

Workplace learning procedure

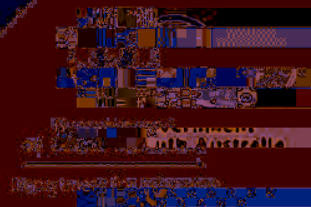
This is a mandated procedure under the operational policy framework. Any edits to this procedure must follow the process outlined on the [creating, updating and deleting operational policies](#) page.

Overview

This procedure outlines the process schools must follow to ensure that they fulfil their legislative obligations in relation to the *Children and Young People (Safety) Act 2017 (SA)*, the *Work Health and Safety Act 2012 (SA)*, the *Equal Opportunity Act 1984 (SA)*, and the *Child Safety (Prohibited Persons) Act 2016 (SA)*.

Scope

The workplace learning procedure applies to government schools in South Australia. This procedure has been developed for workplace learning where the workplace is regulated by Australian legislation and is not relevant to international workplace learning.



Detail

1. Understanding workplace learning

What is workplace learning?

For the purpose of this document, workplace learning is a placement of an eligible student with an employer to gain knowledge, skills and attitudes in the context of a real work environment through an approved learning program. Workplace learning aims to build on the students' schoolwork and career education activities in support of them planning and managing their transition through and beyond school.

If the identified activity does not meet the definition of one of the 3 workplace learning types, then schools are to review the camps and excursions policy, student volunteering advice or the industry and employer immersion guidelines to test if the activity meets the definition of an activity covered through another departmental structure.

Students can be involved in workplace learning in 3 ways:

1. Work Experience
2. Structured Workplace Learning for VET
3. Work Trial Leading to an Apprenticeship or Traineeship for School Students (A&TfSS).

Work experience

Work experience is the involvement of a student in a short-term industry placement. This enhances their experience in and understanding of the work environment while informing career development. This usually takes place without a school staff member present, ie an independent placement. Students can be engaged in a virtual or physical placement.

The timing of the placement, including start and finish times, are arranged directly between the employer, student and school and must be in line with industry awards (eg no more than 8 hours per day). Work experience can be paid or unpaid and is arranged between the employer and student.

Structured workplace learning for VET

Structured workplace learning is part of a Vocation Education and Training (VET) program. Real workplace supervised learning activities lead to skills acquisition and contributes to an assessment of competency relevant to the requirements of nationally recognised VET qualifications. The competencies to be delivered and assessed (as specified in the relevant Training Package) are negotiated between the Registered Training Organisation (RTO), school, student and workplace learning provider.

Work trial leading to an apprenticeship or traineeship

Year 10, 11, 12 or 12+ students participating in a work trial must only be considered once the genuine opportunity for an apprenticeship or traineeship for a school student has been established. A work trial

should only be for a short duration of time, long enough for a potential employee (student) to demonstrate the skills required for the job.

The timing of the work trial, including start and finish times, are arranged directly between the employer, student and school and must be in line with industry awards (eg no more than 8 hours per day). Work trials can be paid or unpaid and is arranged between the employer and student. Student eligibility to participate in workplace learning

The following are requirements to undertake workplace learning at a physical or virtual worksite:

- x that the student will gain knowledge, skills and attitudes to support their learning and career development
- x the school has assessed the workplace learning environment and functional needs of the student, and is satisfied that any risk associated with the placement has been identified and mitigation strategies have been implemented
- x the student has completed a Work Health and Safety training program that, at a minimum, incorporates current and relevant issues from the Acts, as detailed in section 2 of this document.

2. Keeping students safe

There are multiple Acts that provide governance to support the safety of young people in the workplace. The Acts listed below have a significant role in keeping students safe while engaged in workplace learning:

- x *Work Health and Safety Act 2012 (SA)*
- x *Children and Young People (Safety) Act 2017 (SA)*
- x

notified to workers.

Children and Young People (Safety) Act 2017 (SA)

When schools facilitate workplace learning, they must ensure that the requirements of this Act are

satisfied that the working conditions are free from unlawful discrimination, harassment, and bullying.

