



ACT

Government

Education

Workplace Learning Program

Guidelines and
Requirements
2018

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Glossary of Roles

ROLE	DEFINITION
Host employer	The organisation providing the workplace learning
Host workplace supervisor	The student's workplace supervisor representing the host employer or organisation
Workplace learning administrator	ACT Education Directorate based position responsible for workplace learning
Workplace learning coordinator	School/college based position responsible for the coordination of workplace learning at the school level
Workplace learning	The student's short-term, unpaid participation in the workplace as a learner and an observer

Glossary of Terms

TERM	DEFINITION
ACT	Australian Capital Territory
Directorate	ACT Education Directorate
Guidelines	ACT Workplace Learning Program Guidelines & Requirements
LSA	Learning Support Assistant
NSW DEC	NSW Department of Education
RTO	Registered Training Organisation
SWL	Structured Workplace Learning
WH&S	Work Health and Safety
4 Way Agreement	An agreement signed by the student, parent or guardian, school workplace coordinator and host employer which ensures the student is covered by the Directorate's insurance

Foreword

As training and education continue to change and adapt to the needs of the dynamic world of work, the challenge for educators is to effectively assist young people to prepare for their transition into the next phase of their lives. Consequently, the national agenda includes a focus on the provision of cohesive links between schools, employers, training providers, the community and other stakeholders to ensure that young people have access to quality education services and transition support.

In recognition of the need to link school and the world of work, piloting programs for workplace learning was established in the ACT in 1981. Since then, the workplace learning program has grown dramatically and has proven to be very successful. The range of work placements and other vocational learning opportunities has expanded to enable all students to integrate their school studies with the world of work.

The purpose of the *ACT Workplace Learning Program Guidelines & Requirements* (the Guidelines) is to:

- provide a practical interpretation of the Children and Young People (Work Experience) Standards 2009 (No 1) under section 887 of the *Children and Young People Act 2008*
- assist schools in the implementation of quality workplace learning programs
- provide guidance for those who develop, manage and coordinate workplace learning programs
- indicate how workplace learning brings relevance to school/career curriculum
- describe the options available to schools for the use of workplace settings outside the school
- highlight legal and quality assurance requirements
- provide administrative support on the operation of workplace learning programs.

What is Workplace Learning?

The purpose of workplace learning is to provide guidance for students in the transition from school to working life and to enable them to test tentative career choices against the realities of the workplace. Workplace learning forms part of a student's broader career development and can be linked to a specific course of study.

Within the school curriculum workplace learning programs:

- may be used as a delivery mechanism for modules in any work or careers related course
- can be used as a strategy to promote enterprise education
- have relevance for students of all abilities
- support individual student pathways planning.

Students in years 10, 11 and 12 can undertake a structured workplace learning (SWL) placement as part of a vocational education and training (VET) course. A SWL placement provides supervised learning activities (on-the-job learning) contributing to an assessment of competence and achievement of outcomes and requirements of a particular training package. These placements involve negotiation between the school and host employers about the course learning outcomes to be achieved on-the-job and incorporated with the off-the-job learning.

In 2016 the ACT Education Directorate implemented a web based application, InPlace to manage student workplace learning in ACT public high schools and colleges. InPlace connects students with the workplace through easy to use and flexible management software. Students, teachers, and workplace learning coordinators can all access InPlace through their Digital Backpack. Host employers log on with a unique username and password.

Workplace Learning Requirements

Age requirements

Although all students 14 years and over are eligible to participate in workplace learning programs, consideration should be given to their readiness to do so in terms of their vocational development and their social and emotional maturity.

Students less than 14 years are able to undertake workplace learning only as part of a specially targeted program, which has been approved by the Director-General. Participation in such targeted workplace learning programs is restricted to high school students only (*Children and Young People (Work Experience) Standards 2009 (No 1)* as part of the *Children and Young People Act 2008*).

Students in year 7 will not normally be permitted to participate in a workplace learning program.

Hours of operation

The *Children and Young People (Work Experience) Standards 2009 (No 1)* as part of the *Children and Young People Act 2008* states:

- workplace learning shall generally be for the full working day rather than school hours and not exceed working hours as specified by the relevant Act or industrial award. Workplace learning shall only occur on school calendar days.
 - Requests for workplace learning to occur on public holidays, weekends or during school holidays may be considered. The *Outside Standard Hours* form (located on InPlace) must be signed by the parent or guardian as well as the school principal. It does not need to be sent to the workplace learning administrator.
- workplace learning shall be made between the hours of 7.00 am and 7.00 pm.
 - Requests for placements outside these hours due to the unique nature of an industry may be considered. The *Outside Standard Hours* form must be signed by the parent or guardian as well as the school principal. It does not need to be sent to the workplace learning administrator.
- A student may be placed for up to 40 days per calendar year but only the equivalent of 10 working days may occur each school term. Workplace learning during term time may consist of:
 - a block release for up to 2 weeks
 - 1 day per week for up to 10 weeks
 - 2 days per week for up to 5 weeks, or
 - 2 half days per week for up to 10 weeks.
- A work experience placement in NSW shall be limited to 5 days.

