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A quick guide  
to the contents  
of this Manual

## Section A

### Overview

This section outlines the benefits of work experience programs in secondary schools. The overview contains abbreviations and an extensive glossary of terms, which will be useful in the development and delivery of a workplace learning program.

## Section B

### Roles and Responsibilities

An effective work experience program is developed by ensuring all key stakeholders are aware of their roles and responsibilities. This section outlines the roles and responsibilities of key personnel and stakeholders in the program.

## Section C

### Procedures and Guidelines

This section gives a detailed outline of the procedures and guidelines required to develop, deliver and manage a work experience program in secondary schools, including the latest procedures for implementation of work experience for students under the age of 15 and delivery of occupational health and safety programs. Work experience coordinators and administrators should familiarise themselves with the content of this section prior to developing a work experience program.

## Section D

### Delivering your Program

The successful delivery of a work experience program depends on the preparation that precedes it. This section outlines the steps required to develop a work experience program as part of a work preparation program. It includes suggestions for identifying work readiness in students, and the essential components of debriefing required at the conclusion of a program.

## Section E

### Relevant Forms

This section contains a complete list of current relevant forms for work experience. School communities must familiarise themselves with documentation relating to work experience. Guidelines for parents and employers are also included here.

## Section F

### Policy (Act, Ministerial Orders, Health and Safety Guidelines and Government Schools Reference Guide)

Part 5.4 of the *Education and Training Reform Act 2006* and Ministerial Order 382 set out requirements for the development and delivery of work experience in schools. This section also contains relevant sections of the *Victorian Government Schools Reference Guide*, Health and Safety Guidelines for students aged 14, and students aged 15+, and additional information for work experience procedures for students aged 14.

## Section G

### Weblinks

Websites, hardcopy resources, block and trickle release guides, maps of OH&S resources required, map of industry areas, safe@work modules and hazards fact sheets and contacts relating to the delivery of work experience in Victorian secondary schools. Although not exhaustive, this is a convenient starting point when developing materials for work experience programs



# Contents

<b>Section A: Overview</b>	<b>7</b>
What is work experience?	7
A quick reference guide to this Resources Manual	8
Benefits of work experience	8
Abbreviations	10
Glossary	11
Work experience and the curriculum	15
<b>Section B: Roles and Responsibilities</b>	<b>15</b>
Principal	16
Work experience coordinator	17
Employer	18
Student	19
Parent	20
Teacher undertaking contact during the placement	20
Administrative notes	22
Regional Careers Network	23
Educational Sector Administration	23
<b>Section C: Procedures and Guidelines</b>	<b>24</b>
Age of student	24
Occupational health and safety	24
Work experience arrangement forms	25
Retention of work experience arrangement forms	25
Working with Children (WWC) checks and applying for a Child Employment Permit for students aged under 15 years	26
Workplace harassment, bullying and occupational violence	26
Anti-discrimination and work experience students	28
Students with disabilities and additional needs	28
Timing of a work experience program	30
Cancellation of work experience	31
Contact during the work experience placement	31
Hours of work	31
Duration of work experience	31
Minimum number of Work Experience students	31
Employer supervision of Work Experience students	31
Student debriefing after a Work Experience placement	31
Commonwealth departments	32
Privacy legislation	32
Work Experience WorkSafe Arrangements	33
Interstate placements	33
International students	34

<b>Section D: Delivering Your Program</b>	<b>35</b>
Program preparation	35
Timeframe: 12 months prior to program commencing	35
Final preparation for work experience	37
During the placement	37
Checklist of tasks for Work Experience coordinator	40
<b>Section E: Relevant Forms and Brochures</b>	<b>41</b>
Relevant Work Experience forms	41
<b>Section F: Policy, Ministerial Order, Health and Safety Guidelines and Government Schools Reference Guide</b>	<b>44</b>
Part 5.4—Workplace Learning	44
Division 2—Practical placement	48
Frequently asked questions	59
Revised Health and Safety Guidelines for Work Experience Students under 15 years	60
3.6 Key prohibited and permitted activities for work experience students under 15 years	67
4. OCCUPATIONAL HEALTH AND SAFETY RESOURCES	71
Form No. 4 (a) Risk Assessment Report Form	72
Health and Safety Guidelines for work experience students aged 15+	76
<b>Section G: Useful Resources and weblinks</b>	<b>79</b>
Frequently asked questions about work experience	83
Who to contact for assistance?	85
Sample Organisation Of Work Experience Block Release Flow Chart	86
Sample Organisation of Work Experience Trickle Release	87
Managing the safety of young workers: things employers should consider	88
Induction	88
Supervision	89
Websites with useful resources	90
Other useful resources	92
Teachers' notes and lesson plans	93
Student activity sheet - general	94
Student activity sheet – hospitality	96
Student activity sheet – automotive	97
Student Activity Sheet – engineering	101
Student Activity Sheet – farming or primary industries	103
Map of Industry Area, safe@work Modules and Workplace Hazards Fact Sheets for Work Experience	105
<b>Further information</b>	<b>107</b>

# Section A: Overview

## In Section A

**A quick reference guide to the Resources Manual**

**Benefits of work experience**

**Abbreviations**

**Glossary**

**Work experience and the curriculum**

## What is work experience?

Work experience for school students in Victoria began in the mid 1970s as a way of enabling students to explore and experience the world of work. The provision of between one or two weeks 'out' at work has become part of many school programs over the last 40 years. It is generally undertaken in Years 9 or 10. The *Education and Training Reform Act 2006* requires that work experience is only to be undertaken during the official school year. This includes the first, second and third term holidays, but not the holidays at the end of the year.

Work experience involves secondary school students in short-term industry placements, which broadens their experience and understanding of the world of work and career opportunities. Placements with parents and relatives are not recommended as the student gains more benefit from meeting new challenges in new environments. In general, students will observe different aspects of work within the industry and may assist with tasks allocated by their supervisor.

This is different to structured workplace learning, undertaken by students who are undertaking Vocational Education and Training (VET) in Schools programs and in VCAL. These students must undertake tasks or activities that enable them to acquire skills and knowledge in an industry setting as part of an accredited vocational training program.

Work experience students are assessed or evaluated by the school according to school-based criteria. The employers are also asked to provide feedback on the performance of the students in the workplace.

The Department of Education and Early Childhood Development (DEECD) remains committed to assisting Victorian educators to implement their programs, and acknowledges the role work experience plays in career planning and subject and course selection by students. Given its rapidly changing nature, every involvement a student has in the world of work is an opportunity to enhance the student's awareness and understanding and contribute to his/her portfolio of skills.

The information contained in this Resources Manual pertains to Victorian students undertaking a work experience program in Victoria only. Opportunities for interstate work experience exist but no international arrangements are possible (refer to Section C).



## A quick reference guide to this Resources Manual



### Benefits of work experience

Work experience contributes to the provision of more flexible pathways for young people so that they are able to choose from a range of post compulsory education and training options.

#### Benefits for students:

- improve understanding of the work environment and employers' expectations
- provide an opportunity to explore possible career options
- increase self understanding, maturity, independence and self confidence, especially in the workplace
- increase motivation to continue study and/or undertake further training

- increase understanding of the relevance of the school curriculum in relation to preparing young people for work
- increase understanding of recruitment practices in the workplace
- enhance opportunities for part-time and casual employment
- provide the opportunity to include the employer's evaluation in job and course applications
- provide the opportunity to develop work-related competencies
- provide an opportunity to try out the workplace, prior to possibly undertaking a VET in Schools, VCAL or School Based New Apprenticeship program and structured workplace learning in Years 11 and 12.

### Benefits for schools/ teachers:

- improve knowledge and understanding of changing work environments and assist in developing a positive relationship between the school, local community and industry
- provide the school with the opportunity to work collaboratively with parents in their students' schooling by assisting in finding work experience positions, helping students prepare for work experience and debriefing after the placement
- enable school curricula to be linked to the world of work, which enhances student learning.

### Benefits for parents:

- provide the opportunity to discuss with their child the topic of work, including their own previous and current experiences in the workplace
- provide networking opportunities for their child when they commence organising their placement
- provide the opportunity to positively contribute to their child's secondary education
- enable a positive source of interactions to occur between parent and school staff
- provide the opportunity for families to be involved in discussions relating to flexible pathways for their child so that they are able to choose from a range of post compulsory education and training options as part of the child's transition from compulsory schooling to the workforce.

### Benefits for employers:

- provide the opportunity to make a positive contribution to the education and development of students
- provide the opportunity to contribute to the development of students' workplace skills
- enable employers to assist young people in their career decision-making process
- provide an opportunity for dialogue with teachers on aspects of work readiness and other matters related to work
- give employers the opportunity to build an ongoing relationship with a student, that may progress to the student undertaking a VET in Schools or VCAL program or working with the organisation
- create opportunities for building industry/school partnerships that provide for local community needs and endeavours
- encourage students to become involved with businesses in their local community.

### Benefits for the community:

- provide links with the Local Learning and Employment Networks (LLENs), Workplace Learning Coordinator (WLC) Services, local government, industry, unions, education and training providers to maximise employment and training outcomes for young people at the local level
- provide career counselling and targeted support for young people who are at risk of leaving school during their compulsory years.

**Note:** The information contained in this section may be useful when developing aims and objectives for the introduction or maintenance of a work experience program. School coordinators may also find the information useful when preparing resource materials for students' use, such as log books, parent information letters and presentations to staff meetings.

## Abbreviations

These are some of the key terms and organisations in the VET area:

ACACA	Australasian Curriculum, Assessment and Certification Authorities
AQTF	Australian Qualifications and Training Framework
ATAR	Australian Tertiary Admission Rank
CBA	Competency-based assessment
CBT	Competency-based training
CECV	Catholic Education Commission Victoria
DEEWR	Department of Education, Employment, and Workplace Relations
GTC	Group Training Company
ITAB	Industry Training Accreditation Board
ITB	Industry Training Board
ISV	Independent Schools Victoria
MCEECDYA	Ministerial Council for Education, Employment, Childhood Development and Youth Affairs
NCVER	National Centre for Vocational Education Research
NTF	National Training Framework
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
STA	State/Territory Training Agency/Authority
SV	Skills Victoria
TAFE	Technical and Further Education
VASS	Victoria Administrative Software System
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victoria Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VRQA	Victorian Registration and Qualifications Authority
WLC	Workplace Learning Coordinator

## Glossary

The following are definitions for key terms used in this document and in the VET area:

**Accredited course:** A course of study accredited by the Victorian Registration and Qualifications Authority (VRQA)

**Arrangement:** A structured workplace learning arrangement made under Section 5.4 of the Education and Training Reform Act 2006 and Ministerial Order 55.

**Articulation:** Arrangements agreed to by the accrediting organisations, enabling students to move either horizontally or vertically between education, training and employment through formal linkages between the different courses of study.

**Assessment:** The process of measuring the learning which has occurred in the on-the-job and off-the-job training which determines if the student has mastered the designated set of skills and competencies.

**A Job Well Done:** An occupational health and safety program for secondary school students with disabilities or impairments. DEECD has developed this resource to assist teachers deliver the compulsory occupational health and safety training which accompanies Ministerial Order 382.

**Australian Qualifications Framework (AQF):** A unified system of national qualifications in schools, vocational education and training (TAFE and private providers) and the higher education sector (mainly universities). The AQF links qualifications together and is a highly visible, quality-assured national system of educational recognition which promotes lifelong learning and a seamless and diverse education and training system.

**Career education:** The development of knowledge, skills and attitudes through a planned program of learning experiences that assists students to make informed decisions about their study and/or work options and enables effective participation in working life (MCEETYA Career Education Taskforce, 1998).

**Career Education Association of Victoria (CEAV):** The peak association for Victorian careers practitioners. Their mission is to support careers practitioners to improve and extend the quality of their program, promote career development as a lifelong exercise and increase the likelihood of appropriate career choices by students and adult learners.

**Certificate:** An officially recognised qualification or award gained upon completion of an accredited course of study/training.

**Competency:** The ability of a student to perform a particular task in a particular context and to apply knowledge and skills to new tasks and situations.

**Credit transfer:** Credit earned in one program being accepted by providers delivering other programs.

**Duty of care:** Section 4.6.1.2 of the Victorian Government School Reference Guide states that: Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: “A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.” (Richards v State of Victoria (1969) VR 136 at p. 141.)

**Group training organisations:** A network of organisations that employ apprentices and trainees for placement in host companies.

**Learning outcomes:** Statements of performance expected of students undertaking accredited programs.

**Ministerial Order 55:** This covers the delivery of structured workplace learning in Victorian secondary schools. (Refer to Section E).

**Ministerial Order 382:** This covers the delivery of work experience programs in Victorian secondary schools, and includes procedures for work experience students under the age of 15 years.

**myfuture:** This is an Australian careers website – [www.myfuture.edu.au](http://www.myfuture.edu.au)

**National Competency Standards:** Standards developed by industry, which describe the outcomes sought by industry in competency terms, packaged against the AQF.

**Off-the-job training:** Training and assessment delivered either at a school, the premises of a Registered Training Organisation (including TAFE). In some cases, off-the-job training is delivered at school by a TAFE teacher or by a private provider.

**On-the-job training:** Training and assessment which occurs in the workplace.

**Privacy legislation:** Victoria has adopted two new Victorian laws – the Information Privacy Act 2000 (non-health information handled by bodies not health service providers) and the Health Records Act 2001 (health information and most personal information handled by health service providers). Commonwealth privacy legislation does NOT apply to the Victorian Government or Victorian Government funded services (refer to Section C).

**Public liability insurance:** A general term which applies to forms of third party liability insurance with respect to both bodily injury and property damage liability.

It insures against suits brought by members of the public. Section C provides details of arrangements for public liability insurance for structured workplace learning.

**Recognition of prior learning:** This refers to the recognition of skills and knowledge through prior education, training and/or experience.

**Regional Careers Network:** Across Victoria there are over 30 regional groups of school careers coordinators who meet on a regular basis. A key function of the groups is to coordinate the timing of programs in their region. This is to minimise the demands made on employers, and maximise the number of places available for student placements within each year. Networks can also work together to design evaluation forms and associated documents for employers and students. The CEAV can assist teachers to identify their local network.

**Registered training organisation (RTO):** Under the AQTF, an RTO is a training organisation registered with the local State/Territory Training Recognition Authority involved with the delivery or assessment of nationally recognised training. The RTO has responsibility for the recording and reporting of assessment outcomes, appeals and the issuing of qualifications and statements of attainment. An RTO registered with the Victorian Registration and Qualifications Authority (VRQA) will be approved to deliver certain defined courses within Victoria.

**School Based Apprenticeships and Traineeships (SBATs):** Under this scheme, students are able to undertake at school the secondary school certificate that applies in their state, while in paid part-time employment and completing a nationally recognised Vocational Education and Training (VET) qualification.

**School based structured workplace learning coordinator:** This person is the link between the student, the school, other training providers, the Workplace Learning Coordinator Service and the employer. The role of the coordinator is to organise structured workplace learning placements, liaise with employers, provide support during the placement to both student and employer, promote workplace learning programs to employers and monitor workplace assessments. The coordinator may or may not be a teacher.

**Structured workplace learning (SWL):** The involvement of students in structured on the job training during which they are expected to demonstrate their learning of a designated set of skills and competencies related to the course accredited by the VRQA which they are undertaking.

**Taxation:** Taxation requirements for employers in regard to students in structured workplace learning are set out in Section C of this Resources Manual.

**Training Contract:** A legally binding contract which allows an employer and an apprentice/trainee to undertake an apprenticeship/traineeship, formalising the commitment of the employer to provide systematic training and commitment of the apprentice/trainee to apply themselves to learn the trade/occupation.

**Training Package:** A flexible set of national resources designed to provide guidance on industry training requirements within the context of a national competency-based qualifications system. National competency standards, assessment guidelines and national qualifications form the fundamental components of training packages. These components may be supported by assessment materials, learning strategies, professional development materials and unit cost information.

**Training program:** A structured approach to the development and attainment of competencies for a particular AQF qualification to meet the requirements of the endorsed components of the Training Packages. Training programs are negotiated between providers, employers, trainees and (in the case of School Based New Apprenticeships) schools. They include the choice of units or options within the package and the method, training and location for achieving the competencies.

**WorkSafe:** If a student is injured while attending a structured workplace learning placement, the employer must complete an injury report and forward a copy to the Principal of the relevant school. Government school Principals should ensure that the injury report is recorded on CASES. *WorkSafe* does not cover people travelling to and from work. The processes to be followed when lodging a *WorkSafe* claim can be found in Section C of this manual.

**Work experience:** The involvement of secondary school students in short-term industry placement, which enhances their experience and understanding of the world of work and career opportunities in general. It is generally undertaken in Year 9 or Year 10. Work experience is not undertaken as part of an accredited VET in Schools or VCAL program. See Ministerial Order 382.

**Workplace Learning Coordinator Services:** Workplace Learning Coordinator Services work with Local Learning and Employment Networks (LLENs), secondary schools, TAFEs, Adult and Community Education providers and local employers to coordinate work placements for School-Based Apprenticeships and Traineeships, Structured Workplace Learning and work experience.

**VET in Schools (VETiS):** VETiS refers to vocational education and training undertaken by VCE and VCAL students. It includes a broad range of articulated programs combining education, training and structured workplace learning.

**VET in Schools coordinator:** The VETiS coordinator is the person responsible for coordinating the VETiS programs at the school. The VETiS coordinator is responsible for liaising with the structured workplace learning coordinator and VETiS teachers at the school, employers and the school administration, and promoting VETiS courses to the school community.

**Workplace assessor:** The role of the workplace assessor is to assess the student at appropriate times and communicate the results to the structured workplace learning coordinator. In some cases, the workplace assessor could be the workplace supervisor, the structured workplace learning coordinator, the VET teacher, a teacher appointed by a TAFE institute or someone qualified as a workplace assessor.

**Workplace Learning Coordinator Services:** Workplace Learning Coordinator Services work with Local Learning and Employment Networks (LLENs), secondary schools, TAFEs, Adult and Community Education providers and local employers to coordinate work placements for School-Based Apprenticeships and Traineeships, Structured Workplace Learning and work experience.

**Workplace mentor:** The workplace mentor is the staff member nominated by the employer to supervise, teach and/or assess the student. In most cases, the workplace mentor is also the workplace supervisor.

**Workplace supervisor:** The role of the workplace supervisor is to supervise the student and to ensure that the student is provided with opportunities to undertake tasks in the workplace which will enable them to master the required skills and competencies. Where required, the workplace supervisor will assess the student at appropriate times and communicate results to the structured workplace learning coordinator.

**Working with Children Check:** The Child Employment Act 2003 and Ministerial Order 382 change the arrangements for students under 15 who are undertaking work experience. Any nominated supervisor of work experience student under 15 is required to obtain and hold a current Working with Children Check. (For further details see Section C).

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# Section B: Roles and Responsibilities

## In Section B

Principal	15
Work experience Coordinator	16
Employer	18
Student	19
Parent	20
Teacher undertaking contact during the placement	21
Regional Careers Network	23
Educational Sector Administration	23

### Work experience and the curriculum

A quality careers education program should incorporate work experience as an integral part of the school curriculum, rather than conducting it as a stand-alone activity. The work experience coordinator should work with the relevant staff on integration of work education and work experience into their curriculum. Lessons should be conducted on occupational health and safety issues, be pitched to match selected workplaces, and on other workplace issues such as harassment.

The Victorian Essential Learning Standards recognise that students in years 9 and 10 have a growing interest in the future and in particular the pathways they intend to pursue, so they increasingly are aware of the world outside school. For some this means preparation for work of work-specific training, and for others it means the preparation for post-compulsory schooling on the way to a career. In this sense, adolescents are more likely to judge learning activities and experiences in terms of where they will lead, and respond positively to a curriculum that links with, and has meaning for, their lives outside as well as in the school.

This is the stage of learning where schools can provide students with access to the knowledge and skills which all young Australians need as they take their first steps in adult life.

Work experience can be used to assist students to develop employability skills and an understanding of the work environment, career options and pathways as a positive foundation for their life-long learning. Schools are encouraged to develop a quality work experience program that is embedded in the mainstream curriculum program and especially in the Careers Curriculum Framework.

The Careers Curriculum Framework provides a scaffold for a career education program for all young people in Year 7 to Year 12 in government and non-government schools, and young learners in the ACE and TAFE sectors. It supports the work of teachers, trainers and careers practitioners in the preparation of young people to make a successful transition into further education, training and employment. The Framework is based on the eleven competencies identified in the Australian Blueprint for Career Development and links to the existing dimensions of learning in the Victorian Essential Learning Standards (VELS) Strands and Domains.

The Framework provides Career Action Plan templates for each age group and cohort that allow information regarding a student's learning, wellbeing, career aspirations and pathway options to be recorded. Customised Career Action Plan templates and guidelines to assist with their development are also provided for the following groups:

- Koorie young people
- Young people from low SES communities
- ESL young people, and
- Young people with disabilities

## Principal

The Principal has a pivotal role in the organisation of work experience programs. Although the Principal would rely on the work experience coordinator to organise the arrangements for the placement, nevertheless it is very important that the Principal is aware that all relevant guidelines and procedures are followed.

Principals should ensure that work experience coordinators and teachers are familiar with the conditions laid down in Part 5.4 of the *Education and Training Reform Act 2006* and Ministerial Order 382 – Work Experience Arrangements. Failure to abide by these conditions may render the arrangement null and void, and leave the student vulnerable.

Before the placement

The Principal should ensure that:

- the proposed work experience will provide workplace learning suitable to the needs of the student, within the time frame specified and according to the student's capabilities

*It is important that the Principal is aware of the needs and requirements of students with special needs (and in particular, of students with disabilities) and that the work experience undertaken by these students is within their capabilities*

- the Work Experience Arrangement Forms are signed by the Principal (or acting Principal) of the school

*The Principal may not authorise a member of the Principal class at the school to sign the Work Experience Arrangement Form on his or her behalf.*

- the employer acknowledgement on the Work Experience Arrangement Form has been completed to his or her satisfaction

*If the employer certification is not completed to the Principal's satisfaction, the Principal may choose not to proceed with the arrangement, or to negotiate with the employer – either directly or through the work experience coordinator – to resolve the matter.*

*For example, if an employer is unwilling or unable to ensure the student will be provided with safety footwear, and the Principal is satisfied that apart from this the student will be undertaking a quality placement, then the Principal may proceed with the arrangement and ensure the student is provided with safety footwear from elsewhere.*

*The Principal therefore has to use his/her discretion if the employer certification is not completed satisfactorily – however, at all times the welfare of the student must not be compromised*

- the distribution of work experience days during the current calendar year under the proposed arrangement, or any other arrangements which have occurred or are likely to occur, does not disadvantage students with regard to the rest of his/her educational program at school
- the student has the capability to undertake the work experience as specified within the arrangement and to do so without exposing themselves or others in the workplace to any unacceptable risk

- all students are aware of common courtesies and responsibilities towards their fellow workers
- all students have successfully completed the requisite occupational health and safety training (safe@ work or, in the case of students with disabilities and additional needs, A Job Well Done) provided by the school prior to the commencement of the work experience and this is acknowledged on the Work Experience Arrangement Form
- both the employer and the nominated supervisor of the student in the workplace are aware of their obligations to the student under the arrangement
- all students are aware that they are representing their school while on work experience and must continue to observe school policies and codes of conduct. In particular, students must not use the Internet or other electronic communications for accessing illegal, offensive or inappropriate material
- all students are aware that they should follow general workplace rules and understand protocols regarding the internet. They should be aware that some work placements might use sensitive information that must remain private and confidential

*It is recommended that all parties in a work experience arrangement are aware of their obligations to each other and, in particular, the employer and/or the nominated supervisor should also be aware of their responsibilities to the student as set out in Ministerial Order 382.*

- appropriate arrangements have been made for the student to travel to and from the workplace

- the Principal should be notified of travel arrangements and be satisfied that these are adequate and that parents, if the student is under 18 years, are also aware of these arrangements
- the employer has been provided with guidelines for employers and has acknowledged these on the Work Experience Arrangement Form (Refer to Section E)
- if the student is aged 14, that a Criminal Records Check has been completed prior to signing the Work Experience Arrangement Form by the employer and any other person who will have direct supervision of the student
- if the student is aged 14 and is going into a Declared High Risk Industry area, the hazard identification form and appropriate permit have been completed and issued by DIIRD (refer to Sections C and F).

### During the placement

The Principal should ensure that:

- the student is contacted by the work experience coordinator or a teacher from the school
- the work experience coordinator or other staff member has been designated as the contact person if work experience is conducted during term holidays
- payment is made to the student according to the work experience guidelines.

### After the placement

The Principal should ensure that a debriefing session is held for the student (the student could present a report and feedback may be provided on the student's performance in the workplace), and a letter of thanks is sent to the employer.

## Work experience coordinator

The work experience coordinator provides the link between the student, the school, the Workplace Learning Coordinator Service and the employer and is the key figure in any work experience program.

The role of the work experience coordinator is to find work experience positions for students, liaise with employers, the Workplace Learning Coordinator Service, prepare students for work experience, provide support during the placement to both student and the employer, be the main point of contact between the student, employer and the school, and promote work experience programs to employers.

**Note:** It is imperative that before a work experience program is developed the work experience coordinator must be familiar with the conditions laid down in Part 5.4 of the Education and Training Reform Act 2006 and Ministerial Order 56 (refer to Section F).

The work experience coordinator:

- develops curriculum and collaborative relationships with other teaching staff to ensure work experience is a valued part of the mainstream school curriculum
- ensures that processes are in place for students to complete the DEECD occupational health and safety program prior to work experience
- where appropriate, liaises with N.S.W. and S.A. Education Departments for students seeking work experience interstate
- ensures that students can make phone contact with the coordinator easily should they have any problems while on their placement
- coordinates contact with workplaces, either by themselves or with other staff

- obtains details of the workplace supervisor(s) who will have responsibility for the student
- organises a database of employers with contact details for school reference
- where possible, visits new employers prior to work experience to ensure that an appropriate program is organised for the student
- ensures that employer guidelines are provided to every employer
- assists in making work experience a meaningful activity for students, teachers and employers
- develops programs that incorporate quality evaluation and reflection through work experience assignments/ log books/journals
- is responsible for the accurate dissemination, completion and archiving for seven years of the Work Experience Arrangement Form
- in case of an accident during work experience, facilitates the completion of the necessary *WorkSafe* documents.

