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Independent
Schools



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Employer Guide to Workplace Learning

Contents

Contents	2
Welcome	3
About Workplace Learning	3
How Workplace Learning Works	5
Legal Requirements and Documentation	8
Insurance Requirements	9
Accidents and Emergencies	10
A Safe Workplace for Students	11
Prohibited Activities & Activities for Special Consideration	11
Child Protection - Your Responsibilities	15
A Checklist for Employers	15
Advice on Completion of Student Placement Record	18
Important Contacts	21

Welcome

Vocational Education and Training (VET) courses provide students with skills, knowledge and experiences to improve their job prospects and prepare them for work and further study after school.

The Association of Independent Schools NSW is the Registered Training Organisation (RTO 90413) for independent schools. We are responsible for ensuring high quality VET course delivery and assessment. This handbook has been prepared to provide you with the information that you need prior to students commencing work placement in your organization.

“Work experience acts as a vital link between young people and the world of business, so it is my firm belief that employers should play their part to ensure young people’s first experience of work is both challenging and rewarding”

About Workplace Learning

This guide introduces you and your staff to the concepts of workplace learning. It explains the workplace learning programs available in independent schools in NSW, the support available to employers and your role and responsibility when hosting students in your workplace. It also includes a summary checklist for employers, both large and small, to help guide you through the workplace learning process.

What is workplace learning?

Workplace learning programs form part of the NSW secondary curriculum. They enable students to spend a planned period of time - usually a week – in the workplace, gaining practical experience, assisting their career choice and building their industry skills.

Workplace learning is available to students aged 14 years and older. Students are generally placed in an industry of their choice, reflecting the type of work they may pursue after completing their studies. For some students, workplace learning is their first experience of the workplace, while others are part-time workers.

What workplace learning programs are available?

There are two main types of program:

- Work Experience
- Mandatory Work Placement for students studying HSC VET courses

Work Experience

Work experience programs provide a general introduction to the world of work and assist students to develop a more informed opinion about their career aspirations. They are usually undertaken by students in Years 9 or 10 with some opportunities in Years 11 and 12.

Work experience allows students to:

- observe a variety of work being done
- undertake supervised work appropriate to the student's skill level
- ask questions about the workplace
- identify skills or adjustments they may need to participate in workplace tasks
- gain skills related to being at work
- learn how enterprises work and how to be enterprising
- complete course assignments relevant to the industry or workplace
- find out about careers, training and employment opportunities
- fine-tune their career aspirations and career and transition planning

Work Placement

Work placement programs are intended for students enrolled in a Higher School Certificate (HSC) industry-recognised course. These VET courses may be delivered by the school or by an External VET (EVET) provider.

- EVET refers to VET courses delivered to school students by an external provider (non-school) eg. TAFE and other registered training organisations.
- EVET providers consult with schools to ensure placements are timely, appropriate and accessible for students' learning needs and wellbeing.

Work placement ensures students spend a period of time as voluntary workers in a relevant workplace. Employers supervise the students as they practise and extend the specific industry skills they have learned in their VET course work.

During work placement, students work towards gaining specific industry competencies. These competencies are assessed by teachers. Students achieving competency receive an industry-specific VET qualification that is recognised throughout Australia.

Work Placement is a mandatory Higher School Certificate (HSC) requirement for the following Industry Curriculum Framework (ICF) VET courses:

- Automotive
- Business Services
- Construction
- Electrotechnology
- Entertainment Industry
- Financial Services
- Hospitality
- Human Services
- Information & Digital Technology
- Primary Industries
- Retail Services
- Tourism, Travel and Events

Some HSC Board Endorsed Courses also have a mandatory work placement component. Examples of courses include:

- Sport Coaching
- Fitness
- Early Childhood, Education and Care
- Manufacturing and Engineering

How long will the student spend in your workplace?

This varies. Students usually spend a week with an employer, but shorter or longer placements are possible. Some students attend a workplace for half or one day per week for an extended period of time. HSC ICF VET students are generally required to complete two weeks of work placement over two years, each week with a different employer.

