

WORK EXPERIENCE MANUAL

FOR VICTORIAN SECONDARY SCHOOLS



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GLOSSARY

A Job Well Done	An occupational health and safety program for secondary school students with disabilities. The Department has developed this resource to assist teachers to prepare students for work experience by exposing them to issues relating to the world of work.
Australian Skills Quality Authority (ASQA)	ASQA is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.
AusVELS	<p>The Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.</p> <p>NB: AusVELS will be archived in December 2016 and replaced by the Victorian Curriculum F-10 from January 2017.</p>
Child Employment Permit	Under the <i>Child Employment Act 2003</i> , it is a requirement that all employers of work experience students aged under 15 years obtain a Child Employment Permit. (For more information see Section B).
Child Safe Standards	Victoria's compulsory minimum standards for organisations which provide services for children, including Victorian schools, to help ensure the safety of children. The standards are part of the Victorian Government's response to the Betrayal of Trust Inquiry.
Duty of care	The School Policy and Advisory Guide states that: Whenever a student-teacher relationship exists, the teacher has a special duty of care. This is defined as: "A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher's charge from risks of injury that the teacher should reasonably have foreseen." [Richards v State of Victoria (1969) VR 136 at p. 141.] This duty can extend beyond school grounds, and includes school approved activities such as work experience. In order to discharge their duty of care in these circumstances, Principals should comply with Part 5.4 of the <i>Education and Training Reform Act 2006</i> and Ministerial Order 382 - Work Experience Arrangements.
Ministerial Order 382 – Work Experience Arrangements	This provides the operational framework for the delivery of work experience programs in Victorian secondary schools.
myfuture	Australia's national career information and exploration service, helping people to make career decisions, plan career pathways and manage work transitions.
Public liability insurance	A general term which applies to forms of third party liability insurance with respect to both bodily injury and property damage liability. It insures against suits brought by members of the public. Section B provides details of arrangements for public liability insurance for work experience.

Reciprocating State	Reciprocal arrangements exist for Victorian students to undertake work experience in New South Wales and South Australia.
School Based Apprenticeships and Traineeships (SBATs)	In Victoria, SBATs offer students enrolled in the VCE or the VCAL the opportunity to combine school with part-time employment and VET.
Supervisor	The person nominated by the employer to directly supervise the student while undertaking a work experience placement. Where required, the supervisor will assess the student at appropriate times and communicate results to the Work Experience Coordinator.
TAFE	Technical and Further Education.
VCAL	Victorian Certificate of Applied Learning.
VCE	Victorian Certificate of Education.
VET	Vocational Education and Training.
Victorian Registration and Qualifications Authority (VRQA)	The VRQA registers and monitors education and training providers and apprenticeships and traineeships.
Working with Children Check	Under the <i>Child Employment Act 2003</i> it is a requirement that all supervisors of work experience students aged under 15 years must hold a valid Working with Children Check. If the employer is also the nominated supervisor, then the employer is also required to hold a valid Working with Children Check. (For further details see Section B.)
WorkSafe Victoria	The statutory body which enforces Victoria's Occupational Health and Safety (OHS) laws and associated regulations, and provides WorkCover insurance.

SECTION A: OVERVIEW

WHAT IS WORK EXPERIENCE?

Work experience for Victorian school students began in the mid-1970s as a way of enabling students to explore and experience the world of work. The provision of one or two weeks 'out' at work has become part of many school programs in the years since.

Work experience is the short term placement of secondary school students, generally from Years 9 and 10, with employers to provide insights into the industry and the workplace in which they are located. It provides students with the valuable opportunity to:

- develop employability skills
- explore possible career options
- understand employer expectations, and
- increase their self-understanding, maturity, independence and self-confidence.

While undertaking work experience, students will observe different aspects of work within their chosen industry and may assist with tasks allocated by their supervisor, but should not undertake activities which require extensive training or expertise. Placements with parents or other relatives are not recommended, as students will benefit more from meeting new challenges in new environments.

Work experience is different from structured workplace learning, which provides students with the opportunity to integrate practical on-the-job experience and learnings in industry with nationally recognised VET undertaken as part of either the VCE or the VCAL; VCE Industry and Enterprise; or VCAL units.

Work experience students are assessed or evaluated by their school according to school-based criteria. Their employer is also asked to provide feedback on the student's performance while at the workplace.

The Department remains committed to assisting Victorian educators to implement their programs, and acknowledges the important role work experience plays in career planning and course and subject selection. The world of work is constantly and rapidly changing. Work experience provides students with the opportunity to enhance their awareness and understanding, and to build their portfolio of skills.

BENEFITS OF WORK EXPERIENCE

Work experience contributes to better informed careers, course and pathways options for young people.

Benefits for students

- Better understanding of the work environment and what employers expect of their workers.
- An opportunity to explore possible career options.
- Increased self-understanding, maturity, independence and self-confidence.
- Increased motivation to continue study and/or undertake further training.
- Better understanding of how the school curriculum can help prepare young people for work.
- An introduction to workplace recruitment practices.
- Enhanced opportunities for part-time and casual employment.
- Opportunity to include the employer's work experience evaluation in future job and course applications.

- Opportunity to develop work-related competencies and acquire skills.
- The chance to 'try out' a workplace, prior to undertaking VCE, VCAL, VET in Schools, or an SBAT in Years 10 to 12.

Benefits for schools/teachers

- Improved knowledge and understanding of changing work environments.
- A positive relationship between the school, local community and industry.
- Opportunity to work collaboratively with parents in their child's schooling by finding work experience positions, helping students prepare for work experience and debriefing with them after the placement.
- Enabling school curricula to be linked to the world of work.

Benefits for parents/guardians

- Opportunity to discuss work with their child, including their own previous and current experiences.
- Networking opportunities for their child when they commence organising their placement.
- Opportunity to positively contribute to their child's secondary education.
- Positive interaction between parent and school staff.
- Opportunity for families to be involved in discussions about flexible pathways for their child, to enable informed choices from a range of post compulsory education and training options as part of the transition from school to further education, training and employment.

Benefits for employers

- Opportunity to make a positive contribution to the education and development of students.
- Opportunity to contribute to the development of students' workplace skills.
- Opportunity to assist young people in their career decision-making.
- Dialogue with teachers on aspects of work readiness and other matters related to work.
- Opportunity to build an ongoing relationship with a student that may progress when the student undertakes a VCE, VCAL or VET in Schools program, or working with the employer's organisation.
- Building industry/school partnerships that provide for local community needs and endeavours.

Benefits for the community

- Provision of links with LLENs, local government, industry, unions, and education and training providers to achieve positive employment and training outcomes for young people.
- Provision of career counselling and targeted support for young people who are at risk of leaving school during their compulsory years.

Work Experience Coordinators may also find the information useful when preparing resource materials for students' use, such as log books, parent information letters and presentations to staff meetings.

WORK EXPERIENCE AND THE CURRICULUM

Workplace learning activities are an integral part of students' learning and career development. Work Experience Coordinators are encouraged to work with relevant staff to integrate work education and work experience into their curriculum, rather than conducting it as a stand-alone activity.

The AusVELS recognise that students in Years 9 and 10 have a growing interest in the future and in particular the pathways they intend to pursue, so they are increasingly aware of the world outside school. For some, this means preparation for work or work-specific training, and for others it means preparation for post-compulsory schooling on the way to a career.

In this sense, adolescents are more likely to judge learning activities and experiences in terms of where they will lead, and respond positively to a curriculum that links with, and has meaning for, their lives outside as well as in the school.

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

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

The VCCF provides a scaffold for a career education program for all young people in Year 7 to Year 12 in government and non-government schools, and young learners with VET providers and in the Learn Local adult community education sector. It supports the work of teachers, trainers and careers practitioners in the preparation of young people to make a successful transition into further education, training and employment. The VCCF provides Career Action Plan templates for each age group and cohort that allow information regarding a student's learning, wellbeing, career aspirations and pathway options to be recorded. Customised Career Action Plan templates and an associated set of guidelines to assist with the delivery of the VCCF have been produced for the following groups:

- Koorie young people;
- young people from low socio-economic status communities;
- young people from English as an Additional Language (EAL) backgrounds; and
- young people with disabilities.

The VCCF can be accessed at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/framework.aspx>

SECTION B: REQUIREMENTS AND CONDITIONS APPLICABLE TO WORK EXPERIENCE

AGE OF STUDENT

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

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

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

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

WORK EXPERIENCE ARRANGEMENT FORM

All work experience arrangements in Victoria or in a Reciprocating State must be made using the Work Experience Arrangement Form attached to Ministerial Order 382. All sections of this form must be completed and signed before the work experience commences.

NOTE: The Work Experience Arrangement Form must not be used to make an arrangement in a State or Territory which is not a Reciprocating State.

The Work Experience Arrangement Form can be accessed at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx>

The Arrangement Form must be signed by:

- the employer;
- the student;
- the parent/guardian of the student (if the student is under 18 years of age); and
- the Principal or Acting Principal (this authority cannot be delegated to a Deputy Principal or other member of staff).

A copy of the Arrangement Form signed by the Principal must be provided to each party. The Principal should retain the original copy.

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

NOTE: It is preferable that an original copy of the Arrangement Form is signed by all parties, but it is acceptable for an employer to sign and fax, or scan and email, the form to the school, as long as the final copy signed by the Principal is clear, legible and has not had any information obscured or cut off during the fax/scan process. A copy of the form signed by the Principal must be provided to each party.

Retention of the Work Experience Arrangement Form

The Principal must retain a copy of the Arrangement Form for a period of 5 years, or as otherwise stated in the *Public Records Act 1975* or in other relevant legislation from time to time.

If the employer advises the Principal that the industry to which the work experience arrangement relates includes potential exposure of the student to scheduled carcinogenic substances and/or other hazardous substances, the Principal must retain a copy of the Arrangement Form for 30 years from the date the student last worked at the employer's workplace.

If a WorkSafe Insurance claim is made, remarks relating to the work experience (including the claim number and details of any injury or illness) should be retained with the Arrangement Form. Copies of all relevant medical certificates are also to be retained by the school.

CHILD EMPLOYMENT PERMIT AND WORKING WITH CHILDREN CHECK

Under the *Child Employment Act 2003*, it is a requirement that all employers of work experience students aged under 15 years obtain a Child Employment Permit.

It is also a requirement that all supervisors of work experience students aged under 15 years must hold a valid Working with Children Check. If the employer is also the nominated supervisor, then the employer is also required to hold a valid Working with Children Check.

Prior to the Principal approving a work experience arrangement, the employer must provide certified copies of their Child Employment Permit and the nominated supervisor/s valid Working with Children Check.

The *Child Employment Act 2003* does not affect work experience arrangements for students aged 15 years and over.

For more information about these requirements and how to apply for a Child Employment Permit or Working with Children Check, please refer to the *Frequently Asked Questions – Child Employment Legislation and Work Experience* available at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx>

TIMING OF A WORK EXPERIENCE PROGRAM

Work experience must take place during the school year: that is, between the first school day of the year and last school day of the year, as determined by the school.

