



Education and Training

Experience Counts

ACT Work Experience (WEX) Program

Guidelines and Requirements for Schools,
Host Organisations, Parents and Unions – January 2011



Contents

	Page
Foreword	3
Section 1 Introduction and Overview	4
<p>This section defines WEX placement programs, outlines individual programs and outcomes and highlights some of the philosophical foundations that should be considered before undertaking the implementation of WEX placement initiatives.</p>	
Section 2 The WEX Program: Implementation and Benefits	16
<p>This section provides information that will assist in the implementation of quality WEX placement programs and the placement of government school students in the work place.</p>	
Section 3 Compulsory and Mandatory Procedures	23
<p>This section details the procedures that must be followed when implementing WEX placement programs for students in ACT Government schools.</p>	
Section 4 Resources for Schools/Colleges and Forms	31

Foreword

As training and education continue to change and adapt to the needs of a dynamic work environment, the challenge for educators is to effectively assist young people to prepare for their transition into the next phase of their lives. At the same time, education must keep pace with demands and needs of industry. The Legislative change as well a range of council of Australian Government (COAG) agreements contribute to the national agenda that includes a focus on the provision of cohesive links between schools, employers, training providers, the community and other stake holders to ensure that young people access quality education services.

It is clear that students who have access to vocational education and relevant work education programs such as Work Experience (WEX) have enhanced opportunities and options when it comes to employment post school and continued training.

In recognition of the need to link school and the world of work, pilot programs for WEX were established in the ACT in 1981. Since then, the WEX program has grown dramatically and has proven to be very successful. The range of models of WEX and other vocational education opportunities has developed to include transition programs to assist disadvantaged students and those with disabilities prepare for entry to the work force and to enable all students to integrate their school studies with the world of work.

The main purpose of these Guidelines & Requirements is to:

- offer positive encouragement for the development of courses especially oriented towards the world of work in the ACT
- assist schools in the implementation of quality workplace learning programs
- provide guidance for those who develop, manage and coordinate workplace learning programs
- indicate how WEX complements current school curriculum developments
- describe the options available to schools for the use of workplace settings outside the school
- highlight the legal and quality assurance requirements for each option
- provide some administrative support on the operation of workplace learning programs
- provide maximum protection for all parties involved in placements.

Following these guidelines and requirements is an essential step towards ensuring that insurance cover is adequately provided for all participants.

Definitions

WEX Coordinator: School based position responsible for coordination of work experience at the school level.

WEX Administrator: ACT Department of Education and Training position responsible for the administration of work experience placements.

WEX Supervisor or Workplace Supervisor: Industry based position representing the host.

SECTION 1

Introduction and Overview

	Page
What is Work Experience?	5
Benefits of Work Experience	5
Work Experience in ACT Schools	7
Contacts	8
The Work Experience Cycle and Placement Process	9
The Work Experience Placement Process	10
Insurance and Accident Procedures	12
Work Placement Emergency Procedures Card	14
Policy and Procedures for Sexual Harassment	15

Work Experience

The purpose of WEX is to provide guidance for students in the transition from school to working life in the community and to enable students to test tentative career choices against the realities of the workplace.

A WEX placement is a student's short-term, unpaid participation in the work place as a learner and an observer. This forms part of a student's broad career development and is not required to be linked to a specific course of study. Students gain insight into many aspects of the world of work but they do not displace employees.

Outcomes and requirements of WEX placements may include:

- involve students 14 years of age and over*
- provide an orientation to the world of work in a general field. This may include learning related to career planning or enterprise education
- be part of a course and relate school learning to the world of work
- report outcomes in a general manner or relate them to key competencies
- assist students in their decision-making about future study, training and career options
- improve employment prospects and ease the transition from school to work
- broaden student awareness of, and participation in, non-traditional occupations.

*Although all students 14 years and over are eligible to participate in WEX programs, consideration should be given to their readiness to do so in terms of their vocational development and their social and emotional maturity. Students under 14 years are able to participate in WEX only as part of a specially targeted program, which has been approved by the Chief Executive to provide WEX for students under 14 years of age. Participation in such targeted WEX programs is restricted to high school students only. Students in year 7 will normally not be permitted to participate in a WEX program.

Within the school curriculum the WEX programs:

- will constitute part of the student's career development
- may be used as a delivery mechanism for modules in any work or careers related course
- can be used as a strategy to promote enterprise education
- may be part of individual transition planning for students with disabilities
- have relevance for students of all levels of ability
- complement Individual Student Pathways Plans.

Benefits of WEX Placements

For Students:

- expands knowledge relating to possible career choices
- develops knowledge, skills and attitudes that are relevant to and recognised within a wide range of employment, training and further education settings
- enables students to gain insight into a broad range of aspects of life in the working world, eg: the need for accuracy, honesty, team work, adherence to deadlines and an understanding of the role of unions
- creates a network of contacts for future employment options
- enables students to appreciate the relevance of their schoolwork
- improves motivation towards study

- enhances students self esteem through acquiring a new range of skills associated with the work place
- offers the opportunity to gain information for constructive curriculum choices
- provides experience and opportunities for students to develop and demonstrate skills in a different environment
- may provide points (or part thereof) for the Year 12 Certificate requirement.

For Parents/Carers:

- provides opportunities to discuss workplace experiences with their son or daughter
- provides opportunities to identify strengths and skills possessed by their son or daughter and assist them in their growth towards independence by fostering confidence and social development
- provides opportunities to gain an understanding of the changing nature of the workplace including training requirements.

For Teachers and Schools:

- enables students to share real life applications of curriculum content
- increases understanding of changes in vocational education and the world of work
- can be used as a focal point for courses of study
- improves relationships between schools and the broader community
- provides valuable feedback on student development and performance in another context.

For Host Organisations:

- assists in the development of a better understanding of the education system and allows the opportunity for input
- expands and enhances opportunities of their own staff to oversee and participate in the education and training of young people
- provides first hand contact with prospective future workers
- demonstrates their willingness to contribute to the education and training of future employees
- gain a better understanding of young people, their concerns, needs and capabilities
- promotes closer links between schooling and work, general and vocational education.

For Unions

- helps to better understand and have input into the education system
- increases students and teachers' understanding of the role of unions
- provides insight to issues associated with industry placements.

WEX Placements for Students with a Disability or Special Need

An assessment should be conducted before the student selects a WEX placement. The student should be observed in the school environment in consultation with parents, care givers, counsellors, teachers etc to determine what type of support is appropriate for the student to be successful in the WEX placement.

Work Experience in ACT Schools

Since the 1980s, when pilot work experience programs were first run in ACT Schools, work experience has been an important element of work education programs.

Age Eligibility

School students engaged in a work experience placement shall be 14 years of age or over, irrespective of grade level.

Students under 14 years are able to participate in WEX only as part of a specially targeted program which has been approved by the Chief Executive to provide work experience to students less than 14 years of age. Participation in such targeted WEX programs is restricted to high school students only. Students in year 7 will normally not be permitted to participate in a WEX program.

ACT/NSW – interstate placements

The Department's insurance arrangement only covers WEX placements in NSW and the ACT. No work placements may be undertaken in any other state/territories or outside Australia without contacting the ACT WEX Administrator.

Insurance Arrangements

The ACT Department of Education and Training has indemnification insurance through the ACT Insurance Authority for approved WEX placement activities.

For further information regarding these provisions contact the ACT WEX Administrator on 6205 9352 or the Manager, Risk Management and Audit Section on 6205 9450.