The benefits for employers

Hosting students allows you to:

- participate in the education, career development and vocational training of young people in your community
- talk to students about your industry, its career paths and future directions
- promote the attitudes and skills you want in your workforce
- identify young people with potential for your industry
- strengthen your links with the community and raise your business profile
- increase the supervisory, training and mentoring skills of your staff
- give students knowledge of the value of work and raise the quality of those coming into your industry

There is plenty of support and resources available to host employers. If you have any queries or concerns, the school, EVET provider or Work Placement Service Provider (WPSP) can assist.

How Workplace Learning Works

Who organizes the programs and placements?

Work Experience

In the case of work experience, students may approach an employer directly for a workplace position and then submit the position to their school for approval.

Work Placement

Where an EVET provider delivers a VET course, they arrange the related work placements in consultation with the school. For work placements the approach is mostly organised by WPSP. They are funded to negotiate and coordinate the mandatory placements. When can

When can workplace learning occur?

Placements are usually scheduled on weekdays during school terms. This can be varied for individual students with the approval of their school principal. For example, placements in school holidays may be approved on the condition that the same level of duty of care supervision is provided.

Restrictions apply to younger students in work experience programs. Students under 15 years cannot work before 7am or after 6pm.

Work Placement Service Providers

These local organisations coordinate HSC ICF VET work placements, liaising between schools or EVET providers and employers.

You will find they have considerable expertise and resources to help you provide quality work placements for students.

They will be able to assist you to complete the necessary documents and other essential information needed to support a safe placement.

Go to <https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/workplace-learning/work-placement-coordination-program>

What is the general procedure for a placement?

Before the placement

- Host employers receive workplace learning guidelines
- Workplace positions are negotiated with employers and submitted to the school for approval
- Reasonable adjustments are identified to support students with disability and additional learning and support needs.
- Arrangements are confirmed to support student safety
- Students are matched to a position based on their course work and/or career planning. Their parents or carers sign off on the arrangements
- Teachers conduct work ready activities to prepare students for the experience.
- Schools encourage students to contact the host employer prior to placement.

During the placement

- Students attend the workplace every day of the program. The school and where relevant, the EVET provider, is to be contacted if the student is absent.
- Host employers or nominated workplace supervisors supervise the students in the workplace, providing tasks that are agreed and appropriate and at times, challenging for the student
- The employer and workplace supervisor take action to provide a safe working environment, in accordance with the requirements of the Work Health and Safety Act 2011 (NSW), child protection and anti-discrimination legislation
- Teachers make a supervisory visit or phone call to the employer and the student to check on their progress, safety and welfare. Where relevant, students are assessed for industry-based competencies
- Host employers report any incidents involving the student to the school.
- Host employers report on the student's performance in the workforce.

After the placement

- Students record their experiences and review their career preferences and training pathways
- Teachers immediately follow up with the students to ensure maximum benefit and check on student safety

Duty of care

The school and where relevant the EVET provider have a duty of care to students. This includes deciding if placements are suitable, preparing students for workplace learning, monitoring the student's progress and welfare during the placement and following up with them immediately afterwards.

It is the responsibility of the host employer to provide a safe workplace environment and appropriate supervision for the student. Host employers must immediately report Health & Safety issues or concerns to the school or where relevant to the EVET provider.

Parents and carers are required to be or to nominate an alternative emergency contact for any emergencies that occur outside normal business hours.

Providing a richer, deeper, quality experience – employers share their tips for success

- Engage the student straight away as the first hour can set the tone for the week.
- Talk to the student so they understand their safety rights and responsibilities.
- Talk with the student about their current schoolwork so you can set workplace tasks at the right skill level for them.
- Consider hosting students in pairs to give them buddy support to solve problems and get the work done.
- Busy students tend to be happier and learn more.
- Have a reserve list of jobs for them to do.
- Debrief with the student at the end of each day and plan tomorrow's work.

All relevant safety, health and welfare legislation that protects employees also protects students and support staff engaged in workplace learning programs.

Working together: the workplace learning partnership

Workplace learning programs are a partnership between educators, employers, students and their parents or carers. We seek the input and approval of all parties in the arrangement of placements, with every party agreeing to certain roles and responsibilities.