Students may undertake work experience during the holidays in Terms 1, 2 and 3, but not during the holidays at the end of the year (i.e. the Christmas/summer holiday period). However, students should be encouraged to undertake work experience during school time and within the school week.

If work experience is undertaken during the school term holidays, the Work Experience Coordinator must be available as a contact person for the student during the period of the arrangement.

DURATION OF THE PLACEMENT

The total number of work experience days for a student must not exceed 40 days in a school year, and 10 days during any school term. A Principal can allow a student to undertake work experience for up to 15 days per term, but the total number of days must not exceed 40 days per year.

HOURS OF WORK

Students are only permitted to undertake work experience during normal working hours (i.e. normal working hours for a standard shift without overtime in their chosen industry). Students are not permitted to work:

- between the hours of 11.00pm and 6.00am, or if they are aged under 15 years between the hours of 9.00pm and 6.00am; and
- beyond a time which is 10 hours before the start time of a work experience day or a school day which the student is expected to attend.

Students may undertake work experience during the weekend only if:

- the placement cannot take place during the school week;
- the Principal is satisfied that it is appropriate for the work experience to take place, and is satisfied that it does not interfere with the welfare and the educational program of the student; and
- the Principal and the parent/guardian (if the student is under 18 years of age) are satisfied with the arrangement.

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

PERMITTED NUMBER OF WORK EXPERIENCE STUDENTS

An employer is not permitted to employ more than one work experience student for every three employees at the workplace.

However, an employer may engage more than the permitted number of students only where:

- the employer certifies in writing that all work experience students will be adequately supervised;
- the Principal is satisfied that the placement is not detrimental to the welfare of any work experience student in that work location;
- the Principal or the Work Experience Coordinator undertakes to attend the workplace as frequently as is reasonably practicable; and
- the number of students will not exceed one student for each employee.

TRAVEL AND ACCOMMODATION ARRANGEMENTS

The student or the parent/guardian (where the student is under 18 years of age) is responsible for the student's transport to and from the workplace.

If it is proposed that the student may need to undertake vehicle travel with their employer and/or supervisor during the arrangement (including transporting the student to and/or from the workplace), the employer must complete the Work Experience Travel and Accommodation Form. The student or the parent/guardian (where the student is under 18 years of age) must give their consent by also completing this form.

If a student is required to stay at accommodation other than his or her normal place of residence while undertaking work experience, the student or parent/guardian (where the student is under 18 years of age) is responsible for making suitable arrangements and must complete the Work Experience Travel and Accommodation Form.

Responsibility for the control and care of the student, at all times when the student is not under the control and care of the employer or any other person, rests with the student or their parent/guardian.

The Work Experience Travel and Accommodation Form can be accessed at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx>

CONTACT DURING THE PLACEMENT

The Principal or the Work Experience Coordinator must contact the student:

- a. at least once during the Arrangement; and
- b. if the placement under the Arrangement includes placement days during more than one school term, at least once during each of those terms.

Contact may be made by either visiting the workplace or by telephoning and speaking to the employer and the student. A sample Record of Contact Form can be found in Section F.

CANCELLATION OF WORK EXPERIENCE

An arrangement may be cancelled at any time by written notice from the Principal to the employer, or from the employer to the Principal. It is effective immediately upon receipt of the written notice from the relevant party.

An employer must not cancel a work experience arrangement without consulting the Principal, unless in circumstances where it is not reasonable to require the employer to do so.

STUDENT DEBRIEFING AFTER A PLACEMENT

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

- their learning in the workplace;
- the impact of the placement on their career planning;
- how their experience can assist them to prepare their pathway plans or portfolios and assist in senior school subject selection;
- their work readiness; and
- comments made by the employer/supervisor on the evaluation form.

Work Experience Coordinators (or other responsible staff) should collect written or verbal feedback from employers, parents and staff members. These comments provide insight into the value of the placement for the student, from the perspective of parents and employers. Where required, students should complete any school work requirements for assessment.

Work Experience Coordinators and other relevant staff should encourage students to share their experience with other students. At the conclusion of the placement, students should be encouraged to write a letter of appreciation to their employer and/or their supervisor.

PAYMENT AND TAXATION

The minimum rate of payment for students undertaking work experience in Victoria is \$5 per day, except:

- If the work experience placement is with a Commonwealth Department or a body established under a Commonwealth Act, no payment will be made. If the student or the parent/guardian is not prepared to accept this condition, then it is their choice whether or not to proceed with a Commonwealth placement. On the Work Experience Arrangement Form, the line "Rate of payment" should be completed with the words "Commonwealth establishment – exempt from paying".
- If the work experience placement is with an organisation that is engaged wholly or mainly in an educational, charitable or community welfare service not conducted for profit, the student may determine that the whole of his or her payment will be donated back to that organisation. If the student determines that their payment will be donated back to the organisation, the parent/guardian (where the student is under 18 years of age) must provide written consent to the proposed donation.

Payment does not include payment in kind (for example, a gift card or voucher must not be used to pay students).

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

Where the student is under the age of 18, if the payment made to the student is \$356 or less per week, the employer will not be obliged to:

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

PRIVACY LEGISLATION

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

Information provided by students, parents/guardians and employers is obtained for the purposes of coordinating work experience. It must be kept confidential by all parties and must not be used for any other purposes.

If the Principal has disclosed any health information to the employer, the employer must maintain the confidentiality of that health information and only disclose it to another party if the student requires treatment for a known medical condition or in the case of a medical emergency.

The Department is committed to protecting the privacy of personal and health information. For a copy of the Department's information privacy policy, please see: <http://www.education.vic.gov.au/Pages/privacypolicy.aspx>

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

WORKSAFE INSURANCE

Students who suffer work related injuries or illnesses while undertaking work experience placements are entitled to compensation under the WorkSafe scheme. All work experience students are covered under the Department's WorkSafe Insurance policy.

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

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

Gallagher Bassett is the Department's workers' compensation agent.

NOTE: WorkSafe Insurance does not cover people travelling to and from work.

PROCEDURE FOR LODGING A WORKSAFE CLAIM

WorkSafe claim forms can be accessed at:

- Worker's Injury Claim Form: <http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/worker-s-injury-claim-form>
- Employer Injury Claim Report Form: <http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/employer-injury-claim-report>

Student

1. Complete and sign the Worker's Injury Claim Form with the assistance of the employer and/or the Work Experience Coordinator.
2. Provide the Worker's Injury Claim Form to the employer.



Employer

1. Complete their details in the 'Incident and Worker's Injury Details' and the 'Worker's Employment Details' sections of the Worker's Injury Claim Form.
2. Complete the Employer Injury Claim Report Form.

NOTE: On the Employer Injury Claim Report Form:

- (a) The Department of Education and Training's details should be entered in Section 1 – Employer Details. The employer's scheme registration number is 1624618 and the employer's reference number is 9573347.
 - (b) Sections 3 and 4 do not need to be completed.
3. Send both the Employer Injury Claim Report Form and the Worker's Injury Claim Form back to the student's school.



School

The Principal must ensure that:

1. The injury is recorded on eduSafe (if the student is from a government school).
2. The Worker's Injury Claim Form is dated and signed and the Employer Lodgement Details section of the form is completed.
3. The words '**Work Experience Student**' are inserted in the top left hand area of the Worker's Injury Claim Form.
4. On the Worker's Injury Claim Form, the Department of Education and Training's employer's scheme registration number (1624618) is entered in the Employer Lodgement Details section.
5. On the Employer Injury Claim Report Form, the Department of Education and Training's details are entered in 'Section 1 – Employer Details', the number 1624618 is entered as the employer's scheme registration number, and the number 9573347 is entered as the employer's reference number.
6. Copies of the Worker's Injury Claim Form and the Employer Injury Claim Report Form along with copies of the Work Experience Arrangement Form, copies of medical accounts and other relevant documents are emailed to Gallagher Bassett within 10 calendar days from the date on which the employer received the Worker's Injury Claim Form from the student at educlaims@gbtpa.com.au
7. Copies of all forms sent to Gallagher Bassett are retained on a file at the school.

PUBLIC LIABILITY INSURANCE

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

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

When an arrangement is entered into by a Principal of a non-government school not covered by public liability insurance as set out above, the employer must be informed of this by the Principal of that school at least four weeks prior to the commencement of that arrangement.

In this event, the employer will be obliged to hold or take out public liability insurance to provide at least \$10 million cover per event for any loss or damage which may be caused by any act or omission of the student while engaged under the arrangement. The parties to be insured are the student and the employer.

The Principal must specify in the area provided on each Work Experience Arrangement Form the type of coverage for the student.

INTERSTATE PLACEMENTS

New South Wales and South Australia

Reciprocal arrangements exist for Victorian students to undertake work experience in New South Wales and South Australia. These arrangements are primarily for students in schools situated in regions adjoining the border Victoria shares with those states.

Students should be strongly encouraged to find work placements in their own state and interstate work experience should only be arranged as a last resort – i.e. where in the judgement of the Principal no suitable local placement exists or where there are special educational reasons for making such an arrangement.

A school's responsibility for its students undertaking work experience in New South Wales and South Australia is the same as if the student were undertaking their placement in Victoria.

Permission is no longer required from the New South Wales Department of Education or the South Australian Department for Education and Child Development for interstate work experience. These placements must be made using the Arrangement Forms attached to Ministerial Order 382.

All Victorian students undertaking Work Experience in New South Wales or South Australia are covered under the Department's WorkSafe Insurance and Public Liability Insurance policies.

NOTE:

- Victorian students are not paid while undertaking placements in New South Wales and South Australia. On the Work Experience Arrangement Form, the line "Rate of payment" should be crossed out and the words "Interstate placement – payment not required" written.
- Placements should only be made within New South Wales and South Australia school terms.

Other States and Territories

A Principal may only make a work experience arrangement with an employer in a State or Territory, other than New South Wales and South Australia, if the Principal is satisfied that it is appropriate for the arrangement to be made. The Principal should be satisfied that:

- it is in the interest of the student for the work experience to occur;
- that the physical and moral welfare of the student will be assured; and
- the student or the parent/guardian of the student (where the student is under 18 years of age) has made suitable insurance arrangements ensuring:
 - cover for the student for any injuries in the course of the arrangement at least comparable to that applicable in Victoria to a student under the *Accident Compensation Act 1985*, and
 - public liability insurance coverage of at least \$10 million cover per event in respect of any loss or damage which may be caused by any act or omission of the student whilst engaged under the arrangement.

Students and parents/guardians are at liberty to approach any insurance company to obtain details of insurance that will provide this cover.

NOTE: International work experience placements are not allowed under any circumstances.

OVERSEAS STUDENTS

All overseas students enrolled in Victorian schools may undertake work experience as part of their learning program. When a work experience arrangement is being made for an overseas student, all of the terms and conditions of the visa held by the student must be complied with.

As workplace learning is an important component of the school curriculum and a student's learning program, work experience undertaken by overseas students does not count towards work entitlement hours of the visa held by the student.

