Information for host employers

Advice on Completion of Student Placement Record to meet the department's standards

- We ask you to take particular care in completing **section 3** of the Student Placement Record.
- We ask you to provide **specific, exact information** on the Student Placement Record about
    a) the tasks/duties the student will be doing;
    b) the risks to a student doing that work (and the likelihood and severity of injury);
    c) how you will manage any risks to the student;
    d) induction, supervision and use of personal protective equipment (PPE).
- By thinking about these questions carefully and putting the details on the Student Placement Record, you are in effect completing a **written risk assessment** of the tasks you are setting for the student.
- This helps you **meet your responsibilities under Work Health and Safety legislation**.
- Your information alerts the school or EVET provider to exactly what is planned so the school/EVET provider can make a considered decision to approve – or not approve – the planned activities as being **suitable for the student and for the purpose of their workplace learning**. This is part of the **school or EVET provider's duty of care**.
- We understand that sometimes you need to **change the activities** and if these are significant or involve risk to the student, we ask you to tell **the school or EVET provider**.
- If you need more space, please attach extra information to the Student Placement Record.
- A planned program of activities reduces the chances of students being exposed to risks from unplanned activities.
- Specific guidance and advice on how to complete key risk assessment responses on the Student Placement Record follows.

Section 3 of student placement record

Sample employer responses that do not/do meet the standards the department requires

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Activities/duties to be undertaken by the student

Standard

Undertaking [activity] and/or using a [name of machine, tools] to [do what] under the close supervision of [level of responsibility].

Employer response 1 – suitable duties as directed.

This response would be **unsatisfactory** as the school/EVET provider would not be able to gain a clear indication of what the student will be doing.

Employer response 2 – using a press to make flanges under the close supervision of production manager or similar experienced supervisor.

Employer response 3 – shadow an architect; attend meetings/site visits; student assignment involving CAD; independent visits to nearby city buildings; use printers.

Employer response 4 – aspects of cabinet making using machinery including panel saw, edge bander, nail guns and drills. The student will be supervised by a qualified tradesperson.

These responses would be **satisfactory**. They each tell the school/EVET provider what the student will primarily be doing and the level of seniority of the supervisor. The school can then consider if this is a suitable activity and whether they need more information before going ahead with the placement.

Any activities or tasks the student is not to undertake

For example no-go areas, machinery or equipment that is too dangerous for new or young workers to operate.

Standard

There needs to be a meaningful response to this question. Note the prompts above to help the host employer.

Employer response 1 – nil or see pages 8-9 of the Employer's Guide to Workplace Learning

A **nil** response would be **unsatisfactory**. Some detail would need to be provided to identify potential risks in the industry setting where the student will complete their work placement. Referring to the Employer's Guide is far too general. It does not provide evidence that relevant risks have been identified.

Note that this question does not require you to consider every aspect of your workplace; just the aspects relevant to the student.

Where the activities are usually safe for students such as in office environments, you should still aim to identify at least one thing the student must not do for example must not operate guillotine without training and supervision; beware of extremely hot water in the kitchen tap. This is evidence of your conscientious consideration of potential risks to the student.

Employer response 2 – must not use nail gun or use press without close supervision as they can be dangerous for a new or young worker.

This response would be **satisfactory** as it identifies the exact risks. It alerts the school/EVET provider that this might not be a suitable activity for some students.

Employer response 3 – student must not use any tools or machinery that we have not trained the student to use.

This response would be **satisfactory** as it alerts the school/EVET provider to emphasise this in preparing the student. Depending on the industry and the student, the school/TAFE might need extra information before deciding whether or not to approve the proposed activities or tasks.

Indicate any risks to the student in the planned activities

For example manual handling, repetitive activities, exposure to sun, chemicals, fumes, use of particular tools or equipment, proposed horse riding or use of farm equipment.

Standard

Precise identification of potential risks to the student in regard to the tasks they will do.

- You are asked to assess the particular risks in the planned activities for a student and the tools of the trade they will be using.
- Consider the examples provided to prompt your responses.
- Use your Safe Operating Procedures and experience of hosting students to identify risks.
- Be exact about risks. This is very important if students are to use tools or machinery.

Employer response – slips, trips, cuts, burns, manual handling and use of machinery and tools.

This response would be **unsatisfactory** as these risks are expressed generically. Potential risks need to relate specifically to the tasks the employer plans for the student to do.

The following responses would be **satisfactory**.

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Employer response 2 – potential for burns in operating the press above level 2. Manual handling of packaged goods over 4 kg and moving wheelie bins.

Employer response 3 – touching the foot pedal will automatically engage the machine. This can result in high speed machine operation beyond student control. Student must always be fully alert to this risk.

Employer response 4 – all equipment in the workshop carries some risks and consequently the student will be supervised at all times. Induction on Day 1 will emphasise workshop safety.

How will those risks be eliminated or controlled?

Standard

Precise actions the host employer will take to eliminate or control the identified risks to the student.

Employer response 1 – instruction in use of equipment and supervision in the workplace.

This response would be **unsatisfactory** as more detail is required to inform the school/EVET provider of the potential risks involved.

The following response would be **satisfactory**.

Employer response 2 – training will include identification of potential risks associated with the operation of all equipment and Safe Operating Procedures (SOP) will be demonstrated to ensure the student is equipped with the knowledge to mitigate risks. For example, in the case of a panel saw the students will be trained to ensure: the environment around the machine is clear from obstruction; that the safety guard is engaged; that use of the on and off switching, especially the emergency shut off switch, is clearly understood.

While these controls are likely to be covered in detail in the student's Day 1 workplace induction, it is essential that major risks are identified clearly on the Student Placement Record. This ensures that the school/EVET provider and parent/carer are fully informed before agreeing to the proposed placement. In some cases, the school/EVET provider might decide not to proceed with a placement because the risks are inappropriate for the school student.

Quality assurance of student placement records

Each semester, a range of completed Student Placement Records for both Work Experience and Work Placement may be examined. The purpose of this standard procedure is to encourage and instil a high level of commitment to conscientious provision of precise information and conscientious consideration of the suitability of placements. This is to ensure, as far as is reasonably practicable, the safe placement of students in high quality host workplaces.

- Students are young, voluntary workers who often lack experience in your industry.
- Help us all keep students safe by providing exact, commonly understood information from the start.
- Add to this with effective training and on-going close supervision and feedback.
- Tell the school/EVET provider if you have any concerns or plan to make changes that increase the potential for risk to the student.
- Together we balance the employer's risk assessment of the activities for students and responsibilities under the WHS legislation with the duty of care of the school/EVET provider to students. This includes:
    a) school/EVET provider conscientious preparation of students;
    b) supervisory contact with the student and host employer during the placement; and
    c) high quality immediate follow up with students.
- For high risk industries, students on placement are visited in the host workplace by the teacher on the first or second day wherever possible and this contact is documented. If a visit is not possible, there must be documented details of the teacher's phone discussions with the host employer/supervisor and with the student.

If you have any queries, please contact the Student Pathways Adviser in the Department's Pathways and Transitions team on telephone 7814 3393.

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