

Youth Express

on the right track



Employer Resource Kit





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Participating schools and TAFE

- All Saints College St Marys Campus
- Australian Christian College Singleton
- Cessnock High School
- Cessnock TAFE
- Dungog High School
- Francis Greenway High School
- Hunter River High School
- Hunter Valley Grammar School
- Irrawang High School
- Kurri Kurri High school
- Kurri Kurri TAFE
- Maitland Christian School
- Maitland Grossman High School
- Maitland High School
- Maitland TAFE
- Medowie Christian School
- Mount View High School
- Muswellbrook High School
- Rutherford High School
- Scone Grammar School
- Scone High School
- Singleton High School
- Singleton TAFE
- St Catherine's Catholic College
- St Joseph's High School Aberdeen
- St Phillip's Christian College- Nulkaba
- St Phillip's Christian College- Port Stephens
- Tomaree High School



WHAT IS WORKPLACE LEARNING?



Workplace learning is a method or tool by which a student's educational, social and vocational development can be improved.

Its purpose is to assist students to:-

- Gain entry level and industry specific work competencies, and
- Improve knowledge, skills and attitudes to manage the transition from school to further education, training and work.

Workplace learning refers to programs approved by the training provider (school, TAFE etc.) in which the workplace (on-the-job) becomes an extension of the classroom (off-the-job).

Workplace learning provides a part of the range of student experiences and is recognised as part of the total training curriculum being undertaken.



Support is always available



ROLES AND RESPONSIBILITIES OF THE EMPLOYER CHECKLIST

Prior to work placement

- Your Youth Express co-ordinator will call you to arrange a work placement for a student
- You will receive a confirmation letter in the mail or an email
- Student will then phone to arrange an interview, date and time

At the interview

The employer should discuss the below requirements with the student;

1. Commencement times
2. Hours worked per day
3. Clothing requirements
4. Special requirements
5. Familiarise self with student knowledge
6. **Student work placement record must be signed**

First day of work placement

- Complete site orientation in workplace learning handbook
- Appoint supervisor
- Collect signed copy of the student work placement record for the students file

During work placement

- Sign off on record of hours completed during placement
- Complete competencies in back of workplace learning handbook



WHY SHOULD I BE INVOLVED? WHAT ARE THE BENEFITS OF YOU BEING INVOLVED?

Benefits to Employers

Taking a student on a work placement:-

- Raises the profile of your business in the community.
- Provides you with more understanding of, and involvement in, education and training.
- Develops supervision/management and training skills of employees who take on the role of working with students.
- Develops awareness between local businesses and young people.
- Provides the opportunity to invest in the skills of the future local workforce.
- Provides access to a pool of skilled employees that may lower your costs of recruiting new staff.
- Identifies and retains local talent.
- Links your business to a training provider and local schools.
- Improves productivity and training opportunities for staff.



When to take action



1. Performs poorly at the introductory interview

- Students are encouraged to treat the introductory interview as a genuine job interview and should perform accordingly. Employers are under no obligation to continue with a work placement if the student does not meet the employer's expectations.
- Inform the Youth Express Co-Ordinator if you do not wish to accept the student for work placement.

2. Does not attend scheduled work days

- Students are obligated to attend all scheduled shifts and work days.
- If a student is absent without notification the employer should contact the training institution (school or TAFE) immediately

3. Poorly motivated or shows lack of commitment

- Talk to student to assess their expectations of work placement.
- Provide feedback on poor performance.
- Contact teacher or work placement co-ordinator to negotiate either termination or
- Continuation of work placement.

4. Breach of work place rules

- Inform student of breach of rules of work place.
- Contact teacher to negotiate either termination or continuation of work placement.
- Contact Youth Express Co-ordinator

5. Student becomes ill or is injured

- The training institution should be informed immediately. All students are covered by insurance; please see the "Employers Guide to Workplace Learning" brochure for details.

Hopefully you will experience no problems with students undertaking work placement with your business. However if you do please do not hesitate to contact the Teacher, School or Work placement Coordinator.

The contribution of employers to the training of students in vocational education and training is greatly valued.





All sections of the *“Student Work Placement Record”* **Must** be completed with all signatures **before** the student can commence work placement with your business.

This should be signed by you the employer at the interview stage.

On the first day of work placement you the employer **should receive** the completed & signed copy of the *“Student Work Placement Record”*.

If you do **not receive** this completed copy the student **cannot** commence work placement (**as they are not covered by insurance**) and should be sent back to school.