### Before the placement

The work experience coordinator should:

- identify the students who are to complete work experience and the industry areas where the placements are required
- identify employers interested in offering work experience and arrange contact with those employers
- where possible, arrange a meeting with employers to explain the procedures and processes related to work experience
- prepare the student to be aware of occupational health and safety (OH&S) issues and requirements by ensuring the student has successfully completed the requisite DEECD OH&S program prior to the work experience (A Job Well Done for students with disabilities and safe@work for all other students)

- where possible, prepare the students to be conscious of potential risks and give them strategies to deal with these risks, such as the need to report perceived hazards or concerns to their supervisor without delay
- ensure students are aware of equal opportunity and unlawful harassment and discrimination and have been given strategies to deal with these, e.g. discuss with teacher who contacts them or with the work experience coordinator
- ensure that workplace supervisors have been allocated for each student and that there are adequate levels of supervision of the student to ensure their welfare and safety in a non-discriminatory and harassment free working environment
- match students to workplaces where possible
- where possible, involve the employer in the selection of the student
- ensure the Work Experience Arrangement Form for each student is completed correctly and signed by all relevant parties, and that copies of the form have been given to the employer and to the student and, if the student is under 18 years of age, to the parent
- ensure the employer and the student have clear expectations about the activities the student is expected to undertake in the workplace
- ensure the student is 'work ready' and understands workplace behaviour and etiquette, including the appropriate use of workplace tools and dealing with sensitive workplace information, in particular students should not use the internet or other electronic communications for accessing illegal, offensive or inappropriate material
- ensure the student and the workplace supervisor are aware of the "school tasks" the student has to undertake while on work experience, for example, completion of a journal

- ensure the student understands his/her rights and responsibilities and is aware of strategies to deal with problems which may arise, as well as knowing who to contact if there is a problem at work
- ensure that student knows what to do in case of lateness at work, absence and/or an accident.

### During the placement

The work experience coordinator should:

- make contact with the student during the placement or ensure the student is contacted by one of the teachers from school
- provide ongoing support to the employer/workplace supervisor if required
- be available to be the first point of contact in case anything goes wrong and ensure that all correct procedures are followed if anything does go wrong.

### After the placement

The work experience coordinator should:

- conduct a debriefing session for the student which allows the student to evaluate and reflect on the placement
- ensure that thank you letters are written to the employer by the student and the school
- follow up with the employer upon completion
- review the work experience program and report on any issues, concerns for future planning, and debrief with Principal and staff on outcomes of the work experience program.

This is an excellent way to retain the employer for future placements. Employers also like to know what the student has gained from the experience.

## Employer

The employer must acknowledge on the Work Experience Arrangement Form that he/she has read the guidelines for employers provided by the school (refer to Section E).

The employer and any other person who will have direct supervision of a student must undertake a Criminal Records Check if providing a program for a student under 15 years of age (refer to Section F).

### The employer should set up a work program for students that:

- inducts the student in the correct occupational health and safety (OH&S) rules for their designated workplace on the first day of placement
- gives them an opportunity to experience a variety of tasks in the workplace
- familiarises them with the running of the organisation and introduces key staff involved
- familiarises them with the "school tasks" the student has to undertake while on work experience, e.g. completion of a journal.

### The employer will:

- ensure the student is supervised throughout the placement
- ensure the student has access to their supervisor(s) and knows how to report any problems or concerns
- ensures that the student can readily contact the school should it be required during the placement
- consult the school if it is deemed necessary to terminate the arrangement before the specified time
- undertake to pay the student a minimum of \$5 per day

- provide feedback about the student's performance, i.e. complete a student work experience evaluation and/or include a student reference, before the student completes the placement
- liaise immediately (or as soon as possible) with the school work experience coordinator regarding any issues arising in the workplace. If a student is absent without notification, the employer should contact the teacher in charge of work experience immediately
- in the case where a work experience student is injured, the employer must contact the school, either the Principal or teacher in charge of work experience immediately.

### Before the placement

The employer should ensure that:

- the work experience coordinator and the student are aware of any special requirements (for example, starting and finishing times, special items of clothing, the need for confidentiality)
- a workplace supervisor or mentor has been allocated to the student and that this person is aware of what is required during the placement
- they familiarise themselves with the work experience legislation as it relates to them.

The work experience coordinator will provide some documentation including guidelines for employers (refer to Section E).

### During the placement

The employer should ensure that:

- students are given an opportunity to complete the required school allocated work experience tasks, e.g. completing a journal, meeting with staff to complete interviews
- students are familiar with their daily tasks during the work experience
- students are provided with appropriate clothing and protective equipment where required

- opportunities are provided for the student to acquire or to enhance skills
- the student is given adequate support and supervised at all times
- if the student is injured, the correct procedures are followed
- if any problems arise, the work experience coordinator is contacted immediately so the problems can be addressed promptly.

### After the placement

- The employer should ensure that:
- the employer evaluation is discussed with the student
- a copy of the employer evaluation is completed and forwarded to the work experience coordinator at the student's school
- the work experience is discussed with the student to find out if the student was satisfied with the placement.

## Student

Students must be aware that they are representing their school while on work experience and must continue to observe school policies and codes of conduct.

Students should also follow general workplace rules and understand protocols regarding the Internet. In particular, students should not use the internet or other electronic communications for accessing illegal, offensive or inappropriate material. They should be aware that some work placements might use sensitive information that must remain private and confidential.

### Before the placement

The student should:

- complete the DEECD occupational health and safety (OH&S) safe@work general and industry specific module. Students with disabilities should complete A Job Well Done

- ensure they are fully aware of their obligations in relation to OH&S issues for the industry in which they will be placed
- complete and sign the Work Experience Arrangement Form with the guidance of the work experience coordinator
- meet with the employer to discuss the tasks they will undertake. This will provide the opportunity for the employer and student to express their expectations of what the work experience will involve
- remind the employer at least two weeks prior to commencement, of the upcoming placement
- ensure they have the details of the designated contact person from the school if work experience is being undertaken during term holidays or after hours.

### During the placement

The student should:

- inform the school and employer of expected absences from work, or late arrivals
- inform the school and employer if any unexpected absence or lateness occurs
- report all accidents, 'near misses' and hazardous situations in the workplace to their supervisor and work experience coordinator
- seek advice from their supervisor immediately when unfamiliar with workplace procedures in regard to occupational health and safety, or how any job should be done
- report any grievances to the work experience coordinator, before attempting to handle it themselves in the workplace
- maintain a diary or log book and/or complete work experience assignment and other tasks which have been set by the school

- undertake activities allocated to them by their employer and/or supervisor in the workplace, as long as they have been given clear instruction and information about the task and how it may be done safely
- attempt to complete allocated tasks to the best of their ability
- reflect their school rules and procedures in regard to courtesy and politeness while on work experience
- keep contact numbers of their parents/guardians, school and employer with them at all times during their placement. This is to allow students the opportunity to notify either of the parties above regarding any changes to working times or other issues which may arise.

### After the placement

The student should:

- complete all related journals, assignments and school assessed tasks ready for submission at the completion of work experience placement
- evaluate and reflect on the effectiveness of the workplace, and inform the work experience coordinator as to the suitability of the placement
- keep a copy of the employer evaluation for use in personal portfolio and future placements
- complete a letter of thanks to the employer, detailing skills they have learned

## Parent

Parents have an important role in the successful delivery of work experience for their children. They play a vital role in discussing with their children suitable work experience placements and assisting in the understanding of roles and responsibilities in the world of work.

### Before the placement

The parent should:

- discuss information about occupations and industries that their child could consider as a work experience placement
- assist in finding a work experience placement
- sign the Work Experience Arrangement Form
- assist their child in organising safe travel to and from work experience
- provide the school with contact details of a person designated with supervision of the student after hours, if the work experience placement requires overnight accommodation
- discuss the workplace and school work requirements at home and assist their child to gain an understanding of expectations in the workplace (if possible)
- share their own experiences of work and allay any uncertainties the student may have
- provide necessary medical information relating to the student, including any condition that could require treatment.

### During the placement

The parent should:

- discuss the day's activities with the student and, if any problems are identified, encourage the student to follow correct procedures to deal with the problem
- keep details of the workplace with them in case they need to contact their child.

### After the placement

The parent should:

- assist in the debriefing process on completion of work experience and encourage the student to reflect upon his/her experiences in the workplace
- encourage the student to continue their exploration of careers and occupations.

## Teacher undertaking contact during the placement

The Act requires the Principal or their delegated representative, e.g. the work experience coordinator or subject teacher, to contact the student during their placement. Contact may be made by either visiting or telephoning the workplace, and speaking to both the employer and the student.

Contacting students during their placement provides the opportunity for the teacher/coordinator to:

- find out more about the workplace
- find out if the student is adequately supervised, either by the employer or the nominated supervisor
- ensure the student is provided with opportunities to undertake tasks in the workplace which will enable them to master the required skills and competencies
- ensure the students' work is evaluated and the evaluation form returned to the work experience coordinator
- find out more about the workplace, and about the particular industry and enterprise

### The teacher making contact should:

- contact the employer to arrange a suitable date and time for the work experience visit once students are assigned
- notify the school administration of the date and time of any visits
- complete a report on the work experience visit and ensure that both the student and supervisor are spoken to during the contact. The teacher should ask to speak to the student in private (refer to Section E for a Sample Record of Contact Form)
- ensure there is suitable supervision and appropriate tasks for the student to undertake

- ensure the work experience guidelines are being complied with, such as the appropriate ratio of staff to students (one work experience student for every three employees or part thereof at the workplace)
- contact the work experience coordinator on return to school
- seek the employer's permission to take photos of students in the workplace, to be used for school displays or school and community publications
- ensure students have the details of the designated school contact person for emergencies, especially if work experience is undertaken during term holidays

### Suggested questions to use for telephone approach

The following questions are intended as a useful guide to assist teachers when making contact by telephone with students on a work experience placement. (Refer to Section E for the record of contact form.)

#### 1. Introductory remarks

Introduce yourself to the employer/supervisor of the student and explain that you would like to speak to the student in private.

Introduce yourself to the student and explain the purpose of your contact.

For example:

*I'm contacting you to check on your progress. How are you finding your experience so far?*

#### 2. Orientation in the workplace

*How are you going settling in to the workplace? Have you had any problems getting to the workplace – if so, how have you sorted them out?*

*Who is supervising you? Are you working with any other staff? Are you clear about what is expected of you?*

*Do you know who to report any problems or concerns to?*

#### 3. Planned school tasks

*Have you talked to your supervisor about your planned school tasks? Has this been scheduled into your experience?*

*What tasks have you performed? (This question is intended to solicit potential high risk industry issues with regard to use or operation of equipment.)*

*What have you learned?*

#### 4. Satisfaction level

*How would you describe your experience so far?*

*What do you feel you've done well?*

*Was there anything you thought you could do better or improve on?*

#### 5. Feedback

*Do you have any worries or concerns about any aspect of your workplace, or about any individual person? (This question is intended to give the student the opportunity to raise any harassment and/or bullying issues.)*

#### 6. Further contact

*Remember you can always contact me during your placement (give telephone number).*

*If ever I am not available ring (give school contact number).*



## Suggested approach for a site visit

There are three important functions when visiting:

1. Checking to make sure both the employer and the student is happy with the way the placement is working out.
2. Encouraging the student to reflect on what he/she is learning from this quite different educational experience.
3. Checking that students are filling out their work experience log books and have given the evaluation form to the employer.

**Note:** You are covered by *WorkSafe* while conducting school business off campus.

## Contacting the student supervisor

You can talk to the student's immediate supervisor first in order to ascertain any problems. In general, employers are quite frank in their opinions and they will indicate any shortfalls in the student's performance.

If any such shortfalls are mentioned, they should be discussed tactfully with the student as a means of resolving the problem. Students should be reminded of the importance of the general nature of work experience, i.e. finding out about work and its general demands, and observing the working environment.

## Contacting the student

Talking to students is usually quite easy, as they are only too willing to talk to someone from the school about what they have been doing.

A general question such as "*How are you enjoying the placement?*" will, in most cases, get the ball rolling.

Other questions might include:

*Is this what you expected to be doing?  
If No: What's different from your expectations?*

*Have your feelings changed about this job? If Yes: How?*

*What problems, if any, have you encountered with the placement?*

*What has been the most surprising thing you have learned from this placement?*

Occasionally, students will raise negative aspects, which can generally be put under one of three headings:

1. Boredom, especially if they are doing the same thing constantly.
2. Too much observation and not enough actual work, which can be the result of having too high an expectation about the placement. In these cases you could see whether or not the student has talked with the employer about their role, or suggest strategies for becoming more involved (offers of help). If these have already been tried, you may suggest to the employer that the student would like to do more.
3. Realisation that this occupational area or industry is not what they thought and doesn't really suit them. In this case, you should stress the general nature of the placement and the personal importance of working through the full work experience.

**It is important that you ensure students in their placement are not at risk (either health, safety, moral or exploitative).**

This may be a less likely problem with experienced and/or large employers, but could be encountered more often in workplaces which have not had many student placements in the past.

## Administrative notes

Work experience coordinators may find the following administrative points useful when preparing documentation for teacher contact during work experience programs:

- Teachers should be advised about the number of visits they are required to make, and of student placement details.
- If there is more than one student within the same work place – that could be considered as ONE visit, e.g. if two students are at Owen Dixon Chambers, that is considered one visit.
- Every attempt should be made to accommodate staff requests regarding student visits. For example: some teachers may request to visit specific worksites related to their teaching subject matter.
- Ensure a courtesy call to students on the first or second day to see if they are okay.
- It is vital that the employer is given notice of the teacher's intention to visit.
- Visits should be made towards the middle of the placement.
- Ensure that the school knows when teachers are going out on work experience visits.
- Notify visiting teachers of a student who may be absent from work, so they may reschedule their visit.
- Ensure students have given the employer evaluation form to their employers
- Check that the student is filling in his/her work experience logbook. A sample work experience logbook can be found by following the links from: <http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/>
- If there are any serious problems, let the work experience coordinator know as soon as possible so that remedial action can be taken.
- Keep a record of kilometres travelled if using your own vehicle. This travel is tax deductible.

## Regional Careers Network

Victorian regional careers networks traditionally provide important professional development and “best practice” advice and support to work experience coordinators. Many networks coordinate their block dates for release, on an annual basis, to minimise clashes, thus maximising placements with employers in their region.

Many networks pool resources and knowledge to develop and print forms such as the work experience evaluation form or the student workbook/journal/evaluation form, for distribution to their members. Sample copies of these forms can be located at <http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/>

Regional groups are a good source of information about which employers to approach for work experience, and how to go about liaising with business and industry. Other contacts for workplaces include bodies such as Local Learning & Employment Networks (LLENs), Rotary, Lions and Apex clubs.

Telephone the Careers Education Association of Victoria (CEAV) on (03) 9349 1900 to identify your local careers network.

## Educational Sector Administration

The regional offices of DEECD, the Catholic Education Commission of Victoria and the Association of Independent Schools in Victoria have a role ensuring that all schools and teachers under their jurisdiction are familiar with the Education and Training Reform Act 2006 and Ministerial Orders 382 relating to work experience. If you have any queries contact the relevant office listed below.

### DEECD - Regional Youth Transition Officers

Region	Phone
Barwon South Western	(03) 5225 1000
Eastern Metropolitan Region	(03) 9265 2400
Gippsland Region	(03) 5127 0400
Grampians Region	(03) 5337 8444
Hume Region	(03) 5761 2100
Loddon Mallee Region	(03) 5440 3111
Southern Metropolitan	(03) 9794 3555
Northern Metropolitan Region	(03) 9488 9488
Western Metropolitan Region	(03) 9291 6500

### Non – Government Schools

Catholic Education Association of Victoria	(03) 9349 1900
Independent Schools Victoria	(03) 9825 7200

# Section C: Procedures and Guidelines

## In Section C

Age of student

Occupational health and safety

Work experience arrangement forms

Retention of work experience arrangement forms

Criminal Record Checks (CRC) and applying for a Child Employment Permit for students aged

Prohibited equipment and activities for all work experience students

Anti-discrimination and work experience students

Workplace harassment, bullying and occupational violence

Students with disabilities and additional needs

Timing of a work experience program

Cancellation of work experience

Contact during the work experience placement

Hours of work

Duration of work experience

Minimum number of work experience students

Employer supervision of work experience students

Student debriefing after a Work Experience placement

Commonwealth Departments

Payment and taxation

Privacy legislation

Public liability insurance

WorkSafe procedures

Interstate placements

International students

This section outlines the requirements of a quality work experience program in secondary schools. Work experience (WE) coordinators, school administrators and curriculum developers should consider the procedures outlined in the following section to ensure a quality work experience program is developed for students in their care. The guidelines apply to all students in government, catholic and independent schools who participate in work experience programs under Ministerial Order 382.

**It is important that WE coordinators are familiar with the content of this Order before the development and delivery of a work experience program.** Work experience programs which are embedded in curriculum and are an integral part of students' compulsory learning will be equipped to implement the procedures in this section more readily.

### Age of student

Students are eligible to undertake work experience if they are of or over 14 years of age and have the written consent of a parent/guardian. Students up to the age of 21 are eligible to undertake work experience.

For students under 15 years of age, the employer is required to obtain a Child Employment Permit and ensure that all supervisors of these students hold a valid Working with Children Check card before work experience can commence. All of the requirements of Ministerial Order 382 must be complied with when an Arrangement is made for a student aged under 15 years.

A Principal of a school can make a work experience arrangement about the placement of a student of or over the age of 21 years with an employer only in the following circumstances:

- when the student is an adult returning to school after a period away from study; or
- when the student is classified as a refugee from a war-torn country and has had little exposure to the workplace or to work culture.

All of the requirements of Ministerial Order 382 must be complied with when an Arrangement is made for a student of or over the age of 21 years.

### Occupational health and safety

Safety in the workplace is important to everyone. DEECD considers the safety of students undertaking work experience activities of paramount importance. Any workplace hazard not effectively managed could cause injury to the student or other person(s).

Before a student undertakes a work experience program, it is vital that the student is made aware of the occupational health and safety (OHS) rules and regulations that relate to their workplace.

Students are required to successfully complete the requisite OHS program safe@work or A Job Well Done for students with disabilities and additional needs.

safe@work is designed to help students improve their knowledge and understanding of OHS matters before they enter a workplace. It consists of two modules: a 'General' module and a module specific to the industry in which the student will be placed

In addition, DEECD has developed the Workplace Learning Toolbox which should be used to support the delivery of safe@work and A Job Well Done. The Toolbox contains information about the work environment, with a strong focus on occupational health and safety. Included in the Toolbox are 14 short video clips with accompanying teacher notes, lesson plans and student activities. The Toolbox also includes information brochures on workplace learning for students, educators, employers and parents/guardians. The Toolbox can be found at [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/workplacetoolbox/default](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/workplacetoolbox/default)

A safety-conscious employer will also have regular workplace hazard inspections and a program of effective risk controls, understood by everyone in the workplace. Warning signs should be displayed prominently wherever they are required, and the meaning of the signs must be known to employees and visitors including students.

Where possible, students should be taught how to identify, assess and report possible risks in the workplace. For example, in an automotive workshop it would be dangerous if oil spills are not soaked up and cleared immediately, if car hoists are left up for extended periods, if hoses are not coiled up or electrical leads are defective. Students should be told that if they have any concerns or do not know how to use any equipment, they must speak to their workplace supervisor before proceeding with the task. Safety at the workplace should be the employer's, and the student's, first priority.

Procedures to follow in the event of injury to students on work experience can be found in Section E. More information on the delivery of the safe@work program and A Job Well Done can be found at <http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/>.



The work experience coordinator should also check that the employer has acknowledged they have read the guidelines for employers and will provide appropriate information, training, instruction and supervision to the student in respect of OHS, and will provide any protective equipment and/or clothing required.

### Work experience arrangement forms

All arrangements for work experience must be recorded on the Work Experience Arrangement Form attached to Ministerial Order 382. All sections of this form must be completed and signed before the work experience commences. One copy is to be forwarded to the employer and one to the student, or if the student is under 18 years, to the parent of the student. The Principal should retain the original copy.

The Arrangement Form must be signed by:

- the employer
- the student
- the parent or guardian of the student (if the student is under eighteen years of age). Parent, under section 3 of the Act, includes guardian and every person who is liable to maintain or has actual custody of a child or any person with whom a child resides or who is the occupier of a house in which a child resides

- the Principal or acting Principal of the school (this authority cannot be delegated to a deputy Principal or other teacher).

Variations or amendments may be made to the Arrangement Form in writing and signed by the Principal, the employer, the student and, if the student is under 18 years of age, a parent of the student.

### Retention of work experience arrangement forms

As there is no statutory limit on the length of delay in submitting claims for workplace compensation, Work Experience Arrangement Forms must be held for a period of at least seven years in a bound register by the Principal of the school in which the student is enrolled. This register is to be retained in sufficient detail to allow elaboration if a particular case is challenged at a later date.

Remarks relating to the work experience (including the claim number in the event of injury and details of any injury or illness) should be included in the register with the relevant forms. Copies of all relevant medical certificates are to be retained at the school.

## Working with Children (WWC) checks and applying for a Child Employment Permit for students aged under 15 years

For information regarding Working with Children (WWC) checks and Child Employment Permits for students aged under 15 years please refer to Section F Revised Health and Safety Guidelines for work experience students under 15 years.

## Workplace harassment, bullying and occupational violence

Work experience coordinators and school administrators should familiarise themselves with issues related to harassment, bullying and occupational violence in the workplace. The information which follows aims to guide practitioners towards identifying forms of workplace harassment and bullying, and offers strategies and guidelines to assist in the development of appropriate policies in this regard.

Workplace bullying and harassment must not be tolerated in the workplace. Employers have legal responsibilities to do as much as is reasonably practicable to eliminate or reduce risks to employees' health and safety. Employees also have legal responsibilities about how they behave toward others in the workplace. Unfortunately, harassment of different kinds does take place in the workplace, as does bullying in various forms.

Harassment and bullying are acts connected to the abuse of power: the less power a person has in a workplace, the more likely the chance of harassment. A work experience student is often the least powerful person in a workplace and therefore could be highly vulnerable.

## Forms of harassment, bullying and occupational violence

Harassment (including sexual harassment) and occupational violence can take many different forms. It can be physical or verbal abuse, requests for sexual favours or assault. It can be behaviour which offends, humiliates or intimidates the victim.

Bullying is generally defined as repeated unreasonable behaviour directed toward an employee (or group of employees) and creating a risk to their health and safety.

Forms of harassment include (but are not limited to) sexual innuendo, comments about looks or body parts, asking for dates, enquiries into a person's sexual activities, displays of pornography or material of a sexual nature, posters, magazines, photographs or screen savers on computers. Bullying or harassment can take the form of assigning inappropriate duties, e.g. a female work experience student being asked to wash naked older men in a nursing home. It can also include name-calling, threatening behaviour, shouting or general intimidation such as exclusion or isolation.

Occupational violence is generally defined as any incident where a person is physically attacked or threatened in the workplace. Occupational violence can include the physical acts of pushing, hitting, slapping or grabbing of clothing.

All harassment and bullying should be treated in the same manner by schools, whether the harassment or bullying is prohibited by law or not. Some incidents of bullying and harassment may be illegal under criminal law. If so, students have the right to involve the police.

## How does harassment and bullying occur?

A student may be harassed or bullied in a number of ways: by a manager or supervisor, by other employees, by contractors, by customers – or in cases where more than one student is employed, by other students. The incidence of work experience students harassing other workers is quite rare. The school and the employer are responsible for taking all reasonable steps to protect work experience students from harassment.

The most common form of harassment is male to female sexual harassment, but this is not the only kind. Sexual harassment does take place male to male, including heterosexual male to heterosexual male. Sexual harassment can also take place female to male and female to female.

## Where does harassment and bullying happen?

Harassment and bullying can take place in any setting, potentially anywhere that work takes place. Harassment and bullying are not necessarily more likely in some workplaces than others: it is wrong, for example, to assume they are more likely to happen in a 'blue collar' work environment.

Particular care should be taken when placing a student in a residential situation, i.e. students working on distant farms where residential accommodation may be the norm, or when the student has an employer who works from the relative privacy of a home office. Nor is harassment necessarily less likely to occur in situations involving larger enterprises or more prominent employers.

If the student-staff ratio is below the 1:3 provided for in Ministerial Order No 386, the Principal must ensure that the student is supervised at all times, that the placement will not be detrimental to the welfare of the student and that the

student will be visited as frequently as is reasonably practicable.

Students should be advised never to drink alcohol while on a placement, even in social situations.

### Responsibilities to protect students

Each school has a responsibility to ‘take all reasonable steps’ to protect students on work experience from harassment and bullying. ‘All reasonable steps’ may include:

- ensuring that the whole school community understands the school’s policy and procedures on sexual harassment and bullying
- organising the work experience to protect students from possible harassment and bullying
- visiting the workplace where possible, and discussing the school’s policy and procedures with the employer.

Should a work experience student suffer harassment, the school must be able to demonstrate immediately that it takes the issue of harassment seriously. Preparation is important. The school should establish clear policies and a working set of written procedures protecting students from harassment and bullying well before sending them out on placement, and these documents should be forwarded to each party involved in the student’s work experience.

Procedures should include step-by-step instruction on what is required to protect students on work experience, and should include the written endorsement of the current Principal. Employers can also be vicariously liable should a sexual harassment complaint be made. This should be pointed out at interviews with prospective employers.

Wherever possible, the workplace should be visited. Discussions should occur with supervisors and observations made about the culture of the workplace, including language, the way people relate to each other, and the display of posters, magazines, screen savers, etc.

It is *not* safe to assume that workplaces do not change from year to year. A new supervisor may change the workplace culture.

Among the issues discussed with potential employers should be the prevention of harassment and bullying of the student. Discussion should include the standards the school expects of the workplace and processes to deal with harassment and bullying should they arise. It is understood, of course, that this possibility should be raised with tact and sensitivity.

All teaching staff involved in SW L programs for students, school management and the students themselves should receive instruction in the area of harassment and bullying, in particular as it relates to work experience. This instruction should include the many different forms that harassment and bullying can take, where it may come from, who it happens to, how it affects victims, and how it should be dealt with. The role of the teacher and the school should also be included.

Schools should have a process that empowers the student to deal at the time with harassment and bullying if it occurs. The student must understand that if they are made uncomfortable during their work experience, they have the right to leave the workplace immediately. Bags and other belongings can be collected at a later time.

**Under no circumstances should a student be expected to deal with harassment and bullying themselves. If a student does leave a workplace, they should notify their school immediately.**

Strategies that students may use\* include:

- expressing dislike of their treatment to their harasser(s)
- reporting their treatment to other people at the workplace – co-workers, supervisors or managers

- reporting their treatment to parents/ family
- reporting their treatment to their WORK EXPERIENCE coordinator, teachers or the school Principal
- in matters of sexual harassment, making a complaint under the Equal Opportunity Act 1995.

