Thought for the Day

• Mary completed 5 days Structured Workplace Learning before she informed her parents that she had been working alone in the retail shop for 2 hours during the quiet part of each day. During one of these times, a customer had been shoplifting.

• Ben completed his Work Experience in a hotel kitchen before telling his school that he had been teased all week by several apprentices because he had a “baby face”. Ben did not enjoy this introduction to work and intended to choose a new career path.

• Paul was injured by a reversing forklift in a transport company’s warehouse during Work Experience. His injuries were not severe but he missed 3 weeks of school. The insurance companies were not cooperative because Paul was not wearing the high visibility safety vest provided.

Would the school be satisfied it appropriately prepared these students for their work placement?
Would a court of law be satisfied the students were appropriately prepared for work placement?

This Induction Program is focused on:-

• Keeping students safe during Work Placement.
• Making the Work Placement a positive experience for the student.
• Enabling schools to be compliant with Workplace Learning Guidelines 2004.

The Program material is presented in four sections:

Section 1: Introduction to the Course
Outline for Teacher/Trainer

Section 2: Slides/Overheads

Section 3: Student Worksheets

Section 4: Sample Assessment
Introduction

This package provides materials and suggestions for running a 3-4 hour induction program which:
• satisfies the requirements of the Workplace Learning Guidelines 2004
• meets the needs of the students for a safe Work Placement

Students are entitled to Workplace Learning which is free from foreseeable dangers.

There are a number of foreseeable dangers for students during Workplace Learning. These include:

• arriving at the workplace:
  - inappropriately dressed
  - unaware of their responsibilities
  - unaware of their rights

• during their placement being subjected to:
  - discrimination
  - bullying
  - sexual harassment
  - racist harassment
  - physical injury
  - psychological injury
  - financial loss

Students in Workplace Learning are not under the direct and constant care of a supervising staff member and therefore the students must assume much more responsibility for their own welfare. A staff member is not available as a constant protector. Errors or misjudgments could have unacceptable consequences for the student.
Summary of the OH&S Convictions in South Australia in 2005  
(www.safework.sa.gov.au)

<table>
<thead>
<tr>
<th>Reasons for conviction and fine</th>
<th>Total number of convictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe plant or inadequate operating procedures</td>
<td>20</td>
</tr>
<tr>
<td>Insufficient training or induction</td>
<td>12</td>
</tr>
<tr>
<td>Lack of guards on machinery</td>
<td>12</td>
</tr>
<tr>
<td>Failure to carry out hazard and risk analysis</td>
<td>12</td>
</tr>
<tr>
<td>Inadequate supervision</td>
<td>7</td>
</tr>
<tr>
<td><strong>Average fine</strong></td>
<td><strong>$19,800</strong></td>
</tr>
</tbody>
</table>

To ensure the safety of its students the school should:
• make appropriate arrangements with workplace supervisors
• prepare the student appropriately to maximize their safety in the workplace.

This training package is specifically concerned with preparing the student to be aware of the attitudes and behaviours which will enhance their safety during Workplace Learning. This knowledge will provide transferable skills to protect them in present and/or future employment.

The Workplace Learning Guidelines 2004 (www.decs.sa.gov.au) states:

**Essential training before work placements**

Prior to participating in their first work placement, schools must ensure students undertake an appropriate orientation program that deals with relevant issues from the following legislation:
• Occupational Health, Safety and Welfare Act, 1986 (or as amended from time to time)
• Equal Opportunity Act, 1984 (or as amended from time to time)
• Children’s Protection Act 1993 (or as amended from time to time).

The program should make students aware of:

a) their role, responsibilities and rights related to OHS&W in the workplace
b) insurance arrangements and implications
c) the procedure to be followed if they experience bullying, teasing, violence, sexual harassment, alcohol or drug abuse, or any other issue that makes them feel unsafe or uncomfortable, and organizations that can support them
d) any other specific requirements of the workplace provider  
   eg industrial safety issues or student responsibilities when working with young children, aged persons or people with disabilities.
## Tips for Teachers