Exceptions to these conditions may apply for students with disability or additional needs or disadvantage when the length of placement shall be determined based on the student's best interests.

Work Health and Safety (WHS)

All students must receive a face-to-face Work Health and Safety (WHS) briefing, including their rights and responsibilities, prior to any workplace learning participation. WHS information in schools can be delivered by teachers, training providers or relevant industry guest speakers. Unions ACT and affiliates will present WHS information sessions free of charge to schools. These WHS information sessions are endorsed by the ACT Work Safety Council.

Duty of care

Since a placement is a school activity, the school/student relationship applies throughout the entire placement. The workplace learning coordinator must take reasonable steps to ensure that:

- students are not placed in a work situation where a hazard exists because of the student's age, capacity and maturity in respect to the working conditions
- students are aware of their rights and responsibilities in relation to work, health and safety
- students undertaking building and construction placements on building sites have completed face to face Asbestos Awareness training and have a Construction Induction 'White Card'
- the working conditions are free from all types of harassment and unlawful discrimination
- students are not placed with an organisation without adequate supervision by the host employer or the school.

Workplace conditions

Students shall not be paid in any way while participating in workplace learning. Any remuneration paid by a host employer will mean the student is considered to be an 'employee' and responsibility will rest with the host employer to provide workers' compensation and insurance cover for accident or injury.

There should be no reduction in work or job opportunities available to paid employees or prospective employees as a result of students doing workplace learning with a host employer.

Identifying new host employers

Workplace learning coordinators, students and parents can identify new host employers not presently listed on InPlace. It is the responsibility of the school to ensure that the workplace is both safe and suitable for students before any placement occurs. The school,

where practicable, should arrange for the workplace learning coordinator or teacher to visit each student at least once in each period of workplace learning with each host employer.

Preparation of students

Workplace learning coordinators must ensure that students are sufficiently prepared for their placements. All workplace learning students, regardless of where they are placed must be given the necessary information and support to understand:

- appropriate workplace behaviour
- what will be expected of them in the workplace
- workplace legislation regarding Work Health and Safety (WHS), equal employment opportunity, sexual harassment, harassment relating to race, culture, disability and/or age
- confidentiality requirements within the workplace
- it is the student's responsibility to make their own transport arrangements
- it may be a requirement for the student to visit the host employer in the week prior to the placement to introduce themselves and check details of the placement
- it is the student's responsibility to contact the school immediately if they become concerned about any aspect of their workplace learning
- all absences must be reported to both the host employer and the school
- the student is accountable to both the school and their workplace for their conduct and behaviour throughout their workplace learning.

Workplace learning coordinators must:

- ensure the student understands the WHS requirements of the placement
- ensure the 4 Way Agreement has been signed by all four parties
- ensure the student has the school's emergency contact details to contact the school if there are any concerns
- contact the host employer on the morning of the first day of the student's placement to confirm the student's attendance
- arrange, where practicable, to have each student visited at least once during their workplace learning by themselves or another staff member
- ensure that the host workplace supervisor:
 - understands and supports the educational objectives of workplace learning
 - is clear on their work, health and safety obligations to comply with all work safety requirements
 - will provide an induction session where the student is informed of the requirements for their workplace, including instruction in the use of required protective clothing
 - will provide an appropriate learning opportunity for the student

- will ensure a planned program of activities so the student receives maximum educational benefit
- will provide adequate supervision to ensure that the student complies with all the necessary safety precautions
- will assist the student to understand the nature of the operation and the type of work performed.

Host employers

Under the *Work Health and Safety Act 2011* employers are required to:

- provide a workplace induction on the first day and inform the student of the site Health and Safety Representative
- ensure that students have reasonable break times
- provide adequate equipment for students to carry out their duties, including Personal Protection Equipment (PPE)
- make students aware of policies and procedures
- comply with workplace laws
- provide reasonable direction
- ensure that appropriate controls have been put in place to remove or minimise risks to students
- ensure safe working systems and safe equipment for students to use
- treat students and workers equally.

White Card and Asbestos Awareness Training

Construction Induction 'White Card' 'conducted face to face' and 'Asbestos Awareness' training for students attending building sites is mandatory. Please refer to the information on [special industrial requirements for building and construction placements](#) in the Guidelines.

Responsible Service of Alcohol

If students are over the age of 18 and wish to undertake workplace learning serving or selling alcohol, they need to complete Responsible Service of Alcohol (RSA) training. On completion of the course, they will receive a RSA certificate.

Responsible Service of Gambling

Holding an approved Responsible Service of Gambling (RCG) certificate is compulsory for students wishing to undertake workplace learning that is directly involved in providing gambling services. On completion of the course, students will receive a nationally recognised statement of attainment.