WORK PLACEMENT MADE EASY



Top Four Tips

1. Get your staff onside to **develop a list of suitable tasks**. An active student will feel a sense of achievement and pride as they demonstrate their true capabilities to a real employer.
2. Appoint a supportive supervisor.
3. Set the ground rules and expectations straight away with a thorough **Induction**. The first hour can set the standard for the rest of the week.
4. Encourage and motivate the student to succeed.

Get Your Staff on Board

There are a number of ways to get your staff involved in the Work Placement:

1. Involve them right from the start of the program. Let them know the date the student is arriving so the student is expected and welcomed, not treated like a sudden surprise.
2. Explain to your staff that Work Placement is part of the HSC requirement and can go towards the Student's Australian Tertiary Admission Index (ATAR).
3. Let staff select some duties they think would be suitable for students at various levels.
4. If you have a few staff, let them take turns in supervising a student so they can demonstrate their valuable skills and knowledge.
5. Promote the value of developing staff leadership skills and the opportunity to use these skills when supervising a student.
6. Explain that the students are actively studying this industry and should have the ability to help staff out with some of their basic tasks.

Appointing a Supervisor

When you are thinking about appointing an employee to supervise a student you may wish to consider some of the following points:

1. Is the person you've chosen willing to support a student during the week?
2. Do they have leadership qualities to demonstrate?
3. Can you rotate the student amongst several of your staff to vary the duties and experiences?

Before the student arrives make sure you decide where they will be placed and what tools and equipment the student will need.



WORK PLACEMENT MADE EASY



What Work Can a Student Do?

It really helps things to run smoothly if the student is aware they have plenty to do, and can look forward to some interesting work ahead.

You may like to schedule the student's job list into days of the week and possibly even times of the day to make it easier to follow.

Some of the tasks may be repetitive and this is okay, as many of our day to day work routines are.

To add extra variety you could also make up some **practice work**, for the student to do. For example:

- Getting the students to re-design a safety or recycling brochure or sign.
- Doing a stock take of tools, equipment or materials.
- Remeasuring and checking quantities against the plans or spec sheets.

Remember, it can also be a great experience if the student is given the chance to watch how a specialist task or procedure is performed.

Ideas for a Student Jobs List

- Talk to the student to find out their current level of knowledge and skills.
- Give the students something simple to do and ascertain how they deal with this and then decide if they are capable of going onto more difficult situations.
- Some students are quite capable, but not yet confident to have a go. Your encouragement is vital.
- Look at ways students can be rotated into a variety of activities and experiences.
- Keep a list of simple tasks and odd jobs that may be suitable. If possible write down step by step instructions that can be used again and again for future students.

How to Put Together a Job List

Having plenty of suitable work is a key to success. The big trick is to set aside odd jobs and entry level tasks ready for when the student arrives.

Ask your staff to help keep a list of all the **simple tasks and duties** they do, and if possible write down step by step instructions. It's a little up front effort, but will pay off time and time again for the different students that could pass through your business.

You could also keep a running list of "**odd jobs**" that may be suitable for students. Some Host Employers use a tray marked "student" or keep a list in the back of the diary.

Seek everyone's help to add to this list and keep it handy. Identify some interesting things for the student to observe or to try out. Remember they are also here to learn.



WORK PLACEMENT MADE EASY



Day One

On the first day students may be shy and a little nervous. A few suggestions are:

- Going through the Induction/Orientation.
- Introduce them to other staff members.
- Show them around, where staff facilities are and the work area where they are going to be located.
- Buddy them up with one of the other employees for the day so they can observe them performing tasks and learn the correct procedures.
- Give them information to read about your company, your products and services.
- Start them straight into a job list.
- If you have a company or industry training manual, the student may be able to use this to learn simple tasks.
- Ask the student if there is anything special they would like to learn or practise.

Induction/Orientation

If you spend ***the first hour*** getting to know your student and doing a ***thorough introduction*** they should be ***far more settled and productive all week.***

We all know what it feels like when we go to a new place of employment and we don't know anybody or even where the toilets are located. This can be really intimidating, and it's no different from a young person who is away from their friends and taken out of a familiar environment.

You can help make this transition a little easier by providing some basic information about your business, some rules or policies and explaining what your expectations are of the student.

It's good practice to explain to the student they will be treated just like a new employee, but they are not paid as they are not employed by the business.

Starting day one with a good induction can also be very motivating for the student as it can preview more challenging tasks to do towards the end of the week. This can dramatically raise ***enthusiasm and the success of the work placement.***

You may like to create your own checklist of things to cover during the induction and orientation session using the checklist sheet included in this booklet.