<table>
<thead>
<tr>
<th>To Avoid</th>
<th>To be Compliant</th>
<th>Best Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large groups of students e.g. year groups</td>
<td>Groups of 25 or less for worksheet activities</td>
<td>2 full days</td>
</tr>
<tr>
<td>Lecture style presentation</td>
<td>Cabaret style presentation with groups of 5 students</td>
<td>15 students per teacher or trainer</td>
</tr>
<tr>
<td>Slide show as the teaching strategy</td>
<td>Discussion and participation</td>
<td>Workplace visits</td>
</tr>
<tr>
<td>Single 3-4 hour session</td>
<td>Use of EOC, Safe@work and Worksafe websites</td>
<td>Industry presenters</td>
</tr>
<tr>
<td>Teacher centred learning</td>
<td>Use of worksheets for group activities</td>
<td>Presentations and learning in the workplace</td>
</tr>
<tr>
<td>Passive students</td>
<td>Assessment of competence in groups of 25 or less</td>
<td>Using websites for information and games</td>
</tr>
<tr>
<td>Presenting only problems and pitfalls</td>
<td>Individual assistance with assessments</td>
<td>Using website tests to check understanding</td>
</tr>
<tr>
<td>Strategies which do not ensure individual student competence</td>
<td>Student centred learning</td>
<td>Wide range of styles for student centred learning</td>
</tr>
</tbody>
</table>

Best Practice:
- 2 full days
- 15 students per teacher or trainer
- Workplace visits
- Industry presenters
- Presentations and learning in the workplace
- Using websites for information and games
- Using website tests to check understanding
- Wide range of styles for student centred learning
Course Outline

for

Teacher/trainer
Session 1 - Introduction

SLIDE 1  Our Job Today

- Students need to make the most of their work placement. They should be looking for:
  - an understanding of the nature of work
  - experience in the workplace
  - career information

- Many work experience students already have a job and can be a source of information for discussion.

- Students need to be safe. They need to be:
  - Physically safe OHS • death • injury
  - Emotionally safe EO • harassment • bullying • discrimination • violence

- Students need to know what to do if they feel uncomfortable. They need:
  - to recognise when help is needed
  - processes for seeking help
  - who to approach for help
  - consequences of seeking help

SLIDE 2  Physical Safety

- A list of workplace deaths in South Australia in the last 12 months as a result of physical trauma.
- These do not include deaths from workplace illnesses e.g. indirect smoking, asbestos, chemicals.
- It is important to present current material

SLIDE 3  Workplace Injuries by Industry

This data is for presentations at emergency departments in Queensland. No industry is safe from workplace injury. We expect manufacturing and construction to be injurious. Most workplaces are associated with a risk of injury.
SLIDE 4  
**Injuries by Type: Fatal & Non-fatal, Injuries & Illnesses**

The most common causes of injury are:
- falls, trips & slips
- body stressing

SLIDE 5  
**Cost of Workplace Injuries**

- Current maximum fines for companies over workplace death are:
  - South Australia $100,000 (This is being increased to over $1 million)
  - Western Australia $500,000
  - Victoria $920,000

- See also the:
  - information in the Introduction
  - compensation information in Workplace Learning Guidelines (p 56).
Session 2 - Work Placement

What is a Work Placement?

SLIDE 6 What is a Work Placement?

• Work placement students must not receive remuneration of any kind. The school, student and employer insurance is compromised if the student receives any reward.
• This point is reinforced later in the program.

What is a Workplace?

SLIDE 7 What is a Workplace?

• The students could do this as a brainstorming exercise.
• Note travel to and from work or leaving for lunch is not part of work.

What is a Worker?

SLIDE 8 What is a Worker?

• Students could compile most of this list by brainstorming.
• Reinforce the importance of not accepting pay, gifts, discounts, etc.

What is a New Worker?

SLIDE 9 What is a New Worker?

• Some jobs in life are difficult to master – riding a bike, driving a car, playing a guitar.
• We make lots of mistakes to begin with. Even after years of practice we can still make mistakes.
• New workers are likely to make lots of mistakes as they learn.

What Might be New for You?

