



# Student Log Book

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

TELEPHONE: \_\_\_\_\_

*This book is an important document for Curriculum Council assessment for the student. If you find this book please contact the ONSITE office as soon as possible on 9443 8371.*

*Thank you.*

## ***ONSITE COORDINATORS***

Office: c/-Aranmore College Telephone: 9443 8371  
41 Franklin Street Fax: 9443 8370  
LEEDERVILLE  
WA 6007 Email: onsite@aranmore.wa.edu.au

Postal P O Box 223  
Address: LEEDERVILLE WA 6903

Paul Baker 0419 126 965

Sorrel Jackson 0408 486 724

Nathan Heeson 0418 472 719



## **ONSITE** Inc.

ONSITE Inc. is a Vocational Education Training Program providing students with the opportunity to combine industry based training while completing their final years of secondary school.

The program is part of a national strategy to provide students with a clearer understanding of career choices, the requirements of chosen industries and entry level skill preparation.

ONSITE differs from traditional work experience programs where students observe others at work. Within some specialized sections of the program students, with the help of their industry trainer can gain nationally recognised competencies in a wide range of industries.

ONSITE is an investment in the future. Industries involved in the program see the training they and others provide as an investment in current and future productivity through a pool of well trained future employees who understand and are committed to their chosen industry.



## ***TABLE OF CONTENTS***

Log Book Identification Details	1
ONSITE Coordinator Details	2
ONSITE Overview	3
Table of Contents	5
What You Need To know About the Log Book	6
What You Need To Know If You Are Absent From Work	7
General Information	8
Completing the Performance Profile	8
Workplace Learning Overview	9
Year Planner	10
Placement 1 WPL Assessment Register	13
Attendance Record	14
On The Job Training Details	15
Training Schedule Instructions	16
First Day Workplace Induction Checklist	17
Daily Training Schedules	18
Last Day Completion Checklist	29
Student Reflection	30
Student Performance Profile (for your Employer)	31
Placement 2 Information Form	33
Types of Work Placements - Important Information	34
Student Placement Form	35
Placement 2 WPL Assessment Register	37
Attendance Record	38
On The Job Training Details	39
Training Schedule Instructions	40
First Day Workplace Induction Checklist	41
Daily Training Schedules	42
Last Day Completion Checklist	52
Student Reflection	53
Student Performance Profile (for your Employer)	55
Placement 2 WPL Assessment Register	57
Work Place Learning Skills Achievement and Evidence Record	58
Glossary	115
Skill Matrix	117

# ***WHAT YOU NEED TO KNOW ABOUT THE LOG BOOK***

## **What is the purpose of the log book?**

In the classroom a teacher's job is to plan activities that progress your learning and give warning if you look like failing. It is quite different in the workplace in that you are responsible for managing your own learning and assessment. The log book helps you do this.

## **How does the log book help me?**

Each day in the workplace you record the skills and tasks that you cover. Your workplace supervisor then confirms whether you are competent or not in the skills you have recorded in your log book.

At the end of the Placement program, you will receive an overall grade based, in part, on your performance in the workplace, which counts for graduation purposes. Your log book, therefore, is a vital record for assessment and grading purposes as well as a useful tool for job interviews and further training.

## **What skills do I need to achieve?**

All ONSITE students are provided with a list of skills they must try to achieve during their work placement. The Curriculum Council approves these skills. You will be given plenty of opportunity to practise your skills due to the amount of time you spend in the workplace.

This Log Book can be used by students who are enrolled in Workplace Learning Course (referred to as Graded) or Workplace Learning Employability Skills (referred to as Mode 2)

With your teacher you will identify which course you are completing and then identify which individual skills you need to be assessed on in each placement. Each Skill has two tick boxes allowing you to indicate which skills are to be assessed and for which course they are being assessed.

## **How do I know that I am achieving my skills?**

Each time you go to the workplace you will record your daily training activities on the Daily Training Schedule. You will need to get your trainer to sign the schedule each day to confirm your hours and tasks for the day. You should also ask your trainer to explain areas you need to improve.

Progress through your skills list can be measured against the examples of what a skilled student can do, associated with each skill. You might wish to check off those examples which can be applied to your workplace and when you have completed all possible examples or similar activities and gathered suitable evidence, you should ask your trainer to sign you off if he/she deems you competent.

## **Evidence.**

Evidence is required in order to have skills signed off. This information should be documented where each skill is to be signed off. You will also need to use the Skill Matrix, included in evidence journal, to demonstrate skill activity over a period of time.

## **What if I can't cover all the skills in my workplace?**

You need to discuss the skills with either your supervisor, your school co-ordinator or your ONSITE co-ordinator for suggestions.

Some skills may have to be covered by setting up a 'dummy' situation or by having your supervisor ask you specific questions.

Do not leave any skill outstanding as you may not complete program requirements. It is your responsibility to manage your skills and almost all difficulties can be overcome with good communication.

## **What happens when I have achieved all the skills on my list?**

Your log book still needs to be filled out every time you go to the workplace. You can keep practising your skills and aim at achieving at the highest standard for all of them. Remember, your trainer will complete a Student Performance Profile at the completion of your placement.

## ***WHAT YOU NEED TO KNOW ABOUT THE LOG BOOK continued:***

### **What if I don't fill out my log book?**

Filling out your log book is compulsory. You could be withdrawn from the workplace or the program if you do not have a good reason. If you have a problem contact the ONSITE coordinators immediately.

### **What if I lose my log book?**

*The log book is your only record of progress. Keep it safe and clean at all times. Make sure you hand it to your school coordinator each week for checking. If you lose it, you need to report it to the school co-ordinator and ONSITE office immediately. You will need to purchase a replacement book prior to your next placement day. However, all information in the log book is considered lost and cannot be rewritten. (it can be a good idea to photocopy as you go )*

### **What happens at the end of my placement?**

Before your last day, you ask your employer to fill out and sign your Student Performance Profile (green page).

The Student Performance Profile is included in your Log Book at the end of each placement. You must get your employer to **FULLY** complete the green Student Performance Profile on your last day. This requires planning and fore warning of your employer to ensure it is done on the day. The form **MUST** stay in your Logbook. You must collect this back before you leave on the last day.

The assessment that you have received for each skill and performance profile is transferred to ONSITE's computer records.

## ***WHAT YOU NEED TO DO IF YOU ARE ABSENT FROM WORK***

### **What if I am absent?**

**If you are absent for any reason, you must notify your employer with as much advance warning as possible. You must also advise ONSITE and your school co-ordinator.** If you are absent due to sickness, a medical certificate from a doctor should be obtained for your supervisor. Any absence in the workplace must be made up to ensure the required number of days and minimum number of hours are achieved. These need to be negotiated with your employer and school to make sure it suits all parties.

All assessment for the ONSITE program is based on the **TIME** you spend in the workplace and at school in Workplace Learning in addition to the skills achieved.

### **Renegotiated Training Days**

You will have received a set schedule of training days for your placement. It is possible to negotiate a change to a particular training day due to school or family commitments, however the following conditions will apply:

- you can only request (not demand) a change to a training day.
- the employer has first right of acceptance or refusal.
- Where the change is due to unforeseen illness, ONSITE must be notified of renegotiated days immediately by telephone or email.
- Where a change has been negotiated due to a family holiday or commitment it is deemed that you should have prior warning and all concerned parties should be notified in advance.

***If the guidelines for Workplace Absences are not followed, or if a student is absent from the workplace without appropriate notification, the ONSITE Regional Coordinator reserves the right to withdraw the student from the program immediately***

## ***GENERAL INFORMATION***

### **Change of Address/Information**

Because of the nature of the ONSITE program, many items of communication occur during school holiday times. In particular there may be a need to forward information to you after school has finished.

Additionally we often get employers contacting the office with job opportunities.

Changes of address or telephone must be notified immediately to ensure you can always be contacted through ONSITE.

### **Insurance**

Each school has in place its own accident insurance policy, however your actions can also impact on how any insurance company will view accidents.

Be aware of some basic information;

- Negligence or inappropriate behaviour could invalidate some policies. You must behave in a responsible manner at all times. ***Students acting in a negligent or inappropriate manner whilst on workplace training will be withdrawn from the programme immediately.***
- Usually you are covered for travel to and from the workplace. However any deviation from the direct trip to or from the workplace and home could invalidate this coverage.

## ***COMPLETING THE STUDENT PERFORMANCE PROFILE***

At the completion of each placement you will need to get your trainer/employer to complete the Student Performance Profile (pale green).

You should get your employer to complete this form in your Log Book. This must be done on the last day of your placement.

To avoid any delays you should fore warn your trainer in the week prior to your last training day. Make an appointment for a time to meet with your trainer on the last day to complete the form. Changes or erasing on the Profile will invalidate the result.

The Log Book should be returned immediately to your school coordinator.

**REMEMBER:** To ensure that the sheet is completed by the last day, remember to advise your trainer, on the second last day, of the requirement to complete the Student Performance Profile.

At the start of the last day remind your trainer once again that you need to take the Profile back to your school coordinator at the end of the day.

If there are difficulties contact the ONSITE office immediately



## **WORKPLACE LEARNING OVERVIEW**

	<b>COURSE</b>	<b>ENDORSED PROGRAMS</b>
	<b>Workplace Learning Course (Implementation 2009)</b>	<b>Workplace Learning: Employability Skills (mode 2)</b>
<b>Designed for</b>	Year 11 and 12 students.	All students and suits all industry and occupational areas.
<b>Structure</b>	4 Stage 1 units. 3 Outcomes. Unit content. Assessment requirements including set weighting for 3 assessment types. Assessment is not just based on the workplace. Workplace skills list is the same list used in mode 2.	Incorporates the employability skills list developed by the Curriculum Council based on the current skills lists for D and E code SWL and the employability skills.
<b>Logbook</b>	Students maintain a logbook containing an attendance log and a task schedule for each day.	Students maintain a logbook containing an attendance log and a task schedule for each day.
<b>Workplace</b>	Actual workplace (not simulated). The student's school is not viewed as a workplace.	Actual workplace. The student's school is not viewed as a workplace.
<b>School or provider contact time</b>	To enable all the teaching, learning and assessment for each unit to take place, a minimum of 15 school contact hours is required.	No set time but students need to be inducted and provided with ongoing support while in the workplace.
<b>Skills in the workplace</b>	Skills completed in the workplace need to be signed off by the workplace supervisor. At least 10 skills need to be signed off per unit—one skill from each of the nine areas.	Skills completed in the workplace need to be signed off by the workplace supervisor. At least 20 skills need to be signed off per program—one skill from each of the nine areas.
<b>Completion</b>	It is expected that most students will complete two course units in a calendar year (1A/1B or 1C/1D).	It is expected that most students will complete one program (2 unit equivalents) in a calendar year.
<b>Requirements</b>	Minimum of 50 hours in the workplace per course unit. Units not completed in a year need to meet the course requirements for re-enrolment.	Minimum of 110 hours in the workplace per two unit block. The requirements for a program can be accumulated over more than one calendar year.
<b>Achievement</b>	Each unit is graded (A to E) based on grade descriptors. Students need to meet the requirements of the unit. Students complete the requirements of one or more course units. No credit for partial completion.	Students can achieve the program or students can achieve the program with merit or with distinction. Students can be awarded multiple blocks of two units provided the selection of skills includes at least one new skill from each of the nine areas and the workplace or industry area is different. No credit for partial completion. <i>Achieved</i> <i>Achieved with Merit</i> <i>Achieved with Distinction</i>
<b>VET</b>	Units of competency can be integrated as for any course unit. VET integrated.	Units of competency can be completed in the workplace. The successful completed units of competency are collected as stand-alone VET.
<b>Monitoring</b>	The school should monitor the workplace supervisor's signing of the task schedule, attendance record and skills list. The school needs to keep ongoing records separate from the student's logbook.	The school should monitor the workplace supervisor's signing of the task schedule, attendance record and skills list. The school needs to keep ongoing records separate from the student's logbook.

