

Section G

Useful Resources

Contents

Available in hard copy:

1. Sample work experience evaluation form - student and parent
2. Frequently asked questions – work experience
3. Sample organization of work experience
 - Block Release Flow Chart
 - Trickle Release
4. Map of Requisite OH&S Training: Structured Work Place Learning, Work Experience, Simulated Placement Work, Work Activity excursions
5. Managing the Safety of Young Workers: Things Employers Should Consider
6. Useful resources list – websites and others
7. Workwise – Workplace Safety for Students, teacher guide and student activity sheets
8. Map of Industry Area, safe@work Modules and Workplace Hazards Fact Sheets for Work Experience

Available on-line only:

The following resources are quite large and therefore only available online, via following the links from:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/>

- Sample Work Experience Student Booklet
- Sample Work Experience Log Book
- safe@work
- A Job Well Done – Teacher Resource
- Workplace Hazards Fact Sheets

Section G: Useful Resources – Evaluation

[*SCHOOL NAME*]
WORK EXPERIENCE – STUDENT EVALUATION

Student Name

School Contact.....

Phone.....

Employer's Name.....

Signature.....

Type of Work.....

Assessed by.....

Dates of Work Experience

DEMONSTRATED COMPETENCIES
 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 box under the descriptor.

1. **Attendance and punctuality:** The extent to which the student meets the workplace requirements for attendance at work and punctuality.

1	2	3	4	5
Comes in late and leaves early. Late from breaks. Absent without reason.	Punctuality and attendance are below average.	Punctuality and attendance are satisfactory.	Always punctual and rarely absent. Will put in extra time occasionally if asked.	Always punctual. Excellent attendance. Will arrive early, stay late to get a task done.

2. **Appearance and presentation:** The extent to which the student meets the standards of dress and appearance that are expected in the work environment.

1	2	3	4	5
Poor personal hygiene and grooming. Does not follow dress standards required at work.	Appearance, personal presentation and dress standards could be improved.	Dress standard, personal presentation and appearance are acceptable for the work situation.	Above average appearance and presentation. Prepared to change appearance to suit workplace.	Takes pride in appearance. Sets an example for others.

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3. Working with others: How well the student gets on with and cooperates with others in the work environment.

1	2	3	4	5
Uncooperative. Resists suggestions.	Could be more cooperative at times.	Cooperative. Gets on well with colleagues.	Works well with others to achieve agreed outcomes. Generates goodwill amongst fellow workers.	Actively helps others. Can lead, take responsibility and contribute ideas.

4. Communication and interpersonal skills: The skills that the student shows when communicating on a face-to-face basis with fellow workers, customers and suppliers.

1	2	3	4	5
Poor listener. Avoids eye contact. Inarticulate.	Communication and interpersonal skills need to be improved to meet normal workplace standard.	Generally communicates effectively.	Good communication and people skills.	Excellent communication and people skills. Confident and articulate. Listens well.

5. Time management: How well the student can manage their workload and effort so that tasks are completed to the required standard and on time.

1	2	3	4	5
Requires constant reminding.	Requires prompting to meet work schedules.	Generally reliable and needs average supervision.	Can work independently.	Works independently. Can set goals and priorities, organises time to achieve objectives.

6. Attitude/Motivation to the job: The level of interest and motivation that the student shows.

1	2	3	4	5
Seems uninterested. Often lazy. Lacks respect.	Works with variable commitment At times needs to be pushed Inconsistent effort.	Generally a steady worker who meets required standards for the job.	Does what is required well. Is prepared to make extra effort when asked.	Highly motivated. Keen. Consistently gives 100%.

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7. Ability to follow instructions and use initiative: How the student follows instructions and shows initiative at work.

1	2	3	4	5
Ignores or fails to understand instructions Does not pay attention.	Often needs instructions and directions to be repeated.	General follows instructions accurately, but needs supervision.	Works independently after initial instruction.	Inventive. Resourceful. Problem solver.

8. Ability to learn: The student's willingness and ability to pick up new skills.

1	2	3	4	5
Does not like being trained in new skills. Has to be shown several times.	Often slow to pick up new knowledge and skills but gets there eventually.	Willing to be trained and learns at an acceptable rate.	Learns what is required quickly and easily.	Learns quickly. Seeks out new skills and knowledge.

9. Positive self-attitude: The extent to which the student is confidence and positive in their attitude and behaviour.

1	2	3	4	5
Lacks confidence. Nervous. Gives up easily.	Could show more confidence and interest.	Mostly confident, self assured and goal orientated.	Always confident, achievement orientated and assured.	Very confident. Enthusiastic. Persistent. Energetic.

10. Quality of Work: The accuracy, care and quality standards that the student demonstrates at work.

1	2	3	4	5
Makes a lot of mistakes. Inaccurate. Careless.	Inconsistent. Occasionally inaccurate and careless.	Work is acceptable and within requirements.	Work is usually of good quality.	Great attention paid to detail. Work of high quality. Takes pride in work.

Any other comments:

.....

.....

Please return completed form to school. Thank you for your cooperation

[SCHOOL NAME]

WORK EXPERIENCE – PARENT EVALUATION

Name of Student: _____

1. Did your child benefit from this program? If so, how?

2. How did your child cope with the placement?

3. If they experienced any difficulties, what were they?

4. Did this activity provide them with useful information and experience, regarding their career decision-making?

5. How could this program be improved?

6. Any other comments on your child's work experience?

Thank you for taking time to complete this evaluation.

Parent or Guardian's signature

Date

Frequently asked questions about work experience

<p>Do age restrictions apply to students undertaking work experience?</p>	<p>Students must be 14 years of age or older. (Students up to the age of 21 are eligible to undertake work experience.)</p>
<p>What occupational health and safety training is needed before a student undertakes a work experience arrangement?</p>	<p>All work experience students are required to undertake an occupational health and safety program, developed by the Victorian Department of Education and Early Childhood Development (DEECD), before commencing their placement. The programs are: <i>A Job Well Done</i> for students with disabilities and safe@work for all other students.</p>
<p>What is "safe@work"?</p> <p>What if we encounter problems when trying to access safe@work web pages?</p> <p>Can we obtain additional copies of the Manual or DVD?</p>	<p>safe@work is a web-based, interactive occupational health and safety (OH&S) program.</p> <p>The safe@work program is designed to improve students' knowledge and understanding of OH&S matters. Students must successfully complete two modules before they enter a workplace. These are a 'general' OH&S module <i>and</i> a module relevant to their chosen industry.</p> <p>Technical problems should be reported to the DEECD Help Desk – phone 9637 3333.</p> <p>Contact Career Education Association Victoria (CEAV) at 9349 1900.</p>
<p>When is a Criminal Records Check required?</p>	<p>When a student aged 14 wishes to undertake work experience, a Criminal Records Check is required for:</p> <ul style="list-style-type: none"> • their prospective employer; and • any other person who will have direct supervision or control of the