Prohibited Activities

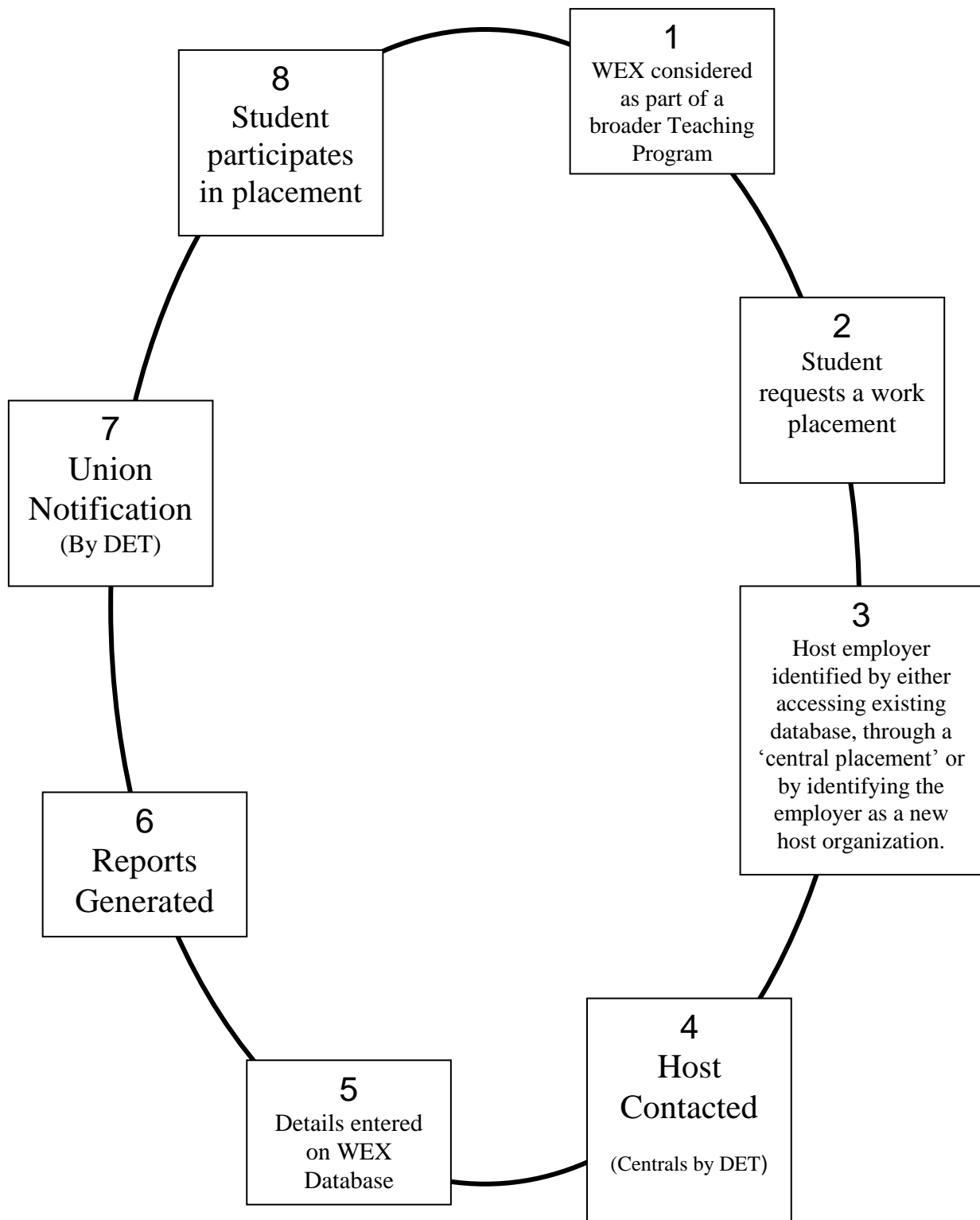
Prohibited activities are listed on page 24. Insurance coverage will not apply to these activities.

Contacts

Transitions, Careers and Vocational Learning (TCVL)

Manager	Tim McNevin tim.mcnevin@act.gov.au	6205 8463
Program Manager	Pene Butt penelope.butt@act.gov.au	6205 7873
Careers and Transitions Officer	Melanie Selems melanie.selems@act.gov.au	6205 3601
ACT Work Placement Administrator	Karenn Layne karenn.layne@act.gov.au	6205 9352
Facsimile Number		6207 2980

The Work Experience Cycle



The Work Experience Placement Process

1 Work Experience and the Teaching Program

- WEX placements should be related to a teaching/learning program of the school eg linked with a key learning area or follow a unit preparing students for the world of work.
- Only teachers trained in the WEX Policy and Guidelines and database entry should organise placements and enter data.
- No student should be placed until all requirements set out in this document are met including agreement forms signed by the parent, the student, the employer and the school.
- It is important that WEX Coordinators adhere to the Union Notification Dates supplied by the ACT WEX Administrator (see Point 7. Union Notification below).

2 Students Applying for Work Experience Placement

- students fill out a WEX application form (school based form)
- WEX Coordinator maintains a progress sheet for each student
- WEX Coordinator advises students that host organisations named on the “*Central Host Organisation List*” are only to be contacted by the ACT WEX Administrator.

3 Finding a Host Organisation

WEX Coordinators and students are able to find a suitable host organisation by:

- searching the computerised database or hard copy print out of host organisations already identified as willing to accept WEX placements: ***Host Job List*** - an alphabetical listing of host organisations offering WEX including job descriptions; ***Host Job Summary*** - a listing of host organisations offering WEX by job description; ***Host Summary for Disabilities*** - a listing of host organisations offering WEX for students with various forms of disabilities
- accessing “*Central Host Organisation List*”: Host organisations are identified with **central status** and are **only** to be contacted by the ACT WEX Administrator
- identifying new host organisations: WEX Coordinators/students/parents can identify a new host organisation not presently listed on the Department’s database. The WEX Coordinator is to arrange the completion of the *WEX Placement New Host Organisation Details* (see p43) and *Student Placement Suitability Check* (see p44). Both forms must be completed prior to commencement of the placement and returned to the ACT WEX Administrator for processing. The *WEX Information Form* (see p34) should be sent to the new host with the letter of confirmation of the placement.

4 Contacting a Host Organisation

It is recommended that students make the initial contact with the host organisation (except those organisations on the “*Central List*”).

- After a student has made contact with a host organisation the WEX Coordinator will confirm placement details.
- For students with disabilities careful selection of a WEX placement is very important and it may be preferable for the teacher to contact the host organisation in order to:
 - ensure that the placement is realistic in terms of the student’s interests and skills
 - provide a good match with the student’s needs e.g. travelling, work tasks, communication, social skills, support structures and supervision.
- The school must inform the host organisation of any special needs of the student.

5 Placement Information Entered on the Database

- The placement details: student, host organisation information and dates must be entered into the database by the WEX Coordinator as soon as possible.
- The ACT WEX Administrator (6205 9352) should be contacted if difficulties arise when entering data.

6 Essential Placement Documentation

The following reports need to be generated from the database at the time of data entry or at least 15 working days prior to the placement commencement date:

- *Host Organisation Confirmation Letter*: this should be immediately posted out to the host organisation to confirm the placement request
- *WEX Information form for Host Organisations*: post with above letter
- *WEX Agreement*: two of these agreements should be printed and signed by all parties. One copy is to be maintained by the school with the student's records. The other is to be kept by the employer
- *WEX Confirmation for Student*: this outlines the placement details for either a student or a visiting teacher
- *Student Placement Summary*: this list is automatically updated after each data entry and is a record keeping system for placements.

7 Union Notification

The ACT WEX Administrator centrally coordinates the union notification. This process is a requirement before any work placements can commence and 14 days excluding public or school holidays **must be** allowed for processing.

8 Pre Placement Checks

Students must:

- be briefed on workplace legislation (OH&S, EEO, sexual harassment, etc.) before their placement
- contact the host organisation five to 10 days before the placement to introduce themselves and check details
- be advised to contact the school immediately if they become concerned about any aspect of their placement
- be advised to report absences to both the host organisation and the school
- receive a completed 'student package'. This package may include:
 - letter of introduction from the school
 - information containing host details: contact person, telephone number, address
 - WEX Log Book.

WEX Coordinators must:

- arrange for relevant placement information to be given to other staff members involved in visiting students. Information should also include:
 - the recommendation that they use the school car for placement visits, or record details on claiming mileage through Motor Vehicle Allowance, or on tax returns
 - the need for visiting staff to return to the WEX Coordinator, a form describing the value of the placement, whether the placement is recommended for other students, etc.

9 WEX Placement Week

- **Each student must be visited once during a placement**, preferably in time to redress any problem. Tuesday is a good day for a Monday-Friday placement.
- Remind the host organisation of:
 - the importance of completing the Work Related Outcomes (see Forms p 50, 51)
 - informing the student during the placement of any problems.
- The host organisation should be encouraged to contact the school if there are any concerns.

10 Debriefing Sessions

- To take place with students to discuss their experiences in the workplace. This can be done individually or in groups with other supervisory staff assisting.
- Students should be encouraged to complete the WEX Log Book and share their experiences in other classes and with parents.
- Report/feedback forms from students, host organisations, parents and staff are valuable resources for follow-up work either in the classroom or on an individual basis.
- The school must send a thank you to host organisations (schools may award students and host organisations with certificates).
- Many organisations appreciate students sending their own thank you (or apology) letters and students should be encouraged to do so.

WEX Placements for Students with Special Needs

While discretion will always be exercised to ensure privacy concerns of students are met, it is essential for employers to be aware of any special needs to ensure student safety in the workplace. In addition it is essential to have the correct documentation and disclosure to access insurance arrangements in the event of a workplace accident. See also page 20 for further information.

Insurance Arrangements

Procedures for Accidents Involving Students

- 1 Ensure that the Workplace Supervisor has taken appropriate medical measures.
- 2 Contact parents/guardians/carers of the student concerned and let the principal know what has happened and what is being done about it.
- 3 Contact the ACT WEX Placement Administrator for required documentation. Where possible written, dated and signed statements should be gathered from
 - the Workplace Supervisor
 - the student, witnesses (if available)
 - medical personnel
 - and school staff.

Note: private insurance providers will not pay compensation where an injured person does not consult a qualified medical practitioner nor follows suggested treatment.

- 4 Forward appropriate documentation within 10 working days to the ACT WEX Placement Administrator, Transitions, Careers and Vocational Learning, ACT Department of Education and Training, by facsimile (6207 2980).
- 5 Schools to retain copies of all documentation (irrespective of any immediate claim being made).
- 6 Seek advice from the ACT WEX Placement Administrator as to any additional steps to follow.

<p>In the event of accident or injury or property damage staff may acknowledge the existence of insurance arrangements, however they are <i>not</i> to comment on liability. This is a legal matter for insurance providers to decide.</p>
--

WEX Placement Emergency Procedures Card

An *Emergency Procedures Card must be issued to each student undertaking a WEX Placement. Students should be provided with appropriate out-of-school hours contact information where

- The placement hours of work extends beyond the hours of 7.00am to 7.00pm
- The placement involves weekend work that has been specially approved by the Department
- The placement occurs out of school term time that has been specially approved by the Department.

