learning

Dear Employer,

Welcome and thank you for agreeing to host a SWL student.

We appreciate your commitment to helping enhance the student's education by focusing on building knowledge and understanding in a particular trade. WynBay LLEN and the Department of Education and Training really value your support and dedication in the Structured Workplace Learning Program.

To ensure that you are supported through the process of hosting students during work placements, WynBay LLEN has created this SWL pack to answer the most commonly asked questions received from host organisations and workplace supervisors.

We value your support and assistance and look forward to your continued involvement in the program.

Yours faithfully,



Dallian D'Cruz  
CEO  
WynBay LLEN

## 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](#)



Education  
and Training

# Employers, **SIGN UP TODAY!**



**WYNBAY**  
LOCAL LEARNING &  
EMPLOYMENT NETWORK

### WHAT IS THE STRUCTURED WORKPLACE LEARNING (SWL) PORTAL?

- Initiated by the Victorian Department of Education and Training is state-wide and online
- Developed to help students find meaningful work placements related to their Vocational Education and Training (VET) program
- Provided to enable employers to promote placement opportunities
- Managed by the WYNBAY LLEN and is for students, schools and employers

### ADVANTAGES OF USING SWL PORTAL:

- Track all student details in one place – SWL portal database
- Have the school and LLEN as a contact throughout student placement
- Be recognized with a certificate of participation
- Be invited to events hosted by the LLEN

### THE WYNBAY LLEN:

- Works with employers interested in hosting a student placement in their workplace
- Adds placement opportunities to the Portal & is super administrator

### PLACEMENT OPTIONS

Below is an overview of placement options students can undertake in your workplace

#### STRUCTURED WORKPLACE LEARNING

A short-term hands-on placement. Students apply knowledge gained during VET studies and demonstrate competence. Can be for a week block or one to two days a week for an agreed period

#### SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

Undertaken part-time where a student (15 and over) combines VCE or VCAL with part-time employment and training. Generally, one day a week at the workplace and one day training with a TAFE or RTO.

For more information or to get involved, contact:  
WynBay LLEN | T: 03 9394 6331 | E: [sher@wynbayllen.org.au](mailto:sher@wynbayllen.org.au)  
[www.wynbayllen.org.au](http://www.wynbayllen.org.au)

# WHAT DO I DO IF AN INCIDENT OCCURS INVOLVING THE STUDENT?

Should an incident happen to the student whilst under your supervision, the following steps should be taken:



## If an Emergency

- Seek medical help immediately
- Call for an ambulance immediately if required
- Contact the school and/or the WynBay LLEN – SWL Coordinator
- Complete an incident report of the accident and forward a copy to the school



## If a student is absent

- Please contact the school,
- if you can't get on to the school please phone the WynBay LLEN – SWL Coordinator



## If a student isn't behaving correctly

- Please contact the school,
- if you can't get on to the school please phone the WynBay LLEN – SWL Coordinator

If the student goes to school outside this LLEN region and you don't have their contact details, please phone the WynBay LLEN.

**Sher Stowe-Winder** on **0412 671 042** or **WynBay LLEN** on **(03) 9394 6331**



# EMERGENCY CONTACT LIST

SCHOOLS in WYNBAY LLEN region		
<b>Al-Taqwa College</b> Stefanos Chrisoulis / Blagica Nikolovska 9269 5059	<b>Hoppers Crossing Secondary College</b> Neisha MacRae 9974 7777	<b>Tarneit Senior College</b> Anna Pengelly / Jamie Calleja-Bailey 9749 0246
<b>Altona College</b> Hamish McGee 9250 8050	<b>Jennings Street School</b> Meliz Ramadan 9360 9322	<b>The Grange P-12 College</b> Michael Boffa 9748 9166
<b>Bayside P-12 College</b> Annette Dyson 9392 8517	<b>Laverton P-12 College</b> Simone Tsantarlis / Teresa Puopolo 9369 1833	<b>Thomas Carr College</b> Casey Backhouse 8734 2444
<b>Emmanuel College- Notre Dame Campus</b> Daniel Taylor 8325 5100	<b>Mackillop College</b> Shey Gordon / Ebony Siemsen 8734 5200	<b>Warringa Park School</b> Azemine Seremetaj 9749 5774
<b>Good News Lutheran College</b> Naomi Nolan 8742 9000	<b>Manor Lakes P-12 College</b> Kate Goodwin 9741 4202	<b>Werribee Secondary College</b> Gabrielle Pino 9974 8680
<b>Heathdale Christian College</b> Vicky Bawden 9749 1522	<b>Mount St. Joseph Girls' College</b> Tania Vranes 8398 2000	<b>Williamstown High School</b> Anna Bovdis / Christine Anile 9397 1899
<b>Homestead Senior Secondary College</b> Brenton O'Callaghan 7379 9600	<b>Point Cook Senior Secondary College</b> Coralie Saunders 9395 9271	<b>Wyndham Central College</b> Allan Bernardi / Pina Siragusano 9741 4911

Sher Stowe-Winder

0412 671 042  
9394 6332

WynBay LLEN

Building C5, L1  
2 Main Street, Point Cook 3030



Structured Workplace Learning

# Employer Handbook

This guide has been created by the Structured Workplace Learning (SWL) Program to assist employers with student work placements and it has been developed in response to requests by industry to answer the most commonly asked questions received from host organisations and workplace supervisors. Structured Workplace Learning officers provide support to businesses and link them with students and schools.

## For more information please contact:

### Sher Stowe-Winder

Structured Workplace Learning Officer

Mob: [0412 671 042](tel:0412 671 042)

Email: [sher@wynbayllen.org.au](mailto:sher@wynbayllen.org.au)

### WynBay LLEN Office

For any SWL enquiries, contact our office:

Ph: [03 9394 6331](tel:03 9394 6331)

Email: [gabrijela@wynbayllen.org.au](mailto:gabrijela@wynbayllen.org.au)