**\* No student should be expected to be able to do any of the above by himself or herself.**

Each school should have a process for dealing with WORK EXPERIENCE students who claim to have suffered harassment. This process should involve the following elements:

- each complaint should be accepted at face value
- concerns and/or complaints must be acted upon without delay
- in the first instance, care should be taken to address the welfare of the student rather than the facts of the matter – “are you OK?” is a better response than “were there any witnesses?”
- if appropriate, conciliation may take place between the employer, the student and the school.

This should not involve the parties necessarily being in the one room at the same time. If agreement can be reached between the parties, this should be recorded and followed accordingly.

- where conciliation is inappropriate or not possible, the school should attempt to investigate the complaint to the extent possible. The onus of proof needed is that of civil law, i.e. the balance of probabilities,
- not beyond reasonable doubt
- all the evidence relevant to the complaint should be given to the Principal for assessment. If the Principal is of the belief that the evidence sustains the complaint, a decision should be made about the ongoing relationship with the employer. In some cases, further placements will need to be closely

monitored, while in others the relationship will be suspended or terminated.

At the completion of the WORK EXPERIENCE program, the school should conduct a debriefing process wherein each student has opportunity to comment on their experiences during their placement. Each student should also have the opportunity to raise any issues privately with a teacher, without other students being present. Schools should have a monitoring process while work experience is in progress. Each student must be contacted during their work experience to ensure that they are experiencing no difficulties while on their placement.

**Note:** WORK EXPERIENCE coordinators and school administrators should note that taking “all reasonable steps” may involve actions before, during and after school work experience.

## Anti-discrimination and work experience students

Anti-discrimination requirements under Victorian law (*Equal Opportunity Act 1995*) should be complied with in regard to the student as if the student is an employee. There should be an adequate level of supervision to ensure the safety and welfare of the student in a non-discriminatory and harassment free working environment

It should be noted that under Victorian law, the *Equal Opportunity Act 1995* and the *Racial and Religious Tolerance Act 2001*, and *Commonwealth law, Racial Discrimination Act 1975, Sex Discrimination Act 1984* and *Disability Discrimination Act 1992*, it is unlawful for employers and educational authorities to sexually harass, victimize or discriminate against employees and students.

If a student encounters problems with discrimination while undertaking work experience, they should raise their concerns with their school as soon as possible.

Workplace harassment, bullying and occupational violence

The Workplace Learning Toolbox is also a tool to support schools in preparation for workplace learning. Schools can access this resource online at <http://www.education.vic.gov.au/careertrans/worklearn/workplacetoolbox/default.htm>

## Students with disabilities and additional needs

The preparation of students with disabilities and additional needs for work experience should be the same as for regular students but with some important additional aspects.

### Organising a work experience placement for students with disabilities and additional needs

When organising the work experience, the work experience coordinator should:

- know exactly what the student can and cannot do, and communicate this to the employer
- be honest with the employer about the student’s abilities and do not promise anything the student cannot deliver, anticipating the employer’s possible questions and be able to answer them honestly
- suggest a trial before starting the placement if an employer is hesitant
- indicate some examples of strengths of a student which an employer may value, including:
  - a strong desire to work in the industry
  - a good history of punctuality and reliability
  - a capacity to learn well when shown how to do a particular task
  - ability to concentrate and work on repetitive tasks
  - the knowledge that parents are supportive and encouraging of the placement

- prepare a letter to the employer clearly explaining what you are trying to achieve for the student and what the employer may expect from you
- visit the workplace to generate creative ways of dealing with any problems

*Remember that the employer is in business. Be flexible and listen to what people on site are saying, be aware of concerns and discuss options for dealing with them. Encourage co workers to brainstorm ideas to solve workplace problems – they will often prove to be very supportive.*

- ask to speak to the supervisors and co workers to prepare them. Encourage them to voice any concerns, and respond to these if raised. Talk about how the student will be prepared for the duties and about any modifications to work arrangements which may have to be made
- have emergency contact numbers and a medical management plan clearly set out for any medical emergencies, e.g. explain exactly what must be done should a student have an asthma attack.

**Note:** DEECD has produced an occupational health and safety program for students with disabilities and additional needs entitled ‘*A Job Well Done*’. School can access this resource online at [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/). Schools should take all practicable steps to prepare a student for work experience; *A Job Well Done* is a tool to support schools in this preparation. In some circumstances, however, sections of *A Job Well Done* may need to be modified to suit individual students.

The Workplace Learning Toolbox is also a tool to support schools in preparation for workplace learning. Schools can access this resource online at [www.education.vic.gov.au/careertrans/worklearn/workplacetoolbox/default.htm](http://www.education.vic.gov.au/careertrans/worklearn/workplacetoolbox/default.htm)

### Inspecting a workplace before a placement

When inspecting a workplace before the commencement of a placement, the work experience coordinator should:

- discuss all aspects of the placement and what the student will be asked to do
- clarify the skills required to perform the tasks required
- check the accessibility of the workplace and equipment to see if physical considerations will be catered for, e.g. wheelchair access if needed
- establish the degree to which the employer will allow any school support systems to operate, e.g. on the job assistance with an aide or signing interpreter
- determine the accessibility of the workplace by public transport, roads to be crossed, steps, heavy doors and any other potential constraints

*In general, a teacher can get an idea of how a wheelchair will get into a place by comparing it to a loaded shopping trolley. They have about the same manoeuvrability and weight. Corners, steps, little passageways and doors that open outwards may present barriers.*

- check the workflow and pace of work, as the extra demands on a disabled student may mean they become fatigued earlier than might be expected. By building in rest times, they may be able to work longer and just as hard for the same result
- consider the consequences of making errors in each task, and reconsider assigning any task to the student where major damage can be done through minor error.

### Preparing students

Students should be prepared for the type of work and the nature of the tasks they will be undertaking. They should be made aware that workplace rules, including occupational health and safety rules, must be observed. Students must complete the requisite safe@work modules prior to their work experience.

Workplace dynamics need to be considered. Student communication skills can often be very literal and they may not realise when a supervisor is making a joke. They may need instructions given in slow clear terms, with practical demonstrations and reasonably close supervision at first.

Students need to have the employer/supervisor/employee relationship clearly explained, so that they can accept constructive criticism, follow instructions and know who to ask for help. They need a good understanding of what the work is and what is expected of them in the workplace.

It is a good idea to give students some hints on acceptable social topics such as sport, the weather, films or music and to stay away from religion, politics or other controversial topics. They should also be given clear instructions on what to do and who to contact if they need any help.

Photographs of the student at work will be useful for a resume in the future. Prior consent from the student and/or parent must be obtained.

### Preparing parents

Parents are used to having meetings with teachers concerned about their son or daughter and may not realise that an employer will not be as welcoming. Parents need to be aware that the work experience coordinator is the appropriate contact and they are not to approach the employer about any concerns, nor go to the workplace. Encourage them to contact the school if they have any worries.

Parents can discuss the difference between school and workplace expectations and their own work experiences with the student. Parents should bear in mind that if the student is sick, the student is responsible for ringing the employer and the school as soon as possible.

Information provided by students, parents/guardians and employers is obtained for the purposes of coordinating the work experience for a school student, in meeting the duty of care and child protection responsibilities. Information provided by students must be kept confidential.

### Workplace adaptations for disability

The level and nature of support will vary from student to student and workplace to workplace. Good matching of students to placements should eliminate many problems and records should be kept so that each new placement will become easier to organise.

### Sensory impairment – hearing, vision, and physical

Most students with physical limitations are able to voice their needs and cope very well with work experience when the problems of physical access have been attended to. Utilise the advice of the integration teachers or integration aides in setting up work experience. These people will probably already have encountered and solved many of the issues that may arise. Use the expertise of people who are available. Visiting teachers for vision and hearing impaired students can visit workplaces and assess the issues for the school as well as providing advice on borrowing equipment for the work experience if it is needed.

The Royal Victorian Institute for the Blind ([www.rvib.org.au/](http://www.rvib.org.au/)) and Deaf Children Australia ([www.deafchildrenaustralia.org.au/](http://www.deafchildrenaustralia.org.au/)) are excellent resources.

## Hearing impairment

The following information could be given to employers to support hearing impaired work experience students:

- provide a swivel chair so students can turn easily for lip reading
- give instructions face to face
- never speak from behind the student
- background noise may drown out your voice: try to speak in quiet periods or give written instructions to ensure comprehension
- ensure the student is concentrating on what you are saying
- don't stand with your back to strong light or a window as the student will not be able to see your face
- speak slowly and clearly
- try to use visual cues
- consider use of a TTY – a telephone for the deaf to assist with office skills.

## Vision impairment

Where possible, utilise the services of the visiting teacher and/or the orientation and mobility instructor from the Royal Victorian Institute for the Blind, especially for the travel and workplace familiarisation. Even legally blind people tend to have some minimal sight and the student should be able to communicate any difficulties he or she is experiencing.

The following information could be given to employers to support vision impaired work experience students:

- try to provide well lit surfaces with minimal glare
- don't stand with your back to a window as the student will not be able to see you through the glare
- provide all written material in at least a sixteen point font, particularly safety instructions
- look for good contrast, yellow on green or black on white – avoid instructions written in pale colours and avoid pastels

- set up the workspace in a quiet spot outside traffic flow
- watch out for any projections at head height or eye level
- remember the student can't see but they can hear perfectly well, so try not to speak loudly and slowly to them
- when giving directions, ensure that your 'left and right' match their 'left and right'
- bright yellow lines painted along the edge of dark steps will assist the safety of all workers.

## Cognitive impairment

The following information could be given to employers to support students on work experience with cognitive impairment (brain injury, learning disability or intellectual disability):

- use simple, clear instructions
- demonstrate processes, model appropriate behaviour
- monitor on a regular basis
- be prepared to repeat instructions several times
- don't assume that the student will transfer knowledge gained in one task to another
- use visual cues; break each task into steps and illustrate each step (1, 2 etc.)
- provide lots of encouragement.

## Dizziness, fainting or seizures

If a student is susceptible to these then activities that may bring the student into the proximity of risks such as heights, dangerous equipment, moving machinery, cooking with hot oil, or using sharp knives must be considered and avoided.

However, it should be remembered that a seizure may only last a few minutes so that for 98 per cent of the day, the student is 'normal' and the possibility of seizures should not be allowed to dominate attitudes to planning the student's activities.

## Coordination, movement

There are many aids for people with these problems: tools with wider handles, use of non skid mats or grips, weighted handles, large print scales, talking calculators, voice operated computers, strategically placed mirrors etc. Find out what the student already owns or uses.

**Note:** Information regarding students with disabilities applies to:

- all students in Government schools who meet the eligibility criteria for the program for students with disabilities and additional needs as set out by the DEECD Student Wellbeing Branch
- all students in Catholic schools who meet the eligibility criteria for the program for students with disabilities as set out by the Catholic Education Commission of Victoria
- all students in independent schools who meet the eligibility criteria for the program for students with disabilities as set out by the Association of Independent Schools of Victoria.

## Timing of a work experience program

Work experience can take place during the gazetted school year, that is, between the first and last days of the gazetted school year. Students may undertake work experience during the holidays in Terms 1, 2 and 3, but not during the holidays at the end of the year.

If work experience is undertaken during the school term holidays, the school should make adequate arrangements to ensure that both the student and the employer have the contact details of a staff member who would be available as the contact person during the period of the arrangement.

## Cancellation of work experience

An arrangement may be cancelled at any time by written notice from the Principal, the employer, the student and, if the student is under 18 years of age, a parent of the student, sent to each of the other parties. It is effective immediately upon delivery by the notifier of the notice to any of the four parties involved in the arrangement.

An employer must consult with the Principal wherever possible prior to cancelling any arrangement.

## Contact during the work experience placement

The Education and Training Reform Act 2006 requires that the Principal or their delegated representative eg. work experience coordinator or subject teacher contact the student during their placement. Contact may be made by either visiting or telephoning the work place and speaking to the employer and the student. (Refer to Section B or Section E for a record of contact form).

## Hours of work

Students are permitted to undertake work experience during normal working hours:

- students aged 14 are not permitted to
- work between 9.00 pm and 6.00 am
- students over 15 years of age are not permitted to work between 11.00 pm and 6.00 am and beyond a time which is ten hours before the start time of a work experience day, or a school day which a student is expected to attend.

Students may undertake work experience during the weekend only if:

- the placement cannot take place during the week

- the Principal is satisfied that it is appropriate for the work experience to take place, and is satisfied that it does not interfere with the welfare and the educational program of the student
- the Principal and the parent, if the student is under 18 years of age, are satisfied with the arrangement.

The employer must ensure that the minimum conditions and entitlements that apply in Victoria in relation to a meal break are adhered to, i.e. at least a 30 minute break after working continuously for five hours.

## Duration of work experience

The total number of work experience days is 40 days in a school year. A student can undertake work experience for up to 15 days per term but the total number of days must not exceed 40 days per annum.

## Minimum number of Work Experience students

An employer is permitted to employ one work experience student for every three employees or part thereof at the workplace. However, where the placement of a student in a workplace where the above minimum ratio cannot apply, then that placement can proceed if:

- the employer certifies that all work experience students will be adequately supervised
- the Principal is satisfied that the placement is not detrimental to the welfare of any work experience student in that work location
- the Principal or his/her representative undertakes to attend the work place as frequently as is reasonably practicable
- the number of students will not exceed one student for each employee.

## Employer supervision of Work Experience students

It is important that work experience students are supervised while they are in the workplace. The employer should nominate a supervisor of the student who will be responsible for carrying out the employer's obligations under the work experience arrangement. The supervisor may be the employer or a person employed by the employer.

## Student debriefing after a Work Experience placement

Students should be provided with the opportunity to debrief after their placement. This will involve reflecting on:

- their learning in the workplace
- the impact on career planning
- assisting them prepare their pathway plans or portfolios
- assisting in senior school subject selection
- their work readiness
- comments made by the employer/supervisor on the evaluation form.

Work experience coordinators/teachers should collect written or verbal feedback from employers, parents and staff members. (Refer to Section G for sample parent and student evaluation forms)

These comments provide insight into the value of the placement for the student from the perspective of parents and employers. Where required, students should complete any school work requirements for assessment. Work experience coordinators and teachers should encourage students to share their experience with other students. At the conclusion of the work experience placement, students should be encouraged to write a letter of appreciation to the employer/supervisor.

## Commonwealth departments

Victorian students are able to undertake work experience with a Department of the Commonwealth Government or a body established pursuant to a Commonwealth Act provided that prior arrangements have been made with the particular Commonwealth government establishments.

If the placement is with a Commonwealth Department or a body established under a Commonwealth Act, no payment will be made.

It is the responsibility of the school to explain this in clear and unequivocal terms to the student and the parent/guardian. If the student or the parent/guardian is not prepared to accept this condition, then it is their choice not to proceed with a Commonwealth placement.

Schools should complete the usual work experience arrangement form. The line “rate of pay – \$5 minimum” should be completed with the words “Commonwealth establishment – exempt from paying”.

Refer to *WorkSafe* procedures in section C for details of *WorkSafe* arrangements with Commonwealth Departments.

### Payment and taxation

The minimum rate of payment is \$5 per day. If the student is paid the minimum rate of \$5 per day during the period of the work experience arrangement, the Australian Taxation Office will not require the student to have a tax file number or complete an income tax return, nor will the employer be required to issue a Payment Summary to the student at the end of the financial year.

However, if the student receives more than the minimum rate, this could affect the exemptions specified above.

Where the student is under the age of 18, if the payment made to the student is \$112 or less per week, the employer will not be obliged to:

- make any withholding
- collect tax file number declarations
- issue payment summaries
- report payment details to the ATO.

Students aged 18 years and over will be required to provide a Tax File Number (TFN) declaration to the employer. The employer will be required to withhold amounts in accordance with the tax tables (where applicable), issue payment summaries and report these payments to the Tax Office, as they would do for their employees.

### Educational and not-for-profit organisations

If a placement is with an organisation which is engaged wholly or mainly in an educational, charitable or community welfare service not conducted for profit, which as a condition of engagement requires the student to donate back the payment, then the student and the parent of the student (if the student is under 18 years), can decide to donate back the payment to the organisation.

### Privacy legislation

Victorian privacy laws, the Information Privacy Act 2000 and Health Records Act 2001 protect the personal and health information of students.

The information provided by students, parents/guardians and employers is obtained for the purposes of coordinating the work experience placement for a school student, in meeting the duty of care and child protection responsibilities. Information provided by students must be kept confidential.

Employers are also required to only use this information for the purposes for which it is given to them. The school will store the student information securely and it will be kept for a minimum of five years after the placement has been completed.

The Department of Education and Early Childhood Development is committed to protecting the privacy of personal and health information. For a copy of DEECD’s information privacy policy please go to: [www.education.vic.gov.au/about/deptpolicies/informationprivacy.htm](http://www.education.vic.gov.au/about/deptpolicies/informationprivacy.htm)

Commonwealth privacy legislation does NOT apply to the Victorian Government or Victorian Government funded services.

### Public liability insurance

When an arrangement is entered into by a Principal of a government school, it is the obligation of DEECD to hold or take out public liability insurance to provide at least \$10 million cover per event. The persons to be insured are the student and the employer.

When an arrangement is entered into by a Principal of a non-government school, it is the obligation of that school to hold or take out public liability insurance to provide at least \$10 million cover per event. The persons to be insured are the student and the school.

When an arrangement is entered into by a Principal of a non-government school not covered by public liability insurance as set out above, the employer must be informed of this by the Principal of that school at least four weeks prior to the commencement of that arrangement. In this event, the employer will be obliged to hold or take out public liability insurance to provide at least \$10 million cover per event for any loss or damage which may be caused by any act or omission of the student while engaged under the arrangement. The persons to be insured are the student and the employer.

The Principal must specify in the area provided on each Work Experience Arrangement Form the type of coverage for the student. (Refer to Section E for a copy of the Work Experience Arrangement Form.)

## Work Experience WorkSafe Arrangements

Students who suffer work related injuries or illnesses while undertaking work experience placements are entitled to compensation for work related injuries and illnesses under the WorkSafe scheme.

All work experience students are covered under the Department of Education and Early Childhood Development's (DEECD) WorkSafe Insurance Policy.

Employers of work experience students are exempt from the normal employer obligations to provide suitable employment or plan for the return to work of work experience students who may be injured while undertaking a work experience placement.

Also, employers of work experience students are not liable for any claims costs or consequent premium costs that may be incurred as a result of a work experience student lodging a WorkSafe claim. Claims from work experience students are lodged against the DEECD's WorkSafe insurance policy and the costs are met under the DEECD's policy.

### Procedures for lodging a WorkSafe claim

If a student is injured during a work experience placement, the following procedures should be followed when lodging a WorkSafe claim:

- the student is to complete and sign a WorkSafe Workers Injury Claim form with the assistance of the host employer and/or teacher who arranged the placement
- the host employer details should be entered in the Incident & Worker's Injury Details and the Workers Employment

### Details sections of the claim form

- the host employer ensures the Workers Injury Claim form is sent to the student's school

### The Principal of the student's school must ensure that:

- the injury incident is recorded on eduSafe
- the Workers Injury Claim is dated and signed and the Employer Lodgement Details section of the form is completed
- the words "work experience student" are inserted in the top left hand area of the form
- the number 1656618 is inserted as the Employer's scheme registration number in the Employer Lodgement Details section of the form
- sections 1, 2, 5, 7, 8 and 9 of the Employer Injury Claim Report Form are completed with the number 1656618 entered as the Employer's scheme registration number and 9573347 entered as the Employer's reference number
- Sections 3 and 4 of the Employer Injury Claim Report Form should not be completed. Section 6 should only be completed if the student is claiming for loss of wages from a part time job

- the originals of both forms together with any WorkSafe medical Certificates of Capacity (if the student is claiming loss of wages from part time work), medical accounts and a copy of the Work Experience Arrangement Form to CGU Workers Compensation (Vic.) Ltd. DEECD Team, GPO 2090S, Melbourne Vic. 3001
- the forms are forwarded to CGU within 10 calendar days from the date on which the host employer received the Workers Injury Claim Form from the student
- a claim file is set up retaining duplicates of both claim forms together with copies of any Certificates of Capacity and medical accounts

Workers Injury Claim Forms and Employer Injury Claim Report Forms are available from the DEECD Health Safety and WorkSafe website at: <http://www.education.vic.gov.au/hr/ohs/compensation/procedures.htm> or from Australia Post Offices.

## Interstate placements

Reciprocal arrangements exist for students to undertake work experience in New South Wales and South Australia. These arrangements are primarily for students in those schools situated in regions adjoining the border Victoria shares with those states. Students should be encouraged to find work placements in their own state in preference to interstate placements. Interstate work experience placement may only be arranged as a last resort – i.e. where in the judgement of the school Principal no suitable local placement exists and/or where there are special educational reasons for making such an arrangement.

## New South Wales

Work experience in NSW will only be considered under the following conditions:

- students are enrolled in schools in the regions adjoining the Victoria/ NSW border, or students wish to undertake placement in an industry which does not exist in Victoria, or does not exist in the student's home/school area in Victoria
- responsibility for negotiation of the outcomes of the work experience, assessment procedures, duty of care, supervision and checking that the workplace has identified and addressed any potential hazards and risks to the student rests with the student's school in Victoria
- placements can only be made within the NSW school term – no interstate placements will be approved that fall during NSW school vacations
- students will not be paid for work experience in NSW
- placements are only be approved provided students from NSW are not disadvantaged
- students must complete the Victorian safe@work OHS general module and the relevant industry module prior to their placement in NSW
- students must complete the *WorkSafe* NSW 5-6 hour training course, *OHS General Induction for Construction Work in NSW* if they are going to undertake any construction work or renovation or repairs involving any of the building trades.

### Applications

Applications for work experience which do not involve any overnight accommodation must be made on the relevant proforma available on the following website [www.waggad.det.nsw.edu.au](http://www.waggad.det.nsw.edu.au) Go to Vocational Education/Work Placement/ Interstate Placements.

Schools should first check the website and contact the following officer prior to sending applications:

*The Vocational Education Consultant  
NSW Dept of Education and Training  
Wagga Wagga Office*

*PO Box 478  
Wagga Wagga NSW 2650*

*Telephone (02) 6937 3895*

Applications for placements involving accommodation away from home must be made on the relevant proforma available from the Senior Coordinator, Workplace Learning in the Vocational Education in Schools Directorate in Sydney on telephone (02) 9564 5071, Fax (02) 9564 5020.

**NOTE:** Approvals for placements involving accommodation away from home are only given in exceptional circumstances. It is NOT advisable to confirm any travel and accommodation arrangements before approval from NSW has been given.

### South Australia

Victorian schools are required to use the South Australian Workplace Learning Agreement Form as no payment can occur for work placements in South Australia.

Schools wanting to place students with employers in South Australia should refer to the *Workplace Learning Guidelines 2004*, available at [www.decs.sa.gov.au/learningandwork](http://www.decs.sa.gov.au/learningandwork) Go to the Workplace Learning and Skills section.

Further information can be obtained from the Department of Education and Children's Services, phone 08 8226 1000, the Catholic Education Office, phone 08 8301 6600, or the Association of Independent Schools of South Australia phone 08 8179 1400.

## Other States/Territories

In the case of work experience in other states and territories (apart from NSW and South Australia), a Principal of a school can only enter into an arrangement pursuant to Section 5.4.3 of the Act if:

- the Principal is satisfied that it is appropriate for the arrangements to be made (the Principal should be satisfied that it is in the interest of the student for the work experience to occur and also that the physical and moral welfare of the student will be assured), and the student and/or the parent of the student have made suitable insurance arrangements ensuring:
  - cover for the student for any injuries in the course of the arrangement at least comparable to that applicable in Victoria to a student under the Accident Compensation Act 1985
  - public liability insurance coverage of at least \$10 million cover per event in respect of any loss or damage which may be caused by any act or omission of the student whilst engaged under the Arrangement.

Parents are at liberty to approach any insurance company to obtain details of insurance that will provide cover for the student comparable to that provided by the Accident Compensation Act 1985.

**International work experience placements are not allowed under any circumstances.**

## International students

All International students will be issued a Visa that already allows them to work up to 20 hours per week, and any work experience arrangements will have to conform with these restrictions. For further information, please contact the DEECD International Student Program Unit on (+61) (03) 9637 2990

# Section D: Delivering Your Program

## In Section D

Program preparation

Final preparation for work experience

During the placement

After the placement

Summary of tasks for work experience coordinator

Checklist of tasks for work experience coordinator

This section is designed for work experience coordinators as a framework from which to develop and deliver a quality work experience program for students in secondary schools. It is anticipated that work experience coordinators/teachers will find the following steps useful in the development of their programs.

### Program preparation

#### Timeframe: 12 months prior to program commencing

##### Step 1: Notification

Explain the school work experience program to students, parents and staff. This will ensure their involvement, commitment and a logical approach to the program requirements.

A variety of communication methods can be used, e.g. class and year level briefings, school newsletters, year level and parent information evenings and letters.

Copies of the parents' and employer brochures should be provided to students and parents (refer to Section E).

##### Step 2: Timing

**The timing of the work experience program within the school year is critical in supporting students with work readiness and in the selection of senior school certificate programs.**

1. Liaise with school timetabler, year 10 coordinator(s), or other year level and school staff in general, about the timing of placements. Some schools use the "block" system (e.g. all year 10 simultaneously, or in two lots), and some use the trickle system (students out on an ad hoc basis throughout the year), depending on the needs of the school. Refer to Section G for sample organisation of work experience.
2. Have the dates endorsed by the curriculum (or other appropriate) committee. Schools that use a block release system normally determine the dates for work experience during the preceding year to ensure that all teachers, students and parents know well in advance.
3. Liaise with other local schools (generally through regional careers networks) to avoid clashes in the timing of work experience with other schools, if timetabling block release.
4. Organise appropriate numbers of forms, and printed handouts for students, parents and employers to inform them about the program.
5. Organise briefing sessions with the students the year prior so that students can begin to think about their placement and in some cases begin to make enquiries to employers. *Many popular workplaces, like the Zoo, the Melbourne Museum and Victoria Police, fill their work experience positions the year before.*
6. Work with appropriate staff on integration of work education and work experience into their curriculum and outline DEECD's occupational health and safety program and the schools' procedures for the delivery of this program.

### Step 3: Obtaining placements

Schools approach work experience placements differently. Some schools provide the placement based on an application system, while others rely on the students to provide their own placement. Communicate the process early enough for students to ensure they obtain a suitable placement that meets their individual needs.