(School Logo)

Work Experience (WEX) Emergency Procedure

For emergencies **during school hours**

School contact person and numbers

Name of teacher in charge, careers adviser, work placement coordinator:
(Please print)

Telephone: **OR** Facsimile:

Mobile:

For emergencies **out of school hours** (where applicable)

After Hours Contact Person

After hours contact number

This card is to be returned to the school at the completion of the WEX placement

Procedures for Accidents Involving Students

- 1 Ensure by phone that the work place supervisor has taken appropriate medical measures.
- 2 Contact parents/guardians of the student concerned and advise your principal what has happened and what is being done about it.
- 3 Contact the system WEX Administrator to notify them of the incident or accident. They will tell you what documentation of the accident/injury is required. Where possible written, dated and signed statements should be gathered from the work place supervisor, the student, witnesses (if available), medical personnel and school staff.
Note: private insurance providers will not pay compensation where an injured person does not consult a qualified medical practitioner nor follows suggested treatment.
- 4 Forward appropriate documentation to the ACT WEX Administrator, Transitions, Careers and Vocational Learning, PO Box 158 Canberra ACT 2601.
- 5 Schools should retain copies of all documentation (irrespective of any immediate claim being made).
- 6 Seek advice from the ACT WEX Administrator as to any additional steps to follow. All major claims (for example relating to death, total permanent disability, loss of or damage to property or other legal matters) should be referred to the respective system indemnity providers as soon as possible. Respective system indemnity providers will take charge of proceedings and have full conduct and control over all claims.
- 7 You may want to contact your union for advice.
- 8 In the event of accident or injury or property damage staff may acknowledge the existence of indemnity cover, however they are *not* to comment on liability. This is a legal matter for indemnity providers to decide.

*This card was devised by the NSW Department of Education and is an example for WEX Coordinators within the ACT school system.

Policy and Procedures for Sexual Harassment

The following includes extracts from the Department's Policy and Procedures for the Elimination and Resolution of Sexual Harassment of/among students in ACT Government schools, 1991.

The Department, through the ACT WEX Administrator and WEX Coordinators, attempts by all possible means to provide positive and useful work placement opportunities for students. In accordance with "*Experience Counts*" schools will monitor student placements and ensure that work environments provide adequate supervision. Students must be informed to contact their school's WEX Coordinator should they encounter problems of harassment of any kind.

In accordance with the Department's Sexual Harassment Policy relating to students each principal has a responsibility to ensure that students understand what constitutes sexual harassment and recognise that it is unlawful and detrimental to those who experience it. As part of the preparation for work placements, coordinators must discuss sexual harassment with students, especially preventative strategies and strategies for dealing with such behaviour if they experience it during their placement.

If students, during their WEX placement, encounter sexual harassment they must immediately inform:

- their WEX Coordinator
- the principal
- a Sexual Harassment Contact Officer (SHCO) for students at their school
- the workplace supervisor
- their parents/guardian/carer
- the Department's WEX Administrator.

The school must immediately:

- contact the host organisation
- consider withdrawing the student from the placement
- inform the Department's WEX Administrator who will seek advice from the Department's Governance and Legal Liaison Section.

Officers of the Department are unable to investigate complaints of sexual harassment from students on placements. This responsibility belongs to the school and host organisation concerned.

Non Government Schools

The Department's guidelines and requirements may provide a model for action to be taken by non Government schools.

SECTION 2

The WEX Program: Implementation and Benefits

	Page
Models of Work Experience	17
The implementation of WEX into the school curriculum	18-19
WEX Placements for students with a disability/special needs	20-21
Procedures for dealing with harassment relating to race, culture, disability or age	22

Models of Work Experience

To a large extent, the needs of the participating students will determine the nature of the WEX program. The models presented here are not exhaustive and schools have the flexibility to devise their own. A WEX placement could focus on:

1. **‘Job Sampling’**: students do WEX in areas in which they believe they may later wish to find employment.

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> - Tests vocational preferences - Students perform tasks in an adult environment 	<ul style="list-style-type: none"> - May strengthen stereotyping - May result in student performing menial range of tasks

2. **‘Negotiated’**: students and host organisations negotiate WEX contracts that detail particular projects the students will be expected to complete within the duration of their placements, as well as those work tasks they will be expected to perform as part of their day-to-day responsibilities. Possible tasks could be to write an article for an industry journal, prepare a visitors’ guide to the work place, speak to a community group about the work, etc.

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> - Task can be valued and worthwhile - Students can define their personal responsibility - Students can feel that they make a contribution 	<ul style="list-style-type: none"> - Can be time consuming to organise and supervise

3. **‘Research’**: schools base their program around inquiry-orientated goals and select their student placements on the basis of their ability to generate useful data about an issue of concern to a class or an individual student. Using this model, the placements need not be at venues that students would necessarily choose if they were sampling possible future careers.

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> - Placements are less likely to reflect gender-role or other stereotyping - Can extend students 	<ul style="list-style-type: none"> - Can be time consuming to organise and supervise

4. **‘Work Shadowing’**: enables students to observe individuals at work. Students participating in such programs would be able to do WEX in areas that involve analysis or highly sophisticated skills. They may blend their role of observers with that of interviewers.

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> - Students could visit more than one location - Students can access WEX placements which otherwise would be difficult (eg senior management) - Can engender positive role models 	<ul style="list-style-type: none"> - No hands-on experience

The implementation of WEX into a school curriculum

Workplace learning refers to programs and initiatives that provide a continuum of student experiences in the workplace. The educational value of the program for students is the prime consideration and to be effective there needs to be a 'whole of school' commitment to the concept of workplace learning.

Areas for consideration in implementing and assessing the appropriateness and effectiveness of workplace learning programs include:

- a shared school philosophy about the value and the relevance of the workplace as a context for learning
- integration into the total school curriculum
- informed communication and collaboration between schools and the workplace
- a clear understanding of the expected outcomes for all participants
- thorough preparation of all participants
- development of teachers' skills in negotiating with industry and managing workplace learning programs
- a commitment of resources and a willingness to negotiate a flexible school organisation to support workplace learning programs
- coordination of demand and supply of workplace learning opportunities
- support and direction for host organisations
- identifying criteria for evaluating workplace learning programs.

Who should be involved?

Students

All students 14 years of age and over are eligible to participate in programs involving WEX placement. Students less than 14 years are able to participate in WEX only as part of a specially targeted program which has been approved by the Chief Executive to provide WEX for students less than 14 years of age. Participation in such targeted WEX programs is restricted to high school students only. Students in year 7 will normally not be permitted to participate in a WEX program.

Although students may be legally eligible to participate in experiential workplace situations, consideration should be given to their readiness to do so, in terms of integration of off-the-job and on-the-job training for specific courses, the vocational development of students, their social and emotional maturity and their ability to travel independently. The potential numbers of students wishing to be involved and limitations on community resources may make some kind of selection process necessary. Schools may wish to consider the following in their selection process:

- students undertaking vocational courses that have a mandatory SWL placement*
- year 11 students who find themselves unable or unwilling to cope with senior work
- students undertaking school to work planning
- students at risk of not completing Years 10 or 12
- students who are considering entering non-traditional occupations.

**Please refer to the ACT Structured Workplace (SWL) Guidelines*

Staff

Experience has shown that the most successful programs have significant staff support with staff needing to be kept fully informed about activities. The broad involvement of teachers not only spreads the organisational workload but also provides them with the opportunity to gain:

- an appreciation of workplace learning and its potential for enriching classroom learning activities
- an increased understanding of community and host organisation expectations
- a different perspective on the performance of individual students
- a greater awareness of the links between curriculum areas and the world of work.

Ways in which staff can assist in the organisation of workplace learning programs include:

- maintaining and updating the WEX database
- selecting and placing students (the school counsellor, year adviser and careers adviser may provide valuable advice on students, local employers and business enterprises)
- monitoring and/or supervising students in the workplace
- evaluating the outcomes of the program.

Parents/Guardians/Carers

Parents/guardians/carers need to be involved and fully informed about workplace learning programs. This involvement can promote greater discussion between parents and their children on specific issues such as study, training and career choices and can facilitate communication between the school, parents and students.

The community

The concept of workplace learning is community-based and it is important to establish early and continuing links with the various groups and organisations that may be involved in the programs.

The employers

The employer is responsible for ensuring the student has the opportunity to experience a variety of tasks whilst being adequately supervised. The employer needs to comply with all OH&S requirements and advise the student of the correct procedures.

WEX Placements for Students with a Disability/Special Need

This section is a guide ONLY. It is not intended to be prescriptive as each student is a unique individual and each placement must be judged as the most suitable for that student. Information in this section has been compiled for the school WEX Coordinator to use at their discretion in organising a WEX placement. It also contains information for Host Organisations/Workplace Supervisors willing to accept students with a disability/special need in managing WEX placements.

WEX Coordinators and Hosts/Workplace Supervisors should be aware that risk taking (and the management thereof) and high expectations are part of the educational philosophy behind all WEX placements.

Strategies for Schools

Preface

Students with a disability/special need often require additional support to succeed in a WEX placement. The level of support needed will vary greatly between students and work environments.

Below are a number of provisions that individual schools may wish to explore. Host organisations must understand that a support worker (if available) is provided as a support for the student and not as an “extra worker”.

