



# Work experience: student toolkit





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The information provided in this document was accurate and correct at the time of development.

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# Learning about the world of work

As you approach the final years of your school education, you will be thinking about your post-school study and career pathways. The Australian Curriculum (Years 9-10) unit 'Work studies', is set up to facilitate and support your career exploration. A core part of this is **work exposure**, which aims to 'bring the world of work into the classroom and take the classroom to the world of work'.

## Work exposure

Work exposure can involve the following:

- direct involvement in the workplace
- visits to and from private and public enterprises and community organisations
- visits to and from industry experts, employers, employees and self-employed people
- 'career taster' days
- mentoring and shadowing
- interviews with industry experts, employers, employees and self-employed people
- labour market research
- use of work-related simulations and role plays
- virtual tours of industries and workplaces
- industry, community, career or problem-based projects
- part-time work, unpaid work or community-based volunteering
- engaging with work-related education programs.

Talk to your school career advisor to find out which of these opportunities are available at your school.

This guide focuses on the first item in this list: **your direct involvement in a workplace**, which is often referred to as **work-based** or **workplace learning**. There are various opportunities to do this while you are at school. In this guide we provide you with some definitions and descriptions of the different types of work-based learning you might encounter. You'll most likely start with **work experience**:

## Work experience

A period (usually one or two weeks) of unpaid work undertaken by secondary school students, typically during Year 10, to gain some insight into the world of work. It's more observational than practical, and aims to provide students with the valuable opportunity to:

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

Later there might be opportunities to get involved in **Structured Workplace Learning (SWL)** – a more 'hands-on' forms of work experience. You can combine on-the-job experience with your secondary study by undertaking **Vocational Education and Training (VET)** or an **Australian School-based Apprenticeship (ASbA/SbAT)**. Find definitions of these terms and further information about these options in [SECTION 6: Next steps](#).

# Arranging work experience – where to begin?

So now you know what work experience is, how do you make it happen?

This guide runs through the steps to setting up and successfully completing a work experience placement, and suggests what you might like to do next.

**Please note, though, that this is a general guide only - you should always check with your career advisor what processes your school follows.**

1

[Decide what occupation and/or industry you'd like to try out](#)

2

[Find a host workplace](#)

3

[Set up the placement](#)

4

[Undertake the placement](#)

5

[Complete post-placement documentation](#)

6

[Next steps](#)

Also included as an appendix is a template [Work placement journal](#) with sections for you, your employer and parent/carer to complete, as detailed below. You may use this if you are not required to use a journal provided by your state or territory.

## Student

- Placement details
- Occupation details
- Student details (emergency contact details and personal record of hours and absences)
- Workplace induction questionnaire
- Daily workplace observations

## Employer

- Workplace supervisor's evaluation of student performance

## Parent/carer

- Work experience – parent/carer evaluation

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# Decide what occupation and/or industry you'd like to try out

## Your interests and values

You may want to explore career options that align with your current interests and skills. You may know little of the world of work or what kind of work you would like to try. [Create a career profile in myfuture \(log in required\)](#) to learn more about yourself, and find career paths that suit your strengths, interests, and aspirations

## How can I find out what skills employers want?

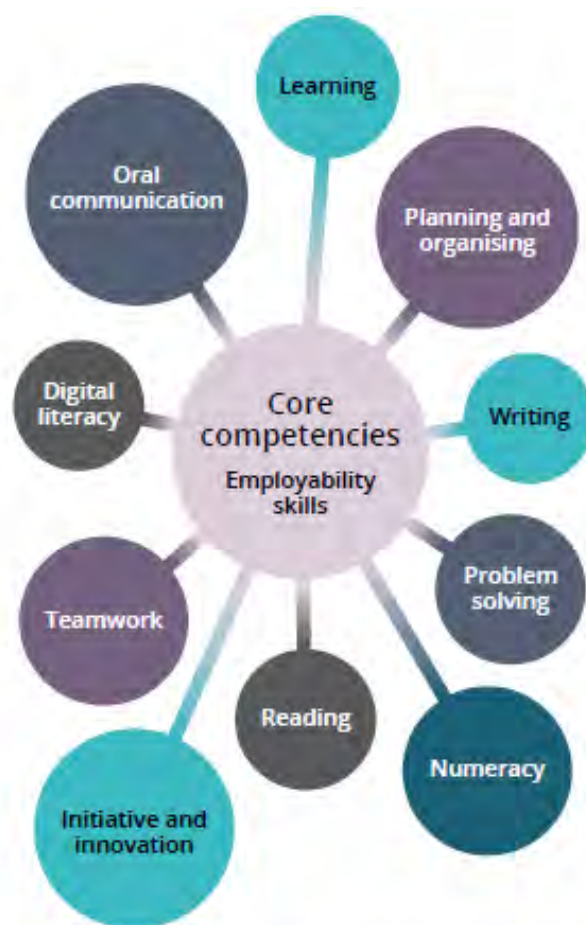
The Australian government has developed the Australian Skills Classification, which aims to be a 'common language' for employability skills. Learn what the largest employing occupations define as the **core competencies** on the [Australian Government's Jobs and Skills website](#).