Fair Work Act 2009 (Cth)

d ZFa® Work Act

- x ensure the student is provided with contact details of the school's leader responsible for workplace learning, who they can contact if they are feeling unsafe or have questions
- x connect with the student at least once during the workplace learning to check on their wellbeing and their progress towards learning goals. Some students may need additional check-ins or contact depending on their needs. A record of contact is stored in the student's file.

3. Preparing for workplace learning

Appropriate workplace learning tasks

A key part of the assessment process for both the workplace learning provider and student is ensuring the tasks that the student will undertake as part of the placement are appropriate. Considerations may include the student's level of maturity, practical skills, and qualification level.

Reasonable adjustments may be required to the workplace to accommodate the student. Some workplaces may not be suitable if major adjustments are required in a short amount of time, particularly for students with a disability or functional needs.

Schools are to seek clarification from workplace learning providers if the tasks/roles described in the Workplace Learning Agreement form are unclear or may be deemed inappropriate for the student's current capabilities.

For all placements, schools must ensure that:

- x students are always supervised (virtual work placement supervision and duty of care is provided by the school)
- x students receive the same training as a paid worker to undertake the same task/function
- x students are not taking the place of a paid worker
- x students are not undertaking tasks not listed in the Workplace Learning Agreement form.

In addition to the above section, the following details specify the tasks considered appropriate for the type of placement.

Work experience

Work experience should consist of:

- x work shadowing and work observation
- x assisting staff with appropriate tasks
- x Problem Based Learning (PBL), including small projects that can be completed fully supervised or with some level of independence.

Structured workplace learning for VET

As part of some Vocational Education and Training (VET) courses, students are required to undertake

Structured Workplace Learning. The tasks that the student undertakes will be negotiated and agreed by the

Working with Children Check (WWCC) for students

Students require a Working with Children Check if they are undertaking workplace learning where it is reasonably foreseeable that they will work with children as part of their work placement. Students over the age of 14 will be required to obtain a Working with Children Check if the placement involves one of the following:

- x working with children more than 7 days (consecutive or not) in a calendar year)
- x undertaking child-related work which involves overnight excursions or activity (for example, a school camp)
- x undertaking child-related work which involves close personal contact with children with disability.

It is noted that a person under the age of 14 years does not require a Working with Children Check.

Students doing placement as part of their study can apply for a free Working with Children Check, as used by volunteers via the Department for Human Services webpage – [see fees and payments for more information](#).

Further information can be found regarding Working with Children Checks on the [SA Gov website](#).

Workplace learning duration

Work experience

The duration for work experience should allow the student reasonable time to gain knowledge, skills, and experience in the context of a real work environment that supports student achievement.

The maximum number of work experience days for a student should not exceed 40 days in a school year, and 10 days during any school term, including school holidays and weekends.

Structured workplace learning for VET

As the placement is directly associated with the assessment of competency and achievement of outcomes relevant to the requirements of nationally recognised VET qualifications, the duration of Structured Workplace Learning will depend on the requirement of the VET course the student is engaged in. The RTO

Assessment form. Aboriginal Secondary Education Transition Officers (ASETO) and the [Workabout Centre](#) can be engaged to support Aboriginal students and their families in preparing for workplace learning.

Students with a medical condition or disability

Where a student has indicated on the Workplace Learning Agreement form that they have a medical condition or disability, further information may be required. This allows the school to adequately plan for the placement to ensure reasonable adjustments are made and a student's functional needs are accommodated. These adjustments will require consultation between schools, families and the workplace learning provider to ensure that safety is maintained.

It is the school's responsibility to support all students, including those with disability, to gain access to workplace learning within each student's capacity. There may be some situations where it is not appropriate for a student to participate in a placement and an alternative program would need to be considered and offered to cater for the needs of that individual student. This decision would need to be made in consultation and collaboration with the student and/or their carer. Students with disability may be connected to agencies outside of the Department for Education to support their engagement in workplace learning. Regardless of whether a student with disability is supported by external agencies or not, the student is not exempt from this procedure and all parties must be made aware that they are to meet all the requirements outlined in this procedure which are consistent with schools' duty of care obligations.

