

**CareerLink**  
skills | knowledge | success



## INTRODUCTION

---

CareerLink represents the Northern Suburbs Cluster of Schools incorporating Workplace Learning and the Vocational Education and Training programs at ]

Hale School, John Septimus Roe Anglican Community School, Lake Joondalup Baptist College, Kingsway Christian College, Mater Dei College, Sacred Heart College, St Mark's Anglican Community School and St Mary's Anglican Girls' School, Swan Valley Christian College, Carmel College

---

## About this Guide

### To the Host Employer

Thank you for providing Workplace Learning for a CareerLink secondary school student in your workplace. Workplace Learning provides students with an opportunity to apply skills learned in the classroom at school and at a Registered Training Organisation (Training Course) to the workplace (Workplace Learning). Students receive a qualification recognised by the School Curriculum and Standards Authority that counts towards Secondary Graduation. Most importantly, students leave school with industry relevant skills and practical experience in the workforce. The valuable workplace learning experience your organisation provides is vital to help the student master the skills they need to be successful in their chosen career pathway.

This guide has been designed to help you make the most of the time you spend with the student, so that you both benefit from the experience. Keep this guide handy so you can refer to it when you are working with the student.

You are welcome to call the CareerLink office if you have any questions or concerns on 9203 6377 for immediate attention.



*Talent wins games, but  
teamwork and intelligence  
wins championships.*

Michael Jordan

---



# **Contents**

## **Workplace Learning – An Introduction**

- What is Workplace Learning
- Workplace Learning differs from Work Experience
- Student Log Book
- Allowing for Individual differences

## **Host Employer – Role and Responsibilities**

- Share the training responsibility
- Your role in the student assessment process
- Assessing the student in the workplace
- Determining student competence
- Providing feedback to students
- Seek support from your CareerLink Placement Coordinator
- End of Placement

## **CareerLink – Roles and Responsibilities**

- CareerLink Support
- Monitoring Visits

## **Student – Roles and Responsibilities**

- Contact prior to commencement
- Completion of Log book
- Attendance
- Absenteeism
- Following workplace company guidelines

## **Some Useful Guidelines**

### **for Planning & Implementing the Program**

- Pre Placement Checklist
- First day Induction Checklist
- Some helpful strategies to support the student in busy times
- Assessment forms

## **Accident Procedures**

- Initial Accident Report Form

## **Annex**

- Host Employer Induction Form
- Insurance Cover Letter

*The key elements in the art of working together are how to deal with change, how to deal with conflict, and how to reach our potential...the needs of the team are best met when we meet the needs of individual persons.*

Max DePree



*"No one can whistle a symphony. It takes a whole orchestra to play it."*

Confucius

## **Workplace Learning – An Introduction**

### **What is Workplace Learning**

Students in secondary school combine learning on the job and off the job at a Registered Training Organisation. The title *Workplace Learning* refers to the unit accredited by the Schools Curriculum and Standards Authority (SCSA).

During the placement students work on completing a Log Book whilst working towards learning Employability Skills in the workplace.

### **Workplace Learning is different from Work Experience**

Workplace learning is different from work experience in a number of ways:-

- rather than just observing, students are required to master a set of skills which have been identified by both industry and education
- in the workplace, the host employer or student mentor is assigned to oversee / and provide learning opportunities for students to develop these skills
- skills learned in the workplace are supported by vocational training or off the job training at a Registered Training Organisation e.g. State Training Authority or Private Training Provider and at school.

### **Logbook**

The completion of entries in the Logbook and or Evidence Journal is the student's responsibility. It enables students to record tasks and reflections whilst learning on the job.

The student will ask you to sign their Task Schedule and also their Attendance List to keep a track of their hours / progress. There will also be an Assessment Evaluation sheet for you to tick the boxes to evaluate the student's performance.

It means that students must be able to:-

- physically show you what they can do, e.g. demonstrate the correct operation of relevant workplace equipment.
- have completed the given number of hours and performed the tasks recorded in the Task Schedule.

### **Workplace Learning**

Workplace Learning programs take time, but it will be time well spent. Many Workplace Supervisors have found that providing on the job training opportunities for students is a rewarding experience.