## Core competencies: what are they?

Core competencies (employability skills) are a set of base transferable skills. These are skills that you will use in a wide range of occupations over your career lifetime.

Employers are looking for prospective employees who can demonstrate strong 'employability skills'. These skills are not only learned in the workplace but also at school, through hobbies and sport. The image alongside represents a range of core competencies - how many of these skills can you demonstrate?

If you are just getting started in your career, work experience can help you expand your skills and prove that you are able to perform them in the workplace. It can also provide you with an opportunity to develop networks, learn about the world of work and decide which career paths you might like to pursue.



Source: based on the [Australian Skills classification core competencies list](#)

## How can I find out what occupations are most in demand in Australia?

The Australian government regularly reviews the national jobs market and skills needs of Australia and produces employment projections and skills priority lists. On the myfuture website you can:

- [read about the future of work](#) and
- [search for occupations that are currently experiencing skills shortages](#).



## 2

## Find a host workplace

### How do I find a host workplace?

Once you have carried out some independent career research and have a few ideas about where you might like to seek a placement, speak to your career or workplace learning coordinator and decide which option you would like to pursue.

That first step - talking to people at a potential host workplace – can feel the hardest. It may take a few attempts to find a business or organisation that is able to take you at the time you are allocated for placement.

#### Helpful hints

- Research businesses in your area that have occupations you would like to explore.
- Consider the location and how you will get to and from work.

### How do I approach the host workplace?

There are a variety of options for connecting with employers and companies. You could visit, phone or email them, or complete online forms/applications if that is what they require.

Let's say that you plan to contact a business that does not have an office – for example, one in the building and construction industry. You could text them and ask for a suitable time to contact them. If you are able to set up an appointment time that suits them, they should have more time to talk to you.

Alternatively, cold canvassing is the process of directly approaching employers. Calling strangers isn't always the easiest thing to do, and it can be tricky to remember all the information you need to convey. You may find the supplied [sample telephone script](#) (on the following page) helps you to structure your conversation.

### Talk to your school career or workplace learning coordinator

If you are having difficulty finding a local employer who is willing to provide you with work experience, speak to your career or workplace learning coordinator. They will be able to let you know of any relevant industry links the school may have and/or advise on how best to approach a local employer to find out about work experience opportunities.

## Sample telephone script – the cold canvassing call

<b>Give your name</b>	Hello, my name is _____ I am from (your school's or place of education's name) _____
<b>Ask for the name of the person in charge</b>	Could you tell me the name of the person who is responsible for coordinating work placement?
<b>Their reply</b>	Their name is _____
<b>Ask to speak to the person</b>	May I speak with _____ please?
<b>Their reply</b>	What is it regarding? OR I am sorry they are not available. Can I have them phone you back?
<b>Your response</b>	I am seeking work placement for _____ (how many days) OR Because I am in school, it might be easier if I phone them back. What would be the best time to call them?
<b>Their reply</b>	I am putting you through. OR The best time to call would be _____
<b>Your response</b> <b>Greet the employer</b> <b>Give your name</b>	Thank you Hello _____ My name is _____ I am from (your school's or place of education's name) _____
<b>If you were referred by someone the employer knows, say so at this point</b>	Mr/Mrs/Ms _____ from _____ suggested I speak with you.
<b>Say what you have to offer the company (e.g. experience, skills, interest, personal qualities)</b>	I am interested in the opportunity of a work placement with your business, and I was hoping that you could offer me a placement position for one/two weeks. I am currently in Year _____ and have worked at _____ My other skills include _____ and I enjoy _____
<b>Ask to meet the employer</b>	Could we arrange a time this week that is convenient to you so I could show you the placement paperwork and talk to you about possible opportunities?
<b>Their reply</b>	1 Yes, how about _____? (add the details) OR 2 No, I am too busy. OR 3 I don't have any positions available at the moment.
<b>Your response</b>	1 Thank you for your help (arrange a time and check that you have the correct address) Address _____ Thank you for your time. I will see you on _____ (arranged day) OR 2 Thank you for your time. OR 3 Thank you for your time. Would you mind if I phoned back in a month to see if you are looking for anyone with my skills if I am still seeking placement?