Central to this process is the Student Placement Record, a form that records contact details, arrangements and approvals relating to the student's placement. Once everyone has completed their section of the form, copies are held by the school, host employer, student and the parent or carer, as well as the EVET provider if applicable.

The Student Placement Record also records information regarding any disability, learning and support needs, medical condition, allergy or restriction that may affect the safety and supervision of the student in the workplace. It will indicate if employers need to make adjustments to accommodate a student's additional support needs or disability.

Legal Requirements and Documentation

Are students paid?

- No. Students on placement are classified as 'voluntary workers' and host employers are not required to make any payment to them under the Federal or State award covering their industry, the NSW Annual Holidays Act or the Workers Compensation Act. Any payment to the student may cancel the school's insurance and indemnity arrangements.
- The one exception is where the student uses their part-time employment as part of their mandatory work placement requirement. In this case, the student is not a voluntary worker and the insurance arrangements of the employer apply to the student.

Do I have to complete any documents?

Yes. The host employer completes their section of the Student Placement Record.

You will be asked to record your workplace details. This includes the student's working hours, arrangements for their supervision, the activities they will undertake during their placement, any pre-training required and the measures you are taking to enable them to do the work safely.

To assist you to complete the Student Placement Record, please refer to:
Advice on Completion of Student Placement Record on page 15 of this guide.

A full copy of the Student Placement Record with all sections approved will be provided to you before the placement starts.

Once all parties have provided and approved the information on the Student Placement Record, the school's insurance and indemnity arrangements for you and the student are in place.

Please note that these insurance provisions only apply to workplace learning positions that have been approved by the school or relevant EVET provider. Approval is recorded on the Student Placement Record.

Are there any other conditions?

- Employers and their staff must respect the rights of students to a safe and healthy host workplace, free from harassment, discrimination and any conduct that is unacceptable in terms of child protection. See Child Protection –Your Responsibilities [p.15](#).
- No student can be asked or directed to carry out any task that is not safe. See Prohibited Activities on [p.12](#).
- Host employers are expected to consult and cooperate with the student's school or EVET provider under the Work Health and Safety Act 2011 (NSW).
- Host employers must notify the school and where relevant the EVET provider immediately of any health and safety incidents involving a student while on including near misses, to enable the school to fulfil its WHS obligations and support a safe placement.
- Host employers must advise the school or EVET provider immediately if they need to change sites, redirect students to another location, or find asbestos on the site.

Insurance Requirements

Independent schools arrange their own insurance cover as part of their Registration and Accreditation process. This insurance extends to cover the school, the teacher and the student's liability arising out of workplace learning and work experience programs

The insurance also applies to:

- vocational education teacher training programs for example, teachers undertaking an industry placement as part of their VET teacher training program
- teachers supervising students participating in workplace learning or work experience programs.

The insurance is not available where workplace experiences are arranged independently of the school between students, parents or others and the workplace learning and work experience provider.

Host Employer Indemnity and General Liability Insurance

Each school can have different insurance arrangements, so it is important that the host employer clarifies the level of cover with the school.

Schools can provide students with a copy of the current Certificate of Currency insurance cover to present to the employer on request.

As a general rule, the school's insurance will indemnify the host employer for injury to or damage to property owned by students or teachers participating in approved workplace learning or work experience programs subject to the provisions listed below.

As a general rule, the school's insurance will normally indemnify the host employer for injury to or damage to property owned by third parties caused by students or teachers participating in approved workplace learning or work experience programs subject to the provisions listed below.

- any claim made against the employer in respect of a student or teacher participating in an approved workplace learning program is immediately notified to the school or EVET provider.
- the school and the school's insurer have full conduct and control of the claim against the employer as is normal practice for the party providing the indemnity
- the employer cooperates fully with the school and the school's insurer or their legal representatives in the conduct of the claim
- the employer has complied with their obligations under relevant legislation, including work health and safety legislation

Will my business need to change its insurance arrangements?

No, as long as you follow the requirements in this guide, you will not need to change your insurance or SafeWork NSW arrangements when taking on a student for workplace learning. You are expected to have current public liability coverage as is standard business practice.

If you are an EVET provider, arranging workplace learning activities for students within your own organisation, your company's own insurance and indemnity arrangements will apply.

What is the claims process?