It must be noted that these are suggestions only and individual schools must decide how each of their students will be assisted.

- 1 *Use of a teacher on the staff:* Teachers can provide support to the students in the work place. The school will provide the time from its own resources.
- 2 *A teacher available in a given work place for the day/half day with different students working for 1-2 hours each day on a rotating basis - the students move and the support worker stays put.*
- 3 *Use of Learning Support Assistants (LSA) on a casual basis:* Schools would be required to fund this option. Possible ways include obtaining sponsorship for the student to pay for the support from eg Apex, Rotary, Lions, and Centacare (Catholic System). The LSA may need further training to involve work place task analysis.

Strategies for WEX Placement Coordinators

Important questions about the student’s capabilities to consider before approaching a host organisation for a WEX placement:

- Is the student capable of attending a full day with the organisation?
- Is the student capable of only attending half or partial day with the organisation?
- Is the student capable of attending a five-day block?
- For a half-day placement would the organisation consider a placement over 10 working days?

- Would the organisation consider a placement one day per week for a period of five weeks?

Support strategies for WEX Workplace Supervisors

Workplace supervisors may wish to consider some of the following strategies:

- focus on the skills and abilities of the student
- make sure the student is attentive before instructions and directions are given
- use simple language, short instructions and have the student repeat information
- define and explain regular routines and rules
- allow the student time to process information and complete tasks
- demonstrate and use concrete examples when providing instructions
- break more complex tasks into a series of smaller, simpler steps
- assist the student with organisational procedures and time management
- set realistic goals and provide frequent praise
- outline the limits of acceptable conduct and discuss inappropriate behaviour
- always address the student directly even if the support worker is present
- recognise the need for rest breaks and give students the opportunity to drink fluids frequently
- encourage co-workers to assist where necessary and include students in group tasks
- ensure your face is well lit and that lip readers are not facing into the light
- read aloud written material and have it suitably enlarged
- recognise the need for wheelchair accessibility and space for specialised equipment
- be honest and up front - don't pretend to understand them if you don't. Suggest the student say it again, write it down or use their communicators or visuals
- be aware of medication needs and recognise the need for medication breaks. Also students may need extra time and privacy for toilet procedures
- identify yourself by name, in case the student does not recognise your voice
- reserve front row seating for a student with low vision.

If you have any concerns or need further information please contact the school WEX Coordinator or the ACT WEX Administrator (6205 9352).

Procedures for dealing with harassment relating to race, culture, disability or age

If students find themselves in a situation of harassment during a placement they must take one or more of the following steps:

- tell the harasser straight away that they do not want her/him to behave in that way
- inform the workplace supervisor
- contact the school Principal or WEX Coordinator who will contact the Department WEX Administrator who may seek advice from the Department's Governance and Legal Liaison Section
- inform parent/guardian/carer.

SECTION 3

Compulsory Procedures

	Page
Compulsory Procedures	
Approval for work placement programs	24
Schools' duty of care	24
Prohibited and restricted activities	25
Butchers	26
Liquor	26
Tattoo Parlours	26
Interstate placements	27
Cancellation of placements	27
Substitution of a student	27
Industrial dispute or stand down	27
Hours of operation	27
Conduct of students on placements	28
Recruiting and selecting Host Organisations	28
Supervision of students	28
Preparation of students	28
Host Organisations/Workplace Supervisors	29
Additional Considerations	
Travel	29
Host Organisations with "Central" Status	29
Placements with confidentiality requirements	29
Equal opportunity and work	29
Occupational Health and Safety	29
Building and Construction	30

Compulsory Procedures

The principal and the school personnel responsible for student placements need to take care to safeguard the safety and welfare of students. Schools must ascertain the suitability of the various types of employment and the fitness of particular host organisations to participate in the school's program, with a view to ensuring that students will not be involved in hazardous activities or work conditions.

Approval for WEX Placement programs

- a) WEX placements must be approved in writing by:
 - the parent or guardian, except in the case of students over 18 years of age, whose parents/guardians, if possible, should be notified
 - the school
 - the relevant WEX Coordinator or the ACT WEX Administrator
 - the host organisation.
- b) Notification must be made to the relevant union and/or Unions ACT so that they may lodge a formal objection to the placement in the case of Industrial Action or specific OH&S issues pertaining to a particular host organisation. In the event of any party (excepting parents or schools) disapproving the placement the matter shall be referred to the ACT WEX Administrator.
- c) All students must sign the *WEX Placement Agreement* (see forms, p 42). These Agreements confirm that the student has followed all aspects of the Department's Guidelines and Requirements for WEX placements and is covered by the Department of Education and Training Personal Accident Cover and Public Liability Insurance. The host organisation must ensure that a copy of the completed agreement is maintained for seven years, whilst the school must keep their copy with the student's records.

Schools' duty of care

Since a placement is a school activity, the school/student relationship applies throughout the entire placement.

The school must take reasonable steps to ensure that:

- students are not placed in a work situation where a hazard exists because of the student's age, capacity and maturity in respect to the working conditions
- students undertaking Building and Construction placements on building sites have completed the National Occupational Health and Safety Induction 'White Card' Training and obtained their license from the Office of Regulatory Services, known as the "White Card"
- the working conditions are free from all types of harassment and unlawful discrimination
- students are not placed with an organisation without adequate supervision by the host organisation management or the school.

Schools should:

- attempt to ensure that all students receive positive encouragement and practical support to take up WEX placement positions in occupations including:
 - non-traditional trades

- Aboriginal and Torres Strait Islander Australians
- ESL Students (English as a Second Language)
- students with special needs
- students from disadvantaged economic backgrounds.

In selecting and approving a WEX placement for a student the following criteria shall apply:

- In general, students will not be placed with a parent or close relative. (Exceptional cases may be considered. Application should be made to the ACT WEX Administrator.)
- The host organisation/workplace supervisor:
 - understands and supports the educational objectives of WEX placements
 - will provide an appropriate learning opportunity for the student
 - will ensure a planned program of activities so the student receives maximum educational benefit
 - will provide adequate supervision to ensure that the student complies with all the necessary safety precautions
 - will assist the student to understand the nature of the operation and the type of work performed.

WEX Coordinators must ensure that information on the WEX placement Agreement form that is sent to the host organisation is correct. This will assist work place supervisors in the event of a student being involved in an accident. Should such an accident or other problem occur, teachers should be available to respond immediately, and if required leave the school. The WEX Coordinator should request that their Executive Teacher arrange substitute supervision of classes if required.

It is important to observe privacy considerations in terms of students and host organisations. *The WEX placement database, or parts thereof, may not be provided to external project officers or industry groups.*

Prohibited and Restricted Activities

Insurance arrangements will not be provided for placements in hazardous occupations or activities including, but not limited to:

Abattoirs	Professional boxing
Air travel on charter flights and aircraft (other than those providing a regular transport service to the public or Department of Defence Aircraft)	Quarry work
Building demolition	Racing of any kind other than on foot
Canyoning	Saw Milling
Caving	Scaffolding and Rigging
Circuses	Scuba/underwater activities
Clearing contracting	Security guards
Competitive snow or ice sports	Sideshowes
Fariery/Horse breaking	Ski jumping
Fishing in open water	Tattoo Parlour (unless 18 years)
Football playing	Timber getting
Guns or firearms, except as part of an approved and supervised Australian Defence Force activity.	Transport service outside the ACT
Motor cycling other than on pastoral property as a passenger	Trapping wild/feral animals
Polo/Horse jumping	Travel by helicopter
	Travel outside the 12 nautical-mile (approx 22 kilometres) limit at sea
	Use of prescribed or dangerous machinery
	Water skiing

Note: Regarding other potentially hazardous occupations or activities non government schools should check their individual insurance cover for a complete list.

Please note the following additional information:

The ACT WEX Administrator should be consulted regarding other potentially hazardous occupations or activities (Non-Government schools please check your insurance cover for unusual placements).

Butchers

Procedures for Placements with Butchers - Meat and Allied Trades

The Australasian Meat Industry Employees' Union is opposed to placements of students on the grounds of safety. The only condition on which they will approve placements with butchers is if the butcher agreeing to place a student writes to them undertaking to abide by the Department of Education and Training Guidelines for WEX placements, as agreed by Unions ACT. There are two letters about butcher placements, one to the butcher explaining the union requirement and one from the butcher to the union agreeing to abide by the Guidelines. (See Forms pages 40 & 41)

Alcohol

The ACT *Liquor Act 2010* advises that it is prohibited for a young person (ie: under 18) to supply liquor in an adults only area of licensed premises. For example, it is an offence for a person under the age of 18 years to work behind a bar or serve drinks to tables if that area is deemed an adults only area. The young person can be engaged to clear glasses or serve food; however can have no duties involving the service of alcohol. These provisions will come into force however, in June 2011. These provisions do not apply in instances where the area is not classified as 'adults only'. For example, if the young person is engaged in the service of alcohol in a restaurant that is not identified as an 'adults only' area, the service of alcohol is not an offence. For enquires or concerns, please contact the ACT WEX Administrator on 6205 9352.

Tattoo Parlours

Students under the age of eighteen may not be placed in a WEX placement at a tattoo parlour. Students eighteen years and over may be placed in WEX placements at a tattoo parlour as long as they do not handle or come in contact with any needles during their work experience placement.