# PLANNER

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
1	T	S	S	W	F	M
2	F	M	M	T	S	T
3	S	T	T	F	S	W
4	S	W	W	S	M	T
5	M	T	T	S	T	F
6	T	F	F	M	W	S
7	W	S	S	T	T	S
8	T	S	S	W	F	M
9	F	M	M	T	S	T
10	S	T	T	F	S	W
11	S	W	W	S	M	T
12	M	T	T	S	T	F
13	T	F	F	M	W	S
14	W	S	S	T	T	S
15	T	S	S	W	F	M
16	F	M	M	T	S	T
17	S	T	T	F	S	W
18	S	W	W	S	M	T
19	M	T	T	S	T	F
20	T	F	F	M	W	S
21	W	S	S	T	T	S
22	T	S	S	W	F	M
23	F	M	M	T	S	T
24	S	T	T	F	S	W
25	S	W	W	S	M	T
26	M	T	T	S	T	F
27	T	F	F	M	W	S
28	W	S	S	T	T	S
29	T		S	W	F	M
30	F		M	T	S	T
31	S		T		S	

# PLANNER

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1	W	S	T	T	S	T
2	T	S	W	F	M	W
3	F	M	T	S	T	T
4	S	T	F	S	W	F
5	S	W	S	M	T	S
6	M	T	S	T	F	S
7	T	F	M	W	S	M
8	W	S	T	T	S	T
9	T	S	W	F	M	W
10	F	M	T	S	T	T
11	S	T	F	S	W	F
12	S	W	S	M	T	S
13	M	T	S	T	F	S
14	T	F	M	W	S	M
15	W	S	T	T	S	T
16	T	S	W	F	M	W
17	F	M	T	S	T	T
18	S	T	F	S	W	F
19	S	W	S	M	T	S
20	M	T	S	T	F	S
21	T	F	M	W	S	M
22	W	S	T	T	S	T
23	T	S	W	F	M	W
24	F	M	T	S	T	T
25	S	T	F	S	W	F
26	S	W	S	M	T	S
27	M	T	S	T	F	S
28	T	F	M	W	S	M
29	W	S	T	T	S	T
30	T	S	W	F	M	W
31	F	M		S		T



***PLACEMENT 1***  
***CURRICULUM COUNCIL***  
***PLACEMENT TRAINING RECORD***  
***WORKPLACE LEARNING***

***COURSE***

***MODE 2***

*Please indicate which course/s you are undertaking in this placement by ticking the appropriate box above.*

# ***ATTENDANCE RECORD***

Use this to record the days you attend the workplace.

LEGEND    √ = Present    A = Absent    L = Late

<b>WPL Course Placement</b>				
Days	√	Date	Day	Hours
1				/
2				/
3				/
4				/
5				/
6				/
7				/
8				/
9				/
10				/
11				/
12				/
13				/
14				/
15				/
16				/
<b>Total Hours</b>				

<b>WPL Mode 2 Placement</b>				
Day	√	Date	Day	Hours
1				/
2				/
3				/
4				/
5				/
6				/
7				/
8				/
9				/
10				/
11				/
12				/
13				/
14				/
15				/
16				/
<b>Total Hours</b>				

***PLACEMENT 1  
ON THE JOB TRAINING DETAILS***

(Applies to all students. This information refers to the employer you have been placed with)

**Company Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**Manager:** \_\_\_\_\_

**Trainer (Senior):** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **Mobile:** \_\_\_\_\_

**Trainer #1:** \_\_\_\_\_

**Trainer #2:** \_\_\_\_\_

***COMPANY PROFILE***

Do some research before you contact the trainer. Find out a little bit about the company and make your notes here. *(This will be useful to help you achieve one of your skills)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ***TRAINING SCHEDULE INSTRUCTIONS***

**The completion of the Daily Training Schedule is the responsibility of the student and is compulsory for each day they attend.**

### **The Student:**

- Must record the tasks of the day in the Worklog Section and the skills demonstrated. The day's start and finish time must also be recorded.
- Checks with the supervisor when it is convenient to present the log book.
- Must get the supervisor to sign the daily training schedule at the end of the day.
- Must self assess skills and present these to the trainer to determine competence.
- Records any areas that need improvement.
- Presents the log book to the school coordinator the next day and discusses any problems that may have arisen.

NB: The skills must not be left to be signed off at the end of the program, however it may be three weeks into the program before any skills can be validly assessed. You must have documented evidence before a skill can be evaluated.

### **The Workplace Supervisor:**

- Allows a few minutes each day to sign the day's Training Schedule presented to them by the student.
- Signs off as **SKILL ACHIEVED** only those skills where they believe the student is competent and evidence has been presented.
- Discusses the assessment with the student particularly when skills need to be improved.

NB: **By the end of the ONSITE placement**, all targeted skills should be signed **SKILL ACHIEVED** where a student is competent. If not competent in a particular skill, the skill **SHOULD NOT** be signed.

### **The School Co-ordinator:**

- Signs when satisfied that the log book has been correctly filled out by the student and graded by the workplace supervisor.
- Ensures that the hours and skills are on track using verification lists.



# ***FIRST DAY***

## ***WORKPLACE INDUCTION CHECKLIST***

**The workplace supervisor is asked to go through the following checklist with the student on the first day of the work placement.**

**The student is aware of:**

*Tick*

- who they are responsible to
- who to talk to in the company if a problem arises
- the hours of work (aiming for a minimum of 8 hours per day if possible)
- the procedures for late or non-arrival
- security arrangements
- confidentiality requirements
- the standard of personal presentation requirements
- safety requirements including the use of personal protective equipment
- safety requirements for machinery, lifting etc.
- their responsibilities and duties
- the standard and the quality of their work
- time and duration of breaks
- the location of facilities including toilets, lunchroom etc.
- lunch arrangements
- safety procedures in case of emergency
- the location of emergency exits/routes, muster areas, fire extinguishers etc
- the location of first aid equipment

---

*Workplace Supervisor to sign and date*

---

*Student to sign and date*

# DAILY TRAINING SCHEDULE

Hours today <b>9</b>	<b>9</b> Total Hours
-------------------------	-------------------------

DATE: 18/01/05

Start Time: 8.30am      Finish Time: 5.30pm      Hours: 9hrs      Trainer Signature: \_\_\_\_\_

### NOTE FOR TRAINERS

The trainee will complete the Daily Training Schedule below and hand to you for signing. Please provide the student with any comments on their days work, especially aimed at helping them to improve on weaknesses.

*(The following table provides you with the opportunity to identify skills covered in the completion of the day tasks)*

SCHOOL COORDINATOR SIGNATURE: \_\_\_\_\_      DATE: \_\_\_\_\_

<b>WORKLOG</b> Describe with some detail the key tasks of the day	<b>Skill Demonstrated</b>
<i>Create a tabled document on the computer</i>	3.2, 3.4, 9.2
<i>Print, copy and collate for mailing</i>	
<i>Letters in envelopes, address and stamp</i>	
<i>Fill out the mail book accordingly</i>	1.4, 1.7, 9.1
<i>Weigh post parcels and check postage chart</i>	
<i>Deliver to post office</i>	























## ***LAST DAY COMPLETION CHECKLIST***

( Use this section to check that you have completed all requirements prior to leaving on the last day)

- Completed Attendance Register in the Log Book
- All skills have been assessed as SKILL ACHIEVED, or left blank where not yet achieved.
- Student Performance Profile has been completed in the Log Book and it has been signed. Alterations and corrections will need to be validated by the Trainer.
- Ensure workplace equipment is returned to appropriate locations and trainer is advised.
- Where appropriate, I.D tags and security cards returned
- Thank employer and all trainers personally. You might choose to give a Thank you card with a nice note attached. Remember, you might be back one day.
- Log Book signed for the final day.

NOTES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ***STUDENT REFLECTION***

*Some examples of what a student might reflect on:*

- What it was like to start in a new workplace
- Working with a group of people, not all of whom you might get on well with.
- Workplace difficulties and how you dealt with them
- Thoughts on whether this area is a possible career pathway for you.
- How you might change certain processes or ways of doing things in the organisation to improve success or profit or speed.
- Your Student Performance Profile

**STUDENT REFLECTION COMPLETED**  
*(assessed by School Workplace Learning Coordinator)*

SIGNED:

DATE:



# STUDENT PERFORMANCE PROFILE

<b>STUDENT NAME:</b> _____	<b>SCHOOL:</b> _____
<b>COMPANY:</b> _____	<b>DATE:</b> _____
<b>TRAINER NAME:</b> _____	<b>TRAINER SIGNATURE:</b> _____

**NOTES FOR THE TRAINER:**  
 Please complete the following section carefully by reading the descriptors and choosing those that most accurately reflect the performance of your trainee. Ensure that ALL sections are completed. Place ticks in the appropriate boxes against each criteria.  
 You may wish to discuss the assessment with your trainee or you can complete the form in confidence by contacting the ONSITE office on 9443 8371  
 Please sign and date the document in the space provided at the top of the page.  
**The assessment is not valid without your signature.** *Thank you for your support.*

CRITERIA	Unsatisfactory	Satisfactory	High	Very High
1* Initiative	<input type="checkbox"/>	Will complete some tasks without direction <input type="checkbox"/>	Thinks ahead and often completes tasks without prompting. <input type="checkbox"/>	Resourceful. Problem solver. Independent worker. <input type="checkbox"/>
2* Enthusiasm and participation in routine work	<input type="checkbox"/>	Performs most tasks enthusiastically <input type="checkbox"/>	Maintains an enthusiastic approach to all tasks. <input type="checkbox"/>	Extremely motivated and keen. Consistently gives 100%. <input type="checkbox"/>
3* Reliability	<input type="checkbox"/>	Can be relied upon to complete allocated tasks. <input type="checkbox"/>	Can be relied upon to complete allocated tasks and follow the job through when faced with difficulties <input type="checkbox"/>	Shows determination in resolving difficult tasks and can be relied upon to make an extra effort when asked. <input type="checkbox"/>
4* Response to Advice	<input type="checkbox"/>	Responds positively to advice and acts upon it. <input type="checkbox"/>	Acts on advice and seeks clarification when needed. <input type="checkbox"/>	Seeks feedback to improve work performance and makes changes. <input type="checkbox"/>
5 Quality of Work	<input type="checkbox"/>	Completes tasks to required standard. <input type="checkbox"/>	All work is of high standard and self-checks are made for quality. <input type="checkbox"/>	Great attention paid to detail. Work is always of a high quality. Demonstrates pride in his/her work. <input type="checkbox"/>
6* Approach to Learning	<input type="checkbox"/>	Willing to learn and develop skills at an acceptable rate. <input type="checkbox"/>	Learns what is required quickly and easily. <input type="checkbox"/>	Learns quickly and seeks out new skills and knowledge. <input type="checkbox"/>
7 Confidence	<input type="checkbox"/>	Relates well with co-workers and is comfortable in a work environment. <input type="checkbox"/>	Attempts tasks in a confident and self assured manner and is an effective communicator in all work situations. <input type="checkbox"/>	Is a capable and self-directed achiever and an excellent communicator in all work situations. <input type="checkbox"/>
8* Work Attendance and Punctuality	<input type="checkbox"/>	Usually punctual with satisfactory attendance. <input type="checkbox"/>	Always punctual with excellent attendance. <input type="checkbox"/>	Always punctual and excellent attendance. Often arrives early or leaves late and keen to complete additional days if appropriate. <input type="checkbox"/>
9* Personal presentation	<input type="checkbox"/>	Usually meets the minimum workplace requirements upon arrival <input type="checkbox"/>	Always meets workplace requirements <input type="checkbox"/>	Always meets the workplace requirements and maintains the standard throughout the work day. <input type="checkbox"/>
10* Ability to communicate with colleagues	<input type="checkbox"/>	Usually listens, understands and communicates clearly to colleagues and clients <input type="checkbox"/>	Always listens, understands and communicates clearly to colleagues and clients <input type="checkbox"/>	Always communicates with confidence, confirms that information is accurate and understood <input type="checkbox"/>
11* Employability potential within the industry	<input type="checkbox"/>	May develop suitability with greater effort and application to work <input type="checkbox"/>	Suitable for employment in the industry. Appears interested and committed. <input type="checkbox"/>	Excellent prospects within the industry. Keen, enthusiastic, learns quickly and clearly committed to success in the area. <input type="checkbox"/>





# STUDENT PLACEMENT INFORMATION FORM

## PLEASE READ BEFORE COMPLETING THE DETAILS ON THE FORM

### DO YOU HAVE YOUR OWN PLACEMENT?

If you know someone or a company that is willing to take you for work experience then you only need to fill in the first section of the form. Having your own placement contact ensures you get what you want. However it must be a confirmed placement. If you do not have your own placement organised, then you must fill in the next section which asks for your job preferences.