All claims for injury, loss of property or damage to property should be referred to the school.

Accidents and Emergencies

If a student is sick or injured:

- Seek medical help immediately, using the students Medicare number. As students are not employees, do not treat this as a Workers Compensation claim
- Contact emergency services (dial 000) for ambulance or other emergency services immediately where required
- During normal business hours, contact the school and where relevant the EVET provider, and the parents or carers.
- Outside normal business hours, contact the student's parents or carer or their nominated emergency contact.
- Note that students should carry their personal Student Contact Card with details of their teacher/parent/carer contact numbers and their Medicare number. If the student does not have a Medicare number, ask if they wish to contact their general practitioner (GP).
- Medical invoices are to be made out to the student and are payable by the parent/carer. Ask the doctor attending for a medical certificate.
- Contact the school immediately to advise of the situation. Where relevant, also contact the EVET provider. As soon as possible, complete a written report of the accident and forward it to the school, or where relevant, to the EVET provider along with the school.
- The report must include a full statement from the student, the supervisor and the relevant witnesses.

Anaphylaxis

If a student is at risk of anaphylaxis, they must carry an adrenaline auto-injector e.g. EpiPen and ASCIA action plan. Adrenaline auto injectors are easy to administer and are a life-saving device for those suffering an anaphylactic reaction. Anaphylaxis is a life-threatening condition and always requires an emergency response. If the student shows any of the following signs, contact emergency services and take action in accordance with the ASCIA action plan to administer the adrenaline auto-injector. (Instruction to administer should also be on the auto-injector).

Signs of anaphylaxis

Any one of the following are signs of anaphylaxis:

- difficult/noisy breathing
- swelling of tongue
- swelling/tightness in throat
- difficulty talking and/or hoarse voice
- wheezing or persistent cough
- persistent dizziness or collapse
- pale and floppy (young children).

A Safe Workplace for Students

The safety and wellbeing of students during work placement is our number one priority. Employers need to satisfy the school and EVET provider that they can provide a safe and healthy workplace for students, compliant with the Work Health and Safety Act 2011 (NSW), child protection and anti-discrimination legislation.

You will be asked to provide the following information on the Student Workplace Learning Record:

- your supervision arrangements for the student
- areas of possible risk in the student's workplace tasks and your strategies to eliminate or minimise the risk
- any special clothing required by the student e.g. enclosed footwear
- confirmation of your awareness of your child protection responsibilities when working with school students
- commitment to reporting any health and safety incidents or near misses involving students to the school or EVET provider.
- any steps you will take or adjustments you will make to support students with a disability or other additional needs as described on their Student Placement Record
- Any vaccination compliance, or any pre-training or induction required by the student to undertake certain tasks

Host employers are encouraged to provide a copy of the section below to all staff supervising students.

Prohibited Activities & Activities for Special Consideration

Young workers can lack the experience, knowledge, confidence and skills to identify and deal with potential hazards. Inexperience and a lack of awareness can increase the likelihood of a young worker being injured. There are some activities that are not suitable for students (young workers) in an approved workplace learning program and there are others where special consideration needs to be given to addressing risks. Schools and host employers will need to consider and take into account the competency, maturity and physical capabilities of the student in relation to all activities undertaken.

Workplace Learning Prohibited Activities

Students cannot undertake these prohibited and [high-risk construction](#) activities:

- any work of a sexual or explicit nature
- travel by helicopter
- travel outside the 12 nautical mile limit at sea
- scuba and deep-sea diving
- any excavation work at a depth greater than one metre or near utilities
- any excavation work at a depth less than one metre without direct supervision by a competent person
- work on permanent or temporary structures used to enable construction work in marine environments