	<p>student while they on work experience.</p> <p>Work experience cannot commence until this check has established that neither the employer nor any potential supervisor has a criminal record.</p>
<p>Who has to sign the Work Experience Arrangement Form?</p>	<p>This Form must be completed and signed before work experience can commence. It must be signed by:</p> <ul style="list-style-type: none"> • the employer; • the student; • the parent or guardian of the student (if the student is under 18); and • the principal (or acting principal) of the school (note that principals cannot delegate this responsibility). <p>The Form can be varied or amended later, but it must then be signed again by all four parties to confirm that the changes are understood and agreed.</p>
<p>Where can extra copies of the Work Experience Arrangement Form be obtained?</p>	<p>Additional forms can be obtained by downloading from the DEECD website (http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm)</p>
<p>What are the working hours for work experience students?</p>	<p>Students aged 14 must not work between 9.00 pm and 6.00 am (that is, after 9.00 pm or before 6.00 am).</p> <p>Students 15 years and over must not work between <u>11.00 pm</u> and 6.00 am.</p> <p>No work experience should extend beyond a time which is 10 hours ahead of the next working (or school) day. For example, if a student is to start work or school at 8.30 the next morning, they must not work beyond 10.30 on the night before.</p> <p>Work experience on a weekend is permissible if the placement cannot occur during the week and the principal and parent (if the student is under 18) are satisfied with the proposed arrangement. Schools should provide students with an after hours contact number if students are working outside the normal working hours.</p> <p>Arrangements for transporting students safely to and from the workplace must be understood and adhered to, particularly if the student is working outside 'normal' daylight hours.</p>

What is the maximum number of days per term on which a student can undertake work experience?	A student can undertake work experience for up to 15 days per term but the total number of days must not exceed 40 days per annum.
What are 'Declared High Risk Industries'?	<p>These are industries and occupations where there is increased potential for work-related injury. Students <i>can</i> undertake some activities in these industries, as long as risks have been appropriately assessed and employers are able to provide direct supervision at all times.</p> <p>The declared high risk industries are listed in Section C of the Manual.</p> <p>For further information, see Ministerial Order 56 – Work Experience Arrangement, and also the document <i>Work Experience Students Aged 14: Health and Safety Guidelines, Criminal Records Checks and Declared High Risk Industries</i>, both available in Section F of this Manual</p>
Are there any prohibited industries or activities?	<p>Yes! Section C of the Work Experience Resources Manual lists a number of prohibited industries.</p> <p>There are also prohibited activities (<i>such as</i> working with powered tools or working at height) in industries which are nonetheless suitable for work experience as long as activities are selected with the student's safety as a priority.</p> <p>Section C of the Manual also provides examples of prohibited activities.</p>
Can a student undertake work experience in a hotel or other licensed premise? Can a student in such a venue serve alcohol?	<p>Section 120 of the Liquor Control Reform Act 1998 provides that minors may be on licensed premises if they are engaged in a training program in hospitality, or in training for the purposes of employment or work experience. A licensee must not permit a minor to supply liquor on licensed premises unless the minor is engaged in a training program approved by the Director of Liquor Licensing and is supplying the liquor in accordance with any conditions to which the Director has determined that the training program is subject.</p> <p>Work experience is not a training program approved by the Director of Liquor</p>

	Licensing. Therefore a student may undertake work experience in a hotel but must <u>not</u> be associated with the serving of alcohol.
Can a work experience student accompany a supervisor on activities outside the workplace?	Yes, if it is part of their duties (for example, a student undertaking work experience with a building inspector might accompany a supervisor to observe final inspection of a completed residential building project).
Can students with disabilities undertake work experience safely?	<p>There is no reason why a disability should prevent a student from undertaking work experience.</p> <p>It's important that the employer knows what the student can and cannot do, and that activities and supervision are arranged accordingly. Arrangements made in advance of the placement will enhance the likelihood of a valuable experience for the student.</p> <p>DEECD's program <i>A Job Well Done</i> outlines a number of important issues and provides guidance on arranging and managing placements for students with disabilities.</p>
Does a student have to be contacted by the school while on work experience?	The student must be contacted by the school at least once during the work experience.
What should a student do if they suffer harassment or bullying at the workplace?	<p>The student must <u>not</u> be expected to deal with harassment and bullying themselves. They should report any concerns immediately to other people at the workplace, to a parent and/or to the work experience coordinator, other teachers or the school principal.</p> <p>The prevention of such occurrences should be discussed with the employer before the placement commences, and both the employer and the school should have a process for dealing with them.</p>
Do employers have to pay students for work	<p>Yes. The minimum payment is \$5 per day.</p> <p>If the placement is with a Commonwealth department or a body established under a Commonwealth Act, or in a skills or training centre conducted on a not</p>

<p>experience?</p>	<p>for profit basis, which is subject to a determination of the Minister, no payment will be made.</p> <p>If a placement is with an educational, charitable or community welfare organisation not conducted for profit, the student and the parents of the students (if the student is under 18), can decide to donate back the payment to the organisation.</p>
<p>Is payment for work experience taxable?</p>	<p>If a student under 18 is paid the minimum rate of \$5 per day, the Australian Taxation Office does not require a tax file number or tax return from the student, and the employer does not have to issue a Payment Summary to the student.</p> <p>However, students aged 18 and over will be required to provide a tax file number to the employer, who must withhold tax, issue payment summaries and report to the ATO as they would for their employees.</p>
<p>Are students covered by WorkCover while on work experience?</p>	<p>Students on work experience have the same status under WorkCover as employees.</p> <p>If a student is injured during their placement, there are two forms which must be completed and forwarded to DEECD's WorkCover insurer: the <i>Worker Claim for Compensation</i> (blue form, completed by the student) and <i>Employer Claim Report</i> (green form, completed by the employer). The process for lodging the WorkCover Claim is set out in Section C of this Resources Manual.</p> <p>If a work experience student is injured, the employer must contact the school (either the principal or the teacher in charge of work experience) as well as the student's parent or guardian as soon as possible. Schools will need to supply the employer with the relevant documentation.</p> <p>If an accident occurs on the way to or from the workplace, the Traffic Accident Commission may be liable. WorkCover does not apply in these instances. If the student is at a Commonwealth workplace, the school must provide the WorkCover Employer Report Form to the workplace and follow the procedures as for a 'normal' WorkCover Claim.</p>
<p>If a student is sick and did not attend work experience, does the student have to disclose information to the</p>	<p>No. The teacher doesn't need to know the medical details of why the student was not on work experience on a particular day. The teacher simply needs to know that the student was sick and unable to attend work experience.</p>

teacher about why he/she was absent?	
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Who to contact for assistance?