## Participating Member Schools:

SCHOOL	TEL:	SCHOOL	TEL:
<b>Altona College</b> 103A Grieve Parade Altona 3018	9250 8050	<b>Jennings Street School</b> 4 Jennings St, Laverton VIC 3028	9360 9322
<b>Bayside P-12 College</b> Blenheim Road, Newport 3015	9392 8517	<b>MacKillop College</b> 1-29 Russell St, Werribee VIC 3030	8734 5200
<b>Emmanuel College- Notre Dame Campus</b> 2-40 Foxwood Drive Point Cook 3030	8325 5100	<b>Manor Lakes P-12 College</b> 2-50 Minindee Road Wyndham Vale VIC 3024	9741 4202
<b>Homestead Senior Secondary College</b> 9 Coaching Parade, Point Cook VIC 3030	7379 9600	<b>Mount St. Joseph Girls' College</b> 133 Maidstone Street Altona VIC 3018	8398 2000
<b>Laverton P-12 College</b> 91 Bladin St, Laverton 3028	9369 1833	<b>Tarneit Senior College</b> 861 Leakes Road, Tarneit VIC 3029	9749 0246
<b>Point Cook Senior Secondary College</b> Cnr Boardwalk Blv and Bergamot Drive, Point Cook 3030	9395 9271	<b>The Grange P-12 College</b> 30 Deloraine Drive Hoppers Crossing VIC 3029	9748 9166
<b>Williamstown High School</b> Pasco Street, Williamstown 3016	9397 1899	<b>Thomas Carr College</b> 35 Thomas Carr Drive Tarneit VIC 3029	8734 2444
<b>Al-Taqwa College</b> 201 Sayers Rd Truganina VIC 3029	9269 5059	<b>Werribee Secondary College</b> 45 Duncans Road Werribee VIC 3030	9741 1822
<b>Good News Lutheran College</b> 580 Tarneit Rd Tarneit VIC 3029	8742 9000	<b>Wyndham Central College</b> 101 Shaws Road Werribee 3030	9741 4911
<b>Hoppers Crossing Secondary College</b> 2 Fraser Street, Hoppers Crossing VIC 3029	9974 7777	<b>Warringa Park School</b> 81-85 Warringa Cres, Hoppers Crossing VIC 3029	9749 5774

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## Introduction

The transition from school to employment has changed remarkably in recent years. Students can 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 Workplace Learning and School Based Apprenticeships and Traineeships.

### Students come work-ready

The VCAA's policy ensures all the students complete the work-ready module prior to placement. Being work-ready is vital in preparing today's young adults for employment and being work-ready is a crucial step in preparing these young adults.

### 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/two weeks 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.

## Structured Workplace Learning = Doing

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.

## Workplace Experience = Observing

**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 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.

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 WynBay LLEN.

SWL

Structured Workplace Learning

HOME

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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.

Q

Start Search Now





## A map of the United Kingdom with the county of Shropshire highlighted in blue. Shropshire is located in the West Midlands region, bordering Wales to the west and several other English counties to the north, east, and south.

ID	Vocation/Position	Expires	Positions	Available
Nothing Entered Yet...				



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

<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 SWL Coordinator at WynBay LLEN.

**Late  
or  
absent**

**Employer  
Support**

**Assisting  
the  
Student**

**Behaviour  
Issues**

**Injury**

**More  
Info**



## 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.

## 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 refer to the 'templates' section 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 behavioral 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.

## 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.

**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 \_\_\_\_\_  
Student qualification: ☐ VCE Industry and Enterprise ☐ VCAL – Unit and code: \_\_\_\_\_  
☐ VET – Certificate name and code: \_\_\_\_\_

**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 \_\_\_\_\_ Postcode \_\_\_\_\_  
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 \_\_\_\_\_ Postcode \_\_\_\_\_  
Employer email 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)**



## 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.
- 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

### 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?

- 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.



**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***.



## Student Log Book

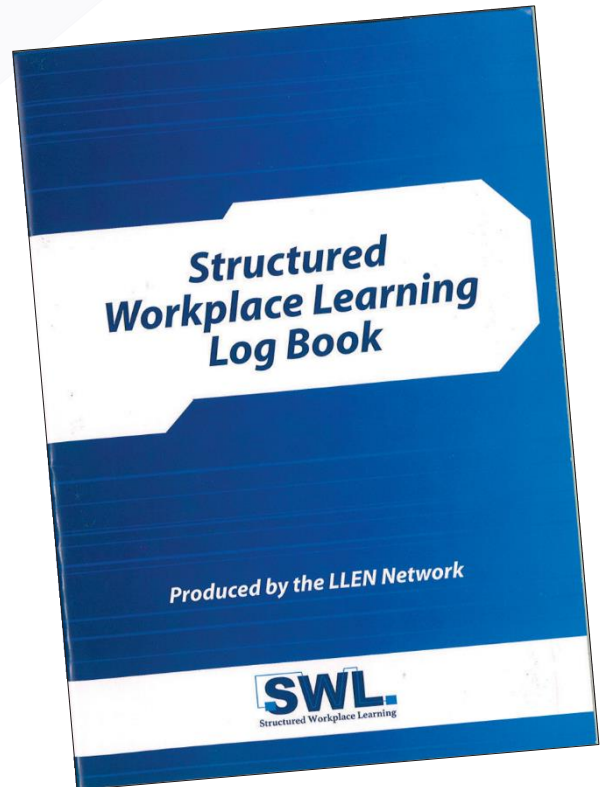
Students should bring a work placement Log Book or journal with them to their work placement every day. The student should record all the activities they observe or undertake on each day that they attend their work placement. There is a section for the supervisor to sign to verify activities detailed 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 resumes 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.

**(Please refer to the 'templates' section for more information on the log book.)**



## 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.



## 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. **Please refer to the 'templates' section for more information on the Interim Performance Appraisal Form.** 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.**

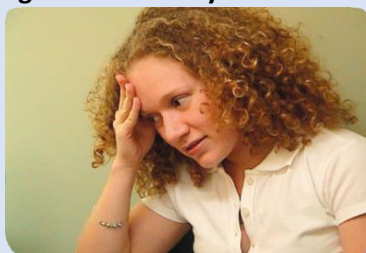


### What if there is a problem?

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.**

## 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 you 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 WynBay LLEN.





## Glossary

**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.

**Victorian Certificate of Applied Learning provides (VCAL)** - 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.

**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.

# Process Flow- Structured Workplace Learning (SWL)

## Pre-placement

- 1 HOST signs the **HOST Agreement Form** and agrees to take on students for placement
- 2 SWL Coordinator liaises with HOST Employer to gain accurate understating of the **Opportunity Description Form**
- 3 HOST Employer to expect a call from the student or teacher to discuss student placement / to arrange interview time (if requested)
- 4 Once placement is confirmed, the HOST Employer, Principal and Parents must sign the **Min Order 55 Arrangement Form**, or if needed **Exemption Form**

## Beginning Student Placement

- 5 HOST Employer to provide a safe working environment, please refer to the check list **General Workplace Induction on Starting Work**
- 6 Student to provide the **Workplace Student Contact Details Form** for the HOST Employer to save in their records
- 7 Look over the **Log Book (refer to the log book section)** with the Student and align task competencies where possible
- 8 HOST Employer to expect a call / visit from school teacher during student placement with the **Work Placement Student Evaluation Form**

## Ending Student Placement

- 9 On the last day HOST Employer is to ensure the Student has returned any items, completed relevant sections of Log Book
- 10 HOST Employer to finalise payment owed to the Student and complete **Work Placement Employer Evaluation Form**
- 11 HOST Employer to reflect on student performance and liaise with school if there is an employment opportunity
- 12 If HOST Employer is willing to be listed as a referee on their resume, please let the student know

Samples of the forms highlighted in Box 1 & 2 are enclosed in the Process Flow Section  
Samples of the forms highlighted in Box 3 to 12 are enclosed in the Student Documents Section

## WHAT IS STRUCTURED WORKPLACE LEARNING

### HOST EMPLOYER PARTICIPATION

#### STRUCTURED WORKPLACE LEARNING PROGRAM

Nowadays, most schools include opportunities for students to undertake a vocational education and training (VET) program, as part of their Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). This includes School-based Apprenticeships and Traineeships. VET programs are designed by industry and provide a clear line of sight to the knowledge and skills required in the workplace.