- working on a roof, roof trusses or in a roof cavity
any work at an elevated level higher than two metres
- working where asbestos is present
- any activities involving or adjacent to the repair, removal or demolition of any construction work containing asbestos or in the clean-up process following the activity
- any activities involving the manufacture, supply and installation of engineered stone benchtops, panels and slabs
- construction work in tunnels, confined spaces or involving the use of explosives
- work in and around pressurised gas distribution mains or piping and energised electrical installations or services
- cannot be in close proximity to traffic or mobile plant operating on a worksite. Students are to attend onsite induction and traffic management meetings. Host employers are to closely supervise students, especially when plant is operating, and question students to ensure understanding of no-go areas and related safety procedures
- demolition work other than simple stripping of walls
- attendance at a site while chimney stacks or buildings are being demolished is prohibited
- drive their own vehicles while undertaking activities on behalf of the host employer
- be asked or directed to drive the employer's vehicles or any client vehicles while they are on a workplace learning experience
- driving any old or unregistered vehicles commonly known and 'bush bashers'

Additionally, the following activities should not be undertaken by students

Use of machinery or equipment which may be dangerous for new or young workers to operate is prohibited **unless** the activity is first risk-assessed as suitable and safe for student operation by the host employer and each of the following occurs:

- the student is given appropriate information, instruction and training and a checklist for the safe operation and handling of the equipment.
- the equipment is in safe working order, complete with required safety devices or guards.
- a suitably qualified or experienced person in the workplace who has good communication skills and the ability to give clear instructions, provides on-going close supervision.

The service of alcohol where the student is under 18 years of age is prohibited. If the student is over 18 years, the activity must be essential to the placement and have been agreed to by the school or EVET provider and the student must have completed the Responsible Service of Alcohol (RSA) training course.

Air travel on charter flights and aircraft is prohibited, other than those providing a regular public transport service such as on a regular route with paying passengers.

Activities for special consideration

Some workplace activities are potentially high-risk. Inexperience and a lack of awareness can also increase the chances of a young worker being injured.

Host employers must closely supervise students to keep them safe.

The following activities have special requirements before they can be considered for workplace learning:

Industry

Before working in the construction industry, students must:

- complete work health and safety induction training
- obtain a general construction induction card (white card).
 - The training package mandates delivery and assessment via face to face or real time audio and visual media. Both forms of delivery and assessment are recognised as valid. Schools are in the best position to understand the learning style of their students when determining the mode of delivery of the white card, ensuring the safety of the student is paramount.
 - Where a student has obtained a White Card issued by another state, the school must undertake additional actions to meet its duty of care obligations.
 - A white card is not valid if the student has not undertaken work in the construction industry, such as workplace learning, in the 2 years since the white card was issued.

Where there is concern regarding the student's ability to manage their own safety and the safety of others on a construction site, irrespective of holding a White Card, the school principal should not approve the activity. Ultimately, the school principal is responsible for meeting duty of care requirements.

Workplace supervisors must carry out an induction for students, including training in procedures and how to manage site-specific risks. Handling and operating of all tools and equipment must be explained, along with associated risk management.

Horses and Livestock

Working with horses and livestock can be dangerous, no matter how experienced the student. Any workplace learning involving horses or livestock needs extreme caution.

Horses

Schools must comply with the following additional precautions for students working or riding horses during workplace learning.

- Host employers must follow the [SafeWork NSW code of practice](#) 'Managing risks when new or inexperienced riders or handlers interact with horses in the workplace'. Schools should keep records in accordance with the factors described in the code of practice:
 - Appendix B – assessing a horse
 - Appendix C – assessing a new or inexperienced rider or handler who will interact with horses in the workplace.

Livestock

Students must learn how to reduce the risk of Q fever infection and receive the [NSW Health – Q fever fact sheet](#) before attending.

Additionally, students must not be exposed to Q fever bacteria through:

- observing or assisting with animal birthing
- handling birth products
- cleaning up birth products and animal excreta
- handling an animal's carcass.
-

Early Learning Centres

Students undertaking Workplace Learning in a child related industry (eg childcare, primary schools), are not permitted to take any digital images of children.

Students must be supervised when undertaking work placement/experience with children aged 0-6. Students are required to complete the Foundations of Child Safety Training through Get Early Childhood Compliance Knowledge Online (GECCKO).

Driving, including quad bikes, 2-wheel motorbikes, e-bikes, farm vehicles and golf carts

Any activity requiring a licence, permit or certificate of competence is prohibited unless:

- the student already has the relevant current licence, permit or certificate
- the activity is directly related to the learning outcomes of the placement
- the activity is included in the Student Placement Record prior to approval.

