

# GUIDELINES

## VET DELIVERED TO SECONDARY STUDENTS STRUCTURED WORK PLACEMENT

Responsibility of: School Support Services

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Target Audience: Department Staff/Parents/Schools/RTOs/Industry  
Employers

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This document should be read in conjunction with [VET Delivered to Secondary Students policy](#) and associated guidelines.

### 1. INTRODUCTION

Structured Work Placement (SWP) is an appropriate and valuable component of all Vocational Education and Training (VET) programs. SWP involves on-the-job training, during which a student is expected to have the opportunity to apply a set of skills or competencies related to nationally accredited training. The department strongly recommends students undertake SWP in each year of their VET program.

SWP is available to students in Years 9, 10, 11 and 12 enrolled in VET. SWP refers to contextual workplace learning for VET qualifications, conducted by employers in the workplace. SWP is coordinated through the department's Industry Engagement Officers (IEOs), who liaise with the schools, the host workplace, and Registered Training Organisations (RTOs) to meet all SWP requirements.

Quality SWP:

- is clearly identified and its outcomes linked directly to an accredited training program
- enables students to acquire a reasonable understanding of the industry standards to be able to demonstrate competency according to the Australian Qualifications Framework (AQF) level at a minimum
- prepares students, trainers/trainers and employers beforehand so that expectations and outcomes of the structured training are clearly understood by all parties.

Quality SWP is regulated to ensure that:

- students are protected from moral and physical danger where reasonably practical
- students work in a non-discriminatory and harassment free environment
- students receive appropriate training and instruction
- students understand the roles and responsibilities of the employees in the workplace, and are expected to follow the directions of the workplace supervisors and the other employees.

## 2. DEFINITIONS

**Australian Qualifications Framework (AQF)** is the national policy for regulated qualifications in the Australian Education and Training system. It incorporates the qualifications for each education and training sector into a single comprehensive national qualifications framework.

**Australian Skills Quality Authority (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.

**General Construction Induction Training (GCIT) – White Card** is delivered by an approved RTO to obtain a valid white card (Unit of competency – CPCCOHS1001A Work safely in the construction industry).

**Industry Engagement Officers** are employed by the department to liaise with industry, schools and RTOs to coordinate on the job training through Structured Work Placement (SWP) aligned to the student's VET qualification.

**On-the-job training** is training and assessment that occurs in the workplace.

**Registered Training Organisations** are authorised through ASQA to deliver training and/or conduct assessments and issue nationally recognised qualifications.

**Structured Work Placement** is the on-the-job training that is delivered through a VET course ensuring students have industry skills and knowledge to transition into further education, training and/or employment.

**VET Coordinator** is the person responsible for coordinating the VET Delivered to Secondary Students in the school. The coordinator is responsible for liaising with the Industry Engagement Officer, teachers at the school, RTOs and industry trainers, employers and all school staff.

**VET Delivered to Secondary Students** is the same as all other VET but refers only to students in Year 9 and above, and the same quality standards apply.

**VET Quality Framework** is aimed at achieving greater national consistency in the way providers are registered and monitored, and in how standards in the VET sector are enforced.

**Vocational Education and Training** enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course. A VET qualification is issued by an RTO. The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge required to perform effectively in the workplace.

**Working at Heights:** a Working Safely at Heights unit must be completed for any students who are working where there is a risk of a fall. A risk of a fall means a circumstance that

exposes a worker, while at work, to a fall that is reasonably likely to cause injury to the worker or other person. Once a Working Safely at Heights unit has been completed a student is able to work up to a height of 11 metres.

**Working with Children Clearance Notice (Ochre Card):** is required for any person over the age of 15 years who works or volunteers in 'child-related employment' for more than 14 (consecutive or non-consecutive) days in a 12 month period, unless an exemption applies under section 186 or 187 of the *Care and Protection of Children Act*.

### 3. ROLES AND RESPONSIBILITIES

#### 3.1 Industry, Engagement and Employment Pathways (IEEP):

- assists schools to provide opportunities for students to participate in SWP
- works collaboratively with key industry stakeholders to ensure VET meets the needs of students and employers
- provides IEOs to coordinate SWP through industry placements
- confirms that a current observation or risk assessment has been conducted, or a risk management strategy is in place, for all SWP host workplaces.