## **Allowing for Individual Differences**

Prior to a student placement, a CareerLink Placement Coordinator will assist in discussing the range and scope of activities you will be able to provide for the student.

Students are in either Year 10, 11 or 12. They are usually between the ages of 15 to 17 years.

Students vary greatly in their level of skills and ability. Many students are already working part-time and may have already gained a level of skills and confidence but may not have had their skills assessed on the job.

Students differ in the way they learn. Some respond to the challenge of being given a difficult task on their first day, others need time to observe and reflect before acting. Other students learn best by being given a practical task to do, while others need to know the theory behind what they are doing.

Take time to get to know what your student's experience has been. If your student is not responding, contact the CareerLink Office so that you can be provided with assistance.

Students are encouraged to take responsibility for their learning in the workplace and to be aware of their progress. Their achievement depends largely on their natural abilities or enthusiasm to learn new skills.

You can help your student to be enthusiastic by making them feel welcome in your workplace and regularly discussing their progress with them.

The students will ask you to complete an Interim and Final Assessment together with them. These assessments together with the school based activities will contribute towards their final assessment for Workplace Learning. Students are required to attend for a minimum of 55 hours during standard business hours.

**HOST  
EMPLOYER  
ROLES &  
RESPONSIBILITIES**

**\*\*\*EMPLOYABILITY  
SKILLS**

**Good communication.  
Motivation and initiative.  
Initiative  
Problem Solving  
Planning & Organising  
Leadership.  
Self-management  
Decision Making  
Reliability/dependability.  
Following instructions.  
Team work.  
Patience.  
Adaptability.**

In the workplace, you / or your staff are responsible for helping the student master their **employability skills**. To achieve this, you will need to organise a range of work tasks for the student to complete. The student will bring the logbook to their workplace each time they attend.

- Successful achievement depends on communicating and motivating the student. You will need to set aside some time during the placement to discuss how the student is performing. Giving and receiving feedback is an important feature of Workplace Learning.
- Structuring the learning so that the student can meet these goals is vital. The most effective way to do this is to prepare a plan so that the student and staff members in your workplace know what needs to be achieved during the placement.

**NON ATTENDANCE:**

It would be very much appreciated if the Host Employer would **contact the CareerLink Office** (9203 6377) if student fails to arrive on time.

**Share the training  
responsibility**

While you may be the key person responsible for directly supervising and assessing the student, there will be times when you can:

- arrange for other staff to take on the role of Student Mentor
- set the student a range of duties to perform unsupervised and you can check on the results of the completed task.

Before the student commences, make sure you brief other staff members who are involved in their training. Explain what the student needs to learn and how the staff member can assist.

### **Your role in the student assessment process**

Assessment and feedback both positive and constructive for the student is an important component of the Workplace Learning program. It is a valuable way of helping the student progress and enables all concerned to gauge how much more training the student requires to achieve competence.

The CareerLink Placement Coordinator will outline the key documents that are required for assessment purposes. A sample of these assessment documents are placed in the manual, for your reference. The student also has a copy in their Logbook. There will be an Interim and Final Placement report to be completed.

### **Assessing the student in the workplace**

After a student has been given the opportunity to develop a new skill they have to prove that they have gained the knowledge or can perform that skill by them self to the desired standard within the workplace.

This may require you, as the workplace supervisor, to physically observe the students performance. For the majority of skills, the student should be able to perform the tasks in real situations.

### **Determining Achievement of Skills**

A skill is deemed achieved when the student has demonstrated and is able to perform a skill or demonstrate knowledge of a skill to the standard required in your workplace.

When assessing performance, keep in mind that students are expected to perform to 'entry level standard'.



**Providing feedback to the student is important**

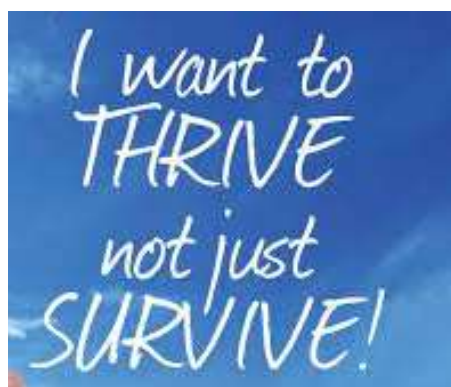
- Students require feedback on their progress to identify areas they need to develop by the end of the placement.
- Some host employers organize a regular time to discuss progress at the end of each day with the student. An Interim and Final Placement report will be required. Entries in the Logbook include a Workplace Task Schedule and should be completed by the student and signed by the Host Employer.