For further information, please contact the Department's International Student Programs Unit on (03) 9637 2990.

SECTION C: ROLES AND RESPONSIBILITIES

The roles and responsibilities outlined in this Section should be read in conjunction with those described in Ministerial Order 382 – Work Experience Arrangements. The Ministerial Order sets out in detail the responsibilities and duties which are broadly outlined here. Ministerial Order 382 can be accessed at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx>

PRINCIPAL

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

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

The Work Experience Arrangement Form must be signed by the Principal or Acting Principal. This authority **cannot be delegated** to a Deputy Principal or other member of staff.

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

Before the placement

The Principal must ensure that:

- the health, education and moral and material welfare of the student will not suffer under the arrangement;
- the School Governing Authority will comply with the Child Safe Standards for the duration of the proposed arrangement;
- the student will not be subjected to any form of exploitation, harassment or unlawful discrimination during the course of the arrangement;
- the arrangement is not prohibited employment under the *Child Employment Act 2003*;
- where the arrangement is for a student under 15 years of age, the employer has provided certified copies of their Child Employment Permit and the nominated supervisor/s valid Working with Children Check;
- the proposed work experience will provide workplace learning suitable to the needs of the student, within the time frame specified and according to the student's capabilities;
- both the employer and the nominated supervisor/s of the student in the workplace are aware of their obligations to the student under the arrangement, as outlined in the Employer Acknowledgment section of the Work Experience Arrangement Form;
- the employer, student and parent/guardian (where the student is under 18 years of age) have completed the relevant sections of the Work Experience Arrangement Form;
- the distribution of work experience days during the school year under the proposed arrangement, or any other arrangements which have occurred or are likely to occur, does not disadvantage the student with regard to the rest of his/her educational program at school;

- the student has the capability to undertake the work experience as specified within the arrangement and can do so without exposing themselves or others in the workplace to any unacceptable risk;
- the student will complete the required occupational health and safety program (safe@work or, in the case of students with disabilities, A Job Well Done) prior to the commencement of the work experience;
- appropriate arrangements have been made for the student to travel to and from the workplace;
- where it is proposed that the student may be required to undertake vehicle travel with the employer, that the student and parent/guardian (where the student is under 18 years of age) have given consent;
- where required, appropriate arrangements have been made for the student to stay at accommodation other than his or her normal place of residence;
- the Work Experience Coordinator has arranged with the student an appropriate time to contact the student at least once during the placement;
- the student has the Work Experience Coordinator's contact details to report any incidences of harassment, bullying or violence; and
- the employer has been provided with any necessary health information in relation to the student, including any information relating to any medical condition which may require treatment during the placement.

After the placement

The Principal should ensure that arrangements are in place to ensure that:

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

WORK EXPERIENCE COORDINATOR

The Work Experience Coordinator provides the link between the student, the school and the employer and is the key figure in any work experience program.

The role of the Work Experience Coordinator is to assist students to find work experience positions, liaise with employers, ensure students are prepared for work experience, provide support during the placement to both student and the employer, be the main point of contact between the student, employer and the school, and promote work experience programs to employers.

NOTE: It is imperative that the Work Experience Coordinator is familiar with the conditions laid down in Part 5.4 of the *Education and Training Reform Act 2006* and in Ministerial Order 382 – Work Experience Arrangements.

The Work Experience Coordinator:

- develops curriculum and collaborative relationships with other teaching staff to ensure work experience is a valued part of the mainstream school curriculum;
- ensures that processes are in place for students to complete the required occupational health and safety program (safe@work or, in the case of students with disabilities, A Job Well Done) prior to commencing work experience;
- coordinates contact with employers, either by themselves or with other relevant staff;
- obtains details of the supervisor(s) who will have responsibility for the student;

- organises a database of employers with contact details for school reference;
- where possible, visits or contacts new employers prior to work experience to ensure that an appropriate program is organised for the student;
- ensures that a copy of the Work Experience Guidelines for Employers are provided to every employer;
- assists in making work experience a meaningful activity for students, teachers and employers;
- develops programs that incorporate quality evaluation and reflection through work experience assignments/log books/journals;
- assists with ensuring accurate completion and archiving of the Work Experience Arrangement Forms; and
- in the case of an injury or illness during work experience, facilitates the timely and accurate completion of the necessary WorkSafe documents.

Before the placement

The Work Experience Coordinator should:

- assist students to identify employers interested in offering work experience and arrange contact with those employers;
- where possible, match students to workplaces and involve the employer in the selection of the student;
- where possible, arrange a meeting or contact with employers to explain the procedures and processes related to work experience;
- prepare the student to be aware of occupational health and safety issues and requirements by ensuring the student has successfully completed the required occupational health and safety program (safe@work or, in the case of students with disabilities, A Job Well Done);
- where possible, prepare the students to be conscious of potential risks and give them strategies to deal with these risks, such as the need to report perceived hazards or concerns to their supervisor without delay;
- ensure students are aware of equal opportunity and unlawful harassment and discrimination, and how to recognise abuse or other risks to their safety, and have the skills and confidence to raise concerns, make complaints or let someone know they feel unsafe;
- ensure that supervisors have been allocated for each student and that there will be adequate supervision of the student to ensure their welfare and safety in a discrimination and harassment free working environment;
- ensure the Work Experience Arrangement Form for each student is completed correctly and signed by all relevant parties, and that copies of the form have been given to the employer, student and parent/guardian (where the student is under 18 years of age);
- ensure the employer and the student have a clear understanding of the activities the student will undertake in the workplace;
- ensure the student is 'work ready' and understands workplace behaviour and etiquette, including ensuring that students understand that they must not use the internet or other electronic communications for accessing illegal, offensive or inappropriate material;
- ensure the student and the supervisor are aware of any "school tasks" the student has to undertake while on work experience (for example, completion of a journal); and
- ensure that the student knows what to do in case of lateness to work, absence and/or an accident.

During the placement

The Work Experience Coordinator should:

- make contact with the student at least once during the Arrangement, and if the placement under the Arrangement includes placement days during more than one term, at least once during each term;
- provide support to the employer/supervisor if required;

- be available as the first point of contact in case anything goes wrong; and
- ensure that all correct procedures are followed if anything does go wrong.

NB: School staff must report any reasonable suspicion that a child has been abused, or is at risk of being abused. This includes abuse that has, or is suspected to have, taken place within or outside of school grounds and hours. For further information, please refer to *Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse* available at: <http://www.education.vic.gov.au/about/programs/health/protect/Pages/schcritical.aspx>

After the placement

The Work Experience Coordinator should:

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

EMPLOYER

The Employer must acknowledge on the Work Experience Arrangement Form that he/she has read the Work Experience Guidelines for Employers provided by the school.

If the student is under 15 years of age the Employer must obtain a Child Employment Permit and ensure that any nominated supervisor has a valid Working with Children Check.

The Employer should set up a work program for students that:

- gives them an opportunity to experience a variety of tasks in the workplace;
- familiarises them with the running of the organisation and introduces key staff involved, and
- familiarises them with the “school tasks” the student has to undertake while on work experience, e.g. completion of a journal.

The Employer will:

- ensure the student is directly supervised throughout the placement;
- ensure the student has access to their supervisor(s) and knows how to report any problems or concerns;
- ensure that the student can readily contact the school if required during the placement;
- consult the Principal if it is deemed necessary to terminate the arrangement before the agreed time;
- undertake to pay the student a minimum of \$5 per day;
- provide feedback about the student’s performance, i.e. complete a student work experience evaluation and/or provide a student reference;
- liaise immediately (or as soon as possible) with the school Work Experience Coordinator regarding any issues arising in the workplace;
- immediately contact the Work Experience Coordinator if the student is absent without notification; and
- immediately contact the Principal or the Work Experience Coordinator if the student becomes ill or is injured in the course of the placement.

Before the placement

The Employer should ensure that:

- the Work Experience Coordinator and the student are aware of any special requirements (for example, starting and finishing times, special items of clothing, the need for confidentiality);
 - a supervisor has been allocated to the student and that this person is aware of what is required of them during the placement;
 - the supervisor and other employees in the workplace understand acceptable and unacceptable behaviours in dealing with students; and
 - they understand Ministerial Order 382 – Work Experience Arrangements as it relates to them.
-

During the placement

The Employer should ensure that:

- the student is inducted into the workplace on their first day of placement;
 - the student understands workplace policies regarding bullying, harassment and discrimination, and any other behavioural standards or codes of conduct that apply to the workplace;
 - the student is given an opportunity to complete any required school allocated work experience tasks during the placement – e.g. completing a journal, meeting with staff to complete interviews;
 - the student understands the tasks they will undertake during the placement;
 - where required, the student is provided with appropriate clothing and protective equipment and instructed in its use;
 - opportunities are provided for the student to acquire or to enhance skills;
 - the student is given adequate support and directly supervised at all times while undertaking work related activities;
 - the student understands the workplace policy for dealing with concerns or complaints about behaviour at work;
 - if the student becomes ill or is injured, the correct procedures are followed;
 - the student can readily contact their school if required during the placement;
 - school staff can readily contact the student to check in with how their placement is progressing; and
 - if any problems arise, the Work Experience Coordinator is contacted immediately so the problems can be addressed promptly.
-

After the placement

The Employer should ensure that:

- an employer evaluation is completed, discussed with the student and forwarded to the student's Work Experience Coordinator or given to the student;
 - the placement is discussed with the student to find out if the student was satisfied with the work experience; and
 - appropriate reimbursement has been paid to the student.
-

Student

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

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

Before the placement

The student should:

- complete the required occupational health and safety program (safe@work or, in the case of students with disabilities, A Job Well Done);
- ensure they understand their obligations in relation to occupational health and safety in the workplace;
- complete and sign the Work Experience Arrangement Form under the guidance of the Work Experience Coordinator;
- meet with the employer where possible, or contact the employer to discuss the tasks they will undertake. This will provide the opportunity for the employer and student to express their expectations of what the work experience will involve;
- contact the employer at least two weeks prior to commencement of the upcoming placement; and
- ensure they have the contact details of the Work Experience Coordinator.

During the placement

The student should:

- inform the Work Experience Coordinator and employer of expected absences from work, or necessary late arrivals;
- inform the Work Experience Coordinator and employer if any unexpected absence or lateness occurs;
- immediately report all accidents, 'near misses' and hazardous situations in the workplace to their supervisor and the Work Experience Coordinator;
- immediately seek advice from their supervisor when unfamiliar with workplace procedures in regard to occupational health and safety, or uncertain about how any task should be done;
- report any concerns or issues to the Work Experience Coordinator without delay;
- maintain a diary or log book and/or complete work experience assignment and other tasks which have been set by the school;
- undertake tasks allocated to them by their employer and/or supervisor in the workplace, as long as they have been given clear instructions and information about the task and how it should be done safely;
- complete allocated tasks to the best of their ability;
- reflect their school's expectations with regard to courtesy and politeness while on work experience; and
- keep contact numbers of their parents/guardians, school and employer with them at all times during their placement so that they can inform these parties about any changes to working times or other issues which may arise.