Please see the contact list

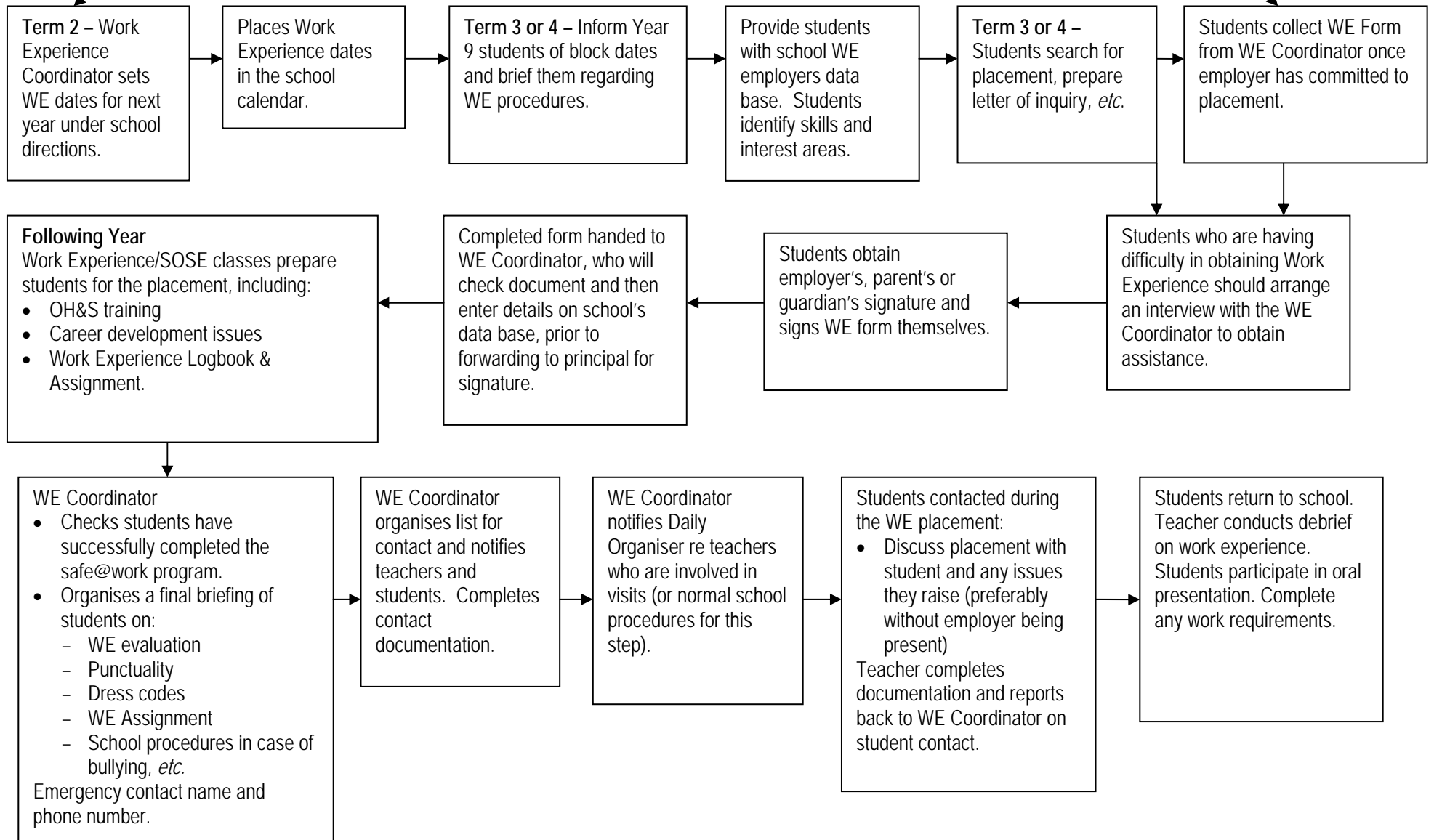
<http://www.education.vic.gov.au/sensecyouth/contacts.htm>

Career Education Association of Victoria, Carlton. Phone (03) 9349 1900

Job Watch, Carlton. Phone (03) 9662 1933 or (03) 9639 0631

SAMPLE ORGANISATION OF WORK EXPERIENCE BLOCK RELEASE FLOW CHART

These sections will probably take a considerable amount of time over at least one term.



SAMPLE ORGANISATION OF WORK EXPERIENCE TRICKLE RELEASE

This model suggests the type of preparation required for students who find their own work experience placement. The model could also be used to prepare a work experience program using home group teachers not careers classes.

Third Term

Coordinator Work Experience or Careers teacher	Home group teachers	Students
<ol style="list-style-type: none"> 1. Preparation or updating of Work Experience document 2. Letter of introduction for students 3. Letter to parents 4. Update Work Experience web page 5. Update contact lists of placements, display on web page 	<p>Brief Year 9 home group teachers.</p> <p><u>Mars Bar Competition</u> Mars Bar for each of the groups who are first to have everyone set up in their placements.</p>	<p>Year 9/10 Assembly:-</p> <ul style="list-style-type: none"> • show work experience website and online form. • a year 10 student talks about how important it is to set them up early • talk about methods of finding placements. <p>Receive WE document, Letter of introduction and letter for parents. Students start to look for placements.</p>
<p>Weekly update to home group teachers re the names of students who have set up placements. In the term before work experience the weekly update is a list of students who have not got a placement.</p>		<p>Plan a schedule for students to undertake the DEECD online Occupational Health and Safety training, safe@work program.</p>
<p>Term 1 – when they are Year 10, another assembly and a BIG PUSH.</p>		<p>Two weeks before going out: Assembly re Health and Safety in the workplace and appropriate behaviour. An employer talks about what she expects from work experience students.</p>
<p>Careers teacher sends letter to employers reminding them that the student is coming.</p>	<p>All teachers who teach Year 10 are involved in visiting the students.</p>	
<p>AFTER Work Experience Thank you letters and certificates to employers.</p>		<p>Debrief session and receive certificates.</p>

When students find a placement:

- Use the online form to e-mail information to the careers teacher.
- Careers teacher enters data and prints three copies of the Work Experience Arrangement Form.
- The Work Experience Arrangement Form is sent to the student's home group with a note for them and their parents to sign and return. Home group teachers follow up the "returns" and send them to the careers coordinator/teacher who get them signed by the principal and posts to employers.
- Employer returns school and student copy.

