Preparing Young People for Workplace Learning

... a companion to the current Workplace Learning Procedures (2016)
Schools are never going to be able to foresee and eliminate all risks and hazards for all students in all situations.

The best that schools can do to keep their students safe is to work with them, teaching and training them how to keep themselves safe, so that each individual student is prepared such that they are able to:

1. recognise the potential for risk
2. identify such risks
3. confidently manage those risks to keep themselves and others (where relevant) safe.

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Preparing Young People for Workplace Learning ......
...... a companion to the Workplace Learning Procedures (2016)

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2 Preface

This resource is to be used in conjunction with the Workplace Learning Procedures (2016), which state ...

‘An essential element of these procedures is that the driving principle for any decisions made in regard to student workplace learning always puts the student’s safety and welfare as the prime consideration.’

(Workplace Learning Procedures, Foreword)

The Workplace Learning Procedures (2016) states that work placement is to be undertaken as an integral part of the student learning curriculum. As such there is a responsibility for the school to thoroughly prepare students for their individual work placements according to the individual student’s age, maturity, competency, capacity and skill prior to being placed. Therefore, according to the needs of the students, schools are required to develop and tailor a program of workplace preparation that will thoroughly prepare their students to engage in a valued and meaningful experience.

Preparing Young People for Workplace Learning: A companion to the current Workplace Learning Procedures (2016) is a resource that has been produced to support staff in schools to develop such a program. Whilst at all times considering the students’ safety, programs of workplace preparation need also to consider the range of stakeholders the work placement will involve, including the student, their parent/caregivers, the workplace provider and the wider school community.

The AISSA acknowledges the financial assistance of the Federal Government in the development of this resource through the Youth Attainment and Transition National Partnership (YAT 2009 – 2013) and the VET in Schools Funding (VETiS 2014/2016).

The AISSA also thanks and acknowledges the contributions of many to the development of this resource including:

- Marilyn Wall, AISSA Educational Consultant
- Celia Fielke
- Paul Willis
- Cathy Torjul
- Barossa and Lower North Futures Inc
- The AISSA working party and schools’ reference group with representation from Harvest Christian School, Immanuel College, Pembroke School, Prince Alfred College, St George College, Tatachilla Lutheran College, Westminster School

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3 Introduction

Work placement is a key and important component of a workplace learning program. Students learn about the world of work by experiencing being at work. Workplace learning is an investment in student futures.

All work placements endorsed by schools are governed by the current Workplace Learning Procedures (2016). Through work placement, students engaging in workplace learning have the opportunity to gain a deeper understanding of, and appreciation for, the nature of work and workplaces through their immersion into the environment of the work space. They are able to gain potential career and pathway information and grow in confidence to make choices for their future based on the information, advice and the experience they gain. Students develop skills that will prepare them for work, such as communication, self-confidence, self-management, planning, organisation, and teamwork. Such experiential learning engages students and helps connect the relevance of what they are learning at school and, where relevant, in their VET program.

Schools supporting work placement must implement a program of workplace preparation as part of their workplace learning program, and must be familiar with the requirements and advice provided in the current version of the Workplace Learning Procedures (2016).

Preparing Young People for Workplace Learning: A companion to the current Workplace Learning Procedures (2016) is a resource that unpacks some of the practical aspects and implications of preparing young people for work placement. It includes:

- useful resources and information for schools, the students, their parents and the workplace provider
- suggested activities
- timelines and planning tools
- guidelines for developing policy and procedures to underpin the program
- guidelines for best practice.

These can be used to reinforce and complement what schools may already be doing or have in place.

This resource must not be considered in isolation. It is not intended to be used to fulfil what schools might view as the minimum delivery necessary to get students out into workplaces on work placement programs. Rather, schools are encouraged to use this resource to promote a whole of school approach and best practice to ensure that students are as fully prepared as is reasonable. Students should be equipped with understanding and strategies to deal with both the routine and the unexpected situations they may face during work placement and thereby minimise risk to their own safety and well-being and that of others.

Hyperlinks (current as at time of resource release) have been included in this document to assist the user to easily find further detailed information relevant to a specific section. Viewing this document online, instead of printing it, will assist the user to take full advantage of all included links.
4 Glossary

Childsafe Environment
A childsafe organisation takes a preventative, proactive and participatory stance on child protection issues. The safety and wellbeing of children is a paramount consideration when developing activities, policies and management practices. It values and embraces the opinions and views of children, encourages and assists children to build skills that will assist them to participate in society. It takes action to protect children from physical, sexual, emotional and psychological abuse and neglect. (Families SA/DECD 2012)

Department of Communities and Social Inclusion (DCSI)
DCSI consists of Housing SA, Disability SA, Disability and Domiciliary Care Services, and Youth Justice. The department brings together a range of services and policies designed to support vulnerable people and to help build resilient communities.
The Department for Communities and Social Inclusion (DCSI) helps people who, through circumstance, may be struggling financially, at risk of harm, or isolated. Communities have a huge impact on daily lives, influencing access to services and opportunities, health, safety and wellbeing. Information relating to Relevant History Screening can be sourced from this website.

Duty of Care
Every school has a duty of care to all enrolled students. The school’s duty is to take reasonable care to protect students from foreseeable risk of injury. (WLP Section 2.6)

Enrolling School
The school at which the student holds current enrolment. Students attending other schools for the purposes of VET or other programs generally are not officially enrolled at that host school.

Policies and Procedures
A policy is the principle by which decisions are guided. A policy is clearly and concisely written (1 – 2 pages) and should always reflect the school’s vision, aligning to its core values and mission statement. The policy is the ‘what’ and the ‘why’.
A procedure outlines the methods that need to be employed to implement the policy. The procedures are the ‘how’.

Program of Workplace Preparation
Prior to participating in any work placement, schools must ensure students have undertaken a program of workplace preparation (minimum of 5 hours) appropriate to the needs of the individual students in relation to the workplace they will attend. The program developed by the school must incorporate relevant issues from the following legislation (or as amended from time to time) Work Health and Safety Act (2012), Child Protection Act (1993), and Equal Opportunity Act (1984). (WLP Section 3.3)

Relevant History Screening / Screening
It is a compulsory background screening process that involves checking the person’s criminal history and any other relevant information that is lawfully available to government agencies. It can include information from the police, courts, prosecuting authorities and professional registration bodies. Employees or volunteers wishing to engage in work in ‘prescribed vocations’, including working with children, the aged, those with disability or other vulnerable groups, must undertake a screening relevant to their vocation. Refer to Support Materials, Section 20.

South Australian Certificate of Education (SACE)
The SACE is made up of two parts: Stage 1 (generally Year 11) and Stage 2 (generally Year 12). Students need 200 credits to achieve the SACE, through a mixture of compulsory and free-choice subjects and courses. For more information www.sace.sa.edu.au.
References to the SACE made throughout this resource include:

- **Personal Learning Plan (PLP)**
  The Personal Learning Plan is a compulsory Stage 1 subject worth 10 credits. You need to achieve a C grade or better to gain your SACE.
  The Personal Learning Plan (PLP) gives the student an opportunity to identify plans and goals for the future, and helps to make informed decisions about personal development, education, and training.

- **Australian Tertiary Admissions Rank (ATAR)**
  Receiving an ATAR is important if students want to apply for university.
  The ATAR is an indicator of how well a student has performed relative to other secondary school students across Australia.
  Work placement can contribute to some requirements within SACE subjects which can contribute towards a student’s SACE and potentially their ATAR.

- **Tertiary Admission Subject (TAS)**
  A TAS is a SACE Stage 2 subject that has been approved by the universities and TAFE as providing appropriate preparation for tertiary studies. Students are required to study a minimum number of credits of TAS to be eligible to receive an ATAR.

**Structured Workplace Learning (SWL)**
SWL is part of a VET program situated within a real or simulated workplace, providing supervised learning activities leading to skills acquisition and contributing to an assessment of competency and achievement of outcomes relevant to the requirements of nationally recognised VET qualifications (WLP Section 1.1)

**Training Guarantee for SACE Students (TGSS)**
The TGSS is an SA Government subsidised arrangement under the WorkReady initiative. Students (aged 16) can sign up to a Training Guarantee as part of their SACE whilst at school.
The Training Guarantee for SACE students means students commence a Certificate III pathway with a clear line of sight to a job, whilst at school and have a guaranteed subsidised place with an identified Training Provider when they leave to complete the Certificate III.
Students can earn credits towards their VET qualification and SACE, and must undertake a minimum 140 hours of work placement in a relevant industry to training.

**Vocational Education and Training (VET)**
VET programs are Vocational Education and Training courses that students can undertake as part of their secondary studies. These courses are typically delivered off campus (but not always) and completion by the student provides credit towards a recognised VET qualification within the Australian Qualifications Framework. A strategic combination of VET with relevant work placement value adds to the student’s experience.

**Work Experience**
Work Experience is the involvement of school students in a short-term industry placement, which enhances their experience in and understanding of the work environment, informing career development. This includes work shadowing and work observation. (WLP Section 1.1)

**Work Health and Safety (WHS)**
All workplaces are governed by and are subject to the Work Health and Safety Act (2012).
The WHS laws apply to all workers, including full-time, casual, part-time, visitors, volunteers and work placement students.
The WHS law places safety obligations on all parties in the workplace including employers (Persons Conducting Business Undertakings [PCBU]) or workplace providers, managers, supervisors and workers. The Employer has the ultimate responsibility to ensure a safe working environment.
A safe working environment will have policies, procedures, safety signs, safety equipment, reporting systems and the like. The worker is also responsible for checking that the work area is clean and tidy and that their actions and behaviour do not create an unsafe working environment.
Work Placement
A work placement is a valuable and planned opportunity where a student spends time in an employer’s workplace carrying out duties or tasks appropriate to their skill level, learning about the world of work in an actual work context. This includes work experience and structured work placement.

Worker
A person is a worker if the person carries out work in any capacity for a person conducting a business or undertaking. (Work Health and Safety Act (2012)). Students on work placement are considered to be workers under this legislation.

Workplace
A workplace is a place where work is carried out for a business or undertaking and includes any place where a worker goes, or is likely to be, while at work. (Work Health and Safety Act (2012))

Workplace Learning Coordinator
The staff member, appointed by the school, who is responsible for the overall organisation and administration of the school’s workplace learning program.

Workplace Learning Agreement Form
The Workplace Learning Agreement Form is a contract and when signed by all parties constitutes a legal agreement. This form is used to formalise a student’s school-endorsed work placement.

Workplace Learning Procedures (2016) (WLP)
Endorsed by all three schooling sectors, this document outlines the framework expected of all government and non-government schools in South Australia in executing due diligence for the duty of care for all students undertaking work placement programs. The key features of these procedures are to:
- reinforce the safety and wellbeing of students as the underpinning principle for all workplace learning programs
- promote consistent standards and expectations for workplace learning programs across all education sectors
- commit government and non-government schools to use these procedures.

(WLP Foreword)

Workplace Learning Program
A whole program of learning that prepares students for a work placement. This includes a program of workplace preparation (5 hours minimum), the actual work placement and all related administration and planning.

Workplace Provider
A person conducting a business or undertaking – whether the person conducts the business or undertaking alone or with others; and whether or not the business or undertaking is conducted for profit or gain. (Work Health and Safety Act (2012))

Workplace Supervisor
Delegated person, in the workplace, responsible for supervising the student on placement.

Note throughout the WLP and this resource there has been a deliberate use of the term Workplace Provider in place of the term ‘employer’. This is to avoid creating the impression of an ‘employment relationship’ within the work placement arrangement.
5 Elements of an Effective Workplace Learning Program

Before a school embarks on a workplace learning program, it is beneficial to have a whole of school shared vision of the benefits of undertaking such a program, particularly for the student. The safety and well-being of students needs to come above the convenience of timetabling and the consideration of a whole school year level as a singular cohort. The student must be at the centre of any workplace learning program.

Best practice has a whole of school approach to the planning and implementation of the workplace learning program, with strong school support at every level. This will require significant planning and preparatory work on the behalf of the program coordinator.

Relevant, timely and open communication between schools, students, workplace providers, parents and other relevant stakeholders is paramount.

It is important not to confuse the terms ‘workplace learning program’ and a ‘program of workplace preparation’. The following seven elements contribute to the development of a workplace learning program, while a program of workplace preparation is just one of these elements (see below) and focuses on those specific activities which prepares individual students for their specific work placement.

Each individual element below should be considered as an integral component of a complete workplace learning program and sits within a range of Australian and South Australian legislation and policy, thereby providing the legal framework.

<table>
<thead>
<tr>
<th>Social and Legal Framework</th>
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<tbody>
<tr>
<td>Shared Vision – Whole of School Approach</td>
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<tr>
<td>Policies and Procedures</td>
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<tr>
<td>Planning and Development</td>
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<tr>
<td>Communication Strategy: Students, Parents, Workplace Provider, School Community</td>
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<tr>
<td>Program of Workplace Preparation: 5 Hr Minimum</td>
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<tr>
<td>Actual Work Placement</td>
</tr>
<tr>
<td>Debrief and Evaluation Student Placement plus the Program</td>
</tr>
</tbody>
</table>
6 Stakeholders - at a Glance

**Students need to...**
- be actively engaged in the process
- be aware of pathway opportunities and decisions
- be prepared to develop personally
- be engaged with employers and other adults
- understand the expectations of a worker and participate in the world of work
- be able to identify and respond appropriately to unsafe situations
- develop social and communication skills
- develop their self-esteem and self-worth.

**Parents need to know...**
- why their child is undertaking the workplace learning program and understand that it is a valuable learning experience
- their child on work placement is effectively a ‘new worker’ in an unfamiliar adult work environment
- their child will be safe
- a timeline and be involved in the process
- how to assist in decision making and discussions
  *(parent info night/workshop/Parents as Career Partners)*
- how to be involved and supportive *(share own experiences/mentoring)*

**Schools provide...**
- a whole school approach
- leadership which encourages and supports the workplace learning program
- policy and procedure
- a connection with the curriculum and wider community
- a support program for staff as part of all subjects
- curriculum and VET connections
- a program of workplace preparation to prepare students for safe engagement in the workplace.

**Workplace / Community provides...**
- a safe work environment
- opportunities for young people
- a sense of community and links with school
- an opportunity to influence the development and learning of young people / be a mentor
- greater understanding of young people
- knowledge of their industry
- a context to student learning – putting theory into practice
- opportunities for potential workforce.
7 A Whole of School Approach – Why is this best practice?

- A whole of school approach creates a shared understanding.
- Policies and procedures are developed, creating a reference framework.
- Processes are documented and shared.
- Students get a sense that it is an important learning experience because it is valued by school and all staff.
- There is connection and relevance as it is part of more than just one isolated subject or topic.
- It is incorporated into subject curriculum to give relevance to those subjects to life beyond school.
- With a team approach the workload is shared. All staff know what is expected of students and their workplace learning experience and can help foster a meaningful experience for the student.
- Communication is improved.
- It can be an excellent public relations and marketing opportunity for the school.
- Relationships with students are improved as staff develop interest in student experiences.

Developing a Whole of School Approach to Workplace Learning

<table>
<thead>
<tr>
<th>Curriculum Staff</th>
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<tr>
<td>understand the workplace learning program and its aims</td>
</tr>
<tr>
<td>identify where this fits into their curriculum</td>
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<tr>
<td>support students to develop work-related skills and make connections in everyday subjects to the world of work</td>
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<tr>
<th>Special Needs Staff</th>
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<tbody>
<tr>
<td>identification of students with special needs</td>
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<tr>
<td>discussion &amp; shared development of programs /placement suited to individual student needs</td>
</tr>
<tr>
<td>Planning support strategies</td>
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</tbody>
</table>

| Home Group | Tutor Group Staff |
|------------|
| help students to make connections between their workplace learning and potential study pathways |
| develop connections with students. |
| encourage and support their students, particularly leading up to subject selection |
| active engagement in the process |

<table>
<thead>
<tr>
<th>Workplace Learning Coordinator</th>
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<tbody>
<tr>
<td>leadership and oversight of whole workplace learning program</td>
</tr>
<tr>
<td>coordination, communication and liaison with all stakeholders</td>
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<table>
<thead>
<tr>
<th>Leadership</th>
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<tbody>
<tr>
<td>create a shared vision</td>
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<tr>
<td>ensure policy and procedures are in place</td>
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<tr>
<td>allocation of resources</td>
</tr>
<tr>
<td>supports inclusion of workplace learning program into curriculum</td>
</tr>
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<tr>
<th>Administration Support</th>
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<tbody>
<tr>
<td>support for the workplace learning coordinator</td>
</tr>
<tr>
<td>manages the flow of communication in a timely and efficient manner</td>
</tr>
<tr>
<td>establishes relevant databases</td>
</tr>
<tr>
<td>maintains records and processing of documentation</td>
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<tr>
<th>Marketing Department</th>
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<tbody>
<tr>
<td>assist with parent and employer communication sessions</td>
</tr>
<tr>
<td>create good news stories to promote school in newsletters and local papers</td>
</tr>
<tr>
<td>create visual displays</td>
</tr>
<tr>
<td>connect to local industries and businesses</td>
</tr>
<tr>
<td>connect to old scholar links</td>
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<thead>
<tr>
<th>SACE Coordinator</th>
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<tr>
<td>manages the assessment outcomes with the SACE board</td>
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Developing Policies and Procedures

Developing policy and procedures for workplace learning will create documentation that becomes both a reference for decision making and an operation manual for the implementation of a workplace learning program.