Worksheet 1
This activity is designed to explore preconceptions of students and arouse awareness. Students need to recognize that in the workplace they are more exposed and less protected than at school. Those already working will be a good source of examples. There are few ‘right’ or ‘wrong’ answers.
The students could work in small groups.
- Look at the school list to accept or reject or add to the school information
- Add the workplace information
SLIDE 10  People Working Together

• An introduction to discrimination
• What is a joke?
• Different views

Worksheet 2
The Joke. Young people in particular often excuse offensive, damaging, hurtful and discriminatory behaviour with the comment:
  “Just joking”
  “It was only a joke”
It is worthwhile here to make the point that if the recipient of the comment is feeling uncomfortable, it is not a joke. If everyone is laughing except the recipient, it is not a joke. It is more likely to be harassment, discrimination or bullying.

SLIDE 11  Getting the Most Out of Your Work Placement

What might be different about the group of people or the individuals you are about to work with? This could be done as group work.

What is the purpose of Work Placement?

Worksheet 3
The students could work in small groups to complete this questionnaire.
They do not all need to agree on each response.
Groups report back on their ‘interesting’ responses. They may also ask questions.

Workplace supervisor’s role and responsibilities.

SLIDE 12  Workplace Supervisor’s Role and Responsibilities

Student’s role and responsibilities.

SLIDE 13  Student’s Role and Legal Responsibilities

SLIDE 14  The Workplace Supervisor will also Expect

SLIDE 15  Confidentiality
Worksheet 4
This exercise focuses on some simple examples.

SLIDE 16  Personal Presentation

Worksheet 5
The students will draw on their knowledge of the dress they have seen in these enterprises. They may need to visit the placement to ascertain appropriate dress. They could phone and ask prior to the placement.

SLIDE 17  An Unclean Food Service
Session 3  Hazard and Risk Analysis

In this session students will investigate the processes of:
• identifying a hazard
• classification of hazards
• conducting a risk assessment
• managing the risk

If you had time you could use the Safework SA system (www.safework.sa.gov.au)

S ee it (identifying hazards)
A ssess it (risk assessment)
F ix it (risk control)
E valuate it (evaluation)
R eview it (review).

SLIDE 18  Hazards & Injuries in the Workplace

• Highlights the difference between cause (hazard) and effect (injury).
• Introduces the likelihood and severity of an injury which are used to assess the risk.

Worksheet 6
An exercise to assist in understanding the terms.
• hazard
• injury
• likelihood of injury
• severity of injury

SLIDE 19  Risk Analysis

Worksheet 7 - Risk Analysis
This exercise gives practice in Risk Analysis.
In particular the students begin to think about and assess common risks (slips, manual handling) and risks which are specific to their industry area (forklifts in warehouses).
SLIDE 20  Managing the Risk

- Gives a structure to a discussion of cleaning floors, PPE, machinery guards, safety signs, lines, Material Safety Data Sheets (MSDS), Standard Operating Procedures (SOP).
- Ask students for examples at each management level.

e.g.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Elimination</strong></td>
<td>Climbing trees has a high risk for ETSA workers.</td>
<td>Don’t climb.</td>
</tr>
<tr>
<td><strong>Substitution</strong></td>
<td>Asbestos board can cause cancer in building workers.</td>
<td>Use blue board.</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>Belts and pulleys can trap hands.</td>
<td>Build guards.</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td>Forklifts can run people down.</td>
<td>Put up warning signs.</td>
</tr>
<tr>
<td><strong>PPE</strong></td>
<td>Noise can cause injury.</td>
<td>Wear ear protection.</td>
</tr>
</tbody>
</table>

SLIDE 21  Sharks

This overhead clearly demonstrates the hierarchy of control for students.

*Worksheet 8 - Case study*
Hazard management and worker involvement in the workplace.

*Worksheet 9 - Incident/Injury Report Form*
Hazard management and worker involvement in the workplace.

SLIDE 22  Summary of Hazard Management

- Students have a responsibility and a role to play in OHS during their Work Placement.
- It helps them, management and the employees.

SLIDE 23  Generic Workplace Signs

Explains the purpose of the 5 common types of workplace sign.
SLIDE 24  Workplace Signs
A sheet of safety signs commonly found in the workplace.

*Worksheet 10A - Join the sign with the meaning
Worksheet 10B - Identify types of signs*

SLIDE 25  Risk Management and the Law

SLIDE 26  OHS Legal Pyramid

- The ACT contains the legal requirements for protecting health and safety in the workplace.
- The REGULATIONS interpret the act for application in the workplace.
- The CODES of PRACTICE provide minimum standards for health and safety in the workplace.