WORK PLACEMENT MADE EASY



Day One Feedback

If all went well the day has covered lots of interesting areas for the student and they feel that they will be able to contribute to some positive work for you tomorrow.

Now is the time for you to provide the student with some constructive feedback and encouragement regarding how well they performed?

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

Being a Good Coach

Sometimes students are reluctant to try new things because they are afraid of getting into trouble.

Be clear in your instruction and offer to demonstrate skills for the student.

Get them to write down the details.

Ask the student to repeat the exercise or the instruction back to you.

Assess their skill level before going onto more complicated procedures and instructions.

Give them a chance to work it out and don't rush them through.

Assess the student's capabilities as some have part time jobs, or are further along with the course.

Motivation & Encouragement Tips

From time to time hot employers have experienced less than ideal attitudes from students and have sought guidance on ways to deal with this.

As stated earlier motivation will be far higher if you do a thorough introduction including a meet and greet, and have a full jobs list with a variety of tasks to do.

However, please don't confuse shyness and reserve as a student being un-motivated.

Sometimes students are reluctant to try new things because they are afraid of messing things up and getting into trouble. Try to remember how "green" you were when you first started. You may even remember a funny story or incident that may help the student at ease and keep everything in perspective.



WORK PLACEMENT MADE EASY



To avoid any misunderstanding, here are some positive methods that you may wish to use:-

- Be clear in your instruction and offer to demonstrate the skill for the student
- Ask the student to repeat the exercise or the instruction back to you
- Get them to write down the details
- Ask them if they understand the information given
- Try and assess their skill level before going onto more advanced procedures and instructions
- Give them a manual if one is available
- Give them a chance to work it out for themselves and don't rush them through
- Give them feedback when the task is completed
- Certificates are good motivators
- Be positive

If a problem does occur, deal with it straight away before it becomes too big. Otherwise please contact the teacher or Work Placement Coordinator for assistance.

Feedback for Students

Feedback helps students to make the most of their Work Placement. All students should have a sheet for this purpose.

It provides them with an opportunity to find out how well they have performed and if they are suitable for employment within this industry.

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

The teacher will review the feedback to help them understand how the student 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 Work Placement
- Review the student's journal
- Review that jobs list that you have set out for them



WORK PLACEMENT MADE EASY



Tips for Giving Feedback

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

Before The Student Finishes

Before the student finishes the Work Placement with your business it is always a good idea to ensure they are aware they are responsible for:

- Handing back any finished or unfinished work
- Tidying up their work area
- Returning uniforms, badges or locker keys, tools or materials
- Completing any relevant sections of their Workplace Journal
- Asking you questions on any matter of interest or concern
- Ensuring their supervisor has completed the student assessment or report sheet

Seeking advice on career paths or job opportunities within your industry



Site Orientation

Please refer to your company's site orientation checklist if available. If not the below checklist can be used. Please attach a copy of the completed check list to the student's handbook.

Ideally each student should be given orientation before commencing work placement. The exact form, timing and duration of this orientation will vary from site to site. This checklist is a guide to suggested minimum requirements.

Please tick

Basic understanding of the activities undertaken by the organisation.

Basic understanding of the management structure of the organisation

Understanding of expectations in workplace behaviour

Understanding of required dress standards

Knowledge of safety requirements applicable to the workplace

Knowledge of procedures for accident, emergencies, etc.

Location of facilities, toilets, change rooms, exits etc.

Knowledge of start & finish times, break times, work routines etc.



Site Orientation

Knowledge of procedure to follow and the person to notify in the event of a non-attendance due to illness etc.

Introduction to people with whom the student will be directly working

Knowledge of the person to consult in the event of problems arising

Other as appropriate

Note

When completed this orientation may result in the supervisor being satisfied that the student can be signed-off for some competencies or elements of competency in the Record Sheet.

Industry Orientation Completed:

Signature: _____ Date: _____
Employer/Supervisor

Signature: _____ Date: _____
Student



SECONDARY EDUCATION - SENIOR PATHWAYS

Prohibited activities and activities that need special consideration

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

Students cannot undertake the following:

- use of machinery or equipment which *may* be dangerous for new or young workers to operate is prohibited **unless** each of the following occurs:
 - the activity is first risk-assessed as suitable and safe for student operation by the host employer, along with the following:
 1. the student is given appropriate information, instruction and training and a checklist for the safe operation and handling of the equipment
 2. the equipment is in safe working order, complete with required safety devices or guards
 3. a suitably qualified or experienced person in the workplace who has good communication skills and the ability to give clear instructions provides on-going close supervision.
- the service of alcohol where the student is under 18 is prohibited; if the student is over 18 years, the activity must be essential to the placement and have been agreed to by the school or TAFE NSW Institute and the student must have completed the Responsible Service of Alcohol (RSA) Training Course
- any work of a sexual or explicit nature is prohibited
- travel by helicopter is prohibited
- air travel on charter flights and aircraft other than those providing a regular public transport service (ie on a regular route with paying passengers) is prohibited
- travel outside the 12 nautical mile limit at sea is prohibited
- scuba and deep-sea diving are prohibited





- the following 'high risk construction work' as defined in the *NSW WHS Regulation 2011* Chapter 6 is prohibited: construction work in tunnels, confined spaces or involving the use of explosives or work in and around pressurised gas distribution mains or piping and energised electrical installations or services; near traffic or mobile plant, or demolition work other than simple stripping of walls etc.
- any excavation work at a depth greater than one metre or near utilities is prohibited
- any excavation work at a depth under one metre without direct supervision by a competent person, is prohibited
- work on permanent or temporary structures used to enable construction work in marine environments is prohibited

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





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

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

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

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

The student still needs to be closely supervised.

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

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

Placements in meat processing plants

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

Placements involving equine work

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





Placements in the construction industry

All workplace learning in the construction industry requires as a pre-requisite that the student completes Work Health and Safety induction training for construction work

and holds the construction induction training card (CIC or ‘white card’). Where a student has independently undertaken induction training for construction online through a registered training organisation in another state or territory, they must complete additional safety training arranged by the school to ensure they are fully prepared for their workplace learning in construction.

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

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

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

Can students drive vehicles during the placement?

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

Who can I contact for more advice?

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







Advice on Completion of Student Placement Record to meet the Department's standards – Information for host employers

- We ask you to take **particular care** in completing **Section 3** of the [Student Placement Record](#) .
- We ask you to provide **specific, exact information** on the Student Placement Record about
 - the tasks/duties the student will be doing;
 - the risks to a student doing that work (and the likelihood and severity of injury);
 - how you will manage any risks to the student;
 - induction, supervision and use of personal protective equipment (PPE).
- By thinking about these questions carefully and putting the details on the Student Placement Record, you are in effect completing a **written risk assessment** of the tasks you are setting for the student.
- This helps you **meet your responsibilities under Work Health and Safety legislation**.
- Your information alerts the school or TAFE to exactly what is planned so the school/TAFE can make a considered decision to approve - or not approve – the planned activities as being **suitable for the student and for the purpose of their workplace learning**. This is part of the **school or TAFE's duty of care**.
- We understand that sometimes you need to **change the activities** and if these are significant or involve risk to the student, we ask you to tell **the school or TAFE**.
- If you need more space, please attach extra information to the Student Placement Record.
- A planned program of activities reduces the chances of students being exposed to risks from unplanned activities.
- Specific guidance and advice on how to complete key risk assessment responses on the Student Placement Record follows.



SECTION 3 of STUDENT PLACEMENT RECORD: SAMPLE EMPLOYER RESPONSES THAT DO NOT / DO MEET THE STANDARDS THE DEPARTMENT REQUIRES

Activities/duties to be undertaken by the student

Standard: Undertaking [activity] and/or **using a** [name of machine, tools] **to** [do what] **under the close supervision of** [level of responsibility].

Employer response 1: *Suitable duties as directed.*

This response would be **unsatisfactory** as the school/TAFE would not be able to gain a clear indication of what the student will be doing.

Employer response 2: *Using a press to make flanges under the close supervision of production manager or similar experienced supervisor.*

Employer response 3: *Shadow an architect; attend meetings/ site visits; student assignment involving CAD; independent visits to nearby city buildings; use printers.*

Employer response 4: *Aspects of cabinet making using machinery including panel saw, edge bander, nail guns and drills. The student will be supervised by a qualified tradesperson.*

These responses would be **satisfactory**. They each tell the school/TAFE what the student will primarily be doing and the level of seniority of the supervisor. The school can then consider if this is a suitable activity and whether they need more information before going ahead with the placement.

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

Standard: There needs to be a meaningful response to this question. Note the prompts above to help the host employer.

Employer response 1: *Nil or See pages 9-10 of the Employer's Guide to Workplace Learning*

A **Nil** response would be **unsatisfactory**. Some detail would need to be provided to identify potential risks in the industry setting where the student will complete their work placement. Referring to the *Employer's Guide* is far too general. It does not provide evidence that relevant risks have been identified.