A **policy** is the principle by which decisions are guided and is clearly and concisely written (1 – 2 pages). The policy should always reflect the school’s vision and align to its core values and mission statement. The policy is the ‘**what**’ and the ‘**why**’. It should,

- explain the rationale and aim of the program
- outline the scope of workplace learning – what it does (and doesn’t) include
- include a summary of the implementation at each year level, identifying how they fit with the school’s workplace learning program
- identify the stakeholders
- include the key roles and responsibilities for the program of relevant personnel within the school
- state when the policy is to be reviewed
- be aligned to relevant documentation (eg current *Workplace Learning Procedures (2016)*).

A **procedure** outlines the methods that need to be employed to implement the policy. The procedures are the ‘**how**’.

The sorts of procedures that may need to be developed will vary from school to school. As a guide, it could cover such things as:

- **Information, Communication and Implementation**
  - What information do the stakeholders need? *Students, their parent/caregivers, workplace providers, school community*
  - How is information disseminated and communicated to the stakeholders?
  - What is the timeframe needed for this communication?
  - What documentation is required? *Consider official forms as well as other record keeping and information checklists etc.*
  - How will this documentation be stored?

- **School Developed Program of Workplace Preparation**
  - What needs to be covered?
  - Who will deliver it? When will it be delivered? How will it be delivered? Time allocation?
  - How will evidence of each student’s learning be captured and stored?

- **Legal Requirements and Risk Management**
  - What are the insurance arrangements for your school?
  - What documentation needs to be completed?
  - What processes need to be put in place to evaluate the student’s readiness for the nominated workplace?
  - What procedures are necessary to manage reasonable and foreseeable risk issues arising?
  - What are the duty of care obligations and responsibilities? How will this be managed?
  - What processes need to be in place to monitor each student during work placement?

Policy and procedures must be referenced to the current version of the *Workplace Learning Procedures (2016)*.

From the procedures schools will develop their processes, creating the relevant documentation and resources for their programs, reviewing and adapting these annually as appropriate to meet the specific needs of each cohort of students.
9 Work Placement – A Timeline Exemplar

It takes time, planning and preparation to develop and run a workplace learning program, and much of the preparation and planning needs to start in the year prior to running the program.

The following is an example of how one school has considered and planned their workplace learning program where students prepare for and undertake a work placement.

It has been included as a guideline only as it outlines the range of considerations (there may well be others to add to this) that may need to be given by the person or team that has been given overall coordination responsibilities for the workplace learning program.

It has been divided into a rough timeline – knowing that individual schools have different timing of actual work placements.

It is a working, living document which is regularly reviewed and refined.

Suggested Time Line and Tasks

1. Establishing a Work Placement Program
   (12 months prior to anticipated year of commencement)

Understand the Basics

- Read, understand and know the current version of the Workplace Learning Procedures (2016) (WLP).
- Become familiar with the relevant Government Legislation and Acts.
- (as referenced in the current Workplace Learning Procedures (2016))
- Talk with other schools who already have established programs.
- Consider if, where and how workplace learning, including a work placement program, will fit into the school curriculum and contribute to the SACE or its equivalent.
- Seek stakeholder interest level/considerations for the development of a program (school community, students, parent/caregivers).

Develop a Team Approach

- Consider developing a team to explore and investigate the development of a proposal.
- Seek stakeholder interest levels for the development of a program (school community, students, parent/caregivers).
- Consult with other staff – build a Whole of School approach, give regular progress updates, invite feedback and contributions (Key Learning Area Coordinators, year level coordinators, special needs staff, PLP or Workplace Practices teachers where appropriate).
- Identify what already exists within established curriculum that could complement the program.
- Identify roles to be shared as part of a school team approach.
- Meet with school’s marketing department and seek their support and ideas. There is huge potential for marketing the school and students within the community. They may have ideas and once onside can be very influential.
- Canvass the parent community engaging the professional expertise of those who are business owners or hold leadership positions in firms.
- Develop an outline of a proposed program of workplace preparation based on the current version of the Workplace Learning Procedures (2016).

Develop a Proposal

- Facilitate a team approach to developing ideas for a proposal.
- Clarify purpose, goals and expected learning outcomes for students as part of the curriculum.
- Outline a proposal and present to school leadership (with key staff personnel already onside).
- Seek an approval to present and share proposed program with whole of staff – manage anticipated and unanticipated issues.
Workplace Learning Programs

**Getting Started**

- Develop and document school policy and procedures for a school workplace learning program.
- Investigate and confirm that the school has the appropriate *Student Personal Accident and Public Liability Insurance* to cover students/staff involved in the work placement component of the program.
- Create ongoing communication with the broader school staff.
- Consider developing administrative structures and processes, including data bases and record keeping.

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**2. In the year prior to Work Placement**

*Information and Communication shared with Students and their Parent/Caregivers*

- The purpose of the program and its connection to the curriculum.
- Details of the program, including the dates.
- Clear statements to all stakeholders about the benefits of program.
- Expectations of student participation and tasks required of the program (Parent/Caregivers to receive *A Guide for Workplace Learning for Parents and Caregivers* - required information brochure from 2016).
- Direction and advice about selecting appropriate work placements.
- Clear statements about the non-negotiables of the program and types of placements which the school will not able to support.
- Distribute information and checklists for students, and parent/caregivers.
- How parents can support their student (consult current *Workplace Learning Procedures* 2016).
- Confirm that duty of care for students on work placement always remains with the principal.
- All work placement endorsement is at the discretion of the principal.
- Students in consultation and guidance with their school begin the process of choosing a placement. (*It is important to be mindful that some placements require securing a year in advance.*)

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**3. Beginning of the Year**

*(6-9 months out – it can be a lengthy process)*

Get to know student cohort and/or work with staff who do know the students well. Identify early, any students that may need extra support or alternative programs in this process.

Work with the relevant staff for support.

Identify any students who already have a part-time job. Consider how their experiences might contribute to the learning of others.

*Information Session for Students*

Provide a Brief to Students (based on information from current version of the *Workplace Learning Procedures* (2016) and the required distribution of *A Guide to Workplace Learning for Students* information brochure as from 2016). Ensure students have a clear understanding of the purpose for their involvement in the program and its connection to learning.

- Provide clear communication, outline and timeline of the process that needs to occur.
- Define and explain work placement.
- Identify when students would be undertaking this.
- Encourage students to consider who to approach and how, as well as the possible supports for this process.
- Outline how students might approach possible placement opportunities.
- Discuss expectations regarding the work placement
  - Student responsibilities/obligations/implications
  - Workplace responsibilities/obligation.
- Be clear and up front about the non-negotiables and types of placements the school is not able to support.
  - All endorsement of placements is at the Principal’s discretion.
- Hand out all relevant documentation and information. Consider also having this on the internal school career’s website.

This resource is to be used in conjunction with the current version of the Workplace Learning Procedures.
Identifying the Work Placement

☐ Determine the basis for identification of suitable options.
☐ Schools have the discretion to add to the prohibited placement lists as they see fit.
☐ Consider students completing an Application to Negotiate a Work Placement. (Support Material Section 16 of this resource)
   This encourages engagement by student, and can be used as a basis to consider the student’s suitability for their nominated workplace, and/or early identification of any potential risks for the student that will need to be managed prior to their placement.
☐ Counselling/mentoring of students. Consider working with home/tutor group leaders to share this.
☐ Encourage students to have a ‘Plan B’.
☐ Carefully consider the suitability of the intended workplace to each student’s age, maturity levels, capacity, skill levels, cultural sensitivity, personal learning goals, intended program outcomes.
☐ School must provide final endorsement – based on duty of care. All students MUST be placed in a child safe environment. A risk analysis of the student for the individual workplace is required. (Support Material Section 18)
☐ Keep school community informed and updated on the process.
☐ Set, and advertise to school community, the due date for Application to Negotiate a Work Placement (where relevant).
☐ Suggested timeframe for return might be 4-6 weeks after distribution.

4. One term Prior to intended work placement
   (preferably earlier – depending on timeline)

Application to Negotiate a Work Placement form due (Where relevant)
   (this may be due much earlier, depending on timeline)

☐ Coordinator checks forms and manages any identified issues.
☐ Student advised of school approval to continue negotiating that work placement.
☐ Completion of the formal Workplace Learning Agreement form can commence (Important: guidance must be provided to the student as to the implications of this form as a legal and binding contract)
   Students, parents and workplace providers must be carefully briefed on
   ▪ status of this document and its importance
   ▪ who fills out each section, why and implications of inaccurate and incomplete documentation
   ▪ process and timeline for completion.
☐ School connects with workplace provider as work placements are approved and provides them with information about the program, its purpose and intended outcome for the students. At the same time this is an opportunity to confirm the
   ▪ formalities of the Workplace Learning Agreement Form
   ▪ workplace provider’s duty of care with regards to work health and safety for the student whilst on work placement, including a site-specific induction to the workplace prior to commencement
   ▪ school’s expectations of students whilst on work placement
   ▪ information as to what the school has done to prepare the student for work placement
   ▪ workplace provider has received the required Guide to Workplace Learning for Workplace Providers information brochure as required from 2016.

Program of Workplace Preparation (min 5 hrs)

This may occur at any time before student undertakes a work placement.
It may be a continuous program over 1-2 terms, or an intensive block.
A refresher is recommended if this is undertaken more than 6 months prior to the placement.

Consider what is necessary to prepare the students.
(Work through the current version of the Workplace Learning Procedures (2016) to prompt thoughts and ideas as relevant to each student).
Three key legislations that pertain to work placement include:
- Work Health and Safety Act (2012)
- Child Protection Act (1993)

For each consider:
- purpose of the Act
- how it protects workers
- requirements of the worker (students on work placement are considered a worker)
- reasonable foreseeable risks and hazards of the intended industry and worksite
- what strategies the students might use to keep themselves safe

Whilst legislation identifies that it is the responsibility of the workplace provider to ensure the workplace meets all legislation as it pertains to the safety and well-being of their workers, schools need to be confident that students on work placement can recognise and identify potential risks to themselves and have strategies to avoid or mitigate such risks.
- how it is relevant to the individual student and their particular placement
- how schools will capture the evidence of student understanding and learning.

Workplace Learning Agreement Form
- This MUST be completed and processed prior to commencement of intended placement.
- A final deadline at the very least of 2 weeks prior to placement is recommended to provide time to risk assess the student.
- Best practice would be to receive these forms by end of term prior to placement.
- Process these and carefully check for accuracy and completion reviewing each so as to identify early any ‘at risk issues’ for the student that will need to be managed.
- Managing the completed workplace Learning Agreement form
  - Copies to all parties – Original remains with school.
  - Records kept till student is aged 25 years.
  - Note it is a Legal Agreement and is not to be altered without agreement of all parties.
  - Must be in place prior to commencement of work placement.

Note that where any additional forms such as the Accommodation Away from Home, the Maritime Workplace Learning Agreement Form and/or Addendum Form where required, are also to be in place prior to the commencement of the intended placement. (refer to the current version of the Workplace Learning Procedures (2016.))

5. 4 to 6 weeks Prior to Work Placement

- This can be done in batches as the Workplace Learning Agreement Forms come in.
- Continue to update school community regarding the progress of this process.

Distribution of Information
- A personal visit, email or letter mail out should go out to workplace providers 4-6 weeks out from the placement with copies of all the relevant documentation.
- It is also recommended that a follow-up email goes out in the week prior to placement which is intended to identify any issues and hopefully eliminate the situation where the student turns up and the business has forgotten or is unprepared.
- If not already communicated, the following should be reinforced.
  - It is important that workplace provider knows that the school understands that the provision of a workplace is a privilege for students and a valuable contribution to their learning.
  - Documented Information and expectations about the program (Refer to the information brochure A Guide to Workplace Learning for Workplace Providers as required from 2016) as well as any school formulated information.
  - Role and responsibilities of the stakeholders in program.
Workplace Learning Programs

Exploring the Context

- Obligations of Employer (insurance, WH&S, ‘child safe’ work environments, supervision, site specific induction).
- Administrative processes (Completion of Workplace Learning Agreement Form, end of placement/supervisor report).
- Student preparation for the program.

6. 2 Weeks Prior to Work Placement

Workplace Learning Agreement Form

☐ MUST be in place prior to commencement of placement (this also applies to the Accommodation Away from Home and/or the Maritime Workplace Learning Agreement Form.

☐ If not returned by this stage, the student’s placement is in jeopardy. The school must not endorse any placement where the paperwork has not been submitted or is incomplete.

Confirm staff allocation to visit students

☐ This process and the expectations of staff should be negotiated well in advance with school leaders and communicated to staff.

☐ Provide in-service training to participating staff about this role.

Program of Workplace Preparation

☐ Confirm all students have completed the program.

☐ Manage those students yet to complete.

7. 1 Week Prior to Work Placement

☐ Recommend a courtesy contact (email) to the workplace at this time to confirm the placement and other requirements.

☐ This may be done by administration support or by the student.

☐ Student briefing regarding:
  - final instructions, information and expectations
  - reminders of what they need to do while out on placement
  - distribute and explain Journal requirements during the week
  - who they can contact, and how, should there be any issues
  - address any last minute questions raised by students.

☐ Distribute/email this student information to parents.

☐ Confirm completion of staff briefing regarding processes and expectations re visiting students.

☐ Distribution of staff feedback forms.

☐ Update program progress to school community.

Identify and confirm any students who will not be on work placement and distribute list. What is the school policy on what to do with these students? Ensure this is all in place and understood by all relevant stakeholders.

Students are required to have access to a staff member throughout the entire work placement period. This may well need to be 24 hours. Simply providing the school office number is not recommended and may not be sufficient.
8. During the Placement

**Recommended**
- initial phone contact on first day
- visit during the latter period of placement (not last day).
- Each student must be visited (preferred option) or at least contacted during their placement to
  - ensure their well-being and progress of the experience
  - touch base with the workplace provider/supervisor about the progress of the placement.
- A phone-call early in the placement will also serve as a double check that the student has turned up and the progress status of the placement.
- Develop a staff contact sheet so that staff have all the relevant details of both the student and the workplace.
- Provide information for staff about what they need to check for, and possible questions they might ask to engage the student.
- Consider asking staff to take photographs of students (with permission) on their placement where possible. It can be used for feedback and future marketing of the program.
- Schools are encouraged to keep a record of all visit/contacts as evidence of their duty of care. Schools might consider developing a template or proforma for this purpose.

9. After Placement

As soon as possible while experience is still fresh ensure:
- acknowledgment is sent to workplace providers for their contribution
- students have opportunity to debrief about the experience in line with intended outcomes/learning goals
- students have the opportunity to evaluate the program
- student journals are collected
- program outcomes shared with staff and parent/caregivers. With the appropriate permissions, marketing and promotional material developed/produced.

NB – Best Practice would ensure a meaningful and shared debrief happens with each student and connections made to their goals and learning outcomes. This may happen in small groups. Evidence, eg Video on iPads – with appropriate permissions - of this meeting/debrief could be kept with other official documentation.
10 Factors Contributing to a Successful Work Placement

Before undertaking placement, teachers need to consider individual student work readiness. Students engaged in workplace learning are classified as workers, albeit ‘new workers’ under the Work Health and Safety Act (2012). The implications of this needs to be conveyed to and understood by the student.

In addition to the health and safety matters identified in the Workplace Learning Procedures (2016), the following areas might assist in providing a more meaningful student experience. This list is not exhaustive and can be added to by each school taking into consideration their own cohort of students.

**Teachers could consider discussing the following with students:**

- the generosity of the workplace provider is hosting the placement
- understanding that the role of the worker in the workplace provider’s eyes is about having the right worker to meet customer expectation (image of business/industry/workplace)
- having the right attitude
- personal presentation
- being reliable and punctual
- the work tasks that may be required of them
- general considerations of being in a work environment
- willingness to learn
- willingness to be supervised
- importance of following instructions (compliance) and developing understanding and application (initiative)
- importance of wearing personal protective equipment (PPE) where and when appropriate and as directed
- communicate appropriately in an adult environment without the support of other students
- confidence to ask questions to clarify instructions
- importance of having completed and understood preparatory activities
- emergency contact procedures
- respecting the privacy and confidentiality of the workplace.

(-add others)

**Additionally, the student should be able to:**

- organise travel arrangements. This may require support from school, TAFE/RTO and parent/carers
- make arrangements to ensure their attendance for the duration of the work placement
- understand their responsibility for providing and completing relevant paperwork
- meet workplace provider expectations
- know how to deal with being really busy in the workplace as well as what to do when things appear quieter
- understand the consequences of an unsuccessful work placement.