1. Provide advice on obtaining placements and how to liaise with employers. (Refer to the Sample *Work Experience Student Booklet*: [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/))
2. Ensure students have thought about how they will travel to and from the workplace.
3. Advise students under the age of 15, and their parents, of the Departmental requirement for a Child Employment Permit and a Working with Children check for employers and supervisors.
4. Advise students and their parents of Departmental requirements regarding country and interstate placements.
1. Advise students of payment arrangements, i.e. minimum \$5 per day except for Commonwealth Departments or bodies established under a Commonwealth Act and educational, charitable and not for profit organisations.

The above points could influence students and parents in the timing and selection of their work place.

Students with disabilities and additional needs will require additional support in the selection of a suitable work place to cater for their individual disability (refer to Section C).

### Step 4: Completing the work experience arrangement forms – Ministerial Order 382

Prior to students organising their placement, or once they have organised the placement, issue them with the Work Experience Arrangement Form and Employer Guidelines, so that the employer, the student's parent/guardian and the student can sign the form.

Issue students with their own copy of the Arrangement Form once it has been checked and signed by the Principal. Send a completed copy of this form to the parents and employer if the student is under 18 years of age.

### Step 5: Administration

1. Organise a procedure for the Principal to receive, review, sign and return Work Experience Arrangement Forms to the work experience coordinator
2. Check that the Principal has indicated the correct information regarding public liability and that all other parts of the Work Experience Arrangement Form have been completed
3. Set up a database to record all information on work experience placements, including whether employers are difficult or unsuitable. Make sure students and employers are given copies of the Work Experience Arrangement Form. For further information on databases, ask your local regional careers group or ring the CEAV on (03) 9349 1900
4. Work Experience Arrangement Forms must be retained by the school for a period of at least five years in a bound register, as there is no statutory limit on the length of delay in submitting claims for *WorkSafe*
5. When the program is operating, make sure the school switchboard staff know of your whereabouts at all times

6. Develop and distribute a Record of Contact form for visiting teachers to take to workplaces (refer to Section E)
7. Encourage students to write and thank employers at the end of the placement
8. As an end of year greeting, write to thank employers, including dates for your program for the next year if appropriate.

### Step 6: Preparing students for the work experience placement

The work experience coordinator should:

- prepare students to be aware of occupational health and safety issues by showing the Workplace Learning Toolbox DVD located at <http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/workplacetoolbox/introduction.htm> and ensure that students complete the DEECD occupational health and safety safe@work general and industry specific modules. Students with disabilities and additional needs should complete A Job Well Done
- prepare students to be conscious of potential risks and give them strategies to deal with these risks, such as the need to report perceived hazards or concerns to their supervisor without delay
- ensure students are aware of equal opportunity and unlawful harassment and discrimination and have been given strategies to deal with these, e.g. discuss with teacher who visits them or with the work experience coordinator
- ensure students are aware of privacy issues and of what personal information will need to be given to the employer (e.g. students with asthma or diabetes) to ensure their safety
- ensure each student is 'work ready' and understands workplace behaviour and etiquette
- ensure students and their workplace supervisors are aware of the 'school tasks' a student has to undertake while on work experience (e.g. completion of an assignment and journal)

- ensure students understand their rights and responsibilities and are aware of strategies to deal with problems which may arise
- detail procedures for students to contact the school if they have any concerns while in the workplace
- detail the procedure to be followed if a student is absent, to ensure they notify the employer and the teacher in charge of work experience straight away
- advise students to contact the school immediately if they have any concerns in relation to their placement.

### Step 7: Preparing host employers

Communicate facts about the program, including its purpose, organisational details, insurance provisions, student's role, employer's evaluation and supervision arrangements for the student.

1. Inform employers that for work experience involving students under 15 years a Child Employment Permit for employers and Working with Children Check for all nominated supervisors is required by the Department (refer to **Section F Revised Health and Safety Guidelines for work experience students under 15 years**) employer must provide the Principal with certified copies of the Child Employment Permit and the Working with Children check.
2. Ensure that the employer acknowledges on the Work Experience Arrangement Form that he/she has read the Employer Guidelines provided by the school
3. The employer should undertake to pay the student a minimum of \$5 per day, if applicable. Commonwealth Departments or bodies established under a Commonwealth Act, educational, charitable and non for profit organisations should advise all students about the non payment of the minimum payment

4. The employer should contact the teacher in charge of work experience immediately regarding any issues affecting the student that arise in the workplace, or if a student is absent without notification
5. Consultation should occur with the school if it is deemed necessary to terminate the arrangement before the specified time
6. In the case where a work experience student is injured, the employer must contact the school, either the Principal or teacher in charge of work experience immediately.

## Final preparation for work experience

**Timing: 4 to 6 weeks before the commencement of program**

### Step 1: Confirmation of placement

Confirm placement details with the employers. *It is vital to ensure that students with disabilities and additional needs have the most up to date information.*

### Step 2: Final student briefing before placement

Conduct final briefings, during which final instructions are given. This could include:

- ensuring students have completed the occupational health and safety program
- ensuring students have all necessary documentation, including a copy of the Work Experience Arrangement Form, school assignment and school emergency contact details
- clarifying any transportation issues with students
- notifying students of the staff member who will be visiting or contacting them and the employer
- reinforcing with students the procedures for contacting the school in case of an emergency (or for absences).

## During the placement

### The student should:

- introduce themselves to the employer, supervisor and other staff
- inform the employer and the workplace supervisor of the 'school tasks' to be undertaken while on work experience (e.g. completion of an assignment and journal)
- inform the school and employer of expected absences from work, or late arrivals
- inform the school and employer if any unexpected absences or lateness occurs
- report all accidents, 'near misses' and hazardous situations in the workplace to their supervisor and work experience coordinator
- report any grievances to the work experience coordinator, before attempting to handle it themselves in the workplace
- maintain diary or logbook and/or complete work experience assignment and other tasks which have been set by the school (a sample work experience log book is available at [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/))
- undertake the activities set by the employer and/or supervisor in the workplace
- keep contact numbers of their parents/guardians, school and employer with them at all times during their placement. This is to allow students the opportunity to notify either of the parties above regarding any changes to working times and/or other issues which may arise.

### The employer should:

- familiarise the student with the running of the organisation and introduce key staff involved

- induct the student into the workplace and ensure that occupational health and safety requirements are communicated (such as emergency procedures and names and location of first aiders)
- provide the student with appropriate clothing and protective equipment where required
- create opportunities for the student to acquire or to enhance skills
- familiarise themselves with the 'school tasks' the student has to undertake while on work experience (for example, completing a questionnaire or keeping a workplace journal)
- provide feedback about the student's performance, i.e. complete a student work experience evaluation and/or include a student reference, before the student completes the placement
- discuss the evaluation with the student.

### Contacting and visiting students

Work experience coordinators should ensure that employers are aware of the Departmental requirement for schools to contact students (either in person or via telephone) during the placement. Employers should be made aware of their responsibility to provide a private space for the teacher to talk to the students. The teacher making contact should also encourage the employer to discuss the school work requirements the student has to complete, as well as the student's progress. Employers can discuss relevant issues with the student when completing the student evaluation or reference.

If other teachers are involved in contacting or visiting a student, the employer and student must be notified as to which staff member will contact them. Staff must be provided with the relevant documentation to contact or visit the student. (Refer to Section E for Sample Record of Contact Form.) Staff must also be aware of work requirements so they can discuss the student's progress.

## After the placement

### The student should:

- evaluate and reflect on the effectiveness of the workplace, and inform the work experience coordinator as to the suitability of the placement
- participate in a debrief/evaluation of the placement at school (this may be in the form of a class presentation or report)
- save employer evaluations if available in their personal portfolio or managed individual pathways plan
- complete a letter of thanks to the employer and detail skills they have learned during the placement.

### Debrief and follow up

#### Timing: within two weeks of conclusion of placement

Students should be provided with the opportunity to 'debrief' after their work experience placement. This will involve reflecting on:

- their learning in the workplace
- the impact on career planning and preparing their pathway plans or portfolios
- their senior school subject selection
- their work readiness
- comments made by the employer/supervisor on the evaluation form
- any school work requirements for assessment
- written or verbal feedback from employers, parents or visiting staff members.

These reflections provide insight into the value of the placement for the student from the perspective of parents and employers.

Students should also be encouraged to share their experience with other students.

## Summary of tasks for work experience coordinator

- Liaise with local schools (generally through regional careers network) to avoid clashes in the timing of work experience with other schools, if timetabling block release. This would usually be done sometime in semester 2 of the previous year.
- Ascertain the number of students who may be **under 15 years of age** during the scheduled work experience placement program. Commence the procedure for Child Employment Permits and Working with Children checks for these students once employer and placement is known.
- Ensure that this is ascertained early so that the CEP and WWC are obtained in time for the principal to sign off the workplace learning arrangement form.
- Liaise with school timetabler, year 10 coordinator(s), or other year level and school staff in general, about the timing of placements. Have the dates endorsed by the curriculum (or other appropriate) committee.
- Organise appropriate numbers of forms, and printed handouts for students, parents and employers to inform them about the program.
- Organise briefing sessions with the students in the year prior to their work experience, so students can begin to think about their placement and in some cases begin to make enquiries to employers.
- Work with appropriate staff on integration of work education and work experience into their curriculum. Lessons should be conducted on occupational health and safety issues, be pitched to match selected workplaces, and on other workplace issues like harassment. This may be suitable for embedding the safe@work program into the current curriculum.
- Organise the delivery and testing schedule for the safe@work program. Ensure that the industry specific module matches the student placement.

- Ensure that students with disabilities are adequately supported in their preparation for work experience and complete the occupational health and safety program A Job Well Done. Liaise with the welfare coordinator or student aide where appropriate.
- Develop and distribute clear procedures for students to follow should they have difficulties during their placement.
- Organise a procedure for the Principal to receive, review, sign and return Work Experience Arrangement Forms to the work experience coordinator.
- Check that the Principal has indicated the correct information regarding Public Liability and that all other parts of the Work Experience Arrangement Form – Ministerial Order 382 have been completed correctly.
- Set up a database to record all the information on work experience placements, including whether host employers are difficult or unsuitable. Make sure that students and employers are given copies of the Work Experience Arrangement Form- Ministerial Order 382, and the employer guidelines. For further information on databases, ask your local regional careers group, your regional later years consultant, the Catholic Education Commission of Victoria, the Independent Schools of Victoria, or ring the CEAV on (03) 9349 1900.
- Work Experience Arrangement Forms must be retained by the school for a period of at least five years in a bound register, as there is no statutory limit on the length of delay in submitting claims for *WorkSafe*.
- When the program is operating, make sure the school switchboard staff know of your whereabouts at all times.
- Develop and distribute a form for visiting teachers to take to workplaces. This form could be used as a checklist to ensure that there is an adequate ratio of staff to students, and that other work experience guidelines are being adhered to.
- Encourage students to write and thank employers at the end of the placement.
- As an end of year greeting, write to thank employers, including dates for your program for the next year if appropriate.

### Liaison with employers

- Remember that the employer's priority is their core business.
- When making contact or visiting the employer, bear in mind the kind of business/industry they are in and recognise their peak busy times.
- Often employers need assistance in understanding the benefits of work experience learning for them and the student.
- Sell the benefits of work experience rather than just the 'good will angle'.
- Always provide clear, simple and concise information; employers don't have time to read lengthy documents.
- Don't leave phone messages (they could phone back when you're in class; find out when they will be available and phone them back).
- Don't promise anything you cannot deliver. Be aware of your own time constraints.
- Maintain regular contact: advise when employers should expect to receive forms and when the student will be in contact.
- Don't leave it until the end of the week to see if the student is okay!
- Employers mostly like to be visited in the workplace whilst the student is with them – this is also a good way to find out more about the industry.

- Contact your local Workplace Learning Coordinator Service if you need assistance in placing students. Details for Workplace Learning Coordinator Services in Victoria can be found at <http://www.education.vic.gov.au/sensecyouth/nationalpartnerships/workplacelearnco.htm>

### Strategies to enhance and increase the employer network used by the school could include:

- nurturing existing relationships with employers by sending thank you cards at the end of the year and featuring their worksites in articles in school newspapers
- using the school community, including partners of teachers on staff, to establish other employment locations
- use your own network of dentist, hairdresser, accountant, mechanic and other suitable occupations
- publicising requests for placements in local papers
- using friends' and relatives' places of employment
- liaising with other schools via regional careers group, to share employer lists.

Clear and concise documents should be provided to all employers, setting out the requirements for the school and the individual student. It is important that the employer provides a worksite with an appropriate ratio of staff to students, as per Ministerial Order No. 382 (refer to section F), a safe environment, meaningful work, adequate breaks and most importantly, adequate supervision.

The work experience coordinator should ensure that these requirements can be met by checking that the employer acknowledgment section of the Work Experience Arrangement Form has been completed, prior to the placement commencing. It is important that 'first time' employers are fully apprised of the Work Experience Arrangement Form and that occupational health and safety requirements are fully understood.

## Checklist of tasks for Work Experience coordinator

Task	Completed	In progress	Action
<b>1. Set dates for work experience program</b> – liaise with regional careers groups and Workplace Learning Coordinator services to ensure dates are optimised for your school			
<b>2. Work experience induction program – students</b> – outline program – student tasks and responsibilities explained – outline requirements for Child Employment Permits and Working with Children checks where the student is under 15 – outline safe@work and A Job Well Done program requirements for your school			
<b>3. Inform all staff</b> – of work experience program, their tasks and the anticipated outcomes			
<b>4. Inform parents of work experience program</b> – options through information evening, school newsletter, letter sent home			
<b>5. Conduct OHS program</b> – organise the delivery and supervision of tests of the safe@work program general module and relevant industry specific module – organise A Job Well Done for students with disabilities – organise viewing of the Workplace Learning Toolbox			
<b>6. Conduct safe@work tests</b> – issue school endorsed certificates to successful students – file a copy of these certificates for school records			
<b>7. Set up a database to record placements, employer contacts and dates:</b> – record number of Child Employment Permits required – record number of Working with Children checks required			
<b>8. Ensure employers have been contacted about program. Check:</b> – Child Employment Permit has been completed where required – nominated supervisor/s has Working with Children check where required – correct Arrangement Form, Ministerial Order 382 and employer guidelines have been sent and received – all placements are suitable in regards to OHS program students are undertaking – employers have an OHS induction program prepared for students on their first day			
<b>9. Organise a system for principal to receive, review, sign and return work experience arrangement forms.</b>			
<b>10. Send copy of completed arrangement form to employer and parent/ guardian or students of 18 years and older.</b>			
<b>11. Set up workplace visit and assessment roster.</b> – if including other staff, distribute all necessary documentation – organise assessment of students – ensure students and employers have a copy of assessment/workplace visit dates			
<b>12. Collate and send evaluations of student placements.</b>			
<b>13. Organise debrief of students at conclusion of placement:</b> – Record information on suitable and unsuitable placements for future reference – Collect and organise assessment of work experience journals, diaries and work requirements			
<b>14. Organise letters of thanks / appreciation for employers</b> – Student letters – School letters.			
<b>15. Provide students with evaluation of placement as evidence for their personal portfolios</b>			
<b>16. File and archive Work Experience Arrangement Forms and copies of evaluations in a bound register for seven years</b>			
<b>17. Write a report on work experience program, placements, issues and strategies for improvement</b>			

# Section E: Relevant Forms and Brochures

## In Section E

Work Experience Arrangement Form

Work Experience Guidelines for Employers

Information for employers – guideline and brochure

Information for parents – brochure

WorkSafe sample forms

Sample Record of Contact Form – for teachers making contact with students on work placement

Arrangement form for students who require accommodation away from home (within Victoria)

## Relevant Work Experience forms

1. Victorian Ministerial Order No 382:
  - a. Work Experience Arrangement Form  
[http://www.eduweb.vic.gov.au/edulibrary/public/postcomp/Work\\_Experience\\_Arrangement\\_Form.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/postcomp/Work_Experience_Arrangement_Form.pdf)
  - b. Work Experience Guidelines for Employers  
[http://www.eduweb.vic.gov.au/edulibrary/public/postcomp/Work\\_Experience\\_Guidelines\\_for\\_Employers.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/postcomp/Work_Experience_Guidelines_for_Employers.pdf)
2. Information for employers  
[http://www.eduweb.vic.gov.au/edulibrary/public/postcomp/Work\\_Experience\\_Guidelines\\_for\\_Employers.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/postcomp/Work_Experience_Guidelines_for_Employers.pdf)
3. Information for parents  
<http://www.eduweb.vic.gov.au/edulibrary/public/postcomp/worklearn/wlworkexperiencestudentsparents.pdf>
4. WorkSafe sample form  
<http://www.worksafe.vic.gov.au/wps/wcm/connect/f440b9804071f20e85a6dfe1fb554c40/Workers+Injury+Claim+Form+v7.pdf?MOD=AJPERES>
5. Sample Record of Contact Form – for teachers making contact with students on work placement
6. Arrangement form for students who require accommodation away from home (within Victoria)
7. Interstate Arrangement Forms (See Section C for links relating to NSW and SA work experience forms)

Schools are required to contact students on structured workplace learning placement as part of their duty of care under legislation. The principal should nominate a coordinator, teacher or delegate to act on behalf of the school. The contact may be by telephone or by workplace visit (including in term breaks). Open-ended questions should be used wherever possible and a Record of Contact Form completed. It is important that students are able to provide feedback privately. If a telephone approach is used, ensure that the student can talk in private.

<b>Date:</b>	
<b>Name of student:</b>	
<b>Workplace details:</b>	
<b>School name:</b>	
<b>Contact person name:</b>	
<b>Orientation</b> <ul style="list-style-type: none"> <li>◆ Have you had any problems getting to the workplace [if so, how have you resolved them]?</li> <li>◆ How are you settling in to the workplace?</li> <li>◆ Are you clear about the things expected of you at the workplace?</li> </ul>	
<b>Planned school tasks</b> <ul style="list-style-type: none"> <li>◆ Have you talked to your supervisor about your planned work requirements [and have they been scheduled into your experience]?</li> <li>◆ What have you learned, and what tasks have you performed? (This question is intended to elicit potential high risk industry issues with regard to use or operation of equipment)</li> </ul>	
<b>Satisfaction Level</b> <ul style="list-style-type: none"> <li>◆ How would you describe your experience so far?</li> <li>◆ What have you done so far that you feel you have done well?</li> <li>◆ Was there anything you thought you could do better or improve?</li> </ul>	
<b>Feedback</b> Do you have any worries or concerns about any aspect of your workplace, or about any individual at the workplace? (This question is intended to give the student the opportunity to raise any discrimination, harassment or bullying issues)	

Is follow-up contact required? YES  NO

Contact Person (signature)

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**Structured Workplace Learning**  
Arrangement form for students who require  
acomodation away from home

**Details of Structured Workplace Learning involving accommodation away from home**  
(this form is for INTERNAL school use only)

Name of School \_\_\_\_\_ Tel \_\_\_\_\_ Fax \_\_\_\_\_

Address \_\_\_\_\_ Postcode \_\_\_\_\_

Name of Student \_\_\_\_\_ Date of Birth \_\_\_\_\_ Year 9 10 11 12

**PLACEMENT DATES:** From \_\_\_\_\_ To \_\_\_\_\_

Type of Work \_\_\_\_\_

Name of Employer \_\_\_\_\_

Address \_\_\_\_\_ Postcode \_\_\_\_\_

Contact person \_\_\_\_\_ Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Travel arrangements to and from workplace \_\_\_\_\_

**OVERNIGHT ACCOMMODATION:**

Person supervising \_\_\_\_\_ Relationship to student \_\_\_\_\_

Address \_\_\_\_\_ Postcode \_\_\_\_\_

Telephone: Business Hours \_\_\_\_\_ After hours \_\_\_\_\_

Travel arrangements to and from home \_\_\_\_\_

**PARENT/GUARDIAN STATEMENT:**

I APPROVE OF THE ABOVE STRUCTURED WORKPLACE LEARNING ARRANGEMENT AND ALL ARRANGEMENTS INCLUDING PROPOSED TRAVEL AND ACCOMMODATION PROVISIONS.

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

**FOR SCHOOL USE ONLY:**

Please outline the reasons for the structured workplace learning, including the educational value of the experience and the lack of opportunity in the local community:

\_\_\_\_\_

\_\_\_\_\_

What steps has the school taken to ascertain that the structured workplace learning, overnight accommodation and travel arrangements satisfy safety and welfare requirements?

\_\_\_\_\_

\_\_\_\_\_

What arrangements have been made to monitor the student's progress during the structured workplace learning?

\_\_\_\_\_

\_\_\_\_\_

Structured workplace learning

Coordinator Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal: Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please ensure the student has been given a 24 hour school contact person and phone number.**

# Section F: Policy, Ministerial Order, Health and Safety Guidelines and Government Schools Reference Guide

## In Section F

Education and Training Reform

Act 2006 – Part 5.4 – Workplace Learning

Ministerial Order 382 – Work Experience Arrangements

Health and Safety Guidelines for Work Experience Students Aged 15+

Work Experience Students Aged 14: Health and Safety Guidelines, Criminal Records Checks and Declared High Risk Industries

Additional information for students aged 14 undertaking work experience:

- a. Guidelines for Criminal Record Checks of employers and supervisors of work experience pupils under 15 years of age
- b. Frequently Asked Questions for Criminal Records Checks
- c. Risk Assessment Report Form

## Part 5.4—Workplace Learning

### Division 1—Work experience

#### 5.4.1 Definitions

In this Part—

**child** means a person under the age of 15 years;

**factory** means factory within the meaning of the Labour and Industry Act 1958;

**law** includes employment agreement or contract of employment;

**school** means—

- a. a registered school; or
- b. a school approved by the Minister for the purposes of this Division;

**school year**, in respect of any school, means that portion of the year beginning with the first school day of that year and ending with the last school day of that year;

**structured workplace learning arrangement** means an arrangement for structured workplace learning made under section 5.4.5;

**trade** includes process, trade, business and occupation and any branch or branches of a process, trade, business or occupation;

**work experience arrangement** means an arrangement made under section 5.4.3;

**young person** means a person of or over the age of 15 years and under the age of 21 years.

#### 5.4.2 Application

The provisions of this Division relating to work experience arrangements also apply to a student at a TAFE institute or a University with a TAFE division who is in a course of study that is or is equivalent to year 11 or year 12 of secondary education as if the student were a student at a registered school.

#### 5.4.3 Work experience arrangements

1. A student at a school may be placed with an employer for work experience as part of the student's education if the Principal of the school has made an arrangement in writing with the employer about the placement of the student with the employer.
2. A work experience arrangement may be made under subsection (1) in respect of a child only if the Principal is satisfied that—
  - a. the health, education and moral and material welfare of the child will not suffer from the proposed arrangement; and
  - b. the child is fit to be engaged in the proposed work experience; and
  - c. the child will not be subjected to any form of exploitation in the course of the proposed work experience; and
  - d. the proposed work experience is not prohibited employment within the meaning of the Child Employment Act 2003.

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**Note** Section 5.4.7 contains further restrictions on the making of work experience arrangements for certain types of employment.

3. A work experience arrangement under subsection (1) may be made with an employer in another State or Territory—
4. (a) if that State or Territory is declared by Order of the Governor in Council to be a reciprocating State or Territory for the purposes of this section; or
5. (b) if the Principal is satisfied that it is appropriate that the arrangement should be made.
6. (4) A work experience arrangement under subsection (1) may be made in respect of a student of or over the age of 21 years in the circumstances set out in a Ministerial Order made under section 5.4.4.

#### 5.4.4 Orders about work experience arrangements

1. The Minister may make Orders about the placement of students with employers for obtaining work experience as part of a student's education.
2. Without limiting the generality of subsection (1) an Order may provide for—
  - a. the number of students that an employer or class of employer is permitted to employ under a work experience arrangement;
  - b. the minimum rate of payment payable to a student employed under a work experience arrangement;
  - c. the hours of the day in which a student can work under a work experience arrangement;
  - d. any other terms and conditions for work experience arrangements including work experience arrangements referred to in section 5.4.3(3);
  - e. the circumstances and terms and conditions under which the Principal of a school can make work experience arrangements about the placement of students of or over the age of 21 years with an employer;

- f. requiring that work experience arrangements cannot be made for a student who is a child unless the following persons have provided a check about any criminal record of that person to the Principal—
  - g. the employer; and
  - h. any other person who will have direct supervision
  - i. or control of the student during the placement if the supervision or control will not be directly supervised by another person;
  - j. requiring students to undertake occupational, health and safety training before undertaking work experience;
  - k. requiring that the Principal ensures that he or she or a teacher at the school contacts a student at least once during the time the student is placed with an employer for work experience.

#### 5.4.5 Structured workplace learning arrangements

1. A student of a school who is of or over the age of 15 years and undertaking a course of study accredited by the Authority may be placed with an employer for training as part of that course of study if the Principal of the school, the employer, the student and, if the student is under the age of 18 years, the parent of the student have made an arrangement about the placement of the student with the employer.
2. A person must not make an arrangement under this section if the arrangement would include any period of placement at a skills or training centre that is not operated by the employer or is not under the direct control of the employer.

3. An arrangement for structured workplace learning may be made with an employer in another State or Territory—
  - a. if that State or Territory is declared by Order of the Governor in Council to be a reciprocating State or Territory for the purposes of this section; or
  - b. if the Principal of the school is satisfied that it is appropriate that the arrangement should be made.

#### 5.4.6 Orders about structured workplace learning

1. The Minister may make Orders about the work placement of students or any class of students with employers for training.
2. Without limiting the generality of subsection (1) an Order may provide for—
  - a. the circumstances in which and the requirements which must be satisfied before structured workplace learning arrangements can be entered into;
  - b. without limiting the generality of paragraph (a), requiring students to undertake training in occupational health and safety relevant to the workplace where they will be employed under a structured workplace learning arrangement before the arrangement can be entered into;
  - c. the maximum number of structured workplace learning hours or days that a student can be employed for under a structured workplace learning arrangement;
  - d. the hours of the day in which a student can work under a structured workplace learning arrangement;
  - e. the maximum number of students who can be employed by an employer at any time;

- f. the circumstances in which a structured workplace learning arrangement can be varied, suspended or cancelled;
- g. the minimum rate of payment for a student employed under a structured workplace learning arrangement;
- h. any other terms and conditions for structured workplace learning arrangements including structured workplace learning arrangements referred to in section 5.4.5 with employers in other States or Territories.