Schools and EVET providers must undertake the following precautions before students use farm vehicles, quad bikes, motorbikes, e-bikes or golf carts.

- Students must successfully complete the appropriately accredited training course for the operation and maintenance of the machinery and equipment. This includes tractors, implements, equipment attached to a tractor, power take-off and side-by-side utility vehicles.
 - Students with a long record of safe use of quad bikes or motor bikes on farms might not need to complete accredited training. This decision is made on a case-by-case basis.
- Host employers complete a risk assessment to ensure the activity is safe for students. These are submitted to the school or EVET manager before workplace learning approval.
- Students must be closely supervised when using any vehicles, machinery or equipment.
- When riding quad bikes and motorbikes, students must be at least 16 and wear:
 - an approved helmet with strap fastened
 - eye protection such as goggles
 - hand protection such as gloves
 - a long-sleeved shirt and full-length pants
 - sturdy footwear such as boots.

Students with little or no experience must not operate vehicles, machinery or equipment unless the host employer has demonstrated substantial experience in providing quality training to manage the student under close supervision.

Child Protection - Your Responsibilities

Working with children and young people is very rewarding. However, to ensure the safety and welfare of young people in your workplace, you and your staff must comply with a few simple rules.

It is your responsibility as the employer to ensure that your staff know how to conduct themselves appropriately with children and young people. They must avoid any conduct that could make a young person feel threatened or coerced or belittled.

This could include initiation activities or horseplay involving the student; physical or verbal abuse such as swearing at students; physical assault; inappropriate conversations, remarks or jokes of a sexual nature; the showing of sexually suggestive publications, electronic media or illustrations and any unwarranted and/or inappropriate touching or personal communication with students regarding their sexual feelings. This includes texting or using social media.

A “Working with Children Check” is not required by people under the age of 18 or employers not normally engaged in child-related activities. As an employer, you will be asked to indicate on the Student Placement Record that, to your knowledge, there is nothing in the background of any staff member or person in close contact with the student that would make them unsuitable for working with children.

Host employers must report any allegations against an employee in the area of child protection to the principal of the school and where relevant to the EVET provider RTO Manager.

Child protection legislation requires that allegations about employee conduct be reported to the NSW Ombudsman. Allegations involving suspected abuse, harm or risk of significant harm to the student must also be reported to the Family and Community Services Child Protection Helpline 132 111 and, in some cases, to the NSW Police.

For more information on working with children, contact the NSW Office of the Children’s Guardian on **(02) 9286 7219** or email check@kidsguardian.nsw.gov.au

A Checklist for Employers

BEFORE – Planning and preparing for workplace Learning

Decide when it is convenient for you to host students for work experience or work placement.

- Decide the duration of the placement and how/when students should apply.
- Appoint an experienced staff member to coordinate your workplace learning programs for students.
- Consult with staff to draw up a list of activities that can be achieved and safely managed by students.

These activities should:

- offer insight into the industry and workplace
- be varied, safe, interesting and appropriately challenging
- not contravene the prohibited activities indicated in this guide
- include tasks and skills appropriate to the student’s coursework requirements (e.g. VET course competencies)
- provide time for some career conversations.

Appoint supervisory staff for each student.

- Supervisor
- Assistant supervisor (if applicable)
- Other employees able to help

Supervisory staff should be capable and trustworthy with good communication and delegation skills. They should be briefed for the task and given sufficient time to instruct and monitor the student and provide feedback. We also advise you appoint a separate workplace adviser or mentor to provide the student with general support and advice.

Prepare your staff by ensuring they:

- understand the purpose of the workplace learning activity
- are aware of the responsibilities of working with young people, including child protection guidelines
- do not use the students in place of regular paid employees
- receive a timetable of proposed student activities and arrangements for their supervision and induction
- understand special needs including how to respond to medical conditions e.g. anaphylaxis
- are aware of their obligations under the Disability Discrimination Act (1992)
- comply with agreed arrangements.

Complete the employer section of the Student Placement Record and return to the relevant school or EVET provider.

An employer's coaching tips

- Tell them about it
- Show them how it's done
- Watch them do it
- Praise what they do well
- Correct any shortcomings
- Repeat for practice

DURING – Providing a quality workplace learning experience

Ensure that the student completes a first day induction and orientation tour.