**Support from the CareerLink Coordinator**

The CareerLink Coordinator will outline the documents relating to the student assessment process and is the contact person if you have any questions. Copies of the Assessment are enclosed within this Manual for your information.

**End of Placement**

Towards the end of the Placement the student will initiate a meeting to arrange for the assessment documents to be signed by their workplace supervisor.



## **CAREERLINK ROLES AND RESPONSIBILITIES**

The CareerLink Placement Coordinator arranges for the student to be placed in your workplace for an agreed period,

**Refer to the Placement Letter in the correspondence section of the manual for workplace attendance dates.**

- The CareerLink Placement Coordinator is the liaison between you, the school and the student. CareerLink will ensure you receive the necessary documentation for your records including information about insurance cover. Always use the CareerLink Placement Coordinator as your first point of contact for any assistance.

### **CareerLink Support**

CareerLink work with host employers, schools, parents and students to ensure we provide a high quality Workplace Learning program. The role of CareerLink is to be advised of all student and employer issues pertaining to the placement and to assist with any problems or issues should they arise. If you have any concerns please contact the CareerLink office immediately to discuss the situation.

### **Monitoring Visits**

Once a student has a placement with you a CareerLink Placement Coordinator will arrange a convenient time to meet with the student in the workplace to check on the student's progress and gain feedback from you. A Monitoring Report will be completed and forwarded to the school.

At any stage throughout a student placement additional visits can be arranged if required.

You are encouraged to be open and honest in your assessment of the student. Should any information need to be discussed this is conducted in a positive and constructive manner with the student.

### **Individual Medical Conditions**

If a student has identified personal factors such as physical and intellectual impairment, behavioral characteristics or medical condition, a Student Data Sheet will be provided.

## **STUDENT ROLES & RESPONSIBILITIES**

Once the student receives a letter about their prospective work placement, the student is advised to make contact with the host employer to arrange an interview, prior to commencing the work placement. This is strongly encouraged as part of the process to ensure students are aware of the host employer expectations and that the student meets with your approval. However, in some cases this may not be deemed necessary and arrangements regarding start and finish times can be communicated over the phone.

- Students are responsible for managing their own learning through the student logbook; they are expected to bring their logbook each week and regularly complete all sections of the Logbook and Task Schedule, in an efficient and detailed manner.
- Students are required to attend a minimum of 55 hours per work placement.
- To attend all designated workplacements on the dates as specified. In the event a school commitment arises and cannot be changed the student must inform the host employer and arrange to make up the additional hours on another day, if necessary, during school holidays.
- The student must advise the host employer if they are not able to attend the workplace due to sickness or any other reason. This must be completed prior to the expected start time on the day. Students also advise CareerLink of the absence and if necessary the host employer may call the CareerLink Office.

### **Trainee Badges**

- Students are required to be identified by wearing a trainee badge that is supplied by CareerLink, alternatively, Host Employers may wish students' to wear their company trainee badge.

*The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime.*

H.E. Luccock

*Together, ordinary people can achieve extraordinary results*

Becka Schoettle

*There is no such thing as a self-made man. You will reach your goals only with the help of others.*

Unknown

# A Guide for Planning and Implementing the Student's Learning Program

## CHECKLIST (1): The Pre-Placement Checklist

### Before the student arrives

1. Allocate time in your diary when you can accommodate the student.
2. Ensure management is aware and supportive of the program.
3. Let other staff know when the student will be starting and what the program is about.
4. Appoint a Student Mentor (if not yourself) to guide, coach and oversee the student learning program.
5. Familiarise yourself with the student's Task Schedule/Assessment.
6. Identify the skills which can be taught in your workplace
7. Identify the level of Assessment required for the placement
8. Conduct a pre-placement interview
9. Organise work space and necessary equipment for the student.
10. Identify some tasks that the student will be responsible for throughout the placement period.
11. Identify some preliminary teaching strategy options for the student. You will expand on this later with the student.
12. Consult with the Placement Coordinator if any outstanding issues are apparent

## CHECKLIST (2): A Guide for First-day Induction Checklist

**Use this checklist as a guide  
on the students first day**

It is important to make the student feel supported and welcome. As a result, they will be more likely to ask questions and contribute to the work output to the best of their ability.