### NO PLACEMENT ORGANISED?

You will need to list 2 job preferences that ONSITE could place you in. Please list your most preferred job as 1<sup>st</sup> Job Preference with your second choice in the 2<sup>nd</sup> Job preference. Within each job preference you should research and identify 2 employers (with full details) with whom you would like to gain a placement. We will then contact those companies on your behalf. To assist us with the placement, please provide as much detail as you can. Where possible, ONSITE will place you according to your job preferences and the companies you have listed. If those companies cannot place you, ONSITE will contact other companies we think are suitable. Some areas are extremely difficult to get placements in. We may not be able to get your 1<sup>st</sup> choice, therefore always have 2 choices in mind. If we cannot get your 1<sup>st</sup> choice, we will move onto your 2<sup>nd</sup> choice.

In some of the following areas you are likely to need your own contact as ONSITE has found it increasingly difficult to get placements for students.

Graphic Design/ Drafting	Aquaculture
Multi media	Aircraft maintenance
Sound engineering	Surveying
Information Technology	Social Work
Interior Design/Fashion Design	Sign writing/ Screen Printing
Theatre Arts	Broadcasting and publications
TV/Radio	Engineering
Photography	Computer Networking

### IMPORTANT NOTE:

**All sections must be fully completed and must be realistic. You should have some idea of the job and the tasks you are likely to be doing.** Where paperwork is incomplete or job preferences are changed at the selection interview, forms may be returned for completion and parental consent. This could result in delays if the form is not returned to ONSITE quickly.

- Once a placement is organised there should be no changes. Students should be committed to their placements for the full period even if they find they do not like them,
- Students must act in an exemplary manner at all times in the workplace and can be 'sacked' for misconduct.
- If students intend to withdraw due to other commitments, approval must be provided by the school.
- Students having difficulties with their placement, must advise ONSITE so that issues can be addressed.
- Work placement commitments receive priority over all school activities.
- Students may need to travel a distance to their placement.
- Students need to be able to use public transport.
- Students must inform ONSITE, the school and the employer if going to be absent from the workplace.
- Students make up absent days by negotiating with the workplace supervisor.
- Students are responsible for collecting assessment paperwork from the workplace.
- Students are aware placement days may continue during school holidays.
- **Students DO NOT** contact the **BURSWOOD** for placements. Please contact ONSITE for this.

**See Back of this form for general information on work placements.**

## Types of Work Placements—General Comments

Please do not request Radio, Film, Front of Office, or the Zoo. We cannot secure these placements. Ring the ONSITE Office to discuss an approach if you are wanting anything out of the ordinary - having a contact helps!

Animal Care (e.g., Veterinary Clinic, Wildlife Sanctuary, Animal Havens, Equestrian)  
There are more trainees wanting animal care than there are placements so it can be difficult to secure. Certainly lots of cleaning and junior types of tasks.

Automotive (e.g., Mechanical: petrol, diesel, motorbikes, boats, and panel beating or spray painting)  
Usually quite easy for petrol engines in dealerships. If diesel, must be prepared to travel to Welshpool or Midland or out of the way areas.

Building Construction and Services (e.g., Building and Construction, Electrical, Plumbing, Locksmith, Painting, Plastering)  
Usually early starts and trainees often need to be flexible with travel arrangements to meet with trade person demands. Often in outer areas. Start with lots of basic tasks but often given more responsibility towards the end. All trade placements require a BLUE SAFETY CARD. There is a cost involved. You will be required to sit a test. No placement can start until successful completion of test. Test need to be booked in advance. You will need to organize this through your school coordinator.

Business and Clerical (e.g., General Office, Banking, Public Administration)  
Lots of different kinds of placements. Can usually find trainee's 1<sup>st</sup> preference. Ranges from small business to large corporations.

Community Services, Health and Education (e.g., Child Care, Teacher's Aid, Nursing, Aged Care, Pre School)  
Lots of placements in childcare and usually enough placements in aged care and teaching (availability can depend on trainee demand for placements). Nursing is very limited and difficult to obtain and a high level of English competence is required. School/PreSchool placements have limited hours so you can't afford to miss any days.

Design (e.g., Graphic, Multimedia, Interior Design, Publishing, Photography, Pre Press, Fashion, Printing)  
Most areas in design are very hard to secure. They are usually one or two person businesses and have a range of reasons for not being able to accommodate trainees. We cannot guarantee a placement in Multimedia. Best to have own contact.

Electronic Servicing (Electronics with video, radio, mobile phones and computer boards or Refrigeration and Airconditioning)  
Usually OK, sometimes can be a bit difficult. Not a lot of demand for this area.

Food Processing (e.g., Baking, Butchering, people directly involved in large scale food production)  
Not usually a difficulty.

Hospitality (e.g., Food & Beverage, Kitchen, Room Service, House Keeping, Functions, Porter, Administration)  
Usually can find placements. Suggest 1st yr trainees work in café & restaurant type placements. Very few 4 & 5 star establishments. Hospitality can be hard work on your feet all day with only short breaks.

Information Technology (Data Entry, Computer Assembly, Help Desk/Troubleshooting)  
Do not have a lot of support from the IT industry and therefore definitely cannot guarantee a placement in this area. Best to have own contact.

Light Manufacturing (e.g., Cabinet Making, General Furnishing, Textile Clothing.)  
Usually quite easy to find placements, especially if trainees are comfortable with travel.

Metals and Engineering (e.g., Welding, Boat Building, Engineering, Aircraft Mechanical, Marine)  
Placements can usually be secured although aircraft is very difficult. Aircraft and marine require students to travel to Jandakot or Henderson.

Primary Industry (Agriculture, Viticulture, Aquaculture, Fishing, Horticulture)  
Aquaculture needs own contact. Agriculture requires traveling to farms, as does viticulture. Fishing means extremely early starts and usually requires some kind of background in the area and usually a contact.

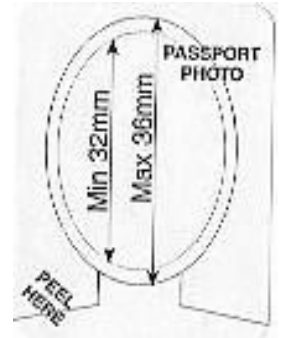
Sales and Personal Services (e.g., Retail, Hairdressing, Beauty Therapy, Floristry)  
Retail is well placed to train young people, as is Hairdressing. Beauty Therapy can be a bit difficult to secure as having trainees working with clients is not usually a suitable situation.

Sport and Recreation (e.g., Recreation Centre, Fitness Gym, Recreational Grounds)  
A small industry area and often trainee demand exceeds the number of organizations in the Perth area, although we do have availability to most. Trainees can get disappointed with repetitive tasks and cleaning.

Tourism (e.g., Travel Agent, Tourist Centre)  
Usually office work and sorting brochures. Trainees often have a glamorous view of the industry and end up being disappointed.

Transport and Storage (e.g., Logistics, Warehousing, SeaTransport, Road Transport)  
Not usually a difficulty.

# STUDENT PLACEMENT FORM



SCHOOL: .....

YEAR (eg. 11/12): ..... AGE: .....

NAME: .....

SUBURB: ..... TELEPHONE: .....

MOBILE: .....

• Please Attach 1 passport sized photo to this form as shown

TRANSPORT:                      BUS/TRAIN                      OWN (CAR/LICENSE)                      PARENTS

Do you have a BLUE CARD? (Safety card to work in Building and Construction Industry)     YES     NO

If Yes what is your number?.....

DETAILS OF ANY PREVIOUS WORK EXPERIENCE (PAID or UNPAID) OR PAST INVOLVEMENT WITH ONSITE

---

---

Were you required to complete a SPECIAL CARE form with your application?                       YES                       NO

## FILLING OUT THIS FORM:

### DO YOU HAVE YOUR OWN PLACEMENT?

If you know someone or a company that is willing to take you for work experience then you only need to fill in the first section of the form (bottom of page). Having your own placement contact ensures you get what you want. However it must be a confirmed placement. If you do not have your own placement organised, then you must fill in the next section (over page) which asks for your job preferences.

### NO PLACEMENT ORGANISED?

You will need to list 2 job preferences that ONSITE could place you in. Please list your most preferred job as 1<sup>st</sup> Job Preference with your second choice in the 2<sup>nd</sup> Job preference. Within each job preference you should research and identify 2 employers (with full details) with whom you would like to gain a placement. We will then contact those companies on your behalf. To assist us with the placement, please provide as much detail as you can. Where possible, ONSITE will place you according to your job preferences and the companies you have listed. If those companies cannot place you, ONSITE will contact other companies we think are suitable. Some areas are extremely difficult to get placements in. We may not be able to get your 1<sup>st</sup> choice, therefore always have 2 choices in mind. If we cannot get your 1<sup>st</sup> choice, we will move onto your 2<sup>nd</sup> choice.

### COMPLETE THIS SECTION FULLY IF YOU HAVE YOUR OWN CONFIRMED PLACEMENT

*if you have a confirmed placement with someone that you know, please list **all** the following details:*

COMPANY: .....

CONTACT NAME: ..... POSITION: .....

ADDRESS: .....

PHONE: ..... MOBILE: .....

WHAT JOB WILL YOU BE DOING?: .....

When did you speak to the person regarding a placement? .....

RELATIONSHIP: (How do you know this contact?) .....

**ONLY COMPLETE THE SECTION BELOW IF YOU DO NOT HAVE A CONFIRMED PLACEMENT**

**1<sup>st</sup> Job Preference** (eg. Chef in restaurant/café:.....)

Please list 2 employers that you would like ONSITE to contact on your behalf. Include Company Name, Address and phone number.

1	<u>COMPANY NAME:</u>	<u>How did you get this contact?</u>	
	<u>ADDRESS:</u>	<u>CONTACT &amp; PHONE:</u>	Own Contact <input type="checkbox"/>
			Yellow Pages <input type="checkbox"/>
			Other <input type="checkbox"/>
			Placement takes work experience <input type="checkbox"/>
<i>Office use Only:</i>			
2	<u>COMPANY NAME:</u>	<u>How did you get this contact?</u>	
	<u>ADDRESS:</u>	<u>CONTACT &amp; PHONE:</u>	Own Contact <input type="checkbox"/>
			Yellow Pages <input type="checkbox"/>
			Other <input type="checkbox"/>
			Placement takes work experience <input type="checkbox"/>
<i>Office use Only:</i>			

**2<sup>nd</sup> Job Preference** (eg. Vet Assistant): .....

Please list 2 employers that you would like ONSITE to contact on your behalf. Include Company Name, Address and phone number.