After the placement

The student should:

- complete all related journals, assignments and school assessed tasks ready for submission at the completion of work experience placement;
 - evaluate and reflect on the placement, and discuss the suitability of the placement with the Work Experience Coordinator;
 - keep a copy of the employer evaluation for use in personal portfolio and future placements, and
 - complete a letter of thanks to the employer, detailing skills they have acquired.
-

PARENT OR GUARDIAN

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

Before the placement

The parent or guardian should:

- discuss information about occupations and industries that their child could consider for a work experience placement;
 - assist their child to find a work experience placement;
 - sign the Work Experience Arrangement Form;
 - make appropriate arrangements for their child to safely travel to and from work experience;
 - make appropriate arrangements if their child is required to stay at accommodation other than their normal place of residence, and complete the Work Experience Travel and Accommodation Form;
 - provide consent to any proposed vehicle travel that their child may undertake with the employer by completing the Work Experience Travel and Accommodation Form;
 - discuss the workplace and school work requirements at home and where possible assist their child to gain an understanding of expectations in the workplace;
 - share their own experiences of work and address any uncertainties their child may have; and
 - provide any necessary health information relating to their child, including details of any medical condition which may require treatment during the placement.
-

During the placement

The parent or guardian should:

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

After the placement

The parent or guardian should:

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

CONTACTING STUDENTS DURING THE PLACEMENT

The Principal or the Work Experience Coordinator must contact the student:

- a. at least once during the Arrangement; and
- b. if the placement under the Arrangement includes placement days during more than one school term, at least once during each of those terms.

Contact may be made by either visiting the workplace or by telephoning and speaking to the employer and the student.

Contacting students during their placement provides the opportunity for the Principal or Work Experience Coordinator to:

- find out more about the workplace;
- ensure that the student is being adequately supervised, either by the employer or the nominated supervisor;
- ensure that the student is being provided with opportunities to undertake tasks that are appropriate and meaningful;
- ensure that the requirements of Ministerial Order 382 – Work Experience Arrangements are being complied with;
- identify any problems in the workplace;
- ensure the student's work is being evaluated and that the employer evaluation form is returned; and
- learn more about the particular industry in which the student is working.

The Principal or Work Experience Coordinator should:

- contact the employer to arrange suitable dates and times for any work experience visits;
- notify the school administration of the date and time of any visits;
- complete a report on the visit and ensure that both the student and the employer/supervisor are spoken to during the contact. Conversation with the student should be conducted in private.

Suggested approach for a workplace visit

There are three important functions when visiting a student who is undertaking a work experience placement:

1. Checking to make sure both the employer and the student are happy with the way the placement is progressing.
2. Encouraging the student to reflect on what he/she is learning from this quite different educational experience.
3. Checking that students are completing any required log books, journals and/or other assessment tasks and have given the evaluation form to the employer.

Contacting the student's supervisor

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

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

Contacting the student

Talking to students is usually quite easy, as they are only too willing to talk to someone from the school about what they have been doing. A general question, such as "How are you enjoying the placement?" will, in most cases, get the ball rolling.

Other questions might include:

- "Is this what you expected to be doing?" (If the answer is no, you might like to ask "What's different from your expectations?")
- "Have your feelings changed about this job?" (If yes: "How?")
- "What problems, if any, have you encountered during the placement?"
- "What has been the most surprising or interesting thing you have learned during this placement?"

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

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

Guide for contacting students by phone

The following questions are intended to assist the Principal or Work Experience Coordinator when making contact with students on a placement by phone. (Refer to Section F for a sample Record of Contact Form.)

1. Introductory remarks

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

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

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

2. Orientation in the workplace

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

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

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

3. Planned school tasks

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

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

"What have you learned?"

4. Student's satisfaction with the placement

"How would you describe your experience so far?"

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

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

5. Feedback

"Do you have any worries or concerns about any aspect of your workplace, or about any individual person?" (This question is intended to give the student the opportunity to raise any concerns relating to harassment, bullying, abuse or other risks to their safety.)

NB: School staff must report any reasonable suspicion that a child has been abused, or is at risk of being abused. This includes abuse that has, or is suspected to have, taken place within or outside of school grounds and hours. For further information, please refer to *Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse* available at: <http://www.education.vic.gov.au/about/programs/health/protect/Pages/schcritical.aspx>

6. Further contact

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

"If ever I am not available, you can ring this number" (give school contact number).

SECTION D: STUDENT SAFETY AND WELFARE

A Principal must be satisfied that the student has the capacity to undertake a work experience placement without exposing themselves or others in the workplace to any unreasonable level of risk.

The protection of the health, moral and material welfare, safety and wellbeing of students undertaking work experience is of paramount importance to the Department. This section lists a number of industries, activities, plant and equipment and workplace hazards which present unreasonable risks to students' health and safety and/or which require extensive training or experience to perform safely, and are therefore prohibited or restricted for work experience students. The lists are not exhaustive, but are intended to support principals to fulfil their duty of care responsibilities when entering into work experience arrangements.

School staff, employers and workplace supervisors need to be aware that work experience students:

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

While undertaking work experience, students learn primarily through observing and assisting with simple tasks. They must NOT undertake activities that require extensive training or experience, or expose them, or others in the workplace, to unreasonable risks to health and safety.

CHILD SAFE STANDARDS

The Child Safe Standards are compulsory minimum standards for all Victorian schools to help ensure the safety of children.

Ministerial Order 870, which operationalises the Child Safe Standards in registered Victorian schools, requires the school governing authority to develop and implement risk management strategies to ensure child safety in school environments. School environments include workplace learning environments where students undertake work experience, structured workplace learning, school community work (volunteering) and School Based Apprenticeships and Traineeships (SBATs).

The Department has developed the following resources to support schools to comply with the requirements of Ministerial Order 870 and implement risk management strategies prior to students undertaking workplace learning:

- *Child Safe Standards and Workplace Learning: A Guide for Schools*
- *Fact Sheet for Employers: Child Safe Standards and Workplace Learning*

These resources are available at: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/default.aspx>

For further information on the Child Safe Standards, see:

- Department of Education and Training's PROTECT portal: <http://www.education.vic.gov.au/protect>
- VRQA Child Safe Standards resources: <http://www.vrqa.vic.gov.au/childsafes/Pages/resources.html>

UNACCEPTABLE BEHAVIOUR IN THE WORKPLACE

Under Victorian law (*Equal Opportunity Act 1995*, *Racial and Religious Tolerance Act 2001*) and Commonwealth law (*Racial Discrimination Act 1975*, *Sex Discrimination Act 1984* and *Disability Discrimination Act 1992*) it is unlawful for employers and educational authorities to sexually harass, victimise or discriminate against employees and students. There should be an adequate level of supervision to ensure the safety and welfare of the student in a non-discriminatory and harassment free working environment.

Bullying, harassment and violence must not be tolerated in the workplace. Work Experience Coordinators and other relevant staff should familiarise themselves with issues related to harassment, bullying and occupational violence. The information which follows aims to guide practitioners towards identifying forms of workplace harassment and bullying, and offers strategies and guidance to assist in the development of appropriate policies in this regard.

Employers have legal responsibilities to do as much as is reasonably practicable to eliminate or reduce risks to employees' health and safety. Employees also have legal responsibilities about how they behave toward others in the workplace. Unfortunately, harassment of different kinds does take place in some workplaces, as does bullying in various forms.

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

Forms of harassment, bullying and occupational violence

Harassment (including sexual harassment) can take many different forms. It can be physical or verbal abuse, requests for sexual favours or assault. It can be behaviour which offends, humiliates or intimidates the victim. Forms of harassment include (but are not limited to) sexual innuendo, comments about looks or body parts, asking for dates, enquiries into a person's sexual activities, displays of pornography or material of a sexual nature, posters, magazines, photographs or screen savers on computers.

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

Bullying or harassment can take the form of assigning inappropriate duties, name calling, threatening behaviour, shouting or general intimidation such as exclusion or isolation.

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

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

How does harassment and bullying occur?

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

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

Where can harassment, bullying and occupational violence happen?

Harassment, bullying and occupational violence can take place in any setting, potentially anywhere that work takes place, and are not necessarily more likely in some workplaces than others.

Particular care should be taken when placing a student in a residential situation, i.e. students working on distant farms where residential accommodation may be the norm, or when the student has an employer who works from the relative privacy of a home office.

If the Principal has permitted the employer to engage more than one student for every three employees, the Principal must be satisfied that the placement will not be detrimental to the health or welfare of any student in that workplace and the student must be visited as frequently as is reasonably practicable.

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

Responsibilities to protect students

Schools have a responsibility to 'take all reasonable steps' to protect students on work experience from harassment and bullying. 'All reasonable steps' may include:

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

NOTE: Work Experience Coordinators and other relevant staff should note that taking 'all reasonable steps' may involve actions before, during and after work experience.

Should a work experience student report harassment, bullying or occupational violence the school must be able to demonstrate that it has clear policies and a working set of written procedures to deal with these matters. These documents should be forwarded to each party involved in the student's work experience prior to the placement commencing.

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

Wherever possible, the workplace should be visited. Discussions should occur with supervisors and observations made about the culture of the workplace, including language, the way people relate to each other, and the suitability of posters, magazines and screen savers that students may see while on placement.

It is not safe to assume that workplaces do not change from year to year. A new supervisor may change the workplace culture. Among the issues discussed with potential employers should be the prevention of harassment and bullying of the student. Discussion should include the standards the school expects of the workplace and processes to deal with harassment and bullying should they arise. It is understood, of course, that this possibility should be raised with tact and sensitivity.

All school staff involved in administering work experience programs and students should receive information about harassment and bullying, in particular as it relates to work experience. This information should include the many different forms that harassment and bullying can take, where it may occur, who it happens to, how it affects victims, and how it should be dealt with. The role of the Work Experience Coordinator and the school in dealing with these matters should be clearly outlined to the student.

The Workplace Learning Toolbox contains a video about bullying and sexual harassment which can be used to support students preparing to undertake work experience. This resource can be accessed at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/teachers.aspx>

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

Handling incidences of harassment, bullying or occupational violence

Strategies that students may use in response to incidences of harassment, bullying or occupational violence include:

- expressing dislike of their treatment to their harasser(s);
- reporting their treatment to other people at the workplace – co-workers, supervisors or managers;
- reporting their treatment to parents/family;
- reporting their treatment to their Work Experience Coordinator, Principal, or other relevant school staff; and
- in matters of sexual harassment, making a complaint under the *Equal Opportunity Act 1995*.

NOTE: Under no circumstances should a student be expected to deal with incidences of harassment, bullying or occupational violence by themselves.