A key component of VET programs is structured workplace learning (SWL), on-the-job training during which a school student is expected to master a set of skills or competencies related to their VET program. Host employers supervise and instruct the students as they practice and extend the industry skills they have learned in their VET programs.

#### STRUCTURED WORKPLACE LEARNING OBJECTIVES

- Facilitate engagement between schools and host employers
- Identify local needs and industry priorities for appropriate SWL placements
- Increase the number of school students accessing appropriate SWL work placement opportunities
- Generate and identify new SWL workplace learning opportunities.

#### ROLES AND RESPONSIBILITIES

##### **WYNBAY LLEN STRUCTURED WORKPLACE LEARNING STAFF SHALL:**

- Work with host employers to develop, implement and evaluate their SWL work placement program
- Provide advice and support regarding procedures for SWL and School Based Apprenticeships and Traineeships
- Communicate SWL opportunities to local schools and students via the SWL statewide portal
- Inform the host employer about the required legal documentation to be provided to them by the school
- Provide support to the host employer during the SWL work placement as required
- Conduct post SWL placement evaluations with teachers, students and host employers
- Review all host employer and opportunity data and communications for accuracy and completeness before loading on to the SWL statewide portal.

##### **HOST EMPLOYERS SHALL:**

- Work collaboratively with **WYNBAY LLEN** staff to develop, implement and evaluate a SWL work placement program within their business
- Communicate established protocols for SWL work placements to staff
- Inform **WYNBAY LLEN** of any issues that may arise during the SWL work placement
- Read and understand Department of Education and Training protocols and guidelines for SWL work arrangements, prior to SWL work placements
- Meet applicant students for SWL placements and sign the Structured Workplace Learning Arrangement Form
- Provide a safe working environment, including a full induction for the student, based on company policy
- Ensure student is paid according to the agreement, as signed on the appropriate Structured Workplace Learning Arrangement Form
- Provide clear instructions, supervision and varied tasks for the student each day
- Acknowledge and agree to abide by the DET Privacy and Data Collection Notice that can be found at: [www.workplacements.education.vic.gov.au](http://www.workplacements.education.vic.gov.au).

##### **SCHOOLS SHALL:**

- Provide the student with appropriate SWL work placement readiness training
- Determine that the school student is suitable to undertake a SWL work placement
- Ensure that the student has met the employer prior to commencing the SWL work placement
- Ensure that the Structured Workplace Learning Arrangement Form has been completed and signed by the student, parent (if applicable), host employer and principal prior to the student commencing the SWL work placement
- Contact the host employer during the SWL placement, to support the student and host employer with any issues that may arise.

## HOST EMPLOYER AGREEMENT

### SWL WORK PLACEMENT DETAILS

Employer (business) name:

Type of industry:

Student's work location address:

Number of employees: ☐ <6 ☐ 6-20 ☐ 21-100 ☐ >100

Placement mode: ☐ SWL ☐ SBAT SWL work hours:

Are you able to take multiple placements? ☐ Yes ☐ No

### CONTACT DETAILS

	WORKPLACE CONTACT	WORKPLACE SUPERVISOR
Name:		
Position:		
Mobile / Phone:		
Email:		

### HOST EMPLOYER ACKNOWLEDGEMENT

As a person authorised to sign on behalf of my organisation:

☐ I agree with the Host Employer roles and responsibilities of the **WYNBAY LLEN** Structured Workplace Learning Program, and (tick relevant box):

☐ I agree to have my business details and SWL opportunities published on the SWL statewide portal; or

☐ I agree to have my SWL opportunities published on the SWL statewide portal.

Name:

Signature:

Position:

Date:



PLACEMENT OPPORTUNITY DETAILS	OPPORTUNITY 1.
<b>Industry group:</b> (Please select one from page 2)	
<b>Vocation:</b> (Please select one from page 2)	
<b>Placement Supervisor</b> contact name/email/telephone:	
<b>Student work location:</b>	
<b>Placements per year:</b>	
<b>Simultaneous placements:</b>	
<b>Placement pattern:</b> (Please select one or more)	One-week block / two-week block / negotiated / mon, tue, wed, thu, fri
<b>Host tags:</b> (please colour in green as applicable)	Culturally and linguistically supported / At risk / Koorie supported / Newly arrived / Special needs supported / Urgent
<b>Opportunity Description &amp; Introduction:</b>	
<b>Student Task &amp; Typical Duties:</b>	
<b>Skills Attained:</b>	
<b>Student requirements:</b>	
<b>Attendance details:</b> (In addition, please indicate if placement dates are after 3 months)	
<b>Work safety:</b> (if you have any work safety policies please attach)	
<b>Special Transport Requirements:</b>	
<b>Dress Requirements:</b>	
<b>Teacher Instructions:</b> (typically for using the opportunity)	
<b>First Day Instructions for the Student:</b>	
<b>Interview required:</b>	Yes / No

Please photo copy this page if you have more than two opportunities available.