(add your own …)
11 Keeping Students Safe – Unpacking Risk Management

Referenced against Section 2 ‘Keeping Students Safe’, in the current version of the Workplace Learning Procedures (2016), notably Section 2.8 ‘Risk Management for School Workplace Learning’.
It is strongly recommended that staff thoroughly familiarise themselves with this section in the ‘Procedures’, regularly referring to the details of the content.

Introduction

Teachers are not in a position, nor trained to undertake formal risk assessment on work sites.

Risk Management is about the student and their safety in the workplace, not the workplace itself. The workplace provider has legislative responsibilities, under the Work Health and Safety Act (2012), for the work health and safety of their workplace and its workers. The workplace provider acknowledges their responsibility when they sign the Workplace Learning Agreement Form.

Schools operate on a risk minimisation basis. They make decisions that students will be safe in the light of reasonable and foreseeable risk.

A teacher’s professionalism and skill in knowing their students and the teacher’s own understanding of the workplace in which the student will be placed, is paramount in making an informed decision about the safety of that child in that workplace. This implies further investigation of the workplace/industry is required where staff do not have current industry/workplace knowledge.

In preparing each student for their placement the school must ensure that it is confident the student can recognise and identify a risk or unsafe situation and know how to respond appropriately and manage themselves in that situation.

As a school endorsed program, it is the school’s responsibility to make the judgement and decision as to whether an individual student can be deemed to be safe in their nominated work place, and therefore whether that work placement will be approved by the school. This duty of care cannot be delegated to a non-school employee nor can it be overridden by parent decision. Schools also have the responsibility to continue to monitor the student’s safety and well-being throughout the placement.

In endorsing work placements, the school must complete and document a risk assessment of the student’s suitability for their nominated work site. This implies that the school has some prior knowledge about the workplace and its operations and can reasonably assess that the student has the maturity and capacity to recognise and manage reasonable and foreseeable risk. The school may have come to this conclusion on the basis of a range of the following. (Caution. This is a guide only and is not intended to be an exhaustive list):

- personal visit (particularly where the work site has not been previously used) to the workplace to discuss the program with workplace management
- prior knowledge of that workplace. Students have been there previously – school already has a relationship with that workplace and supervisors
- the industry is not historically seen as a high risk/dangerous industry, (caution: the school still needs to consider such a decision in light of each particular student)
- student involved is mature and competent
- student has had prior experience in this industry
- student has demonstrated a sound understanding of workplace expectations and responsibilities.

There are however situations when further investigation is warranted and to not do so may be neglecting the school’s duty of care.
Teachers and schools are charged with duty of care for students and the highest priority needs to be keeping students safe. In some instances, the work placement may not be suitable for the student and an alternative work placement or option will need to be considered.

To this end, all school staff involved in work placement process need to give consideration to the following prior to recommending approval of a workplace.

Schools are to consider **that particular student** for **that particular work placement** taking note of

- the age, level of student maturity and development, experience
- the level of student competence and capacity – are there any barriers? (*language, cultural, gender etc*)
- any disabilities or special conditions
- availability of a site-specific workplace induction (a requirement under *Work Health & Safety Act* (2012))
- school knowledge of this workplace provider through previous placements or connections
- type workplace activity (high risk, dangerous, ability to provide a child-safe environment)
- category of work placement provider (large company, small business, micro business, self-employed)
- frequency of placement (block, one day a week, one week at a time)
- level of supervision of the workplace learning (working in groups or isolation)
- management of the work placement (workplace provider’s experience, qualification, support, allocated time)
- student’s behaviour in class, on past excursions or camps
- student’s ability to listen and follow instructions in class.

**Student Understandings:**

*Ensure students understand the following relevant to their placement:*

- the purpose and goals of the work placement (what is the student hoping to achieve?)
- their right to undertake their work placement in a child safe environment, (what does this look like?)
- their right to feel and be safe from harm at all times
- their role as a ‘new worker’ in terms of the specific worksite site protocols, (eg: arriving on time, dressed appropriately, respectful communication and interaction with others, privacy, being responsible to keep themselves safe and by their actions not put others at risk, etc)
- their role, responsibilities and rights related to work health and safety in the workplace
- how to recognise risk or unsafe situations/behaviours?
- the procedure to be followed if they experience unsafe workplace practices, bullying, teasing, violence, sexual or racial harassment, alcohol or drug abuse, or any other issue that makes them unsafe or uncomfortable
- who to contact, and their contact details, should an adverse situation occur
- the procedures to be taken if an adverse accident/incident occurs
- insurance arrangements and implications
- any particular requirements when working with children and vulnerable people
- any other specific requirements of the workplace provider, eg *industrial safety, relevant history screening, white card, first aid, etc.*
Practical Implications

- In reality some of the Workplace Learning Agreement Forms with the necessary information come back quite late in the process, and this makes it very hard to ensure a thorough check on all placements if they are all coming in close to the time of their placement. This information can be collected quite early in the process. Consider the use of some initial investigative work of the industry/workplace similar to that identified on the Application to Negotiate a Work Placement form. (eg Support Materials Section 16).

- Keeping a spreadsheet of the placements on the
  - Student Risk Assessment Summary Form example (WLP, Section 2.8) or
  - an individual Student Risk Assessment sheet for each student (Support Materials Section 18 in following pages) or similar,

  can help a workplace learning coordinator to keep a check on their approval of places.

- It may also help to have a team approach. It is hard to know each student and their capabilities individually. Getting staff who work closely with these students to go through the spreadsheet and flag any potential issues with students that they know well, will give a more comprehensive view.

- Home group teachers/Tutors could be upskilled in how to do initial check of forms coming back in. Any risks would be flagged and passed onto the workplace learning coordinator for action.

- Having an alternative to work placement in place for where students are deemed not to be sufficiently safe in a workplace situation would also be prudent. This process should have the support of school leadership and understood by the school community ahead of time.

- It is vital that communication to students, parents, workplace providers and staff is clear, thorough and timely. It is important to communicate the school’s expectations of a placement with all parties.

- The principal’s endorsement of each workplace is at the discretion of the school. If there is any question about the safety and wellbeing of the student, the workplace should not be endorsed.

Resources

The following proformas are suggested practices to identify and manage some of the potential risk within a workplace - to be used as part of a range of strategies to assess risk to students.

- **Application to Negotiate a Work Placement** (Support Materials Section 16)

  Designed to help research a workplace prior to the official paperwork being finalised. Timely completion allows schools to consider and address any identified risk factors for the students. Schools could adapt or create their own research assignment to suit their student cohort needs.

- **Individual Student Risk Assessment** (Support Materials Section 18)

  This is just one way that school’s might keep evidence of due diligence for duty of care. Some forms will require more detail and follow up than others.

NB: These are resources only – and not official forms. Schools may change and adapt these forms to meet the needs of their individual programs.
12 Work Health and Safety

Referenced against Section 2 ‘Keeping Students Safe’, in the current version of the Workplace Learning Procedures. It is strongly recommended that staff thoroughly familiarise themselves with this section in the ‘Procedures’, regularly referring to the details of the content.

Introduction

Work health and safety in the workplace is governed by the Work Health and Safety Act (2012). The legislative imperative is to ensure all workers engage in work where their safety is paramount. Whilst workplace providers have the legislative responsibility to ensure the safety of the work environment (foreseeable and reasonable risks), there is also a legislative obligation for workers to take responsibility so that by their actions they do not put their own or their fellow workers’ health and safety at risk. Students on work placement have the status of ‘worker’, and specifically that of a ‘new worker’.

Schools’ duty of care extends to ensuring students understand the elements of work health and safety and are sufficiently prepared so that they can recognise and identify potential risks in the workplace and have strategies to keep themselves safe.

The following ideas are suggestions to guide thinking. They are not intended to be prescriptive or exhaustive and need to be applied according to the needs of the student cohort.

Consider that dangers can be greater for new and inexperienced young workers like school students who may not yet have the ability to make sound judgements without guidance about the safety of themselves or others because of their inexperience.

Prior to work placement, advice should be sought from the workplace provider as to any prior training or certification students might need. This might include a white card (construction), first aid, relevant history screening (childcare) and the like. Time to meet any such requirement should be factored into the preparation program for the students.

Suggested topics:

- What is risk? Risk identification. Risk management. WLP Section 2.8
- The role that ‘gut instinct’ can play in the identification of risk/unsafe situations.
- Risks associated with students in the role of ‘new workers’ (inexperience in the workplace, immaturity, working in an adult environment, over confidence in own ability, reluctance to speak up for fear of ‘rocking the boat, keen to please/make a good impression).
- Potential risks in the workplace – general.
- Potential risks in the specific workplace the student will be attending and ways of keeping themselves and co-workers safe.
- Common terms and acronyms such as hazard, risk, risk assessment, personal protective equipment, safety signs, Standard Operating Procedures (SOPs), Personal Protective Equipment (PPE), Safety Data Sheets (SDS – formerly known as Material Safety Data Sheets MSDS).
- Key responsibilities of workplace providers and workers for safety in the workplace. Link this to the legislative responsibility as to why students should follow safety instructions and how they should behave in the workplace including not doing anything to jeopardize their own safety or safety of others in the workplace.
- Importance of supervision in the workplace. Students, as new workers in the workplace must be given relevant information, instruction, training and supervision. In preparing students, strategies and advice as to how to ask for this should be given and practised.
Workplace Learning Programs

Student Preparation – A Starting Point!

- Listening carefully to supervisor instructions and asking clarifying questions to ensure they have interpreted/understood (helps develop confidence).
- How this all relates to the Work Health and Safety Act (2012), South Australia.
- Students research the range and nature of the activities that they will be undertaking during their work placement. This could be discussed and shared in small groups with students of like industries.
- Discuss what students should **not** be doing on work placement.
- Importance of adhering to any special pre-placement conditions specified by employer (*eg relevant history screening, white card*).  
- Most common injuries in the workplace – including manual handling, slips, trips and falls, scalds from hot water; moving vehicles; moving objects, falls from a height.
- First aid and emergencies – including types of emergencies and what to do if there is an emergency.
- Meaning of colours and symbols of workplace safety signs and the need to comply with them – make relevant by referring to students’ placements.
- Interstate WHS requirements where relevant.
- The hours that constitute normal business hours as distinct from normal school hours.
- The need to inform the organiser of the placement as soon as possible of any medical condition, allergy, disability, medication or other factor that may affect the student’s safety in the workplace and in turn affect the way the host workplace provider keeps the student safe during the placement. This must be disclosed on the Workplace Learning Agreement Form.

**In practice:**

- Provide students with copies of the paperwork for which they will be responsible, explain the purpose of the documents including the insurance arrangements and implications that underpin these documents.
- Explain why the school needs to be confident that students are ready for work placement (link to duty of care).
- Exploring and examining risk
  - Discuss prohibited work placements and get students to suggest why particular rules are in place and why certain activities are prohibited.
  - Are there any reasons for the school to believe that a student’s placement should be prohibited? What can be done to ensure that the student is best prepared for the work placement?
  - Look at case studies and scenarios about young people participating in a work placement (*see It’s a Risky Business in Support Materials Section 21*).
  - YouTube clips – particularly Tiffany Ward story and Alex Rath story. Worksafe Victoria YouTube clips. (*See resource Section at end of chapter*)
  - Split the class into groups and give each group a different workplace/industry (*eg office, retail, warehouse, manufacturing, hospitality, agriculture etc* – better still if the students can be in a group that is in the area of their placement) Each group comes up with a list of specific requirements for that workplace/industry which may include reference to dress, PPE, WHS etc.
  - Set up a classroom or space in the school with potential hazards which students identify. Students to suggest risk management strategies.
- Students create a poster or booklet or leaflet of information aimed at a student audience – what they need to know before they do a work placement.
- Create a glossary of terms and unpack the terminology – *eg what does ‘reasonable care’ mean*?
Workplace Learning Programs

Student Preparation – A Starting Point!

- Students create a safety poster, booklet or leaflet for their placement or industry.
- Guest speaker – eg physiotherapist, chiropractor, occupational therapist to talk about personal safety in the workplace.
- Guest speaker – human resource manager, WHS representative from a business/industry to talk about how their organisation addresses work health and safety.
- Visit to a site and get WHS officer to address students and look for SOPs, SDS/MSDSs, signs, safety equipment, PPE, Electrical tags etc – who can find the most – take photos – create a group/class collage.
- Look at school WHS policies and discuss ways that they would be the same as or different from similar policies in other workplaces.
- Passport to Safety online certificate course (teacher needs to register).
  
**Note of caution:** This activity must be supported with class discussion, teacher direction and monitoring.

Capturing Evidence:
Good practice would suggest that schools collect the evidence that each student has undergone a risk assessment for each work placement they undertake.

There also needs to be evidence that the student understands the reasonable and foreseeable risks of their workplace and can safely and effectively respond.

Documented evidence could include:
- workplace/industry research
- interview with workplace provider
- scenario/case study responses – written, or video of oral presentation
- booklet, leaflet or poster, or multimedia presentation highlighting safety issues in their potential workplace
- a response to a guest speaker
- photos / slide show / collage of workplace visit
- passport to safety or similar certification to online or hardcopy activities or tasks
- teacher/school records.

Work Health and Safety Resources

Safework SA
- www.safework.sa.gov.au has a resources section that may have some useful activities for inclusion in a workplace preparation program.  
  The link below takes you to this section: www.safework.sa.gov.au/show_page.jsp?id=2484.
- **Young workers: A guide to rights and responsibilities at work for young people and employers.**  
- **The Teachers Toolbox** provides a comprehensive nine-lesson course that supports teachers in providing work health and safety (WHS) information for secondary students. It can be used to complement a school’s program.
The topics covered include:

1. Health and Safety is Important at Work
2. Employer Responsibilities to Protect Workers
3. Employee Rights and Responsibilities
4. Identifying, Understanding and Controlling Workplace Hazards
5. Recognising and Protecting Yourself from a Range of Hazards
6. Personal Protective Equipment (PPE)
7. Emergency Procedures
8. Work-Related Injury and Illness

- The Activities and Tests section has a number of online quizzes and activities that might be useful in a group or individual situation

  - This includes:
    1. Passport to Safety
       - www.passporttosafety.com.au
       - This is an online learning and test program targeted at young people about to enter the workplace for the first time. It is free for schools, but schools have to register and get a unique code for their students. It needs to be set up in advance. A certificate can be printed out at the end and used as evidence of learning, but care should be taken to ensure that a student has undertaken this themselves.
    2. Safety Check
       - an online Work Health and Safety (WHS) test designed for workers and used to learn more about topics such as WHS laws, manual handling, hazardous substances, noise, mechanical equipment and electricity. A certificate can be printed out at the end. This may be an activity that is done individually or as a class and used as discussion material.
    3. Hunt for Hazards, Virtual Hotel, Virtual Office and Virtual Supermarket are basic interactive animations which may be useful for students who are going to be working in that industry to explore. They could be part of a unit on work health and safety – but should not be done in isolation. A summary or discussion of what was covered in these animations would be useful.

- The Take 10@10 are resources to prompt discussion about safety in the workplace. Scenarios are introduced with questions and solutions/suggestions to discuss as a group or class. They cover topics including:
  - Benefits of a Healthy Workplace
  - Forklift Safety
  - Hazard Identification and Risk Assessment
  - Hazardous Manual Task Safety
  - Infection Control
  - New and Young Worker Safety
  - Slips, Trips and Falls
  - Work Health and Safety Responsibilities
  - Working Hours
  - Workplace Conflict
  - Workplace Drug and Alcohol Strategy.

- YouTube clips
  - Alex Rath Story https://www.youtube.com/watch?v=IT3S9sMM1Ho
  - Worksafe Victoria https://www.youtube.com/user/worksafevictoria
  - Animated Safety Clips https://www.youtube.com/watch?v=aXRe0HYAUEU&feature=related
  - https://www.youtube.com/watch?v=ippFiANTqFE
Workplace Learning Programs

Student Preparation – A Starting Point!

- The NAP0 series [https://www.youtube.com/user/napofilms](https://www.youtube.com/user/napofilms)
  - The Adventures of NAP0
  - Safe on Site
  - Safe Start
  - Safe Moves
  - Risky Business
  - No Laughing Matter

- Working Together
- Danger: Chemicals
- Safe Maintenance
- Lighten the Load
- Stop that Noise
- Clean Sweep

- Scratch and Sniff
- Best Signs Story
- Lungs at Work
- Protect Your Skin
- When Stress Strikes
- Shocking Situations

**Victorian State Government – Education and Training Site**

*Note of caution.* The information provided in the site is written in line with Victorian practice and processes and may differ to South Australia.
This site is the introduction to work experience and structured workplace learning for Victorian schools. It has some great resources.

**safe@work Victoria**

The safe@work site includes:

- **General Module** designed for secondary students who undertake workplace learning programs, for example, work experience. The module will introduce important facts about health and safety laws (note this is Victorian law) and common hazards. Students should complete the General Module before moving on to complete any of the Industry Modules.

- **Review Module** allows secondary school students to refresh their memory of the main information in the General Module before they complete one or more Industry Modules. Students are only required to complete this module if 12 months or more have elapsed since they first completed the General Module.

**Industry Modules.** Each of the fourteen modules contains detailed information on the main hazards specific to each industry.