The student's induction should include:

- a welcome and introduction to supervisors and co-workers
- a brief overview of your business, products, mission and values
- an outline of the student's planned activities and supervision arrangements
- a safety induction – including risks, safety procedures and how to report work health and safety issues
- clear expectations of behaviour, attitude and dress
- clarification of working hours, breaks and other workplace routines
- a tour of facilities including the student's work area/ desk, toilets, change rooms, exits, food outlets etc
- consideration of any student health matters
- an explanation that the student has the right to cease work if they believe it is unsafe
- first aid and evacuation plan and other emergency drills
- a brief outline of policies on bullying, harassment and discrimination
- procedures for lateness or absence
- codes and passwords (doors, photocopier, computer access etc.)
- contacts at school or EVET provider in case of emergency

- rules regarding security, privacy, confidentiality and the use of computers, the internet, mobile phones, cameras, etc.
- take time to provide the student with helpful and encouraging feedback

Students should be given the **opportunity to ask questions about the workplace** and told who they can go to **for advice or help**.

Students are expected to comply with the employer's workplace safety requirements and procedures. They are not to act in any way that could jeopardise the safety of themselves or others

Ensure that the student is sufficiently **challenged and supervised in the workplace**.

Supervisory staff will need to ensure that the student:

- undertakes varied activities appropriate to their skill level and workplace learning requirements
- is not put at risk by undertaking a task away from the view of others or with just one employee or client – unless this is unavoidable
- Is not assigned any prohibited or restricted activities as indicated in this guide
- Only undertakes a task requiring a license, permit or certificate of competence if they hold the relevant qualification and the activity has been approved by all parties on the Student Placement Record
- receives full instruction on how to complete activities including the risks, the purpose of safety equipment such as personal protection equipment (PPE), and how to use it appropriately
- is provided with all necessary safety equipment required to complete a task
- is given appropriate feedback and encouragement
- has sufficient time to complete diaries, work placement journals or research projects assigned by their school.

AFTER – Providing feedback

Before the placement ends, please:

- complete the student report or evaluation form supplied by the school
- ensure that any property or identification cards on loan have been returned
- take time to provide the student with helpful feedback and encouragement.

Advice on Completion of Student Placement Record

Quality Student Placement Records

Host employers are requested to provide a high level of commitment in the provision of precise information to ensure the placement is suitable for students. This is to ensure, as far as is reasonably practicable, the safe placement of students in high quality host workplaces.

- Students are young, voluntary workers who often lack experience in your industry
- Help us all keep students safe by providing exact, commonly understood information from the start
- Provide effective training and on-going close supervision and feedback
- Tell the school/EVET provider if you have any concerns or plan to make changes that increase the potential for risk to the student.

Together we balance the employer's risk assessment of the activities for students and responsibilities under the WHS legislation with the duty of care of the school/EVET provider to students. This includes:

- school/EVET provider conscientious preparation of students
- supervisory contact with the student and host employer during the placement
- high quality immediate follow up with students.
- students on placement are visited or phoned in the host workplace by the teacher on the first or second day and this contact is documented.

We ask you to provide specific, exact information on the Student Placement Record about:

- the tasks/duties the student will be doing
- the risks to a student doing that work (and the likelihood and severity of injury)
- how you will manage any risks to the student, induction, supervision and use of personal protective equipment (PPE).

By thinking about these questions carefully and putting the details on the Student Placement Record, you are in effect completing a written risk assessment of the tasks you are setting for the student.

This helps you meet your responsibilities under Work Health and Safety legislation.

Your information alerts the school or EVET provider to exactly what is planned so the school/EVET provider can make a considered decision to approve – or not approve – the planned activities as being suitable for the student and for the purpose of their workplace learning. This is part of the school or EVET provider's duty of care.

We understand that sometimes you need to change the activities and if these are significant or involve risk to the student, we ask you to tell the school or EVET provider.

If you need more space, please attach extra information to the Student Placement Record.

A planned program of activities reduces the chances of students being exposed to risks from unplanned activities.

Specific guidance and advice on how to complete key risk assessment responses on the Student Placement Record follows.