In the case of workplace learning for students with disability this includes ensuring that:

- x the workplace can make the identified reasonable adjustments to support the specific needs of the student
- x arrangements for participation in the workplace learning has been negotiated and documented in the student's education plan, in consultation with the student and/or their parent/caregiver
- x before starting the placement students receive training appropriate to their capacity about work, health and safety issues, workers' rights, harassment and protective behaviour
- x students and/or their parent/caregiver

Supervision during workplace learning

Physical attendance in the workplace

In the absence of a school staff member or negotiated support person, the workplace learning provider is responsible for the overall supervision of the student. This includes students on structured workplace learning for VET, work experience or a work trial leading to an apprenticeship or traineeship for school students.

For the purposes of this procedure, direct supervision means that the workplace learning provider's nominated staff member or on-the-job supervisor is:

- x physically present in the workplace with the student
- x within line of sight or close proximity
- x providing training and instruction on a given task
- x accessible to the student at all times on site and available to respond to their needs
- x is aware of any additional accommodations and supports the student may require.

Virtual work experience

Students on virtual work experience can be indirectly supervised by the nominated workplace learning provider's staff member who is:

- x readily accessible to communicate with the student either directly or electronically
- x has a system in place to check and monitor student progress against the allocated tasks.

Schools must identify and provide a school staff member to supervise the student who is engaged in virtual work experience. See the definition section of this document to clarify the parameters of virtual placements.

Engaging the worksite during the work placement

As part of the school's duty of care, a staff representative must make contact with the student at least once during a placement. Consider individual needs and identify, document and provide supports and adjustments to ensure students who have a higher duty of care due to the impact of disability are safe. In some cases, this will require increased supervision and contact.

Through this contact, the school representative must:

- x speak with the on job supervisor to discuss the student progress
- x speak with the student and /or their advocate to assess progress against student goals
- x ensure they are supported and safe.

Schools must record their engagements with the student and workplace learning provider and record these on the Schools Education Management System and the Schools Learner Management System. Schools may choose to use the [Workplace Learning Monitoring Report \(PDF 535KB\)](#) as a record of checking student progress.

5. Forms

Workplace Learning Agreement Form

The [Workplace Learning Agreement form \(PDF 470KB\)](#) documents all requirements and agreements of the workplace learning.

Schools complete each section of the form, ensuring that all elements associated with risk management have been considered. This ensures that all parties involved are aware of their roles and responsibilities in maximising success for the student.

Student: this section includes information relating to student and carer contact details, learning goals and the student readiness assessment.

Work Placement Environment and Tasks: this section details all elements of the placement including risk and mitigation strategies, identification of the learning tasks, dates and times for the placement and transport considerations.

Acknowledgement and Declarations: this section is where all stakeholders acknowledge and agree to their roles and responsibilities as detailed in the form.

Workplace Learning Monitoring Report

A school representative must visit the student or make direct phone contact with them at least once during a placement. Where there is a raised duty of care, accommodations must be made, with additional support in place to ensure that students are safe and able to succeed.

A record of the visit and any information collected must be recorded and stored in the Student's File. Schools may use the [Workplace Learning Monitoring Report \(PDF 2MB\)](#) to structure the information collected. A copy can also be provided to the student.

6. Responding to adverse events

Critical incidents involving a student

In the event of a critical incident involving injury or harm to a student (regardless of age), the workplace learning provider must ensure the wellbeing of the student, seek medical treatment as required and then notify the school as soon as possible.

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3. all parties are communicated with in relation to the matter
4. in the event that the school is contacted by any relevant authority investigating a formal complaint relating to the student, then the school, prior to taking any action, should seek the advice from the Legal Services directorate.

Ongoing monitoring of the student's wellbeing following incidents should be conducted.

It is noted that adverse events can include inappropriate behaviour by the student. In these circumstances the school should follow the department's behaviour support policy.