1	<u>COMPANY NAME:</u>	<u>How did you get this contact?</u>	
	<u>ADDRESS:</u>	<u>CONTACT &amp; PHONE:</u>	Own Contact <input type="checkbox"/>
			Yellow Pages <input type="checkbox"/>
			Other <input type="checkbox"/>
			Placement takes work experience <input type="checkbox"/>
<i>Office use Only:</i>			
2	<u>COMPANY NAME:</u>	<u>How did you get this contact?</u>	
	<u>ADDRESS:</u>	<u>CONTACT &amp; PHONE:</u>	Own Contact <input type="checkbox"/>
			Yellow Pages <input type="checkbox"/>
			Other <input type="checkbox"/>
			Placement takes work experience <input type="checkbox"/>
<i>Office use Only:</i>			

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>School Coordinator Use Only</b>			
Graded	<input type="checkbox"/>	Mode 1	<input type="checkbox"/>
		Mode 2	<input type="checkbox"/>
Day Out .....	Dates: .....		

***PLACEMENT 2***  
***CURRICULUM COUNCIL***  
***PLACEMENT TRAINING RECORD***  
***WORKPLACE LEARNING***

***COURSE***

***MODE 2***

*Please indicate which course/s you are undertaking in this placement by ticking the appropriate box above.*

# ***ATTENDANCE RECORD***

Use this to record the days you attend the workplace.

LEGEND    √ = Present      A = Absent      L = Late

<b>WPL Course Placement</b>				
Days	√	Date	Day	Hours
1				/
2				/
3				/
4				/
5				/
6				/
7				/
8				/
9				/
10				/
11				/
12				/
13				/
14				/
15				/
16				/
<b>Total Hours</b>				

<b>WPL Mode 2 Placement</b>				
Day	√	Date	Day	Hours
1				/
2				/
3				/
4				/
5				/
6				/
7				/
8				/
9				/
10				/
11				/
12				/
13				/
14				/
15				/
16				/
<b>Total Hours</b>				



## ***TRAINING SCHEDULE INSTRUCTIONS***

**The completion of the Daily Training Schedule is the responsibility of the student and is compulsory for each day they attend.**

### **The Student:**

- Must record the tasks of the day in the Worklog Section and the time spent on each task. The day's start and finish time must also be recorded.
- Checks with the supervisor when it is convenient to present the log book.
- Must get the supervisor to sign the daily training schedule at the end of the day.
- Must self assess skills and present these to the trainer to determine competence.
- Records any areas that need improvement.
- Presents the log book to the school coordinator the next day and discusses any problems that may have arisen.

NB: The skills must not be left to be signed off at the end of the program, however it may be three weeks into the program before any skills can be validly assessed. You must have documented evidence before a skill can be evaluated.

### **The Workplace Supervisor:**

- Allows a few minutes each day to sign the day's Training Schedule presented to them by the student.
- Signs off as **SKILL ACHIEVED** only those skills where they believe the student is competent and evidence has been presented.
- Discusses the assessment with the student particularly when skills need to be improved.

NB: **By the end of the ONSITE placement**, all targeted skills should be signed **SKILL ACHIEVED** where a student is competent. If not competent in a particular skill, the skill **SHOULD NOT** be signed.

### **The School Co-ordinator:**

- Signs when satisfied that the log book has been correctly filled out by the student and graded by the workplace supervisor.
- Ensures that the hours and skills are on track using verification lists.



# ***FIRST DAY***

## ***WORKPLACE INDUCTION CHECKLIST***

**The workplace supervisor is asked to go through the following checklist with the student on the first day of the work placement.**

**The student is aware of:**

*Tick*

- who they are responsible to
- who to talk to in the company if a problem arises
- the hours of work (aiming for a minimum of 8 hours per day if possible)
- the procedures for late or non-arrival
- security arrangements
- confidentiality requirements
- the standard of personal presentation requirements
- safety requirements including the use of personal protective equipment
- safety requirements for machinery, lifting etc.
- their responsibilities and duties
- the standard and the quality of their work
- time and duration of breaks
- the location of facilities including toilets, lunchroom etc.
- lunch arrangements
- safety procedures in case of emergency
- the location of emergency exits/routes, muster areas, fire extinguishers etc
- the location of first aid equipment

---

*Workplace Supervisor to sign and Date*

---

*Student to sign and Date*

# DAILY TRAINING SCHEDULE

Hours today <b>9</b>	<b>9</b> Total Hours
-------------------------	-------------------------

DATE: 18/01/05

Start Time: 8.30am      Finish Time: 5.30pm      Hours: 9hrs      Trainer Signature: \_\_\_\_\_

### NOTE FOR TRAINERS

The trainee will complete the Daily Training Schedule below and hand to you for signing. Please provide the student with any comments on their days work, especially aimed at helping them to improve on weaknesses.

*(The following table provides you with the opportunity to identify skills covered in the completion of the day tasks)*

SCHOOL COORDINATOR SIGNATURE: \_\_\_\_\_      DATE: \_\_\_\_\_

<b>WORKLOG</b> Describe with some detail the key tasks of the day	<b>Skill Demonstrated</b>
<i>Create a tabled document on the computer</i>	3.2, 3.4, 9.2
<i>Print, copy and collate for mailing</i>	
<i>Letters in envelopes, address and stamp</i>	
<i>Fill out the mail book accordingly</i>	1.4, 1.7, 9.1
<i>Weigh post parcels and check postage chart</i>	
<i>Deliver to post office</i>	





















## ***LAST DAY COMPLETION CHECKLIST***

( Use this section to check that you have completed all requirements prior to leaving on the last day)

- Completed Attendance Register in the Log Book
  
- All skills have been assessed as SKILL ACHIEVED, or left blank where not yet achieved.
  
- Student Performance Profile has been completed in the Log Book and it has been signed. Alterations and corrections will need to be validated by the Trainer.
  
- Ensure workplace equipment is returned to appropriate locations and trainer is advised.
  
- Where appropriate, I.D tags and security cards returned
  
- Thank employer and all trainers personally. You might choose to give a Thank you card with a nice note attached. Remember, you might be back one day.
  
- Log Book signed for the final day.

NOTES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ***STUDENT REFLECTION***

*Some examples of what a student might reflect on:*

- What it was like to start in a new workplace
- Working with a group of people, not all of whom you might get on well with.
- Workplace difficulties and how you dealt with them
- Thoughts on whether this area is a possible career pathway for you.
- How you might change certain processes or ways of doing things in the organisation to improve success or profit or speed.
- Your Student Performance Profile

**STUDENT REFLECTION COMPLETED**  
*(assessed by School Workplace Learning Coordinator)*

SIGNED:

DATE:

## ***STUDENT REFLECTION***

*Some examples of what a student might reflect on:*

- What it was like to start in a new workplace
- Working with a group of people, not all of whom you might get on well with.
- Workplace difficulties and how you dealt with them
- Thoughts on whether this area is a possible career pathway for you.
- How you might change certain processes or ways of doing things in the organisation to improve success or profit or speed.
- Your Student Performance Profile

**STUDENT REFLECTION COMPLETED**  
*(assessed by School Workplace Learning Coordinator)*

SIGNED:

DATE:



## STUDENT PERFORMANCE PROFILE

<b>STUDENT NAME:</b> _____	<b>SCHOOL:</b> _____
<b>COMPANY:</b> _____	<b>DATE:</b> _____
<b>TRAINER NAME:</b> _____	<b>TRAINER SIGNATURE:</b> _____

**NOTES FOR THE TRAINER:**

Please complete the following section carefully by reading the descriptors and choosing those that most accurately reflect the performance of your trainee. Ensure that ALL sections are completed. Place ticks in the appropriate boxes against each criteria.

You may wish to discuss the assessment with your trainee or you can complete the form in confidence by contacting the ONSITE office on 9443 8371. Please sign and date the document in the space provided at the top of the page.

**The assessment is not valid without your signature.**

*Thank you for your support.*

	CRITERIA	Unsatisfactory	Satisfactory	High	Very High
1*	Initiative	<input type="checkbox"/>	Will complete some tasks without direction <input type="checkbox"/>	Thinks ahead and often completes tasks without prompting. <input type="checkbox"/>	Resourceful. Problem solver. Independent worker. <input type="checkbox"/>
2*	Enthusiasm and participation in routine work	<input type="checkbox"/>	Performs most tasks enthusiastically <input type="checkbox"/>	Maintains an enthusiastic approach to all tasks. <input type="checkbox"/>	Extremely motivated and keen. Consistently gives 100%. <input type="checkbox"/>
3*	Reliability	<input type="checkbox"/>	Can be relied upon to complete allocated tasks. <input type="checkbox"/>	Can be relied upon to complete allocated tasks and follow the job through when faced with difficulties <input type="checkbox"/>	Shows determination in resolving difficult tasks and can be relied upon to make an extra effort when asked. <input type="checkbox"/>
4*	Response to Advice	<input type="checkbox"/>	Responds positively to advice and acts upon it. <input type="checkbox"/>	Acts on advice and seeks clarification when needed. <input type="checkbox"/>	Seeks feedback to improve work performance and makes changes. <input type="checkbox"/>
5	Quality of Work	<input type="checkbox"/>	Completes tasks to required standard. <input type="checkbox"/>	All work is of high standard and self-checks are made for quality. <input type="checkbox"/>	Great attention paid to detail. Work is always of a high quality. Demonstrates pride in his/her work. <input type="checkbox"/>
6*	Approach to Learning	<input type="checkbox"/>	Willing to learn and develop skills at an acceptable rate. <input type="checkbox"/>	Learns what is required quickly and easily. <input type="checkbox"/>	Learns quickly and seeks out new skills and knowledge. <input type="checkbox"/>
7	Confidence	<input type="checkbox"/>	Relates well with co-workers and is comfortable in a work environment. <input type="checkbox"/>	Attempts tasks in a confident and self assured manner and is an effective communicator in all work situations. <input type="checkbox"/>	Is a capable and self-directed achiever and an excellent communicator in all work situations. <input type="checkbox"/>
8*	Work Attendance and Punctuality	<input type="checkbox"/>	Usually punctual with satisfactory attendance. <input type="checkbox"/>	Always punctual with excellent attendance. <input type="checkbox"/>	Always punctual and excellent attendance. Often arrives early or leaves late and keen to complete additional days if appropriate. <input type="checkbox"/>
9*	Personal presentation	<input type="checkbox"/>	Usually meets the minimum workplace requirements upon arrival <input type="checkbox"/>	Always meets workplace requirements <input type="checkbox"/>	Always meets the workplace requirements and maintains the standard throughout the work day. <input type="checkbox"/>
10*	Ability to communicate with colleagues	<input type="checkbox"/>	Usually listens, understands and communicates clearly to colleagues and clients <input type="checkbox"/>	Always listens, understands and communicates clearly to colleagues and clients <input type="checkbox"/>	Always communicates with confidence, confirms that information is accurate and understood <input type="checkbox"/>
11*	Employability potential within the industry	<input type="checkbox"/>	May develop suitability with greater effort and application to work <input type="checkbox"/>	Suitable for employment in the industry. Appears interested and committed. <input type="checkbox"/>	Excellent prospects within the industry. Keen, enthusiastic, learns quickly and clearly committed to success in the area. <input type="checkbox"/>





***CURRICULUM COUNCIL***  
***EVIDENCE JOURNAL***  
***WORKPLACE LEARNING***

***COURSE***

***MODE 2***

*Please indicate which course/s you are undertaking in this placement by ticking the appropriate box above*

# SECTION 1

## SELECTING SKILLS

You **MUST** select at least 10 skills with at least 1 (one) skill from each section per placement.

In your second placement the same rule applies. However the skills chosen **MUST** be **DIFFERENT** to those chosen in Placement One.