Working with Vulnerable People Registration

The Working with Vulnerable People (Background Checking) Act 2011 does not require host employers or students undertaking workplace learning to register for a Working with Vulnerable People card.

Post placement evaluation

Following a student work placement, it is the responsibility of the workplace learning coordinator to:

- encourage students to complete the Student Reflection Form on InPlace and share their work placement experience with their workplace learning coordinator, careers advisor, other students and parents/carers
- encourage students to send the host employer a thank you (or apology) card/letter
- contact the workplace learning administrator if there are any concerns regarding a host employer or notify Unions ACT to lodge a formal objection to the placement in the case of industrial action or specific WH&S issues pertaining to a particular host employer.

Cancellation of a placement

A workplace learning arrangement may be cancelled by:

- the host workplace supervisor informing the principal/workplace learning coordinator of a school
- the principal/workplace learning coordinator of the school informing the host employer
- the student, but only in exceptional circumstances such as serious illness/accident.

In the event of any of the above, the school should advise the workplace learning administrator of such a cancellation prior to the scheduled date.

Industrial dispute or stand down

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

Complaints procedure

A parent/carer or student has a right to make a complaint about any aspect of the workplace learning program.

- Complaints should be made in the first instance to the school who shall initially investigate the complaint.
- In the event the resolution proposed by the school is not accepted by the person making the complaint they may escalate their complaint to the Transitions and Careers section of the Directorate.
- If the person is still not satisfied, the person may make a written complaint to the Manager Liaison Unit (Refer to *Complaints Policy* available at: http://www.education.act.gov.au/_data/assets/pdf_file/0003/486309/Complaints-Policy-ETD-Website-edition-2014.pdf).

- For additional advice or support contact the workplace learning administrator on 02 6205 9352.

Risk assessment and management

Risk assessment and management plans provide workplace learning coordinators with the opportunity to consider and make preparations to ensure that every practical precaution has been taken to minimise the likelihood of injury, loss or disruption leading up to and during activities, events or excursions. Like all activities, workplace learning programs carry with them some element of risk but through the implementation of controls or predetermined responses we are usually able to achieve what the Directorate considers an acceptable level of risk. A *Risk Assessment and Management Plan template* for a Student Workplace Learning Program is at [Appendix 1](#).

For questions or further assistance with preparing a Risk Assessment and Management Plan for your workplace learning program please contact Audit and Assurance on 6205 6207 or ETDRMA@act.gov.au.

Prohibited activities

Students can lack the experience, knowledge, confidence and skills to identify and deal with potential hazards. Inexperience and a lack of awareness can increase the likelihood of a student being injured. There are some activities that are not suitable for students in an approved work placement and there are others where special consideration needs to be given to addressing risks.

Students cannot undertake the following:

- Use of machinery or equipment which may be dangerous for new or young workers to operate is prohibited unless each of the following occurs:
 - The activity is first risk-assessed as suitable and safe for student operation by the host employer, along with the following:
 1. the student is given appropriate information, instruction and training and a checklist for the safe operation and handling of the equipment
 2. the equipment is in safe working order, complete with required safety devices or guards
 3. a suitably qualified or experienced person in the workplace who has good communication skills and the ability to give clear instructions provides ongoing close supervision.
- Air travel on charter flights and aircraft (other than those providing a regular transport service to the public or Department of Defence aircraft).
- Any activity requiring a licence, permit or certificate of competence is prohibited unless:
 - the student already has the relevant current licence, permit or certificate
 - the activity is directly related to the learning outcomes of the placement.
- Driving any old or unregistered vehicles.

- Travel by helicopter.
- Transport service outside of the ACT.
- Travel outside the 12 nautical-mile (approximately 22 kilometres) limit at sea.
- Placements involving the driving of golf carts, quad bikes, tractors or similar farm vehicles.
- Driving their own vehicle or the vehicle of the host employer:
 - students are not expected to drive their own vehicles whilst undertaking activities on behalf of the host employer
 - they are also not expected to drive the employer's vehicles nor the client's vehicles whilst on placement. Any driving of vehicles is expected to be rare, and must be detailed on the Placement Request Form. A *Travel in Private Vehicle* Form may also need to be completed
 - students need to be reminded that it is against the law to use a mobile phone whilst driving.
- Any work of a sexual or explicit nature.
- Guns or firearms, except as part of an approved and supervised Australian Defence Force activity.
- Security guards.
- Service of alcohol where the student is under 18. If the student is over 18 years, they must have a RSA Certificate.
- Construction work in tunnels, confined spaces or involving the use of explosives or work in and around pressurized gas distribution mains or piping and energised electrical installations or services; near traffic or mobile plant, or demolition work other than simple stripping of walls etc.
- Any excavation work at a depth greater than one metre or near utilities prohibited and any excavation work at a depth under one metre without direct supervision by a competent person.
- Work on permanent or temporary structures used to enable construction work in marine environments.
- Building demolition.
- Work at any height, including working on a roof or in a roof cavity.
- Any activities involving or adjacent to the repair, removal or demolition of any construction work containing asbestos or in the clean-up process following the activity.
- Attendance at a site while chimney stacks or buildings are being demolished.
- Scaffolding and rigging.
- Clearing contracting.
- Mining.
- Quarry work.
- Timber-getting.