**Workplace Learning Toolbox**

This includes classroom notes – teaching notes and lesson plans. It also has videos in MP4 format that you or students can just download and watch.

**General:**
- Introduction to Workplace Learning
- Preparing for Workplace Learning
- Bullying and Sexual Harassment
- Common Workplace Hazards

**Industry Overviews:**
These cover Automotive, Business and Administration, Construction, Engineering, Farming, Hairdressing, Health and Community Services, Childcare, Hospitality, Manufacturing and Recreation.
Each video only goes for about 4-5 minutes. Students could individually view the industry that relates to their work placement.

**A Job Well Done – A Resource for Young People with Disabilities**

This Victorian State Government resource focuses on the preparation of young people with disabilities for a successful future beyond school. Schools might find materials useful for workplace preparation. Some of the activities may well be relevant for all students.
13 Child Protection

Referenced against Section 2 ‘Keeping Students Safe’, in the current version of the Workplace Learning Procedures. It is strongly recommended that staff thoroughly familiarise themselves with this section in the ‘Procedures’ regularly referring to the details of the content.

Introduction

‘All children and young people have a right to feel safe and be safe from harm at all times’ (Workplace Learning Procedures (2016), Section 2.1)

Student welfare and well-being are at the core of all educational programs and this extends in particular to any participation in the workplace through programs approved by the school.

The Workplace Learning Procedures (2016) are underpinned and respond to the Child Protection Act (1993). The provision of information about child protection and related matters needs to be sensitively undertaken. Schools exercising due diligence to duty of care will be familiar with the Child Safe Curriculum and recognise its application within the development of their workplace learning programs.

The following ideas are not intended to be prescriptive or exhaustive and need to be applied according to the needs of the student cohort.

Suggested Topics:

- Awareness that within the workplace environment there are potentially a number of people who may behave inappropriately towards others including those under the age of 18.
- Identification and recognition of what constitutes acceptable and unacceptable behaviour (by student as well as others within the workplace) taking care not to create a situation of fear, but rather confidence and skills to manage these situations.
- Types of inappropriate behaviour should be identified to students. This can be done by referring to the Child Safe Environments section of the current Workplace Learning Procedures (2016) from which the Guide for Workplace Learning for Workplace Providers have been developed.

‘…Examples of unacceptable conduct by workplace provider and their workers include
- deliberate exposure of students to the discriminatory or sexual behaviour of others
- inappropriate conversations and obscene language, including that of a sexual nature
- suggestive remarks and actions, including showing of publications, electronic media or illustrations which are inappropriately suggestive
- jokes or gestures of a discriminatory or sexual nature
- inappropriate personal correspondence with a student
- unwarranted and/or inappropriate touching of a student’.

- Procedures to follow when situations of inappropriate behaviour occur. This includes the identification of a school contact person and phone number.

- School support:
  - Students to be assured that by reporting and sharing unacceptable behaviours the school will provide support ensuring the safety and wellbeing of the student.
  - Actions a school will take if a student reports an incident

- Strategies students are to follow when they feel uncomfortable or unsafe about behaviours in the workplace. This includes managing situations, eg what they can say/do if they feel unsafe.
  - School coordinator should be familiar with the school’s Child Safe Curriculum and workplace learning policy and procedures to follow in certain situations.

- Social Media. Consider what is appropriate:
  - The creation of a digital footprint can last forever
  - Comments about work or work colleagues have no place in social media
Workplace Learning Programs

Student Preparation – A Starting Point!

- Learn how to keep a digital reputation clean
- Use of privacy settings/

In Practice:

- Undertake some research on the industry/workplace – identifying any potential risk factors relating to child safe environment.
- Interview the workplace provider identifying their workplace policy and procedures relating to creating a respectful workplace.
- Discuss why specific child protection legislation exists.
- Brainstorm what a workplace that is and/or is not child safe might look and feel like? Consider psychological and emotional impact, the physical environment, what a student might hear and see, who a student interacts with, induction and training, and the like.
- Discuss with students the school’s protocols and procedures for establishing a respectful ‘work space’? Who do students report to? Who is the school contact person and their contact number? Ensure students can identify and articulate these procedures.
- Discuss the student’s role in contributing to a child-safe environment.
- Empower students to be able to deal with a range of situations which focus on the identification and dealing with inappropriate behaviour and risks to a respectful workplace. This may be done through role-plays or scenarios. It is suggested that students be given the sort of words to use and develop their confidence in dealing with adults. Students should be encouraged to articulate how they are feeling and to confidently communicate this to the right person.
- Students working with case studies/scenarios in whole class discussion, small groups, pairs can be provided with the opportunity to rehearse their responses to a variety of scenarios and are likely to be more effectively prepared should an actual situation arise.
- Students could make a short film or tellagami animation https://tellagami.com/.
- As a teacher, have some responses prepared, but also allow groups to come up with their own ideas/responses/words/use of body language/tone of voice and discuss these as options as a class.
- Consider privacy of personal information – collection, storage, access, use, disclosure. Discuss the ways that private information could be misused/breached. Have discussions and suggest what students could and should do to address a breach of privacy.

Capturing Evidence:

Good practice would suggest that schools collect evidence that each student has undergone a risk assessment in the area of child safe environment for each work placement they undertake.

There also needs to be evidence that the student understands the reasonable and foreseeable risks of their workplace with regard to child safe environment and can safely and effectively respond.

Documentary evidence could include:

- industry/workplace research assignment (focus child-safe environments)
- record of interview with workplace provider (focus on the firm’s respectful workplace policy)
- scenario/case study responses – written, or video of oral presentation
- film or tellagami animation
- poster of possible responses/words/phrases to use
- poster of what a child safe workplace looks like – using pictures, words, phrases
- students create a flow chart of school procedures and contacts for responding to breaches of a child-safe environment.
- teacher/school records.
Child Safe Resources

General information

Child Safe Curriculum

Child safe environment – principles of good practice

Child safe environments - information for parents and caregivers

Child safe environment fact sheet

Child wise – a not-for-profit child abuse prevention organisation that works to build awareness, deliver education, and provide the tools to empower individuals and communities around Australia so they can actively prevent child abuse and exploitation.

Social Media – Reputation Management (booklet)

Office of the Children’s esafety Commissioner

Protective Practices Procedures
14 Equal Opportunity

Referenced against Section 2 ‘Keeping Students Safe’, in the current version of the Workplace Learning Procedures. It is recommended that staff thoroughly familiarise themselves with this section in the ‘Procedures’, regularly referring to the details of the content.

Introduction

The Workplace Learning Procedures (2016) are underpinned and respond to the Equal Opportunity Act (1984). The provision of information about equal opportunity and related matters needs to be sensitively undertaken. Schools exercising due diligence to duty of care will recognise and draw out the relevant equal opportunity matters and support student preparation for the workplace within the development of their workplace learning programs.

Discrimination is about making choices. It is a legitimate process and we do it every day. For example, if an employer advertises a job, they are probably going to get lots of applicants for the one job. The employer has to distinguish between the applicants and choose one person. In other words, they must discriminate between the people going for the job to hopefully find the best person for the job.

Equal Opportunity in employment is about using the law to make sure that these choices are made in a fair and appropriate way which looks at the abilities of the person and not irrelevant personal characteristics. Everyone is entitled to equal access to work and to be treated fairly at work, regardless of personal characteristics such as race, disability, age, gender, sexuality, caring responsibilities and religious dress.

This includes equal conditions at work and being treated fairly by the workplace provider and co-workers.

Equal opportunity laws are also about protecting rights to participate in the public life of the community without being unfairly discriminated against.

Equal opportunity law and discrimination law applies to all workers – not only to paid jobs but also to volunteering, work placements and, apprenticeships or traineeships.

All students in preparing for the workplace, whether it is paid employment or a work placement, should know about and understand the principles of discrimination law in relation to work conditions including matters that relate to their health safety and wellbeing.

When students undertake a work placement they are classified as a worker and have legislative entitlement to the same protection against discrimination, sexual harassment and bullying as the paid staff.

Suggested Topics:

- Discrimination – what it is, the types of discrimination; racial, religious, physical disability, pregnancy, marital status, age, intellectual disability, gender orientation, sexual.
- Identifying the criteria of bullying and harassment
  - Workplace bullying
  - Sexual harassment.
- What to do about issues at work.
- The Equal Opportunity Commission and its role
  - The Equal Opportunity Commission promotes equality of opportunity for all South Australians through the administration of anti-discrimination legislation.
  - The Commission staff manage the Equal Opportunity Act (1984) (SA). This means they deal with complaints and carry out training to inform people about unlawful discrimination and harassment.
- Direct and indirect discrimination.
- Statute of limitations – jurisdiction and time.
Workplace Learning Programs

Student Preparation – A Starting Point!

In Practice:

- Brainstorm types of discrimination – draw on what students already know.
- Discussion of how Equal Opportunity laws contribute to a ‘respectful’ workplace environment.
- Split the class into groups and give each group a different type of discrimination (eg, sex, sexuality, race, disability, age, religion, culture etc.). Each group provides examples of different ways that a person could experience that type of discrimination and how it might look (consider verbal, cyber, exclusion, overlooked for promotion or other opportunity, pay and conditions, etc) and presents these examples to the class. They also consider what could be done to address this particular discrimination and create a discrimination-free workplace (e.g. training, posters, celebrating diversity, etc)
- Students create an Equal Opportunities poster or booklet or leaflet.
- Students film themselves or make a Tellagami (https://tellagami.com) animated video about discrimination.
- Look at school policies (bullying/harassment, grievance procedures, discrimination, etc) and discuss ways that they would be the same as, or different from policies in other workplaces.
- Equal opportunity case studies You Be the Judge (Support Materials section 22).
- Engage a guest speaker (eg Human Resource manager from a large firm).
- Role plays – staff/student may present some and students comment/assess.
- Case studies - It’s a Risky Business (support material Section 21) and (Support Materials Section 22).
- Research industry/workplace considering potential risk factors for breaches of equal opportunity.
- Interview workplace provider regarding their firm’s equal opportunity policy and procedure. How they deal with breaches of equal opportunity.

Capturing Evidence:

Good practice would suggest that schools collect evidence that each student has undergone a risk assessment including for those matters relating to equal opportunity (eg a student who might have a disability, or for whom cultural sensitivity needs to be taken into consideration) for each work placement they undertake.

Schools are encouraged to collect evidence that the student understands the reasonable and foreseeable risks related to equal opportunity in their workplace and can safely and effectively respond.

Documentary evidence could include:

- research assignment into industry/workplace
- record of interview with workplace provider which includes reference to the organisations equal opportunity policy and procedures
- scenario/case study responses – written, or video of oral presentation
- poster, booklet or leaflet on equal opportunity or discrimination for their particular potential work place
- film, video, animation
- quiz results
- brainstorming notes
- response to videos/guest speakers
- teacher/school records.
Resources:

- Equal Opportunity website for schools. This includes information about equal opportunity in school, workplace and community life. It also has a lot of resources and activities as well as a teacher section which has even more activities such as case studies, quizzes, crosswords and videos. The *Preparing Students for the Workplace* section might provide additional ideas. 
  [http://www.eo4schools.net.au](http://www.eo4schools.net.au)

- Equal Opportunity for Schools Work Experience 

- Fair Work Ombudsman provides information and advice about workplace rights and obligations (conditions at work, including wages, breaks, hours of work, rostering, leave entitlements and how employment is terminated). 

- Fair Work Commission (FWC) 

- Dealing with Workplace Bullying A Practical Guide for Employees

- Human Rights Commission Resources: Classroom activities including Case Studies 
  [http://www.humanrights.gov.au/sites/default/files/content/education/young_people_in_the_workplace/rightsED_Young_People_in_the_Workplace.pdf](http://www.humanrights.gov.au/sites/default/files/content/education/young_people_in_the_workplace/rightsED_Young_People_in_the_Workplace.pdf)

- Refer to Support Material Section of this resource
  - *It’s a Risky Business* (Case Studies)
  - *You Be The Judge* – Equal Opportunity Employment Case Studies
15 Incorporating Workplace Learning into a SACE subject

With careful and strategic planning workplace learning can be incorporated as an activity within any SACE subject. For example, the one work placement could help provide context for a Mathematics and/or an English subject or any accredited SACE subject.

Additionally, there are a number of options schools can explore to incorporate a Workplace Learning Program into a SACE subject and therefore attract SACE credits specifically based around their workplace learning.

To be noted: The SACE website and SACE officers should be the definitive authority on how this can be undertaken, but the following is an outline of the accredited subject under which a program of workplace learning could be included.

a) **The Personal Learning Program (PLP)**
- The PLP is a compulsory Stage 1, 10 credit SACE subject.
- It assists students to:
  - plan their personal and learning goals for the future
  - make informed decisions about their personal development, education, and training.
- Students select and develop one or more of the SACE capabilities relevant to achieving their personal and learning goals.
- Students review how they developed their selected capability or capabilities, and how this helped to achieve their personal and learning goals.
- Students present four or five pieces of assessment as evidence of their learning.
- Schools may choose to include work placement or workplace learning as the basis for one of the assessment types. Students will be able to relate their learning to aspects of all seven capabilities or focus specifically on the development of their selected capability or capabilities and how this helps to achieve their goals.

Exemplars of PLP Assessment tasks from SACE website:
https://www.sace.sa.edu.au/web/personal-learning-plan

b) **Workplace Practices**
- Workplace Practices may be undertaken as a 10 credit or 20 credit subject at Stage 1 or Stage 2.
- At Stage 2, this is a Tertiary Admission Subject (TAS) and can contribute 20 credits at Stage 2 to the first 60 credits of a university aggregate/ATAR.
- This subject can be used for a whole class of students, a group of students or an individual student.
- This is probably the most commonly used subject in conjunction with work experience or structured workplace learning, and fits particularly well with students undertaking VET courses
- Work placement can contribute to **Assessment Type 2: Performance**.
- For a 10 credit subject, the evidence of learning should be collected from one assessment comprising 25 to 30 hours of activities related to performance (eg work placement).
For a 20 credit subject, the evidence of learning should be collected from one or two assessment/s comprising 50 to 60 hours of activities related to performance (e.g., work placement).

Students are expected to keep evidence of their performance activities during this period, for example a journal, photo story or log book. The Training Guarantee for SACE students (TGSS) workplace learning booklet can be used as evidence of performance.

In addition to this, students need to undertake at least one topic (for a 10 credit subject) or at least 3 topics (for a 20 credit subject) under the Industry and Work Knowledge Area of Study. The areas of study enable students to develop knowledge and understanding of the nature, type, and structure of the workplace which gives them exposure to the world of work. Students also need to undertake at least one reflection (for a 10 credit subject) or at least 2 reflections (for a 20 credit subject). One of these reflections could be a reflection of the student’s work placement.

Exemplars of WPP tasks on SACE website

c) Integrated Learning

- Integrated Learning may be undertaken as a 10 credit subject or a 20 credit subject at Stage 1 or Stage 2.

- At Stage 2 this is a Tertiary Admission Subject (TAS) and can contribute 20 credits at Stage 2 to the first 60 credits of a university aggregate/ATAR.

- Integrated Learning draws links between aspects of students’ lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity or context, for a specific purpose, product or outcome. Through the key areas of study in Integrated Learning, students have opportunities to explore the ways in which they demonstrate the SACE capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

- Being collaborative is one of the key features of Integrated Learning. Students could explore a project to do with the community and communication – and fit it within the subject framework. The focus could be a group project of some sort and focus on the capabilities of work and communication.

- Where possible, students actively participate in the community to develop understanding and skills, and an understanding of ways to develop specific work skills and competencies. Communities may vary from school communities to a local community, or civic groups, work sites or global online communities. This could be where workplace learning is integrated.

- Integrated Learning has a program focus (which could be, for example, a topic, an activity or a group project) decided by the teacher or by the teacher in consultation with students.

- One or more key areas of study (each key area is based on one of the capabilities) that are chosen to support and guide the exploration and development of the program focus through guiding questions.

- For a 10 credit subject, students undertake one or more key areas of study. For a 20 credit subject, students undertake two or more key areas of study. One of the capabilities is Work – so this may become a key area of study.
d) Community Studies

- Community Studies may be undertaken as a 10 credit or 20 credit subject at Stage 1 or Stage 2.
- This subject cannot count towards a student’s University aggregate/ATAR.
- Community Studies provides students with insights into the ways in which communities are shaped and operate and the opportunity to learn both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.
- By reflecting on their learning and their success in achieving their goals, students gain insights into how they can be active and responsible participants in their communities, and how they can make valuable contributions to them.
- An identifying feature of this subject is that students decide the focus and direction of their community activity, beginning from a point of personal interest, skill or knowledge. In this context students could focus on showing an understanding of the world of work within the community.
- Teachers, in consultation with the student draw up an individual contract of learning.
- This is often a suitable option for students who need some help with getting sufficient SACE credits. They may be doing a VET course one day a week and may choose to do one day a week out in a workplace situation, written up as Community Studies, with a view to gaining an apprenticeship, or school based apprenticeship or traineeship. The other three days at school could be spent undertaking the remainder of their SACE.