## 3

## Set up the placement

What do I do next?

## Administrative, Legal and Safety details

Once you have found a host employer, your career or workplace learning coordinator will be able to help you set up the placement.

Each state and territory has procedures that must be followed. Your coordinator will help you understand everything you need to know and do. They will alert you to any 'restricted' or 'prohibited' activities or industries that are seen as too dangerous for a placement.

Your coordinator will run you through the administrative and legal aspects of setting up a work placement, which include:

- Completing placement paperwork (which sets out the responsibilities of the employer and the school during your work experience placement)
- Being aware of legislation put in place to protect you, the school and the employer, with regards to:
  - Work Health and Safety
  - Public liability (Insurance)
  - Discrimination and harassment
- Undertaking pre-placement work health and safety training (if necessary)
- Understanding your work hours and pay (if applicable)

Setting up a placement can feel complicated, but it's helpful to understand why all this paperwork and pre-placement training is so important. All of it has been put in place to protect you, the school and the host employer, and to ensure that the placement is successful for all parties.

Over the following few pages we run through the key things you should know.

## Safety in the workplace is important: what does that really mean?

Employers have a 'duty of care' toward their employees. This means that they must take action to make sure that no one (including you) is exposed to risks (i.e. hazards) while at work. Employees (including yourself) must also take care that nothing they do at work puts them, or anyone else, at risk.

You should know about the hazards of your chosen industry and must understand the importance of:

- a workplace induction that includes information about Work Health and Safety (WHS), also often called Occupational Health and Safety (OHSC)
- appropriate training and supervision to enable you and others to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if you are not sure about the right way to do something.

There are two types of insurance that the employer/your state education department must have in place that should cover any injury to you, or damage or loss that you may cause. These are **Public Liability Insurance** and **Workers Compensation Insurance**. You should confirm the details of insurance with your placement coordinator and host employer before starting work experience.

## Should I receive payment?

In all states and territories except Victoria and South Australia, you (as a student on a work placement) must not be paid in any way while participating in work experience. If you are paid by your host workplace, you will be considered an 'employee'. The responsibility will, in this case, rest with the employers to provide what is called 'workers compensation' and 'public liability insurance' for any accident or injury. Your placement coordinator can supply the latest correct information for your state or territory.

## What hours will I be expected to work?

Where possible, the work placement should take place during regular industry working hours. If these working hours are unusual compared to school hours, work hours will need to be negotiated (discussed and agreed to) between the work placement provider, the school and you (the student). This is particularly important if you are asked to work on weekends or during school holidays as the school retains a duty of care for your safety and wellbeing.

If you are a rural or regional student who uses the school bus service your host employer may be obliged to fit your work placement hours within school hours to ensure you can travel to and from home on the school bus.



## Workplace discrimination, bullying and harrassment

It is important to feel safe when you are on any kind of workplace learning placement, and that you know your rights and responsibilities.

The following information is drawn from these three places:

- Fair Work Ombudsman: [Workplace discrimination](#)
- Fair Work Ombudsman: [Bullying in the workplace – what is bullying?](#)
- Australian Human Rights Commission: [Workplace discrimination, harassment and bullying](#)

Read on for a summary of what you will find on these sites.

## What is unlawful workplace discrimination?

Unlawful workplace discrimination occurs when an employer treats an employee or prospective employee less favourably due to that person's particular attributes (such as their sex or gender identity, race, disability or age).