**Map of Requisite OH&S Training:
Structured Work Place Learning, Work Experience, Simulated Placement Work, Work Activity excursions**

1254VCE Industry and Enterprise	VET in the VCE and Block credit	VCAL Industry Specific Strand (ISS)	VCAL, Work Related Skills Strand (WRS)	VCAL, Personal Development Skills Strand (PDS)
<p>Students undertaking VET program with SWL in area of VET study: Students must undertake the OH&S module/unit from the relevant VET program. <u>Out of area of VET study</u>, students to complete the OH&S modules/unit from the relevant VET program and the DEECD safe@work program before undertaking SWL. These students go out on a SWL form.</p>	<p>VET Certificate in area of VET study: The student must undertake training in the nationally recognised VET Certificate OH&S modules/units of competence before undertaking SWL as part of their VET Certificate.</p>	<p>VET Certificate: The student must undertake training in the nationally recognised VET Certificate OH&S modules/units of competence before undertaking SWL as part of their VET Certificate.</p>	<p>In same industry area as VET Certificate: If SWL undertaken to credit toward the learning outcomes of a VCAL WRS unit is in the same industry area as the students VET Certificate, undertaking the VET OH&S will provide the preparation necessary to undertake SWL.</p>	<p>In same industry area as VET Certificate: If SWL undertaken to credit toward the learning outcomes of a VCAL PDS unit is in the same industry area as the students VET Certificate, undertaking the VET OH&S will provide the preparation necessary to undertake SWL.</p>
<p>Students <u>NOT</u> undertaking a recognised VET Certificate: VCE Industry and Enterprise students who are <u>not undertaking a nationally recognised VET Certificate</u>, must complete the DEECD safe@work program before commencing SWL placement. These students go out on a SWL form.</p>	<p>VET Certificate <u>NOT</u> in area of VET study: Students undertaking SWL in an <u>out of area VET study</u> must undertake the training in the nationally recognised VET Certificate OH&S modules/units of competence, and the DEECD safe@work program, before commencing SWL placement.</p>		<p><u>NOT</u> in same industry area as VET Certificate: If SWL undertaken to credit toward learning outcomes of a VCAL WRS unit is <u>NOT in the same industry area as the student's VET Certificate</u>, students must complete VCAL WRS Unit 1 (with DEECD safe@work program) before commencing SWL placement.</p>	<p><u>NOT</u> in same industry area as VET Certificate: If SWL undertaken to credit toward learning outcomes of a VCAL PDS unit is <u>NOT in the same industry area as the student's VET Certificate</u>, students must complete VCAL WRS Unit 1 (with DEECD safe@work program) before commencing SWL placement.</p>
<p>School excursions/simulated work activities: Many excursions with activities such as tree planting, fencing and community maintenance <i>etc.</i> may be covered by the school's local policy. Students should be prepared for OH&S issues associated with these activities. If they have not completed any OH&S training, it is recommended that they complete DEECD safe@work program before undertaking practical activities.</p>	<p>With no OH&S modules/units of competence: No VET Certificate or a VET Certificate with no OH&S modules/units of competence (<i>e.g.</i> CISCO Networking Academy program): students must complete DEECD safe@work program before commencing SWL placement.</p>	<p>With no OH&S modules/units of competence: No VET Certificate or a VET Certificate with no OH&S modules/units of competence (<i>e.g.</i> CISCO Networking Academy program): refer to WRS advice in next column.</p>	<p>Student not doing any VET: If students are undertaking SWL to credit toward the learning outcome of a VCAL WRS unit, they must complete VCAL WRS Unit 1 (with DEECD safe@work program) before commencing a SWL placement.</p>	<p>Student not doing any VET: If students are undertaking SWL to credit toward the learning outcome of a VCAL PDS unit, they must complete VCAL WRS Unit 1 (with DEECD safe@work program) before commencing a SWL placement.</p>

Students undertaking both VCE Industry and Enterprise and VCAL Work Related Skills Units must complete each of the units individually as identified by the course requirements. VCE I&E Unit 1/2 *and* VCAL WRS Intermediate 1/2 are complementary. However work placement is not mandatory for VCAL WRS units. Validation of external work arrangements/extra curricular activities for Recognition of Current Competency (RCC), without DEECD arrangement forms, is the responsibility of the student. **HOWEVER**, the school must make every effort to ensure that the student and the school are covered under current legislation. Many thanks to Graeme Lynas, DEECD Loddon Mallee Region, for providing the Department with this resource for circulation.

MANAGING THE SAFETY OF YOUNG WORKERS: Things employers should consider

Statistics in Australia have shown that as many as 23 young people (between 15 and 25 years of age) are injured in workplaces every day over a calendar year. Most of these injuries have occurred in the manufacturing and retail sectors.

Employers must pay special attention to the needs of young workers, who lack experience and may know little of workplace hazards or the procedures established to manage them. They are also likely to feel they should try to carry out any job allocated to them, even if they don't feel confident about their ability to do so safely.

Students on work experience are in workplaces primarily to *observe* rather than to work. Nonetheless, to make their time at work meaningful they will be asked to undertake tasks in the course of their placement. It's essential that nothing they are asked to do could place them at risk.

They may also be allocated tasks which take them into unfamiliar parts of the workplace. Getting paper for the photocopier is not intrinsically hazardous, but if the paper store is on the far side of a warehouse where forklifts are operating, they are at risk.

Employers should take time to plan a student's program, evaluating the potential for harm in each task *and* each environment. They must also make sure the student is supervised throughout their placement by someone who understands the job and the hazards of the workplace.

Tasks requiring training in safe work procedures should be assessed with particular care. If the training is simply how to lift an object safely, the task may prove to be acceptable – providing the object is not too heavy or awkward and that it *can* be lifted without risk. However, if the training requires that close supervision and repeated practice are required before it can be performed safely, it is *not* suitable for work experience.

Students are not 'substitute employees'. They are not at your workplace to boost productivity or carry out unpleasant, dirty, repetitive or boring jobs that employees don't want to do.

Induction

Induction must be provided for students on the first morning of their placement. **Training, instruction, information and supervision** are legally required by the OHS Act 2004 and induction is an essential part of this duty of care.

Students are inexperienced, and will not be familiar with the workplace or the way things are done. Like any new starter, it will take them a few days to remember names and find their way around. Don't expect the student to remember everything after hearing it once! You should reinforce the key information (*e.g.* supervision arrangements, layout of the work location, 'no-go' areas).