## SWL – Industry Groups & Vocations

INDUSTRY GROUP	VOCATIONS			
Agriculture	<ul style="list-style-type: none"><li>Agriculture Worker</li><li>Animal Attendant</li><li>Animal Care Receptionist</li></ul>	<ul style="list-style-type: none"><li>Animal Groomer Farm Hand</li><li>Garden Labourer</li></ul>	<ul style="list-style-type: none"><li>Horticultural Worker</li><li>Stable Hand</li></ul>	
Automotive	<ul style="list-style-type: none"><li>Bicycle Mechanic</li><li>Mechanic’s Assistant</li><li>Motor Mechanic</li></ul>	<ul style="list-style-type: none"><li>Panel Beater</li><li>Tyre Fitter</li></ul>	<ul style="list-style-type: none"><li>Vehicle Painter</li><li>Vehicle Trimmer</li></ul>	
Business Services	<ul style="list-style-type: none"><li>Admin Assistant</li><li>Customer Service Adviser</li><li>Data Entry Operator</li></ul>	<ul style="list-style-type: none"><li>Import-Export Clerk</li><li>Parts and Accessories Sales</li></ul>	<ul style="list-style-type: none"><li>Payroll Officer</li><li>Receptionist</li></ul>	
Community Services & Health	<ul style="list-style-type: none"><li>Aged Care Assistant</li><li>Allied Health Assistant</li><li>Child Care Worker</li></ul>	<ul style="list-style-type: none"><li>Disability Assistant</li><li>Hospital Assistant</li><li>Laboratory Assistant</li></ul>	<ul style="list-style-type: none"><li>Personal Care Assistant</li><li>Recreation Officer</li><li>Teacher’s Aide</li></ul>	
Construction	<ul style="list-style-type: none"><li>Bricklayer</li><li>Carpenter</li><li>Construction Assistant</li></ul>	<ul style="list-style-type: none"><li>Electrical Tradesperson</li><li>Joiner/Cabinet Maker</li><li>Plasterer</li></ul>	<ul style="list-style-type: none"><li>Plumber</li><li>Tiler</li></ul>	
Creative Arts & Culture	<ul style="list-style-type: none"><li>Animator</li><li>Assistant Sound Technician</li><li>Circus Performer</li><li>Dancer</li></ul>	<ul style="list-style-type: none"><li>Designer</li><li>Games Designer and Developer Museum Attendant</li><li>Musician</li></ul>	<ul style="list-style-type: none"><li>Singer</li><li>Web and Multimedia Content Developer</li></ul>	
Hospitality	<ul style="list-style-type: none"><li>Baker</li><li>Barista</li><li>Cook</li><li>Event Services</li><li>Food and Beverage Attendant</li></ul>	<ul style="list-style-type: none"><li>Front Office Receptionist</li><li>Kitchen Hand</li><li>Pastry Cook</li><li>Retail Travel</li></ul>	<ul style="list-style-type: none"><li>Assistant Tour Guide</li><li>Visitor Information Officer</li></ul>	
Information Technology	<ul style="list-style-type: none"><li>IT Networking</li><li>IT Programming</li></ul>	<ul style="list-style-type: none"><li>IT Testing</li><li>Software Development</li></ul>		
Manufacturing & Engineering	<ul style="list-style-type: none"><li>Fabricator</li><li>Food Processing Worker</li><li>Furniture Manufacturing</li></ul>	<ul style="list-style-type: none"><li>Machinist Mechanical Fitter</li></ul>	<ul style="list-style-type: none"><li>Refrigeration and Air-Conditioning Tradesperson</li></ul>	
Retail & Personal Services	<ul style="list-style-type: none"><li>Beauty Therapist</li><li>Butcher</li><li>Buyer</li><li>Florist</li><li></li></ul>	<ul style="list-style-type: none"><li>Hairdresser</li><li>Merchandise Planner</li><li>Nail Technician</li><li>Pharmacy Sales Assistant</li></ul>	<ul style="list-style-type: none"><li>Retail Cosmetic Assistant</li><li>Sales Assistant</li><li>Visual Merchandiser</li></ul>	
Sports & Recreation	<ul style="list-style-type: none"><li>Exercise Instructor/Personal Trainer</li><li>Lifeguard</li></ul>	<ul style="list-style-type: none"><li>Outdoor Adventure Guide</li><li>Sport Coach Sport Development Officer</li></ul>	<ul style="list-style-type: none"><li>Sports Trainer</li><li>Swimming and Water Safety Teacher</li></ul>	
Transport & Logistics	<ul style="list-style-type: none"><li>Despatch and Receive Clerk</li></ul>	<ul style="list-style-type: none"><li>Freight Handler</li><li>Storeperson</li></ul>	<ul style="list-style-type: none"><li>Warehousing Operations Assistant</li></ul>	

# Student Documents

# 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 \_\_\_\_\_  
 Student qualification: ☐ VCE Industry and Enterprise ☐ VCAL – Unit and code: \_\_\_\_\_  
☐ VET – Certificate name and code: \_\_\_\_\_

## 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 \_\_\_\_\_ Postcode \_\_\_\_\_  
 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 \_\_\_\_\_ Postcode \_\_\_\_\_  
 Employer email 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:

- I understand occupational health and safety legislation and standards relevant to the conduct of my undertaking and will comply with these laws and standards with respect to the Student as if the Student were my employee.
- I will identify all hazards relevant to the conduct of my undertaking and will assess and control all related risks. If I have not controlled all related risks I will inform the school of this fact prior to the Structured Workplace Learning Arrangement commencing.
- I have read and understood the Department of Education and Training Structured Workplace Learning Guidelines for Employers. I will ensure that required planning, induction, supervision and safe systems of work are provided for the Student to maintain a safe and healthy Structured Workplace Learning Arrangement at all times.
- I will consider and take into account the competency, maturity and physical capabilities of the Student in relation to all activities he or she will undertake. The Student's program of activities will be planned and carried out with these considerations in mind.
- I will nominate a Supervisor (or Supervisors) of the Student who will be responsible for ensuring that my obligations as the Student's Employer are carried out.
- I will provide appropriate information, training, instruction and supervision to the Student in respect of occupational health and safety and will provide any equipment and/or clothing which is required to comply with my duty of care toward the Student.
- I will ensure that the Structured Workplace Learning is undertaken in a non-discriminatory and harassment free environment.
- I will permit access to the workplace and contact with the Student by the Principal or the Structured Workplace Learning Coordinator at any reasonable time during the Structured Workplace Learning Arrangement.
- I will ensure that the Structured Workplace Learning Arrangement is not used as a substitute for the employment of employees or the engagement of contractors and the payment of appropriate wages or fee for services to employees or contractors respectively.
- I will ensure that the maximum number of students in the workplace does not exceed one Student for every three employees.
- If I have sought to engage more than the permitted number of Structured Workplace Learning Students, I confirm that direct supervision will be provided for all Students.
- Where the Principal has disclosed any necessary health information in relation to the Student I confirm that I will maintain the confidentiality of that health information and only disclose this information to another party if treatment is required for a known medical condition or in the case of a medical emergency.
- I will notify the Structured Workplace Learning Coordinator as soon as is possible if the Student is absent, injured or becomes ill in the course of undertaking the Structured Workplace Learning.
- I will consult with the Principal if I consider it necessary to terminate the Arrangement before the specified time.
- I will advise the Principal if the industry to which this Arrangement relates includes potential exposure of the Student to scheduled carcinogenic substances and/or other hazardous substances as defined in the *Occupational Health and Safety Regulations 2007*.

I understand and accept the responsibilities set out above. Following the Principal's review of these details, I understand that he or she will determine whether or not the Student will undertake the Structured Workplace Learning Arrangement proposed here.