Treating a person less favourably can include harassing or bullying a person. The law also has specific provisions relating to sexual harassment, racial hatred and disability harassment.

## What is harassment?

Harassment can include behaviour such as: telling insulting jokes about particular racial groups; sending explicit or sexually suggestive emails or text messages; displaying racially offensive or pornographic posters or screen savers; making derogatory comments or taunts about a person's disability; asking intrusive questions about someone's personal life, including their sex life.

## What is bullying?

A worker is bullied at work if: a person or group of people repeatedly acts unreasonably towards them or a group of workers; the behaviour creates a risk to health and safety.

Examples of bullying include: behaving aggressively; teasing or practical jokes; pressuring someone to behave inappropriately; excluding someone from work-related events; unreasonable work demands.

## What is not bullying?

Reasonable management action that is carried out in a reasonable way is not bullying. An employer or manager can: make decisions about poor performance; take disciplinary action; direct and control the way work is carried out.

**Important: If at any time during work placement you feel any of these circumstances apply to you, speak to your supervisor, placement coordinator, family member or a trusted adult.**

## Sort out your work placement form

Check with your placement co-ordinator **when** the work placement form needs to be submitted, and in **what order** the sections need to be completed and signed (this differs between jurisdictions). You may need to allow **up to two months** to complete the process. Those signing may include you, your parent or carer/guardian, your employer and your school. ALL paperwork must be returned to your coordinator. **The following guide is indicative only - confirm with your coordinator what the steps are in your state or territory:**

1	Fill in your work placement paperwork.
2	Have your parent/carer/guardian read and sign their section.
3	<p>Arrange a time that suits your host workplace for them to complete the 'Employer' section. This is also another opportunity for you to confirm your placement details and ask questions related to your first day, for example:</p> <ul style="list-style-type: none"><li>• Which entrance do you use on your first day?</li><li>• Which staff member should you ask for on your first day?</li><li>• Is there a dress code you need to adhere to – for example, safety boots must be worn while working, piercings must be removed, no nail polish can be worn.</li><li>• Can mobile devices be carried at all times or is there a safe storage place for them?</li></ul>
4	Return the completed paperwork to your work placement coordinator for review, and check that all procedures have been completed. After the review, the coordinator will ask the Principal to sign the agreement.
5	Collect your completed agreement from your coordinator before your placement commencement date.

## Start your work placement journal

Your state or territory may supply you with a work placement journal, a document where you can record useful information and daily workplace observations that will help you during the placement, and to reflect on it afterwards. If you are not provided with a journal, you may like to use the [Work placement journal](#) included at the end of this document. Before you start your placement, fill in the placement details, occupation details and contact details sections.

## The night before your placement starts...

- Read through your completed **work placement agreement** to refamiliarize yourself with the details.
- Read through your **work placement journal**, and be ready to start asking questions and gathering information.
- Review how you are getting to your placement and how long it will take to arrive. Think about what the traffic will be like at that time.
- Prepare your clothes and lunch ready for the next day.
- Get a good night's sleep, as you have a big day/week ahead of you.



## 4 Undertake the placement

It's the day of your placement! In this section we outline some practical tips to help you make the most of each day in the workplace, and run through what you should be recording in your work placement journal.

Above all, remember that your placement is a learning experience designed to enable you to gain a better understanding of the occupation you have chosen.

While you are at work, you are expected to:

- **Collect information** about your workplace and the industry you are working in (see [Good questions to ask](#)).
- **List what you have done each day** (using the workplace observation sheets in the [Work placement journal](#) provided, or those supplied by your host employer). Think about the core competencies you are developing each day.
- **Make sure your workplace supervisor signs and dates your workplace observation sheet** at the end of each day (confirming that this is an accurate record of your work).



# Things to do during placement - daily guidelines

**Start on time:** Arrive 10 to 15 minutes before your start time and ask for your supervisor or designated staff member.

**Make the most of your induction:** You will have an induction session during your first shift. Take notes if you need to – using the Workplace Induction sheet included in the journal section.

**Ensure you are safe in the workplace:** Find out what Work Health and Safety (Occupational Health and Safety) issues you need to be aware of and record them on your Workplace Induction sheet. Keep a copy of this with you to ensure you have all the information you might need to hand.