#### 5.4.7 Conditions of employment under work experience arrangements

1. The employment of students under work experience arrangements is subject to the following conditions—
  - a. a student must not be employed under this Division for more than 40 days during any school year nor more than 10 days during any school term;
  - b. the Principal of a school may make a work experience arrangement with an employer for the placement of a particular student with that employer for specified periods during a school year;
  - c. an employer must not at any time employ more than the number of students that employers are permitted to employ by an Order made under section 5.4.4;
  - d. the period of employment in respect of any arrangement must not exceed a total of 10 days;
  - e. the full period in respect of the employment is to be a period falling within the school year.
2. A work experience arrangement—
  - a. may be varied or amended by a further arrangement; and

- b. may be cancelled at any time by notice in writing
  - c. given by the employer to the
  - d. Principal of the school; or
  - e. given by the Principal of the
  - f. school to the employer.
3. The Principal of a school may suspend the operation of a condition in subsection (1)—
    - a. to allow a student to be employed under a work experience arrangement for more than 10 days but not exceeding 15 days during any school term;
    - b. to allow the period of employment
    - c. of that student to exceed a total of
    - d. 10 days but not to exceed a total
    - e. of 15 days during any school term
    - f. in respect of the arrangement— if authorised to do so by Ministerial Order and subject to any terms or conditions required by Ministerial Order.
  4. The Minister or a person employed in the Department authorised in writing by the Minister for that purpose may suspend the operation of all or any of the conditions of employment set out in paragraphs (a), (b), (d) and (e) of subsection (1) with respect to any student with a disability or impairment.
  5. A suspension made under subsection (4) —
    - a. must be in writing signed by the Minister or the authorised officer;
    - b. may be given with respect to any specified student or any specified group or class of students;
    - c. may be for a specified time or indefinitely; and
    - d. may be varied or revoked by the Minister or the authorised officer (as the case requires).

#### 5.4.8 Conditions of employment under structured workplace learning arrangements

1. A structured workplace learning arrangement must—
  - a. be in writing; and
  - b. set out—
    - i. details of the accredited course of study; and
    - ii. the skills and competencies that the student is expected to obtain during the structured workplace learning; and
    - iii. the total number of days or hours that the student will be employed by the employer; and
    - iv. the period of employment under the structured workplace learning; and
    - v. the name of the employer or a person authorised by the employer to make structured workplace learning arrangements, the trading or operating name of the employer and the address of the work place where the student will be employed; and
  - c. be signed by—
    - i. the Principal of the student's school; and
    - ii. the employer or a person authorised by the employer to make structured workplace learning arrangements; and
    - iii. the student; and
    - iv. if the student is under the age of 18 years, the parent of the student.
2. A structured workplace learning arrangement must not provide for any period of employment exceeding one calendar year.

#### 5.4.9 Payment

1. Despite anything to the contrary in any law, the minimum rate of payment payable to a student employed under an arrangement—
  - a. in the case of a work experience arrangement, is the minimum rate of payment fixed under section 5.4.4; or
  - b. in the case of a structured workplace learning arrangement, is the minimum rate of payment fixed under section 5.4.6.
2. If—
  - a. an arrangement is for employment with an organisation that is engaged wholly or mainly in an educational, charitable, or community welfare service not conducted for profit; and
  - b. the student determines that the whole of his or her payment will be donated back to the organisation; and
  - c. the written consent of his or her parent is obtained to the proposed donation—
    - i. the determination of the student to donate back the payment and the consent of his or her parent may be stated in the arrangement.
3. A department of the Commonwealth Government or a body established under a Commonwealth Act that employs a student under an arrangement is not required to make any payment to the student, despite anything to the contrary in this or any other Act or in any law or award.
4. If the Minister is satisfied that a structured workplace learning arrangement is for the employment of a student or a category of students in a skills or training centre conducted by an employer on a not for profit basis, the Minister may determine that the employer is not required to make

any payment to a student or a member of the category of students referred to in the determination in respect of any period of employment in that centre. is not required to make any payment to the student or the member of the category of students referred to in the determination in respect of any period of employment in the skills or training centre despite anything to the contrary in this or any other Act or in any law or award.

5. For the purposes of the **Accident Compensation Act 1985**, payment at the minimum rate under subsection (1) is deemed to be payable to a student in the circumstances set out in subsections (3), (4) and (5).

#### 5.4.10 Duty of care

1. A school or the Principal or a teacher of a school does not have and is not to be deemed to have a duty relating to the care or control of a student
2. of the school while that student is employed—
  - a. under a work experience arrangement or a structured workplace learning arrangement; or
  - b. as an apprentice under a training contract under Part 5.5 if the training for the student under that contract has been approved or endorsed by the Principal of the school.
3. An action does not lie against a school or the Principal or a teacher of a school because of a breach of a duty referred to in subsection (1).

#### 5.4.11 Application of certain laws if employment is for work experience

1. Subject to this Division, an Act or law relating to the prohibition or regulation of the employment of children or young persons does not apply to the employment of a child or young person who—
  - a. is a student at a school; and

- b. is of or over 14 years of age; and
  - c. with the written consent of a parent is employed under a work experience arrangement.

2. If an Act or law prohibits the employment or regulates the working conditions in a specified occupation—
  - a. of persons of less than or not more than a specified age expressed as a number of years; or
  - b. of females—
    - i. then subsection (1) must not be taken to permit the employment of a person contrary to that Act or law.
3. For the avoidance of doubt, a permit under Division 2 of Part 2 of the Child Employment Act 2003 is not required for the employment of a child in accordance with a work experience arrangement, except as provided by subsection (4).
4. A work experience arrangement authorising the employment of a child in a factory or in a class of employment declared to be dangerous employment under subsection (5) cannot be made unless—
  - a. the child is of or over 14 years of age; and
  - b. a permit has been issued under Division 2 of Part 2 of the Child Employment Act 2003 in respect of the proposed employment.
5. The Minister, by Order published in the Government Gazette, may declare any class of employment to be dangerous employment if, in the Minister's opinion, there is a higher than usual risk of a child being exposed to the risk of physical injury in employment of that class.
6. The Minister, by Order published in the Government Gazette, may from time to time amend or revoke an order made under subsection (5).

7. If in respect of any trade the working conditions of young persons are regulated but the employment or working conditions of children are not specifically prohibited or regulated, a child may be employed in that trade pursuant to a work experience arrangement so long as the working conditions are those applicable to a young person.

#### 5.4.12 Arrangements for students from interstate

1. The Principal of a school lawfully conducted in a reciprocating State or Territory may in writing—
  - a. make a work experience arrangement with an employer in Victoria with a view to providing a student at the school with work experience in Victoria as part of the student’s education; or
  - b. make a structured workplace learning arrangement with an employer in Victoria with a view to providing a student of or over the age of 15 years at the school with training in Victoria as part of the student’s education.
2. Subject to subsection (3), the provisions of this Division apply to and in relation to—
  - a. a student in respect of whom an arrangement is made under subsection (1) in all respects as if the student were a student at a registered school in Victoria; and
  - b. a Principal who makes an arrangement under subsection (1) in all respects as if the Principal were a Principal of a registered school in Victoria.
3. Section 5.4.3(2) does not apply to a work experience arrangement under subsection (1).

For the purposes of this section, a reference in this Part to—

- a. a **school** includes a reference to a school lawfully conducted in a reciprocating State or Territory;
- b. a **Principal** includes a reference to the Principal at such a school;
- c. a **student** includes a reference to a child or young person within the meaning of this Division who is a student at such a school;
- d. a **teacher** includes a reference to a teacher or the Principal at such a school;
- e. a **work experience arrangement** includes a reference to a work experience arrangement under subsection (1)(a);
- f. a **structured workplace**
- g. **learning arrangement** includes a reference to a structured workplace learning arrangement under subsection (1)(b).

In this section, **reciprocating State or Territory** means another State or Territory which is declared by Order of the Governor in Council to be a reciprocating State or Territory for the purposes of this Division.

## Division 2—Practical placement

### 5.4.13 Definitions

In this Division—

**employer** includes a department of the Commonwealth Government or a body established under a Commonwealth Act;

**law** includes an employment agreement and any provision which restricts the employment of persons who are not apprentices;

**post-secondary student** means a student who is enrolled in a post-secondary education course of a TAFE provider;

**practical placement agreement** means an agreement entered into under section 5.4.14(1);

**TAFE provider** means a body registered under section 4.3.10 by the Authority.

### 5.4.14 Practical placement agreements

1. A post-secondary student of a TAFE provider may be placed with an employer for work experience or training if the governing body of the TAFE provider has entered into an agreement in writing with the employer about the placement of that student.
2. A practical placement agreement—
  - a. may be varied or amended by another agreement; and
  - b. must be consistent with
  - c. any determination of the Commission about placements of that kind; and
  - d. may be cancelled at any time by notice in writing—
    - i. given by the employer to the governing body; or
    - ii. given by the governing body to the employer.

### 5.4.15 Determination about the placement of post-secondary students

1. The Commission may make a determination about the placement of post-secondary students or any class of post-secondary student with employers for work experience or training.
2. The determination may—
  - a. fix the period of the placements to which the determination relates; and
  - b. specify the number of students any employer or class of employer may take; and
  - c. specify that the Commission retain the power to cancel or vary any placement; and
  - d. specify any other conditions that are to apply to those placements.

#### 5.4.16 Payment

1. The Governor in Council may, by Order published in the Government Gazette, fix a rate of payment for students employed under a practical placement agreement.
2. A student employed under a practical placement agreement is not entitled to receive any remuneration except payment at the rate that is fixed by Order of the Governor in Council.
3. The minimum rate of payment payable to a student employed under a practical placement agreement, despite anything to the contrary in any Act or law, is the minimum rate of payment as fixed by Order of the Governor in Council.
4. A department of the Commonwealth Government or a body established pursuant to a Commonwealth Act that employs a student under a practical placement agreement is not required to make any payment to the student, despite anything to the contrary in this or in any other Act or in any law or training contract.

5. For the purposes of the Accident Compensation Act 1985, a student employed under a practical placement agreement is deemed to be paid the minimum rate of payment as fixed by Order of the Governor in Council.

#### 5.4.17 Suspension of conditions for students

1. The Commission may suspend the operation of all or any of the provisions of this Division for any student or class of students.
2. A suspension under subsection (1) may operate for a specified time or indefinitely.

#### 5.4.18 Duty of care

1. A duty which any person has relating to the care or control of a student of a TAFE provider as a student of that provider is to be taken not to apply while that student is employed under a practical placement agreement and an action does not lie against that person because of a breach of that duty.
2. Subsection (1) does not extend to a duty which a person has as occupier of the premises of the TAFE provider.

#### 5.4.19 Application of certain laws where employment is to gain work experience or training

1. Any Act or law relating to the prohibition of or regulation of the employment of persons of or over the age of 15 years and under the age of 21 years does not apply to the employment of such a person who is—
  - a. a student of a TAFE provider; and
  - b. employed under a practical placement agreement.
2. If an Act or law prohibits the employment or regulates the working conditions in a specified occupation—
  - a. of persons of less than or not more than a specified age expressed as a number of years; or
  - b. of females—
    - i. then subsection (1) must not be taken to permit the employment of a person contrary to that Act or law.



# EDUCATION AND TRAINING REFORM ACT 2006

## MINISTERIAL ORDER 382 - WORK EXPERIENCE ARRANGEMENTS

The Minister for Education makes the following Order:

### Part 1 – Preliminary

**1. Title**

This Ministerial Order may be cited as **Ministerial Order 382 - Work Experience Arrangements**.

**2. Authorising provisions and commencement**

This Order is made under sections 5.4.4, 5.10.4 and 5.4.11 of the Act, and comes into operation on 31 December 2010.

**3. Purpose**

The purpose of this Ministerial Order is to:

- (a) revoke and replace Ministerial Order 56;
- (b) provide an operational framework for the provision of work experience for students; and
- (c) require Principals before making an Arrangement for a student who is a Child to ensure that:
  - (i) the Employer obtain a Permit issued pursuant to the *Child Employment Act 2003* and will ensure that any Supervisor has a current Assessment Notice.

**4. Revocation of Ministerial Order 56**

Ministerial Order 56 - Work Experience Arrangements - is hereby revoked on and from the date upon which this Ministerial Order 382 comes into operation and from that date Arrangements and all requirements in relation to such Arrangements will be governed by the provisions of this Ministerial Order 382.

**5. Definitions and interpretation**

In this Order, unless inconsistent with the context or subject matter, the following definitions apply:

**Act** means the *Education and Training Reform Act 2006*.

**Arrangement** means a work experience arrangement made under section 5.4.3 of the Act.

<b>Arrangement Form</b>	means the form prepared in accordance with clause 15 of this Order to be completed by the Principal, Employer, student and Parent of the student (if the student is under 18 years of age).
<b>Assessment Notice</b>	has the meaning given to that term in section 3 of the <i>Working with Children Act 2005</i> .
<b>Child</b>	means a person under the age of 15 years.
<b>Department</b>	means the Department of Education and Early Childhood Development.
<b>Direct supervision</b>	means where a person supervising a student (a supervisor) is physically present at all times to oversee and control what the student is doing.
<b>Employer</b>	means the person who signs the Employer acknowledgement in the Arrangement form. This person will have direct supervision of the student in the workplace or direct supervision or control of a Supervisor who will have responsibility over the student.
<b>Government School</b>	has the meaning given to that term in section 1.1.3 of the Act.
<b>Occupational Health and Safety Program</b>	means an Occupational Health and Safety program developed from time to time by the Department with respect to students undertaking work experience.
<b>Parent</b>	has the meaning given to that term in section 1.1.3 of the Act.
<b>Permit</b>	means a permit issued under Division 2 of <u>Part 2</u> of the <i>Child Employment Act 2003</i> .
<b>Principal</b>	includes: <ul style="list-style-type: none"> <li>(a) a person appointed to a designated position as principal of a Government School;</li> <li>(b) in relation to a school other than a Government School, the principal or person in charge of that school.</li> </ul>
<b>Refugee</b>	means any person who is covered by the definition of refugee in Article 1A of the Refugees Convention as amended by the Refugees Protocol.
<b>School year</b>	in respect of any school means that portion of the year beginning with the first school day of that year and ending with the last school day of that year.

**Supervisor** means the person/s nominated by the Employer to directly supervise a student undertaking work experience.

## Part 2 - Prerequisites For Arrangements

### 6. Requirements of Principal in relation to Employers

Prior to entering into an Arrangement, the Principal must ensure that the Employer acknowledges, by completing the Employer Acknowledgement of the Arrangement Form, to the Principal and the student, and if the student is under 18 years of age, a parent of the student, the responsibilities and obligations of the Employer under an Arrangement, that:

- (1) if the work experience is in Victoria, the Employer –
  - (a) understands and will comply with the occupational health and safety requirements under applicable legislation (including the *Occupational Health and Safety Act 2004*) and standards as required by the Victorian WorkCover Authority; and
  - (b) will comply with the applicable standards and requirements in respect of the placement of the students under the Arrangement, as if the student were an employee of the Employer;
- (2) If the work experience is outside Victoria - the Employer –
  - (a) understands and complies with any standards established by the occupational health and safety authority relevant to that Employer, or, if there are no standards or there is no relevant authority, that the Employer complies with the occupational health and safety standards required by the legislation applicable to the Employer; and
  - (b) will comply with the applicable standards and requirements in respect of the placement of the student under the Arrangement, as if the student were an employee of the Employer;
- (3) the student will be provided with –
  - (a) appropriate training and instruction by the Employer in respect of occupational health and safety; and
  - (b) any equipment or clothing which is required or appropriate to comply with the Employer's obligations as if the student were an employee of the Employer, having taken into account the degree of work experience and skill of the student;
- (4) the Employer will Permit access to the Principal, or his or her representative, to the work place at any reasonable time as agreed between the Principal or

his or her representative and the Employer when the student is attending that work place as part of an Arrangement;

- (5) the Employer will not use the Arrangement as a substitute for the employment of employees or the payment of appropriate wages;
- (6) the Employer can and will provide adequate levels of supervision to ensure the welfare and safety of the student in a non discriminatory and harassment free working environment;
- (7) the Employer will not by engaging the student exceed the permitted number of work experience students in accordance with clause 12;
- (8) the Employer has nominated a person/s who will directly supervise the student (who may be the Employer or a person employed by the Employer) who shall be responsible for carrying out the Employer's obligations under this Arrangement; and
- (9) if the student is a Child, the Employer obtains a Permit issued pursuant to the *Child Employment Act 2003* and will ensure that any Supervisor has a current Assessment Notice.

#### 7. Requirements of Principal

- (1) Prior to entering into an Arrangement, the Principal must be satisfied that –
  - (a) the distribution of work experience days during the school year under the proposed Arrangement, and any other Arrangements which have occurred or are likely to occur, does not disadvantage the student with regard to the balance of that student's educational program at his or her school;
  - (b) the student has the capability to undertake the work experience as specified within the Arrangement and to do so without exposing others in the work place to any extraordinary risk;
  - (c) both the Employer and the Supervisor of the student in the work place are aware of his or her obligations to the student under an Arrangement; and
  - (d) appropriate arrangements have been made for the student to travel to and from the workplace and from one work location to another in the course of the work experience.
- (2) The Principal, or a teacher nominated by the Principal, will contact, by any appropriate means, a student at least once during the time the student is placed with an Employer for work experience.

- (3) The Principal must be satisfied that a student has undertaken and satisfactorily completed an occupational health and safety program prior to entering into an Arrangement.
- (4) The Principal, with respect to a student with a disability or impairment, may modify an occupational health and safety program having regard to the disability or impairment of an individual student.
- (5) At least four (4) weeks prior to the student commencing work experience under an Arrangement, the Principal of a school other than a Government school, shall advise the Employer of whether that school holds public liability insurance as set out in clause 10 of this Order.
- (6) The Employer has been provided with any necessary medical information that relates to the work experience student including any medical condition that could require treatment.

**8. Suspension of conditions of employment**

- (1) A Principal may suspend the operation of section 5.4.7(1) of the Act by –
  - (a) allowing a student to be employed under an Arrangement for more than 10 days but not exceeding 15 days during any school term;
  - (b) allowing the period of employment of the student to exceed a total of 10 days but not exceeding 15 days during any school term in respect of the Arrangement.
- (2) A Principal may suspend the operation of section 5.4.7(1) of the Act only in the following circumstances:
  - (a) where a student requires an extended period of employment to acquire particular skills as part of the student’s educational program; or
  - (b) to enable a student to learn more about the workplace.

**9. Arrangements for Students of or over 21 Years of Age**

- (1) A Principal can make an Arrangement about the placement of a student of or over the age of 21 years with an Employer only in the following circumstances:
  - (a) when the student is an adult returning to school after a period away from study; or
  - (b) the student is classified as a Refugee and has had little exposure to the workplace or to work culture.
- (2) All of the requirements of this Order must be complied with when an Arrangement is made for a student of or over the age of 21 years.

## 10. Public Liability Insurance

Public liability insurance of at least \$10,000,000 cover, per event, in respect of any loss or damage which may be caused by any act or omission of the student whilst engaged under an Arrangement, must be held or taken out, prior to the student commencing work experience under the Arrangement:

- (a) when an Arrangement is entered into by a Principal of a Government school in respect of a Government school student or a Principal of a school conducted in a reciprocating State or Territory in respect of a student in a reciprocating State or Territory - by the Department, with the insured being the Employer and the student;
- (b) when an Arrangement is entered into by a Principal for a school other than a Government school - either:
  - (i) by that school, with the insured being the school and the student; or
  - (ii) by the Employer, with the insured being the Employer and the student, if the Principal of that school has advised the Employer at least four (4) weeks prior to the student commencing work experience under the Arrangement that the school does not have public liability insurance as set out in clause 10.

## 11. Arrangements with Employers in other States or Territories

In addition to the other requirements of the Principal under this Order, a Principal must not enter an Arrangement pursuant to section 5.4.3 (3)(b) of the Act unless the student and/or a Parent of the student have made suitable insurance arrangements ensuring:

- (a) cover for the student for any injuries in the course of the Arrangement at least comparable to that applicable in Victoria to a student under the *Accident Compensation Act 1985*; and
- (b) that public liability insurance of at least \$10,000,000 cover per event in respect of any loss or damage which may be caused by any act or omission of the student whilst engaged under an Arrangement.

## Part 3 - Limitations On Arrangements

### 12. Hours of work experience

A student on work experience must not work—

- (a) beyond the number of hours in a day which are normal working hours for a standard shift without overtime for the industry in which the Employer is engaged;

- (b) between 11.00 pm and 6.00 am.
- (c) beyond a time which is ten hours before the start time of a work experience day or a school day which the student is expected to attend.

**13. Determining the number of students who may be engaged by an Employer**

- (1) Subject to this clause, an Employer is not permitted to engage at any time more than one work experience student for every three employees or part thereof at the workplace.
- (2) For the purposes of this clause the term “employees” shall include:
  - (a) all full time employees at the workplace;
  - (b) for any part time employees, the equivalent number of full time employees (by dividing the total weekly part-time hours by the number of hours in a full-time working week); and
  - (c) any sole proprietors, partners, casual employees or other persons engaged in work at the workplace.
- (3) An Employer may engage more than the permitted number of work experience students allowed under sub-clause (1) where:
  - (a) the Employer certifies that adequate supervision will be provided for all work experience students with that Employer; and
  - (b) the Principal is satisfied that exceeding the maximum number permitted under sub-clause (1) will not be detrimental to the welfare of any work experience student in that work location; and
  - (c) the Principal, or his or her representative, undertake to attend the work place as frequently as is reasonably practicable; and
  - (d) the number of students will not exceed one student for each employee.

**Part 4 - General provisions concerning Arrangements**

**14. The minimum rate of payment for a student engaged under a Arrangement**

- (1) The minimum payment to a student engaged under an Arrangement shall be \$5.00 per day.
- (2) The minimum payment is not remuneration but is to contribute to reimbursing the student for expenses such as daily travel and incidental costs incurred.

**15. Arrangement Form**

- (1) The Arrangement Form must be prepared in the form similar to, and contain the information specified in the attachment to this Order. (2) The Principal must retain a copy of the completed Arrangement Form for all students undertaking work experience for a period of 5 years.

**16. Declared Industries**

For the purpose of section 5.4.11 (5) of the Act, all industries and trades are declared to be classes of employment where there is a higher than usual possibility of a student, who is a Child, being exposed to the risk of physical injury.

**Part 5 – Working with Children Checks**

**17. Working With Children Checks**

- (1) The Principal must not make an Arrangement for a student who is a Child unless:
  - (a) the Employer obtains a Permit issued pursuant to the *Child Employment Act 2003*; and
  - (b) any proposed Supervisor has a current Assessment Notice.
- (2) Prior to the commencement of the Arrangement, the Principal must obtain from the Employer a certified copy of the Employer's Permit and a certified copy of the current Assessment Notice of any proposed Supervisor.
- (3) The Principal must retain a certified copy of the Employer's Permit and of any Supervisor's current Assessment Notice for a period of 5 years.
- (4) Prior to the commencement of the Arrangement, the Principal must obtain from the Employer a written assurance that the Employer will advise the Principal immediately if:
  - (a) there is a relevant change in circumstances with respect to a Supervisor as specified in section 20(2) of the *Working with Children Act 2005*; or
  - (b) a Supervisor is issued with an interim negative notice or a negative notice within the meaning of section 3 of the *Working with Children Act 2005*.

## 18. Application of Order

This order applies to all students undertaking work experience. For the avoidance of doubt, a work experience student who is a Child is subject to the transitional provisions as referred to in clause 19(2) of this order.

## Part 6 – Transitional

### 19. Transitional Provisions

- (1) The revocation of Ministerial Order 56 shall not, subject to this clause, affect the status, continuity, operation or effect of any Arrangement made or existing or continuing by or under the revoked Ministerial Order prior to that revocation. However, such Arrangements shall continue to exist as if made under this Ministerial Order only until 30 December 2011.
- (2) The provisions as specified in sections 54 and 55 of the *Child Employment Act* apply.

Dated the 27th day of October 2010



**Brouwyn Pike MP**  
**Minister for Education**

## Frequently asked questions

Changes to child employment legislation & Working with Children Checks

### What is the purpose of the Child Employment Act 2003?

The Child Employment Act 2003 (“the Principal Act”) regulates the employment of children in Victoria under the age of 15 years, by way of a permit system and other legislative requirements. It aims to ensure that the health, safety and moral welfare of children at work are protected. Recently the Child Employment Amendment Act 2010 was passed by the Victorian Parliament. It amends the Child Employment Act 2003 to make targeted changes to child employment regulation in Victoria.

### When do the Amendments to the Act come into operation?

The Child Employment Amendment Act 2010 was passed by the Victorian Parliament on 27 May 2010. It will be incorporated into the Child Employment Act 2003 and will form part of the Principal Act from 31 December 2010. The amendment to the Principal Act will change some arrangements for work experience students under 15 years, defined as children (i.e. aged 14 years old).

### Does the Child Employment Act 2003 affect work experience arrangements for students aged 15 years and over?

No, the Child Employment Act 2003 does not affect work experience arrangements for students aged 15 years and over.

### What are the changes to the Child Employment Act 2003 that will affect current work experience arrangements for students aged 14 years?

The Child Employment Amendment Act 2010 will change the current requirements associated with the Child Employment Permit that all employers

and supervisors of work experience students under 15 years in declared ‘high risk’ industries undergo Criminal Records Checks. This requirement will be replaced with the requirement that all employers of work experience students under 15 years have a Child Employment Permit and all supervisors, must hold a valid Working with Children (WWC) Check card.

Note: If the employer is also the nominated supervisor, then the employer will be required to hold a valid WWC Check card.

### What are declared industries?

Under the new Ministerial Order 382, all industries and trades are declared to be classes of employment where there is a higher than usual possibility of a student, who is a child (i.e. aged 14 years) being exposed to the risk of physical injury (refer to Ministerial Order 382 – insert link).

### If I own my own Company, do I need to get a Working with Children (WWC) Check?

If you are responsible for supervising a work experience student under 15 years, you must hold a valid WWC Check card. If you are not responsible for supervising a work experience student under 15 years then you must ensure that any nominated supervisor of the said student holds a valid WWC Check card.

### I haven’t received my Working with Children (WWC) Check card yet, is it ok if I supervise a 14 year old work experience student?

No, it is not. You must obtain your WWC Check card before you are able to supervise a work experience student under 15 years. Under the new arrangements, the employer must provide the Principal with a certified copy of any nominated supervisor/s valid WWC Check card.

I have a Victoria Police Check. Do I need to obtain a Working with Children (WWC) Check as well?