- Saw milling.
- Trapping wild/feral animals.
- Canyoning.
- Caving.
- Circuses.
- Sideshows.
- Horse riding/horse breaking.
- Farriery.
- Ski jumping.
- Competitive snow or ice sports.
- Football playing.
- Professional boxing.
- Fishing in open water.
- Scuba and deep sea diving.
- Water skiing.
- Racing of any kind other than on foot.
- Placements in meat processing plants are subject to mandatory requirements. The Australian Meat Industry Council can be contacted on (02) 9086 2200 for the information package to support student workplace learning in meat processing plants.

Placements in the construction industry:

- students MUST participate in a work, health and safety worksite induction, specifically to both their role and the worksite, on the first day and wear 'employer provided' personal protective equipment, including high vis vests and steel cap work boots
 - students MUST NOT be asked to work in the following situations:
 - where asbestos is present
 - where demolition work requires more than just simple stripping of walls
 - in tunnels and other confined spaces
 - at any height
 - around gas or electrical installations
 - where excavation work is more than one metre deep
 - where explosives are being used
 - on structures in marine environments
 - roofing work including roof cavities
 - near mobile plant or traffic.

- All workplace learning in the construction industry requires as a pre-requisite that the student completes Construction Induction 'White Card' and 'Asbestos Awareness' training for construction work and holds a White Card.
- Workplace supervisors must make students aware of the risks associated with handling and operating all tools and equipment the student is to use and how to manage those risks.
- Workplace supervisors must provide supervision at all times.
- While some tools and equipment common in industry are not permitted for use by students in a school setting, the construction teacher will indicate the appropriate tools and equipment that the individual student could use on workplace learning.

There should always be close supervision of a young worker on a construction site. The workplace learning administrator should be consulted regarding other potentially hazardous occupations or activities.

Restricted Activities

Butchers

The Australasian Meat Industry Employees' Union is opposed to placements of students on the grounds of safety. The only condition on which they will approve placements with butchers is if the butcher agreeing to place a student writes to them undertaking to abide by the Guidelines, as agreed by Unions ACT. There are two letters relating to butcher placements; one to the butcher explaining the Union requirement and one from the butcher to the Union agreeing to abide by the Guidelines. These letters can be obtained from the workplace learning administrator.

Alcohol

The ACT *Liquor Act 2010* advises that it is prohibited for a young person (i.e. under the age of 18) to supply liquor in an adults only area of licensed premises. For example, it is an offence for a person under the age of 18 years to work behind a bar or serve drinks to tables if that area is deemed an adults only area. The young person can be engaged to clear glasses or serve food; however can have no duties involving the service of alcohol. These provisions do not apply in instances where the area is not classified as 'adults only'. For example, if the young person is engaged in the service of alcohol in a restaurant that is not identified as an 'adults only' area, the service of alcohol is not an offence.

Tattoo parlours

Students under the age of 18 may not be placed in a work placement at a tattoo parlour. Students 18 years and over may be placed in work placement at a tattoo parlour as long as they do not handle or come in contact with any needles during their work placement.

Special Requirements for Building and Construction Placements

All safety, health and welfare legislation shall apply to any work site and to any student engaged in workplace learning. It is the responsibility of the workplace learning coordinator to ensure the student has obtained a Construction Induction 'White Card' and 'Asbestos Awareness' training prior to their work placement. The workplace learning coordinator is required to sight the 'White Card' and 'Asbestos Awareness' training card and remind the student to carry it at all times whilst on their work placement.

The following activities require the student to hold a Construction Induction 'White Card' and 'Asbestos Awareness' training:

- all building trades on commercial sites and including repairs carried out in a house i.e. plumbing, electrical, carpentry and joinery, roof tiling, wall tiling, painting, plastering, concreting, paving
- landscaping
- surveying related to a construction site (surveying prior to commencement of construction is exempt)
- maintenance work
- installation of air-conditioning, security systems, fire sprinkler systems, fire doors and glass
- installation of kitchens and cabinets etc on a construction site (however a student may assist in the manufacturing of cupboards)
- installation of vertical blinds etc, and fencing undertaken by a contractor.

Visit the *myskills* website at <http://www.myskills.gov.au/> to view registered training organisations (RTOs) that are authorised to deliver Construction Induction and Asbestos Awareness training in the ACT.