**Store your belongings safely:** Make sure you store your electronic devices and belongings in a safe place.

**Learn staff names and introduce yourself:** Take note of any of your supervisors' names and break times. Introduce yourself to workers as you meet them. Learn and use the names of all the people you will be working with.

**Learn the layout of your workplace:** Make sure you know your way around the workplace.

**Make sure you understand what your supervisor wants you to do:** Ask your supervisor to clarify or repeat details if you don't understand when they explain them the first time.

**Ask as many questions as you can:** In this way you will not only be showing your interest in the host workplace, but also learning about the job role and the industry. You may like to start with our **Good questions to ask**.

**Don't waste time:** Make sure you are back on the job straight after breaks.

**Make sure you're ready for the next day:** Before you leave, check where you should meet your supervisor on the following day.

**Complete your daily observation sheet:** Ask your supervisor/s to add comments and sign it. You may have different supervisors each day. It is easier to complete the journal each day instead of waiting until the end of your placement.

**Say thank you:** Thank your supervisor/s for the time and information they have shared with you each day.



## And on your final day...

**Formally thank the people you have been working with** for their time and support during your placement.

**Ensure that your supervisor has signed each day's record** in your journal (record/workplace observation sheet).

**Make sure you have completed your work placement journal** and that your manager or supervisor has reviewed and completed their part of it.

**Ask your employer if you can go over your report with them before you leave.** The feedback they provide will help you to review your placement. You might like to find another placement in the same or similar industry. Otherwise, now that you understand the industry better you may want to think again and look for pathways and experiences in other industries.

## Good questions to ask

### About the business/organisation

- Is it privately or publicly owned?
- What is the current size of the business/organisation (annual turnover) and when it was established?
- Have any major changes taken place over the past few years?

### About how the business/organisation recruits and who they employ

- What employment policies are used?
- What type of applicants does the business/organisation aim to attract?
- How does this business/organisation recruit people?
- What are the selection processes used to hire staff?
- How many people are employed by this business/organisation?
- What type of jobs are available? If you are interested in any of these jobs, ask questions about them.
- Are most people employed on a casual, part-time or full-time basis?

## Core competencies

When you record your workplace observations, remember to reflect on the core competencies you are developing each day, and think about what area of your current study these competencies relate to. By doing this you can show how your placement is supporting your growth. As outlined in [SECTION 1](#), the core competencies are as follows: Communication; Teamwork; Problem solving; Initiative and innovation; Planning and organising; Digital literacy; Lifelong learning; Numeracy; Literacy.

### Finish your work placement journal

Make sure you and your supervisor/manager have completed your work placement journal. This information can be shared with your school's career or workplace learning coordinator, staff, and students who are interested in seeking an experience in the same or similar industry.

### Discuss your work placement

Sharing your experiences of the work placement will involve reflecting on:

- your learning in the workplace
- the impact on your career planning
- how your experience might help you to prepare your pathway plans or portfolios
- your work readiness
- comments made by the employer/supervisor on the evaluation form.

Workplace learning coordinators and other relevant staff may collect written or verbal feedback from employers, parents, and staff members. These comments can provide insight into the value of the placement for you, from the perspective of parents and employers.

### Write a 'thank you' letter or email

After the workplace learning placement, you can write a letter or email of appreciation to the employer/supervisor. Doing this will remind the host workplace of you if they are looking for future employees.

Also, if this placement was your introduction to this industry, and you would now like to undertake a VET subject or Australian School Based Apprenticeship, you may be able to approach this host to seek future placement options.

### Update your resume information with your placement details

Now is the time to update your resume with your placement details. If you have asked your host employer or supervisor to be a referee on your resume, update these details also.

### Keep electronic copies of documents in a safe place

Remember to store your journal and reports electronically, and in a place that will make it easy for you to find and to refer back to when you need them.

**Looking for more options? Revisit myfuture's 'my career profile' to investigate what else is out there for you. Perhaps you might explore a different occupation in the same or a similar industry, or a completely new pathway. Continue your research on the myfuture website.**

## 6 Next steps

### How to continue exploring an occupation or pursuing other options after placement

**You may find it helpful to share the information in this section with your parents or carers and your work experience host employer.**

Some of your options include:

- taking up another work experience placement in the same industry with a different host employer
- pursuing this occupation further by undertaking **Structured Workplace Learning (SWL)**.