Responsibilities

Inform the student that safety is the most important consideration during their placement. The employer has a legal duty of care for the student during the week, and in turn the student must

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following health and safety procedures in which they have been instructed.

Explain supervisory arrangements

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

Explain what the student should do if their supervisor is not present at any time – who should they notify if they need to go to a different part of the building, or leave the building altogether?

Introduce the Health and Safety Representative

If there is a Health and Safety Representative at your workplace, arrange a time for them to discuss their role with the student.

Explain first aid and emergency arrangements

Show the student where the first aid kit is located and introduce them to the first aider for the area where they will be working.

Outline emergency arrangements and show the evacuation plan with designated muster points. Explain that in the event of an emergency, the student must follow direction from identified wardens.

Explain reporting requirements for incidents, accidents and near misses

Incidents and accidents must be reported without delay. Explain that incidents include 'near misses', where no-one was injured but the potential for injury was apparent.

Provide an orientation tour of the workplace

At induction, assist the student to build a mental picture of the workplace layout. You should explain what happens in each part of the building, and point out locations where the student may be working during the week.

Confirm any medical information provided

Confirm any medical information provided by the student, a parent or the school. Does the student have any condition (*e.g.* asthma) that may require treatment? Is the student taking any medication?

As far as is practicable, such information must be treated as confidential. However, the student's supervisors during the placement should know of any special conditions or constraints.

Supervision

Work experience students must be provided with appropriate supervision while at your workplace. This means:

- Knowing where the student is at all times.
- Being aware of what's happening nearby – what employees are doing, what machinery or equipment is in operation.
- *Having firm arrangements to make sure the student reports directly to their supervisor when entering, leaving and returning to the work location.*

It's useful to put together a timetable before the student arrives. While this may need to be altered during the placement, a planned program is likely to be more rewarding for the student, and reduces the chances of exposing them to risks arising from unplanned activities.

Things to take into account	Questions to ask before the placement
Their attitude, behaviour and maturity	Do they appear physically mature enough to safely undertake planned tasks? How closely should they be supervised?
Their previous work experience and training	Have they worked with adults before? Do they already have some of the competencies required?
Their understanding of your industry and the kind of jobs people around them will be doing	What do they know about your industry and its hazards? Do they have an understanding of the work environment, processes and tasks?
Their confidence to raise problems with their supervisors (this includes problems with the tasks they are given <i>and</i> possible problems arising from interaction with employees at the workplace)	Would they feel able to tell their supervisor they are having difficulty performing a particular task? Would they feel able to make a complaint if necessary about another person's language or behaviour towards them?
Their ability to make judgements about their own safety and the safety of others	Would they be able to recognise an unsafe item of equipment or a dangerous situation? Would they act on their concerns by reporting them to others without delay?

The employees to whom you allocate supervisory roles must understand that an important part of their responsibility is to provide instruction and training to the student throughout the placement.

Websites with useful resources

The following websites have been provided to assist in the development and delivery of effective workplace learning programs. Note: At the time of publication all site addresses were correct. Teachers should check DEECD's schools website <http://www.education.vic.gov.au/sensecyouth/default.htm> for the latest updates to web addresses.

ACTU – Worksite for Schools <http://www.worksite.actu.asn.au/>

This site is useful for students when investigating the roles and responsibilities of employers and employees. Helpful in the delivery of occupational health and safety issues.

Australian Bureau of Statistics <http://www.abs.gov.au/>

Useful for employment figures.

Career Education Association of Victoria – CEAV <http://www.netSPACE.net.au/~ceav>

An informative site which links you directly to resources and the latest professional development information on careers, VET, structured workplace learning, and some information on VCAL and MIPs.

Department of Education – NSW <http://www.det.nsw.edu.au/index.htm>

This site gives you a full listing of the Department of Education – NSW. It contains some useful links to resources relating to structured workplace learning in this state.

Department of Education, Science and Training (DEST) <http://www.dest.gov.au/>

This site contains the latest information on federal initiatives in relation to vocational education and training. Also available is information on career guidance, occupational information, job search preparation, information on industries and employers.

Jobsearch <http://jobsearch.gov.au/>

Job Outlook from this site has good profession overviews including salary ranges.

JobWatch <http://www.job-watch.org.au/>

This site offers opportunities for students to investigate issues relating to employment. For example: unfair dismissal, workplace violence, misleading ads, etc.

Myfuture <http://www.myfuture.edu.au/>

This site offers a wide range of information on occupations, training, vocational options and pathways. The information available at this site is valuable for teachers, students, parents and employers. Excellent preparation for work experience and careers exploration.

New Apprenticeships <http://www.newapprenticeships.gov.au/>

This site provides the latest information on new government initiatives and application in careers and vocational education.

Occupational Health and Safety <http://www.education.vic.gov.au/safe@work/>

This site contains the [safe@work](http://www.education.vic.gov.au/safe@work/) program for students and teachers including lesson plans, activity sheets, fact sheets and user guidelines.

Victorian Government Schools Reference Guide – 4.9 Employment of Students

<https://www.eduweb.vic.gov.au/referenceguide>

Edumail access required.

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VET in Schools – Curriculum Corporation <http://www.curriculum.edu.au/>

From their homepage, you can link the VET in schools section which provides the latest resources in professional development for VET in Schools teachers, and school curriculum advisers. A valuable site for teachers needing to update their knowledge of VET in Schools.

Victorian Curriculum and Assessment Authority – VCAA <http://www.vcaa.vic.edu.au/>

The VCAA website contains the latest information on the requirement for the delivery of all VCE, VET and VCAL programs.

Wagenet <http://www.wagenet.gov.au/>

Very useful to direct students to for latest information on salary structures by industry.

Wages <http://www.wages.com.au/>

Information on career and employment opportunities with some of Australia's major companies along with Australian wages, employment law and taxation.

Work Experience Contacts <http://www.education.vic.gov.au/sensecyouth/contacts.htm> Contacts for DEECD, Catholic and Independent schools.