Interstate Placements

An agreement has been negotiated to allow for placement of government school students across the NSW/ACT border. The agreement aims to balance the needs of students with the supply of supervisory personnel and to ensure WEX placement arrangements of the host State/Territory are not adversely affected by placements from outside its borders.

The agreement provides that:

- students from each jurisdiction have priority in their own State/Territory
- placement can be arranged in NSW provided it does not disadvantage NSW students and suitable placements are not available in the ACT
- insurance arrangements for host organisations, their employees, students and teachers will be provided by the state in which the student is enrolled
- interstate placements will be limited to five days

- visiting students will follow agreed guidelines or reciprocal arrangements for the host State/Territory.

Supervision of students still applies.

****Please refer to the Structured Workplace (SWL) Guidelines***

The Department's Insurance arrangements do not cover work placements except in NSW therefore **no work placements may be undertaken in other states/territories or outside Australia without contacting the ACT WEX Administrator.**

Cancellation of a placement

A WEX placement arrangement may be cancelled by:

- the Workplace Supervisor informing the Principal/WEX Coordinator of a school*
- the Principal/WEX Coordinator of the school informing the host organisation*
- in exceptional circumstances, the student *
*where either of these events occurs the school should advise the ACT WEX Administrator of such termination if it is a central placement
- the ACT WEX Administrator who will notify the school and/or host organisation.

Substitution of a student

If a student is unable to attend his/her placement but another student can, provided that the host is happy with this substitution and time permits, contact the ACT WEX Administrator to arrange a new 4-way agreement.

Industrial dispute or stand down

Should any industrial dispute or stand down occur affecting the placement, then the school shall postpone the planned placement. If the placement is underway, the school will immediately withdraw the student until the matter is settled.

Hours of operation

The attendance of students engaged in a placement should be for the full working day rather than school hours and not exceed working hours as specified by the relevant Act or Industrial Award.

The involvement of students in WEX placements shall be subject to the following conditions:

- *WEX placements shall only occur on school calendar days.* [Exceptional requests for special consideration in terms of WEX placements to occur on public holidays, weekends or during vacation periods (excluding Christmas) may be considered. Application should be made to the ACT WEX Administrator.]
- *Coordinators shall not organise WEX placements outside the hours of 7.00 am and 7.00 pm.* [Exceptional requests for special consideration for placement outside these hours due to the unique nature of an industry may be considered. Application should be made to the ACT WEX Administrator.]
- A student may be placed up to a total of 30 days (240 hours) during any school year (with no more than the equivalent of 10 working days during any school term). Normally, not more than six arrangements shall be made on behalf of the same student during any school year (and not more than two of these arrangements shall be made for involvement in any school term). The time allowance may be used in a variety of ways, for example:
 - a block release for up to 2 weeks

- 1 day per week for up to 10 weeks
- 2 days per week for 5 weeks
- 2 half days per week for 10 weeks.

Exceptions to these conditions will only apply for students with a disability/special need or disadvantage when the length of placement shall be determined in consultation with the ACT WEX Administrator.

Conduct of students on WEX placements

- Throughout the period of a WEX placement students shall have the status of attending school, and therefore be accountable to the school as well as to their work place supervisors for their conduct and behaviour.
- While on a placement students should attend the place of work under the same conditions as those that apply to ordinary workers. Attendance should, where possible, be for the full working day not school hours.

Recruiting and selecting Host Organisations

When a WEX Coordinator finds a new host organisation willing to participate in the WEX placement program, it is necessary to ensure that the workplace is safe for students before the coordinator sends the student out. The WEX placement Coordinator will need to complete the *WEX Placement New Host Details* **and** *Student Placement Suitability Check* and send them to the ACT Work Placement Administrator. The *WEX information form* should be sent to the new host with the letter of confirmation of the placement. If it is impossible to make a visit prior to the placement, use the phone to make a tentative check using the Suitability Check, which can then be confirmed later when a teacher visit is made to the student at the placement. (See Forms, pages 34, 43 & 44)

Contact the ACT WEX Administrator on 6205 9352 immediately if you have any concerns about the suitability of a placement.

Supervision of Students

The principal shall arrange for a teacher or suitably trained school representative to visit each student at least once during a five-day placement.

Preparation of Students

Schools must ensure that sufficient time is made available to prepare students for their placement. The following issues in particular must be covered:

- procedures to be followed when WEX placement concerns arise
- occupational health and safety
- “White Card” training for students attending building sites
- sexual harassment
- unlawful discrimination
- equal employment opportunity
- use of Work Related Outcomes.

Host Organisations/Workplace Supervisors

- **Students shall not be paid** in any way while on a WEX placement. Any remuneration made by a host organisation will mean that the student is now considered to be a ‘worker’ and responsibility now rests with the host organisation to provide workers’ compensation and insurance cover for accident or injury.
- There should be no reduction in work or job opportunities available to paid employees or prospective employees as a result of work experience.

Additional considerations for ACT WEX placements

Travel

Students are expected to make their own transport arrangements.

Host Organisations with “Central” Status

A number of host organisations have requested that placement requests should only be organised through the ACT WEX Administrator.

Placements with confidentiality requirements

Some organisations require that students complete confidentiality forms before undertaking work placements.

Equal opportunity and work

All WEX Coordinators are expected to challenge their students to approach their work as a means of broadening their career horizons and as a mechanism for encouraging the exploration of non-traditional occupations. WEX placements also assist disabled and disadvantaged students in their transition from school to work or further training.

Occupational Health and Safety (OH&S)

Prior to commencement of a placement all participants must be made aware of their responsibilities and rights under OH&S legislation and OH&S should form part of the student’s educational plan.

The WEX Coordinator arranging the placement must:

- discuss the student’s safety with the host organisation and ensure that the student is not placed in a situation where hazards exist due to working conditions or the student’s age, ability and maturity
- arrange for students to attend “White Card” training, prior to attending a placement on a building or construction site.

Special Industrial Requirements for Building and Construction WEX Placements

Building and Construction

All safety, health and welfare legislation shall apply to any work site and to any student engaged in a WEX placement program (including the 'White Card' for the Building and Construction Industry).

An Induction Checklist is to be completed by the Host Employer on commencement of the placement and is to be collected by the teacher when conducting student visits. See Forms pages 38 & 39 and on

http://www.det.act.gov.au/school_education/vocational_learning_in_schools/work_experience

Students are responsible to obtain a 'White Card' prior to beginning their work experience placement. Schools are required to ensure that students have completed the necessary training and that they have obtained the required 'White Card'.

The following activities require the student to hold a White Card:

- all building trades on commercial sites and including repairs carried out in a house (ie plumbing, electrical, carpentry and joinery, roof tiling, wall tiling, painting, plastering, concreting, paving)
- landscaping
- surveying related to a construction site (surveying prior to commencement of construction is exempt)
- maintenance work
- installation of air-conditioning, security systems, fire sprinkler systems, fire doors, glass
- installation of kitchens and cabinets etc on a construction site (however a student may assist in the manufacturing of cupboards)
- installation of vertical blinds etc
- fencing undertaken by a contractor (not fencing done by a farmer on their property).

Please contact the ACT WEX Administrator on 6205 9352 for further information regarding White Card programs.

SECTION 4

Resources and forms for Schools/Colleges

	Page
WEX Information for Students	32-33
WEX Information for Host Organisations/Workplace Supervisors	34-35
WEX Information for Parents/Guardians/Carers	36-37

These documents are also available from

http://www.det.act.gov.au/school_education/vocational_learning_in_schools/work_experience

Forms

	Page
Special Industrial Requirements for WEX Placements	
Induction Checklist for Building & Construction	38-39
Butchers – Meat & Allied Trades Letters	40-41
Work Placement Forms & Documentation	
WEX Agreement	42
WEX <i>New</i> Host Organisation Details	43
Student Placement Suitability Check & Workplace Information Form	44-45
Application for Interstate WEX Placements in NSW	46
Central Host Request Form	47
School Placement Request For Outside Union Dates	48
WEX Outside Standard Hours Form	49
Work Related Outcomes – Host Organisation/Supervisor	50-51
Work Related Outcomes – Students	52-53

These documents are available from

http://www.det.act.gov.au/school_education/vocational_learning_in_schools/work_experience

This page is only provided as a guide, if you intend to distribute this to students please download the correct form from our website http://www.det.act.gov.au/school_education/vocational_learning_in_schools/work_experience

WEX Information for Students

What is Work Experience (WEX)?

A WEX placement is a student's short-term, unpaid participation in the workplace as a learner and as an observer. This forms part of a student's broad career development and is not required to be linked to a specific course of study.

Students and WEX

To make the most of this opportunity here are some points to remember:

- before your placement begins, find out details of start/finish times, special clothing and lunch break arrangements (adhere to these arrangements)
- show you are willing to observe and learn and do any tasks required
- make notes when given instructions
- ask questions or seek help/advice
- if you are unable to attend, notify the host organisation and WEX Administrator as soon as possible
- maintain high standards of privacy/confidentiality
- observe all safety rules and inform your workplace supervisor of any accident or injury promptly
- complete your WEX Log Book.

Aims & Objectives

This opportunity helps students to:

- foster personal and social development
- understand aspects of our society (eg unionism, technological change, social roles)
- relate school learning to life outside the school
- assist the transition from school to work.