### COMMUNICATION SKILLS

	PLACEMENT ONE ✓	PLACEMENT TWO ✓
1.1 Listen, understand and speak clearly	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Use Language appropriate to the workplace	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Use appropriate writing skills to complete workplace tasks	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Read and follow workplace documents to complete tasks	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Use relevant communication methods of the workplace	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Apply effective telephone communication skills	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Interpret and convey relevant information	<input type="checkbox"/>	<input type="checkbox"/>

**1.1 Listen, understand and speak clearly****COMMUNICATION***Some examples of what a student who has achieved the skill will be able to do:*

- Stop and give full attention to the speaker
- Confirm understanding by restating what is to be done
- Follow instructions or directions
- Listen attentively to instructions
- Understand commonly used symbols and abbreviations
- Speak clearly when dealing with colleagues, clients and/or customers

**COURSE****EVIDENCE****Part 1***From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2***Describe three situations in the workplace where you needed to listen, understand and speak clearly.***Situation:**

--

**Situation:**

--

**Situation:**

--

**SKILL ACHIEVED within 50 Hours***(assessed by Workplace Trainer)***COURSE****SKILL CONFIRMED within 50 Hours***(assessed by School Workplace Learning Coordinator)***COURSE**

SIGNED:

DATE:

SIGNED:

DATE:

**MODE 2****EVIDENCE****Mode 2***From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours***(assessed by Workplace Trainer)***MODE 2****SKILL CONFIRMED @ 110 Hours***(assessed by School Workplace Learning Coordinator)***MODE 2**

SIGNED:

DATE:

SIGNED:

DATE:

**1.2 Use language appropriate to the workplace**

**COMMUNICATION**

*Some examples of what a student who has achieved the skill will be able to do:*

- Understand and use workplace terminology
- Use appropriate type of language for the situation e.g. formal/informal
- Use appropriate titles and language when speaking to clients/colleagues/management

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Describe 3 situations where you have used the language of the workplace.*

<i>Situation</i>	<i>For each situation give some examples of language you used</i>
------------------	---


<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>

SIGNED:	SIGNED:
---------	---------

DATE:	DATE:
-------	-------

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>

SIGNED:	SIGNED:
---------	---------

DATE:	DATE:
-------	-------

**1.3 Use appropriate writing skills to complete workplace tasks**

**COMMUNICATION**

*Some examples of what a student who has achieved the skill will be able to do:*

- Write clearly and legibly
- Use the required format - appropriate to the audience
- Complete workplace forms and checklists
- Prioritise information
- Use appropriate grammar
- Check writing ensuring details are accurate

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Explain why it is important to get the message right for the following different types of written communication*

**Telephone Message:**

**Form or checklist:**

**Job task:**

**Part 3**

*Give an example of written communication (if not enough space, attach original)*

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:

**1.4 Read and follow workplace documents to complete tasks**

**COMMUNICATION**

*Some examples of what a student who has achieved the skill will be able to do:*

- Read instructions and/or procedures to complete tasks
- Confirm understanding, if necessary
- Apply information appropriately to complete tasks
- Recognise commonly used symbols and abbreviations

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Give 3 or more examples of tasks that you have had to complete where you have needed to read and understand workplace documents e.g. rosters, safety signs, memos, notices etc.*

Type of document	How did you use each document?	Explain why you think the document is an important part of the workplace.
<i>Roster</i>		
<i>Other...</i>		
<i>Other...</i>		
<i>Other...</i>		

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**1.5 Use relevant communication methods of the workplace****COMMUNICATION***Some examples of what a student who has achieved the skill will be able to do:*

- Answer and record telephone calls
- Relay messages accurately (verbal and/or written)
- Send and receive emails
- Send and receive facsimilies

**COURSE****EVIDENCE****Part 1***From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2***Describe 3 situations where you used the communication methods of the workplace**Situation and method of communication**What details did you need to record or relay?*


**SKILL ACHIEVED within 50 Hours***(assessed by Workplace Trainer)***COURSE****SKILL CONFIRMED within 50 Hours***(assessed by School Workplace Learning Coordinator)***COURSE**

SIGNED:

SIGNED:

DATE:

DATE:

**MODE 2****EVIDENCE****Mode 2***From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours***(assessed by Workplace Trainer)***MODE 2****SKILL CONFIRMED @ 110 Hours***(assessed by School Workplace Learning Coordinator)***MODE 2**

SIGNED:

SIGNED:

DATE:

DATE:

**1.6 Apply effective telephone communication skills**

**COMMUNICATION**

*Some examples of what a student who has achieved the skill will be able to do:*

- Answer calls promptly and clearly using the businesses procedures
- Correctly identify the callers and accurately establish their requirements
- Respond to caller enquiries and/or transfer to correct person/location
- Accurately record messages including all relevant details
- Relay the message accurately to the nominated person within the designated time
- Follow correct procedure when making outgoing calls

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Describe 3 situations in the workplace where you needed to use effective telephone skills*

<i>Situation</i>	<i>What steps did you take to ensure that the communication was effective?</i>

**SKILL ACHIEVED within 50 Hours**  
*(assessed by Workplace Trainer)* **COURSE**

SIGNED:

DATE:

**SKILL CONFIRMED within 50 Hours**  
*(assessed by School Workplace Learning Coordinator)* **COURSE**

SIGNED:

DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**  
*(assessed by Workplace Trainer)* **MODE 2**

SIGNED:

DATE:

**SKILL CONFIRMED @ 110 Hours**  
*(assessed by School Workplace Learning Coordinator)* **MODE 2**

SIGNED:

DATE:



**1.7 Interpret and convey relevant information**

**COMMUNICATION**

*Some examples of what a student who has achieved the skill will be able to do:*

- Relay messages accurately and promptly to the nominated person
- Answer caller enquiries or transfer enquiries to the appropriate location/person
- Receive and act upon instructions
- Promptly refer complaints to supervisors

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Describe 3 situations in the workplace where you needed to interpret and convey relevant information*

<i>Situation</i>	<i>What relevant information was interpreted and conveyed?</i>

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>

SIGNED:	SIGNED:
---------	---------

DATE:	DATE:
-------	-------

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>

SIGNED:	SIGNED:
---------	---------

DATE:	DATE:
-------	-------

## SECTION 2

### SELECTING SKILLS

You **MUST** select at least 10 skills with at least 1 (one) skill from each section per placement.

In your second placement the same rule applies. However the skills chosen **MUST** be **DIFFERENT** to those chosen in Placement One.

### TEAMWORK SKILLS

	PLACEMENT ONE ✓	PLACEMENT TWO ✓
2.1 Identify the role of individuals and/or teams within the organisation	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Show understanding, tolerance and respect for colleagues, clients and/or customers	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Work cooperatively with others	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Respond appropriately to colleagues	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Respond appropriately to clients and/or customers	<input type="checkbox"/>	<input type="checkbox"/>

**2.1 Identify the role of individuals and/or teams within the organisation****TEAMWORK***Some examples of what a student who has achieved the skill will be able to do:*

- Identify the responsibilities of individuals
- Direct enquiries to appropriate individuals and/or teams
- Identify key individuals within each team

**COURSE****EVIDENCE****Part 1***From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2***Identify the key individuals or teams in your workplace and explain the responsibilities of the individuals/teams.***Key individual or team****What are their responsibilities?**


**SKILL ACHIEVED within 50 Hours***(assessed by Workplace Trainer)***COURSE****SKILL CONFIRMED within 50 Hours***(assessed by School Workplace Learning Coordinator)***COURSE**

SIGNED:

SIGNED:

DATE:

DATE:

**MODE 2****EVIDENCE****Mode 2***From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours***(assessed by Workplace Trainer)***MODE 2****SKILL CONFIRMED @ 110 Hours***(assessed by School Workplace Learning Coordinator)***MODE 2**

SIGNED:

SIGNED:

DATE:

DATE:

**2.2 Show understanding, tolerance and respect for colleagues and clients and/or customers**

**TEAMWORK**

*Some examples of what a student who has achieved the skill will be able to do:*

- Use correct titles when addressing personnel
- Listen attentively to instructions or requests
- Apply good manners and courtesy at all times
- Demonstrate appropriate body language
- Use non-discriminative language
- Handle situations with equity and maturity

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Provide 2 examples of how you showed understanding/tolerance/respect in a non-routine situation involving colleagues, clients and/or customers*

**Part 3**

*Explain why it is so important to respect and tolerate your work colleagues*

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>

SIGNED:	SIGNED:
---------	---------

DATE:	DATE:
-------	-------

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>

SIGNED:	SIGNED:
---------	---------

DATE:	DATE:
-------	-------

**2.3 Work cooperatively with others****TEAMWORK***Some examples of what a student who has achieved the skill will be able to do:*

- Accept other points of view
- Demonstrate tact in working with others
- Contribute ideas when appropriate
- Offer assistance to contribute to the smooth running of the workplace

**COURSE****EVIDENCE****Part 1***From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2***Give 3 examples of situations where you worked cooperatively with others in the workplace.*

**1:**

**2:**

**3:**

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2****EVIDENCE****Mode 2***From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**2.4 Respond appropriately to colleagues**

**TEAMWORK**

*Some examples of what a student who has achieved the skill will be able to do:*

- Maintain a positive workplace environment
- Demonstrate confidentiality and tact
- Use verbal and non verbal communication to develop rapport with colleagues

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*In a workplace there are positive actions that make workers feel comfortable and at ease with colleagues and other negative actions that make people feel uncomfortable and uneasy. Give examples of both kinds of action to complete the chart below.*

<i>Positive actions</i>	<i>Negative actions</i>

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<i>COURSE</i> <input type="checkbox"/>	<i>COURSE</i> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<i>MODE 2</i> <input type="checkbox"/>	<i>MODE 2</i> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**2.5 Respond appropriately to clients and/or customers**

**TEAMWORK**

*Some examples of what a student who has achieved the skill will be able to do:*

- Use verbal and non verbal communication to develop rapport with clients and/or customers
- Demonstrate confidentiality and tact
- Promptly refer or redirect complaints to supervisors as required

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*In a workplace there are positive actions that make clients/customers feel comfortable and at ease with colleagues and other negative actions that make people feel uncomfortable and uneasy. Give examples of both kinds of action to complete the chart below.*

<i>Positive actions</i>	<i>Negative actions</i>

**SKILL ACHIEVED within 50 Hours**  
*(assessed by Workplace Trainer)* **COURSE**

SIGNED:

DATE:

**SKILL CONFIRMED within 50 Hours**  
*(assessed by School Workplace Learning Coordinator)* **COURSE**

SIGNED:

DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**  
*(assessed by Workplace Trainer)* **MODE 2**

SIGNED:

DATE:

**SKILL CONFIRMED @ 110 Hours**  
*(assessed by School Workplace Learning Coordinator)* **MODE 2**

SIGNED:

DATE:

## SECTION 3

### SELECTING SKILLS

You **MUST** select at least 10 skills with at least 1 (one) skill from each section per placement.

In your second placement the same rule applies. However the skills chosen **MUST** be **DIFFERENT** to those chosen in Placement One.