SLIDE 27  Insurance Arrangements and Responsibilities
Highlights the importance of:
- Completing the workplace agreement form accurately and carefully
- Treating work experience seriously
- Acting responsibly in the workplace.

SLIDE 28  Personal Accident Insurance

*Worksheet 11 - Complete Workplace Learning Agreement Form*
This is optional depending on the time available between induction and locating placements.

*Worksheet 12 - Get Certified
This is online material which could be used to assess the student’s readiness for the workplace with respect to OH&S.
It produces individual certificates and contains some good and instructive entertainment.*

SLIDE 29  A Range of Workplace Hazards

SLIDE 30  Manual Handling

SLIDE 31  No bending or twisting when lifting

SLIDE 32  Correct & Incorrect Lifting

*Worksheet 13 - Manual Handling
Join the problem to the solution.*

SLIDE 33-43  Safety Photographs
These photographs can be used legitimately to illustrate theory. They can also be used haphazardly to maintain interest.
Session 4 Discrimination and Harassment

Activity - What is Discrimination/Harassment?
Working in Groups
Each student writes 4 (or more) words or phrases on separate sheets of paper (Post-Its) about harassment/discrimination.
They hand their comments to the next group. The individual does not have to defend or justify their own comments.
The groups have 4X the number of comments as people in the group.
Each group then classifies and assembles the comments from another group.
The groups then report to a plenary session.
Working in Lecture situation
Brainstorming with facilitator forming the framework on the board

Harassment is often very difficult for adults to manage successfully. Harassment can be entrenched in a workplace and considered part of the work place culture.

Most students will not have the confidence to go through the process which
1. identifies discomfort
2. then finds the harassment objectionable
3. then confronts the harasser
4. then, if necessary, seeks help from the workplace supervisor.

For most students the first step after feeling uncomfortable will be to call their teacher.

Handling Harassment – The Law
Worksheet 14 - EO - True/false
This is a quick and easily completed summary of the important points.
Students could complete this in groups or pairs.
It could be used as an individual assessment of the student’s competency in equal opportunity and harassment.
Session 5 Summing Up

Sample Assessment - Get Qualified
This could provide an indication of the student’s readiness for the work placement. This exercise should be completed individually to ensure each student has a sound understanding of the principles. The facilitator/trainer can provide all possible help and advice to each student to promote understanding.

SLIDE 52 When You Drive a Car

When you drive a car:
• you don’t plan to have an accident BUT you wear a seat belt.
• you don’t plan to drive through a radar BUT you obey the speed limit.
• you don’t plan to be hit from behind BUT you have insurance.
• you don’t plan to be breath tested BUT you drink within limits.
• you don’t plan to make a mistake BUT you practice for the license.

Going to a work placement is not much different.

SLIDE 53 Your Rights in the Workplace

SLIDE 54 Have a Great Time, Learn Heaps, Good Luck

Finally

Each student receives a certificate recognising their competency in workplace induction. A pro forma can be found in Workplace Learning Guidelines 2004.
Resources

www.eoc.sa.gov.au

• Equal Opportunity Commission.
• Information and quizzes.

www.safework.sa.gov.au

• Information and quizzes
• Passport to Safety for schools

www.sofweb.vic.edu.au/safe@work/

• General safety information.
• Industry specific workplace hazard fact sheets.

www.cyh.com/HealthTopics/

• Assertiveness, bullying, discrimination

www.actu.asn.au

• Worksite for Schools

www.hreoc.gov.au

• Human Rights and Equal Opportunity Commission
• Youth Challenge

Workplace Learning Guidelines 2004

Workers Rights – A guide for employees
Legal Services Commission of SA, Working Women’s Centre SA

Preparing students for Work Placement. Open Training & Education Network – Distance Education 2000.

Workplace Health & Safety Training Resource Kit – Workcover Corporation

Heatpac Safety Signs & Equipment
Unit 3, 38 Commercial Court Cavan SA

www.vocam.com
Vocam Worldwide Publishing - DVD’s
• Understanding Safety at Work
• Understanding Safety in the Office
• Office Manual Handling-The New Approach