Exemplars of Community Studies Learning and Assessment Plans on SACE website
Application to Negotiate a Work Placement

This form is to be completed and returned for school consideration by: _______/ _______/ 20_____

This form is intended to support students undertaking research into an identified organisation / worksite as a potential option for a work placement. It may be customised to accommodate individual school requirements. It is completed prior to a Workplace Learning Agreement Form being provided to a workplace provider and is used to support the student's preparation for a workplace learning placement. Final approval for all work placements remains with the Principal / Delegate (conditions apply) as evidenced on the official Workplace Learning Agreement Form.

Applications for work placements should meet the specifications for the current version of the Workplace Learning Procedures (2016) as well as the school's own Workplace Learning policy and procedures.

Section A: School Details - School to complete

<table>
<thead>
<tr>
<th>Name of school contact person:</th>
<th>Mobile:</th>
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<tbody>
<tr>
<td>School name:</td>
<td>Tel: (08)</td>
</tr>
<tr>
<td>Street address:</td>
<td>Fax: (08)</td>
</tr>
<tr>
<td>Suburb/town:</td>
<td>P/C:</td>
</tr>
<tr>
<td>Email:</td>
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Section B: Student Details - Student to complete

Goal / Purpose / Intended Outcome of the placement:

<table>
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<tr>
<th>Family name:</th>
<th>Given name:</th>
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<tr>
<td>Birth date:</td>
<td>Age at time of work placement:</td>
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</table>

Identify any special medical condition, medication, disability and/or learning needs that may affect you on this work placement?

If there is / are none, please indicate ‘Not Applicable’.

Please attach further information if necessary.

Section C: Proposed Work Placement Dates - Student to complete

- Work Experience
- Structured Work Placement

Proposed Placement dates: From: _____/ _____/ 20____ To: _____/ _____/ 20____

Identify any specific arrangements:

Section D1: Proposed Work Placement Details - Student in consultation with workplace provider to complete

<table>
<thead>
<tr>
<th>Firm name:</th>
<th>Phone:</th>
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<tr>
<td>Firm postal address:</td>
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<tr>
<td>Suburb/town:</td>
<td>P/C:</td>
</tr>
<tr>
<td>Contact person:</td>
<td>Name:</td>
</tr>
<tr>
<td>Contact details:</td>
<td>Position:</td>
</tr>
<tr>
<td>Location of placement:</td>
<td>Email:</td>
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</tbody>
</table>

Tasks to be performed:

The student will be required to travel in appropriately registered and insured work vehicle/s as part of the placement.

Special conditions (eg, special clothing / PPE Relevant History Screening)

This resource is to be used in conjunction with the current version of the Workplace Learning Procedures.
Section D2: Work Place Research / Checklist - Student to Research and Complete

- Business size:
  - Micro Business (0 – 4 employees)  No. Employees ________
  - Small Business (5 – 19 employees)
  - Medium (20 – 199 employees)
  - Large Business (>199 employees)

- Industry Area:
- Description of Business Activity:

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<tr>
<th>Foreseeable Risk</th>
<th>Management of Risk</th>
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Website (if applicable)

Identify any pre-requisite certifications needed:

(eg White Card, First Aid, Relevant History Screening)

Three key pieces of information about this organisation:

Explain why you chose this workplace?

Student signature: ___________________________ Date: __________ / __________ / 20

Section E: Parent / Caregiver / Independent Student*

*Independent student refers to students over 18 or who the school recognises as being responsible for their own education and living arrangements.

- This proposed work placement:
  - Occurs whilst my child is still 14 years of age
  - Requires accommodation away from home
  - Is located interstate (placement of last resort)
  - Involves watercraft / is a maritime placement

Emergency contact (eg Parent / caregiver / other):

Name: ___________________________ Relationship to student: ___________________________

Address:

Phone:  Home Work Mobile

Parent / Caregiver / Independent student to sign and date declaration below

We / I have discussed this proposed work placement and recognise the experience forms part of our son/daughter’s program of learning. It is acknowledged that final approval for any work placement will be at the discretion of the principal in as much as the school is able to provide due diligence for the duty of care for our child.

Parent/caregiver/independent student name (print): ___________________________

Parent/caregiver/independent student signature: ___________________________ Date: __________ / __________ / 20

For school use only
17 Checklist for students

It is intended that all work placements are undertaken in consultation with your school. The principal has final discretion for endorsing your placement and will consider your capacity: age, maturity and skill level in terms of supporting your safety and wellbeing within the placement.

As a student you legally classified as a worker (not an employee) whilst on work placement and you have a legislated responsibility for your own safety as well as that of others. It is also your responsibility to make sure you choose your placement carefully and take into account interest areas and stretch yourself to explore areas with which you are not already familiar.

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
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<tr>
<td>Finding a Work placement - In consultation with your teacher</td>
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<tr>
<td>□</td>
<td>Start this process early.</td>
</tr>
<tr>
<td>□</td>
<td>Identify your purpose - why do you want to do a placement? Which industry? Which company? What do you hope to achieve?</td>
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<tr>
<td>□</td>
<td>Discuss options with parents, teachers etc. Seek advice on appropriate placements.</td>
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<tr>
<td>□</td>
<td>Look for a placement appropriate to age, maturity and skill level in relation to the duties you will be expected to perform.</td>
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<tr>
<td>□</td>
<td>Negotiate and get placement approved by school coordinator.</td>
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<tr>
<td>□</td>
<td>Approach potential employers with dates and details of the placement.</td>
</tr>
<tr>
<td>□</td>
<td>Research the company and industry.</td>
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<tr>
<td>□</td>
<td>Be prepared to meet with employer prior to placement.</td>
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<tr>
<td>□</td>
<td>Understand and respect that any placement offered is goodwill on the part of the employer and a privilege.</td>
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**Guide Booklets**

□ All students should receive a copy of *A Guide to Workplace Learning – for Students* This is distributed to all students by the school. It outlines the purpose of workplace learning, the training you must complete prior to placement, what you need to know prior to placement, and expectations of you as the student.

□ You will need to sign off that you have read and understood this booklet on the workplace learning agreement form.

**Paperwork**

□ Keep all information and documentation, timelines and dates in a prominent place.

□ In consultation with your workplace coordinator, arrange the completion of the workplace learning agreement form by completing in the following order:
  1. *Yourself* – section A+ B
  2. *Employer* section D (get them to also check dates/times in section B)
  3. *Your parent/carer* section C.

□ Return form to school before due date. Keep copy of the information yourself.

□ If form isn’t returned by due date or a re-negotiated agreed time the school may not be in a position to endorse the placement.

□ Ensure the workplace provider is notified of any conditions (medical/disability/particular learning needs) that may affect the work placement.

□ Be aware of other forms which may need to be completed. These may include maritime and accommodation away from home.
Program of workplace preparation - provided by the school

☐ Complete the schools program of workplace preparation.
☐ This includes:
  o Attending all sessions
  o Participation in required activities
  o Demonstrating your learning and application of the key information to keep yourself safe and those around you during your work placement.
☐ Ensure you attend and understand all aspects of the program of workplace preparation. This includes:
  o Your right to undertake your work placement in a child safe environment
  o Your roles, responsibilities and rights to work health and safety in the workplace
  o Insurance arrangements and implications
  o The procedure to follow if you experience unsafe workplace practices, bullying, teasing, sexual harassment or any other issue that makes you feel unsafe or uncomfortable.
☐ Have strategies to follow if you feel unsafe, which includes being able to get in touch with the school contact person.

Preparation

☐ Meet any participatory requirements such as relevant history screening, white card, first aid.
☐ Know travel route and time it will take to get to the workplace, and how you will get there.
☐ Confirm all details with employer week prior
  o who to report to on first day
  o confirm start/finish time – lunch time allowance
  o lunch facilities – buy or bring own
  o what to wear.
☐ Plan to arrive 15 mins early.
☐ Clarify your purpose and goal of placement – what do you want to achieve, learn etc.

Conduct and expectations

☐ Behave as a worker and positive representative of your school.
☐ School policies and codes of conduct still apply while on placement.
☐ Conform to all workplace rules and instructions from your supervisor.
☐ Behave as a worker while on placement by conforming to all workplace rules and attending the workplace at the agreed time and days.
☐ Ensure you participate in a worksite-specific induction at the workplace before commencing any duties.
☐ Be punctual, polite and courteous.
☐ Notify both the workplace and the school of any issues, incidents, accidents or absences.
☐ Complete activities set by school before, during and after placement.
☐ Understand the work placement may involve confidential and sensitive information which must be kept private.
☐ Wear the appropriate footwear/protective clothing/uniform as expected for your workplace.
☐ Do not accept payment in the form of money, goods or services – this has insurance implications compromising your insurance status by creating employee relationship.
☐ Consult with your teacher regarding any changes to agreement form should they arise – eg location, time, dates.
During placement

- Maintain a positive outlook on your placement.
- Advise ahead of time if employer report is required.
- Respectfully observe and ask relevant questions (demonstrate your interest).
- Expect a telephone call/visit from your teacher.
- Fill out your journal/log book or any other required task linked to the placement.
- Contact your supervising teacher if you feel unsafe or uncomfortable about a situation.
- Be aware of own health and safety and potential risks to that at all times.
- Do not engage in use of machinery or equipment for which you have not been trained or require certification or a licence which you do not have.

Follow up

- Seek feedback from the employer at the end of the placement.
- Thank all who were involved with you on your placement. A follow up email, letter or card is appreciated and good manners.
- Submit any school activities/journals by due date.
- Debrief your experiences with your teacher.
- Reassess and consider future pathway in light of your experience.
(Insert School) Workplace Learning - Student Risk Assessment

A Student Details

Name: ___________________________   Home/Tutor Group: _______________________

Date of Birth: ____________________   Completion of Program Work Place Preparation: ____________________

Considerations: (Please detail clearly)

Special Learning Needs | Disability | Medical | Cultural Sensitivity | Other

B Work Placement Details

Firm: _____________________________

Industry: ___________________________

Size

☐ Micro (1-4 emp)   ☐ Small (5-20 emp)   ☐ Medium (21-49 emp)   ☐ Large > 50

Dates: _____________________________   Age at time of placement: ____________________

Duration: ___________________________

Type

☐ Work Observation   ☐ Work Shadowing   ☐ Work Experience   ☐ Structured Work Placement

To be noted

☐ is required to travel in work vehicle   ☐ requires accommodation away from home   ☐ is an interstate placement   ☐ Is a maritime placement

Tasks / Activities during placement

Risks for this Student | Strategies to Mitigate Risk | Status of Risk post strategy

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School Notes

Forms:
Date Received:
- Workplace Learning Agreement Form
- Accommodation Away from Home
- Maritime Work Placement Form
- Addendum

Communication Notes:

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<th>Date</th>
<th>With Whom</th>
<th>Communication Mode</th>
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19  Workplace Learning Coordinator - FAQs

The answers to these questions are where possible, directly from the current version of the Workplace Learning Procedures (2016). Coordinators are strongly encouraged to read the identified sections for further detail. Risk minimisation of the safety and well-being for the student underpins all responses.

1. Do all students need to do a work placement?
   Work placements are considered to be part of the school’s workplace learning curriculum. Schools need to determine the purpose and learning outcomes for any workplace learning programs that are developed as part of the school’s curriculum.
   Not every student is going to be ready or capable at any one given point in time and therefore programs should be tailored to consider the individual needs of students. (WLP Section 2.8)
   There may be some situations where it may not be appropriate for a student to participate in a work placement and an alternative program would need to be considered and offered to cater for the needs of an individual student. (WLP Section 2.7)
   Schools are encouraged to develop policies and procedures around this matter.

2. Do I have to visit a workplace prior to sending students on placement?
   Before any student is placed into a worksite, the risks for the student associated with the work placement need to be assessed and managed prior to the activity being undertaken. (WLP Section 2.8)
   Prior to work placement, schools will contact and liaise with all workplace providers being used by the school.
   Personal visits by teachers to worksites are encouraged as they are an indication that the industry’s contribution to the work placement program is valued. Visiting teacher/staff members can also gain a better understanding of current work practices, observe the use of modern technology in a worksite and appreciate the range of workplace experiences undertaken by students. A site visit also helps support school-industry partnerships.
   Prior to the work placement, teacher/staff members should liaise with the workplace to:
   - discuss the aims of the program
   - assess the suitability and safety aspects of the proposed work tasks for the student
   - identify if there are any industry-specific requirements
   - familiarise themselves with any required administration details. (WLP Section 3.2)

3. Are there any placements or tasks that are not allowed on work placement?
   Some work environments can provide potentially dangerous work placements, particularly for students with little relevant experience relating to the industry and where the work placement does not include essential training and adherence to work health and safety legislation/laws relevant to that industry.
   Students must only be placed in work placements where the school believes a child safe environment exists for the student nominated to be placed in the workplace. (WLP Section 1.4, 2.5)
   The current version of the Workplace Learning Procedures (2016) outlines in Section 1.4, the type of places into which students must not be placed together with the type of activities which students must not be permitted to undertake. Workplace learning coordinators should be familiar with these types of prohibited workplace learning activities.

4. If a workplace is not one of the Prohibited Workplace Learning Activities as identified in the current version of the Workplace Learning Procedures (2016), can the school still say no to a placement?
   A placement is always endorsed at the discretion of the principal regardless of whether it is identified as one of the prohibited workplace learning activities. (WLP Section 1.4)
Schools are at liberty to develop their own list of prohibited workplace learning activities and add these to the existing list in the current Workplace Learning Procedures (2016). The school has the discretion not to endorse a placement. Students must only be placed in work placements where the school believes a child safe environment exists for the student. This includes consideration of the physical, social and psychological environment for the student. It is strongly recommended schools develop their policy on this matter and clearly communicate this to the school community very early in a workplace learning program. (WLP Sections 1.4; 2.6; 3.4)

5. Do age restrictions apply to students undertaking a work placement?
Students must be at least 15 years before participating in a formal work placement with the following exception: Students aged 14 years should not be encouraged or permitted to participate in work placement unless it can be established to the principal’s satisfaction and parental support that the student will derive measurable benefits from the placement. Some groups of students, such as those disengaged from learning or students with a disability, could benefit from being involved in work placement at 14 years of age.
No student under the age of 14 may participate in any work placement programs in SA or interstate. (WLP Section 1.3)

6. Can a student undertake work placement at a venue where alcohol is dispensed? Can students in such a venue serve alcohol?
Subject to the assessment of the student for reasonable and foreseeable risks in this environment, undertaking work placement in these venues is not prohibited. Students must not be placed in any workplace where they are not adequately supervised by the workplace provider.
- A student under 18 must not be permitted to undertake a work placement where the student will be required to serve liquor.
- Student 18 years and over may not serve liquor if they do not hold the appropriate certification, are required to work after midnight, or are not under constant supervision. (WLP Section 1.4)

7. What training are students required to complete before commencing a work placement?
Prior to participating in any work placement, schools must ensure students have undertaken a program of workplace preparation appropriate to the needs of the individual student in relation to the work place they will attend. Adequate time should be allocated to cover these topics effectively (suggested minimum of five hours). The program developed by the school must incorporate relevant issues from the following legislation: Work Health Safety Act (2012), Child Protection Act (1993), Equal Opportunity Act (1984) and other related information. (WLP Section 3.3)

8. Do I have to deliver a 5 hour program of workplace preparation each time the student undertakes a placement?
For a student who has never been out on work placement, this will be different than for a student who is undertaking a second or third placement. Schools need to consider the individual student and the situation.
- Is the work placement more than 6 months in the future?
- Is it a similar industry, or workplace for this subsequent placement?
- What is the timeframe since initial workplace preparation program?
If it has been more than 6 months prior to the actual placement or it is a subsequent placement, it may be that they need a ‘refresher’ course on areas that are unique to their placement.
Schools should take into consideration their duty of care and risk management making a decision based on individual circumstances.
9. What evidence of learning do I have to keep? How long do I need to keep it?
In addition to the official documentation, keeping evidence of learning for students assists schools in demonstrating the level of their duty of care and the basis on which the school endorsed this placement for the student. This could include tasks involving

- research and background information gathered about their chosen industry and workplace,
- responses to relevant scenarios/case studies/guest speaker
- certification on the completion of various online work health and safety activities
- student created workplace preparation resources
- record of student, parent/caregiver or workplace provider discussion, meetings, email, telephone conversations

Independent schools are required to keep student records until the student attains the age of 25.
(WLP Section 9)

10. What do I do for students who are absent for all or part of the preparation program?
Prior to participating in any work placement, schools must ensure students have undertaken a program of workplace preparation appropriate to the needs of the individual students in relation to the workplace they will attend.
(WLP Section 3.3)
For students who are absent, it is the school’s responsibility to ensure that they are adequately prepared. Schools will need to consider how this occurs. It may mean additional sessions at a mutually agreed time. If a student does not fulfil the preparation requirements then the school must not endorse the work placement or where this has already occurred, must not allow this placement to proceed, providing advice to student, parent/caregiver and to the workplace provider. This should be reflected in the school’s workplace learning policy and procedures.