Interstate Workplace Learning

Placements in NSW

An agreement has been negotiated to allow for placement of public school students across the NSW/ACT border ([Appendix 2](#)). The agreement aims to balance the needs of students with the supply of supervisory personnel and to ensure workplace learning arrangements of the host state/territory are not adversely affected by placements from outside its borders. The agreement provides that:

- students from each jurisdiction have priority in their own state/territory
- placement can be arranged in NSW provided it does not disadvantage NSW students and suitable placements are not available in the ACT
- reciprocal insurance arrangements for host employers, their employees, students and teachers apply to ACT/NSW placements
- supervision of students still applies.

If a student wishes to undertake a work placement in NSW, an *Interstate Placement* form (located on InPlace) needs to be completed after the placement is confirmed with the host employer. The form needs to be signed by the parent or guardian as well as the school principal before it is sent to the workplace learning administrator. It will then be considered for approval by the NSW Department of Education. If approved by the Department the process will then continue as for any other placement.

All students doing a construction placement in NSW are required to complete and carry with them the [Work Placements in Construction - Safety & Emergency Procedures Student Contact Card](#).

Other interstate placements

If a student wishes to undertake a work placement in a state or territory other than NSW, please contact the workplace learning administrator for more information.

Insurance and Accident Procedures

Insurance

- The Directorate has liability insurance through its arrangements as an ACT Government agency.
- It incorporates cover for ACT public school students undertaking approved workplace learning programs for which they may become legally liable.
- The Directorate has basic personal accident insurance cover for specific costs associated with injuries incurred as a workplace learning student.
- Basic personal accident insurance cover is for 'non-Medicare medical expenses'. Non-Medicare medical expenses are expenses that are NOT subject to any full or partial Medicare rebate. Only non-Medicare items are claimable therefore what is commonly known as the 'Medicare Gap' is NOT claimable due to government legislation. Information about what is covered by Medicare can be found at <http://www.privatehealth.gov.au/healthinsurance/whatiscovered/medicare.htm>. Please see [Appendix 3](#) for more information.

Procedures for accidents involving students

- The host employer takes appropriate medical measures.
- The host employer contacts the school during school hours or the emergency contact number out of school hours.
- The host employer must report incidents to WorkSafe ACT on 6207 3000 or worksafe@ACT.gov.au
- The school or out of hours contact person (if not the parent/carer) contacts the parent/guardian/carer of the student.
- A school staff member collects written, dated and signed statements from:
 - the host employer
 - the student and witnesses (if available)
 - medical personnel
 - school staff.
- A school staff member attaches the statements to the completed *Workplace Learning Student Incident Report* form (located on InPlace).
- The school workplace learning coordinator contacts the workplace learning administrator to inform them of the incident.
- The school forwards the appropriate documentation within 10 working days to the workplace learning administrator.
- The school retains copies of all documentation in the student's record file (irrespective of any immediate claim being made).
- The school seeks advice from the workplace learning administrator as to any additional steps to follow.

- Any inquiries regarding insurance claims or reimbursements should be referred to the workplace learning administrator in the first instance.
- Workplace learning administrator to advise WorkSafe ACT.

Please note private insurance providers will not pay compensation where an injured person does not consult a qualified medical practitioner nor follows suggested treatment (*Health Insurance Act 1973 (Cth)*, the *Private Health Insurance Act 2007 (Cth)*, *Private Health Insurance (Health Insurance Business) Rules*, the *National Health Act 1953 (Cth)*).

Workplace Learning Harassment

Sexual harassment

The Directorate, through the workplace learning administrator and workplace learning coordinators, attempts by all possible means to provide positive and useful workplace learning opportunities for students. In accordance with the Guidelines, schools will monitor student placements and ensure that work environments provide adequate supervision. Students must be informed about contacting their school's workplace learning coordinator or emergency contact immediately should they encounter problems of harassment of any kind.

In accordance with the Directorate's [Safe and Supportive Schools Policy](#), each principal has a responsibility to ensure that students understand what constitutes sexual harassment and recognise that it is unlawful and detrimental to those who experience it. As part of the preparation for workplace learning, coordinators must discuss sexual harassment with students, and strategies for dealing with such behaviour if they experience it during their work placement.

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

- their workplace learning coordinator
- their principal
- the Anti Sexual Harassment Contact Officer for students at their school
- their host workplace supervisor
- their parents/guardian/carer
- the Directorate's workplace learning administrator.

The school must immediately:

- contact the host employer
- consider withdrawing the student from the placement
- inform the Directorate's workplace learning administrator who will seek advice from the Directorate's Governance and Legal Liaison Section.

Officers of the Directorate are unable to investigate complaints of sexual harassment from students on workplace learning. This responsibility belongs to the school and host employer concerned.

Harassment relating to race, culture, disability and/or age

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

- tell the harasser straight away that they do not want her/him to behave in that way

- inform the host employer workplace supervisor
- contact the school principal or workplace learning coordinator who will contact the Directorate's workplace learning administrator who may seek advice from the Directorate's Governance and Community Liaison Branch
- inform a parent/guardian/carer.