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

Links to the WorkCover management Kit and Guide. To obtain specific information check the WorkCover website: <http://www.workcover.vic.gov.au/>

OTHER USEFUL WEBSITES

Other useful resources

A Job Well Done CD-ROM and Video – an occupational health and safety program for work experience students with disabilities or impairments
<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/jobwelldone.htm>

Employment of Children (Information Leaflet), Job Watch, Melbourne, Victoria, Tel: (03) 9662 9458

No Bull (say No to Bullying and Violence) Video - Copies of the Video have been sent to all Victorian secondary schools. Additional copies can be purchased from: Victorian Employers' Chamber of Commerce and Industry, 196 Flinders Street, Melbourne, 3000 Phone (03) 9251 4333 <http://www.vecci.org.au/>

People & Work, Job Watch, Melbourne, Victoria, Tel: (03) 9662 9458 and Victoria Legal Aid, Melbourne, Victoria, Tel: (03) 9269 0223

RECAP Resources for careers practitioners - A DEST publication for Careers and VET Coordinators. The kit comprises extensive lesson plans, worksheets and activities for students from Year 7 to 12 covering all aspects of the world of work, work experience, debriefing activities, transition activities and is linked to the [myfuture](http://www.myfuture.vic.gov.au/) website. A valuable planning tool for work experience and structured workplace learning.

School Work Record Guide – a student work experience logbook useful for recoding observations and tasks undertaken during a placement available from the CEAV bookshop Tel: (03) 9349 1900

The Real Games Series – A careers education program from primary school to senior secondary schools aimed at developing life long learning skills for effective career planning and management. A Department of Education Science and Training (DEST) resource. For information about training contact your Later Years Regional Consultant.

Work Experience Diary – Logbook for student use during work experience placement available from Gippsland Education Centre, Warragul, Tel: (03) 5623 6075

Work Experience Evaluation Form – a useful carbon copy evaluation form for employers available in packs of 25 from Gippsland Education Centre, Warragul, Tel: (03) 5623 6075

Working in Fear (Experience of Workplace Violence); Workplace Violence-Your rights, what to do, and where to go for help; Young People and Work – a series of brochures which may be useful in the preparation of work experience programs, available from Job Watch, Melbourne Victoria, Tel: (03) 9662 9458.

Workwise – A Safety Guide for Students is a health and safety video, which provides advice for students about to embark on work experience, and structured workplace learning. It also highlights health and safety issues in the industry areas of hairdressing, engineering, automotive, primary industry and hospitality. The video is located in the front of this manual and can be used in conjunction with other OHS resources.

Teachers' notes

This series of worksheets has been prepared to complement the Department of Education and Training (DEECD) Occupational Health and Safety (OHS) video, "**Workwise – Workplace Safety for Students**". The worksheets may be a useful starting point to prepare work experience and structured workplace learning programs. The structure and content of the worksheets could be readily adapted to suit the language and learning needs of individual students and programs.

Worksheet content

The worksheets cover the following topics as presented on the video:

- **General**
- **Hospitality**
- **Automotive**
- **Hairdressing**
- **Engineering**
- **Farming or Primary Industries**

The activities presented are suggestions only and could be used to supplement structured occupational health and safety lessons developed using the DEECD [safe@work](#) program. Each worksheet covers the OHS issues presented in the video and may be used as a guide for students to recall the information presented in class discussions.

Worksheet format

The worksheets contain four parts:

1. **Before the video:** As students may be at varying stages in their understanding of occupational health and safety issues, this section contains a quick brainstorming activity to ascertain student knowledge of the industry area presented. Teachers may choose to use this section as a quick recall activity at the end of viewing.
2. **During the video:** This section gives some basic guided activities that can be completed during the video presentation, or alternatively as a completion task at the end of viewing. The section follows the video script and would be useful in ESL classes where students could be asked to complete statements made about the workplace.
3. **Find out more about OHS:** This section has been included to draw student attention to the Workplace Hazards Fact Sheets which form part of the [safe@work](#) program. There are 30 Workplace Hazards Fact Sheets located at <http://www.education.vic.gov.au/safe@work/>. The fact sheets offer a comprehensive outline of possible workplace risks, injuries and strategies for minimising risk.
4. **Find out more about careers:** This section offers some relevant web based sites for students to further research possible careers in the industries presented in the video.



Workwise WORKPLACE SAFETY FOR STUDENTS

Student activity sheet - general

The questions on this sheet are designed to help you follow the information presented on the DVD. It is the responsibility of all students who are considering work experience or structured workplace learning to understand the processes involved. Each offers students a great opportunity to experience the world of work at first hand and to find out more about a possible career in a safe learning environment, before making important long term decisions about future career options.

Before the video

What do these terms mean? Jot down their meaning.

work experience _____

structured workplace learning _____

OHS _____

hazards _____

module _____

equal opportunity _____

harassment _____

confidential _____

competency _____

During the video

Answer the following questions:

1. What is work experience?

2. How old must you be to undertake work experience?

3. What happens during a work experience placement?

4. List the 4 signatures required on the Work Experience Arrangement Form:

1. _____

2. _____

3. _____

4. _____

5. What is structured workplace learning?



Workwise WORKPLACE SAFETY FOR STUDENTS

6. Explain the difference between structured workplace learning and work experience?

7. What do the letters OHS stand for?

8. Name the program which deals with OHS for work experience students.

9. What modules must be completed?

1. _____ 2. _____

10. Who is responsible for OHS training:

(i) at school _____

(ii) at work _____

11. Who is responsible for safety in the workplace?

12. List 5 reasons why students should have OHS training before undertaking work experience or structured workplace learning:

1. _____

2. _____

3. _____

4. _____

5. _____

13. List 5 responsibilities students have while on work experience or structured workplace learning:

1. _____

2. _____

3. _____

4. _____

5. _____



Workwise WORKPLACE SAFETY FOR STUDENTS

Student activity sheet – hospitality

The questions and tasks on this sheet are designed to get you thinking about the occupational health and safety issues related to jobs in the Hospitality Industry.

Section 1: Before the video

Try and identify 4 of the most common injuries that may be associated with the hospitality industry.

1 _____ 2 _____
3 _____ 4 _____

Section 2: During the video

- a. As you listen to the video tick all the workplace hazards you would find if working in a commercial kitchen.

Hospitality Workplace Hazard	✓
Knife cuts to fingers and hands	
Falls from spills	
Trips and slips	
Burns and abrasions	
Dehydration	
Head Exhaustion	
Contamination of hands	
Severe burns to face and hands	
Back injuries	
Contamination of food products	

- b. Complete these statements

These statements summarise the information presented on the video. Listen carefully to complete them.

“ _____ is the most important thing!”

“No use in making a perfect soufflé if you _____ yourself in the process.”



Section 3: Find out more about OHS in hospitality

To complete further research on the type of workplace hazards you may encounter when undertaking work experience or structured workplace learning in the hospitality industry visit:

http://www.education.vic.gov.au/safe@work/workplace_hazards.asp

This site will take you to the Workplace Hazards Information Sheets on the DEECD [safe@work](http://www.education.vic.gov.au/safe@work) website.