### If you have a Victorian Police Check for the purposes of employing/supervising a work experience student under 15 years or a child employee under 15 years and:

1. it was assessed by Workforce Victoria against a Child Employment Permit application prior to 31/12/2010; and
2. it is still valid;

you can continue to use this check for the purposes of employing/supervising a work experience student under 15 years until the expiry date (12 months from the date that the check was issued). You must continue to update your statutory declaration on a monthly basis should you supervise a child employee, until the check’s expiry. If you are unsure if you have a Victoria Police Check for this purpose, please contact a Child Employment Officer on 1800 287 287. If you do not have this type of check, then you will have to apply for and receive a WWC Check card before you can begin to supervise a work experience student aged 14 years.

### I already have a WWC Check card as a result of my volunteer work. Can I rely on this to supervise a 14 year old work experience student in my workplace?

No, you cannot. You are required to apply for an employee WWC Check and pay a fee if you wish to undertake paid child-related work (e.g. supervising a 14 year old work experience student). Under the Working with Children Act 2005, it is an offence to use a volunteer WWC Check card for paid child-related work.

## Do work experience employers require a Victoria Police Check?

After 31 December 2010, employers will no longer be required to obtain a Victoria Police Check. Employers of work experience students under 15 years must obtain a Child Employment Permit and ensure that all nominated supervisors of work experience students aged 14 years hold a valid WWC Check card.

## Who pays for the WWC Check application in relation to work experience students?

DEECD will reimburse any employer/supervisor who applies for a WWC Check for the purposes of supervising a work experience student under 15 years.

## Is it mandatory for a supervisor to consent to a WWC Check before a work experience placement for a student under 15 can commence?

A work experience placement for a student under 15 cannot commence until the Principal has been provided with certified copies of the Child Employment Permit and the WWC Check card. If a supervisor does not consent to a WWC Check, the work experience placement cannot take place.

## Do these requirements apply to all students under 15 who are undertaking work experience?

Yes. The new requirements will apply to all students aged under 15 years undertaking work experience in Victoria, regardless of what school the student attends.

**Note:** The minimum age for work experience is 14 years.

## Revised Health and Safety Guidelines for Work Experience Students under 15 years

### 1. Introduction

These guidelines have been developed to assist principals, schools and employers when organising work experience arrangements for students aged under 15 years in determining whether it is appropriate for students aged under 15 years to undertake work experience in a particular industry or trade.

Work experience is an important part of the school curriculum. Principals, schools, employers and workplace supervisors need to be aware that all work experience students:

- are still developing physically, cognitively, and emotionally and that there may be tasks that are beyond their current capabilities
- are inexperienced and less skilled than older workers and unaware of workplace risks
- may not have the confidence to ask questions or speak up for fear of looking incapable
- may neglect their own health and safety in their enthusiasm to impress others

While undertaking work experience, students learn through observing and assisting with simple tasks. They must NOT undertake activities that require extensive training or experience, or expose them to dangerous or risky situations.

Work experience students must successfully complete the relevant Department of Education & Early Childhood Development (DEECD) safe@work program online modules prior to

commencing their placement. Employers must ensure that students receive an appropriate induction and on-the-job occupational health and safety training before commencing their work experience. Work experience students must also be closely and competently supervised throughout their placements. Those supervising should have a thorough understanding of workplace health and safety requirements.

All references to sections, unless otherwise stated, refer to sections in this Revised Health and Safety Guidelines for Work Experience Students under 15 years (Guidelines).

### 2. Mandatory requirements for work experience students aged under 15

#### 2.1 Occupational health and safety program

All students undertaking work experience must complete safe@work, the Occupational Health and Safety (OHS) program developed by DEECD, prior to undertaking their work experience.

Employers must also ensure that students receive an appropriate induction and on-the-job occupational health and safety training before commencing their work experience.

#### 2.2 Impact of the child employment act 2003

A Child Employment Permit under the Child Employment Act 2003 must be issued before a student under 15 years of age may undertake work experience.

A student under 15 years of age may undertake work experience only if the principal is satisfied that:

- the health, education, moral and material welfare of the student will not suffer from the proposed arrangement

<sup>1</sup> A Working with Children Check Assessment Notice is issued in the form of a card from 1 December 2010 onwards.

- the student is fit to be engaged in the proposed work experience
- the student will not be subjected to any form of exploitation during the proposed work experience
- the proposed work experience is not prohibited employment under the meaning of the Child Employment Act 2003. Prohibited employment under the Child Employment Act 2003 includes:
  - door-to-door selling
  - employment on a fishing boat, other than a boat operating on inland waters
  - employment on a building or construction site (whether commercial or residential) at any time before the buildings on the site are at lock-up stage
  - any other kind of employment prohibited by the Governor in Council.

**Note:** Please see complete list at Section 3. below]

### 2.3 Changes to the child employment act 2003 and transitional arrangements until 30 december 2011

Following the amendments to the Child Employment Act 2003, a new Ministerial Order 382 – Work Experience Arrangements has been made and comes into effect on 31 December 2010.

The changes to the Child Employment Act 2003 mean that an employer is responsible for ensuring that a student is directly supervised by any person who holds a valid Working with Children (WWC) Check card (see Section 2.6).

However, under the transitional arrangements if an employer/supervisor has a Victoria Police Check for the purposes of employing/supervising a work experience student or a child employee under 15 years and:

- a. it was assessed by Workforce Victoria against a Child Employment Permit in force prior to 31/12/2010; and
- b. it is still valid;

an employer/supervisor can continue to use the Victoria Police Check for work experience purposes for 12 months from the date the check was issued. The employer/supervisor must update their Victoria Police Check with a statutory declaration on a monthly basis whenever they employ/supervise a work experience student, until the expiry of the Police Check.

If an employer/supervisor does not have a valid Victoria Police Check as per the above requirements, the employer will be required to obtain a Child Employment Permit (see Section 2.4) and ensure that all supervisors of these students hold a valid Working with Children Check card (see Section 2.6).

*The figure on page 6 outlines the process for students under 15 years to undertake work experience.*

## 14 YEAR OLD STUDENT

(as per Ministerial Order 382 and RHS Guidelines)

### Employer, Parent and School:

1. Complete Application for Child Employment Permit – to apply for a Child Employment Permit (see section 2.4)  
Note - Please tick the box marked WORK EXPERIENCE on the Child Employment Permit application form
2. Complete a Risk Assessment Report Form (see section 2.5)

### Both Government and Non Government schools:

Post, email or fax all forms to Workforce Victoria:

Child Employment Officer  
Workforce Victoria  
Department of Business and Innovation  
GPO Box 4509  
Melbourne Vic 3001

**Email:** [childemployment@diird.vic.gov.au](mailto:childemployment@diird.vic.gov.au)

**Fax:** 9651 9703

**If Approved** – a copy of the Child Employment Permit will be sent to the Employer, Parent/Guardian and the school.

**If Not Approved:** the school will be informed by the Department of Business and Innovation.

### Supervisor(s):

Need to apply and pass the Working with Children (WWC) Check. WWC Check application forms can be obtained from participating Australia Post outlets or order online via [www.justice.vic.gov.au/workingwithchildren](http://www.justice.vic.gov.au/workingwithchildren)).

**Supervisor(s) must ensure that the permit is obtained for the purposes of Work Experience supervision.**

### Employer/Principal:

Prior to commencement of the Arrangement, the Principal must obtain from the Employer a certified copy of the Employer's Permit and a certified copy of a valid WWC Check card of any proposed Supervisor(s) and attach same to the Work Experience Arrangement Form.

WWC Checks for work experience purposes will be reimbursed by DEECD.  
(see Section 2.6.1)

(See Ministerial Order 382, Part 5, No. 17 Working with Children Checks for further details)

## 2.4 APPLYING FOR A CHILD EMPLOYMENT PERMIT

A prospective employer is required to apply for a Child Employment Permit by completing the Child Employment Permit application form: [www.workforce.vic.gov.au](http://www.workforce.vic.gov.au). The prospective employer is required to enter details about the job, including supervision arrangements. The parent/guardian of the student is required to enter their details and provide their written consent. This is provided on the application form. With each application for a Child Employment Permit, the employer is required to indicate on the form that the child will be supervised at all times by a person who holds a valid WWC Check card.

The principal, parent/guardian and the employer are required to sign the application form.

This form as well as a Risk Assessment Form (see 2.5 below) are to be submitted by post, email or fax to:

Child Employment Officer  
Workforce Victoria  
Department of Business and Innovation  
GPO Box 4509  
Melbourne Vic 3001

**Email:** [childemployment@diird.vic.gov.au](mailto:childemployment@diird.vic.gov.au)  
**Fax:** 9651 9703

The forms must be sent for approval well in advance of the placement as a Child Employment Permit must be obtained before the placement commences. To ensure that Child Employment Permits are obtained when required, applicants should allow sufficient time to plan and lodge their applications.

It is important to note that prior to the work experience arrangement being approved, the Principal must obtain from the Employer a certified copy of the Employer's Child Employment Permit and a certified copy of the WWC Check card of any proposed Supervisor. A WWC Check application can take up to 12 weeks to be issued and it is imperative that this

process is not left until the last minute (see Section 2.6 Working with Children Check).

For more information and advice about the Child Employment Act 2003 or to obtain an Application for a Child Employment Permit, visit the Workforce Victoria website or contact a Child Employment Officer. Child Employment Officers are happy to assist teachers with requirements for gaining Child Employment Permits, via telephone or through a visit if desired.

**Phone enquiries:** 1800 287 287

**Website:** [www.workforce.vic.gov.au](http://www.workforce.vic.gov.au)

## 2.5 Risk assessment form

The purpose of the Risk Assessment Form is to identify the hazards and risks students may be exposed to in a particular workplace and the processes that are put in place to minimize and manage these hazards and risks.

The form accompanies the Work Experience Arrangement Form and is submitted to the Department of Business and Innovation when applying for a Child Employment Permit.

The form is available from:

<http://www.education.vic.gov.au/senscyouth/careertrans/worklearn/workexperience.htm>

## 2.6 Working with children (wwc) check

When a student under 15 years is undertaking work experience, it is mandatory that the supervisor (meaning the person supervising a student who is physically present at all times to oversee and control what the student is doing) holds a valid WWC Check card before the work experience can commence. The nominated supervisor/s must have a WWC card., They are not allowed to supervise a work experience student under 15 years on the basis of being given a receipt on application. The school must establish in discussion with the employer as to those who will supervise students

under the age of 15 and will require a WWC card.

In some cases, employers and/or supervisors may already have a valid employee WWC Check issued (undertaken within the past 5 years for the purposes of supervising a child). Where there is documented evidence to this effect (e.g. a certified copy of the WWC Check card see Section 2.7 below) they may not require another check to be undertaken. DOJ must however be notified of any change of employer and category of child related work. Supervision of child employees must be entered as Code 76 on the form. A supervisor with a valid WWC Check card is able to supervise a number of work experience students during the year without having to complete a WWC Check each time.

In addition, it is mandatory that any person who will have direct supervision of a student will also require a WWC Check unless the Supervisor is exempt from the requirement pursuant to section 19B of the Child Employment Act.

### 2.61 Payment of new applications for working with children (wwc) checks for work experience purposes

**Note:** This is only to apply to employees who are proposed to supervise students under 15 and not volunteers.

WWC Checks for work experience purposes will be reimbursed by DEECD. Persons who apply for a WWC Check for the purposes of supervising a work experience student will be required to provide DEECD with an invoice/receipt of the WWC application payment. Please forward invoice/receipt to:

Workplace Learning  
Youth Transitions Division  
Department of Education and Early Childhood Development  
GPO Box 4367  
Melbourne VIC 3001

## 2.62 Employer/supervisor obligation

If an employer does not wish to apply for a Child Employment Permit and/or an employer/supervisor does not agree to undertake a WWC Check; or if an application for a Child Employment Permit or WWC check is not successful then the work experience must not proceed.

### 2.7 Documented evidence required prior to principal's final approval

As outlined in Ministerial Order 382, the Principal must not make an Arrangement for a student, who is a child, unless:

- the Employer obtains a Child Employment Permit issued pursuant to the Child Employment Act 2003 (see Section 2.5 above); and
- any proposed Supervisor has a valid WWC Check card (see Section 2.6 above)

Prior to the Principal's final approval, the Principal must obtain from the Employer a certified copy of the Employer's Child Employment Permit and a certified copy of the WWC Check card of any proposed Supervisor.

### 2.8 Requirements for criminal history record checks to undertake work experience in aged care services

For students undertaking either work experience or structured workplace learning in aged care services, the Police Certificate Requirements for Aged Care Providers guidelines state that full time students under the age of 18 do not require a Check. These Guidelines are available at:

<http://www.health.gov.au/internet/main/publishing.nsf/Content/ageing-quality-factsheet-policechecks.htm>

These requirements apply to all Australian Government subsidised services, specifically:

- Residential aged care;
- Community aged care services under the Aged Care Act 1997: Community Aged Care Packages (CACAP); and
- Flexible care services under the Aged Care Act 1997: Extended Aged Care at Home (EACH); and

Extended Aged Care at Home Dementia (EACHD) packages, Multi-Purpose Service places and Transition Care.

For further information, please contact:

The Assistant Director, Compliance and Programs

Office of Aged Care Quality and Compliance

Federal Department of Health and Ageing  
- via the Aged Care Information Line:  
1800 500 853

### 3 PROHIBITED, RESTRICTED AND PERMITTED ACTIVITIES FOR STUDENTS AGED UNDER 15

The following prohibitions, restrictions and permitted activities apply to ALL students under 15 undertaking work experience.

#### 3.1 Undertaking work experience with animals

No student under 15 years should be permitted to undertake work experience involving direct contact with animals (students under 15 can undertake other activities that are safe and suitable, such as preparing feeds).

#### PROHIBITED INDUSTRIES

All work experience students under 15 years are not permitted to undertake work in:

- the security industry
- the sex industry
- tattoo parlours
- any retail or other business where guns or ammunition are sold
- abattoirs
- fishing boats (other than boats operating on inland waters)
- equine industry
- civic construction (such as roads and bridges)
- Defence Force and Emergency Services
- the following retail areas: butchery, fishmongers
- mining (above and under ground), quarrying, extraction, recycling plants, foundries and tips
- transmission and distribution industries (linespersons and/or cabling).

#### 3.2 Prohibited activities

All work experience students under 15 years are not permitted to undertake the following activities:

- hand out medication or discuss condition of patients
- administer medication either internally or externally
- bathe patients
- undertake any task that requires training or special skills to avoid a risk to safety - e.g. operating machinery, using explosives, welding, brazing or flame soldering

- undertake work relying on safe worker behaviour (for example, the correct use of personal protective equipment such as respirators) rather than risk controls that protect everyone (such as a fully enclosed ventilation booth to isolate the hazard)
- hold or transport cash and negotiable items – such as cash, stamps or cheques – with a value exceeding \$100. (This excludes the student's personal items)
- hold keys, codes or ciphers except those required to operate standard office machines and other permitted equipment
- door to door selling (selling any goods or services at a private or commercial residence (including making a contact sales agreement within the meaning of the Fair Trading Act 1999)
- employment on a fishing boat, other than a boat operating on inland waters
- employment on a building or construction site (whether commercial or residential) at any time before the buildings on the site are at lock up stage
- any other kind of employment prohibited by the Governor in Council.
- use ANY dangerous plant and equipment including:
  - Powered mobile plant (students must never be permitted to drive any vehicle or mobile plant while on work experience – this includes tractors, forklifts, all-terrain vehicles, ride-on mowers, bulldozers, excavators, skidders)
  - Powered cutting or grinding tools (excluding those used for key cutting and engraving on items such as trophies)
  - Ultra Violet (UV) equipment
  - Gas fuelled cutting equipment
  - Chain saws
  - Welding, brazing and open flame soldering equipment
  - Rubbish compactors
  - Power presses – unless press has

laser guarding or a remote control, and training and close supervision are provided

- Powered lifting equipment
- Excavators
- Elevating work platforms
- Compressed air power tools
- Abrasive blasting equipment
- Explosive powered tools
- Brush cutters with attached metal blades
- Scaffolding
- Power saws, including docking saws and circular saws
- Buzzers
- Thicknessers
- Guillotines
- Spindle moulders
- Power wood shapers
- Nail guns
- Jack hammers.
- Plastic moulding machines
- Lathes
- Petrol sales consoles

**Note:**

1. The examples listed here do not form an exhaustive list of items in this category.
2. For prohibited industries and activities for students aged 15 years and over please see Health and Safety Guidelines for Work Experience Students aged 15+

### 3.4 Workplace hazards

- all work experience students aged under 15 years must never be exposed to the following hazards:
- Asbestos (including exposure through inadvertent disturbance of, or contact with, asbestos or asbestos-containing material)
- Biological/medical hazards (such as exposure to needle sticks from syringes or other ‘sharps’, blood or other body fluids, Legionella bacteria)
- Confined spaces (areas where it is difficult to enter or exit and which may have a contaminated atmosphere, low oxygen levels or stored substances that could cause engulfment)
- Exposure to occupational sources

of ionising radiation (such as x-ray machines)

- Exposure to non-ionising radiation hazards (associated with devices such as UV sterilising equipment and laser devices)
- Electrical hazards associated with faulty, unsuitable or inappropriately placed leads, electrically powered plant or equipment, contact with live underground or overhead cables
- Excessive noise
- Exposure to hazardous substances and dangerous goods
- Extremes of heat or cold that could result in physical harm through illness or impaired performance
- Falling objects (such as objects falling from platforms, loads slung from cranes)
- Debris (for example, waste material generated by milling or grinding operations)
- Falls from, or collisions with, fork-lifts or mobile plant
- Falls from heights of two metres or more
- Trenching and excavation operations, including digging of post holes
- Exposure to high pressure liquids or gases, (associated with gas cylinders, compressed air tools, boilers and pressure piping)
- Hazardous manual handling involving the application of repetitive, sustained and/or high force, awkward postures or movements, exposure to sustained vibration, manual handling of people or animals, manual handling of unstable loads that are difficult to grasp or hold
- Impalement hazards, such as protruding angle iron
- Sharp objects and cutting equipment (not including scissors and secateurs sold for general use)

- Plant hazards including moving machinery or equipment, unguarded machinery where clothing, hair, limbs or fingers could be get caught, cut or crushed
- Bullying, occupational violence, work-related stress, sexual harassment.

**Note:** there are 30 Workplace Hazards Fact Sheets dealing with hazards encountered in many of the industries and occupations in which work experience may be offered. These Fact Sheets are located at:

[http://www.education.vic.gov.au/safe@work/workplace\\_hazards.asp](http://www.education.vic.gov.au/safe@work/workplace_hazards.asp)

### 3.5 Declared industries

For the purpose of section 5.4.11(5) of the Education and Training Reform Act 2006, all industries and trades are declared to be dangerous employment, that is, classes of employment where there is a higher than usual possibility of a student, who is a child (i.e. aged 14 years), being exposed to the risk of physical injury (refer to Ministerial Order 382: Work Experience Arrangements Part 4, No. 16 Declared Industries Ministerial Order 382 Work Experience Arrangements.pdf)

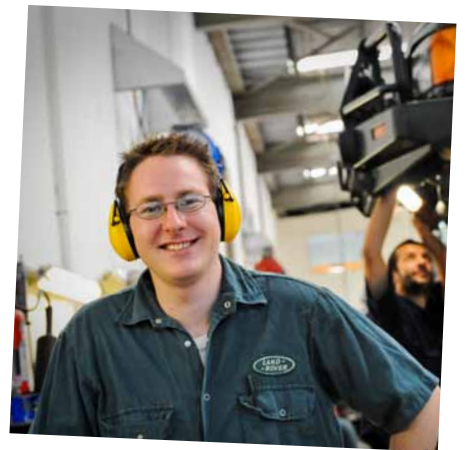
Some specific industries have been identified as having particular risks and the information in Section 3.8 (below) identifies activities that students aged under 15 are prohibited from undertaking and also some activities that students may undertake under direct supervision in these industries.

The types of work shown as permitted are examples of activities which work experience students under 15 years may be permitted to undertake, providing an assessment has been made of the suitability of the proposed duties, taking into account the nature of the work, its potential hazards and the environment within which the work was to be performed. **All work experience arrangements for students under 15 are subject to direct supervision at all times.**

**Note:** Supervision, where referred to in Section 3.7 (below), requires that the supervisor must be trained, competent and experienced in the tasks he or she is supervising. The supervisor must be able to explain health and safety procedures and arrangements to the student, and must understand the risks and control measures associated with any proposed activity.

Close or direct supervision means that the supervisor must remain with the student for the duration of the activity. It is expected that the supervisor would be within sight and sound of the student at all times, and that the proposed activity would have been discussed with the student to ensure it is understood.

Students must know who and where their supervisors are, and must be encouraged to seek assistance if they are unsure of how to complete a task, or have any health and safety-related concerns.



### 3.6 Key prohibited and permitted activities for work experience students under 15 years

**Note:** that many of the prohibitions and safety considerations here will also apply to students aged 15 or over.

Industry	Prohibited activities	Permitted activities	Things to note
Agriculture (primary industries) and horticulture	<p>Prohibited from:</p> <ul style="list-style-type: none"> <li>Using herbicides, pesticides or fungicides, spraying of chemicals</li> <li>Using tractors, ride-on mowers, all terrain vehicles (4 wheel motor bikes) and other farm vehicles such as utilities and four wheel drives. Employers should ensure that students are inducted into the workplace especially in relation to awareness of movement of vehicles</li> <li>Using chainsaws and mechanical equipment such as front-end loaders, bulldozers, brush cutters with attached metal blades.</li> </ul>	<p>Permitted under supervision and after appropriate induction and training to:</p> <ul style="list-style-type: none"> <li>Use line trimmers if appropriate safety protection such as a support harness, protective footwear, visor and hearing protectors are provided. Line trimmers must be used strictly in accordance with the manufacturer's directions and recommendations</li> </ul>	
Automotive – retail, repair and service	<p>Prohibited from:</p> <ul style="list-style-type: none"> <li>Driving vehicles</li> <li>Handling industrial waste (though they may mop up small oil spills).</li> </ul>	<p>Permitted under supervision and after appropriate induction and training to:</p> <ul style="list-style-type: none"> <li>Inflate and deflate tyres and use wheel nut placement and de-placement machines</li> <li>Wash machine parts in auto service shops, providing protective eyewear and gloves are worn in accordance with the manufacturers' directions.</li> </ul>	<p>There are a number of dangers in the automotive retail, repair and service industry.</p> <p>These include: cars falling from hoists, brake failure, sharp objects and compressed air tools; hazardous substances associated with the handling of brake lining (asbestos), gaskets, fumes and oil spills.</p>
Aviation	<p>Prohibited from:</p> <ul style="list-style-type: none"> <li>Flying within an aircraft or aerial device other than as a passenger in a commercial aircraft licensed to carry passengers.</li> </ul>	<p>Permitted under supervision and after appropriate induction and training to:</p> <ul style="list-style-type: none"> <li>Travel as a passenger in a commercial aircraft licensed to carry passengers</li> <li>Undertake office duties at ground level.</li> </ul>	
Building and construction (commercial and domestic / residential)	<p>Prohibited from:</p> <ul style="list-style-type: none"> <li>employment on a building or construction site (whether commercial or residential) at any time before the buildings on the site are at lock-up stage.</li> </ul>	<p>Permitted under supervision and after appropriate induction and training to:</p> <ul style="list-style-type: none"> <li>Observe work at building/ construction sites once at lock-up stage, providing close supervision is maintained and there will be no risk to the student from tools, equipment or any other hazard on site.</li> </ul>	
Childcare	<p>Prohibited from:</p> <ul style="list-style-type: none"> <li>Assisting with toileting</li> <li>Having contact with body fluids</li> <li>Feeding</li> <li>Administering internal or external medication</li> <li>Lifting and carrying children.</li> </ul>	<p>Permitted under supervision and after appropriate induction and training to:</p> <ul style="list-style-type: none"> <li>Prepare food</li> <li>Play with children.</li> </ul>	<p>In order to work in a child care facility, the following conditions must be met:</p> <ul style="list-style-type: none"> <li>Students must be instructed in how to deal with any workplace hazards, e.G. Placement of furniture and equipment, use of equipment and materials, use of guards, rails and other safety fittings</li> <li>Students must be provided with suitable attire (e.G. Gloves) to maintain a clean and hygienic work place as detailed by department of human services guidelines.</li> </ul>

Industry	Prohibited activities	Permitted activities	Things to note
Electro technology (Including electrical, refrigeration and air-conditioning, electronics, computer systems, instrumentation and data communication)	Prohibited from: <ul style="list-style-type: none"> <li>• Undertaking electrical work</li> <li>• Undertaking any work where a fall of 2 metres or more is possible</li> <li>• Performing any work on electrically 'live' components</li> <li>• Using scaffolding (erection, demolition or work from scaffolds)</li> <li>• Welding, brazing and open flame soldering</li> <li>• Using explosives or compressed air power tools.</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>• Assist licensed electrical tradespeople to install conduit and dig holes to a depth of 600 mm</li> <li>• Assist electronics or computer repair workers using 100w maximum output electric soldering iron only</li> <li>• Assist licensed electricians by passing tools and running cables in new buildings, subject to a formal risk assessment, the implementation of risk controls and close supervision</li> <li>• Use insulated ladders to a height of 2 metres subject to formal risk assessment, the implementation of risk controls and close supervision.</li> </ul>	
Fishing, diving, seafood, aquaculture and maritime (Including charter and commercial shipping)	Prohibited from: <ul style="list-style-type: none"> <li>• Placement on fishing boats, other than a boat operating on inland waters within the meaning of the fisheries act 1995</li> <li>• Employment on boats operating on inland waters where deck machinery hazards are present</li> <li>• Diving</li> <li>• Riding in dinghies except at fish farms under the supervision of a competent licensed operator who holds a coxswain certificate (life jackets must be worn)</li> <li>• Operating a fork-lift and other material handling machinery including conveyer belts.</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>• Assist on passenger charter vessels maintained to standards required by marine safety victoria (e.G. Skipper holds coxswain, appropriate safety equipment for vessel, first aid kit, marine radio etc), and only within the approved working hours for work experience placements for students aged under 15 years and only on boats operating on inland waters within the meaning of the fisheries act 1995</li> <li>• Assist on aquaculture placements at fish farms provided they wear life jackets when working around tanks and enclosures.</li> </ul>	Supervising staff must be trained and competent in operational procedures including emergency control of vessel, emergency ship to shore contact, man overboard, fire on vessel and first aid.
Food technology (manufacturing)	Prohibited from: <ul style="list-style-type: none"> <li>• Access to confined spaces such as freezers and cold stores, exposure to dangerous and toxic chemicals</li> </ul>		Students aged under 15 must: <ul style="list-style-type: none"> <li>• Receive instruction in personal hygiene and sanitation procedures</li> <li>• Be provided with adequate information, training and supervision in the safe operation of permitted equipment.</li> </ul>
Forestry and logging	Prohibited from: <ul style="list-style-type: none"> <li>• Logging areas or inside sawmills</li> <li>• Chemical spraying</li> <li>• Fire spotting</li> <li>• Using chainsaws and mechanical equipment such as excavators, skidders, bulldozers, brush cutters with attached metal blades.</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>• Undertake activities such as small tree planting (up to a maximum of 1/2 metre height), plant propagation.</li> </ul>	