Signature \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_



## STUDENT AGREEMENT

I, \_\_\_\_\_ agree to take part in this Structured Workplace Learning Arrangement and to:

- ☐ carry out all reasonable and lawful directions of the Employer and perform my work to the best of my ability;
- ☐ comply with all reasonable workplace rules and requirements governing safety and behaviour;
- ☐ attend at the workplace on each day at the agreed time;
- ☐ inform both the Employer and the Structured Workplace Learning Coordinator as soon as possible if I am unable to attend work;
- ☐ promptly inform the Employer of any accident, injury or incident that may occur;
- ☐ dress appropriately for the workplace;
- ☐ agree that no payment will be made to me if the placement is with a Commonwealth Department or a body established under a Commonwealth Act;
- ☐ give my consent to donating back payment where the placement is with an organisation engaged wholly or mainly in an educational, charitable or community welfare service not conducted for profit and where I have determined that the whole of my payment will be donated back to the organisation.

### Students aged 18 years and over:

- ☐ I agree to inform the Employer of any necessary medical information, including details of any known medical condition which may affect me and any medication or treatment which may be relevant.
- ☐ I understand that I am responsible for my transport to and from the workplace.

I understand that the Principal will determine whether or not I will undertake Structured Workplace Learning. I acknowledge that prior to commencing the placement under this Arrangement, I will be undertaking occupational health and safety training that is part of my Accredited Course of Study (VET students), or I will complete the occupational health and safety program required by the Department of Education and Training (non-VET students).

Student's signature \_\_\_\_\_ Date     /     /

## PARENT/GUARDIAN AGREEMENT AND CONSENT (Not required if the student is aged 18 years or over)

I, \_\_\_\_\_ consent to my child taking part in this Structured Workplace Learning Arrangement and I:

- ☐ agree that he or she will be subject to the direction and control of the Employer and nominated Supervisor(s);
- ☐ understand that all reasonable care for the health and safety of my child will be taken by the Employer and nominated Supervisor(s);
- ☐ expect my child to comply with all reasonable workplace rules and requirements governing safety and behaviour;
- ☐ understand that I am responsible for my child's transport to and from the workplace;
- ☐ agree that no payment will be made to my child if the placement is with a Commonwealth Department or a body established under a Commonwealth Act;
- ☐ give my consent to my child donating back payment where the placement is with an organisation engaged wholly or mainly in an educational, charitable or community welfare service not conducted for profit and where my child has determined that the whole of his or her payment will be donated back to the organisation;
- ☐ understand that I will be notified as soon as possible in the event of illness of or accident to my child, but where it is impracticable to communicate with me I authorise the person in charge at the workplace of the employer to consent to my child receiving such medical and surgical treatment (including the administration of an anaesthesia) as may be deemed necessary by a legally qualified medical practitioner, and administer such first-aid as is judged to be reasonably necessary;
- ☐ attach details of any known medical condition which may affect my child, and any medication or treatment which may be relevant;
- ☐ give my consent to the release of any necessary health information in relation to my child by the Principal to the Employer, for which the Principal is aware of and may disclose pursuant to the *Health Records Act 2001* (Vic).

I understand that the Principal will determine whether or not my child will undertake Structured Workplace Learning.

Signature \_\_\_\_\_ ☐ Parent or ☐ Guardian     Date     /     /

## WORKSAFE INSURANCE AND PUBLIC LIABILITY INSURANCE

The Student is covered for WorkSafe Insurance by the Department of Education and Training (State of Victoria). The Student is covered by public liability insurance in accordance with Ministerial Order 55 – Structured Workplace Learning Arrangements, for the arrangement taken out by the party indicated below (Principal to tick the appropriate box):

- ☐ Department of Education and Training     ☐ Non-Government school     ☐ Employer

### NOTE: PUBLIC LIABILITY INSURANCE

Public liability insurance of at least \$10 million cover per event must be held or taken out, prior to the Student commencing Structured Workplace Learning under the Arrangement:

- i. when an Arrangement is entered into by a Principal of a Government School in respect of a Government School student, by the Department of Education and Training with the insured being the Student and the Employer.
- ii. when an Arrangement is entered into by a Principal of a Non-Government School in respect of a Non-Government School student – either:
  - a. by that School, with the insured being the School and the Student; or
  - b. by the Employer, with the insured being the Employer and the Student, if the Principal of that School has advised the Employer at least four (4) weeks prior to the Student commencing Structured Workplace Learning that the School does not have public liability insurance as set out above.

## PRINCIPAL CONSENT

I, \_\_\_\_\_ Principal of \_\_\_\_\_

enter into an Arrangement for the above named Student of this school to be engaged for the purpose of Structured Workplace Learning by the Employer named above in accordance with the provisions of the *Education and Training Reform Act 2006* and Ministerial Order 55 – Structured Workplace Learning Arrangements, and on the basis of the information provided above and the employer's acknowledgements. I confirm that I have informed the Employer as to whether this school holds public liability insurance. I will ensure that the above mentioned student is undertaking occupational health and safety training that is part of their Accredited Course of Study, or has completed the occupational health and safety program as required by the Department of Education and Training prior to commencing the placement under this Arrangement.

Principal's signature \_\_\_\_\_ Date     /     /

# Structured Workplace Learning Travel and Accommodation 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 \_\_\_\_\_ Postcode \_\_\_\_\_  
 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. This information must be kept confidential.

## WORK PLACEMENT DETAILS

Employer (business) name \_\_\_\_\_ Tel. \_\_\_\_\_  
 Business address \_\_\_\_\_ Postcode \_\_\_\_\_  
 Employer email address \_\_\_\_\_  
 Student's work location address \_\_\_\_\_ Postcode \_\_\_\_\_  
 Workplace contact person \_\_\_\_\_ Supervisor \_\_\_\_\_  
 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 \_\_\_\_\_

## TRAVEL WITH EMPLOYER

The following sections are to be completed only if the Student is required to undertake vehicle travel with the Employer and/or nominated Supervisor/s as part of this Arrangement.

### EMPLOYER ACKNOWLEDGEMENT

I, \_\_\_\_\_ [name of individual, or on behalf of the employer if employer is an incorporated body] will ensure that, if the student is required to undertake travel:

- the driver has a current and valid Australian driver's licence relevant to the vehicle the driver uses;
- the driver is not disqualified or suspended from driving;
- the driver is not subject to any other impediments to his/her ability to drive a motor or other vehicle (as relevant);
- the vehicle in which the Student is to be transported is comprehensively insured; and
- to the best of my knowledge the vehicle in which the Student is to be transported is roadworthy, safe for normal road use and suitable for the work-related purposes to which it will be put.