#### 3.2 Industry Engagement Officer:

- negotiates and coordinates SWPs
- facilitates the department's responsibility for the safety and wellbeing of the student by ensuring, so far as is reasonably practicable, that the health and safety of students participating in SWP is not put at risk by their participation and/or attendance at the workplace. Reasonably practicable means that which is reasonably able to be done in relation to ensuring health and safety, taking into account all relevant matters including, but not limited to:
  - the likelihood of the hazard or risk occurring
  - confirming or conducting a host workplace observation, or ensuring a risk management strategy is in place
  - the degree of harm that might result from the hazard or the risk
  - what the department knows, or ought reasonably know, about the hazard or risk and the ways of eliminating or minimising the risk, and
  - the availability and suitability of ways to eliminate or minimise the risk
- liaises with all stakeholders in preparing students for SWP
- provides support to both the student and employer during the placement
- is the main point of contact between the student, the employer and the school
- promotes SWP to employers.

#### 3.3 VET Coordinators:

- assist in the planning, and implement the development and delivery, of SWP
- manage the day to day requirements of the program and SWP impact on student learning, including classes and catch up sessions
- provide the linkage between the student, the school and other training providers, the IEO, and the employer
- ensure the school personnel, teaching staff and RTO personnel are familiar, and up to date, with the requirements of SWP.

### **3.4 Registered Training Organisations:**

- work with schools to provide VET SWP that meets student, employer and industry needs
- maintain direct responsibility and accountability for compliance with the VET Quality Framework.

### **3.5 Principals:**

- where possible, work collaboratively with local industry, employers and the community to provide students with the opportunity to undertake SWP, inclusive of ensuring that the needs of students with disabilities and other additional needs are considered
- will allocate SWP days during the calendar year (that do not disadvantage the student)
- ensure both the employer and the nominated supervisor of the student in the workplace are aware of their obligations to the student
- ensure that appropriate arrangements for the student to travel to and from the workplace are in place
- ensure that students have undertaken relevant occupational health and safety training relevant to the industry where the student will be employed.

### **3.6 Workplace/employer:**

- understands and complies with WHS requirements
- will identify hazards, and assess and control relevant risks wherever reasonably practicable and, where any risk cannot be controlled, inform the school prior to the placement commencing
- will ensure sufficient planning, induction, supervision and safe systems of work are provided at all times
- will nominate a suitable supervisor to ensure that employer obligations are carried out
- will provide appropriate equipment and clothing for students where applicable
- will ensure that the placement is undertaken in a non-discriminatory and harassment free environment
- will notify the Trainer, IEO or VET Coordinator/Principal in charge of SWP as soon as is possible if the student is absent, injured or becomes ill during the placement, or if any problem arises so that problems may be dealt with promptly and appropriately
- will ensure that adequate support is given to the student during the placement
- will cooperate with workplace observation and/or risk assessment, or provide risk management strategies prior to the commencement of the SWP.

## **4. GUIDELINES / PROCEDURES**

Trainers must ensure that students have: undertaken the required Work Health and Safety (WHS) work units of competencies prior to the commencement of SWP; and completed the work readiness checklist.

Safety in the workplace is important to all. The department considers the safety of the student undertaking SWP activities to be of paramount importance. Any workplace hazard not effectively managed could cause injury to the student or other person(s).

Before a student undertakes a SWP it is vital that the student is made aware of the WHS procedures and practices at the workplace. The workplace must develop, or cooperate with, an appropriate risk management strategy.

## **4.1 Procedures for the Industry Engagement Officer**

### **4.1.1 Previous year**

RTOs and schools determine the dates for SWP for the following year. RTOs, IEO and schools will consult with VET/Careers Coordinators to collate the SWP dates for the following year.

### **4.1.2 Beginning of each Term**

The IEO meets with the RTO Trainer and students to:

- confirm SWP dates, requirements and availability
- discuss the SWP application process and requirements with students. Students complete their details on the SWP application form and Preference and Information form in class. The IEO retains forms that are completed.