Industry	Prohibited activities	Permitted activities	Things to note
Hairdressing and beauty	Prohibited from: <ul style="list-style-type: none"> <li>Using sharp cutting implements, chemical solutions unless sold and packaged for general use.</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>Shampoo hair provided they use appropriate gloves</li> <li>Tidy waiting areas</li> <li>Stock retail shelves</li> <li>Undertake reception duties</li> <li>Undertake hospitality duties, e.G. Making tea and coffee</li> <li>Put out clean linen and towels and remove used linen, towels and rubbish, provided they wear gloves.</li> </ul>	Only hairdressing premises which are registered and licensed in Victoria may be approved for use by students. Schools should be aware of potential issues associated with some treatments at beauty therapists – the potential for such treatments to occur while a student is at the workplace must be carefully considered before allowing work experience to occur in this sector.
Health, medical and community services	Prohibited from: <ul style="list-style-type: none"> <li>Undertaking tasks of a 'personal service' nature, e.G. Bathing and feeding patients</li> <li>Having contact with body fluids</li> <li>Handing out medication or discussing the condition of patients</li> <li>Accessing patients' medical records</li> <li>Operating radioactive or carcinogenic, sterilizing or UV equipment</li> <li>Having contact with medical waste.</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>Undertake reception duties</li> <li>Serve food to patients but not assist the patient with personal feeding</li> <li>Read and talk to patients</li> <li>Fetch and carry appropriate items</li> <li>Undertake appropriate cleaning duties</li> </ul>	Needle-stick injuries and blood contamination (either to or from the student) leading to transmission of disease are a concern. Students who witness the death of a patient or significant suffering of a patient may require post-placement counselling. If students are affected by cold and flu viruses, they must discuss their condition with their supervisor as it may not be appropriate for them to attend the placement. This is particularly important in the area of aged care where patients may be at greater risk of acquiring respiratory illnesses.
Hospitality – cafés, restaurants, fast food and accommodation	Prohibited from: <ul style="list-style-type: none"> <li>Serving liquor</li> <li>Entering gaming areas</li> <li>Entering a tab which is part of licensed premises</li> <li>Using large commercial mixers or dough mixers</li> <li>Using open flame hand-held torches used for searing, caramelizing, etc.</li> <li>Using deep fryers</li> <li>Using slicers and mincers</li> <li>Using band saws</li> <li>Using deli slicing equipment.</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>Use knives intended solely for the cutting of bread and or dough</li> <li>Use blade knives to a maximum of 15cm in length provided they have been given appropriate instruction and training</li> <li>Undertake reception and catering duties provided they are under direct supervision</li> <li>Use bain maries (as long as they are not removing or replacing them above boiling water), milk shakers, microwaves, pie cabinets and some toasters/grills.</li> </ul>	

Industry	Prohibited activities	Permitted activities	Things to note
Manufacturing (Including aerospace, automotive, biotechnology, chemical, electrical, pottery, environmental, plastic extruding, materials, mechanical, manufacturing and mechatronics)	Prohibited from: <ul style="list-style-type: none"> <li>• Undertaking work experience in a clay pit or quarry</li> <li>• Driving vehicles</li> <li>• Operating a fork-lift and other materials handling machines, e.G. Lift loading machines and conveyor belts</li> <li>• Using equipment from the prohibited equipment list.</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>• Use some hand tools, subject to a risk assessment determining their suitability</li> <li>• Learn about the use and operation of machines in the industry.</li> </ul>	All workplace safety requirements in regard to the movement of vehicles near pedestrians, including forklift trucks and stock pickers, must be explained to the student and strictly observed.
Retail	Prohibited from: <ul style="list-style-type: none"> <li>• Placements in tattoo parlours</li> <li>• Using rubbish compactors</li> <li>• Selling guns and ammunition</li> <li>• Mixing paints and using dry cleaning solvents</li> <li>• Working in a dressing room used exclusively by members of the opposite sex.</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>• Undertake limited activities in delicatessens, poultry and fishmonger shops. These activities may include using the cash register (within specified limits), washing trays and hand food preparation, floor mopping and sweeping, putting out rubbish, weighing items and bagging them.</li> </ul>	Students aged under 15 undertaking placements with dry cleaners and paint shops must complete ohs training with respect to hazardous substances, e.G. Chemicals, fumes and steam. Limited activities such as using the cash register under supervision, serving, stock handling and general cleaning are allowed. Employers are reminded that work experience students are not permitted to hold and/or transport cash and negotiable items (e.G. Stamps and cheques) with a value exceeding \$100, and so must be supervised when using a cash register.
Sport and recreation	Prohibited from: <ul style="list-style-type: none"> <li>• Undertaking placements involving high risk sporting and recreational activities such as abseiling, martial arts, white water rafting and caving.</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>• Work in the office</li> <li>• Prepare appropriate equipment for activities.</li> </ul>	
Transport and distribution (including warehousing)	Prohibited from: <ul style="list-style-type: none"> <li>• Undertaking work experience in grain storage facilities</li> <li>• Undertaking work experience in long and short haul road and rail transport</li> <li>• Working at heights greater than 2 metres</li> <li>• Undertaking placements in controlled atmosphere storage, cold storage and bond storage.</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>• Work in the office.</li> </ul>	All workplace safety requirements in regard to the movement of vehicles near pedestrians, including forklift trucks and stock pickers, must be explained to the student and strictly observed.
Veterinary, parks and wildlife	Prohibited from: <ul style="list-style-type: none"> <li>• Direct contact with animals</li> </ul>	Permitted under supervision and after appropriate induction and training to: <ul style="list-style-type: none"> <li>• Prepare feeds (but not feed animals)</li> <li>• Stock shelves and displays</li> <li>• Update notice boards</li> <li>• Work in the office.</li> </ul>	Animal handling is a high risk activity that not uncommonly leads to bites or needle stick injuries.

<sup>1A</sup>Working with Children Check Assessment Notice is issued in the form of a card from 1 December 2010 onwards.

## 4. OCCUPATIONAL HEALTH AND SAFETY RESOURCES

DEECD has produced a number of occupational health and safety resources to support schools to implement workplace learning programs. They are:

**safe@work** an occupational health and safety program for secondary school students undertaking work experience. It is designed to help students improve their knowledge and understanding of occupational health and safety matters before entering a workplace, safe@work is located at:

[www.education.vic.gov.au/safe@work/index.asp](http://www.education.vic.gov.au/safe@work/index.asp)

**Workplace Learning Toolbox** developed in consultation with WorkSafe Victoria and other relevant stakeholders. The Toolbox is an occupational health and safety resource that should be used to support the safe@work program, Workplace Learning Toolbox is located at:

[www.education.vic.gov.au/careertrans/sensecyouth/worklearn/workplacetoolbox/default.htm](http://www.education.vic.gov.au/careertrans/sensecyouth/worklearn/workplacetoolbox/default.htm)

In addition, WorkSafe Victoria has developed several publications specifically about the training and supervision needs of young workers. In the case of work experience students, the most relevant are:

**A Training Checklist for Work Experience and Structured Workplace Learning Students, located at:**

[www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/worksafe/home/forms+and+publications/educational+material/training+checklist+for+young+workers](http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/worksafe/home/forms+and+publications/educational+material/training+checklist+for+young+workers)

**Managing Young Workers, located at:**

[www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety+and+Prevention/Health+And+Safety+Topics/Young+Workers/Managing+young+workers/](http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety+and+Prevention/Health+And+Safety+Topics/Young+Workers/Managing+young+workers/)



## Form No. 4 (a) Risk Assessment Report Form

To be used when seeking approval from the Department of Business and Innovation **for students aged 14 who wish to undertake work experience in factories**, and for high-risk industries that have been declared to be classes of employment where there is a higher than usual possibility of students being exposed to the risk of physical injury

**Name of Student:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

**Name and Address of School:** \_\_\_\_\_

**Postcode:** \_\_\_\_\_

**School Principal** \_\_\_\_\_ **School Tel:** \_\_\_\_\_

**Teacher in Charge of Work Experience:** \_\_\_\_\_

**Employer (Business Name):** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**Postcode:** \_\_\_\_\_

**Business Telephone:** \_\_\_\_\_ **Business E-mail/Fax** \_\_\_\_\_

**Proposed Type of Work Experience:** \_\_\_\_\_

**Proposed dates of work experience:** \_\_\_\_\_

**Reasons for undertaking work experience:** \_\_\_\_\_

*Give a brief description of the overall Occupational Health and Safety management system in place where the work experience will occur:*

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Tasks with potential hazards*	Potential hazards associated with tasks (**see below)	Strategies to control risk to student arising from these hazards	Is there OHS training and instruction program for the student?	Are you satisfied that the task is suitable for the student?

List only those tasks with potential hazards.

\*\* These are some of the potential hazards associated with tasks undertaken by students in factories or in high-risk industries that have been declared to be classes of employment where there is a higher than usual possibility of a student being exposed to the risk of physical injury:

- manual handling risk (any activity requiring the use of force exerted by a person to lift, push, pull, carry or otherwise move or restrain any animated or inanimate object, eg. Pushing trolleys, overexertion risk.
- slips, trips, falls;
- striking an object, being struck by an object, caught by a machine, caught between moving objects;
- exposure to noise;
- exposure to radiation, light, thermal extremes;
- chemical exposure, dust or fumes, skin contact, explosion and implosion;
- vehicle accident; and
- other (list any other hazards or risks associated with this task, eg. assault, animal bite, cave in, collapse).

**Signed:**

(Employer)

**Signed:**

(Principal)

**Signed:**

(Parent/Guardian or Student if aged 18 years)

SAMPLE Risk Assessment Report Form

(To be used when seeking approval from the Department of Innovation, Industry and Regional Development for **students aged 14 who wish to undertake work experience in factories**, and for high-risk industries that have been declared to be classes of employment where there is a higher than usual possibility of students being exposed to the risk of physical injury)

Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Name and Address of School: \_\_\_\_\_

Postcode: \_\_\_\_\_

School Principal \_\_\_\_\_ School Tel: \_\_\_\_\_

Teacher in Charge of Work Experience: \_\_\_\_\_

Employer (Business Name): CHICKENS R US

Business Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

Business Telephone: \_\_\_\_\_ Business E-mail/Fax: \_\_\_\_\_

Proposed Type of Work Experience: \_\_\_\_\_

Proposed dates of work experience: \_\_\_\_\_

Reasons for undertaking work experience: \_\_\_\_\_

*Give a brief description of the overall Occupational Health and Safety management system in place where the work experience will occur:*

- Written instructions on how chickens are loaded and unloaded from the rotisserie.
- Written guidelines on how and where stock is to be stored on shelves
- Basket capacity for chip frying is 1 kg.
- Small scoops are used
- Two people load and unload rotisserie.

Tasks with potential hazards*	Potential hazards associated with tasks (**see below)	Strategies to control risk to student arising from these hazards	Is there OHS training and instruction program for the student?	Are you satisfied that the task is suitable for the student?
Unloading cooked chickens from rotisserie	Sore wrists and forearms Burns to wrists and forearms	Two people do job. Use gauntlet gloves and unload from waist height	Explain the hazards and how to remove chickens	
Loading uncooked chickens from rotisserie	Sore wrists and forearms	Two people do job. Load from waist height	Explain the hazards, and how to load chickens onto rods	
Filling cartons with chips	Sore wrists and forearms	Use small scoop Change tasks after 30 mins	Explain the hazards and how to load chips	
Filling cartons with chips	Cut fingers from carton edges	Fan the carton stack Use gloves	Explain the hazards and how to handle the cartons	

List only those tasks with potential hazards.

\*\* These are some of the potential hazards associated with tasks undertaken by students in factories or in high-risk industries that have been declared to be classes of employment where there is a higher than usual possibility of a student being exposed to the risk of physical injury:

- manual handling risk (any activity requiring the use of force exerted by a person to lift, push, pull, carry or otherwise move or restrain any animated or inanimate object, e.g. pushing trolleys, over-exertion risk.
- slips, trips, falls;
- striking an object, being struck by an object, caught by a machine, caught between moving objects;
- exposure to noise;
- exposure to radiation, light, thermal extremes;
- chemical exposure, dust or fumes, skin contact, explosion and implosion;
- vehicle accident; and
- other (list any other hazards or risks associated with this task, e.g. assault, animal bite, cave in, collapse).

## Health and Safety Guidelines for work experience students aged 15+

### Important information:

There are additional guidelines, compulsory arrangements and procedures for work experience students aged 14 which are not contained in this document.

For students aged 14, please reference the document Work Experience Students Aged 14: Health and Safety Guidelines, Criminal Record Checks and Declared High Risk Industries, available in Section F of the Resources Manual, and at: [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safety](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safety)

**June 2008**

### 1. Introduction

These guidelines have been developed to assist Principals, schools and employers in determining whether it is appropriate for students aged 15 years and older to undertake work experience, and contain information on the requirements of the Working With Children Check, and Criminal Record Checks for students undertaking work experience or structured workplace learning in aged care services.

Work experience is an important part of school curriculum. Students undertaking work experience should be encouraged to complete a work experience assignment/logbook/journal to record and reflect upon their experiences in the workplace.

Principals, schools, employers and workplace supervisors need to be aware that all work experience students:

- are still developing physically, cognitively, and emotionally. Consequently, there may be tasks that are beyond their current capabilities
- are inexperienced and less skilled

than older workers and unaware of workplace risks

- may not have the confidence to ask questions or speak up for fear of looking incapable
- may neglect their own health and safety in their enthusiasm to impress others.

Work experience students must successfully complete the relevant Department of Education & Early Childhood Development (DEECD) safe@ work program online modules prior to commencing their placement. Principals, schools and host employers must ensure that students receive appropriate general and on-the-job induction training. Work experience students must also be closely and competently supervised throughout their placements. Those supervising should be mature, responsible and have a thorough understanding of workplace health and safety requirements.

WorkSafe Victoria has developed several publications specifically about the training and supervision needs of young workers. In the case of work experience students, the most relevant are:

*A Training Checklist for Work Experience and Structured Workplace Learning Students*, located at: [www.worksafe.vic.gov.au/wps/wcm/resources/file/e/b8293012bd46a9/WE%20Induction%20Checklist.pdf](http://www.worksafe.vic.gov.au/wps/wcm/resources/file/e/b8293012bd46a9/WE%20Induction%20Checklist.pdf)

Your Health & Safety Guide to Managing Young Workers, located at: [www.worksafe.vic.gov.au/wps/wcm/resources/file/e/bd53206f8a836c/HSG\\_Young\\_Workers.pdf](http://www.worksafe.vic.gov.au/wps/wcm/resources/file/e/bd53206f8a836c/HSG_Young_Workers.pdf)

While undertaking work experience, students learn through observing and assisting with simple tasks. They must NOT undertake activities that require extensive training or experience, or expose them to dangerous or risky situations.

In addition, there are certain industries,

hazards and activities from which all work experience students are excluded, detailed in this document. These exclusions have been carefully considered, and exist in order to protect the health and safety of students and employers.

### 2. Student health and safety

#### 2.1 Occupational health and safety program

All students undertaking work experience must complete safe@ work, the Occupational Health and Safety (OH&S) program developed by DEECD, prior to undertaking their work experience.

#### 2.2 Working with children check

The requirements of the Working With Children Check legislation do not apply to employers or supervisors of students who are undertaking work experience or structured workplace learning.

#### 2.3 Requirements for criminal history record checks (police checks) for staff and volunteers working in aged care services

For students undertaking either Work Experience or Structured Workplace Learning in aged care services, the Police Certificate Requirements for Aged Care Providers guidelines state that full time students under the age of 18 do not require a Check. These Guidelines are available at:

[www.health.gov.au/internet/main/publishing.nsf/Content/AF5E84C758509F54CA2572490012C48C/\\$File/police%20certificate%20guidelines.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/AF5E84C758509F54CA2572490012C48C/$File/police%20certificate%20guidelines.pdf)

These requirements apply to all Australian Government subsidised services, specifically:

- Residential aged care;
- Community aged care services under the Act: Community Aged Care Packages (ACAP); and

- Flexible care services under the Aged Care Act: Extended Aged Care at Home (EACH); and
- Extended Aged Care at Home Dementia (EACHD) packages, Multi-Purpose Service places and Transition Care.

For further information, please contact:

The Assistant Director,  
Compliance and Programs Office of Aged Care Quality and Compliance Federal Department of Health and Ageing via the Aged Care Information Line:  
1800 500 853

### 3. Guidelines for students (15 years and over) undertaking work experience with animals

These guidelines apply only to work experience students aged 15 years and over. No student under 15 years should be permitted to undertake work experience involving direct contact with animals (students under 15 can undertake other activities that are safe and suitable, such as preparing feeds).

In August 2006 DEECD released guidelines for all students wishing to undertake work experience with animals. These guidelines allow students to have a safe and rewarding work experience in workplaces whose business involves dealing with animals.

In order to undertake work experience with animals, students must complete the *Proposed Work Experience with Animals: Summary of Student's Experience* Form, and provide it to their school's work experience coordinator.

Before filling out the Form, students must read the DEECD Fact Sheet No. 25: *Work Place Hazards in Working with Animals*, to help them appreciate some of the hazards and understand some of the conditions that will apply to their work experience.

The work experience coordinator should

use the Form to assess a student's suitability for work experience with animals. If satisfied, the coordinator

must forward the Form to the prospective host employer, who will make the final decision. If not satisfied, the coordinator should assist the student to make alternative arrangements.

For further information on these guidelines, please see:

[www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safety](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safety)

In addition, government schools should contact their Regional Later Years Consultant for further guidance. Catholic and independent schools should contact Gerard Torpy (tel: 9267 0253) and Pam Hargreaves (tel: 9825 7246) or Peter Roberts (tel: 9825 7211), respectively.

### 4. Prohibitions and restrictions for all students undertaking work experience

#### 4.1 Prohibited industries

Work experience students must not be permitted to undertake work in:

- Security Industry
- Sex Industry
- Tattoo parlours
- Any retail or other business where guns or ammunition are sold
- Abattoirs
- Fishing boats (other than boats operating on inland waters).

#### 4.2 Prohibited activities

Work experience students must not be permitted to:

- Hand out medication or discuss condition of patients
- Administer medication either internally or externally
- Bathe patients
- Undertake any task that requires training or special skills to avoid a risk

to safety - e.g. operating machinery, using explosives, welding, brazing or flame soldering

- Undertake work relying on safe worker behaviour (for example, the correct use of personal protective equipment such as respirators) rather than risk controls that protect everyone (such as a fully enclosed ventilation booth to isolate the hazard)
- Hold or transport cash and negotiable items – such as cash, stamps or cheques – with a value exceeding \$100. (This excludes the student's personal items)
- Hold keys, codes or ciphers except those required to operate standard office machines and other permitted equipment
- **Use ANY dangerous plant and equipment:**
  - (The examples listed here do not form an exhaustive list of items in this category.)
  - Powered mobile plant (students must never be permitted to drive any vehicle or mobile plant while on work experience – this includes tractors, forklifts, all-terrain vehicles, ride-on mowers, bulldozers, excavators, skidders)
  - Powered cutting or grinding tools (excluding those used for key cutting and engraving on items such as trophies)
  - Ultra Violet (UV) equipment
  - Gas fuelled cutting equipment
  - Chain saws
  - Welding, brazing and open flame soldering equipment
  - Rubbish compactors
  - Power presses – unless press has laser guarding or a remote control, and training and close supervision are provided
  - Powered lifting equipment

- Excavators
- Elevating work platforms
- Compressed air power tools
- Abrasive blasting equipment
- Explosive powered tools
- Brush cutters with attached metal blades
- Scaffolding
- Power saws, including docking saws and circular saws
- Buzzers
- Thicknessers
- Guillotines
- Spindle moulders
- Power wood shapers
- Nail guns
- Jack hammers.
- Plastic moulding machines
- Lathes
- Petrol sales consoles.

### 4.3 Workplace hazards

- Work experience students must never
- be exposed to the following hazards:
- Asbestos (including exposure through inadvertent disturbance of, or contact with, asbestos or asbestos-containing material)
- Biological/medical hazards (such as exposure to needle sticks from syringes or other 'sharps', blood or other body fluids, Legionella bacteria)
- Confined spaces (areas where it is difficult to enter or exit and which may have a contaminated atmosphere, low oxygen levels or stored substances that could cause engulfment)
- Exposure to occupational sources of ionising radiation (such as x-ray machines)

- Exposure to non-ionising radiation hazards (associated with devices such as UV sterilising equipment and laser devices)
- Electrical hazards associated with faulty, unsuitable or inappropriately placed leads, electrically powered plant or equipment, contact with live underground or overhead cables
- Excessive noise
- Exposure to hazardous substances and dangerous goods
- Extremes of heat or cold that could result in physical harm through illness or impaired performance
- Falling objects (such as objects falling from platforms, loads slung from cranes)
- Debris (for example, waste material generated by milling or grinding operations)
- Falls from, or collisions with, fork-lifts or mobile plant
- Falls from heights of two metres or more
- Trenching and excavation operations, including digging of post holes
- Exposure to high pressure liquids or gases, (associated with gas cylinders, compressed air tools, boilers and pressure piping)
- Hazardous manual handling involving the application of repetitive, sustained and/or high force, awkward postures or movements, exposure to sustained vibration, manual handling of people or animals, manual handling of unstable loads that are difficult to grasp or hold
- Impalement hazards, such as protruding angle iron
- Sharp objects and cutting equipment (not including scissors and secateurs sold for general use)

- Plant hazards including moving machinery or equipment, unguarded machinery where clothing, hair, limbs or fingers could be get caught, cut or crushed
- Bullying, occupational violence, work related stress, sexual harassment.

NOTE that there are 30 Workplace Hazards Fact Sheets dealing with hazards encountered in many of the industries and occupations in which work experience may be offered. These Fact Sheets are located at: [www.sofweb.vic.edu.au/safe@work/workplace\\_hazards.asp](http://www.sofweb.vic.edu.au/safe@work/workplace_hazards.asp)

# Section G: Useful Resources and weblinks

## In Section G

Available in hard copy:

1. Sample work experience evaluation form - student and parent
2. Frequently asked questions – work experience
3. Sample organization of work experience

Block Release Flow Chart

Trickle Release

3. Map of Requisite OH&S Training: Structured Workplace Learning, Work Experience, Simulated Placement Work, Work Activity excursions
4. Managing the Safety of Young Workers: Things Employers Should Consider
5. Useful resources list – websites and others
6. Workplace Learning Toolbox – Teaching and learning resources
7. Map of Industry Area, safe@work Modules and Workplace Hazards Fact Sheets for Work Experience

Available on-line only:

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

[www.education.vic.gov.au/sensecyouth/careertrans/worklearn/](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/)

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

# [School Name]

## Work Experience – Student Evaluation

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

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

Phone \_\_\_\_\_

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

Signature \_\_\_\_\_

Type of Work \_\_\_\_\_

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

Dates of Work Experience \_\_\_\_\_

### Demonstrated Competencies

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

<b>1. Attendance and punctuality: The extent to which the student meets the workplace requirements for attendance at work and punctuality.</b>				
1. Comes in late and leaves early. Late from breaks. Absent without reason.	2. Punctuality and attendance are below average.	3. Punctuality and attendance are satisfactory.	4. Always punctual and rarely absent. Will put in extra time occasionally if asked.	5. Always punctual. Excellent attendance. Will arrive early, stay late to get a task done.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Appearance and presentation: The extent to which the student meets the standards of dress and appearance that are expected in the work environment.</b>				
1. Poor personal hygiene and grooming. Does not follow dress standards required at work.	2. Appearance, personal presentation and dress standards could be improved.	3. Dress standard, personal presentation and appearance are acceptable for the work situation.	4. Above average appearance and presentation. Prepared to change appearance to suit workplace.	5. Takes pride in appearance. Sets an example for others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Working with others: How well the student gets on with and cooperates with others in the work environment.</b>				
1. Uncooperative. Resists suggestions.	2. Could be more cooperative at times.	3. Cooperative. Gets on well with colleagues.	4. Works well with others to achieve agreed outcomes. Generates goodwill amongst fellow workers.	5. Actively helps others. Can lead, take responsibility and contribute ideas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Communication and interpersonal skills: The skills that the student shows when communicating on a face-to-face basis with fellow workers, customers and suppliers.</b>				
1. Poor listener. Avoids eye contact. Inarticulate.	2. Communication and interpersonal skills need to be improved to meet normal workplace standard.	3. Generally communicates effectively.	4. Good communication and people skills.	5. Excellent communication and people skills. Confident and articulate. Listens well.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

1. Requires constant reminding.	2. Requires prompting to meet work schedules.	3. Generally reliable and needs average supervision.	4. Can work independently.	5. Works independently. Can set goals and priorities, organises time to achieve objectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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

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

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

1. Lacks confidence. Nervous. Gives up easily.	2. Could show more confidence and interest.	3. Mostly confident, self assured and goal orientated.	4. Always confident, achievement orientated and assured.	5. Very confident. Enthusiastic. Persistent. Energetic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Any other comments:

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

# [School Name] Work Experience – Parent Evaluation

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

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

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2. How did your child cope with the placement?

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

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

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5. How could this program be improved?

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

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Thank you for taking time to complete this evaluation.

Parent or Guardian's signature \_\_\_\_\_

Date \_\_\_\_\_

## Frequently asked questions about work experience

### Do age restrictions apply to students undertaking work experience?

Students must be 14 years of age or older. (Students up to the age of 21 are eligible to undertake work experience.)

### What occupational health and safety training is needed before a student undertakes a work experience arrangement?

All work experience students are required to undertake an occupational health and safety program, developed by the Victorian Department of Education and Early Childhood Development (DEECD), before commencing their placement. The programs are: A Job Well Done for students with disabilities and additional needs and safe@work for all other students.

### What is “safe@work”?

safe@work is a web-based, interactive occupational health and safety (OHS) program developed by DEECD.

The safe@work program is designed to improve students' knowledge and understanding of OHS matters. Students must successfully complete two modules before they enter a workplace. These are a 'general' OHS module and a module relevant to their chosen industry.

### What if we encounter problems when trying to access safe@work web pages?

Technical problems should be reported to the DEECD Help Desk – phone 9637 3333.