Guidelines & Requirements

The ACT Department of Education and Training Guidelines and Requirements on WEX placements have been designed to provide direction for participants in WEX placement programs while maximising the educational benefits for students 14 years of age or over (with written consent of a parent/guardian/carer).

Timing and duration of placements - WEX placements usually occur on school days. Special consideration may be made for placements during school holidays and weekends.

Work environment - Students should only be placed in work environments where adequate supervision is provided by host organisations to ensure effective learning and the protection of students.

Hours and conditions - Attendance should be for the full working day rather than school hours and not be outside the working hours of 7am – 7pm, unless otherwise approved, as specified by an Act or Industrial Award.

Payment - Students must not be paid.

Job displacement - There should be no reduction in work or job opportunities available to paid employees or prospective employees as a result of WEX placements.

Industrial dispute - If an industrial dispute occurs during the placement then the student will be withdrawn immediately.

Approval - Before a work experience placement begins schools are required to arrange both Department and union approval through the ACT WEX (6205 9352).

Equal Opportunity - WEX broadens the career horizons of both boys and girls, and encourages the exploration of non-traditional occupations and assists disabled and disadvantaged students in their transition from school to work or further training.

Transport – Students are expected to make their own transport arrangements.

Insurance Arrangement

Public Liability and Personal Accident Cover for Students on Work Experience Placement

The Department of Education and Training has made arrangements with the ACT Insurance Authority to indemnify ACT public school students undertaking approved work placement activities for which they may become legally liable and personal accident cover with Chubb Insurance for specific costs associated with injuries incurred as a work placement student.

For Further Information Contact

ACT WEX Administrator
Transitions, Careers & Vocational Learning
ACT Department of Education and Training
PO Box 158
Canberra ACT 2601
Phone: 6205 9352
Fax 6207 2980

OR Work Experience Coordinator
in High Schools and Colleges

This page is only provided as a guide, if you intend to distribute this to employers please download the correct form from our website http://www.det.act.gov.au/school_education/vocational_learning_in_schools/work_experience

WEX Information for Host Organisations

What is Work Experience (WEX)?

A WEX placement is a student's short-term, unpaid participation in the workplace as a learner and as an observer. This forms part of a student's broad career development and is not required to be linked to a specific course of study.

Benefits to Host Organisations

- helps to better understand and have input into the education system
- provides first hand contact with future workers
- demonstrates a willingness to contribute to the education of future employees
- provides a better understanding of young people and their concerns.

Aims & Objectives

This opportunity will help students to:

- foster personal and social development
- understand aspects of our society (eg, unionism, technological change, social roles)
- relate school learning to life outside the school
- assist the transition from school to work.

Guidelines & Requirements

The ACT Department of Education and Training Guidelines and Requirements for WEX placements have been designed to provide direction for participants in WEX programs while maximising the educational benefits for students 14 years of age or over (with written consent of a parent/guardian/carer).

Timing and duration of placements - WEX placements usually occur on school days. Special consideration may be made for placements during school holidays and weekends.

Work environment - Students should only be placed in work environments where adequate supervision is provided by host organisations to ensure effective learning and the protection of students.

Hours and conditions - Attendance should be for the full working day rather than school hours and not be outside the working hours of 7am – 7pm, unless otherwise approved, as specified by an Act or Industrial Award.

Payment - Students must not be paid.

Job displacement - There should be no reduction in work or job opportunities available to paid employees or prospective employees as a result of WEX placements.

Industrial dispute - If an industrial dispute occurs during the placement then the student will be withdrawn immediately.

Approval - Before a work experience placement begins schools are required to arrange both Department and union approval through the ACT WEX Administrator (6205 9352).

Equal Opportunity - Work experience broadens the career horizons of both boys and girls, and encourages the exploration of non-traditional occupations and assists disabled and disadvantaged students in their transition from school to work or further training.

Transport – Students are expected to make their own transport arrangements.

Insurance Arrangement

Public Liability and Personal Accident Cover for Students on Work Experience Placement

The Department of Education and Training has made arrangements with the ACT Insurance Authority to indemnify ACT public school students undertaking approved work placement activities for which they may become legally liable and personal accident cover with Chubb Insurance for specific costs associated with injuries incurred as a work placement student.

Supervision

Before each placement, schools will negotiate and confirm details of the placement including the name of the student to be placed and emergency contact details.

How to Supervise a Student on a Placement

Remember: Students are placed to gain a broad understanding of what work is like in your industry and should always be supervised.

- attempt to address students' interests and expectations
- students must be advised about any safety risks
- students should experience as many aspects of your work as possible (help them understand why you do what you do):
 - provide them with meaningful and work related tasks
 - let them benefit from exposure to practical problems
 - let them try new things to test their responsibility
- when the students have specific questions refer them to those who can best answer them
- please complete the Employer/Supervisor Feedback form and use this in your appraisal of the student
- maintain contact with the school's WEX Coordinator
- students have been told to notify the Workplace Supervisor and WEX Coordinator if they are unable to attend the placement. If the student is absent or if their attendance is irregular, please telephone the school
- if for any reason it is inappropriate for a student to attend on a particular day/s please notify the student and the WEX Coordinator in advance
- keep a record of attendance and punctuality.

Student Responsibilities

Workplace Supervisors should be aware that students are expected to:

- attend the work place on the required days, at times negotiated with the Workplace Supervisor
- observe the rules and regulations of the host organisation
- cooperate with the host organisation in meeting its duty of care
- ensure that behaviours do not endanger the health and safety of fellow workers or others
- wear appropriate safety clothing and abide by OH&S procedures
- notify the WEX Coordinator of any grievance or dispute with the Workplace Supervisor or host organisation generally
- continue to adhere to school rules regarding appropriate conduct
- notify their WEX Coordinator and the host organisation of any absence from the work place.

For Further Information Contact

ACT WEX Administrator
Transitions, Careers & Vocational Learning
ACT Department of Education and Training
PO Box 158
Canberra ACT 2601
Phone: 6205 9352
Fax: 6207 2980

OR

Work Experience Coordinator
in High Schools and Colleges

This page is only provided as a guide, if you intend to distribute this to parents please download the correct form from our website http://www.det.act.gov.au/school_education/vocational_learning_in_schools/work_experience

WEX Information for Parents/Guardians/Carers

What is Work Experience (WEX)?

A WEX placement is a student's short-term, unpaid participation in the workplace as a learner and as an observer. This forms part of a student's broad career development and is not required to be linked to a specific course of study.

What Parents can do to help?

- ensure documentation is completed, signed and returned to school
- discuss work place experience with their children and within the school community
- explore the relationship between school and work
- emphasise the importance of meeting work place expectations
- consider providing WEX for a student (other than their own) at their workplace.

Aims & Objectives

This opportunity will help students to:

- foster personal and social development
- understand aspects of our society (eg unionism, technological change, social roles)
- relate school learning to life outside the school
- assist the transition from school to work.

Guidelines and Requirements

The ACT Department of Education and Training Guidelines and Requirements on WEX placements have been designed to provide direction for participants in WEX placement programs while maximising the educational benefits for students 14 years of age or over (with written consent of a parent/guardian/carer).

Timing and duration of placements - WEX placements usually occur on school days. Special consideration may be made for placements during school holidays and weekends.

Work environment - Students should only be placed in work environments where adequate supervision is provided by host organisations to ensure effective learning and the protection of students.

Hours and conditions - Attendance should be for the full working day rather than school hours and not be outside the working hours of 7am – 7pm, unless otherwise approved, as specified by an Act or Industrial Award.

Payment - Students must not be paid.

Job displacement - There should be no reduction in work or job opportunities available to paid employees or prospective employees as a result of WEX placements.

Industrial dispute - If an industrial dispute occurs during the placement then the student will be withdrawn immediately.

Approval - Before a work experience placement begins schools are required to arrange both Department and union approval through the ACT WEX Administrator (6205 9352).

Equal Opportunity - Work experience broadens the career horizons of both boys and girls and encourages the exploration of non-traditional occupations and assists disabled and disadvantaged students in their transition from school to work or further training.

Transport – Students are expected to make their own transport arrangements.

Insurance Arrangement

Public Liability and Personal Accident Cover for Students on Work Experience Placement

The Department of Education and Training has made arrangements with the ACT Insurance Authority to indemnify ACT public school students undertaking approved work placement activities for which they may become legally liable and personal accident cover with Chubb Insurance for specific costs associated with injuries incurred as a work placement student.

For Further Information Contact

ACT WEX Administrator
Transitions, Careers & Vocational Learning
ACT Department of Education and Training
PO Box 158
Canberra ACT 2601
Phone: 6205 9352
Fax: 6207 2980

OR

Work Experience Coordinator
in High Schools and Colleges

INDUCTION CHECKLIST BUILDING & CONSTRUCTION INDUSTRY

Student's name:

Name of person carrying out induction:

Position of person carrying out induction:

Date of induction:

GENERAL OHS INDUCTION

Provide knowledge on the basic principles of health and safety in the construction industry in order to assist in the prevention of injury/illness at work.

- Student's White Card seen by host employer
- Health & safety information at the workplace (e.g. safety notice board, Health & Safety Representatives)
- Understanding of safety signs
- How to report accidents, incidents and dangerous occurrences
- How to report hazards or unsafe work practices
- How safety issues and disputes are resolved
- Emergencies and first aid requirements
- What to do if injured or suffer illness
- Overview of common industry hazards including at least the following:
 - Manual handling
 - Hazardous substances
 - Noise
 - Operation of Plant
 - UV radiation
 - HIV and blood born infection
 - Electrical work
 - Working near traffic
 - Working at heights
 - Hazards associated with drugs and alcohol
- Personal protective equipment (PPE)

SPECIFIC WORK ACTIVITY OHS INDUCTION

Provide knowledge of the health and safety issues that are relevant to the specific construction work activities undertaken.