Workplace Learning for Students with Disability

This section is a guide ONLY. It is not intended to be prescriptive as each student is unique and each placement must be assessed as being suitable for that student. Information in this section has been compiled for the school workplace learning coordinator to use at their discretion when organising a work placement. It also contains information for host employers providing workplace learning for students with disability. Workplace learning coordinators and host employers should be aware that the principles of 'equity, universality and non-discrimination' are paramount in providing an inclusive learning environment for each student with a disability (*Education Act 2004*).

Strategies for schools

Students with disability may require additional support in a work placement. The level of support needed will vary greatly between students and work environments.

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

It must be noted that these are suggestions only and individual schools must decide how each of their students will be assisted. The school will provide the time from its own resources. Schools could arrange for:

- teachers to provide support to students in the workplace
- teachers to provide support for a number of students in a given workplace
- learning support assistants (LSA) to provide support for students in the workplace.

Strategies for workplace learning coordinators

Important questions about the student's capabilities to consider before approaching a host employer for a work placement:

- Is the student capable of attending a half, partial or full day with the host employer?
- Is the student capable of attending a five-day block?
- For a half-day placement would the host employer consider a placement over 10 working days?
- Would the host employer consider a placement one day per week for a period of five weeks?

Strategies for host employer workplace supervisors

Focus on the skills and abilities of the student:

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

Contacts

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Appendix 1

RISK ASSESSMENT AND MANAGEMENT PLAN Student Workplace Learning Program

Completing the Risk Assessment and Management Plan:

To complete the Risk Assessment and Management Plan there are 4 parts:

- **Part A** – Event Summary
- **Part B** – Identifying and Analysing Risk Worksheet ;
- **Part C** – Treatment Plan and approval; and
- **Part D** – Risk Criteria to identify risk ratings.

Part A is a summary of the workplace learning program.

Part B is required to be completed by where workplace learning may be seen as high risk or include activities not for participants under 18. **Part B** should be reviewed for practices and application by your school and tailored accordingly.

Part C includes a table that is to be completed if there are residual risks rated high or above. **Part C** requires approval signatures.

Part D is for information. It contains the risk criteria, risk matrix, risk control rating and priority ratings. **Part D** is to be used in Part B to apply a consistent approach to risk rating across schools.

For assistance completing this Risk Assessment and Management Plan contact Audit and Assurance on 6205 6207 or ETDRMA@act.gov.au .

WORKPLACE LEARNING PROGRAM SUMMARY

PART A

School/s	
Activity	
Date/s	
Time	
Location	
Participants	Number of students:
Interested Parties	(Input the title of the workplace learning program organisation)

Ref	Risk What can happen? How it can happen? What is the outcome if it happens?	Consequence	Likelihood	Initial Risk Rating (before controls)	Risk Treatment / Prevention measure Description and Adequacy of Existing Controls (What are you going to do to prevent or reduce the risk) Risk Control Rating: (A)Adequate, (R) Room for Improvement, (I)Inadequate	Consequence	Likelihood	Residual Risk Rating (After Controls)	Responsible Officer	Timetable (by when)	Priority rating
1	Personal Injury to students due to: <ul style="list-style-type: none"> medical emergency through non accident related incident (e.g. participant experiences severe chest pains, asthma attack, exhaustion or fatigue, etc); accident (trip, slip and fall, penetrating wounds, staff or student hit by object); needle stick, broken glass, trip hazards etc; 	3	3	Medium	<ul style="list-style-type: none"> a. Permission notes required from parents providing information on medical issues, such as allergies, ailments and /or medications (A) b. First aid kits to be supplied by the workplace learning venue (A) c. Copies of students medication requirements to be provided to the workplace learning host employer contact (A) d. Students briefed, inducted and trained on safety by the workplace learning host employer contact on the first day of the work experience (A) e. Students provided with ongoing supervision by host employer (A) f. Parents/carers contact details will be provided to the workplace learning host employer contact (A) g. Compliance with requirements for no participation in risk activities (A) 	2	1	Low	Workplace learning coordinator	During workplace learning placement planning. During the workplace learning placement.	
2	Students fail to arrive at, or leave, the venue	4	1	High	<ul style="list-style-type: none"> a. Parents/ carers will be responsible for ensuring the student arrives and leaves the venue. The parent/carer may choose to put their child on a bus or other means of transport. This is entirely up to the parent/carer. 	3	1	Medium	Parents/ Carers and student		
3	Inadequate supervision of students	1	3	Medium	<ul style="list-style-type: none"> a. The workplace learning host employer will be responsible for providing adequate supervision for the student (A) b. EDU to brief host employer prior to placement (A) c. Signed 4 way agreement outlining requirements (A) 	1	2	Low	Student's workplace supervisor		
4	Workplace learning placement poorly managed and run due to inadequate planning	2	3	Medium	<ul style="list-style-type: none"> a. Workplace learning placement coordinated by experienced EDU staff (A) b. Workplace learning placement contact provided with adequate information about the student (A) c. The student provided with adequate information about the location of the workplace learning placement – including a contact name, phone number, address and expected times to start and finish each day of the placement (A) d. Parents / carers provided with details of the workplace learning placement and approval obtained from Parents / carers (A) 	1	2	Low	Workplace learning placement coordinator	During workplace learning placement planning and during the workplace learning placement.	