Section 4: Find out more about careers in hospitality

Check these sites for more information on how to investigate study and training options in Hospitality:

<http://www.myfuture.edu.au>

<http://www.newapprenticeships.gov.au>

<http://www.jobguide.dest.gov.au>

<http://www.tafe.vic.gov.au>



Workwise WORKPLACE SAFETY FOR STUDENTS

Student activity sheet – automotive

The questions and tasks on this sheet are designed to get you thinking about the occupational health and safety issues related to jobs in the Automotive Industry.

Section 1: Before the video

From the list circle some of the workplace injuries that may occur in the automotive industry:

Falls
Electrocution
Fire
Hand and eye injuries

Chemical Spills
Dizziness
Choking
Sore throat

Section 2: During the video

a. List two potential hazards that may occur in a non-pedestrian zone in a workshop.

1. _____

2. _____

b. List the required action after each workplace hazard incident.

INCIDENT	ACTION
Small oil spills	
Water spills	
Excessive bending	
Worker Injury	

c. List 4 tasks a student could do in an automotive placement.

1. _____	3. _____
2. _____	4. _____

d. Complete this statement about a work placement in the automotive industry:

“Be _____, ask your _____, what you have to know about. It’s their job to tell you.”



- e. Using information from the video make a list of activities work experience students can undertake during a work experience placement in an automotive workshop.

- f. Structured workplace learning students can undertake different activities while on a placement, but always under supervision. Identify some of the typical tasks that a structured workplace learning student may be asked to demonstrate during a placement.

- g. Work experience students are able to observe a number of activities in the automotive workplace. These may include the following activities: [circle the correct response]

changing tyres *changing engine oils* *lying under a car*
sitting on the bonnet *driving cars* *spray painting*

Section 3: Find out more about OHS in automotive

To complete further research on the type of workplace hazards you may encounter when undertaking work experience or structured workplace learning in the automotive industry visit:

http://www.education.vic.gov.au/safe@work/workplace_hazards.asp

This site will take you to the Workplace Hazards Information Sheets on the DEECD [safe@work](http://www.education.vic.gov.au/safe@work) website.

Section 4: Find out more about careers in automotive

Check these sites for more information on how to investigate study and training options in the automotive industry:

<http://www.myfuture.edu.au>

<http://www.newapprenticeships.gov.au>

<http://www.motor.net.au/VACC/>

<http://www.newapprenticeships.gov.au>



Workwise WORKPLACE SAFETY FOR STUDENTS

Student Activity Sheet – hairdressing

The questions and tasks on this sheet are designed to get you thinking about the occupational health and safety issues related to jobs in the hairdressing industry.

Section 1: Before the video

Identify some potential workplace hazards that may occur in the hairdressing industry.

1.	2.	3.
4.	5.	6.

Section 2: During the video

The following statements are all incorrect. Listen to the video carefully then correct the statements in the space provided.

1. *It's enough to be qualified hairdresser to take on a work experience or structured workplace learning student.*

2. *Most hairdressers don't pay much attention to hygiene.*

3. *It's not really important to protect your feet in the hairdressing industry. Open sandals are fine.*

4. *Aprons are important when applying dye, but gloves aren't really necessary.*



Workwise WORKPLACE SAFETY FOR STUDENTS

5. You could easily leave sweeping and washing towels until the end of the day, that way you only do the job once.

6. There aren't really any dangerous chemicals in hairdressing. Work experience students can handle these chemicals.

7. Work experience students under 15 can cut hair or use sharp tools..

8. There is very little danger from electrocution in a hairdressing salon. That's because water and electricity are frequently used.

9. Extraction fans are useful but not really necessary in a hairdressing salon, trained hairdressers just avoid breathing the fumes.

10. Joking around on the job is great, you don't really need to take safety seriously as clients rarely get hurt.



Section 3: Find out more about OHS in hairdressing

To complete further research on the type of workplace hazards you may encounter when undertaking work experience or structured workplace learning in retail industries visit:

http://www.education.vic.gov.au/safe@work/workplace_hazards.asp

This site will take you to the Workplace Hazards Information Sheets on the DEECD [safe@work](http://www.education.vic.gov.au/safe@work) website.

Section 4: Find out more about careers in hairdressing

Check these sites for more information on how to investigate study and training options in hairdressing:

<http://www.myfuture.edu.au>

<http://www.newapprenticeships.gov.au>

<http://www.jobguide.dest.gov.au>

<http://www.tafe.vic.gov.au>

<http://www.hbia.com.au>



Workwise WORKPLACE SAFETY FOR STUDENTS

Student Activity Sheet – engineering

The questions on this sheet are designed to get you thinking about the occupational health and safety issues related to jobs in the engineering industry.

Section 1: Before the video

Brainstorm a list of work placements that belong to the engineering industry:

1. Automotive Factory	5. Motor Mechanic	9.
2.	6.	10. Fitting & Turning
3.	7. Warehousing	11.
4. Maintenance Workshop	8.	12.

Section 2: During the video

a. What are some of the potential workplace hazards in the engineering industry?

1.	4.
2.	5.
3.	6.

b. Under Victorian law what machinery are work experience and structured workplace learning students forbidden from operating while on a work placement:

c. TRUE / FALSE

	T/F
1. VCAL students can only operate some machinery if closely supervised	
2. Any student can operate machinery even if they don't feel confident	
3. It is in everyone's interest to be cautious and use equipment properly	
4. Everyone is responsible for workplace safety	
5. Only the manager has responsibility for safe workplace practices	
6. There is no special way to lift things, just use commonsense	



Workwise WORKPLACE SAFETY FOR STUDENTS

d. Circle how this engineering plant makes safety a priority.

Uses signs to alert workers

Leaves chemicals which are corrosive in an open space

Has a Safety Warden

Installs safety guards on dangerous equipment

Tagged all electrical equipment

Has trained staff in emergency procedures

Supplies safety equipment for workers

e. Work experience students can observe a number of activities while on placement. Make a list of possible activities that can be undertaken by work experience students in an engineering work place.

Section 3: Find out more about OHS in engineering and manufacturing

To complete further research on the type of workplace hazards you may encounter when undertaking work experience or structured workplace learning in the engineering or manufacturing industries visit;

http://www.education.vic.gov.au/safe@work/workplace_hazards.asp

This site will take you to the Workplace Hazards Information Sheets on the DEECD [safe@work](http://www.education.vic.gov.au/safe@work) website.