### **4.1.3 Prior to placement**

The IEO will:

- discuss requirements for SWP with the Trainer when appropriate
- find SWP in appropriate industry/business and complete all documentation, including any legislative requirements (e.g. Liquor Licensing approval)
- conduct a host workplace observation and/or determine if a risk assessment needs to be completed, or if risk management strategies can be used
- provide documentation to the host workplace, VET Coordinator or Principal for signature
- assist the host workplace to understand any special requirements stated on the SWP Application Form
- finalise and collect the Work Readiness Checklist from the Trainer for each student prior to SWP, or discuss the existing Work Readiness Checklist
- enter details and upload all documentation to the record management system
- collate placement information and provide VET Coordinator and RTO Trainers with details of student SWPs
- distribute employer and student handbooks, and advise employers that the VET Coordinator has ultimate responsibility for student safety and wellbeing while the student is on SWP.

Where the SWP is in child-related employment the IEO will:

- require the host workplace to confirm that each of its employees, and other individuals, engaged in child-related employment at its workplace holds a current Ochre Card, or is exempt under the *Care and Protection of Children Act*
- require the host workplace to confirm that it will not engage any individual in child-related employment unless the individual holds a current Ochre Card, or is exempt under the *Care and Protection of Children Act*
- ensure that students over the age of 15, who will be engaged in an SWP in child-related employment, hold a current Ochre Card or exemption.

**NOTE: SWP cannot take place unless the forms are signed by all parties, submitted to the IEO and approved by the School Principal or delegate.**

#### **4.1.4 During placement**

The IEO will:

- contact all host workplaces on the first day of SWP to ensure students have arrived, and attend to any issues that need to be addressed
- notify the school VET Coordinator, as a matter of urgency, of any student absences throughout the SWP.

In the event of being notified of an illness/accident/incident in the workplace, the IEO will confirm that the host workplace has:

- notified the emergency contacts
- notified the VET Coordinator/school
- reported any dangerous incidents, serious accidents, illnesses and deaths to NT WorkSafe and otherwise reported appropriately, as required by departmental or non-government school policies
- in the case of an accident or incident, ensure a copy of the incident / accident report has been received from the school and uploaded into the records management system.

#### **4.1.5 After placement**

The IEO will:

- contact the host employer to discuss any concerns, issues or opportunities available.

### **4.2 Procedures for the RTO Trainer**

#### **4.2.1 Prior to placement**

The RTO Trainer will:

- check the training program for 'on the job' training requirements
- permit the IEO to address the class early in the training program, where possible, to distribute forms, gather student information and to explain the benefits of SWP
- assess student readiness for SWP during the course and complete the Work Readiness Checklist
- supply training tasks/information to the host workplace if using SWP as an assessment tool.

#### **4.2.2 During placement**

The RTO Trainer will:

- visit students at the workplace and/ or collect the Third Party Report where necessary
- visit the workplace, where practical, and observe the competence of the student when using SWP as an assessment tool

#### **4.2.3 After placement**

The RTO Trainer will:

- debrief students after the SWP and report the feedback to the IEO and the VET Coordinator where necessary.

### **4.3 Procedures for the VET Coordinator**

#### **4.3.1 Prior to placement**

The VET Coordinator will:

- ensure the student is enrolled in the VET course
- ensure an expression of interest form is filled in and submitted to the RTO as per the RTOs requirements
- confirm that the student has participated in WHS information sessions
- coordinate information and forms between the school, parents and the IEO, where necessary
- give the IEO a copy of the Training Access Plan should one be in place for the student attending SWP.

**Note:** the principal may delegate his/her responsibility to sign the SWP Application Form to the VET Coordinator, except where a student is under 15 years of age or the SWP activity is identified as needing a risk management strategy. In these cases the principal must sign the form.

#### **4.3.2 During placement**

The VET Coordinator will:

- monitor the student's health and safety while on SWP.

#### **4.3.3 After placement**

The VET Coordinator will:

- monitor that students are debriefed and manage forms according to school and IEEP requirements as relevant.