Signature \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### PARENT/GUARDIAN CONSENT (only required if the Student is aged under 18 years)

I, \_\_\_\_\_,  
 consent to my child undertaking vehicle travel with the Employer and/or nominated Supervisor/s as part of this Arrangement.

Signature \_\_\_\_\_ ☐ Parent or ☐ Guardian Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### STUDENT CONSENT (only required if aged 18 years or over)

I, \_\_\_\_\_,  
 consent to undertaking vehicle travel with the Employer and/or nominated Supervisor/s as part of this Arrangement.

Signature \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## ACCOMMODATION ARRANGEMENTS

The following sections are to be completed only if the Student is required to stay at accommodation other than his or her normal place of residence for the purpose of this Arrangement.

### ACCOMMODATION DETAILS

Who will the Student be staying with?

- ☐ Parent/guardian  
☐ Other family member/s (e.g. grandparent, older sibling) – please specify \_\_\_\_\_  
☐ Friends of the family  
☐ Employer

Name of person responsible for supervising student at accommodation \_\_\_\_\_  
Accommodation address \_\_\_\_\_ Postcode \_\_\_\_\_  
Telephone: Business Hours \_\_\_\_\_ After hours \_\_\_\_\_ Length of stay \_\_\_\_\_  
Travel arrangements to and from the workplace \_\_\_\_\_

### PARENT/GUARDIAN CONSENT (only required if the Student is aged under 18 years)

I, \_\_\_\_\_,

- consent to my child staying at accommodation other than his or her normal place of residence for the purposes of this Arrangement;
- confirm that the accommodation arrangements as outlined above are suitable; and
- understand that I am responsible for the control and care of my child at all times while they are not under the care and control of the Employer, or any other person.

Signature \_\_\_\_\_ ☐ Parent or ☐ Guardian Date / /

### STUDENT CONSENT (only required if aged 18 years or over)

I, \_\_\_\_\_,

- consent to staying at accommodation other than my normal place of residence for the purposes of this Arrangement;
- confirm that the accommodation arrangements as outlined above are suitable; and
- understand that I am responsible for my control and care at all times while I am not under the care and control of the Employer, or any other person.

Signature \_\_\_\_\_ Date / /

# Structured Workplace Learning Exemption Form

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

### INSTRUCTIONS

This form allows the Principal to grant additional structured workplace learning days to students who have a demonstrated **learning need** for further time in the workplace and ensure that they comply with Ministerial Order 55.

This form allows for two categories of exemption to be granted:

- **Exemption A** provides for students to undertake **more than 10 (but no more than 15)** structured workplace learning days during a school term.
- **Exemption B** provides for students to undertake **more than 20** structured workplace learning days with one employer during a School Year.

Depending on the circumstance of the individual student, the Principal may grant one or both categories of exemption, whilst not exceeding the **maximum 40 days** during each School Year.

This Exemption Form is only valid if supporting evidence is attached.

### Timing

This form is only to be completed in situations where it has become **evident** that an individual student needs additional days in the workplace to acquire particular skills or satisfy the requirements of the Accredited Course of Study.

### Record Keeping

If only Exemption A has been granted, this Exemption Form should be attached to the original Structured Workplace Learning Arrangement Form.

If Exemption B or both exemptions have been granted, a new Structured Workplace Learning Arrangement Form must be developed, to which this Exemption Form should be attached. The new Arrangement Form and Exemption Form should be filed with the original Arrangement Form.

### STUDENT DETAILS

Surname \_\_\_\_\_ First Name \_\_\_\_\_

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

Student qualification/Accredited Course of Study:

☐ VCE Industry and Enterprise

☐ VCAL – Unit and code: \_\_\_\_\_

☐ VET – Certificate name and code: \_\_\_\_\_

### EXEMPTION(S) GRANTED BY PRINCIPAL

I, \_\_\_\_\_ Principal of \_\_\_\_\_,

in accordance with the relevant clauses of Ministerial Order 55, am satisfied that this student requires the following exemption(s) and have provided evidence that supports this decision.

Select one or both:

- ☐ **Exemption A** – Permission for student to undertake **more than 10 (but no more than 15)** structured workplace learning days during a school term, whilst not exceeding 20 days with one employer (unless an Exemption B is also granted)
- ☐ **Exemption B** – Permission for a student to undertake **more than 20** structured workplace learning days with one employer during a School Year, whilst not exceeding 10 days per term (unless an Exemption A is also granted)

Having granted **Exemption A**, I will ensure that:

- ☐ a copy of this Exemption Form is attached to the original Arrangement Form.

**OR**

Having granted **Exemption B** or **Exemptions A and B**, I will ensure that:

- ☐ a new Arrangement Form is completed and signed by the Employer, Student and Parent/Guardian (where the Student is under 18 years of age);
- ☐ a copy of this Exemption Form is attached to the new Arrangement Form;
- ☐ a copy of the new Arrangement Form is provided to all parties; and
- ☐ a copy of this Exemption Form, the new Arrangement Form and the original Arrangement Form are stored together in the school's records.

Given the exemption(s) granted, the student will now undertake a total of \_\_\_\_\_ structured workplace learning days during this School Year (this number **cannot exceed 40**).

Principal's signature \_\_\_\_\_ Date / /

## SUPPORTING EVIDENCE

**NOTE:** The Exemption Form is not valid unless the following supporting evidence is provided and remains attached to the Exemption Form. Additional pages may be appended, if required. Where documents are appended, it is only necessary to provide a very brief summary in the relevant section below and state 'Refer to Appendix X'.

### Examples of Appropriate Supporting Evidence

- Documentation of a conversation with a teacher/trainer/employer about the student's progress towards gaining competency and skills and/or satisfying the requirements of the Accredited Course of Study.
- Description of the efforts made to find an alternative suitable employer within reasonable proximity. There may be only one suitable employer within reasonable proximity if the industry is highly specialised, the school is located regionally or the student has specific support needs/accessibility requirements, no other willing employers can be found, etc.

### Exemption A – Supporting Evidence

In accordance with clause 11.4 of Ministerial Order 55, I am satisfied that the Student requires additional structured workplace learning days to acquire particular skills or satisfy the requirements of the Accredited Course of Study for the following reasons:

As a result of this decision, the student will now undertake \_\_\_\_\_ (up to a maximum 15 days) structured workplace learning days during school term (term number) \_\_\_\_\_.

### Exemption B – Supporting Evidence

In accordance with clause 11.6 of Ministerial Order 55, I am satisfied that it is not possible for the Student to undertake the additional structured workplace learning days with a different employer for the following reasons:

**AND** (select one or both and provide supporting evidence):

- ☐ The Student requires additional (more than 20) structured workplace learning days to acquire particular skills or satisfy the requirements of the Accredited Course of Study as follows:

- ☐ The Student will be undertaking activities to satisfy requirements of the Accredited Course of Study which are different to the requirements satisfied during the first 20 structured workplace learning days with the Employer as follows:

As a result of this decision, the student will now undertake \_\_\_\_\_ structured workplace learning days with this employer during (year) \_\_\_\_\_.