Note that this question does not require you to consider every aspect of your workplace; just the aspects relevant to the student.



Where the activities are usually safe for students such as in office environments, you should still aim to identify at least one thing the student must not do eg *must not operate guillotine without training and supervision; beware of extremely hot water in the kitchen tap*. This is evidence of your conscientious consideration of potential risks to the student.

Employer response 2: *Must not use nail gun or use press without close supervision as they can be dangerous for a new or young worker.*

This response would be **satisfactory** as it identifies the exact risks. It alerts the school/TAFE that this might not be a suitable activity for some students.

Employer response 3: *Student must not use any tools or machinery that we have not trained the student to use.*

This response would be **satisfactory** as it alerts the school/TAFE to emphasise this in preparing the student. Depending on the industry and the student, the school/TAFE might need extra information before deciding whether or not to approve the proposed activities or tasks.

Indicate any risks to the student in the planned activities eg manual handling, repetitive activities, exposure to sun, chemicals, fumes, use of particular tools or equipment, proposed horse riding or use of farm equipment.

Standard: Precise identification of potential risks to the student in regard to the tasks they will do.

- You are asked to assess the particular risks in the planned activities for a student and the tools of the trade they will be using.
- Consider the examples provided to prompt your responses.
- Use your Safe Operating Procedures and experience of hosting students to identify risks.
- Be exact about risks. This is very important if students are to use tools or machinery.

Employer response 1: *Slips, trips, cuts, burns, manual handling and use of machinery and tools.*

This response would be **unsatisfactory** as these risks are expressed generically. Potential risks need to relate specifically to the tasks the employer plans for the student to do.

The following responses would be satisfactory:

Employer response 2: *Potential for burns in operating the press above level 2. Manual handling of packaged goods over 4 kg and moving wheelie bins.*



Employer response 3: *Touching the foot pedal will automatically engage the machine. This can result in high speed machine operation beyond student control. Student must always be fully alert to this risk.*

Employer response 4: *All equipment in the workshop carries some risks and consequently the student will be supervised at all times. Induction on Day 1 will emphasise workshop safety.*

How will those risks be eliminated or controlled?
--

Standard: Precise actions the host employer will take to eliminate or control the identified risks to the student.

Employer response 1: *Instruction in use of equipment and supervision in the workplace.*

This response would be **unsatisfactory** as more detail is required to inform the school / TAFE of the potential risks involved.

The following response would be satisfactory:

Employer response 2: *Training will include identification of potential risks associated with the operation of all equipment and Safe Operating Procedures (SOP) will be demonstrated to ensure the student is equipped with the knowledge to mitigate risks. For example, in the case of a panel saw the students will be trained to ensure: the environment around the machine is clear from obstruction; that the safety guard is engaged; that use of the on and off switching, especially the emergency shut off switch, is clearly understood.*

While these controls are likely to be covered in detail in the student's Day 1 workplace induction, it is essential that major risks are identified clearly on the Student Placement Record. This ensures that the school/TAFE and parent/carer are fully informed before agreeing to the proposed placement. In some cases, the school/TAFE might decide not to proceed with a placement because the risks are inappropriate for the school student.

QUALITY ASSURANCE OF STUDENT PLACEMENT RECORDS

Each semester, a range of completed Student Placement Records for both Work Experience and Work Placement may be examined. The purpose of this standard procedure is to encourage and instil a high level of commitment to conscientious provision of precise information and conscientious consideration of the suitability of placements. This is to ensure, as far as is reasonably practicable, the safe placement of students in high quality host workplaces.



- ***Students are young, voluntary workers who often lack experience in your industry.***
- ***Help us all keep students safe by providing exact, commonly understood information from the start.***
- ***Add to this with effective training and on-going close supervision and feedback.***
- ***Tell the school /TAFE if you have any concerns or plan to make changes that increase the potential for risk to the student.***
- ***Together we balance the employer's risk assessment of the activities for students and responsibilities under the WHS legislation with the duty of care of the school/TAFE to students. This includes:***
 - ***school/TAFE conscientious preparation of students;***
 - ***supervisory contact with the student and host employer during the placement; and***
 - ***high quality immediate follow up with students.***
- ***For high risk industries, students on placement are visited in the host workplace by the teacher on the first or second day wherever possible and this contact is documented. If a visit is not possible, there must be documented details of the teacher's phone discussions with the host employer/supervisor and with the student.***

If you have any queries, please contact the Coordinator, Workplace Learning in the Department's Senior Pathways on telephone 9244 542