### **4.4 Procedures for the workplace**

#### **4.4.1 Before placement**

The workplace will:

- conduct or cooperate with an appropriate risk management strategy or workplace observation of their workplace to ensure the health and safety of the student
- inform staff when the SWP student will be coming and discuss their involvement
- discuss any special student requirements with appropriate staff
- provide a variety of tasks that will give the student an insight into as many aspects of the job as possible
- appoint a SWP supervisor and a back-up supervisor in case the SWP supervisor is absent
- discuss the tasks the student will be doing with all staff involved
- organise work space and necessary equipment for the student.

Workplaces engaged in child-related employment under the *Care and Protection of Children Act* will:

- ensure that they, and other individuals engaged in child-related employment at their workplace, hold a current Ochre Card for the duration of the placement

- notify the IEO if they, any of their employees, or other individuals, engaged in child-related work at their workplace is subject to an exemption under the *Care and Protection of Children Act*.
- ensure that the SWP student has no contact with any individual engaged in child-related work at the host workplace who does not have a current Ochre card or exemption
- advise the IEO if any individual, engaged in child-related work at the host workplace has their Ochre card revoked during the placement

#### **4.4.2 During placement**

The SWP supervisor will:

- greet the student on their first day
- conduct the first day induction checklist contained in the Hosts SWP Information Booklet, or the company induction
- discuss the types of tasks likely to be undertaken by the student
- introduce the student to any supervisors and co-workers, as appropriate
- regularly monitor and evaluate the student's performance and provide constructive feedback
- conduct ongoing monitoring of risks and hazards to ensure the health and safety of the student
- sign the Student Attendance at SWP timesheet at the back of the Student's SWP Information Booklet
- give feedback to IEO, where necessary
- as a matter of urgency, inform the IEO of any student absences
- as a matter of urgency, in the event of any accident, incident or illness inform the parent/guardian and school, and then contact the IEO
- immediately report all dangerous incidents, serious accidents or illnesses or deaths to NT WorkSafe
- allow the Trainer access to the workplace to assess students
- complete third party verification forms as negotiated prior to the placement.

#### **4.4.3 After placement**

The SWP supervisor will:

- discuss the SWP with the student to identify areas for improvement and any employment opportunities.

## 5. RELATED POLICY, LEGISLATION AND DOCUMENTS

<p>Department of Education</p>	<p>VET Delivered to Secondary Students – Policy  VET Delivered to Secondary Students – Guidelines  VET Delivered to Secondary Students - Structured Work Placement (SWP) Insurance</p> <p>Recording of VET Data for NTCET Recognition – Policy  Recording of VET Data for NTCET Recognition – Guidelines and Procedures</p>
<p>Northern Territory</p>	<p><a href="#">Education Act</a>  <a href="#">Information Act</a>  <a href="#">Care and Protection of Children Act</a>  <a href="#">Anti-Discrimination Act</a>  <a href="#">Work Health and Safety (National Uniform Legislation) Act</a>  <a href="#">Training and Skills Development Act</a></p>
<p>National</p>	<p>Preparing <b>Secondary Students</b> for Work – A framework for vocational learning and VET delivered to secondary students</p> <p>National Aboriginal and Torres Strait Islander Education Strategy 2015</p> <p>The <b>VET Quality Framework</b> comprises the following legislation:  <i>Standards for Registered Training Organisations (RTOs) 2015</i>  <i>Fit and Proper Person Requirements Act 2011</i>  <i>Financial Viability Risk Assessment Requirements 2011</i>  <i>Data Provision Requirements 2012</i>  <i>National Vocation Education and Training Regulator Act 2011</i>  <i>Australian Qualifications Framework (second edition 2013)</i></p>
<p>Documents/Forms</p>	<p>Available from DoE - Industry Engagement Officer</p> <ul style="list-style-type: none"> <li>• SWP Application Form</li> <li>• SWP Work Readiness Checklist</li> <li>• SWP Extension form</li> <li>• SWP Student preference form</li> <li>• SWP Observation form</li> <li>• SWP Host booklet</li> <li>• SWP Student booklet</li> </ul>