11. If students already have a part-time job, do they need to go through a preparation program for workplace learning?
Prior to any work placement, schools must ensure students have undertaken a program of workplace preparation appropriate to the needs of the individual students in relation to the workplace they will attend.
(WLP Section 3.3)
A student who has a part time job is generally not doing work placement in that same industry or workplace. (If they are, then it might be prudent to question the purpose/intent behind that placement). Students with part time jobs already are great resources to use in enriching discussion about work health and safety, worksite induction and employers’ expectations in the workplace. It is still the responsibility of the school to ensure that every student is thoroughly prepared for each specific workplace and cannot assume the preparation of other organisations is sufficient.

12. Can I place students interstate?
Students are encouraged to find work placements in South Australia. Interstate work placements may be arranged only as a last resort, in other words, in the judgement of the school principal, only where no suitable local placement exists and/or there are exceptional educational reasons for making such an arrangement.
The enrolling school has the same level of duty of care for students on interstate work placements as they have for those in their home state.
All interstate work placements must be approved by the principal who will ensure that due diligence has been given to all aspects of the arrangements, including travel, accommodation, workplace supervision and suitability of the student for this placement. This will require the submission and endorsement by the principal of the Accommodation Away from Home Form. The enrolling school must visit or contact the student during the placement. The student must have access to the enrolling school teacher/staff member who can be contacted should any issue arise. Duty of care remains with the enrolling school throughout the placement and cannot be delegated (eg to the parents/relatives).
Students may also need to complete additional work placement requirements of the state in which they are intending to undertake their placement.
(WLP Section 4.4)
13. Can I place students overseas?
The Workplace Learning Procedures (2016) have been developed for work placements, where the workplace is regulated by South Australian or Australian legislation. These procedures are not relevant to and do not support international placements. (WLP Section 4.5)

14. What is a Relevant History Screening / Screening?
A screening involves a background check, assessing relevant information about an individual in order to determine whether they may pose a risk to the safety of children or other vulnerable groups if appointed to or engaged to act in a ‘prescribed position’. Previously, this process was known as a ‘criminal history’ assessment. Refer to Support Material Section 20, Relevant History Screening for further information https://www.dcsi.sa.gov.au/services/screening/the-screening-and-assessment-process

15. Do employers need a Relevant History Screening?
There is no legal obligation for personnel within workplaces to undergo relevant history screening just because a student is being placed with them for workplace learning. It is important, however, that schools endorsing the placements take responsibility for the thorough preparation of the student and consider the potential risk for the student in the nominated workplace in the context of its safety and suitability for the student. Schools must actively support the students during their placements. (WLP Section 2.5)

16. Do students have to disclose medical issues or learning difficulties?
It is the school’s responsibility to support students with disabilities to gain access to work placements within each student’s capacity. (WLP Section 2.7)
Schools need to ensure that the workplace can accommodate and support the specific needs of the student. To enable this to happen, any medical condition, learning difficulty or disability that would affect the student or the workplace would need to be discussed with the student and caregiver with encouragement to disclose the condition.
Under the Disability Discrimination Act 1992, students and or parent/caregivers have the right not to disclose a disability. Schools who are aware of a known medical conditions, learning need or disability of a particular student cannot disclose this information on behalf of the student without their specific permission. However, where schools are aware of a condition that may impact the student or other’s safety on work placement they must consider the potential risks for that student and are advised not to endorse the placement. Communications with parents in this situation is paramount.

17. Do my students have to succumb to a Drug and Alcohol Test?
The Work Health and Safety Act (2012) defines students on work placement as workers. The workplace provider has the same legislative responsibility for work placement students as for their workers. (WLP Section 2.2)
Under this definition, if a worker has to succumb to a Drug and Alcohol test at that workplace, it would be reasonable to expect a work placement student to undergo the same requirements. However, students under 18 will require parental permission. They have a right to refuse, however, they may find their placement terminated.

18. What are the permitted working hours for work experience students?
Students must not be permitted to undertake work placement where the work placement will be outside reasonable hours for that occupation. (WLP Section 1.4)

19. What is the maximum number of days on which a student can undertake work placement?
Without the specific approval of the principal and that it is in the educational interests of the student,
- a student must not be engaged in work placement for more than 40 days per year or for more than the equivalent of 300 hours
- each student must not exceed the equivalent of 10 school days per term at one work site or for more than the equivalent of 75 hours, in the same occupational area. (WLP Section 1.2)
20. Will my student require a site-specific induction of their workplace prior to commencement?
   The Work Health and Safety Act (2012), identified work placement students as workers. As such the workplace provider has a legislative responsibility to afford the workplace student protection care that they are legally required to give all their workers. This includes conducting a site-specific induction as well as an induction of the tasks, activities and equipment/machinery the student will be required to undertake/operate during their placement. (WLP Section 2.2)

21. Can a work placement student accompany a workplace supervisor on activities outside the workplace?
   For some industries this will be the normal operation of the business eg trades person. Space is provided on the Workplace Learning Agreement Form to identify the location of activities beyond the primary place of workplace provider. (WLP Section 10.5)

22. Can a workplace student travel as a passenger in a workplace provider’s vehicle?
   Where students are required by the workplace provider to travel as a passenger in a work vehicle, parent/caregivers must be advised. The provider must have the appropriate insurance and registration and this must be noted in Section D1 of the Workplace Learning Agreement Form. (WLP Section 4.6)

23. Is a student permitted to drive the workplace provider’s work vehicle?
   A student is only permitted to operate a motorised vehicle, including motorcycles and any other vehicle for which a licence is required, if they hold the appropriate licence and the vehicle is used in the appropriate way for that particular vehicle. This needs to be communicated clearly to the student and parent/caregivers. (WLP Section 5.4)

24. Who is responsible for travel to and from the workplace (beginning and end of day)?
   Travel to and from the workplace during work placement is the responsibility of the student/parent/caregivers. Schools should check with their individual insurance providers for clarity around this aspect of work placements. For example, will the student be covered if they travel in their workplace provider’s vehicle? (WLP Section 5.3)

25. Are work placement students allowed offsite for lunch?
   Students on work placement have a responsibility to remember that while on work placement they are representing their school, therefore school policies (including those relating to leaving school campus) and codes of conduct apply at all times. (WLP Section 7)
   Schools should develop their own policy relating to this matter and clearly outline this to students, parent/caregivers and where appropriate the workplace provider.

26. Do staff have to visit students on work placement?
   It is a requirement as part of the duty of care that the enrolling school ensures that a teacher/school staff member visits the student personally or makes direct telephone contact with the student at least once during a work placement. Such a visit or contact should include speaking to the student to ascertain their wellbeing in the workplace and to liaise with the workplace provider/worksite manager regarding the work placement. This requirement cannot be discharged to a non-school employee. (WLP Section 2.6)
   Schools are responsible for duty of care for all their enrolled students. This means that even if the work placement has been organised by another school, RTO or agency, a teacher/staff member from the enrolling school must still make the contact visit or telephone call to their student. (WLP Section 3.6)
   Note: the enrolling school must also take responsibility for risk managing the student for the placement.

27. How far is reasonable to be expected to travel to visit a workplace?
   This will depend on each individual school policy and should take into consideration the school’s duty of care to that student. (WLP Section 3.6)
28. Does a teacher/staff member need to be accessible 24 hours during the work placement period?

‘...students should have access to a nominated teacher/school staff member throughout the placement, including a direct contact number...’

(WLP Section 2.6)

Best practice with regard to the safety and well-being of students is for students to have access to a school staff member, at all times.

Work placements undertaken in some industry areas will require work placement to occur outside of the normal school hours including hospitality, retail, and shift work in health industries.

Teacher/staff members of the enrolling school should be aware of the scope of hours their students for each placement.

It may be necessary or only possible for students to contact their designated school supervisor outside of these hours. These may not correspond to the school working hours and for which the teacher/staff member must be available to fulfil their duty of care.

Schools should develop clear policy and procedures regarding this contact and ensure students and families are familiar with this.

29. Can students undertake work placement during school holidays?

Schools must determine their own policy on workplace learning activities during school holidays. The involvement of their staff must be considered carefully and be in line with current industrial conditions and entitlements.

(WLP Section 2.6)

30. Do the Workplace Learning Procedures (2016) apply to School-based Apprentices/Trainees (SBATs)

SBATs receive payment during their contract of training and therefore are not subject to the Workplace Learning Procedures (2016).

However, whilst the student remains enrolled with the school, the school still has a duty of care for the well-being of the student.

The SBAT training plan must be endorsed by the principal and in doing so confirms that the school has provided the student with an appropriate program of workplace preparation prior to commencement of the apprenticeship/traineeship as required under the regulations for school endorsement of a training contract as being school-based.
20  Screening (relevant history Screening)

It is strongly recommended that staff thoroughly familiarise themselves with this section in the ‘Procedures’ regularly referring to the details of the content.

Caution: Current information pertaining relevant history Screening must be sourced from the Department of Communities and Social Inclusion website https://www.dcsi.sa.gov.au/services/screening

1. What is a relevant history Screening (often referred to as screening)?
It is a compulsory background check or screening process that involves checking the person’s criminal history and any other relevant information that is lawfully available to government agencies. It can include information from the police, courts, prosecuting authorities and professional registration bodies. It is usually required by an employer for workers or volunteers seeking to work in prescribed vocations including, but not limited to working with children, aged or those with a disability.
Previously, this process was known as a ‘criminal history’ assessment.

A useful guide to determining which workers are required to undergo a screening or background check is available from the DSCI website. https://www.dcsi.sa.gov.au/services/screening

2. What is the difference between a relevant history Screening and a National Police check?
A National Police Check (also known as a National Police Certificate or National Criminal History Record Check) provides a national summary of an individual’s offender history. It includes information about whether a person:
• has any recorded convictions, or
• has been convicted of an offence, or
• has been charged with, and found guilty of, an offence but discharged without conviction, or
• is the subject of any criminal charge still pending before the court.
This differs from a screening, as the police check does not make any assessment regarding the risk a person may pose if engaged to work or volunteer with children or other vulnerable groups.
To apply for a National Police Certificate, you can download an application form from the SA Police website: www.police.sa.gov.au/services-and-events/apply-for-a-police-record-check

3. Do my students need a relevant history Screening?
If it is the workplace provider’s condition for the provision of a work placement, then the student must meet that requirement.
Students undertaking work placements will generally not be required to have a relevant history screening. However they will need to have a relevant history screening of the type the organisation requires if they are entering organisations that
• provide child care or baby-sitting services, residential or overnight care of children
• perform work in the area of juvenile justice, child protection or children’s disability services and other vulnerable groups, including the aged and disabled. (WL P Section 4.1)
Students engaging with any of the above within their proposed work placement should confirm well in advance the need to secure a relevant history screening – this might need to be done 6 or more months prior to the placement.
Further details regarding relevant history screening can be accessed from the Department of Communities and Social Inclusion website:
4. Fact sheets outlining information on the following can be accessed from the *Department of Communities and Social Inclusion* (DCSI) website
   - Child related employment screening
   - Disability Services Employment Screening
   - Vulnerable Person Related Employment Screening
   - Aged Care Sector Employment Screening
   - General Employment Probity Screening

5. **How do I apply for a screening? How much will it cost and who pays?**
   Students on work placement should consider submitting their application as a ‘secondary student’ to attract the lower application fee. Advice regarding cost minimisation for multiple screenings for the same student is available on the above website.
   To avoid delays and additional cost schools can support students in their applications through careful reading of instructions and proofreading of responses. Incomplete or inaccurate information may require resubmission. In general screenings are valid for 3 years.
   In the case of work placement, the school should be identified as the requesting organisation. This ensures the privacy of any sensitive student information stays with the school and secondly the school will directly receive the screening results ensuring completion of the process, and can then support the student providing this information to the workplace provider as requested.
   Schools are encouraged to develop their own policy and provide advice to parent/caregivers regarding the responsibility for the financial cost of any screening.

21 It’s a Risky Business - a classroom activity

Understanding and managing the risk factors in the workplace

Background

Through the use of case studies, students can consider actual or similar situations that they may encounter in the workplace and practice how they might respond, what actions they could take and the words they can use.

Learning opportunities may occur across a number of curriculum areas. Students could learn about discrimination in English lessons, or work health and safety issues in Physical Education, Science or Technology classes. Learning opportunities may also occur through listening to guest speakers or information sessions at school.

Best practice suggests there should be ongoing documentation and storage of the evidence of students’ understanding of key elements of workplace learning, as well as other evidence that shows an individual’s preparation for work placement.

Students may work in pairs or in small groups. They may choose to read the case studies aloud, act them out with their responses, or record, film or document them. They might create a powerpoint, a tellagami animated video or multimedia presentation of their responses. Each group may present a number of different scenarios and its resolution to the class.

It is important students are given the opportunity to rehearse their responses, and receive feedback and support.

The assumption for the following activities is that students have already been given background information on the three Legislative Acts: Work Health and Safety (2012), Child Protection (1993) and Equal Opportunity (1984).

Most important students need to understand and respond to:

- Keeping Self Safe
- Keeping Others Safe

Teacher/students may wish to design their own additional scenario cards – using past experiences and/or information that are relevant to the cohort of students.

One example of how the scenario cards could be used

Students receive a set of scenario cards (up to teacher how many per group)

a) Students put the 3 Legislative Act cards (Equal Opportunity, Child Protection, WHS) across the top.

b) Students as a group decide under which Act the Scenario Cards belong.

c) Students then each choose 1 (number determined by teacher and amount of time allowed) scenario from each act to determine what they would do in response.

   For each consider the outcomes from the 2 following perspectives:

   1. Do nothing – what the consequences could be
   2. Respond – what the appropriate response should be

d) Students use Response Cards (Blue) to help them determine a course of action. They may use more than one card in each response. They may also use a particular response card for more than one scenario.

e) Students can then choose an appropriate format (as discussed in background above) to present one of their scenarios and response to the class.

f) Class can give feedback and offer additional ideas for responses.

g) Teacher to record, keep evidence of these sessions for each student to show evidence of understanding.

Teachers may choose to laminate multiple sets of the cards to use with small groups within class.
It’s a Risky Business - SCENARIO CARDS

Acknowledgement of SafeWork SA for some scenarios

It should not be assumed that all the following scenarios contain an unreasonable risk

Note not all the scenarios are related to work placement.

[Click here to download this classroom activity in full]

1

Lucie, 15, is on work experience in a small music retail store and has been enjoying learning about customer service and the musical instruments. Her supervisor thinks she is doing a great job. The supervisor needs to go out and pick up some supplies and asks Lucie to manage on her own for about half an hour.

2

Sam, 16, is doing some work experience with a plumber onsite. His supervisor asks him to go with the apprentice, who has his P plates, to pick up some supplies.

3

Annie, 17, started her work placement at a takeaway café as part of her Year 11 Workplace Practices course. Day 2 she started getting a hard time from Peta, another employee. Peta would wait until they were alone and then threaten to bash Annie. Annie explained she was only there on a work placement and was not a threat to her job. Peta told her the only way to not get bashed was to do her work too, starting with cleaning out the grease trap and then washing all the baking dishes.

4

Tom, a 15 year old on work placement with a small building company, was asked by some apprentices whether he was gay. They commented on him visiting gay bars and implied that he was a paedophile. One day one of the guys grabbed Tom from behind inappropriately touching him in the process.
Joe is 16 and wants to get a weekend job as a cellar hand in a local winery. He organises a work placement as part of his Year 10 Personal Learning Plan (PLP) course. He will be stocktaking and driving a forklift to move barrels in the barrel shed. The owner asks if he will also help out by serving wine at a big function they have coming up.

Sophie is 15 and has always wanted to be a mechanic. She has spent a lot of time at weekends in her Dad’s crash repair shop but she wants to experience a different workplace. Now she is in Year 10 she is excited to do her first official work placement at a mechanic across town. When she arrives on the first day she is shocked to see calendars and posters of naked women in the workshop. Even the computer in the office has a screensaver of naked women.

Bree, 16, is on her second shift at a local fast food chain. The duty manager asks her to help a worker to change the hot oil from the fryer.

Nick, 15, is doing work experience at a cash only retail store. It is Friday afternoon at 4:30 pm, and the team are gearing up for their regular Friday night social drink. Nick’s supervisor asks Nick to take the day’s takings down the street to the bank for them.

Susie is 16 and was on work experience at a primary school. She has learning difficulties and needs more time to complete tasks and has to take notes to help her to remember things. She made this known before she began the placement. On her second day, a teacher’s aide working there began to ask her to do more and more tasks while not letting her finish the ones already assigned. Susie felt under pressure and the supervisor kept asking why she hadn’t finished her tasks, and what was wrong with her. Susie felt embarrassed and belittled and did not want to go back for day 3.