### PROBLEM SOLVING SKILLS

	PLACEMENT ONE ✓	PLACEMENT TWO ✓
3.1 Identify problems and apply given procedures to solve them	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Seek information and/or assistance when unsure	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Persevere when faced with problems or challenges	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Use appropriate mathematical skills to complete workplace tasks	<input type="checkbox"/>	<input type="checkbox"/>



**3.1 Identify problems and apply given procedures to solve them**

***PROBLEM-SOLVING***

*Some examples of what a student who has achieved the skill will be able to do:*

- Recognise the problem
- Identify options or procedures for solving the problem
- Report the problem to an appropriate person
- Solve the problem by applying given procedures or seek guidance from workplace trainer

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Outline 2 problems that you have faced in your workplace*

**Problem**

**What action did you take to deal with the problem?**


**SKILL ACHIEVED within 50 Hours**

*(assessed by Workplace Trainer)*

**COURSE**

SIGNED:

DATE:

**SKILL CONFIRMED within 50 Hours**

*(assessed by School Workplace Learning Coordinator)*

**COURSE**

SIGNED:

DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**

*(assessed by Workplace Trainer)*

**MODE 2**

SIGNED:

DATE:

**SKILL CONFIRMED @ 110 Hours**

*(assessed by School Workplace Learning Coordinator)*

**MODE 2**

SIGNED:

DATE:

**3.2 Seek information and/or assistance when unsure**

**PROBLEM-SOLVING**

*Some examples of what a student who has achieved the skill will be able to do:*

- Seek information from a variety of sources
- Ask questions to clarify needs and/or concerns
- Ask for assistance when unsure
- Read instructions

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Describe 2 situations in your workplace where you needed to seek information/assistance.*

**What information/assistance did you need?**

**How did you go about getting the information/assistance?  
(people/sources)**


**SKILL ACHIEVED within 50 Hours**

*(assessed by Workplace Trainer)*

**COURSE**

**SKILL CONFIRMED within 50 Hours**

*(assessed by School Workplace Learning Coordinator)*

**COURSE**

SIGNED:

SIGNED:

DATE:

DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**

*(assessed by Workplace Trainer)*

**MODE 2**

**SKILL CONFIRMED @ 110 Hours**

*(assessed by School Workplace Learning Coordinator)*

**MODE 2**

SIGNED:

SIGNED:

DATE:

DATE:

**3.3 Persevere when faced with problems or challenges**

**PROBLEM-SOLVING**

*Some examples of what a student who has achieved the skill will be able to do:*

- Respond positively to assigned tasks
- Show willingness to repeat the task if necessary
- Request direction and/or feedback
- Complete the task within an adequate time frame

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*What have been 2 of your personal challenges at work? Was it talking with people? Keeping up with your tasks? Organising other staff? How did you deal with the challenges?*

*Explain the challenge*

*What action did you take?*


**SKILL ACHIEVED within 50 Hours**

*(assessed by Workplace Trainer)*

**COURSE**

**SKILL CONFIRMED within 50 Hours**

*(assessed by School Workplace Learning Coordinator)*

**COURSE**

SIGNED:

DATE:

SIGNED:

DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**

*(assessed by Workplace Trainer)*

**MODE 2**

**SKILL CONFIRMED @ 105 Hours**

*(assessed by School Workplace Learning Coordinator)*

**MODE 2**

SIGNED:

DATE:

SIGNED:

DATE:

**3.4 Use appropriate mathematical skills to complete workplace tasks**

***PROBLEM-SOLVING***

*Some examples of what a student who has achieved the skill will be able to do:*

- Use estimation in a variety of situations
- Use mental arithmetic where appropriate
- Use calculators and other equipment where appropriate
- Calculate accurately
- Self-check calculations for accuracy

***COURSE***

**EVIDENCE**

***Part 1***

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

***Part 2***

*Provide 3 examples of situations where you used mathematical skills in the workplace. (An example of estimation could be identifying when a product needed to be restocked)*

<i>Situation</i>	<i>What mathematical skills did you use?</i>

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b><i>COURSE</i></b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b><i>COURSE</i></b> <input style="width: 30px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:

***MODE 2***

**EVIDENCE**

***Mode 2***

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b><i>MODE 2</i></b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b><i>MODE 2</i></b> <input style="width: 30px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:



## SECTION 4

### SELECTING SKILLS

You **MUST** select at least 10 skills with at least 1 (one) skill from each section per placement.

In your second placement the same rule applies. However the skills chosen **MUST** be **DIFFERENT** to those chosen in Placement One.

### SELF MANAGEMENT SKILLS

	PLACEMENT ONE ✓	PLACEMENT TWO ✓
4.1 Demonstrate appropriate dress, personal grooming and hygiene	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Demonstrate an appropriate code of conduct	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Complete designated workplace tasks to standards	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Monitor quality of work	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Act responsibly in the workplace	<input type="checkbox"/>	<input type="checkbox"/>

**4.1 Demonstrate appropriate dress, personal grooming and hygiene**

**SELF-MANAGEMENT**

*Some examples of what a student who has achieved the skill will be able to do:*

- Conform to the workplace dress standard
- Maintain personal presentation and hygiene throughout the day
- Abide by workplace hygiene requirements
- Maintain clothing and footwear standards acceptable to the workplace
- Report health conditions and/or illness

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*What are the standards for dress, grooming and hygiene for your workplace?*

	<i>Standard</i>	<i>Why is each standard important?</i>
<b>Dress</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Grooming</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Hygiene</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	

**SKILL ACHIEVED within 50 Hours**  
*(assessed by Workplace Trainer)* **COURSE**

SIGNED:

DATE:

**SKILL CONFIRMED within 50 Hours**  
*(assessed by School Workplace Learning Coordinator)* **COURSE**

SIGNED:

DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**  
*(assessed by Workplace Trainer)* **MODE 2**

SIGNED:

DATE:

**SKILL CONFIRMED @ 110 Hours**  
*(assessed by School Workplace Learning Coordinator)* **MODE 2**

SIGNED:

DATE:

**4.2 Demonstrate an appropriate code of conduct****SELF-MANAGEMENT**

*Some examples of what a student who has achieved the skill will be able to do:*

- Be polite and courteous at all times
- Notify workplace trainer if absent
- Adhere to rostered work hours and days
- Apply company/organization policy for confidentiality
- Maintain confidentiality

**COURSE****EVIDENCE****Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*In your workplace, what is the expected code of conduct (behaviours and attitudes that are valued)?*

--

**Part 3**

*Provide 2 examples of how situations where you followed the code of conduct expected in your workplace.*

--

**SKILL ACHIEVED within 50 Hours**

*(assessed by Workplace Trainer)*

**COURSE**

SIGNED:

DATE:

**SKILL CONFIRMED within 50 Hours**

*(assessed by School Workplace Learning Coordinator)*

**COURSE**

SIGNED:

DATE:

**MODE 2****EVIDENCE****Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**

*(assessed by Workplace Trainer)*

**MODE 2**

SIGNED:

DATE:

**SKILL CONFIRMED @ 110 Hours**

*(assessed by School Workplace Learning Coordinator)*

**MODE 2**

SIGNED:

DATE:



**4.3 Complete designated tasks to workplace standards****SELF-MANAGEMENT**

*Some examples of what a student who has achieved the skill will be able to do:*

- Identify and check resources needed to complete assigned tasks
- Re-prioritise tasks in response to changing circumstances
- Encourage and acknowledge constructive feedback provided by other team members
- Act upon feedback

**COURSE****EVIDENCE****Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Give an example that shows how you were responsible when completing 2 different tasks in the workplace*

**What was the task?**

**What steps did you take to complete the task responsibly?**

--	--

--	--

**Part 3**

*What would have happened if you had failed to carry out your first task in Part 2?*

--

**SKILL ACHIEVED within 50 Hours**

*(assessed by Workplace Trainer)*

**COURSE**

**SKILL CONFIRMED within 50 Hours**

*(assessed by School Workplace Learning Coordinator)*

**COURSE**

SIGNED:

DATE:

SIGNED:

DATE:

**MODE 2****EVIDENCE****Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**

*(assessed by Workplace Trainer)*

**MODE 2**

**SKILL CONFIRMED @ 110 Hours**

*(assessed by School Workplace Learning Coordinator)*

**MODE 2**

SIGNED:

DATE:

SIGNED:

DATE:

**4.4 Monitor quality of own work**

**SELF-MANAGEMENT**

*Some examples of what a student who has achieved the skill will be able to do:*

- Discuss how tasks are expected to be performed
- Identify check points for monitoring own work
- Respond to non-routine situations
- Revise procedures if necessary to improve the quality of own work

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Reflect on a major task you were required to complete individually. Describe your preparation, the process of completing the task and evaluate how well the task went.*

**Part 3**

*What would you do differently if you needed to do the task again?*

**SKILL ACHIEVED within 50 Hours**

*(assessed by Workplace Trainer)*

**COURSE**

SIGNED:

DATE:

**SKILL CONFIRMED within 50 Hours**

*(assessed by School Workplace Learning Coordinator)* **COURSE**

SIGNED:

DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**

*(assessed by Workplace Trainer)*

**MODE 2**

SIGNED:

DATE:

**SKILL CONFIRMED @ 110 Hours**

*(assessed by School Workplace Learning Coordinator)* **MODE 2**

SIGNED:

DATE:

**4.5 Act responsibly in the workplace**

**SELF-MANAGEMENT**

*Some examples of what a student who has achieved the skill will be able to do:*

- Demonstrate punctuality and organisation
- Request attendance record to be signed
- Notify relevant personnel when absent or late
- Initiate discussion on skills progress
- Negotiate time to receive feedback on attendance record and daily task schedule
- Complete evidence journal prior to having skills signed

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Describe 6 situations that show you were a responsible workplace learning student.*

1.	
2.	
3.	
4.	
5.	
6.	

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>		<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b>	<input type="checkbox"/>	<b>COURSE</b>
SIGNED:		SIGNED:
DATE:		DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>		<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b>	<input type="checkbox"/>	<b>MODE 2</b>
SIGNED:		SIGNED:
DATE:		DATE:

## SECTION 5

### SELECTING SKILLS

You **MUST** select at least 10 skills with at least 1 (one) skill from each section per placement.

In your second placement the same rule applies. However the skills chosen **MUST** be **DIFFERENT** to those chosen in Placement One.

### PLANNING & ORGANISING SKILLS

	PLACEMENT ONE ✓	PLACEMENT TWO ✓
5.1 Discuss and organise daily tasks	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Follow organised work schedules to complete tasks	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Use time effectively throughout the day	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Plan and organise a daily routine for a new workplace student	<input type="checkbox"/>	<input type="checkbox"/>

**5.1 Discuss and organise tasks****PLANNING and ORGANISING**

*Some examples of what a student who has achieved the skill will be able to do:*

- Discuss tasks with workplace trainer
- Complete tasks within designated timelines
- Prioritise activities according to workplace trainer's instructions
- Identify and check resources required to complete tasks
- Review tasks and priorities when instructions are altered

**COURSE****EVIDENCE****Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Explain how you went about discussing and organising the tasks for a specific day so that all tasks were completed on time.*

**Part 3**

*Were there any changes that needed to be made to the tasks throughout the day and why were they necessary?*

**SKILL ACHIEVED within 50 Hours**

*(assessed by Workplace Trainer)*

**COURSE**

**SKILL CONFIRMED within 50 Hours**

*(assessed by School Workplace Learning Coordinator)*

**COURSE**

SIGNED:

DATE:

SIGNED:

DATE:

**MODE 2****EVIDENCE****Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**

*(assessed by Workplace Trainer)*

**MODE 2**

**SKILL CONFIRMED @ 110 Hours**

*(assessed by School Workplace Learning Coordinator)*

**MODE 2**

SIGNED:

DATE:

SIGNED:

DATE:

**5.2 Follow organised work schedules to complete tasks****PLANNING and ORGANISING***Some examples of what a student who has achieved the skill will be able to do:*

- Complete tasks in given order
- Apply schedules or procedures to complete routine tasks
- Complete tasks within a designated time frame

**COURSE****EVIDENCE****Part 1***From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2***Outline the tasks you performed on an average working day in the order that you completed them. Give an estimate of the time required to complete each task.*

--	--

**SKILL ACHIEVED within 50 Hours***(assessed by Workplace Trainer)***COURSE****SKILL CONFIRMED within 50 Hours***(assessed by School Workplace Learning Coordinator)***COURSE**

SIGNED:

SIGNED:

DATE:

DATE:

**MODE 2****EVIDENCE****Mode 2***From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours***(assessed by Workplace Trainer)***MODE 2****SKILL CONFIRMED @ 110 Hours***(assessed by School Workplace Learning Coordinator)***MODE 2**

SIGNED:

SIGNED:

DATE:

DATE:

**5.3 Use time effectively throughout the day**

**PLANNING and ORGANISING**

*Some examples of what a student who has achieved the skill will be able to do:*

- Identify and establish a routine that can be undertaken in the work-place
- Work efficiently
- Remain focused on tasks
- Complete required tasks within designated timelines
- Ensure any team members are aware of the tasks and the timeline involved with the tasks
- Identify and complete additional tasks when time permits

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*A busy workplace can sometimes be a stressful environment. It often means that workers have to use their time productively so that they can achieve what is required of them. Show how you manage your time in the workplace by providing examples of the tasks you do when you are (a) busy and (b) quiet or not so busy.*

<b>(a) When it is busy I .....</b>	<b>(b) When it is quiet or I am not busy I .....</b>
<i>Example: When it is busy I organise my work area beforehand so that I can find everything I need quickly.</i>	<i>Example: When it is quiet or I am not busy I replenish office supplies</i>

<b>SKILL ACHIEVED within 50 Hours</b> <small>(assessed by Workplace Trainer)</small>	<b>SKILL CONFIRMED within 50 Hours</b> <small>(assessed by School Workplace Learning Coordinator)</small>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <small>(assessed by Workplace Trainer)</small>	<b>SKILL CONFIRMED @ 110 Hours</b> <small>(assessed by School Workplace Learning Coordinator)</small>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**5.4 Plan and organise a daily routine for a new workplace student** *PLANNING and ORGANISING*

*Some examples of what a student who has achieved the skill will be able to do:*

- Identify the general tasks that need to be completed
- Write out the procedures for the daily routine
- Check any OSH requirements
- Establish a timeline for the tasks
- Ensure the timeline promotes efficiency
- Check resources
- Review the plan with the workplace trainer

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Imagine that your employer has a workplace student coming next week and you are in charge of planning the day's routine. Using your knowledge and experience of the workplace write out the training schedule for the day. Show you have thought about OSH, timeline, resources and other team members. Discuss your plan with the workplace trainer.*

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input style="width: 40px; height: 20px;" type="checkbox"/>	<b>COURSE</b> <input style="width: 40px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input style="width: 40px; height: 20px;" type="checkbox"/>	<b>MODE 2</b> <input style="width: 40px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:





## SECTION 6

### SELECTING SKILLS

You **MUST** select at least 10 skills with at least 1 (one) skill from each section per placement.

In your second placement the same rule applies. However the skills chosen **MUST** be **DIFFERENT** to those chosen in Placement One.

### TECHNOLOGY SKILLS

	PLACEMENT ONE ✓	PLACEMENT TWO ✓
6.1 Use workplace equipment following manufacturer's and/or workplace trainer's instructions	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Care for equipment following manufacturer's and/or workplace trainer's instructions	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Operate a range of equipment or tools to complete a routine task	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Use specialised equipment or tools under supervision	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Apply a range of basic information technology skills	<input type="checkbox"/>	<input type="checkbox"/>

**6.1 Use workplace equipment following manufacturer's and/or trainer's instructions**

**TECHNOLOGY**

*Some examples of what a student who has achieved the skill will be able to do:*

- Under direction, follow verbal instructions or manuals when operating equipment
- Use equipment for tasks as recommended by the manufacturer and/or workplace trainer
- Clean and store equipment correctly
- Report dangerous or faulty equipment
- Report irregularities or difficulties when operating equipment to the appropriate person

**COURSE EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Select 2 pieces of equipment that you used in your workplace. Explain the function of each piece of equipment. Describe the correct procedures for operating the equipment.*

<i>Equipment and its function</i>	<i>Correct procedures for operating the equipment</i>

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2 EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

*Some examples of what a student who has achieved the skill will be able to do:*

- Operate equipment according to required standards and procedures
- Follow manufacturer's and/or workplace trainer's specifications to service or clean equipment.
- Shut down and store equipment in the correct manner
- Clean equipment after use

**COURSE EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Explain the steps you carried out to care for an item of equipment that you used in the workplace both when operating the equipment and cleaning after use.*

**1. Operating the equipment**

**2. Cleaning and storing the equipment after use**

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2 EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**6.3 Operate a range of equipment or tools to complete a routine task**

**TECHNOLOGY**

*Some examples of what a student who has achieved the skill will be able to do:*

- Prepare the workspace accordingly
- Operate a range of equipment or tools in sequence to complete a task
- Follow safe operating procedures
- Complete the task within a reasonable time frame
- Complete the tasks to an acceptable standard
- Identify any equipment faults and report to a nominated person
- Clean, store equipment or tools after use
- Follow shutdown procedures if applicable

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Select a routine task that used a variety of equipment. Outline the task and show all the steps and equipment needed to complete the task to an acceptable standard.*

<i>Task</i>	<i>Equipment needed</i>	<i>Steps followed in sequence</i>

**SKILL ACHIEVED within 50 Hours**

*(assessed by Workplace Trainer)*

**COURSE**

**SKILL CONFIRMED within 50 Hours**

*(assessed by School Workplace Learning Coordinator)*

**COURSE**

SIGNED:

DATE:

SIGNED:

DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**

*(assessed by Workplace Trainer)*

**MODE 2**

**SKILL CONFIRMED @ 110 Hours**

*(assessed by School Workplace Learning Coordinator)*

**MODE 2**

SIGNED:

DATE:

SIGNED:

DATE:

**6.4 Use specialised equipment or tools under supervision**

**TECHNOLOGY**

*Some examples of what a student who has achieved the skill will be able to do:*

- Identify the functions of the equipment or tools
- Select and use the equipment or tools appropriate to the task under supervision
- Follow all safety requirements
- Demonstrate competence when using equipment or tools
- Clean equipment after use

**COURSE EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Describe a situation where you used specialised equipment. Explain the function of the equipment and explain how to use and care for the piece of equipment.*

<i>Describe the situation</i>	<i>What specialised equipment was used and what was its function?</i>	<i>How did you use and care for the equipment?</i>

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2 EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**6.5 Apply a range of basic information technology skills**

**TECHNOLOGY**

*Some examples of what a student who has achieved the skill will be able to do:*

- Follow startup/shutdown procedures
- Use software programs effectively
- Use email communication for workplace purposes effectively
- Transfer telephone calls effectively
- Use industry specific technology (e.g. electronic food ordering system, automotive diagnostic testing equipment) effectively

**COURSE EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*List the equipment that you used in your workplace that required IT skills. Describe the function of each piece of equipment.*

<i>Equipment</i>	<i>How is this equipment used?</i>

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2 EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

## SECTION 7

### SELECTING SKILLS

You **MUST** select at least 10 skills with at least 1 (one) skill from each section per placement.

In your second placement the same rule applies. However the skills chosen **MUST** be **DIFFERENT** to those chosen in Placement One.

### LEARNING SKILLS

	PLACEMENT ONE $\checkmark$	PLACEMENT TWO $\checkmark$
7.1 Request and act on feedback from others	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Exhibit motivation and enthusiasm for learning new tasks	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Show a willingness to learn about the workplace and industry area	<input type="checkbox"/>	<input type="checkbox"/>



**7.1 Request and act on feedback from others**

**LEARNING**

*Some examples of what a student who has achieved the skill will be able to do:*

- Listen attentively to the speaker/workplace trainer
- Accept advice responsibly and positively
- Ask for feedback from workplace trainer
- Apply feedback to improve performance

**COURSE EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Provide a DETAILED example of how you changed your behaviour or the way you completed a task as a result of asking for feedback from your employer or colleague. For example, you may have received feedback on how to complete a task more efficiently.*

<i>Describe the situation</i>	<i>What feedback was provided?</i>	<i>How did you improve your performance?</i>

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2 EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**7.2 Exhibit motivation and enthusiasm for learning new tasks****LEARNING***Some examples of what a student who has achieved the skill will be able to do:*

- Display eagerness to learn new tasks
- Respond positively to allocated tasks when working individually or within teams
- Undertake all tasks willingly
- Demonstrate appropriate body language
- Seek assistance where necessary

**COURSE****EVIDENCE****Part 1***From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2***In the workplace it is important to be motivated and enthusiastic to learn new tasks. Give 2 examples of how you demonstrated this.*

1.	
2.	

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<i>COURSE</i> <input type="checkbox"/>	<i>COURSE</i> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2****EVIDENCE****Mode 2***From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<i>MODE 2</i> <input type="checkbox"/>	<i>MODE 2</i> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**7.3 Show a willingness to learn about the workplace and industry area**

**LEARNING**

*Some examples of what a student who has achieved the skill will be able to do:*

- Ask questions about aspects of the workplace/industry
- Show a willingness to learn about the main purpose of the company or organisation
- Develop knowledge of products and/or services
- Provide relevant information about the company or organisation to clients
- Research the industry area
- Apply product knowledge where applicable

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Describe 3 situations where you have been proactive in finding out about the workplace and/or the industry area. Explain what information you have gathered and where you obtained it.*

<i>Describe the situation</i>	<i>Information gathered and source of information</i>

<b>SKILL ACHIEVED within 50 Hours</b> <small>(assessed by Workplace Trainer)</small>	<b>SKILL CONFIRMED within 50 Hours</b> <small>(assessed by School Workplace Learning Coordinator)</small>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <small>(assessed by Workplace Trainer)</small>	<b>SKILL CONFIRMED @ 110 Hours</b> <small>(assessed by School Workplace Learning Coordinator)</small>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

## SECTION 8

### SELECTING SKILLS

You **MUST** select at least 10 skills with at least 1 (one) skill from each section per placement.

In your second placement the same rule applies. However the skills chosen **MUST** be **DIFFERENT** to those chosen in Placement One.

### INITIATIVE & ENTERPRISE SKILLS

	PLACEMENT ONE ✓	PLACEMENT TWO ✓
8.1 Use common sense and initiative to complete tasks	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Recognise opportunities to improve workplace performance	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Contribute creative ideas within the work team	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Explore industry pathways	<input type="checkbox"/>	<input type="checkbox"/>
8.5 Seeks to develop pathways	<input type="checkbox"/>	<input type="checkbox"/>

**8.1 Use common sense and initiative to complete tasks****INITIATIVE and ENTERPRISE***Some examples of what a student who has achieved the skill will be able to do:*

- Determine action required to complete tasks
- Take practical action to complete a task without being prompted
- Ask for guidance if necessary
- Complete tasks
- Recognise personal skill level and determine own ability to undertake tasks
- Evaluate the procedures used

**COURSE****EVIDENCE****Part 1***From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2***Describe 2 situations where you have shown common sense and initiative to complete tasks***1.****2.****SKILL ACHIEVED within 50 Hours***(assessed by Workplace Trainer)***COURSE****SKILL CONFIRMED within 50 Hours***(assessed by School Workplace Learning Coordinator)***COURSE**

SIGNED:

DATE:

SIGNED:

DATE:

**MODE 2****EVIDENCE****Mode 2***From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours***(assessed by Workplace Trainer)***MODE 2****SKILL CONFIRMED @ 110 Hours***(assessed by School Workplace Learning Coordinator)***MODE 2**

SIGNED:

DATE:

SIGNED:

DATE:

**8.2 Recognise opportunities to improve work performance****INITIATIVE and ENTERPRISE**

*Some examples of what a student who has achieved the skill will be able to do:*

- Actively seek feedback
- Learn from mistakes
- Determine when to work as an individual or as a team member
- Identify ways of improving own workplace efficiency

**COURSE****EVIDENCE****Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Explain 3 ways in which you could improve your workplace performance.*

1.

2.

3.