Activities/duties to be undertaken by the student.

Sample employer responses that do not/do meet the standards the department requires:

List the activities to be undertaken by the student.

Employer response 1 – suitable duties as directed.

This response would be unsatisfactory as the school/EVET provider would not be able to gain a clear indication of what the student will be doing.

The following responses would be satisfactory.

Employer response 2 – using a press to make flanges under the close supervision of production manager or similar experienced supervisor.

Employer response 3 – shadow an architect; attend meetings/site visits; student assignment involving CAD; independent visits to nearby city buildings; use printers.

Employer response 4 – aspects of cabinet making using machinery including panel saw, edge bander, nail guns and drills. The student will be supervised by a qualified tradesperson.

Activities/duties not to be undertaken by the student

Employer response 1 – nil

A nil response would be unsatisfactory. Some detail would need to be provided to identify potential risks in the industry setting where the student will complete their work placement.

Note that this question does not require you to consider every aspect of your workplace; just the aspects relevant to the student.

The following responses would be satisfactory.

Employer response 2 – must not use nail gun or use press without close supervision as they can be dangerous for a new or young worker.

This response would be satisfactory as it identifies the exact risks. It alerts the school/EVET provider that this might not be a suitable activity for some students.

Employer response 3 – student must not use any tools or machinery that we have not trained the student to use.

This response would be satisfactory as it alerts the school/ EVET provider to emphasise this in preparing the student.

Indicate any risks to the student in the planned activities

Employer response 1 – slips, trips, cuts, burns, manual handling and use of machinery and tools.

This response would be unsatisfactory as these risks are expressed generically. Potential risks need to relate specifically to the tasks the employer plans for the student to do.

The following responses would be satisfactory.

Employer response 2 – potential for burns in operating the press above level 2. Manual handling of packaged goods over 4 kg and moving wheelie bins.

Employer response 3 – touching the foot pedal will automatically engage the machine. This can result in high-speed machine operation beyond student control. Student must always be fully alert to this risk.

Employer response 4 – all equipment in the workshop carries some risks and consequently the student will be supervised at all times. Induction on day 1 will emphasise workshop safety.

How will those risks be eliminated or controlled

Sample employer response will include precise actions the host employer will take to eliminate or control the identified risks to the student.

Employer response 1 – instruction in use of equipment and supervision in the workplace.

This response would be unsatisfactory as more detail is required to inform the school/EVET provider of the potential risks involved.

The following responses would be satisfactory.

Employer response 2 – training will include identification of potential risks associated with the operation of all equipment and Safe Operating Procedures (SOP) will be demonstrated to ensure the student is equipped with the knowledge to mitigate risks. For example, in the case of a panel saw the students will be trained to ensure the environment around the machine is clear from obstruction, the safety guard is engaged, use of the on and off switching, especially the emergency shut off switch, is clearly understood.

While these controls are likely to be covered in detail in the student's day 1 workplace induction, it is essential that major risks are identified clearly on the Student Placement Record.

This ensures that the school/EVET provider and parent/ carer are fully informed before agreeing to the proposed placement. In some cases, the school/EVET provider might decide not to proceed with a placement because the risks are inappropriate for the school student.

Important Contacts

Thank you for considering the opportunity to provide a student with a workplace learning opportunity. We hope you find this a rewarding experience, not just for the student but for you and your staff. You are well-supported throughout the entire process. If you have any queries, please get in touch with one of the contacts below:

- The Work Placement Service Provider for HSC VET work placements

<https://www.education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/workplace-learning>

- The school contact shown on the Student Work Placement Record
- AISNSW Vocational Education Manager csip@aisnsw.edu.au , or
AISNSW RTO Manager camorim@aisnsw.edu.au
telephone: 02 9299 2845
- SafeWork NSW Assistance Service, telephone: 13 10 50
- NSW Commission for Children and Young People, telephone: 02 9286 7276
- NSW Industrial Relations, telephone: 131 628
- go2workplacement.com
- Go2workplacement assists students enrolled in HSC VET ICF courses to get the most out of their work placement.
- SafeWork NSW provide a [Young Workers eToolkit](#) that includes a range of resources specifically developed to support young workers' safety.