Hannah, 16, was doing work experience in a retail clothing store. Herr lunch break was at 12. When she got back at 1.15, the manager was a little short with her and mentioned that lunch breaks were usually only 30 minutes. Hannah felt that she was a little rude. The next day was pretty quiet and Hannah was texting her friends to see how they were going when the manager asked her to put her phone out the back with her bag as it wasn’t appropriate. Hannah rang her school supervisor and complained that she was being picked on and she didn’t want to come back.
| 11 | Tim is 16 and has started his first day on work placement at a local restaurant. He started his shift after school at 4 pm and didn’t finish until midnight. He had one 15 minute break and towards the end of his shift was feeling a bit foggy and finding it hard to concentrate. |
| 12 | Sarah, 15, was excited about her week of work experience with a PR company. She was put to work on her first day doing telemarketing to sell cardboard boxes. She had minimal supervision. The second day another work experience student started with the company and she was put to work doing exactly the same. By the third day, Sarah felt that she wasn’t actually learning anything about the PR industry. |
| 13 | Josh, 17, was doing year 11 work experience in a hotel working 9 am – 5 pm. He only got the one minimum 20 minute meal break throughout the whole day. He worked with the cleaners for the first day and although gets claustrophobic, he had to go up and down in the lifts with the cleaning trolley. The lift got stuck for 15 minutes and one of the cleaners panicked speaking in a different language that he couldn’t understand. Josh felt very anxious. The second day he was in the kitchen and again, only having a 20 minute break all day and spent the entire day chopping vegetables. No one bothered to speak with him. He accidently cut himself with the knife. |
| 14 | On his year 10 work experience placement, James, 15, was at a Graphic Design/Advertising firm. One of the tasks was to design a wine label for a client using one of their computer programs. It was actually repeating a task that one of the staff of the company had to do. When the staff member saw that he had actually done a better job than her, she made the rest of the week very difficult, getting him to run pointless errands, making him feel bad about what he was wearing and his fashion sense, and making jokes at his expense. James was embarrassed and felt uncomfortable. |
| 15 | Louis, 17, was working in a warehouse for a well-known Christmas hamper firm during the summer holidays. He was a fairly strong looking lad and the wife of the boss cornered him in the office on his second day and made advances on him. Louis felt very awkward, but when he tried to tell his workmates they just laughed about it and teased him. |
| 16 | Jade, 17, was doing her work experience at the local hairdressers and once she had swept the floors, there wasn’t much for her to do – so they sent her outside to paint the outdoor toilet cubicle blue. She did that for 3 days and didn’t actually get to interact with any of the customers. |
Peter, a young school-based apprentice, almost 16 had been working on the construction site for 2 months. He was working with poly piping. He struck with a hammer, a poly pipe which had become brittle. It fragmented and broke into pieces, and struck him in the eye.

Brad was 14 and was given the opportunity to do work experience with a family friend on a tuna boat off Port Lincoln. Brad loved fishing, but was not a strong swimmer. He didn’t want to miss out on the opportunity, and didn’t want to appear stupid so he didn’t say anything to anyone about his swimming ability.

Liam was 15 and was doing work experience on a cattle station with a friend of the family. He lived in the city and had never been on a station before. He was very excited. The station owner had 2 other lads the same age working with Liam, one who was his son, and one who had worked on the station every holidays for the last few years. Both boys made Liam feel very welcome. Liam was doing really well. On the third day Liam was put in charge of driving the ute while they did the feed run – throwing the hay off the back of the ute to the cattle in the paddocks.

Jason, 15, was participating in work experience at a printing press operating one of the machines. His supervisor vaguely mentioned that whenever the machine started rolling Jason needed to ‘adjust it back and feel the rollers’. As he attempted to operate the machine and ‘feel the rollers’ his hand became trapped, crushing his fingers and thumb and damaging his wrist. He required micro-surgery to extract a portion of hip to replace the damaged bone in his finger.

Michelle, 17, organised work experience in a hotel kitchen. She was carrying a box of potato peelings across a floor that had just been mopped. As she was walking past a fat fryer she slipped and as she reached out to steady herself she plunged her arm into the hot oil. She sustained third degree burns to her hand and arm and further burns to her face due to splashing oil.

Whilst on work placement, Paula, 18, was using an edge-bander, a machine used in cabinet making which presses and glues edge strips onto laminated boards. While a colleague was fixing the edge-bander, Paula was removing off-cuts out of the view of her colleague. When the machine restarted, Paula’s hand was drawn into the machine resulting in the amputation of a finger and other serious cuts. Paula said she assumed that if an area of the machine was unguarded, then it was safe to place her hands there.
Carl’s (15) passion was ‘engines’. He was excited about undertaking his work experience with the local mechanic, whose only other employee was a 2nd year apprentice. On day one, he was pleasantly surprised to see four of his footy mates, all from different schools, also turn up for work experience. It certainly made the task for the week of cleaning up the block next door (full of discarded car body parts) much easier.

Alexis is 16 years old and on work placement at a local radio station. Her supervisor there, Mark, asks her questions like “do you have a boyfriend?” and “have you ever been out with an older guy?” He insists that Alexis gives him her mobile number “for WHS reasons” and sends her messages at work and after work. The messages include personal comments like “you are looking gorgeous today” and “what are you doing after work tonight?”

Trent, 17, was successfully interviewed for a work placement. After several days on the placement he was called into the manager’s office and was told that he would have to hide the fact that he was gay which was in fact the case. The Manager said that the clients of the company and the Board of Directors wouldn’t want to deal with a gay person so Trent must pretend that he is straight.

Drew is 17 and lives with his Mum who is disabled. During his work placement he receives a text message from his Mum so he calls her to reassure her that he will be home soon. Another worker finds out and tells the supervisor who calls a meeting for the whole team. In front of the group, Drew’s work placement supervisor tells him off for making a call during work time and then says he needs to ‘toughen up’ and not be such a ‘mummy’s boy’ because ‘no one likes a baby’.

Charlotte, 16, has been on work placement for 2 days and is not particularly engaged in the experience so organises a hair appointment for the afternoon of day 4. The employer is annoyed when she tells him on the morning of day 4 that she needs to leave at lunch time for an appointment as he has gone to some trouble to arrange the schedule of work to accommodate a diverse program especially for Charlotte.

Ellie, 21, works as the finance officer in a small engineering firm. She really wants to be the WHS rep for the company and when she hears about some training coming up she asks her employer if she can go. Her employer says no – he says that she wouldn’t understand enough about the complicated machinery that the company uses and that all the other people doing the training course would be male and she might feel intimidated.
Andrew, 15, was interested in aquaculture and arranged to do work experience with a tuna farm. On his first day he was mending nets and cleaning the boat while it was docked. The second day he went out on a tuna vessel to the tuna farm and was shovelling feed into the tuna nets. As he was untying the vessel from the tuna net the boat moved in the swell and he caught his fingers in the rope. Andrew suffered a fracture and lacerations to his fingers.

Stuart, 16, organised a work placement as part of his Yr 10 Personal Learning Plan (PLP), with his uncle who runs a building firm. Day 1 day Stuart and his uncle drove 30 km to an old mill which was being renovated. Stuart’s uncle showed him how to operate the scissor lift and how to rig up safety ropes. They made sure they had all the correct Personal Protective Equipment (PPE) and began removing the guttering of the three story building. Stuart’s uncle soon realised that they would need more materials and so he left Stuart to continue removing the guttering and drove back to his workshop.

Harry, 16, was on his second day of work experience as part of his Workplace Practices course. His employer instructed him to use an unguarded pipe-bending machine. He wasn’t trained or qualified to operate the machine but he wanted to do as he was told and attempted to operate the machine. His hands became trapped and he suffered broken fingers, multiple cuts and crushed fingertips which resulted in two amputations.

Lily, 15, organised a work placement in her local newsagency. On her first day she was asked to restock the shelves with some brochures from the storeroom. The brochures were in a carton on the top shelf of the storeroom but she couldn’t find a ladder so she used the lower shelves to climb up. The shelves were freestanding and as Lily climbed it caused the shelving to fall on top of her.

Afeefa, 16, phones some local retail stores and asks if she can do a work placement as part of her Year 10 Personal Learning Plan (PLP) course. One store says yes and Afeefa arranges all the required paperwork to start there in two weeks’ time. When she turns up for the first day of her work placement and introduces herself, the shop owner says that she can’t possibly work there because she is wearing a hijab and this will scare away customers.

Tony, 17, began a work placement as part of his Year 12 Workplace Practices course. At the end of the first day another employee accused him of stealing his cousin’s job. He said that his cousin had been sacked last week to save money, because the boss knew he could get lots of students doing work placements and he didn’t have to pay people doing a work placement.
Lawrence, 23, is Sudanese. He loves his job at a components manufacturer and has made a lot of friends since he arrived as a refugee three years ago. However, a few of his co-workers keep on about him being a “queue jumper” and that he should be in a detention centre. They say that he isn’t the right colour to work for their company.

Simon, 28, works at a large architectural company as a commercial architect specialising in office buildings. Simon has recently been overseas and is now sporting a number of facial piercings (eyebrow, upper lip and nose) as well as tattoos that extend to his upper neck and throat as well as on his hands. The company wins a contract to design a new office complex but Simon is not asked to join the design team for the project this time although he is well qualified. When he asks why, he is provided with a range of tasks normally handled by more junior and less qualified staff.

Michael, 18, has been working 8 hours a week at a local supermarket since he was in Year 10. After finishing Year 12 he decided to take a gap year and earn some money before going travelling. He asked his employer if he could increase his hours but his employer said no and that he actually needed to cut his hours to just 4 hours a week. Michael noticed that the same day that his hours were cut, the supermarket was advertising for new school students to work part time.

Mandy, 23, was in a car accident and as a consequence needs to use a powered wheelchair to move around. She works in an open plan office and there is always a lot of joking around amongst her colleagues. She usually enjoys the interactions with her workmates but one colleague is making her feel uncomfortable. He keeps making reference to her wheelchair and telling jokes about people with disabilities.
This resource is to be used in conjunction with the current version of the Workplace Learning Procedures.
Workplace Learning Program

Support Materials

- Work Health & Safety
- Equal Opportunity
- Work Health & Safety
- Equal Opportunity
- Child Protection
- Child Protection
- Child Protection
- Child Protection

This resource is to be used in conjunction with the current version of the Workplace Learning Procedures.
<table>
<thead>
<tr>
<th>Report to Supervisor</th>
<th>Call school contact immediately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop doing the task</td>
<td>Explain that you do not feel trained/competent enough to undertake the task</td>
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<tr>
<td>Ask for help</td>
<td>Ask to be shown what to do again</td>
</tr>
<tr>
<td>Ask whether there are instructions</td>
<td>Ask if you can just check with your school whether you are covered for that</td>
</tr>
<tr>
<td>Call your school contact after work or during a break</td>
<td>Urgent medical help required</td>
</tr>
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<td>-----------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Seek Medical attention immediately</td>
<td>Tell you parents or teacher</td>
</tr>
</tbody>
</table>
## It’s A Risky Business - Response Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Scenario</th>
<th>Identify Risk/hazard</th>
<th>Do nothing ...... Consequence for student?</th>
<th>Suggest an appropriate response for student’s safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg</td>
<td>Lucie (15)</td>
<td>WHS CP EO On own – no supervision</td>
<td>Potential for an unsafe situation out of her control</td>
<td>Explain that she is not meant to be left unsupervised. “Can I check with my school coordinator?”</td>
</tr>
<tr>
<td>2</td>
<td>Sam (16)</td>
<td>WHS CP EO</td>
<td></td>
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<td>3</td>
<td>Annie (17)</td>
<td>WHS CP EO</td>
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<td>4</td>
<td>Tom (15)</td>
<td>WHS CP EO</td>
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<td>5</td>
<td>Sophie (15)</td>
<td>WHS CP EO</td>
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<tr>
<td>6</td>
<td>Joe (16)</td>
<td>WHS CP EO</td>
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<tr>
<td>7</td>
<td>Bree (16)</td>
<td>WHS CP EO</td>
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<td>8</td>
<td>Nick (15)</td>
<td>WHS CP EO</td>
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<td>9</td>
<td>Susie (16)</td>
<td>WH CP EO</td>
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<td></td>
<td>Name</td>
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<tr>
<td>10</td>
<td>Hannah</td>
<td>16</td>
<td>WHS</td>
<td>CP</td>
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<tr>
<td>11</td>
<td>Tim</td>
<td>16</td>
<td>WHS</td>
<td>CP</td>
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<tr>
<td>12</td>
<td>Sarah</td>
<td>15</td>
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<td>CP</td>
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<tr>
<td>13</td>
<td>Josh</td>
<td>17</td>
<td>WHS</td>
<td>CP</td>
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<tr>
<td>14</td>
<td>James</td>
<td>15</td>
<td>WHS</td>
<td>CP</td>
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<tr>
<td>15</td>
<td>Louis</td>
<td>17</td>
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<td>CP</td>
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<tr>
<td>16</td>
<td>Jade</td>
<td>17</td>
<td>WHS</td>
<td>CP</td>
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<td>17</td>
<td>Peter</td>
<td>16</td>
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<td>CP</td>
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<td>18</td>
<td>Brad</td>
<td>18</td>
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<td>CP</td>
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<td>First Name</td>
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<td>19</td>
<td>Liam (15)</td>
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<td>WHS</td>
<td>CP</td>
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<td>20</td>
<td>Jason (15)</td>
<td>15</td>
<td>WHS</td>
<td>CP</td>
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<td>21</td>
<td>Michelle (17)</td>
<td>17</td>
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<td>Paula (18)</td>
<td>18</td>
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<td>CP</td>
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<td>Carl (15)</td>
<td>15</td>
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<td>24</td>
<td>Trent (17)</td>
<td>17</td>
<td>WHS</td>
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<td>Alexis (16)</td>
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<td>26</td>
<td>Drew (17)</td>
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<td>27</td>
<td>Charlotte (16)</td>
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<td>#</td>
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<td>28</td>
<td>Ellie</td>
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<td>Andrew</td>
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<td>30</td>
<td>Stuart</td>
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<td>31</td>
<td>Harry</td>
<td>16</td>
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<td>32</td>
<td>Lily</td>
<td>15</td>
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<td>Afeefa</td>
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<td>34</td>
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<td>35</td>
<td>Lawrence</td>
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<td>36</td>
<td>Simon</td>
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<td>Page</td>
<td>Name</td>
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<td>37</td>
<td>Michael</td>
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<td>38</td>
<td>Mandy</td>
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<td>WHS</td>
<td>CP</td>
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</tbody>
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22 You Be the Judge: EO Employment Case Studies

The Law applies to full-time, part-time, casual, unpaid or contract employees. It covers all stages of employment from job advertisements, to applications, promotions or training or dismissal. For each of the following, identify the grounds by which equal opportunity is infringed.

Suggest answers have been provided. You may wish to remove these when working with students

Case 1

Tsen applied for a promotion to Senior Engineer. He was told that his work was excellent, but that his accent did not present a good company ‘image’.

After discussions between the EO Commission and the company, Tsen was promoted.

(Ground: race)

Case 2

Angela is a paraplegic and confined to a wheelchair. She worked for a large computer firm which had a transfer system for all computer programmers. Angela was told that she could not be part of this transfer system because some of the locations did not have access for her wheelchair. Angela complained to the EO Commissioner.

After discussions, she was able to transfer to those places that had access for her wheelchair.

(Ground: physical disability)

Case 3

Kate worked full-time as a receptionist. After she told her employer that she was pregnant, her time was reduced to three days a week ‘for her own good’. Kate’s doctor said she was fit to work full-time. Kate complained to the EO Commissioner.

After consultation with the employer her hours were restored, and she was able to continue work for as long as her doctor considered her fit to do so.

(Ground: pregnancy)

Case 4

Eddie was refused a position for which he had excellent qualifications because he was single, and the firm wanted its executives to “have the stability of being married”. Eddie complained to the EO Commissioner.

After discussions, the firm agreed to change its policy, and Eddie received an apology and compensation.

(Ground: marital status)

Case 5

Bill lost his job as an accountant at 45 following a company merger. When he applied for a similar position with another company he was told, “sorry, your qualifications are excellent but people over 40 are too set in their ways to adapt to a new environment”. Bill lodged a complaint with the EO Commission.

The company agreed it was obliged by law to select on merit – and also this would be the sensible way to get the best workers. Bill was given an interview.

(Ground: age)

Case 6

Neville was refused a job because his intellectual disability meant that he would need a longer time than usual with another worker showing him how to do the tasks. Neville and his support group complained to the EO Commissioner.

The Commissioner discussed with the employer the evidence that, given this extra assistance at the start, such workers were more likely than others to stay long-term in the job. The employer agreed that this was reasonable and took Neville on. The complaint was considered settled.

(Ground: Intellectual disability)

Case 7

When Maria phoned about a labouring job she had seen advertised, she was told that only men would be considered because it was a job that needed physical fitness. Maria complained to the EO Commissioner.

After discussions with the employer, this policy was changed, other staff were trained in the new policy, and Maria was given an interview for the next job vacancy.

(Ground: sex)
23  Workplace Providers - Frequently Asked Questions

It may be helpful to know …

- The emphasis during workplace learning is always on trying to provide a safe, interesting and meaningful placement for the student.
- Work placement is an opportunity to provide a positive learning experience for students and a chance to share accurate knowledge about industry, while having an influence on the development and learning of young people and the potential future workforce.
- Work placement gives context to student learning and an opportunity for them to put theory into practice. Learning outside the classroom is invaluable and something that schools cannot hope to achieve without the cooperation of business and industry.
- Creating partnerships with schools and employers and links with industry strengthens student preparation and gives employers and workplace providers a greater understanding of young people while creating a sense of community.
- The most rewarding work placement programs – and the safest – are those planned in advance.