### Can we obtain copies of Manual?

DEECD no longer produces copies of the Manual. All resources can be found online at <http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn>

### Who has to sign the Work Experience Arrangement Form?

This Form must be completed and signed before work experience can commence. It must be signed by:

- the employer;
- the student;
- the parent or guardian of the student (if the student is under 18); and
- the principal (or acting principal) of the school (note that principals cannot delegate this responsibility).

The Form can be varied or amended later, but it must then be signed again by all four parties to confirm that the changes are understood and agreed.

### Where can extra copies of the Work Experience Arrangement Form be obtained?

Additional forms can be obtained by downloading from the DEECD website ([www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm))

### Do work experience employer require a Victoria Police Check?

After 31 December 2010, employers will no longer be required to obtain a Victoria Police check. Employers of work experience students under 15 years must obtain a Child Employment Permit and ensure that all nominated supervisors of work experience students aged 14 years hold a valid WWC check card (refer to Section F. Revised Health and Safety Guidelines for Work Experience students under 15 years)

### What are the working hours for work experience students?

Students aged 14 must not work between 9.00 pm and 6.00 am (that is, after 9.00 pm or before 6.00 am).

Students 15 years and over must not work between 11.00 pm and 6.00 am.

No work experience should extend beyond a time which is 10 hours ahead of the next working (or school) day. For example, if a student is to start work or school at 8.30 the next morning, they must not work beyond 10.30 on the night before.

Work experience on a weekend is permissible if the placement cannot occur during the week and the principal and parent (if the student is under 18) are satisfied with the proposed arrangement. Schools should provide students with an after hours contact number if students are working outside the normal working hours.

Arrangements for transporting students safely to and from the workplace must be understood and adhered to, particularly if the student is working outside 'normal' daylight hours.

### What is the maximum number of days per term on which a student can undertake work experience?

A student can undertake work experience for up to 15 days per term but the total number of days must not exceed 40 days per annum.

### Are there any prohibited industries or activities?

Yes! Section C of the Work Experience Resources Manual lists a number of prohibited industries.

There are also prohibited activities (such as working with powered tools or working at height) in industries which are nonetheless suitable for work experience as long as activities are selected with the student's safety as a priority.

Section C of the Manual also provides examples of prohibited activities.

### Can a student undertake work experience in a hotel or other licensed premises? Can a student in such a venue serve alcohol?

Section 120 of the Liquor Control Reform Act 1998 provides that minors may be on licensed premises if they are engaged in a training program in hospitality, or in training for the purposes of employment or work experience. A licensee must not permit a minor to supply liquor on licensed premises unless the minor is engaged in a training program approved by the Director of Liquor Licensing and is supplying the liquor in accordance with any conditions to which the Director has determined that the training program is subject.

Work experience is not a training program approved by the Director of Liquor Licensing. Therefore a student may undertake work experience in a hotel but must not be associated with the serving of alcohol.

### Can a work experience student accompany a supervisor on activities outside the workplace?

Yes, if it is part of their duties (for example, a student undertaking work experience with a building inspector might accompany a supervisor to observe final inspection of a completed residential building project).

### Can students with disabilities undertake work experience safely?

There is no reason why a disability should prevent a student from undertaking work experience.

It's important that the employer knows what the student can and cannot do, and that activities and supervision are arranged accordingly. Arrangements made in advance of the placement will enhance the likelihood of a valuable experience for the student.

DEECD's program A Job Well Done outlines a number of important issues and provides guidance on arranging and managing placements for students with disabilities.

### Does a student have to be contacted by the school while on work experience?

The student must be contacted by the school at least once during the work experience.

### What should a student do if they suffer harassment or bullying at the workplace?

The student must not be expected to deal with harassment and bullying themselves. They should report any concerns immediately to other people at the workplace, to a parent and to the work experience coordinator or other teachers or the school principal.

The employer and the school should have a process for dealing with such occurrences.

### Do employers have to pay students for work experience?

Yes. The minimum payment is \$5 per day.

If the placement is with a Commonwealth department or a body established under a Commonwealth Act, no payment will be made.

If a placement is with an educational, charitable or community welfare organisation not conducted for profit, the student and the parents of the students (if the student is under 18), can decide to donate back the payment to the organisation.

### Is payment for work experience taxable?

If a student under 18 is paid the minimum rate of \$5 per day, the Australian Taxation Office does not require a tax file number or tax return from the student, and the employer does not have to issue a Payment Summary to the student.

However, students aged 18 and over will be required to provide a tax file number to the employer, who must withhold tax, issue payment summaries and report to the ATO as they would for their employees.

### Are students covered by *WorkSafe* while on work experience?

Students on work experience have the same status under *WorkSafe* as employees.

If a student is injured during their placement, there are two forms which must be completed and forwarded to DEECD's *WorkSafe* insurer: the Worker Claim for Compensation (blue form, completed by the student) and Employer Claim Report (green form, completed by the employer). The process for lodging the *WorkSafe* Claim is set out in Section C of this Resources Manual.

If a work experience student is injured, the employer must contact the school (either the principal or the teacher in charge of work experience) as well as the student's parent or guardian as soon as possible. Schools will need to supply the employer with the relevant documentation.

If an accident occurs on the way to or from the workplace, the Traffic Accident Commission may be liable. *WorkSafe* does not apply in these instances. If the student is at a Commonwealth workplace, the school must provide the *WorkSafe* Employer Report Form to the workplace and follow the procedures as for a 'normal' *WorkSafe* Claim.

### If a student is sick and did not attend work experience, does the student have to disclose information to the teacher about why he/she was absent?

No. The teacher doesn't need to know the medical details of why the student was not on work experience on a particular day. The teacher simply needs to know that the student was sick and unable to attend work experience.

## Who to contact for assistance?

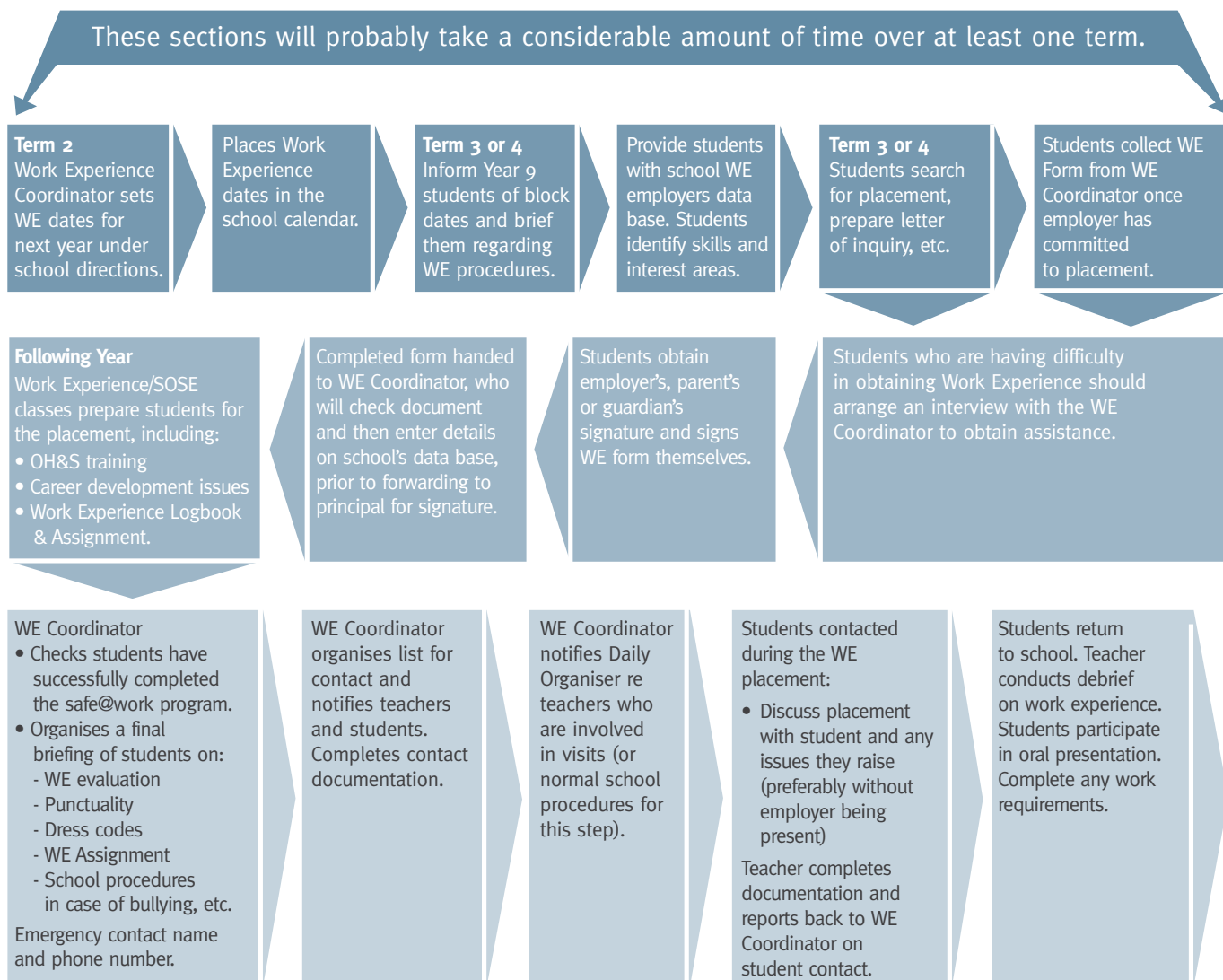
Please see the contact list

[www.education.vic.gov.au/sensecyouth/contacts.htm](http://www.education.vic.gov.au/sensecyouth/contacts.htm)

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

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

## Sample Organisation Of Work Experience Block Release Flow Chart



## Sample Organisation of Work Experience Trickle Release

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

### Third Term

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

When students find a placement:

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

## Managing the safety of young workers: things employers should consider

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

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

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

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

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

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

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

## Induction

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

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

### Responsibilities

Inform the student that safety is the most important consideration during their placement. The employer has a legal duty of care for the student during the week, and in turn the student must following health and safety procedures in which they have been instructed.

### Explain supervisory arrangements

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

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

## Introduce the Health and Safety Representative

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

## Explain first aid and emergency arrangements

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

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

## Explain reporting requirements for incidents, accidents and near misses

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

## Provide an orientation tour of the workplace

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

## Confirm any medical information provided

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

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

## Supervision

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

- Knowing where the student is **at all times**.
- Being aware of what's happening nearby – what employees are doing, what machinery or equipment is in operation.

*Having firm arrangements to make sure the student reports directly to their supervisor when entering, leaving and returning to the work location.*

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

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

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

## Websites with useful resources

The following websites have been provided to assist in the development and delivery of effective workplace learning programs. Note: At the time of publication all site addresses were correct. Teachers should check DEECD's schools website [www.sofweb.vic.edu.au/voced/](http://www.sofweb.vic.edu.au/voced/) for the latest updates to web addresses.

**ACTU – Worksite for Schools** [www.worksite.actu.asn.au/](http://www.worksite.actu.asn.au/) This site is useful for students when investigating the roles and responsibilities of employers and employees. Helpful in the delivery of occupational health and safety issues.

**Australian Bureau of Statistics** [www.abs.gov.au/](http://www.abs.gov.au/) Useful for employment figures.

**Career Education Association of Victoria – CEAV** [www.netspace.net.au](http://www.netspace.net.au) An informative site which links you directly to resources and the latest professional development information on careers, VET, structured workplace learning, and some information on VCAL and MIPs.

**Department of Education – NSW** [www.det.nsw.edu.au/index.htm](http://www.det.nsw.edu.au/index.htm) This site gives you a full listing of the Department of Education – NSW. It contains some useful links to resources relating to structured workplace learning in this state.

**Jobsearch** <http://jobsearch.gov.au/> Job Outlook from this site has good profession overviews including salary ranges.

**JobWatch** [www.job-watch.org.au/](http://www.job-watch.org.au/) This site offers opportunities for students to investigate issues relating to employment. For example: unfair dismissal, workplace violence, misleading ads, etc.

**Myfuture** [www.myfuture.edu.au/](http://www.myfuture.edu.au/) This site offers a wide range of information on occupations, training, vocational options and pathways. The information available at this site is valuable for teachers, students, parents and employers. Excellent preparation for work experience and careers exploration.

**Occupational Health and Safety** [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safety.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safety.htm) This site contains the safe@work program for students and teachers including lesson plans, activity sheets, fact sheets and user guidelines.

### **Victorian Government Schools Reference**

[www.education.vic.gov.au/management/governance/referenceguide](http://www.education.vic.gov.au/management/governance/referenceguide) Edumail access required.

**Victorian Curriculum and Assessment Authority – VCAA** [www.vcaa.vic.edu.au/](http://www.vcaa.vic.edu.au/) The VCAA website contains the latest information on the requirement for the delivery of all VCE, VET and VCAL programs.

**Wages** [www.wages.com.au/](http://www.wages.com.au/) Information on career and employment opportunities with some of Australia's major companies along with Australian wages, employment law and taxation.

**Work Experience Contacts** [www.sofweb.vic.edu.au/voced/contacts/index.htm#regional](http://www.sofweb.vic.edu.au/voced/contacts/index.htm#regional) Contacts for DEECD, Catholic and Independent schools.

**WorkSafe Procedures** [www.eduweb.vic.gov.au/hrweb/safetyhw/claims/wrkexp.htm](http://www.eduweb.vic.gov.au/hrweb/safetyhw/claims/wrkexp.htm) Links to the *WorkSafe* management Kit and Guide. To obtain specific information check the *WorkSafe* website: [www.WorkSafe.vic.gov.au/](http://www.WorkSafe.vic.gov.au/)

**Other Useful Websites**

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## Other useful resources

**A Job Well Done CD-ROM and Video** – an occupational health and safety program for work experience students with disabilities and additional needs [www.education.vic.gov.au/sensecyouth/careertrans/worklearn/jobwelldone.htm](http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/jobwelldone.htm). This resource can also be found included in the Workplace Learning Toolbox.

**Employment of Children** (Information Leaflet), Job Watch, Melbourne, Victoria, Tel: (03) 9662 1933 (metro) 1800 331 617 (regional). [www.jobwatch.org.au](http://www.jobwatch.org.au)

**People & Work**, Job Watch, Melbourne, Victoria, Tel: (03) 9662 1933 (metro) 1800 331 617 (regional). [www.jobwatch.org.au](http://www.jobwatch.org.au) and Victoria Legal Aid, Melbourne, Victoria, Tel: (03) 9269 0120. [www.legalaid.vic.gov.au](http://www.legalaid.vic.gov.au)

**RECAP Resources for careers practitioners** - A DEEWR publication for Careers and VET Coordinators. The kit comprises extensive lesson plans, worksheets and activities for students from Year 7 to 12 covering all aspects of the world of work, work experience, debriefing activities, transition activities and is linked to the **myfuture** website. A valuable planning tool for work experience and structured workplace learning.

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

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

**Work Experience Journal** – Logbook for student use during work experience placement available from Gippsland Education Centre, Warragul, Tel: (03) 5622 6000 [www.ecg.asn.au/files/news/publication\\_list.pdf](http://www.ecg.asn.au/files/news/publication_list.pdf)

**Work Experience Evaluation Form** – a useful carbon copy evaluation form for employers available in packs of 25 from Gippsland Education Centre, Warragul, Tel: (03) 5622 6000 [www.ecg.asn.au/files/news/publication\\_list.pdf](http://www.ecg.asn.au/files/news/publication_list.pdf)

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

**Workplace Learning Toolbox.** Workplace Learning Toolbox is a suite of resources to enhance the quality of workplace learning for students undertaking work experience, structured workplace learning and school-based apprenticeships and traineeships. the Toolbox includes 4 general video clips and 10 industry specific video clips with accompanying teacher notes, lesson plans and student activities.

## Teachers' notes and lesson plans

This series of worksheets has been prepared to complement the DEECD DVD, “**Workwise – Workplace Safety for Students**”. The worksheets may be a useful starting point to prepare work experience and structured workplace learning programs. The structure and content of the worksheets could be readily adapted to suit the language and learning needs of individual students and programs.

### Worksheet content

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

- Introduction to Worklearn Learning
- Bullying and Sexual Harassment
- Common Workplace Hazards
- Preparing for Work Placement
- Automotive
- Business and Administration
- Construction
- Engineering
- Farming
- Hairdressing
- Health and Community Services – Childcare
- Hospitality
- Manufacturing
- Recreation

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

### Worksheet format

The worksheets contain four parts:

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

## Student activity sheet - general

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

### Before the DVD

*What do these terms mean? Jot down their meaning.*

**work experience**

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**structured workplace learning**

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**OHS**

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**hazards**

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**module**

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**equal opportunity**

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**harassment**

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**confidential**

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**competency**

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### During the DVD

*Answer the following questions:*

**1. What is work experience?**

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

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**3. What happens during a work experience placement?**

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

1. 

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2. 

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3. 

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4. 

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**5. What is structured workplace learning?**

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

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7. What do the letters OHS stand for?

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

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9. What modules must be completed?

1. \_\_\_\_\_ 2. \_\_\_\_\_

10. Who is responsible for OHS training:

(i) at school \_\_\_\_\_  
(ii) at work \_\_\_\_\_

11.c Who is responsible for safety in the workplace?

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

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

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

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

## Student activity sheet – hospitality

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

### Section 1: Before the DVD

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

1 \_\_\_\_\_ 3 \_\_\_\_\_

2 \_\_\_\_\_ 4 \_\_\_\_\_

### Section 2: During the DVD

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

Hospitality Workplace Hazard	✓
Knife cuts to fingers and hands	<input type="checkbox"/>
Falls from spills	<input type="checkbox"/>
Trips and slips	<input type="checkbox"/>
Burns and abrasions	<input type="checkbox"/>
Dehydration	<input type="checkbox"/>
Head Exhaustion	<input type="checkbox"/>
Contamination of hands	<input type="checkbox"/>
Severe burns to face and hands	<input type="checkbox"/>
Back injuries	<input type="checkbox"/>
Contamination of food products	<input type="checkbox"/>

b. Complete these statements

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

“\_\_\_\_\_ is the most important thing!”

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

### Section 3: Find out more about OHS in hospitality

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

[www.sofweb.vic.edu.au/voced/workexp/wplacehazards.htm](http://www.sofweb.vic.edu.au/voced/workexp/wplacehazards.htm)

This site will take you to the Workplace Hazards Information Sheets on the DEECD safe@work website.

### Section 4: Find out more about careers in hospitality

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

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

[www.tafe.vic.gov.au](http://www.tafe.vic.gov.au)

## Student activity sheet – automotive

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

### Section 1: Before the DVD

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

- |                       |                 |
|-----------------------|-----------------|
| Falls                 | Chemical Spills |
| Electrocution         | Dizziness       |
| Fire                  | Choking         |
| Hand and eye injuries | Sore throat     |

### Section 2: During the DVD

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

1 \_\_\_\_\_

2 \_\_\_\_\_

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

Incident	Action
Small oil spills	
Water spills	
Excessive bending	
Worker Injury	

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

1 \_\_\_\_\_ 3 \_\_\_\_\_

2 \_\_\_\_\_ 4 \_\_\_\_\_

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

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

### Section 3: Find out more about OHS in automotive

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

[www.sofweb.vic.edu.au/voced/workexp/wplacehazards.htm](http://www.sofweb.vic.edu.au/voced/workexp/wplacehazards.htm)

This site will take you to the Workplace Hazards Information Sheets on the DEECD safe@work website.

### Section 4: Find out more about careers in automotive

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

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)

[www.motor.net.au/VACC/](http://www.motor.net.au/VACC/)

[www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)

Student Activity Sheet – hairdressing

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

**Section 1: Before the DVD**

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

- 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
- 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**Section 2: During the DVD**

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

- 1. **It's enough to be qualified hairdresser to take on a work experience or structured workplace learning student.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. **Most hairdressers don't pay much attention to hygiene.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. **It's not really important to protect your feet in the hairdressing industry. Open sandals are fine.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4. **Aprons are important when applying dye, but gloves aren't really necessary.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5. **You could easily leave sweeping and washing towels until the end of the day, that way you only do the job once.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 6. **There aren't really any dangerous chemicals in hairdressing. Work experience students can handle these chemicals.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 7. **Work experience students under 15 can cut hair or use sharp tools.**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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### Section 3: Find out more about OHS in hairdressing

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

[www.sofweb.vic.edu.au/voced/workexp/wplacehazards.htm](http://www.sofweb.vic.edu.au/voced/workexp/wplacehazards.htm)

This site will take you to the Workplace Hazards Information Sheets on the DEECD safe@work website.

### Section 4: Find out more about careers in hairdressing

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

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

[www.tafe.vic.gov.au](http://www.tafe.vic.gov.au)

[www.hbia.com.au](http://www.hbia.com.au)

## Student Activity Sheet – engineering

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

### Section 1: Before the DVD

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

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

### Section 2: During the DVD

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

- 4.
- 5.
- 6.

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

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c. TRUE / FALSE

T/F

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

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

Uses signs to alert workers

Leaves chemicals which are corrosive in an open space

Has a Safety Warden

Installs safety guards on dangerous equipment

Tagged all electrical equipment

Has trained staff in emergency procedures

Supplies safety equipment for workers

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

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

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

[www.sofweb.vic.edu.au/voced/workexp/wplacehazards.htm](http://www.sofweb.vic.edu.au/voced/workexp/wplacehazards.htm)

This site will take you to the Workplace Hazards Information Sheets on the DEECD safe@work website.

### **Section 4: Find out more about careers in engineering**

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

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)

[www.ieaust.org.au](http://www.ieaust.org.au)

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

[www.tafe.vic.gov.au](http://www.tafe.vic.gov.au)

## Student Activity Sheet – farming or primary industries

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

### Section 1: Before the DVD

Match the farming activities with the suggested workplace hazards:

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

### Section 2: During the DVD

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

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

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

- |                 |          |
|-----------------|----------|
| Fixing fences   | Skirting |
| Using a tractor | Milking  |
| Drenching       |          |

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

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

[www.sofweb.vic.edu.au/voced/workexp/wplacehazards.htm](http://www.sofweb.vic.edu.au/voced/workexp/wplacehazards.htm)

This site will take you to the Workplace Hazards Information Sheets on the DEECD safe@work website.

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

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

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)

[www.vff.org.au](http://www.vff.org.au)

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

[www.ruralskills.com.au](http://www.ruralskills.com.au)

[www.tafe.vic.gov.au](http://www.tafe.vic.gov.au)

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

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

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

Type of work experience	Suggested industry module	Workplace Hazards Fact Sheet
Accountant	Office and Business Services	Office Environments
Aquarium	Primary Industry	Retail Shops
Architect	Office and Business Services	Office Environments
Automotive	Automotive	Automotive
Bank	Office and Business Services	Office Environments
Boat building	Manufacturing / Metals and Engineering	Manufacturing / Metals and Engineering
Boiler maker	Metals and Engineering	Metals and Engineering
Builder	Building and Construction	Construction
Cabinet maker	Manufacturing	Carpentry
Café	Hospitality and Tourism	Retail Shops
Carpenter	Building and Construction	Carpentry / Construction
Child care centre	Health and Community Services	Health and Aged Care / Office Environments
Computer store	Retail	Retail Shops
Department store	Retail	Retail Shops
Dressmaker	Office and Business Services/Retail	Retail Shops
Dry cleaners	Retail	Retail Shops
Electrician	Electrical and Electronics	Electrical
Farm	Primary Industry / Working with Animals	Farming / Working with Animals
Farm supply store	Retail	Retail Shops
Fast Food outlet	Retail	Retail Shops
Fish farm	Primary Industry	Farming
Fitness Centre / Gymnasium	Retail	Fitness Centres, Gyms and Pools / Retail
Fitter and Turner	Metals and Engineering	Metals and Engineering
Golf course	Dependent on area in which student will undertake work experience: Primary Industry / Retail	Horticulture / Landscaping / Retail Shops
Hairdressing	Retail	Hairdressing / Retail Shops
Helicopter maintenance workshop	Metals and Engineering	Metals and Engineering
Hospital	Health and Community Services	Medical Services / Office Environments
Hotel	Hospitality and Tourism	Hospitality / Office Environments
Jeweller	Retail	Retail Shops
Journalist at newspaper	Office and Business Services	Office Environments
Laboratory	Health and Community Services	Office Environments
Landscape gardener	Horticulture	Landscaping
Law firm	Office and Business Services	Office Environments
Local council – outdoor staff	Horticulture	Horticulture / Landscaping

Type of work experience	Suggested industry module	Workplace Hazards Fact Sheet
Motel	Dependent on area in which student will undertake work experience: Hospitality and Tourism / Retail / Office and Business Services	Hospitality / Office Environments
Motor bike shop	Dependent on area in which student will undertake work experience – Retail / Metals and Engineering (if attached to a workshop)	Retail Shops / Metals and Engineering
Motor repair	Automotive	Automotive
Newsagent	Office and Business Services	Office Environments
Painter	Painting	Painting
Photographer	Office and Business Services	Office Environments
Plant nursery	Primary Industry	Horticulture
Plasterer	Painting	Plastering
Plumber	Plumbing	Plumbing
Police station	Office and Business Services	Office Environments
Post Office	Office and Business Services	Office Environments
Real estate agency	Office and Business Services	Office Environments
Restaurant	Dependent on area in which student will undertake work experience: Hospitality and Tourism / Retail	Hospitality / Retail Shops
School	Dependent on area in which student will undertake work experience: Health and Community Services / Office and Business Services	Office Environments
Sheet metal workshop	Metals and Engineering	Metals and Engineering
Sign writer	Dependent on area in which student will undertake work experience: Manufacturing / Office and Business Services	Manufacturing / Office Environments
Stainless steel fabrication	Metals and Engineering	Metals and Engineering
Supermarket	Retail	Supermarkets
Swimming pool	Retail	Fitness Centres, Gyms and Pools / Retail
Tiler	Building and Construction	Tiling
Travel agent	Office and Business Services	Office Environments
Vet clinic	Veterinary	Working with Animals
Video store	Office and Business Services	Retail Shops
Stable	Primary Industry	Working with Animals
Riding school	Primary Industry	Working with Animals
Zoo	Dependent on area in which student will undertake work experience: Primary Industry / Office and Business Services / Horticulture/ Retail, etc.	Office Environments / Working with Animals / Horticulture / Retail Shops

# Further information

Department of Planning and Community Development

8 Nicholson Street

East Melbourne, 3002

Website: [www.dpcd.vic.gov.au](http://www.dpcd.vic.gov.au)

Department of Education and Early Childhood Development

2 Treasury Place,

East Melbourne, 3002

Website: [www.education.vic.gov.au](http://www.education.vic.gov.au)