- Common hazards, risks and control measures involved in carrying out the work activity
- How to identify a hazard, assess the risks and control them
- Work methods to be used including control measures to prevent injury/illness
- Correct use, handling, storage and transport of plant (including tools, equipment and personal protective equipment) in accordance with the manufacturer’s recommendations)
- Correct use, handling, storage and transport of materials and hazardous substances, including provision and use of Material Safety Data Sheets (MSDS)
- Electrical safety

SITE SPECIFIC INDUCTION

Provide knowledge of the OHS procedures, risks and hazards specific to a particular workplace or site.

NOTE: Site specific induction must be provided for every site.

- Any site specific hazards and control measures involved in carrying out the work
- Site orientation including location of safe access, amenities, first aid etc
- Site specific safety rules, policies or procedures including notification of changes to the work site
- Accident/incident/dangerous occurrence procedures.
- Emergency and first aid procedures

Signature of student:

.....

Signature of person
carrying out induction:

.....

NOTE: This form will be collected by a teacher from the student’s school and must be stored on the student’s personal file at school.

Dear

(Butcher's name)

I am writing to thank you for agreeing to take a student for a work experience placement and to tell you that in your industry there is an extra step to take when arranging such placements. I hope this will not cause you too much inconvenience.

You may know that before the Department of Education and Training can approve work experience placements for students, each application for a placement has to be sent to the relevant union for approval. Only if the placement has this approval can it go ahead. If any placement went ahead without proper authorisation, our Insurance arrangement would not apply.

The Australasian Meat Industry Employees Union has advised that they are opposed to work experience placements for school students in the meat industry on the grounds of safety. Given, however, the arrangements under which work experience placements are conducted in the ACT, they have agreed to approve placements if they are received from each butcher agreeing to take a work experience placement student, a letter assuring them that they abide by the ACT Work Experience and Structured Workplace Learning Placement Guidelines.

To facilitate this, attached is a letter you may use when you agree to accept a student for a work experience placement. The letter simply states the conditions under which Unions ACT approves work experience placements in the ACT. All it requires is your business name and signature.

After you sign and post the letter, the placement will go ahead, and the Department's Insurance will cover the student and business. Thank you for your cooperation in this matter.

Yours faithfully,

Work Experience Coordinator

Mr C Donzow
Secretary/Treasurer AMIEU, NSW Branch
Unit 3, 190 George Street
Parramatta NSW 2150

Dear Mr Donzow,

I understand that the AMIEU has serious concerns about the participation of school-aged students in work experience placements with butchers' shops. Your concerns are essentially about the safety and supervision of students, and that no job displacement occurs as a result of work experience.

I have undertaken to provide a period of work experience for an ACT student, under the Department of Education and Training Guidelines for Work Experience and Structured Workplace Learning Placements, as agreed by Unions ACT.

The guidelines specify that:

- the student is to be supervised at all times by a host organisation/workplace supervisor
- the student is not to perform work
- the relationship between the student and host organisation is to be that of the student being an observer and learner
- a teacher will visit the student during the time of the placement
- each placement must be approved by the relevant union before it begins.

I am familiar with the policy document on Work Placements including its concerns that the following issues are properly dealt with in relation to work experience:

- consultation and agreement
- job displacement
- insurance arrangement
- award and legislative rights
- supervision
- occupational health and safety.

I intend to provide the student with a work experience placement in accordance with these considerations.

Yours truly,

**ACT Department of Education and Training
Work Experience (WEX) Agreement**

Below is the 4 way agreement that needs to be signed prior to the WEX placement taking place. All parties, students, parents, school and host employers should be fully aware of the WEX Counts Guidelines. These guidelines, including information on insurance, can be found at http://www.det.act.gov.au/school_education/vocational_learning_in_schools/work_experience . For further information please contact the WEX Administrator on 62059352 or via email at det.wex@act.gov.au .

School Name:

School Address:

School Contact: Phone

Student Name:

Name of Organisation:

Nature of Work/Industry:

Address:

Phone: Dates of Placement: from to

Student

I agree to attend the WEX placement with the above mentioned business from to
I will inform my work place supervisor and WEX coordinator, within half an hour of starting time, if I am unable to attend on any of the days.

Signature Date
(Student)

Parent/Guardian/Carer

I give permission for to undertake a WEX Placement with the above mentioned business from to I have read and understand the Department’s arrangements for WEX Placements.

..... requires the following medication/s:
.....

The emergency phone contact during work experience will be

Signature Date
(Parent/Guardian/Carer)

Host Organisation

I agree to accept..... for WEX Placement from to under conditions set out in the Department’s Guidelines for WEX Placements.

Signature Date
(Workplace Supervisor/Coordinator)

School

I give permission for to undertake a WEX Placement with the above mentioned business in accordance with the Department’s Guidelines.

Signature Date
(Principal/WEX Coordinator)

The ACT Department of Education and Training collects this information in order to administer the WEX program. The information you are asked to give on this form will be used only to confirm your child’s work placement. The participating host organisation will be given a copy of this information. The relevant trade union will also be advised of the placement. Information contained on this form includes personal information and will be stored, used and disclosed in accordance with the requirements of the *Privacy Act 1988*, *Health Records (Privacy and Access) Act 1997* and the *Freedom of Information Act 1989*.

Work Experience Placement (WEX) New Host Organisation Details

Organisation Name:

Gov or Pri: Do you wish to interview student YES/NO Phone YES/NO
Personally YES/NO

Postal Details

Title (Mr Mrs Ms Dr):

Contact Name/Position (please identify a position to contact if staff changes are regular):
.....

Street or Post Office Box:

Suburb: State:

Post Code: Phone: Fax:

Email address:

Interview Details (if applicable)

Contact Name/Position:

Street :

Suburb: Phone:

Work Placement Location Details (Please provide FULL address if different from above)

Contact Name/Position:

Street :

Suburb: Phone:

Types of jobs offered:

I am prepared to offer WEX placements: YES/NO

*I am prepared to offer Structured Workplace Learning placements: YES/NO

**(SWL placements are distinguished from work experience in that structured training and competency-based assessment occur in the workplace. Please refer to SWL Experience Counts Guidelines)*

No of students per year: No of students per week Minimum year Level:

Any special provisions:

Please return to:

ACT WEX Administrator, Transitions, Careers and Vocational Learning,
ACT Department of Education and Training, PO Box 158, Canberra ACT 2601
Phone (02) 6205 9352 Facsimile (02) 6207 2980

Student Placement Suitability Check and Work Place Information Form

This is not an official Occupational Health and Safety form. Its purpose is to help the school decide whether the work place would be a suitable environment for a particular student.

Host Organisation Code:		
Name of Owner/Organisation:		
Street Address:		
Post Code:	Telephone:	Facsimile:

Characteristics of the Work Place (Tick as appropriate)

Type of Work Place	Present	(Please specify how many)	Comments
Various work places	<input type="checkbox"/>		
Office	<input type="checkbox"/>		
School	<input type="checkbox"/>		
Retail	<input type="checkbox"/>		
Workshop	<input type="checkbox"/>		
Geographically isolated	<input type="checkbox"/>		
Outdoors	<input type="checkbox"/>	(Please describe)	
Residential Care	<input type="checkbox"/>	(Please describe)	
Other	<input type="checkbox"/>	(Please describe)	

Access to Work Place	Present	Comments
Ramps and railings	<input type="checkbox"/>	
Automatic doors	<input type="checkbox"/>	
Lift	<input type="checkbox"/>	
Stairs/steps	<input type="checkbox"/>	
Fire escape	<input type="checkbox"/>	
Emergency procedures	<input type="checkbox"/>	

Equipment in Use	Present	Use by Student/s	Comments
Communication instruments	<input type="checkbox"/>	<input type="checkbox"/>	
Word processors/computers	<input type="checkbox"/>	<input type="checkbox"/>	
Ovens/Hot Instruments	<input type="checkbox"/>	<input type="checkbox"/>	
Hand tools	<input type="checkbox"/>	<input type="checkbox"/>	
Precision Instruments	<input type="checkbox"/>	<input type="checkbox"/>	
Power hand tools	<input type="checkbox"/>	<input type="checkbox"/>	
Power heavy machinery	<input type="checkbox"/>	<input type="checkbox"/>	
Ladders	<input type="checkbox"/>	<input type="checkbox"/>	
Other:	<input type="checkbox"/>	<input type="checkbox"/>	