The following Frequently asked Questions contain some suggestions that may help the workplace provider plan for a student work placement that runs smoothly for both workplace provider and student where the placement is an enjoyable and relevant learning experience.

Frequently Asked Questions

1. What paperwork needs to be filled out?
   - The school will have a Workplace Learning Agreement Form for the student which must be completed by the student, workplace provider and parent (in that order).
   - This will include negotiating agreed dates and times for the student’s work placement (Workplace Learning Agreement Form Section B).
   - Workplace Learning Agreement Form Section D needs to be completed and returned to the student or school (Section A and B should already be completed).
   - Section C will be completed by parent/caregivers after Workplace Provider details are known.
   - The school will provide a fully completed copy of the Workplace Learning Agreement Form prior to the placement.
   - It might be useful for student to have some information to read about your company, products and services prior to their arrival. You could refer them to a website, or provide them with some documentation.

2. Will I need different insurance?
   - Ensure your workplace holds appropriate public liability insurance.
   - Schools are required to ensure that the student on workplace is covered by the school for personal accident and public liability.
     **NOTE:** students may not be covered if they sustain personal injury attributable to direct or indirect, serious or wilful misconduct on their part.
     This has ramifications for ensuring there is adequate supervision of the student during placement.

3. What added responsibilities will I have for a student?
   - The *Work Health and Safety Act (2012)* defines students on work placement as workers. Therefore, the workplace provider has the same legislative responsibility for work placement students as for their workers.
• Workplace learning students should be considered as ‘new workers’ which implies they have minimal workplace/industry knowledge. This should be factored into the induction program of the workplace.

• Workplace providers must afford workplace learning students the same legislative duty of care and take all the same steps to safeguard them during their work placement period as they have for their own workers. This includes a mandatory workplace induction prior to the commencement of the placement.

• Where students are required by the workplace provider to travel in a work vehicle, parents must be advised. The provider must have the appropriate insurance and registration and this must be noted on the Workplace Learning Agreement Form.

4. Do I need to provide an Induction/Orientation to the workplace?
• Students must receive a workplace site-specific induction before they undertake any activities. This should include any tasks they will be undertaking during placement.

• This also includes providing training in the safe use of any (non-licensed) machinery or equipment and safe work practices as applicable to the work situation.

• Students will not be familiar with the workplace or the way things are done. Be aware, like any new worker it may take them a few days to remember names and find their way around.

• You will also need to provide any necessary Personal Protective Equipment (PPE) unless other arrangements have been made.

5. What should I do to prepare my own workers?
• Consider carefully who within the workplace will make the best supervisor for the young person.

• Make all workers aware of the special responsibilities associated with working with children and young people.

• Take all reasonable steps to protect the student from harm (physical, social and emotional), including inappropriate behaviour such as teasing, bullying, sexual or racial harassment, initiations and the like.

• Advise WHS representatives of the presence of work placement students onsite.

6. What sorts of tasks can I expect a work experience student to do?
• Plan a range of meaningful tasks and areas for student to observe and undertake as appropriate. Generally, students are trying to get an understanding of the industry and workplace to enable them to make informed decisions about their future directions. It may help to have a conversation with student as to their purpose and what they are hoping to get from their work placement.

• The school may require the student to complete written tasks related to this placement as part of their educational requirements, the student may need to talk to other staff members and ask relevant questions.

• It might be useful to draw up a timetable for students before they arrive, setting out proposed activities for each day and identifying the people who will supervise them at different times.

• Engage other workers in this planning. It may be useful to distribute this plan to all workers who will be involved with the student.

• The tasks and expectations of students on work experience will be different for structured workplace learning (WPL) placements

• Put together some information about your business, services, products or industry to discuss with the student.

• If possible, organise a work space or a desk for student for the week.

• Keep aside a list of simple tasks and odd jobs that may be suitable for that week. Eg:
  • doing a stock take of tools/materials
- getting student to re-design a safety or recycling sign or brochure
- remeasuring and checking quantities against the plans or spec sheets.

- Consider ‘buddying’ student up with one of the employees for the day so they can observe them perform tasks and learn the correct procedures.

The following link has some excellent practical resources for employers taking on work placement students [http://www.ezwp.det.nsw.edu.au](http://www.ezwp.det.nsw.edu.au)

7. Do students need to be supervised at all times?
- Students need to be supervised appropriately at all times according to the activity, work environment, age, competency and maturity of the student.
- A student may not necessarily have the capacity, although they have the status of a worker in this situation, to operate under your expectations of what supervision would be required.
- When appointing an employee to supervise a student, consider the following:
  - are they willing to support a student?
  - do they have leadership qualities?
  - can they minimise jargon and not assume too much base level knowledge?
  - can the student be placed with different staff to be exposed to a variety of duties and experiences?

8. What other considerations should I be aware of?
- Where there have been any identified (this should be identified on the Workplace Learning Agreement Form) special medical conditions, disability and/or learning needs identified that may affect the work placement, liaise with school and student for more details and/or strategies or support that may need to be put in place.

9. What communication needs to happen with the school?
- In the case of any accident, incident or inappropriate behaviour, ensure the wellbeing of the student.
- Report incidents to the relevant authority where appropriate and to the school principal or designated school contact person as the school holds primary duty of care in this situation.
- Advise the school if student
  - is absent, late in arriving or seeks early dismissal
  - displays inappropriate behaviour
  - requests to renegotiate approved work dates or times (student is only covered by insurance for the dates/times as per original Workplace Learning Agreement Form).

10. Is there any Feedback and Evaluation of the student required?
- Most schools use a workplace provider feedback to contribute to the assessment/evaluation of the student’s work placement, and as such, should provide a school specific evaluation/feedback sheet for each student.
- It would be useful to fill out school evaluation and feedback sheet and provide an opportunity for you to discuss these with the student upon conclusion of the placement.
24 Parent/Caregivers – Frequently Asked Questions

It may be helpful to know ...

- The emphasis during workplace learning is always on trying to provide a safe, interesting and valuable placement for the student.
- Conversations and discussion pertaining to future career possibilities and your own work history with your student are valuable in helping students to choose a potential work place.
- It is intended that all work placements are undertaken in consultation with your child’s school.
- The principal has final discretion for endorsing a student’s placement and will consider your student’s capacity in terms of age, maturity and skill level. They are responsible for the safety and wellbeing of the student within the placement.
- A student is classified as a worker albeit a ‘new worker’ whilst on work placement and as such has a legislated responsibility for their own safety as well as the safety of others.

Your role:

- As the person that knows this student best, you are well placed in sharing information with the school about whether the student is ready and prepared. Your student’s safety is the primary concern.
- When helping your student to choose an appropriate place take into consideration the following:
  - their age, maturity and skill level
  - Their future career ideas or areas of interest
  - the potential workplace environment
  - they are not to be placed with family or a workplace where they already have an established relationship.
- Take the time to research potential options with your student.

Frequently Asked Questions

1 What is work experience?

Work Experience is the involvement of school students in a short-term industry placement, which enhances their experience in and understanding of the work environment, informing career development. It is an unpaid placement.

- All parent/caregivers should receive a copy of A Guide to Workplace Learning – for parents and caregivers. This is distributed to all families by the school. It outlines the purpose of workplace learning, the expectations of students, your role as a parent/carer, the preparation a student should have gone through and answers a variety of questions.
- You will need to sign off that you have read and understood this brochure on the Workplace Learning Agreement Form.

2 How is work experience different to structured workplace learning?

Structured workplace learning is part of a VET program situated within a real or simulated workplace, providing supervised learning activities leading to skill acquisition and contributing to an assessment of competency and achievement of outcomes relevant to the requirements of the VET qualification the student may be undertaking.

There may be different expectations and requirements of students from a work experience program.

3 Does my student have to do work placement?

Whether work placement is a compulsory part of your student’s schooling will depend on the program the student is undertaking and also the school policy on work placement. If your student is doing a VET program, it may be that they will not be deemed competent in a particular area if they have not
undergone some work placement or practical assessment in this area. This will vary from course to course.
If you feel that your student is not ready or adequately prepared for their work placement it is important that you have a conversation with your school’s workplace learning coordinator prior to any placement.

4 When does work placement need to be organised and what needs to happen?
Your student and your school should have the dates and information available to you very early on in the process. You could contact the school to find out who your workplace learning coordinator is if you feel your student has not brought any information home in a reasonable timeline.

5 What can I do to help my student get organised for work placement?
- Ensure all communication and information regarding work placement and significant dates and deadlines/timelines are understood and kept in a visible place for all parties.
- Discuss any concerns, questions or issues with the school.
- Talk to your student about their placement – what they hope to learn, what their expectations are.
- Share your knowledge of a workplace environment and expectations.

6 What can I expect the school to have done to prepare my student?
Prior to participating in any work placement, schools must ensure students have undertaken a program of workplace preparation appropriate to the needs of the individual student in relation to the work place they will attend.
The program of preparation should make students aware of the following:
- their right to undertake work placement in a child safe environment
- their role, responsibilities and rights related to work health and safety in the workplace
- the procedure to be followed if they experience any issue that makes them feel unsafe or uncomfortable
- the purpose and goals of the work placement
- insurance arrangement and implication
- any other specific requirements of the workplace or workplace provider.

7 How can I assist my student with the required paperwork?
- Ensure the student has correctly filled out and signed section A and B of the Workplace Learning Agreement Form and delivered it to proposed workplace.
- Ensure that paperwork is filled out and signed by the Workplace Provider (section D).
- Fill out section C, checking all sections are complete and return form to school before due dates.
- If the form isn’t returned by the due date (or a re-negotiated agreed time) the school cannot endorse the placement.

8 Are there any additional forms or requirements?
- If student is going to be staying away from home during the placement, then an Accommodation Away From Home Form needs to be completed. This is available from your school coordinator. It records details of accommodation and supervision arrangements and is signed by both school and parents.
- Maritime work placements require the completion of the Maritime Workplace Learning Agreement Form, also available from the school.
- Both the above forms must be in place prior to the school’s endorsement of the work placement.

9 How can I help to ensure that my student is safe on work placement?
- You can help by ensuring your student:
  o understands the importance of safety and the relevance of it in the workplace
  o completes the school’s program of workplace preparation
understands that a workplace environment is generally much less regulated with a different level of supervision compared to a school environment

- Is encouraged to speak up about any issues or concerns during the placement.
- Communicate your concerns regarding any of the above immediately to school contact person
- Ensure that you have provided an emergency contact name and number in the case of illness or accident.

10 **Will my student be supervised on the placement?**

Students are to be supervised at all times within the workplace. The school will exercise due diligence and duty of care in ensuring the preparation and safety of your student on their work placement. If however at any time you feel your student is unsafe, or if they mention anything that concerns you whilst on their placement, contact your school workplace learning coordinator immediately.

11 **What hours can I expect my student to work?**

Work placement must not be outside reasonable hours for that occupation. The hours the student is expected to undertake during the work placement are clearly identified on the *Workplace Learning Agreement Form* and are agreed to by all parties.

12 **Can my student work additional days, or longer or shorter hours?**

The dates, times and other agreed details on the *Workplace Learning Agreement Form* are a binding agreement, signed by all parties. For the safety of the student it is important that the school can be confident the student is on work placement during the specified dates and hours. Where a change to this agreement occurs during work placement, and before the changes take place, all parties (school, workplace provider, student and parent/caregivers) must agree and complete an *Addendum to the Workplace Learning Agreement Form* (available from the school), which must be signed by all parties.

13 **What happens if my student cannot attend work placement due to illness?**

Students who cannot attend due to illness or go home early because they are sick must advise both the workplace and the school, as soon as possible. For the safety of the student it is important that the school can be confident the student is on work placement during the specified dates and hours.

14 **Can my student do their work placement, a) interstate, or, b) overseas?**

Students are encouraged to find work placements in South Australia.

a) Interstate work placement may be arranged in consultation with your school and only as a last resort. Schools still maintain their duty of care for all school endorsed placements. All interstate work placements must be approved by the principal who will ensure that due diligence has been given to all aspects of the arrangements, including travel, accommodation, workplace supervision and suitability of the site.

b) In terms of international work placements, the *Workplace Learning Procedures (2016)* have been developed under South Australian and Australian legislation and regulations. They do not cover international placements.

15 **Can my student do a work placement with a friend or relative?**

Students are strongly discouraged from doing work experience with friends and family or where a pre-existing non-working relationship already exists. It could be argued that the student and/or the workplace provider may be confused about the ‘working relationship’ where a pre-existing social/familiar relationship already exists, and call into question the validity of the placement. The work placement would be better served exploring and researching another potential area. There are occasions where a ‘connection’ into a workplace may be appropriate. This should be discussed with the school’s workplace learning coordinator prior to commencing negotiations with the workplace provider.
16 Can I arrange private work placement?
Any arrangements regarding school-endorsed work placements must first be discussed with the school. Endorsement of work placements is at the discretion of the school principal and there is no obligation to endorse work placements negotiated without their knowledge and consent. Parent/caregivers are advised that any non-school endorsed work placements are not the responsibility of the school and may not be covered by school insurance. Schools are unable to assume responsibility for work placements negotiated outside the school’s endorsed workplace learning program. Parent/caregivers are advised that where such private arrangements are negotiated, the school forms are not to be used and that private insurance arrangements need to be made. For the safety and well-being of the student, workplace providers in this situation should be clearly informed by the parent/caregiver that the placement is not a school-endorsed arrangement.

17 Can my student undertake work placement during the holidays?
Work placements during holiday time are at the discretion of the individual school and their policy. This will need to be negotiated with the school.

18 What is the school’s role and responsibility during the planning and placement?
School teachers and staff are responsible for:
- assisting students to investigate and identify placements in appropriate occupational areas
- supporting students to set goals for placement and integrating into school curriculum or educational plan
- ensuring due diligence has been given to all arrangements
- providing a program of workplace preparation appropriate to each student’s needs in relation to the work place they will attend
- visit (preferred) and/or contact the student during the work placement
- provide an opportunity after the work placement for students to discuss and reflect on their experiences.

19 How can I support my student during their placement?
- Encouraging planning, prior preparation, appropriate personal presentation, travel arrangements and contingency plans for unanticipated incidents
- Keep in communication with student during this time as to how the placement is going. Be alert for any issues that may arise during the placement, especially matters pertaining to the safety and well-being of the student. Communicate this to the school contact where appropriate
- Discourage conversations about sensitive/confidential matters relating to the workplace.

20 What can I do after the placement?
- Talk about the placement with your student. Some possible questions could be:
  - What were some of the interesting parts of the job?
  - What were some of the less interesting parts?
  - Would you work in this industry?
  - Is this a possible career pathway – why/why not?
  - What did you learn about yourself during the week?
  - What surprised you?
  - Were there any issues?
- If there is anything that you believe needs following up, please contact the school.

21 Who do I contact if I have any concerns?
You should contact the school’s workplace coordinator. Their contact details should be listed on the Workplace Learning Agreement Form.
Additional Web-based Resources

See individual sections for topic specific resources.

- **Workplace Learning Procedures (2016)**
- Safework SA – the Teacher’s Toolbox
- Tellagami https://tellagami.com
- Actsafe Education Modules are an online health and safety package for owners, managers and workers of small, medium and large sized business, including students undertaking work placements and work experience. http://www.actsafe.act.gov.au/education.cfm
- A Job Well Done The Victorian State Government has some really good resources for preparing young people with disabilities for a successful future beyond school. This has some really useful work experience preparation material. Some of the activities may well be relevant for all students. http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/well-done.aspx

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**YouTube Video links for use in the classroom.**

Disclaimer: *At the time of collating these resources, videos and their links have been checked and are appropriate for use with students. It is always advised that teachers check YouTube videos in their entirety before streaming the videos for student viewing.*

- **Introductory Video to Workplace Health and Safety Thank god you’re here – safety officers (3:41 min)***
  http://www.youtube.com/watch?v=kF9jXZDYCxE
• **10 Commandments of Workplace Safety (3.00 min)**  
  [YouTube](http://www.youtube.com/watch?v=3C6js5JtC1Q)

• **Workplace Accidents – Prevent it (2.36 min)**  
  [YouTube](http://www.youtube.com/watch?v=3jLGkmOVtnI)  
  This is a very graphic video and teachers are advised to warn students of the graphic nature.

• **Teen Workers (13.45 min)**  
  [YouTube](http://www.youtube.com/watch?v=3rLzCKMHi1E)

• **Funny Workplace Safety Training Video (4.16 min)**  
  [YouTube](http://www.youtube.com/watch?v=Fcst9n5bgh4)

• **Funny office safety training retro (8.04 min)**  
  [YouTube](http://www.youtube.com/watch?v=bcg53bRktCg)

• **Bullying And Harassment In The Workplace (2.49 min)**  
  [YouTube](http://www.youtube.com/watch?v=V-q2VRAxjh8)