7. Insurance

The Legal Services Claims Manager is responsible for a variety of claims including claims for student injury during workplace learning and claims in relation to damage to private property by the student during their placement. The following section provide

Student use of vehicles during workplace learning

A student is only permitted to operate a motorised vehicle, including motorcycles, farm vehicles and any other vehicle for which a licence is required, if they hold the appropriate licence and the vehicle is used in the appropriate way.

Students undertaking work placement as part of their VET course may have alternative or additional requirements related to the units of competency of their qualification.

Public liability cover

The government self-insures to cover liability for property damage or third-party body injury arising from the negligent actions of government school students and Department personnel when performing duties associated with the school's workplace learning program. The insured amount is without limit.

The government self-insures to cover costs, claims, proceedings or demands arising out of, or in respect to, the participation or negligence of government school students in authorised workplace learning programs, with the proviso that the liability will not be accepted if the injured party is able to obtain appropriate benefit from some other source of cover, eg the workplace learning provider's public liability insurance.

Should death/disablement or property damage be attributable to direct or indirect serious or wilful misconduct by the student, payment may not be made under the government's self-insurance arrangements.

Further clarification about insurance matters can be sought from the Claims Manager in the Department for Education Legal Services, ph. 8226 1555. Any claims received in relation to work placements must be forwarded to the Claims Manager via education.LegalClaims@sa.gov.au

Maritime workplace learning

Watercraft may only be used when the vessel is covered by a Marine Liability or Protection and Indemnity Policy and the insurance cover noted to include 'workplace learning activities'.

Any watercraft that will be used as transportation during a student's work placement must be recorded on the Workplace Learning Agreement form. If this is not identified until after the placement is underway, details are recorded in the Amendments section of the form and agreed to by all parties.

Support personnel for students with additional needs

Insurance cover for volunteers

The Department for Education has insurance cover which extends to persons who carry out volunteer duties/activities at the direction of the site leader or governing body. Claims for volunteer injury should be forwarded to the Legal Services Claims Manager via education.LegalClaims@sa.gov.au.

Insurance cover for paid supporters

Some agencies provide paid work trainers to support students who have additional needs on work placements as part of the student's transition from school. These workers are not covered by the

department's insurance and should be covered under the policies of their respective agencies.

Incident reporting and insurance claims

The Principal or delegate must:

- x prepare a report of the incident in accordance with Department for Education accident/incident reporting procedures using the department's [incident reporting and management system](#)
- x remind the student's carer that accounts for medical and attendant services are to be lodged first with Medicare and, where applicable, the family's private health fund. If there is a difference between the amount reimbursed and the actual fee charged, ie the 'gap', the government's self-insurance arrangements will meet the shortfall up to a maximum amount of \$2,500
- x forward to the Legal Services Claims Manager via education.LegalClaims@sa.gov.au:
 - o the Workplace Learning Agreement form
 - o the reference of the injury report lodged through Edu portal
 - o any incident report provided by the workplace learning provider
 - o a covering note from the school
 - o any written claim from the student or parent/caregiver.

All forms should be kept on record.

Third party bodily injury or property damage

In the event of a student causing third party bodily injury or property damage, the workplace learning provider must contact the school as soon as possible. The Principal or delegate must:

- x

Provide students a safe and engaging placement.

Communicate openly with the school about the student's wellbeing and engagement in the placement.

Ensure

career education activities

Activities that allow students to develop knowledge, skills and attitudes will assist them to make informed decisions about their study and/or work options.

child or young person

A child or young person means a person who is under 18 years of age.

child related work

Work that, in the ordinary course of duties, it is reasonably foreseeable that the worker will engage with children. For example, a child-care service or health service for children.

duty of care

Duty of care is a legal concept which refers to an obligation to take reasonable care to protect another person from all reasonably foreseeable risk of harm or other risks.

genuine opportunity

An employer has a vacancy for an apprenticeship or traineeship and they have confirmed that they would consider employing a school student in this vacancy.

prescribed position

A position in which a person works, or is likely to work, with children.

procedure

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Status: approved

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Amendment(s): Updated wording to provide clearer guidance on RRHAN-EC training obligations, name changes to department ICT systems, and other minor corrections.

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Version: 3.0

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Amendment(s): New procedure – across sector.

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