#### Structured workplace learning

Structured workplace learning (SWL) is a hands-on experience of work. It provides students over the age of 15 with the opportunity to combine on-the-job experience (i.e. actively participating in specific tasks in the workplace) with their secondary study. It provides:

- enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- achievement of certain learning outcomes for senior secondary school qualifications (e.g. VCE, QCE) or applied learning units
- enhanced employment opportunities.

There are two routes to undertaking Structured workplace learning. You may choose to:

- investigate the opportunity to enrol in a **Vocational Education & Training (VET)** course, through your school
- or talk to your career practitioner about an **Australian School Based Apprenticeship (ASbA)**.

#### Vocational education and training (VET)

VET is a type of structured workplace learning. It is designed to teach you the knowledge and specific practical skills to help you in the workplace. It can be delivered in a number of ways, including through schools, dual sector universities with VET courses, TAFE institutes, private Registered Training Organisations (RTOs), and community colleges.

A VET qualification or program can be a: Certificate I, II, III or IV; Diploma; Advanced Diploma; Apprenticeship; Traineeship; Graduate Certificate; or Graduate Diploma.

#### Australian school-based apprenticeships (ASbAs/SbATs)

ASbAs /SbATs commence part-time as part of secondary schooling (Years 11 and 12). Student apprentices earn a wage, work with an employer, and train towards an accredited qualification while undertaking their high school certificate. ASbAs/SbATs are also used by employers looking for part-time and/or school age staff.

Registered Training Organisations (RTOs) deliver the training, either for a few hours every week, or in blocks. Students and their school teachers need to discuss and agree on attendance at work and training.

## Industry-student networks and portals

In some states and territories there are portals or networks where employers, students, schools and communities can connect. Employers can upload placement opportunities and students can post requests for specific positions they are seeking. In Victoria, these are known as [Local Learning and Employment Networks \(LLENs\)](#), while in Western Australia the government runs a [Career Taster Portal](#). Less formal networks exist in other areas, so talk to your school career or workplace learning coordinator about what industry-student networks exist in your state or territory.

## Structured workplace learning: additional legal safeguards and requirements

Much of the legislation put in place to protect employers, schools and students during a student work experience placement also applies to a structured work placement. However, there are some additional safeguards and considerations. Your school career or workplace learning coordinator will be able to advise you on these and help you make sure everything is set up correctly for your structured work placement.

We identify a couple of points of difference below:

### Apprenticeships - wages and conditions

Australian Apprentices are employed under a federal or state award or agreement. You will be paid a wage which varies depending on a number of factors including your year of training, the type of Australian Apprenticeship you are doing and the industry or occupation. You have the same rights to superannuation, workers compensation and other entitlements or requirements as all other workers in Australia. Awards and conditions are set independently of the Australian Government by the Fair Work Commission.

See the [Australian Apprenticeships website](#) for more information on school-based apprentices.

# Work placement journal (reflection and reminder tool)



**For students undertaking short-term,  
observation-only workplace learning**

*Printable version*



# Placement details

To be completed before placement begins

Business name:

Business phone:  Email:  Website:

Business address:

Business contact person:  Title (e.g. Manager):

Hours of work:

Start  Finish

Break times:

Start  Finish

Start  Finish

Lunch arrangements: for example, do you bring your lunch, is there a canteen/shop to purchase lunch, is there a fridge to store your food?

Clothing arrangements: for example, are you required to wear particular clothing items or clothing of a particular colour?

Transport arrangements: for example, how you will get to and from the workplace

Any other special arrangements: for example, with regards to health, food, religious practices



# Occupation details

To be completed before placement begins. Find these details by searching for the occupation on the [myfuture](#) website (log in required).

Job title:

What **educational qualifications** are required for this occupation?

Describe some of the **main tasks** you would be expected to perform in this occupation:

Highlight any **tasks** in the above list that you think **you might be expected to perform** during your week of work experience.