Schools should have a process for dealing with work experience students who report incidences of harassment, bullying or occupational violence. This process should involve the following elements:

- Each complaint should be accepted at face value.
- Concerns and/or complaints must be acted upon without delay.
- In the first instance, care should be taken to address the welfare of the student rather than the facts of the matter – “Are you OK?” is a better response than “Were there any witnesses?”
- If appropriate, conciliation may take place between the employer, the student and the school. This should not involve the parties necessarily being in the one room at the same time. If agreement can be reached between the parties, this should be recorded and agreed action should be implemented accordingly.
- Where conciliation is inappropriate or not possible, the school should attempt to investigate the complaint to the extent possible.
- All evidence relevant to the complaint should be given to the Principal for assessment. If the Principal is of the belief that the evidence sustains the complaint, a decision should be made about the school’s ongoing relationship with the employer. In some cases, further placements will need to be closely monitored, while in others the relationship will be suspended or terminated.

At the completion of the work experience program, the school should conduct a debriefing process wherein each student has opportunity to comment on their experiences during their placement. Each student should also have the opportunity to raise any issues privately with the Work Experience Coordinator or other relevant staff member without other students being present.

Each student must be contacted while on their placement to ensure that they are experiencing no difficulties as a result of the behaviour of other people.

OCCUPATIONAL HEALTH AND SAFETY PREPARATION

Schools must ensure that all students complete one of the following occupational health and safety programs developed by the Department prior to undertaking their work experience:

- safe@work, which is designed to help students improve their knowledge and understanding of OHS matters before they enter a workplace. It consists of a general module and a number of industry-specific modules and is available at <http://www.education.vic.gov.au/school/students/beyond/Pages/swguide.aspx>; or
- A Job Well Done, which has been developed to provide students with disabilities with a general awareness of workplace health and safety and expose them to issues relating to the world of work and is available at <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/welldone.aspx>

Schools are also encouraged to use the Workplace Learning Toolbox when preparing students for work experience. The Workplace Learning Toolbox is a suite of resources with a strong focus on occupational health and safety which aims to provide students with information to help them to prepare for and get the most out of their placement. It is available at: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/teachers.aspx>

Once a student is in a workplace, the employer has a duty of care to provide and maintain a working environment that is safe and without risks to health – this includes both physical and psychological health.

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

As part of induction into the workplace on the first day of the placement, the employer should explain to the student what hazards are present in the workplace, why risk controls are in place and how they are put into practice. Employers must also nominate a supervisor to provide direct supervision of a student while they are undertaking work related activities.

Students should be told that if they have any concerns, such as not knowing how to use equipment or feeling that a task may involve a risk to their safety, they must speak to their supervisor before proceeding. Safety must always be the employer's, and the student's, first priority.

CONSTRUCTION INDUCTION TRAINING

Under the *Occupational Health and Safety Regulations 2007*, an employer must ensure that anyone employed to do construction work (including students placed with an employer under a workplace learning arrangement made under the *Education and Training Reform Act 2006*) has completed construction induction training before they start work. Construction induction training aims to provide people new to construction work with an understanding of:

- their rights and responsibilities under OHS law;
- common hazards and risks in the construction industry;
- basic risk management principles; and
- the standard of behaviour expected of workers on construction sites.

The construction induction training must be provided by a Registered Training Organisation (RTO). Construction induction cards are issued by WorkSafe Victoria following receipt of evidence of satisfactory completion of the course from the RTO and proof of identity. Construction induction cards issued by WorkSafe Victoria are recognised nationally.

For further information about construction induction card requirements or to locate a RTO, please contact WorkSafe Victoria's Advisory Service on 1800 136 089 or info@worksafe.vic.gov.au

For further information about what is considered to be construction work, and how to meet health and safety requirements on construction sites, please refer to the following WorkSafe Victoria publications:

- *Working safely in the general construction industry – A handbook for the construction regulations*, located at <http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/working-safely-in-the-general-construction-industry-a-handbook-for-the-construction-regulations>
- *Working safely in the housing construction industry – A handbook for the construction regulations*, located at <http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/working-safely-in-the-housing-construction-industry-a-handbook-for-the-construction-regulations>

UNDERTAKING WORK EXPERIENCE WITH ANIMALS

Guidelines have been developed to assist students, parents and schools/NSSPs to consider the hazards associated with animal contact, and to help employers plan suitable activities and provide a safe and rewarding experience for students. These guidelines are available at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx>

NB: Students under 15 years of age are NOT permitted to undertake work experience involving direct contact with animals. They may however, undertake other animal-related activities that are safe and suitable, for example, preparing feeds.

PROHIBITED OR RESTRICTED INDUSTRIES OR BUSINESSES

Students must not be placed in industries or businesses where there is an unacceptable risk to their health, moral or material welfare, safety or wellbeing. Work experience in the following industries or businesses is prohibited or restricted on this basis.

NOTE: This is not an exhaustive list.

X = Prohibited

INDUSTRY / BUSINESS	Students under 15 years of age	Students aged 15 years and over
Abattoirs	X	X
Any business where firearms and/or ammunition are manufactured, repaired or sold	X	X
Aviation	X	See footnote ¹
Butchers or fishmongers	X	See footnote ²
Civil construction (such as roads and bridges)	X	✓
Defence Force	X	✓
Emergency Services	X	✓
Equine industry	X	See footnote ³
Fishing vessels	X	X
Funeral homes	X	X
Gaming	X	X
Mining, quarrying, extraction, recycling plants, foundries and tips	X	See footnote ⁴
Morgues	X	X
Prisons, correctional or remand centres, or immigration detention centres	X	X
Recreational vessels	X	X
Security industry	X	X
Sex industry	X	X
Tattoo shops	X	X
Trading vessels	X	See footnote ⁵
Transmission and distribution industries (linework and/or cabling)	X	X

¹ Students aged 15 years and over may undertake work experience at a commercial airport or airline but are restricted to an office environment or other administrative environment such as customer service. If a student is offered a complimentary flight during their placement, this must be as a seated passenger only, and under the care and control of a suitably qualified and experienced member of staff.

² Students aged 15 years and over may only undertake retail activities in these industries.

³ Students aged 15 years and over may only undertake work experience in this industry in line with the Department's guidelines for work experience with animals and are not permitted to undertake riding activities.

⁴ Students aged 15 years and over may only undertake office duties above ground in these industries.

⁵ Students aged 15 years and over may assist on trading vessels used for passenger ferry services or charter activities and operating on inland or enclosed waters.

PROHIBITED ACTIVITIES

Students are prohibited from engaging in activities:

- where there is an unacceptable risk to their health, moral or material welfare, safety or wellbeing, or
- which require extensive training or experience to perform safely.

Students are prohibited from engaging in the following activities on this basis.

NOTE: This is not an exhaustive list.

X = Prohibited

ACTIVITIES	Students under 15 years of age	Students aged 15 years and over
Administering medical treatments	X	X
Bathing patients	X	X
Discussing the condition of patients	X	X
Dispensing and/or administering medication	X	X
Door-to-door selling (selling any goods or services at a private or commercial residence) including making a contact sales agreement within the meaning of the <i>Fair Trading Act 1999</i>)	X	X
Handling or using explosives	X	X
Holding or transporting cash and negotiable items – such as cash, cards, stamps or cheques – with a value exceeding \$100. (This excludes the student's personal items.)	X	X
Holding keys, codes or ciphers except those required to operate standard office machines and other permitted equipment	X	X
Work experience on a building or construction site (whether commercial or residential) at any time before the buildings on the site are at lock up stage	X	

DANGEROUS PLANT AND HAZARDOUS EQUIPMENT

Students must not use plant or equipment that pose an unacceptable risk to their health or safety, or which require extensive training or experience to use safely.

Students are not permitted to use:

- Abrasive blasting equipment
- Brush cutters with attached metal blades
- Buzzers
- Chain saws
- Compressed air power tools

- Elevating work platforms
- Explosive power tools
- Firearms
- Gas fuelled cutting equipment
- Guillotines (manual and electric-operated)
- Jack hammers
- Lathes
- Nail guns
- Petrol sales consoles
- Plastic moulding machines
- Power presses (unless press has laser guarding or a remote control, and training and close supervision are provided)
- Power saws, including docking saws, circular saws and buzz saws
- Power wood shapers
- Powered cutting or grinding tools (excluding those used for key cutting and engraving on items such as trophies)
- Powered lifting equipment
- Powered mobile plant or vehicles ⁶
- Rubbish compactors
- Scaffolding
- Sharp objects and cutting equipment (not including scissors and secateurs sold for general use)
- Spindle moulders
- Thicknessers
- Ultra Violet (UV) equipment
- Welding, brazing and open flame soldering equipment

NOTE: *This is not an exhaustive list*

WORKPLACE HAZARDS

Students must not be exposed to workplace hazards that could harm their health or safety.

Students must not be exposed to the following hazards:

- Biological/medical hazards (such as exposure to needle sticks from syringes or other 'sharps', blood or other body fluids, Legionella bacteria)
- Bullying, occupational violence, work-related stress, sexual harassment and discrimination
- Confined spaces ⁷
- Debris (for example, waste material generated by milling or grinding operations)
- Electrical hazards associated with faulty, unsuitable or inappropriately placed leads, electrically powered plant or equipment, contact with live underground or overhead cables

⁶ Students must never be permitted to drive any vehicle or mobile plant while on work experience – this includes tractors, forklifts, all-terrain vehicles, ride-on mowers, bulldozers, excavators and skidders.

⁷ Confined space – means a space in any vat, tank, pit, pipe, duct, flue, oven, chimney, silo, reaction vessel, container, receptacle, underground sewer or well, or any shaft, trench or tunnel or other similar enclosed or partially enclosed structure, which meet certain conditions specified in the Occupational Health and Safety Regulations 2007 (refer to <http://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/confined-spaces-compliance-code>)

- Excessive noise
- Exposure to asbestos fibres in areas where damaged and/or friable ⁸ Asbestos Containing Materials are known to be present
- Exposure to occupational sources of ionising radiation (such as x-ray machines)
- Exposure to non-ionising radiation hazards (associated with devices such as UV sterilising equipment and laser devices)
- Exposure to high pressure liquids or gases (associated with gas cylinders, compressed air tools, boilers and pressure piping)
- Exposure to hazardous substances ⁹ and dangerous goods ¹⁰
- Extremes of heat or cold that could result in physical harm through illness or impaired performance
- Falling objects (such as objects falling from platforms, loads slung from cranes)
- Falls from, or collisions with, fork-lifts or mobile plant
- Falls from heights
- Hazardous manual handling involving the application of repetitive, sustained and/or high force, awkward postures or movements, exposure to sustained vibration, manual handling of people or animals, manual handling of unstable loads that are difficult to grasp or hold
- Impalement hazards, such as protruding angle iron
- Plant hazards including moving machinery or equipment, unguarded machinery where clothing, hair, limbs or fingers could get caught, cut or crushed
- Trenching and excavation operations, including digging of post holes

NOTE: *This is not an exhaustive list*

STUDENTS WITH DISABILITIES

The process for preparing students with disabilities for work experience should be the same as for other students, but with some important additional aspects.