Section 4: Find out more about careers in engineering

Check these sites for more information on how to investigate study and training options in engineering:

<http://www.myfuture.edu.au>

<http://www.newapprenticeships.gov.au>

<http://www.ieaust.org.au>

<http://www.jobguide.dest.gov.au>

<http://www.tafe.vic.gov.au>



Workwise WORKPLACE SAFETY FOR STUDENTS

Student Activity Sheet – farming or primary industries

The questions and tasks on this sheet are designed to get you thinking about the occupational health and safety issues related to jobs in farming or primary industries.

Section 1: Before the video

Match the farming activities with the suggested workplace hazards:

a. Shearing	1. Sun burn
b. Drenching	2. Body part injury
c. Riding a tractor	3. Splinters
d. Fixing fences	4. Back injury
e. Planting crops	5. Cuts and abrasions
f. Milking cows	6. Poisoning
g. Mustering	7. Feet injuries

Section 2: During the video

- a. Look at the hazards identified in the following table. Say whether you think the risks associated with them is High, Medium or Low. Give a brief reason for your response.

Hazard	H, M, L Risk	Reason for Rating
Riding a tractor		
Mustering		
Working outdoors		
Fencing		
Using All Terrain Vehicles		
Adverse weather conditions		
Shearing		
Drenching		
Skirting		
Milking		



Workwise WORKPLACE SAFETY FOR STUDENTS

- b. For each of the tasks below, list the items of personal protective clothing and equipment you should wear while working on a farm.

Fixing fences	
Using a tractor	
Drenching	
Skirting	
Milking	

Section 3: Find out more about OHS in farming or primary industries.

To complete further research on the type of workplace hazards you may encounter when undertaking work experience or structured workplace learning in farming or primary industries:

http://www.education.vic.gov.au/safe@work/workplace_hazards.asp

This site will take you to the Workplace Hazards Information Sheets on the DEECD [safe@work](http://www.education.vic.gov.au/safe@work) website.

Section 4: Find out more about careers in farming or primary industries

Check these sites for more information on how to investigate study and training options in farming and primary industries.

<http://www.myfuture.edu.au>

<http://www.newapprenticeships.gov.au>

<http://www.vff.org.au>

<http://www.jobguide.dest.gov.au>

<http://www.ruralskills.com.au>

<http://www.tafe.vic.gov.au>



Map of Industry Area, safe@work Modules and Workplace Hazards Fact Sheets for Work Experience

Industry modules to be undertaken will depend on the specific nature of the work experience planned within an industry or occupation.

In some cases, more than one of the Workplace Hazards Fact Sheets will provide relevant information. The following is a guide:

Type of work experience	Suggested industry module	Workplace Hazards Fact Sheet
Accountant	Office and Business Services	Office Environments
Aquarium	Primary Industry	Retail Shops
Architect	Office and Business Services	Office Environments
Automotive	Automotive	Automotive
Bank	Office and Business Services	Office Environments
Boat building	Manufacturing / Metals and Engineering	Manufacturing / Metals and Engineering
Boiler maker	Metals and Engineering	Metals and Engineering
Builder	Building and Construction	Construction
Cabinet maker	Manufacturing	Carpentry
Café	Hospitality and Tourism	Retail Shops
Carpenter	Building and Construction	Carpentry / Construction
Child care centre	Health and Community Services	Health and Aged Care / Office Environments
Computer store	Retail	Retail Shops
Department store	Retail	Retail Shops
Dressmaker	Office and Business Services/Retail	Retail Shops
Dry cleaners	Retail	Retail Shops

Type of work experience	Suggested industry module	Workplace Hazards Fact Sheet
Electrician	Electrical and Electronics	Electrical
Farm	Primary Industry / Working with Animals	Farming / Working with Animals
Farm supply store	Retail	Retail Shops
Fast Food outlet	Retail	Retail Shops
Fish farm	Primary Industry	Farming
Fitness Centre / Gymnasium	Retail	Fitness Centres, Gyms and Pools / Retail
Fitter and Turner	Metals and Engineering	Metals and Engineering
Golf course	Dependent on area in which student will undertake work experience: Primary Industry / Retail	Horticulture / Landscaping / Retail Shops
Hairdressing	Retail	Hairdressing / Retail Shops
Helicopter maintenance workshop	Metals and Engineering	Metals and Engineering
Hospital	Health and Community Services	Medical Services / Office Environments
Hotel	Hospitality and Tourism	Hospitality / Office Environments
Jeweller	Retail	Retail Shops
Journalist at newspaper	Office and Business Services	Office Environments
Laboratory	Health and Community Services	Office Environments
Landscape gardener	Horticulture	Landscaping
Law firm	Office and Business Services	Office Environments
Local council – outdoor staff	Horticulture	Horticulture / Landscaping
Motel	Dependent on area in which student will undertake work experience: Hospitality and Tourism / Retail / Office and Business	Hospitality / Office Environments

Type of work experience	Suggested industry module	Workplace Hazards Fact Sheet
	Services	
Motor bike shop	Dependent on area in which student will undertake work experience – Retail / Metals and Engineering (if attached to a workshop)	Retail Shops / Metals and Engineering
Motor repair	Automotive	Automotive
Newsagent	Office and Business Services	Office Environments
Painter	Painting	Painting
Photographer	Office and Business Services	Office Environments
Plant nursery	Primary Industry	Horticulture
Plasterer	Painting	Plastering
Plumber	Plumbing	Plumbing
Police station	Office and Business Services	Office Environments
Post Office	Office and Business Services	Office Environments
Real estate agency	Office and Business Services	Office Environments
Restaurant	Dependent on area in which student will undertake work experience: Hospitality and Tourism / Retail	Hospitality / Retail Shops
School	Dependent on area in which student will undertake work experience: Health and Community Services / Office and Business Services	Office Environments
Sheet metal workshop	Metals and Engineering	Metals and Engineering
Sign writer	Dependent on area in which student will undertake work experience: Manufacturing / Office and Business Services	Manufacturing / Office Environments

Type of work experience	Suggested industry module	Workplace Hazards Fact Sheet
Stainless steel fabrication	Metals and Engineering	Metals and Engineering
Supermarket	Retail	Supermarkets
Swimming pool	Retail	Fitness Centres, Gyms and Pools / Retail
Tiler	Building and Construction	Tiling
Travel agent	Office and Business Services	Office Environments
Vet clinic	Veterinary	Working with Animals
Video store	Office and Business Services	Retail Shops
Stable	Primary Industry	Working with Animals
Riding school	Primary Industry	Working with Animals
Zoo	Dependent on area in which student will undertake work experience: Primary Industry / Office and Business Services / Horticulture/ Retail, etc.	Office Environments / Working with Animals / Horticulture / Retail Shops