Describe some of the **personal skills** that would help you carry out this type of work:

# Student record - contact details

### Work placement coordinator contact details

School name			
Main contact			
Phone		Email	
Second contact			
Phone		Email	

### Student's emergency contact details

Student's name			
Address			
Contact name			
Phone		Email	
Second contact			
Phone		Email	
Medical condition/s (e.g. asthma)			

# Personal record of hours worked

This is a guide to what you can expect on a form like this. No signatures are needed on this example.

Student's name			Placement dates		to	
Supervisor's name						
Date	Start time	Finish time	Deducted break time	Daily total	Supervisor/s signature/s	
			Weekly total			

## Absences






If you cannot attend your workplace you must contact these people, by an agreed method (phone, email) with as much notice as possible:

- your workplace supervisor/s
- your workplace learning coordinator (or school).

**Important note:** The school or workplace supervisor/s can ask you for a medical certificate. If you are often not at work or if you do not explain why you are absent, the placement may be cancelled.

# Workplace induction record

On your first day you will have a workplace induction (an introduction to the workplace and things you need to know). Use the table below to record the information you are given during your induction and information sessions. Keep it to hand and refer back to it as necessary during the placement.

 Time-keeping	<p>Aim to arrive 10 to 15 minutes before your start time. Insert the start time for your role.</p> <p>Start time <input type="text"/></p> <p>Breaks <input type="text"/></p> <p>Lunch time <input type="text"/></p> <p>Duration <input type="text"/></p> <p>Finish time <input type="text"/></p>
 Personal protection equipment (PPE)	<p>What PPE is required in this workplace?</p> <p>How do you use this equipment?</p> <p>Why is this equipment used?</p>
 Mobile device policy	<p>For work ethics and safety reasons mobile devices are often not permitted while on the job. What is this company's policy?</p> <p>When can mobile devices be used?</p>
 Emergency procedures	<p>Who is the Health and Safety Officer?</p> <p>Where are the emergency exits?</p> <p>Who is the fire warden?</p> <p>If there is an emergency evacuation, where are the meeting points? How do you know you know where they are?</p>
 Dress code	<p>What is the dress code for the department you are working in?</p> <p>If there are other departments in this workplace, what are the dress codes?</p>



Social media

What are the rules for how the organisation and its employees conduct themselves (behave) when they use social media?

What can you post?

What can you not post?

# Workplace observations

## Day 1

Date:

## Major tasks undertaken

In the spaces below, list the main tasks you completed at work today.


Which of the following core competencies did you use today? Which area of your current study do you think these competencies relate to?

Employability skill	Yes	No	N/A	Study area
Communication				
Teamwork				
Problem solving				
Initiative and innovation				
Planning and organising				
Digital literacy				
Lifelong learning				
Numeracy				
Literacy				

Complete a diary entry for today in the workspace below.

Today I

Student's signature:

Supervisor's comment (optional)

Supervisor's signature:

# Workplace observations

## Day 2

Date:

## Major tasks undertaken

In the spaces below, list the main tasks you completed at work today.


Which of the following core competencies did you use today? Which area of your current study do you think these competencies relate to?

Employability skill	Yes	No	N/A	Study area
Communication				
Teamwork				
Problem solving				
Initiative and innovation				
Planning and organising				
Digital literacy				
Lifelong learning				
Numeracy				
Literacy				

Complete a diary entry for today in the workspace below.

Today I

Student's signature:

Supervisor's comment (optional)

Supervisor's signature:



# Workplace observations

## Day 3

Date:

## Major tasks undertaken

In the spaces below, list the main tasks you completed at work today.


Which of the following core competencies did you use today? Which area of your current study do you think these competencies relate to?

Employability skill	Yes	No	N/A	Study area
Communication				
Teamwork				
Problem solving				
Initiative and innovation				
Planning and organising				
Digital literacy				
Lifelong learning				
Numeracy				
Literacy				

Complete a diary entry for today in the workspace below.

Today I

Student's signature:

Supervisor's comment (optional)

Supervisor's signature:

# Workplace observations

## Day 4

Date:

## Major tasks undertaken

In the spaces below, list the main tasks you completed at work today.


Which of the following core competencies did you use today? Which area of your current study do you think these competencies relate to?

Employability skill	Yes	No	N/A	Study area
Communication				
Teamwork				
Problem solving				
Initiative and innovation				
Planning and organising				
Digital literacy				
Lifelong learning				
Numeracy				
Literacy				

Complete a diary entry for today in the workspace below.