When organising work experience, the Work Experience Coordinator should:

- know exactly what the student can and cannot do, and communicate this to the employer;
- be honest with the employer about the student's abilities and not promise anything the student cannot deliver;
- suggest a trial before starting the placement if an employer is hesitant;
- indicate some examples of strengths of a student which an employer may value, including:
 - a strong desire to work in the industry
 - a good history of punctuality and reliability
 - a capacity to learn well when shown how to do a particular task
 - ability to concentrate and work on repetitive tasks
 - the knowledge that parents are supportive and encouraging of the placement
- prepare a letter to the employer clearly explaining what you are trying to achieve for the student and what the employer may expect from you;
- visit the workplace to generate creative ways of dealing with any problems;
- ask to speak to the supervisors and co-workers to prepare them. Encourage them to voice any concerns, and respond to these if raised. Talk about how the student will be prepared for the duties and about any modifications to work arrangements which may have to be made; and

⁸ Friable asbestos – means when dry, may be crumbled, pulverised or reduced to powder by hand pressure.

⁹ Hazardous substances are classified on the basis of health effects, both immediate and long-term. For example, they include chemicals, flammable liquids or gases which can **cause cancer, skin disease, poisoning or respiratory illness. They are regulated by the Occupational Health and Safety Regulations 2007.**

¹⁰ Dangerous goods can have immediate physical or chemical effects – such as fire, explosion, corrosion and poisoning – on property, the environment or people. They are regulated by the Dangerous Goods (Storage and Handling) Regulations 2012.

- have emergency contact numbers and, if required, a medical management plan clearly set out for the student.

Work Experience Coordinators should utilise the advice of the Student Support Group or Program Support Group when setting up work experience. These people will probably already have encountered and solved many of the issues that may arise.

Visiting teachers for vision and hearing impaired students can also visit workplaces and assess the issues for the school, as well as providing advice on borrowing equipment for work experience if it is needed.

Inspecting a workplace before a placement

When inspecting a workplace before the commencement of a placement, the Work Experience Coordinator should:

- discuss all aspects of the placement and what the student will be asked to do;
- clarify the skills required to perform the tasks required;
- check the accessibility of the workplace and equipment to see if physical considerations will be catered for (e.g. wheelchair access if required);
- establish the degree to which the employer will allow any school support systems to operate (e.g. on-the-job assistance with an aide or signing interpreter);
- determine the accessibility of the workplace by public transport, roads to be crossed, steps, heavy doors and other potential constraints;
- check the workflow and pace of work, as the extra demands on a student with a disability may mean that they become fatigued earlier than might be expected; and
- consider the consequences of making errors in each task, and reconsider assigning any task to the student if major damage could occur through minor error.

Preparing students

Students should be prepared for the type of work and the nature of the tasks they will be undertaking. They should be made aware that workplace procedures and arrangements, including occupational health and safety requirements, must be observed.

Students must complete A Job Well Done prior to commencing their work experience. This resource can be accessed at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/welldone.aspx>

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

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

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

Preparing parents/guardians

Parents can help prepare their child for work experience by discussing the differences between school and workplace expectations and sharing their own work experiences.

Parents/guardians should be made aware that the Work Experience Coordinator is the appropriate contact if they have any queries or concerns relating to their child's work experience placement, and that they should not contact the employer about these matters, nor go to the workplace. If their child is sick and unable to attend work experience, the student is responsible for notifying their employer and school as soon as possible.

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

Guidance for employers to support students with disabilities

Autism spectrum disorder

To support work experience students with autism spectrum disorder, employers could consider:

- giving instructions in clear terms, supported with visual or written checklists and practical demonstrations;
- providing students with timetables prior to the placement so that daily routines are understood, and notifying students in advance for changes to the daily routine;
- making workplace adjustments where the student has sensory issues i.e. ear muffs for a student sensitive to loud noises;
- incorporating a student's specific interest into their work duties i.e. data entry for a student who is interested in computers; and
- ensuring co-workers are provided with information about key features of autism spectrum disorder and, in consultation with parents/guardians/carers and relevant school staff, information about the way it presents for the individual student.

Further information about on-site training techniques and tips can be obtained at: <http://jobaccess.gov.au/content/how-support-job-seekers-autism>

Hearing impairment

To support work experience students with hearing impairment, employers could consider:

- providing a swivel chair so students can turn easily for lip reading;
- giving instructions face-to-face and using visual cues where possible;
- avoiding speaking from behind the student;
- talking to the student in quiet periods or giving written instructions to avoid the impact of background noise on students' comprehension of instructions;
- ensuring the student is concentrating on what is being said;
- avoiding standing with their back to strong light or a window as the student will not be able to see their face;
- speaking slowly and clearly; and
- use of a TTY – a telephone for the deaf to assist with office skills.

Vision impairment

To support work experience students with vision impairment, employers could consider:

- trying to provide well-lit surfaces with minimal glare;
- avoiding standing with their back to a window as the student will not be able to see them through the glare;
- providing all written material in at least a 16-point font, particularly safety instructions;
- looking for good contrast e.g. yellow on green or black on white and avoiding instructions written in pale colours or pastels;
- setting up the workspace in a quiet spot outside traffic flow;
- ensuring projections at head height or eye level do not present a hazard;
- remembering that the student can't see but they can hear perfectly well, and trying not to speak loudly and slowly to them;
- ensuring that their 'left and right' matches the student's 'left and right' when giving instructions; and
- painting bright yellow lines along the edge of dark steps, which will assist the safety of all workers.

Cognitive impairment

The employer should be aware that the student's communication skills may be very literal, and that they may not realise when a supervisor or co-worker is making a joke. They may need instructions given in slow, clear terms and with practical demonstrations.

To support work experience students with cognitive impairment (brain injury, learning disability or intellectual disability) employers could consider:

- using simple and clear instructions;
- demonstrating processes and modelling appropriate behaviour;
- monitoring students on a regular basis;
- being prepared to repeat instructions several times;
- not assuming that the student will transfer knowledge gained in one task to another;
- using visual cues to break each task into steps and illustrate each step; and
- providing lots of encouragement.

Dizziness, fainting or seizures

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

It should also be remembered that a seizure may only last a few minutes and that for the majority of the day the student will not be affected. The possibility of seizures should therefore not dominate attitudes to planning the student's activities.

Coordination or movement impairments

There are many aids available to assist people with these impairments, such as tools with wider handles, non-skid mats or grips, weighted handles, large print scales, talking calculators, voice operated computers and strategically placed mirrors. Employers should find out what the student already owns or uses.

Further information about changing work areas and methods can be found at:

<https://www.jobaccess.gov.au/employers/changing-work-areas-and-methods>

SECTION E: DELIVERING YOUR PROGRAM

This section provides a framework for Work Experience Coordinators from which to develop and deliver a quality work experience program for students in their school.

PREPARING: 12 MONTHS PRIOR TO YOUR PROGRAM COMMENCING

Step 1: Notification

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

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

Step 2: Consider timing

The timing of the work experience program within the school year is critical in supporting students with work readiness and in course and subject selection processes.

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

Step 3: Obtaining placements

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

1. Provide advice on obtaining placements and how to liaise with employers.
2. Ensure students have thought about how they will travel to and from the workplace.

3. Inform students under the age of 15, and their parents, of the requirement for employers to obtain a Child Employment Permit and supervisors to hold a valid Working with Children Check.
4. Inform students and their parents of policies and requirements relating to interstate placements, and requirements for placements that involve the student staying in accommodation that is not their usual place of residence.
5. Advise students of payment arrangements, i.e. minimum \$5 per day except for Commonwealth Departments or bodies established under a Commonwealth Act, and educational, charitable and community welfare service organisations not conducted for profit.

Students with disabilities will require additional support in the selection of a suitable workplace to cater for their needs (refer to Section D).

Step 4: Completing the Work Experience Arrangement Form

1. Provide students with a copy of the Work Experience Arrangement Form, which can be accessed at: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx>
2. If it is proposed that the student will undertake vehicle travel with the employer, or if the student is required to stay at accommodation other than his or her usual place of residence, provide the student with a copy of the Work Experience Travel and Accommodation Form, which can be accessed at: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx>
3. Once the Arrangement Form has been signed by the Principal, ensure that copies of the completed form are provided to the employer, student and parent/guardian (if the student is under 18 years of age).

Step 5: Administration

1. Organise a procedure for the Principal to receive, review, sign and return work experience Arrangement Forms to the Work Experience Coordinator.
2. Check that the Principal has indicated the correct information regarding public liability insurance and that all other parts of the Work Experience Arrangement Form have been completed.
3. Set up a database to record all information about work experience placements, including any issues regarding employers.
4. Work Experience Arrangement Forms must be retained by the school for a period of 5 years, or as otherwise stated in the *Public Records Act 1975* or in any other relevant legislation from time to time. If the student undertakes work experience in an industry which includes potential exposure of the student to scheduled carcinogenic substances and/or other hazardous substances, a copy of the Arrangement Form must be retained for 30 years from the date the student last worked at the employer's workplace.
5. While students are participating in the work experience program, make sure the school administration staff know of your whereabouts at all times so that you can be contacted if required.
6. Encourage students to write a thank you letter to their employer at the end of their placement.
7. As an end of year greeting, write to thank employers and include dates for the work experience program for the next year if appropriate.

Step 6: Preparing students for the work experience placement

The Work Experience Coordinator should:

- ensure that students complete the required occupational health and safety program (either safe@work, or for students with disabilities, A Job Well Done);

- assist students to be aware of potential risks in the workplace and give them strategies to deal with these risks, such as the need to report perceived hazards or concerns to their supervisor without delay;
- ensure students are aware of equal opportunity and unlawful harassment and discrimination, and how to recognise abuse or other risks to their safety, and have the skills and confidence to raise concerns, make complaints or let someone know they feel unsafe;
- ensure students understand their rights and responsibilities and are aware of strategies to deal with any problems which may arise;
- ensure students are aware of privacy issues and of what personal information will need to be given to the employer to ensure their safety, including any health information;
- ensure each student is 'work ready' and understands workplace behaviour and etiquette;
- ensure students and their supervisors are aware of any school assigned tasks that the student needs to undertake while on work experience (e.g. completing a journal);
- ensure that the students have your contact details and understand that they should contact you immediately if they have any concerns regarding their placements; and
- ensure that students understand that they must contact you and the employer if they are absent or late for work experience.

Step 7: Preparing employers

1. Inform employers of any work experience students under 15 years of age that they are required to obtain a Child Employment Permit and ensure that any nominated supervisors have a valid Working with Children Check. Certified copies of these must also be provided to the Principal.
2. Ensure that the employer has received a copy of the Work Experience Guidelines for Employers, which are available at: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx>
3. Provide the employer with a copy of the *Fact Sheet for Employers: Child Safe Standards and Workplace Learning*, available at: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/default.aspx>
4. Provide the employer with information regarding insurance arrangements, payment to students, supervision requirements and student evaluation.
5. Ensure that the employer understands that they must immediately contact you regarding any issues affecting the student that arise in the workplace, if a student is absent without notification or if the student becomes ill or is injured.
6. Ensure that the employer understands that they must consult with the Principal if it is deemed necessary to cancel the arrangement before the agreed time.