## 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: \_\_\_\_\_

## General Workplace Induction on Starting Work Placement

Student name: \_\_\_\_\_

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

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

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

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

### Introduction: (explain)

- ☐ Nature and structure of organisation
- ☐ Roles of key people in the organisation
- ☐ Confirm dates, work times and meal/rest breaks
- ☐ Phone calls and collecting messages, including mobile phone rules
- ☐ Explain the standard of dress required in the workplace
- ☐ 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

### Payment: (discuss)

- ☐ Discuss with the student payment type/amount and payment date

### Induction Conducted by:

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

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

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

## Structured Workplace Learning – Student Evaluation

The following sample evaluation form has been developed to allow Structured Workplace Learning Coordinators to gather information on students' workplace experience and to assist in the future development of structured workplace learning programs.

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

Year Level: \_\_\_\_\_

Location of Placement: \_\_\_\_\_

Course of study: \_\_\_\_\_

1. Using the Table below give some brief examples of tasks you completed which demonstrated your workplace learning. Then rate yourself according to the scale provided.

Workplace Learning	Examples of Workplace Learning Skills	Tasks Completed	Assessment
Collecting, analysing and organising information	<ul style="list-style-type: none"> <li>Gather and assess information</li> <li>Organise and record information</li> <li>Check information for accuracy</li> </ul>		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Communicating ideas and information	<ul style="list-style-type: none"> <li>Speak clearly and confidently at the workplace</li> <li>Translate instructions into action</li> <li>Check communication for accuracy and effectiveness</li> </ul>		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Planning and organising activities	<ul style="list-style-type: none"> <li>Manage time effectively</li> <li>Plan a range of activities</li> <li>Be persistent and complete tasks</li> </ul>		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Working with others in teams	<ul style="list-style-type: none"> <li>Accepted by others in the workplace</li> <li>Work with others to complete tasks</li> <li>Able to meet deadlines</li> </ul>		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Using mathematical ideas and techniques	<ul style="list-style-type: none"> <li>Able to use mathematics effectively in the work</li> <li>Work accurately and check that work is accurate</li> </ul>		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Workplace Learning	Examples of Workplace Learning Skills	Tasks Completed	Assessment
Solving problems	<ul style="list-style-type: none"> <li>Identify problems in the workplace</li> <li>Solve problems effectively</li> </ul>		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Use technology	<ul style="list-style-type: none"> <li>Use technology in the workplace</li> <li>Use technology within accepted safety standards</li> </ul>		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

**2. Describe how you were able or not able to apply the theory knowledge from your coursework to a practical application in the workplace.**

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**3. Explain how your employer delivered the OHS induction program for your work placement.**

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**4. Rate your placement on a scale of 1 to 5. (1 = Unsatisfactory, 5 = Outstanding)**

**1 2 3 4 5**

**Give reasons for your ranking. Would you recommend this placement as a future training option?**

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## Structured Workplace Learning – Employer Evaluation

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

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

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

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

Dates of Structured Workplace Learning: \_\_\_\_\_

Employer's Name: \_\_\_\_\_

Industry/Type of Work: \_\_\_\_\_

Assessed by: \_\_\_\_\_

Employer's Signature: \_\_\_\_\_

When assessing each attribute, choose the point on the scale that most closely describes the student being assessed and mark it with a tick in the relevant box.

1. Attendance and punctuality				
1. Comes in late and leaves early. Late back from breaks. Sometimes absent without reason. <input type="checkbox"/>	2. Attendance and punctuality were not consistently up to workplace expectation. <input type="checkbox"/>	3. Attendance and punctuality were satisfactory <input type="checkbox"/>	4. Rarely absent, always punctual. <input type="checkbox"/>	5. No absences, always punctual. Often arrived early, prepared to stay back if a task had to be completed. <input type="checkbox"/>
2. Appearance and presentation				
1. Poor personal hygiene and grooming. Required dress standards were not met. <input type="checkbox"/>	2. Appearance, personal presentation and dress standards could be improved. <input type="checkbox"/>	3. Dress standard and personal presentation were acceptable for the work environment. <input type="checkbox"/>	4. Above average appearance and presentation. <input type="checkbox"/>	5. Takes pride in appearance and presentation; sets an example to others. <input type="checkbox"/>



3. Working with others (how well the student interacted with others while at work)				
1. Uncommunicative. Resists suggestions.  <input type="checkbox"/>	2. Could have been more communicative or cooperative at times.  <input type="checkbox"/>	3. Satisfactory communication; cooperative with others at work.  <input type="checkbox"/>	4. Communicates well with others; contributed to conversation and exchange of ideas.  <input type="checkbox"/>	5. Excellent communication; actively helped others, showed responsibility and ability to lead.  <input type="checkbox"/>
4. Communication and interpersonal skills (skills face to face with co-workers, clients, suppliers)				
1. Poor listener; difficulty expressing him/herself or maintaining eye contact.  <input type="checkbox"/>	2. Communication and interpersonal skills need to be improved to meet normal workplace standard.  <input type="checkbox"/>	3. Generally communicated effectively while on placement.  <input type="checkbox"/>	4. Good communication and 'people skills'. Clear self-expression.  <input type="checkbox"/>	5. Excellent communication and 'people skills'. Confident and articulate; listens well.  <input type="checkbox"/>
5. Time management (how well the student managed their work and effort to complete tasks on time)				
1. Unable to carry out tasks with the focus and application required for timely completion.  <input type="checkbox"/>	2. Required some prompting to complete tasks on time.  <input type="checkbox"/>	3. Generally reliable without needing excessive levels of supervision.  <input type="checkbox"/>	4. Generally capable of working independently to complete tasks assigned.  <input type="checkbox"/>	5. Works well independently. Able to set goals, prioritise tasks and achieve objectives in good time.  <input type="checkbox"/>
6. Attitude and motivation (the student's level of interest and motivation regarding the job)				
1. Seemed uninterested and lacking in motivation.  <input type="checkbox"/>	2. Worked with variable commitment, needing to be 'pushed' at times.  <input type="checkbox"/>	3. Generally a steady worker who met standards expected by the workplace.  <input type="checkbox"/>	4. Did what was required well. Prepared to make extra effort when asked.  <input type="checkbox"/>	5. Highly motivated and keen to take on tasks assigned. Attitude was consistently excellent.  <input type="checkbox"/>
7. Ability to follow instructions and use initiative				
1. Often ignored or failed to understand instructions. Did not seem to pay attention.  <input type="checkbox"/>	2. Too often needed instructions or directions to be repeated, suggesting lack of attention.  <input type="checkbox"/>	3. Generally followed instructions as required, but needed ongoing supervision to complete tasks.  <input type="checkbox"/>	4. Capable of working independently after initial instruction.  <input type="checkbox"/>	5. Absorbed instruction well. Inventive, resourceful, able to solve problems.  <input type="checkbox"/>