Ref	Risk What can happen? How it can happen? What is the outcome if it happens?	Consequence	Likelihood	Initial Risk Rating (before controls)	Risk Treatment / Prevention measure Description and Adequacy of Existing Controls (What are you going to do to prevent or reduce the risk) Risk Control Rating: (A)Adequate, (R) Room for Improvement, (I)Inadequate	Consequence	Likelihood	Residual Risk Rating (After Controls)	Responsible Officer	Timetable (by when)	Priority rating
5	Inappropriate student behaviour during the work placement	3	3	Medium	a. Staff members closely supervise students (A) b. Duty roster designating staff responsibilities (A) c. Correct ratio of staff to students for aquatic activity (A) d. Students are aware of expectations of behaviour (A) e. Students commit to those behaviours (A) f. Parents and students informed of consequences of inappropriate behaviour (A)	2	2	Medium	Student		
6	Theft/vandalism	2	3	Medium	a. Students asked through workplace learning placement approval forms not to bring valuables (R) b. Students are aware of expectations of behaviour (A)	2	1	Low	Student		
7	Student exposure to high risk activities such as: • horse care; • banned outdoor adventure activities.										
8	Student exposure to activities not for participants under 18 years of age. For example: • proximity to alcohol; or • exposure to gambling.										

High or Extreme Residual Risks must be reported to the Principal and require further detailed treatment plans to reduce or modify the risk. Refer to worksheet **Part C**.

Treatment Plan – for risks with residual risk ratings of high or above

Part C

Ref	Risk as stated in Part B What can happen? How it can happen? What is the outcome if it happens?	Treatment/Controls to be implemented as stated in Part B	Residual Likelihood	Residual Consequence	Residual Risk rating after treatment/ controls	Person responsible for implementing treatment/controls	Expected completion date	Actual completion date

Approvals

Workplace learning coordinator name: _____ Signature: _____

Date: _____

Principal name: _____ Signature: _____

Date: _____

					Consequence					
				People	Injuries or ailments not requiring medical treatment	Minor injury or first aid treatment case	Serious injury causing hospitalisation or multiple medical treatment cases	Life threatening injury or multiple serious injuries causing hospitalisation	Death or multiple life threatening injuries	
				Products and Services	No disruption to work experience placement	Limited disruption to the work experience placement	Some activities unable to proceed	Major disruption to the activities with multiple activities unable to proceed	Major disruption with no activities able to proceed	
				Environment	No environmental or other damage	Minor short term environmental or other property damage	Minor long term environmental or other property damage	Extensive environmental damage (long term effect)	Extensive and widespread environmental damage	
				Financial	1% of budget or <\$5,000	2.5% of budget or <\$50,000	> 5% of budget or <\$500,000	> 10% of budget or < \$5,000,000	>25% of budget or > \$5,000,000	
				Reputation & Image	Internal Review	Scrutiny required by internal committees or internal audit to prevent escalation	Scrutiny required by external committees or ACT Auditor General’s Office, or inquest , etc.	Intense public, political and media scrutiny. E.g. Front page headlines, TV, etc.	Assembly inquiry or Commission of inquiry or adverse national media.	
					Insignificant	Minor	Moderate	Major	Catastrophic	
				Risk Matrix	1	2	3	4	5	
Likelihood	Almost certain	Is expected to occur in most circumstances	< 1 in 10	5	Medium	High	High	Extreme	Extreme	
	Likely	Will probably occur	1 in 10 - 100	4	Medium	Medium	High	High	Extreme	
	Possible	Might occur at some time in the future	1 in 100 to 1,000	3	Low	Medium	Medium	High	Extreme	
	Unlikely	Could occur but doubtful	1 in 1,000 – 10,000	2	Low	Medium	Medium	High	High	
	Rare	May occur but only in exceptional circumstances	1 in 10,000 – 100,000	1	Low	Low	Medium	Medium	High	

Risk Control Ratings

Adequate – Controls are well designed for the risk and address the root cause. Management believes they are effective and reliable at all times

(R) Room for Improvement – Most controls are designed correctly and are in place and effective, however some controls are neither correctly designed or are not effective. Some more work is required to improve the control effectiveness. Management has doubts about the operational effectiveness of some controls.

(I) Inadequate – Significant control gaps or no credible control. Either controls do not address the root cause or the controls do not operate at all effectively. Controls if they exist are just reactive. Management has no confidence that any degree of controls is being achieved due to poor control design and/or very limited operational effectiveness.