PREPARING: 4-6 WEEKS PRIOR TO YOUR PROGRAM COMMENCING

Step 1: Confirmation of placement

Confirm placement details with the employers and students.

Step 2: Final student briefing before placement

Conduct briefings with students to provide final instructions, which could include:

1. confirming that students have completed the required occupational health and safety program;
2. ensuring students have received a copy of the approved Work Experience Arrangement Form, have a record of your contact details and copies of any school assessment tasks;
3. confirming that students have arranged transport to and from the workplace; and
4. reinforcing with students the procedures for reporting any issues or concerns while on placement.

DURING THE PLACEMENT

The Work Experience Coordinator should:

- make contact with the student at least once during the placement;
- provide support to the employer/supervisor if required; and
- be available as the first point of contact in case anything goes wrong and ensure that all correct procedures are followed if anything does go wrong.

The student should:

- inform the Work Experience Coordinator and employer of expected absences from work, or necessarily late arrivals;
- inform the Work Experience Coordinator and employer if any unexpected absence or lateness occurs;
- immediately report all accidents, 'near misses' and hazardous situations in the workplace to their supervisor and the Work Experience Coordinator;
- immediately seek advice from their supervisor when unfamiliar with workplace procedures in regard to occupational health and safety, or uncertain about how any task should be done;
- report any concerns or issues to the Work Experience Coordinator, before attempting to handle such things themselves;
- maintain a diary or log book and/or complete work experience assignment and other tasks which have been set by the school; and
- undertake tasks allocated to them by their employer and/or supervisor in the workplace, as long as they have been given clear instructions and information about the task and how it should be done safely.

The Employer should ensure that:

- the student is inducted into the workplace on their first day of placement;
- the student understands workplace policies regarding bullying, harassment and discrimination, and any other behavioural standards or codes of conduct that apply to the workplace;
- the student is given an opportunity to complete any required school allocated work experience tasks during the placement – e.g. completing a journal, meeting with staff to complete interviews;
- the student understands the tasks they will undertake during the placement;
- where required, the student is provided with appropriate clothing and protective equipment and instructed in its use;
- opportunities are provided for the student to acquire or to enhance skills;
- the student is given adequate support and directly supervised at all times while undertaking work related activities;
- the student understands the workplace policy for dealing with concerns or complaints about behaviour at work;
- if the student becomes ill or is injured, the correct procedures are followed;
- the student can readily contact their school if required during the placement;
- school staff can readily contact the student to check in with how their placement is progressing; and
- if any problems arise, the Work Experience Coordinator is contacted immediately so the problems can be addressed promptly.

AFTER THE PLACEMENT

Within two weeks of the conclusion of their placement, students should be provided with the opportunity to debrief and reflect on:

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

SECTION F: SAMPLE FORMS

Index of forms provided in this Section:

- Work Experience Coordinator Task Checklist
- Work Experience – Employer Evaluation
- Work Experience – Parent/Guardian Evaluation
- Record of Contact Form

WORK EXPERIENCE COORDINATOR TASK CHECKLIST

Task	Completed	In progress	Action
1. Set dates for the work experience program: <ul style="list-style-type: none"> Liaise with relevant school staff and regional careers networks to ensure dates are optimised for your school. 			
2. Work experience induction program – students: <ul style="list-style-type: none"> Outline program. Student tasks and responsibilities explained. Outline safe@work or A Job Well Done program requirements. 			
3. Inform staff: <ul style="list-style-type: none"> Provide information about the work experience program, their role and anticipated outcomes Discuss integration of work education and work experience into curriculum. 			
4. Inform parents/guardians: <ul style="list-style-type: none"> Provide information about the work experience program through an information evening, school newsletter, or letter. 			
5. Ensure completion of required OHS program: <ul style="list-style-type: none"> Organise or support the delivery safe@work or A Job Well Done. Support completion of the required OHS program by organising viewing of the Workplace Learning Toolbox videos. Ensure that students complete OHS program modules relevant to their placement. Issue Principal endorsed certificates to students. File a copy of certificates for school records. 			
6. Set up a database to record placements, employer contacts and dates.			

7. Ensure employers have been contacted about program. Check: <ul style="list-style-type: none"> • Child Employment Permit has been obtained where required. • Nominated supervisor/s has valid Working with Children Check where required. • Correct Arrangement Form, Ministerial Order 382 and Work Experience Guidelines for Employers and <i>Fact Sheet for Employers: Child Safe Standards and Workplace Learning</i> have been received. • Employers have an induction program prepared for students on their first day. 			
8. Organise a system for Principal to receive, review, sign and return Work Experience Arrangement Forms.			
9. Send copy of completed Arrangement Form to employer, student and parent/guardian (if students under 18 years of age): <ul style="list-style-type: none"> • Ensure Arrangement Forms are filed at the school as per time period specified in the <i>Public Records Act 1975</i>. 			
10. Schedule times to contact or visit students: <ul style="list-style-type: none"> • Arrange this in discussion with both employers and students. • Liaise with employer regarding assessment of students if required. 			
11. Coordinate evaluation of student placements.			
12. Organise debrief for students at conclusion of placement: <ul style="list-style-type: none"> • Record information on suitable and unsuitable placements for future reference. • Collect and organise assessment of any work experience journals, diaries or other work requirements. 			
13. Provide students with evaluation of placement as evidence for their personal portfolios.			
15. Write a report on the work experience program, placements, issues and strategies for improvement.			

WORK EXPERIENCE – EMPLOYER EVALUATION

School Name: _____

Student Name: _____

School Contact: _____

Phone: _____

Dates of Work Experience: _____

Employer's Name: _____

Industry/Type of Work: _____

Assessed by: _____

Employer's Signature: _____

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

1. Attendance and punctuality				
1. Comes in late and leaves early. Late back from breaks. Sometimes absent without reason. <input type="checkbox"/>	2. Attendance and punctuality were not consistently up to workplace expectation. <input type="checkbox"/>	3. Attendance and punctuality were satisfactory. <input type="checkbox"/>	4. Rarely absent, always punctual. <input type="checkbox"/>	5. No absences, always punctual. Often arrived early, prepared to stay back if a task had to be completed. <input type="checkbox"/>
2. Appearance and presentation				
1. Poor personal hygiene and grooming. Required dress standards were not met. <input type="checkbox"/>	2. Appearance, personal presentation and dress standards could be improved. <input type="checkbox"/>	3. Dress standard and personal presentation were acceptable for the work environment. <input type="checkbox"/>	4. Above average appearance and presentation. <input type="checkbox"/>	5. Takes pride in appearance and presentation; sets an example to others. <input type="checkbox"/>

3. Working with others (how well the student interacted with others while at work)				
1. Uncommunicative. Resists suggestions. <input type="checkbox"/>	2. Could have been more communicative or cooperative at times. <input type="checkbox"/>	3. Satisfactory communication; cooperative with others at work. <input type="checkbox"/>	4. Communicates well with others; contributed to conversation and exchange of ideas. <input type="checkbox"/>	5. Excellent communication; actively helped others, showed responsibility and ability to lead. <input type="checkbox"/>
4. Communication and interpersonal skills (skills face to face with co-workers, clients, suppliers)				
1. Poor listener; difficulty expressing him/herself or maintaining eye contact. <input type="checkbox"/>	2. Communication and interpersonal skills need to be improved to meet normal workplace standard. <input type="checkbox"/>	3. Generally communicated effectively while on placement. <input type="checkbox"/>	4. Good communication and 'people skills'. Clear self-expression. <input type="checkbox"/>	5. Excellent communication and 'people skills'. Confident and articulate; listens well. <input type="checkbox"/>
5. Time management (how well the student managed their work and effort to complete tasks on time)				
1. Unable to carry out tasks with the focus and application required for timely completion. <input type="checkbox"/>	2. Required some prompting to complete tasks on time. <input type="checkbox"/>	3. Generally reliable without needing excessive levels of supervision. <input type="checkbox"/>	4. Generally capable of working independently to complete tasks assigned. <input type="checkbox"/>	5. Works well independently. Able to set goals, prioritise tasks and achieve objectives in good time. <input type="checkbox"/>
6. Attitude and motivation (the student's level of interest and motivation regarding the job)				
1. Seemed uninterested and lacking in motivation. <input type="checkbox"/>	2. Worked with variable commitment, needing to be 'pushed' at times. <input type="checkbox"/>	3. Generally a steady worker who met standards expected by the workplace. <input type="checkbox"/>	4. Did what was required well. Prepared to make extra effort when asked. <input type="checkbox"/>	5. Highly motivated and keen to take on tasks assigned. Attitude was consistently excellent. <input type="checkbox"/>
7. Ability to follow instructions and use initiative				
1. Often ignored or failed to understand instructions. Did not seem to pay attention. <input type="checkbox"/>	2. Too often needed instructions or directions to be repeated, suggesting lack of attention. <input type="checkbox"/>	3. Generally followed instructions as required, but needed ongoing supervision to complete tasks. <input type="checkbox"/>	4. Capable of working independently after initial instruction. <input type="checkbox"/>	5. Absorbed instruction well. Inventive, resourceful, able to solve problems. <input type="checkbox"/>
8. Ability to learn (the student's willingness and ability to pick up new skills)				
1. Did not appear to want to learn new skills. <input type="checkbox"/>	2. Slow to pick up new tasks but eventually acquired the skills needed. <input type="checkbox"/>	3. Willing to be trained and achieved an acceptable learning rate. <input type="checkbox"/>	4. Learns what is required quickly and easily. <input type="checkbox"/>	5. Learns quickly; keen to achieve new skills and to enhance knowledge of workplace tasks. <input type="checkbox"/>

9. Positive self-attitude (the extent to which the student is confident in their attitude and behaviour)				
1. Lacks confidence. Nervous or anxious and tended to give up easily at times. <input type="checkbox"/>	2. Confidence and self-attitude fluctuated; not always positive in approach to work. <input type="checkbox"/>	3. In most cases appeared confident, and achievement orientated. <input type="checkbox"/>	4. Always appeared confident, self-assured and achievement orientated. <input type="checkbox"/>	5. Confident, enthusiastic, energetic and persistent in achieving outcomes. <input type="checkbox"/>
10. Quality of work (the accuracy, care and standard of work quality the student demonstrated)				
1. Makes a lot of mistakes. Seems careless and seldom met required standards. <input type="checkbox"/>	2. Inconsistent. Occasionally inaccurate and careless. <input type="checkbox"/>	3. Work was acceptable and usually met the standards required by the workplace. <input type="checkbox"/>	4. Work was of good quality and showed care and attention to detail. <input type="checkbox"/>	5. Work was of consistently high quality; appeared to take pride in completing work well. <input type="checkbox"/>

Any other comments:

WORK EXPERIENCE – PARENT/GUARDIAN EVALUATION

School Name: _____

Name of student: _____

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

2. How did your child cope with the placement?

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

4. Did the placement provide your child with useful experience which could help their career decision-making?

5. How might the school work experience program be improved?

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

Parent/Guardian name: _____

Parent/Guardian signature: _____

Thank you for taking the time to complete this evaluation.