8. Ability to learn (the student's willingness and ability to pick up new skills)				
1. Did not appear to want to learn new skills.  <input type="checkbox"/>	2. Slow to pick up new tasks but eventually acquired the skills needed.  <input type="checkbox"/>	3. Willing to be trained and achieved an acceptable learning rate.  <input type="checkbox"/>	4. Learns what is required quickly and easily.  <input type="checkbox"/>	5. Learns quickly; keen to achieve new skills and to enhance knowledge of workplace tasks.  <input type="checkbox"/>
9. Positive self-attitude (the extent to which the student is confident in their attitude and behaviour)				
1. Lacks confidence. Nervous or anxious and tended to give up easily at times.  <input type="checkbox"/>	2. Confidence and self-attitude fluctuated; not always positive in approach to work.  <input type="checkbox"/>	3. In most cases appeared confident, and achievement orientated.  <input type="checkbox"/>	4. Always appeared confident, self-assured and achievement orientated.  <input type="checkbox"/>	5. Confident, enthusiastic, energetic and persistent in achieving outcomes.  <input type="checkbox"/>
10. Quality of work (the accuracy, care and standard of work quality the student demonstrated)				
1. Makes a lot of mistakes. Seems careless and seldom met required standards.  <input type="checkbox"/>	2. Inconsistent. Occasionally inaccurate and careless.  <input type="checkbox"/>	3. Work was acceptable and usually met the standards required by the workplace.  <input type="checkbox"/>	4. Work was of good quality and showed care and attention to detail.  <input type="checkbox"/>	5. Work was of consistently high quality; appeared to take pride in completing work well.  <input type="checkbox"/>

Any other comments:

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# Parent VET/SWL Permission Notice

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

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

[www.usi.gov.au](http://www.usi.gov.au) USI CODE: \_\_\_\_

VET course selected:

VET FEE: \$ \_\_\_\_\_

Year Level: ☐ 11 ☐ 12 Group: \_\_\_\_\_ Student Mobile: \_\_\_\_\_

Home address: \_\_\_\_\_

Parent/Guardian(s) Name \_\_\_\_\_

Parent/Guardian(s) Mobile: \_\_\_\_\_ Home: \_\_\_\_\_

Please fill out the mobile field so you can receive a SMS if your class has been cancelled; bus timetables, or to notify you of any other info on their VET course throughout 2020.

My son/daughter will be undertaking classes/SWL placement away from the school site as part of: **[VET in Schools program]**

See **VETiS Cluster Handbook** for all class dates, times and venues.

- I give permission for my son/daughter to attend the above-mentioned classes & attend any course organised excursions which run at various venues and only need an informative notice of excursions throughout the year. I am aware that my son/daughter will not be supervised by school staff when undertaking classes at the premises of the external provider or when travelling by a VET cluster bus to and from the provider and during break times.
- I am aware that non-school environments differ from school environments and direct supervision from staff will not be provided during study breaks at the external provider; I also give permission to leave VET venue during lunchtime to obtain lunch unsupervised.
- I am aware that no responsibility is accepted by the Principal and staff of the school for the loss, theft or damage of personal property belonging to or in the possession of my son/daughter.
- I understand that I will be notified as soon as possible in the event of illness or accident to my child, but where it is impracticable to communicate with me I authorise the person in charge (or his/her nominee) at the external/HOST provider to administer first aid to my son/daughter, and to consent to my son/daughter receiving such medical and surgical treatment (including the administration of an anaesthetic) as may be deemed necessary by a legally qualified medical practitioner. I accept full responsibility for the payment of fees incurred should my son/daughter require such treatment.
- I have attached details of any known medical condition which may affect my son/daughter and any current or recent medication or treatment relating to my son/daughter or that may be relevant. I have attached details of my son/daughter's disability in order to assist the trainer to develop plans around my child's specific needs.
- I will alert the school and the external/HOST provider if there are any changes to the attached details or if I become aware of circumstances which raise concerns as to the safety of my son/daughter participating in this program.
- I give permission for the school to provide my details, and my child's details to the organisation of which my child will be attending for the delivery of the VET/SWL program, as well as give my consent for my child to receive medical attention if required.
- I hereby acknowledge the VET fees and will pay them by the due date.

☐ Medical information attached ☐ My child **does not** have any medical plan that are relevant

## Emergency Contacts and Medical Report

Parent's / Guardian's Full Name: .....

Address: ..... Postcode: .....

Emergency Telephone: Home: ..... Work: .....

Name of Family Doctor: .....

Address: .....

Medicare Number: .....

Medical / Hospital Insurance Fund: ..... Contribution Number: .....

Ambulance Subscription: Yes / No Membership Number:.....

Health care card holder: Yes / No Membership Number:.....

### Medication

1. Is your student presently taking any medication? YES / NO

If YES, please state name of medication, dosage and possible side effects if known etc:

.....  
.....

Please attach to this form any details of known medical conditions which may affect this student and any current or recent medication or treatment that may be relevant.

2. The teachers in charge of the class will expect the student to retain control of medication and will leave responsibility with the individual student. (Please label all medication with the student's name, dose to be taken and when it should be taken.)

3. Does your child have a medical plan? ☐ YES ☐ NO

If YES, Parent/Guardian(s), I give consent to the sharing of this medical plan in the best interest of my child's health and educational advancement. (Attached to this form)

\* Please note: Census date is the 28<sup>th</sup> of February

I have read and give permission for my child to undertake the stated VET/SWL Programs and I will adhere to all the conditions of this form.

Parent/Guardian Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_

### Student's Commitment:

I.....agree to the following terms and conditions for participating in VET/SWL placements:

- To behave in a manner that is expected of students; and
- To comply with any lawful requests or instructions given by staff

Students Name:.....

Signed:..... .Date:...../.....

# Log Books



## LOGBOOKS

### Workplace Learning Records (WLRs)

The VCAA has produced structured workplace learning record booklets for students undertaking VCE VET programs. These WLRs allow students to document and reflect on their structured workplace learning experiences in order to meet the requirements of Structured Workplace Learning recognition.

*Always download the latest booklets as units of competency and course structures may change.*

#### VCAA / VCE VET PROGRAMS

Use the link to find the correct SWLR booklet and see what's required to receive credit.

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>