Present	Use by	Comments student/s
Materials in Use		
Chemicals	<input type="checkbox"/>	<input type="checkbox"/>
Carcinogenic materials	<input type="checkbox"/>	<input type="checkbox"/>
Dangerous substances	<input type="checkbox"/>	<input type="checkbox"/>
Explosives/firearms	<input type="checkbox"/>	<input type="checkbox"/>
Radioactive materials	<input type="checkbox"/>	<input type="checkbox"/>
Electrical energy	<input type="checkbox"/>	<input type="checkbox"/>
Medication	<input type="checkbox"/>	<input type="checkbox"/>
Working Conditions		
Air conditioned	<input type="checkbox"/>	
Crowded	<input type="checkbox"/>	
Noisy	<input type="checkbox"/>	
Adequate level of lighting	<input type="checkbox"/>	
Adequate ventilation (smoke free)	<input type="checkbox"/>	
Involves heavy lifting	<input type="checkbox"/>	
Transport in Work Place		
Motorised bikes	<input type="checkbox"/>	<input type="checkbox"/>
Cars/trucks	<input type="checkbox"/>	<input type="checkbox"/>
Industrial vehicles	<input type="checkbox"/>	<input type="checkbox"/>
Social Environment		
Special clothing requirements	<input type="checkbox"/>	<input type="checkbox"/>
Access for disabled	<input type="checkbox"/>	<input type="checkbox"/>
Access to lunch room	<input type="checkbox"/>	<input type="checkbox"/>
Access to toilets	<input type="checkbox"/>	<input type="checkbox"/>
First aid facilities	<input type="checkbox"/>	<input type="checkbox"/>
Phone access	<input type="checkbox"/>	<input type="checkbox"/>
Contact with public	<input type="checkbox"/>	<input type="checkbox"/>
Protective Clothing Required		
Footwear	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>
Ear muffs	<input type="checkbox"/>	<input type="checkbox"/>
Eye protection	<input type="checkbox"/>	<input type="checkbox"/>
Gloves	<input type="checkbox"/>	<input type="checkbox"/>
Breathing masks	<input type="checkbox"/>	<input type="checkbox"/>
Sun hat	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>
Provided by business	<input type="checkbox"/>	<input type="checkbox"/>

Signature

(Work Placement Coordinator)

Date / /

Application for Interstate Work Placements in NSW for ACT Students also Involving Accommodation Away From Home

Student Name:..... Date of Birth Year 10 11 12

Name of School: Phone (02)

School Address: Fax (02)
..... P/code:

Placement: Dates from to (maximum 5 days)

Nature of Work:

Name of Host Organisation:

Address:
..... P/code:

Contact person: Phone: Fax:

Supervision of the student still applies as outlined in the “Experience Counts”.

Has the school taken reasonable steps to ensure that ‘Duty of Care’ provisions have been followed? YES

Travel arrangements to and from work place

Reasons for Placement: Please outline reasons for the placement, *including the lack of opportunity in the local community.*

.....
.....

Overnight Accommodation:

Contact Person: Phone:

Address: Relationship to student:
..... Travel to/from Home:

Parent/Guardian Statement

- a) I approve of the above work experience placement and all arrangements including proposed travel and accommodation provisions.
- b) I understand that the work experience indemnity provisions apply to activities undertaken under the supervision of the work place supervisor during working hours.

Parent/Guardian: Signature: Date:

Principal: Signature: Date:

ACT WP Administrator: Signature:

Approved: YES / NO Date:

Host State: Region: Approved: YES / NO

Name: Signature: Date:

This form requests information about students, which will be held in the school and will assist work placements. This information will be provided to the ACT Department of Education and Training Work Placement Administrator, and the NSW Department of School Education for regional approval of a work placement. The information is collected as a lawful administrative function of the ACT Department of Education and Training.



Education and Training

CENTRAL PLACEMENT REQUEST

To: ACT WEX Administrator	Fax: 620 72980
From:	Phone: Fax:
Time:	Date Total Pages:

STUDENT'S NAME	YEAR	HOST NAME OR CODE	JOB CODE
<i>Example: Smith J. C.</i>	<i>10</i>	<i>ACAGLCAN</i>	<i>* ACG</i>

DATE OPTIONS			
-------------------------	--	--	--

*Job Code – as per report ‘Host by Job Code’

WARNING: Facsimiles on thermal paper can be highly unstable. If the accompanying documents contain authorisations or other important information they should be copied on good quality paper before filing or otherwise storing.



Education and Training

SCHOOL PLACEMENT REQUEST OUTSIDE UNION DATES

To ACT WEX Administrator	Fax: 620 72980
From:	Phone: Fax:
Time:	Date Total Pages:

STUDENT'S NAME	YEAR	HOST NAME OR CODE	JOB CODE
<i>Example: Smith J. C.</i>	<i>10</i>	<i>AUSTRCIV</i>	<i>* ACG</i>

DATE REQUIRED	
--------------------------	--

*Job Code – as per report ‘Host by Job Code’

WARNING: Facsimiles on thermal paper can be highly unstable. If the accompanying documents contain authorisations or other important information they should be copied on good quality paper before filing or otherwise storing.



Education and Training

ACT Department of Education & Training
Work Experience (WEX) Placements Outside Standard Hours

Student Name:
Name of Business:
Address:
Contact & Phone:

Dates of Placement: from to
Hours for Work (as agreed to between the school and host organisation)
from to
from to

Parent / Guardian Agreement

I, (Please print name) consent to my child attending the above mentioned WEX Placement for the hours stated. I undertake to provide suitable transport for my child both to and from the workplace.

Signature (Parent / Guardian) Date

School Agreement

I, (Please print name) of (Please print name of school)

agree to supervise the above student on a WEX placement for the hours as stated. I can be contacted outside school hours on the following numbers

OR

Signature (Supervising Teacher) Date

Signature (Principal) Date

Departmental Agreement

I, (Please print name), ACT WEX Administrator agree to this placement proceeding so long as the above duty of care is fulfilled.

Signature (ACT WEX Administrator, ACT DET) Date

WORK RELATED OUTCOMES

Host Organisation/Supervisor Feedback

Dear Supervisor/Host Organisation,

I would like to thank you for this valuable opportunity and for supporting me in developing and demonstrating the following work related outcomes.

Your feedback will contribute to my educational program and the information provided can be included in my personal portfolio and to my resume.

To assist in the development and demonstration of these outcomes, I would appreciate you reporting on as many of these as possible.

Based on your observations, please complete the following about my participation in your workplace:

Outcomes demonstrated by the student	Extent to which outcome is achieved			
	Requires improvement	Acceptable	Outstanding	No Opportunity to Demonstrate
Self Management Initiative and Enterprise				
Adapts to the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows initiative in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates punctuality and reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dresses appropriately for the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving				
Demonstrates the ability to seek solutions to problems and/or notify appropriate person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Health, Hygiene, Safety and Security				
Demonstrates appropriate requirements for occupational health, safety and security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays enthusiasm in maintaining and keeping the work environment clean and safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating Ideas and Information				
Listens effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and follows directions (verbal and written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks clarification of instructions when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts with colleagues and/or customers in an appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates to workplace standards - verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates to workplace standards - written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socially Diverse Environment				
Communicates appropriately with colleagues and customers with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows awareness and sensitivity to cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Mathematical Ideas and Techniques				
Demonstrates mathematical skills specific to the work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Outcomes demonstrated by the student	Extent to which outcome is achieved			
	Requires improvement	Acceptable	Outstanding	No Opportunity to Demonstrate
Collecting, Analysing and Organising Information				
Finds information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks if information is correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes personal responsibility for tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Organising				
Identifies and prioritises tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes tasks in an acceptable time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects appropriate tools/equipment to complete tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Independently and with a Team				
Completes individual tasks in order to achieve team goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates trust, support and respect for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of the personal differences of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses Technology that Contributes to Effective Execution of Tasks				
Uses technology specific to the industry:				
Appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willing to learn new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please list technology used:				
(i.e. Phone/fax/computer/software/power tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for taking the time to fill in this form and for giving me the opportunity to work in your organisation. I have appreciated your contribution and support to further develop my work related skills.

Further Comments

Signature:

Date:

Student's name _____ School _____

WORK RELATED OUTCOMES

Student Self Evaluation Feedback

Student Name	Date of Placement / participation
Type of Business	FAX
Contact Name	Address
Name of Supervisor	Phone No
Role in Workplace	Signed
Date	

List the major roles performed within the workplace:

Outcomes I demonstrated	Extent to which outcome is achieved			
	Requires improvement	Acceptable	Outstanding	No Opportunity to Demonstrate
Self Management Initiative and Enterprise				
Adapting to the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing initiative in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality and reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate dress for the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving				
The ability to seek solutions to problems and/or notify appropriate person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Health, Hygiene, Safety and Security				
Appropriate requirements for occupational health, safety and security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display enthusiasm in maintaining and keeping the work environment clean and safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating Ideas and Information				
Listen effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and follows directions (verbal and written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek clarification of instructions when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interact with colleagues and/or customers in an appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak to workplace standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write to workplace standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socially Diverse Environment				
Show awareness and sensitivity to cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Requires improvement	Acceptable	Outstanding	No Opportunity to Demonstrate
Demonstrate mathematical skills specific to the work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collecting, Analysing and Organising Information				
Find information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check if information is correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take personal responsibility for tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Organising				
Identify and prioritise tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete tasks in an acceptable time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select appropriate tools/equipment to complete tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Independently and with Others (Individual and Team work)				
Complete individual tasks in order to achieve team goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate trust, support and respect to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate understanding of the personal differences of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses Technology that Contributes to Effective Execution of Tasks				
Use technology specific to the industry:				
Appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willing to learn new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please list technology used:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i.e. Phone/fax/computer/software/power tools)				
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further Comments:

Signature: _____

Date: _____