RECORD OF CONTACT FORM

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

Is follow-up contact required? YES ☐ NO ☐

Contact person signature: _____

SECTION G: FREQUENTLY ASKED QUESTIONS, RESOURCES AND USEFUL WEBSITES

FREQUENTLY ASKED QUESTIONS

Do age restrictions apply to students undertaking work experience?

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

What occupational health and safety training are students required to complete before commencing a work experience placement?

All work experience students are required to complete an occupational health and safety program, developed by the Department before commencing their placement – either safe@work, or for student with disabilities A Job Well Done.

Students undertaking safe@work must successfully complete two modules before commencing their placement – the General Module and an Industry Module relevant to industry in which they will undertake their work experience.

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

Technical problems should be reported to the Department's ITD Service Desk on:

Telephone: 1800 641 943

E-mail: servicedesk@edumail.vic.gov.au

During school terms the ITD Service Desk operates between 8:00am and 5:30pm, Monday to Friday.

Can we obtain hardcopies of the Work Experience Manual?

This resource is only available on the Department's website and can be accessed at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx>

Who has to sign the Work Experience Arrangement Form?

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

- the employer;
- the student;
- the parent/guardian of the student (if the student is under 18 years of age); and
- the Principal (an Acting Principal may sign, but the Principal cannot delegate this responsibility to a Deputy Principal or other school staff member).

If there are any variations or amendments to the Form, it must be signed again by all parties to confirm that the changes are understood and agreed.

Where can the Work Experience Arrangement Form be obtained?

The Work Experience Arrangement Form can be downloaded from the Department's website at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx>

What are the permitted working hours for work experience students?

Students aged under 15 years of age must not work between 9.00 pm and 6.00 am. Students aged 15 years and over must not work between 11.00 pm and 6.00 am.

Students must not work beyond a time which is 10 hours before the start time of a work experience placement day or a school day which the student is expected to attend. For example, if a student is to start work or school at 8.30 am the next morning, they must not work beyond 10.30 pm the night before.

Work experience on a weekend is permitted if the placement cannot occur during the week and the Principal and parent/guardian (if the student is under 18 years of age) are satisfied with the proposed arrangement. The Work Experience Coordinator must be available as a contact for the student if they are working on a weekend or outside normal working hours.

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

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

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

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

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

Where it is proposed that the student will undertake vehicle travel with the employer/supervisor, the Work Experience Travel and Accommodation Form must be completed.

Can students with disabilities undertake work experience safely?

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

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

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

What should a student do if they suffer harassment, bullying or occupational violence at the workplace?

The student must not be expected to deal with harassment, bullying or occupational violence themselves. They should report any concerns immediately to other people at the workplace and to the Work Experience Coordinator or Principal. The employer and the school should have a process established for dealing with such occurrences.

Do employers have to pay students for work experience?

Yes. The minimum rate of payment for students undertaking work experience in Victoria is \$5 per day, except:

- If the work experience placement is with a Commonwealth Department or a body established under a Commonwealth Act, no payment will be made. If the student or the parent/guardian is not prepared to accept this condition, then it is their choice not to proceed with a Commonwealth placement. On the Work Experience Arrangement Form, the line “Rate of payment” should be completed with the words “Commonwealth establishment – exempt from paying”.
- If the work experience placement is with an organisation that is engaged wholly or mainly in an educational, charitable or community welfare service not conducted for profit, the student may determine that the whole of his or her payment will be donated back to that organisation. If the student determines that the whole of his or her payment will be donated back to that organisation, the parent/guardian (where the student is under 18 years of age) must provide written consent to the proposed donation.

Is payment for work experience taxable?

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

Where the student is under the age of 18, if the payment made to the student is \$356 or less per week, the employer will not be obliged to:

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

Are students covered by WorkSafe Insurance while on work experience?

Students undertaking work experience have the same status under WorkSafe as employees. All work experience students are covered under the Department's WorkSafe Insurance policy.

If a student suffers a work related injury or illness during their placement, the employer must contact the school (either the Work Experience Coordinator or the Principal) and the student's parent/guardian as soon as possible. The Work Experience Coordinator should assist the student to complete a WorkSafe Insurance claim (refer to Section B for more information).

WorkSafe Insurance does not cover accidents that occur on the way to or from the workplace.

If a student is sick and did not attend work experience, does the student have to disclose information to the Work Experience Coordinator about why he/she was absent?

No. The Work Experience Coordinator doesn't need to know the medical details of why the student was not on work experience on a particular day. The Work Experience Coordinator simply needs to know that the student was sick and unable to attend work experience.

WHO TO CONTACT FOR ASSISTANCE

For assistance with queries relating to work experience arrangements, please contact the relevant organisation as outlined in the following table:

School sector	Organisation	Contact details
Government	Secondary Reform, Transitions and Priority Cohorts Division, Department of Education and Training	youth.transitions@edumail.vic.gov.au
Catholic	Catholic Education Commission of Victoria	Jenny Wilson jwilson@ceomelb.catholic.edu.au (03) 9267 0253
Independent	Independent Schools Victoria	Peter Roberts Peter.Roberts@is.vic.edu.au (03) 9825 7200

Regional Careers Networks

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

Many networks also pool resources and knowledge to develop and print forms and resources for distribution to their members.

Regional careers networks are a good source of information about which employers to approach for work experience, and how to go about liaising with business and industry. For assistance with identifying your local regional careers network, contact the Career Education Association of Victoria (CEAV) on (03) 9810 6400 or admin@ceav.vic.edu.au

SAFE@WORK WORKPLACE HAZARDS FACT SHEETS

safe@work contains a number of Workplace Hazards Fact Sheets which can be used to complement completion of the safe@work Industry Modules and assist students to prepare for their work experience placement. In some cases, more than one of the Workplace Hazards Fact Sheets will provide relevant information. The following is a guide:

Type of work experience	Suggested safe@work Industry Module	Workplace Hazards Fact Sheet
Accountant	Office and Business Services	Office Environments
Aquarium	Primary Industry	Retail Shops
Architect	Office and Business Services	Office Environments
Bank	Office and Business Services	Office Environments
Boat building	Manufacturing/Metals and Engineering	Manufacturing/Metals and Engineering
Boiler maker	Metals and Engineering	Metals and Engineering
Builder	Building and Construction	Construction
Cabinet maker	Manufacturing	Carpentry
Café	Hospitality and Tourism/Retail	Hospitality/Retail Shops
Carpenter	Building and Construction	Carpentry/Construction
Child care centre	Health and Community Services	Health and Community Services/Office Environments
Computer store	Retail	Retail shops

Department store	Retail	Retail Shops
Dressmaker	Manufacturing/Retail	Manufacturing/Retail Shops
Dry cleaners	Retail	Retail Shops
Electrician	Electrical and Electronics	Electrical
Farm	Primary Industry/Working with Animals	Farming/Working with Animals
Farm supply store	Retail	Retail Shops
Fast Food outlet	Retail	Retail Shops
Fish farm	Primary Industry/Farming	Primary Industry/Farming
Fitter and Turner	Metals and Engineering	Metals and Engineering
Hairdressing	Hairdressing/Retail	Hairdressing/Retail Shops
Hospital	Health and Community Services	Medical Services/Office Environments
Hotel	Hospitality and Tourism	Hospitality/Office Environments
Jeweller	Retail	Retail Shops
Journalist	Office and Business Services	Office Environments
Laboratory	Health and Community Services/Manufacturing	Manufacturing/Office Environments
Landscape gardener	Horticulture	Landscaping

Law firm	Office and Business Services	Office Environments
Local council – outdoor staff	Horticulture/Landscaping	Horticulture/Landscaping
Motel	Dependent on area in which student will undertake work experience: Hospitality and Tourism/Retail/Office and Business Services	Hospitality/Office Environments
Motor bike shop	Dependent on area in which student will undertake work experience – Retail/Metals and Engineering (if attached to a workshop)	Retail Shops/Metals and Engineering
Motor repair	Automotive	Automotive Workshops
Newsagent	Retail	Retail
Painter	Painting	Painting
Photographer	Office and Business Services	Office Environments
Plant nursery	Horticulture/Retail	Horticulture/Retail Shops
Plasterer	Plastering/Painting	Painting/Plastering
Plumber	Plumbing	Plumbing
Police station	Office and Business Services	Office Environments
Post Office	Retail/Office and Business Services	Retail shops/Office Environments
Real estate agency	Office and Business Services	Office Environments

Restaurant	Dependent on area in which student will undertake work experience: Hospitality and Tourism/Retail	Hospitality/Retail Shops
Riding school	Working with Animals	Working with Animals
School	Dependent on area in which student will undertake work experience: Health and Community Services/Office and Business Services	Office Environments
Sheet metal workshop	Metals and Engineering	Metals and Engineering
Sign writer	Dependent on area in which student will undertake work experience: Manufacturing/Office and Business Services	Manufacturing/Office Environments
Stable	Working with Animals	Working with Animals
Stainless steel fabrication	Metals and Engineering	Metals and Engineering
Supermarket	Retail	Supermarkets/Retail Shops
Swimming pool	Fitness Centres, Gyms and Pools/Retail	Fitness Centres, Gyms and Pools/Retail Shops
Tiler	Building and Construction	Tiling
Travel agent	Office and Business Services	Office Environments
Vet clinic	Veterinary/Retail	Working with Animals/Retail Shops
Video store	Office and Business Services/Retail	Office Environments/Retail Shops
Zoo	Dependent on area in which student will undertake work experience: Office and Business Services/Horticulture/Retail	Office Environments/Working with Animals/Horticulture/Retail Shops

USEFUL WEBSITES

ACTU – Worksite for Schools

<http://worksite.actu.org.au/>

This site provides information for students about jobs, rights at work and the role of unions in Australia.

Australian Bureau of Statistics

www.abs.gov.au/

This site is useful for employment figures.

Career Education Association of Victoria (CEAV)

<http://www.ceav.vic.edu.au/>

The Career Education Association of Victoria is a not for profit association that represents school-based careers practitioners and related professionals.

Department of Education and Training (Australian Government)

<http://education.gov.au/>

This site provides information about national policies and programs that help Australians access quality and affordable childcare; early childhood education, school education, post-school, higher education, international education and academic research.

Jobsearch

jobsearch.gov.au/

This site has been developed to help job seekers find jobs and employers find staff.

JobWatch

<http://www.jobwatch.org.au/>

This site offers information for Victorian workers about their rights at work.

myfuture

<http://www.myfuture.edu.au/>

myfuture is Australia's national career information and exploration service, helping people to make career decisions, plan career pathways and manage work transitions.

School Policy and Advisory Guide

<http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>

This resource provides Victorian government schools with quick and easy access to governance and operational policies and advice.

Victorian Curriculum and Assessment Authority (VCAA)

<http://www.vcaa.vic.edu.au/Pages/index.aspx>

The VCAA website contains the latest information on the requirement for the delivery of all VCE, VET and VCAL programs.