Priority Rating

Priority	Description	Authority to be notified	Priority Rating
Extreme	Requires immediate attendance of multiple emergency services / multiple casualties to hospital	Requires immediate notification to the Director- General	A
High	Requires attendance of emergency service personnel (ambulance, police, fire brigade) or transportation to hospital	Requires immediate notification to the School Network Leader	B
Medium	Requires immediate attention from a first aid officer or life saver	Requires immediate notification to the Principal	C
Low	Requires assistance on site by EDU staff or possible minor attention by a first aid officer	Requires immediate notification to EDU staff on site	D

Appendix 2

New South Wales/ Australian Capital Territory Interstate Agreement

1. This agreement is designed to facilitate the interstate placement of public school students in work experience or structured workplace learning across a State/Territory border where suitable placements are not available in the local area.
2. At the same time, it will assist the host State or Territory to:
 - monitor placements;
 - remedy the problems of excessive workloads for supervisory personnel involved;
 - ensure that workplace learning arrangements in the host State/Territory are not adversely affected by placements from outside its borders;
 - reduce the risk to the health, safety and moral welfare of students involved.
3. All local, district and State/Territory requirements should be met, in addition to the requirements of this agreement.
4. NSW students should have priority in NSW, and ACT students in the ACT, regarding workplace learning arrangements and supervision.
5. Workplace learning arrangements may be made for NSW students in ACT and for ACT students in NSW provided that:
 - suitable placements are not available within the local area
 - students in the host State or Territory are not disadvantaged by such placements
 - interstate placement quotas in particular industries have not been exceeded
 - local host organisations are not experiencing excessive demand for placements during the requested period.
6. Insurance and indemnity cover for host organisations and students will be provided, for school-approved programs, by the education system in which the student is enrolled, i.e. by the NSW Department of Education for NSW public school students participating in workplace learning in the ACT, and by the ACT

Education Directorate for ACT public school students participating in workplace learning in NSW.

7. Workplace learning for NSW students in the ACT should be limited to 5 days per placement. Placement for ACT students in NSW will also be limited to 5 days per placement.
8. Requests for approval of placements from NSW should reach the ACT Education Directorate workplace learning administrator at **least 10 days prior to the starting date of the placement**. Similar requests for approval from the ACT should reach the host NSW Department of Education Manager - Work Placement Coordination, Senior Pathways at least 10 days in advance of the proposed placement starting date. Arrangements for placements should not go ahead until approval has been granted.
9. Wherever possible schools should perform their own supervision of students participating in workplace learning placements. However, in exceptional circumstances, where this is not possible, the following conditions will apply:
 - If supervision assistance is required for NSW students participating in workplace learning in the ACT, arrangements should be made with the ACT workplace learning administrator, **no later than 10 days prior to the commencement of the placement**.
 - If supervision assistance is required for ACT students participating in workplace learning in NSW, arrangements should be made with the NSW Department of Education, by contacting the Manager - Work Placement Coordination Senior Pathways on 02 9266 8260 **no later than 10 days prior to the commencement of the placement**.

Essential procedures for ACT public schools

Please follow these steps when undertaking an interstate work placement:

- confirm workplace learning with host employer
- complete an *Interstate Placement* form (located on InPlace)
- get the form signed by the parent or guardian and the school principal
- send the form to the workplace learning administrator at detwex@act.gov.au.

The interstate work placement will be considered for approval by the NSW Department of Education. If approved by the Department the process will continue as for any other placement.

Any students doing a construction placement in NSW are required to complete and carry with them the [Work Placements in Construction - Safety & Emergency Procedures Student Contact Card](#).

Appendix 3

The Group Personal Accident Policy provides cover for Non-Medicare Medical Expenses (see definition below) whilst students are participating in work experience and structured workplace learning programs. The policy provides cover for Non-Medicare Medical Expenses to a maximum amount of \$10,000 and these expenses must be incurred within 12 calendar months of sustaining the injury.

Non-Medicare Medical Expenses under the policy are defined as:

‘expenses that are not subject to any full or partial Medicare rebate nor recoverable by you or by the insured person from any other source and incurred within twelve (12) calendar months of the insured person sustaining injury and paid by the insured person or you on the insured person's behalf for treatment, certified necessary by a legally qualified medical practitioner, to a registered private hospital, physiotherapist, chiropractor, osteopath, naturopath, masseur, dentist, orthodontist, nurse or similar provider of medical services excluding the cost of dental treatment unless such treatment is necessarily incurred to sound and natural teeth, excluding dentures, and is caused by injury’.

Non-Medicare Medical Expenses do not include any or part of any expense for which a Medicare benefit is paid or is payable including the balance of monies due or payable by an insured person after deduction of any Medicare benefit or rebate from the actual expense incurred, commonly known as the ‘Medicare Gap’.

Generally doctors, surgeons, anesthetists and some X-rays and MRI scans attract Medicare rebates. The insurer Chubb is **not** a registered private health fund and legislation prohibits them from considering such expenses, including the Medicare Gap or Co-payment.

(Chubb Insurance Company of Australia Limited 2015)