1. Provide overview of the services that the business provides.
2. Introduce other staff members that the student is likely to come across.
3. Outline the key policies and procedures followed in your workplace.
4. Explain occupational health and safety in your workplace.
5. Emphasize the importance of confidentiality in the workplace.
6. Show them how to find their way around and feel part of the workplace quickly.
7. Remind them of any special requirements like dress standards or codes of conduct they are expected to adhere to.
8. Remind them of their start, finish and break times. Students are required to attend standard industry hours.
9. Examine the logbook and Task Schedule together to facilitate an awareness of the requirements in your workplace.
10. Students have also been given a checklist to assist them to prepare for a smooth transition into their work placement
11. Consult with the CareerLink Placement Coordinator if any outstanding issues are apparent

### **Some helpful strategies to support the student during busy times**

It is difficult at times to arrange work for a student around your other work commitments or when business needs are a priority. The following are good strategies to keep the student busy and to teach them to use their own initiative:

- In the days prior to your student placement, leave work aside for the student to complete when they come in.
- Prepare a list of tasks so that the student has a focus each day or week. This allows you to make the most of the time the student is with you.
- Share the responsibility arranging student learning experiences with other members of staff. Other staff members may find students helpful and may enjoy being part of teaching students new skills. If you are busy, the student will know what work to do for other people.
- Reinforce with the student that they are must always have something to do. Students should learn to keep themselves busy by:
  - Continually asking what they can do next
  - Using their initiative to see what can be done
  - Reading any product knowledge, service or safety manuals that can add to their knowledge
  - General housekeeping duties

A team is not a group  
of people who work  
together. A team is a  
group of people who  
trust each other. -  
Simon Sinek

**DONE**  
IS BETTER THAN  
**PERFECT.**

MARK ZUCKERBERG





## **MEDICAL EMERGENCY OR ACCIDENT** **PROCEDURES**



Should a medical emergency or accident happen while the student is under your supervision, the following steps should be taken:

- Seek medical help immediately;
- Ring for the Ambulance on 000 if necessary;
- Refer to the Student Data Sheet for those students identified with special medical needs
- Please note that this matter is not considered a claim for Workers' Compensation purposes as the student is not an employee.
- Contact the CareerLink office on 9203 6377;

Alternatively ring

Sarah Chandler	0430 016 937
Lynn Betts	0426 877 200 or
Tony Pires	0418 900 046

The parents/guardians and respective School will be notified by the CareerLink Office.

- Ask the attending doctor for a medical certificate;
- Prepare an initial written account of the medical incident or accident.

## INITIAL ACCIDENT REPORT FORM

Name of injured student: .....

Name of Supervisor: .....

Position: .....

1. Date and time of accident: .....

2. Nature of accident: .....

.....

.....

3. Give an overview of how and where the accident took place. Describe what activity was taking place.

.....

.....

.....

.....

Give details of the action taken including any first aid treatment .

.....

.....

4. Were any of the following contacted:

Police: Yes  No

Ambulance: Yes  No

5. What happened to the injured person following the accident? (e.g. went home, went to hospital, carried on with duties)

.....

.....

SIGNED: ..... DATE: .....

Name: .....



To be successful, you have to use each day as an opportunity to improve, to be better, to get a little bit closer to your goals. It might sound like a lot of work—and with a busy schedule, next to impossible. But the best part is, the more you accomplish, the more you'll want to do, the higher you'll want to reach. So as long as you have the hunger for success, you will always have the power within you to achieve it.

# *Certificate of Appreciation*

## THANK YOU

*For your valued support in providing  
opportunities and mentoring for our  
students through Workplace Learning*

---

Mr Jeff Fullelove  
Executive Director  
*Grad Cert Career Development*