Today I

Student's signature:

Supervisor's comment (optional)

Supervisor's signature:

# Workplace observations

## Day 5

Date:

## Major tasks undertaken

In the spaces below, list the main tasks you completed at work today.


Which of the following core competencies did you use today? Which area of your current study do you think these competencies relate to?

Employability skill	Yes	No	N/A	Study area
Communication				
Teamwork				
Problem solving				
Initiative and innovation				
Planning and organising				
Digital literacy				
Lifelong learning				
Numeracy				
Literacy				

Complete a diary entry for today in the workspace below.

Today I

Student's signature:

Supervisor's comment (optional)

Supervisor's signature:

# Workplace supervisor's evaluation of student performance

**Note:** Your workplace supervisor will discuss this form with you.

Student's name:

Company/business/organisation name:

Workplace department:

Workplace supervisor's name (please print):

Workplace supervisor's signature:  Date:

Please complete the following evaluation after each 38 hours completed in the workplace (or at the end of the placement if fewer than 38 hours are completed).

For each student attribute, tick the box that contains the most appropriate description of the student's workplace performance.

Personal attributes	Not yet satisfactory	Satisfactory	High	Very high
<b>Enthusiasm</b>	<input type="checkbox"/>	Observes and listens, follows instructions and performs most tasks enthusiastically. <input type="checkbox"/>	Maintains an enthusiastic approach to all tasks. <input type="checkbox"/>	Extremely motivated and keen. Prioritises tasks and takes responsibility for own workload. <input type="checkbox"/>
<b>Approach to safety</b>	<input type="checkbox"/>	Follows safety rules in the workplace, Maintains own safety and carries out work duties in a safe manner. <input type="checkbox"/>	Observes specific workplace safety policies, procedures and standards and acts to minimise risks to self. <input type="checkbox"/>	Observes specific workplace safety policies, procedures and standards and acts to minimise risks to self and others. <input type="checkbox"/>
<b>Approach to learning</b>	<input type="checkbox"/>	Willing to learn and asks for assistance or clarification if needed. <input type="checkbox"/>	Shows interest in the work and the industry area. Asks good questions and listens attentively. <input type="checkbox"/>	Eagerly seeks new and more challenging tasks to extend workplace skills and knowledge. <input type="checkbox"/>
<b>Approach to others</b>	<input type="checkbox"/>	Relates well to co-workers and is comfortable in a work environment. <input type="checkbox"/>	Interacts with co-workers and clients in a confident and friendly manner. <input type="checkbox"/>	Communicates effectively with co-workers, seeks others' opinions and begins to cultivate networks <input type="checkbox"/>
<b>Reliability</b>	<input type="checkbox"/>	Can be relied on to complete allocated tasks. <input type="checkbox"/>	Can be relied on to complete allocated tasks and follow the job through when faced with difficulties. <input type="checkbox"/>	Is totally reliable and shows determination in resolving difficult tasks. <input type="checkbox"/>
<b>Initiative</b>	<input type="checkbox"/>	Completes routine or familiar tasks without direct or repeated instruction. <input type="checkbox"/>	Thinks ahead and often completes tasks without prompting. <input type="checkbox"/>	Works independently and collaboratively, solves problems and is resourceful. <input type="checkbox"/>

Personal attributes	Not yet satisfactory	Satisfactory	High	Very high
Response to advice	<div></div>	Listens to advice and acts on it. <div></div>	Acts on advice and seeks feedback to improve work performance. <div></div>	Actively seeks feedback to improve work performance and applies advice to different situations. <div></div>
Quality of work	<div></div>	Completes given tasks to required standard <div></div>	All work is of a high standard and self-checks are made for quality. <div></div>	Work is always of a high quality. Pays attention to detail and takes pride in completing tasks to a very high standard. <div></div>

Comments

# Work experience – parent/guardian/carer evaluation

Name of student:

Host workplace:

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

2. How did your child cope with the placement?

3. If your child had any difficulties, what were they?

4. Did the work placement give your child experiences that could help them decide on a career?

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

6. Do you have any other comments on your child's work experience?

Parent/Guardian/Carer name:

Parent/Guardian/Carer signature:

Thank you for taking the time to complete this evaluation.