**Part 3**

*Explain 1 way in which your workplace could become more efficient in some part of its operation.*

**SKILL ACHIEVED within 50 Hours**

*(assessed by Workplace Trainer)*

**COURSE**

**SKILL CONFIRMED within 50 Hours**

*(assessed by School Workplace Learning Coordinator)*

**COURSE**

SIGNED:

DATE:

SIGNED:

DATE:

**MODE 2****EVIDENCE****Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**

*(assessed by Workplace Trainer)*

**MODE 2**

**SKILL CONFIRMED @ 110 Hours**

*(assessed by School Workplace Learning Coordinator)*

**MODE 2**

SIGNED:

DATE:

SIGNED:

DATE:

**8.3 Contribute creative ideas within the work team**

***INITIATIVE and ENTERPRISE***

*Some examples of what a student who has achieved the skill will be able to do:*

- Present ideas in appropriate situations and format
- Offer assistance in the achievement of the work at hand
- Provide ideas that demonstrate an understanding of the purpose and directions of the work required

**COURSE EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Describe 2 situations where you have presented ideas that could be used to assist your work team.*

1.

2.

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2 EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**8.4 Explore industry pathways**

***INITIATIVE and ENTERPRISE***

*Some examples of what a student who has achieved the skill will be able to do:*

- Identify different sources for obtaining industry knowledge
- Read and collect relevant brochures, company sales leaflets, catalogues, advertisements etc.
- Access internet to gather information about the industry area
- Ask questions of other employees in order to gather career information
- Actively research career opportunities within the industry area

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Explain what you have done to find career information for the industry area associated with your work placement.*

**Part 3**

*What plans do you have in place to work in the industry area?*

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:



**8.5 Seeks to develop networks**

***INITIATIVE and ENTERPRISE***

*Some examples of what a student who has achieved the skill will be able to do:*

- Express interest and desire to enter the industry
- Write letters of thanks
- Collect relevant business cards and/or contacts
- Follow up contacts
- Research and/or correspond with key industry personnel

***COURSE***

***EVIDENCE***

***Part 1***

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

***Part 2***

*Describe 3 situations where you have developed networks within the industry area. Identify follow up action that you took for each situation.*

<b><i>Situation</i></b>	<b><i>Follow up action</i></b>

**SKILL ACHIEVED within 50 Hours**  
*(assessed by Workplace Trainer)* **COURSE**

SIGNED:  
 DATE:

**SKILL CONFIRMED within 50 Hours**  
*(assessed by School Workplace Learning Coordinator)* **COURSE**

SIGNED:  
 DATE:

***MODE 2***

***EVIDENCE***

***Mode 2***

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**  
*(assessed by Workplace Trainer)* **MODE 2**

SIGNED:  
 DATE:

**SKILL CONFIRMED @ 110 Hours**  
*(assessed by School Workplace Learning Coordinator)* **MODE 2**

SIGNED:  
 DATE:

## SECTION 9

### SELECTING SKILLS

You **MUST** select at least 10 skills with at least 1 (one) skill from each section per placement.

In your second placement the same rule applies. However the skills chosen **MUST** be **DIFFERENT** to those chosen in Placement One.

#### SAFETY & HEALTH SKILLS

	PLACEMENT ONE ✓	PLACEMENT TWO ✓
9.1 Apply Occupational Safety and Health standards	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Follow correct procedures when using equipment	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Maintain an orderly workplace environment	<input type="checkbox"/>	<input type="checkbox"/>
9.4 Apply safe workplace practices	<input type="checkbox"/>	<input type="checkbox"/>
9.5 Apply appropriate workplace food safety practices	<input type="checkbox"/>	<input type="checkbox"/>
9.6 Perform general cleaning duties	<input type="checkbox"/>	<input type="checkbox"/>
9.7 Use chemicals/sealants/adhesives under supervision	<input type="checkbox"/>	<input type="checkbox"/>

**9.1 Apply occupational safety and health standards**

***SAFETY and HEALTH***

*Some examples of what a student who has achieved the skill will be able to do:*

- Acknowledge and read safety posters/checklists
- Apply safe working practices and precautions to eliminate injury or damage to self or others
- Correctly use personal protective clothing and equipment
- Identify storage procedures for dangerous or faulty goods and substances according to OSH regulations
- Report any incidents to OSH officer/workplace supervisor
- Follow recommended procedures when handling waste products

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Complete the table below and relate the details to your workplace*

What is the OSH standard?	What is your source of the information?	How does the standard apply to your workplace?
1.		
2.		
3.		
4.		
5.		

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>COURSE</b> <input style="width: 30px; height: 20px;" type="checkbox"/>

SIGNED:	SIGNED:
---------	---------

DATE:	DATE:
-------	-------

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>	<b>MODE 2</b> <input style="width: 30px; height: 20px;" type="checkbox"/>

SIGNED:	SIGNED:
---------	---------

DATE:	DATE:
-------	-------

**9.2 Follow correct procedures when using equipment**

***SAFETY and HEALTH***

*Some examples of what a student who has achieved the skill will be able to do:*

- Select the appropriate equipment to complete the task
- Use the equipment safely following verbal or written instructions
- Report dangerous or faulty equipment

***COURSE***

***EVIDENCE***

***Part 1***

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

***Part 2***

*Describe 3 situations where you followed instructions or manuals when operating equipment. Explain how to use the equipment safely.*

<i>Situation</i>	<i>Safety considerations when using the equipment</i>

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b><i>COURSE</i></b> <input type="checkbox"/>	<b><i>COURSE</i></b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

***MODE 2***

***EVIDENCE***

***Mode 2***

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b><i>MODE 2</i></b> <input type="checkbox"/>	<b><i>MODE 2</i></b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**9.3 Maintain an orderly workplace environment**

***SAFETY and HEALTH***

*Some examples of what a student who has achieved the skill will be able to do:*

- Maintain a safe, neat and organized work area
- Know where items and materials have been left or stored
- Clean up as you go
- Put things away in correct place when finished and store leftover materials correctly
- Leave unfinished jobs in an orderly state

***COURSE***

***EVIDENCE***

***Part 1***

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

***Part 2***

*What are you required to do to ensure a neat and tidy work area, not only during the day, but before you leave (especially when you are not due to return to the workplace the following day)?*

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b><i>COURSE</i></b> <input style="width: 40px; height: 20px;" type="checkbox"/>	<b><i>COURSE</i></b> <input style="width: 40px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:

***MODE 2***

***EVIDENCE***

***Mode 2***

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b><i>MODE 2</i></b> <input style="width: 40px; height: 20px;" type="checkbox"/>	<b><i>MODE 2</i></b> <input style="width: 40px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:

**9.4 Apply safe working practices**

***SAFETY and HEALTH***

*Some examples of what a student who has achieved the skill will be able to do:*

- Maintain a safe, neat and organized work area
- Demonstrate correct use of equipment and procedures
- Apply precautions to eliminate the risk of injury or damage to self or others when completing tasks
- Understand safety regulations and procedures applicable to the company/organisation
- Follow evacuation procedures
- Identify and explain procedures for reporting safety hazards

***COURSE***

***EVIDENCE***

***Part 1***

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

***Part 2***

*Detail 3 OSH issues in your workplace (e.g. working with electricity) by considering what dangers might be present*

***OSH issue***

***For the issue, provide an example of how you apply OSH knowledge to ensure your own safety and the safety of others.***


**SKILL ACHIEVED within 50 Hours**

*(assessed by Workplace Trainer)*

***COURSE***

**SKILL CONFIRMED within 50 Hours**

*(assessed by School Workplace Learning Coordinator)*

***COURSE***

SIGNED:

DATE:

SIGNED:

DATE:

***MODE 2***

***EVIDENCE***

***Mode 2***

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

**SKILL ACHIEVED /MAINTAINED @ 110 Hours**

*(assessed by Workplace Trainer)*

***MODE 2***

**SKILL CONFIRMED @ 110 Hours**

*(assessed by School Workplace Learning Coordinator)*

***MODE 2***

SIGNED:

DATE:

SIGNED:

DATE:

**9.5 Apply appropriate workplace food safety practices**

***SAFETY and HEALTH***

*Some examples of what a student who has achieved the skill will be able to do:*

- Handle food safely
- Identify and report unsafe food handling in the workplace
- Maintain the food preparation area in a clean and tidy state
- Store and dispose of food correctly
- Report any signs of pest infestation
- Take necessary precautions when carrying food

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Give 3 examples of appropriate workplace food safety practices that you applied at work.*

**1. Food storage**

--	--

**2. Food handling**

--	--

**3. Hygienic kitchen or food area**

--	--

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**9.6 Perform general cleaning duties**

***SAFETY and HEALTH***

*Some examples of what a student who has achieved the skill will be able to do:*

- Follow workplace safety and health procedures
- Identify the cleaning or sanitizing agents used
- Clear materials and waste in preparation for cleaning
- Prepare and mix any chemicals/detergents under supervision
- Store cleaners, sanitisers and related equipment as prescribed
- Carry out general clean up and housekeeping activities to required standard as directed
- Complete tasks within a reasonable time frame

***COURSE***

**EVIDENCE**

***Part 1***

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

***Part 2***

*Explain the steps required for you to perform your general cleaning duties. Ensure you mention any safety requirements that applied and how you completed the task to an acceptable standard.*

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b><i>COURSE</i></b> <input style="width: 40px; height: 20px;" type="checkbox"/>	<b><i>COURSE</i></b> <input style="width: 40px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:

***MODE 2***

**EVIDENCE**

***Mode 2***

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b><i>MODE 2</i></b> <input style="width: 40px; height: 20px;" type="checkbox"/>	<b><i>MODE 2</i></b> <input style="width: 40px; height: 20px;" type="checkbox"/>
SIGNED:	SIGNED:
DATE:	DATE:



**9.7 Use chemicals/sealants/adhesives under supervision**

***SAFETY and HEALTH***

*Some examples of what a student who has achieved the skill will be able to do:*

- Identify the functions of the chemicals/sealants/adhesives
- Select and use chemicals/sealants/adhesives appropriate for the task under supervision
- Observe the safety precautions that must be followed to prevent personal injury or damage to the environment
- Store chemicals/sealants/adhesives as instructed

**COURSE**

**EVIDENCE**

**Part 1**

*From my task schedule this skill was covered on the following three (3) dates:*

--	--	--

**Part 2**

*Name and identify the correct functions of a chemical/sealant/adhesive that you used in the workplace. What are the correct procedures that must be followed when using and storing the product?*

<i>Name the chemical/sealant/adhesive and describe its function.</i>	<i>Describe correct procedures for using and storing the product.</i>

<b>SKILL ACHIEVED within 50 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED within 50 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>COURSE</b> <input type="checkbox"/>	<b>COURSE</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:

**MODE 2**

**EVIDENCE**

**Mode 2**

*From my task schedule this skill was covered on the following three (3) dates in the second 60hours of this placement*

--	--	--

<b>SKILL ACHIEVED /MAINTAINED @ 110 Hours</b> <i>(assessed by Workplace Trainer)</i>	<b>SKILL CONFIRMED @ 110 Hours</b> <i>(assessed by School Workplace Learning Coordinator)</i>
<b>MODE 2</b> <input type="checkbox"/>	<b>MODE 2</b> <input type="checkbox"/>

SIGNED:	SIGNED:
DATE:	DATE:



## ***GLOSSARY***

Assessment Criteria	Descriptions of actions or behaviours which indicate competence. They are observable and measurable and provide an idea of the standard expected in industry.
Competency Based Training (CBT)	Is about the achievement of skills and knowledge that meet industry standards. It is 'criterion-referenced', meaning trainee performance is compared to a set of criteria or standard. CBT is widely used for learning in the workplace and focuses on demonstrating performance to the expected standard.
Entry Level	Is the level required to enter an occupation up to, and including apprenticeships and traineeships. Entry Level Training is defined as the preparation that people receive to enter all occupations.
Training Packages	A package of units of information grouped together in certificate levels, with recognition and uniformity throughout Australia.
Modules/Units of Competence	Relatively short units of learning focusing on workplace requirements. They include elements and learning outcomes or statements of performance expected of a trainee as a result of training and assessment criteria. They are used in off - the - job training.
Off - the - job Training	This is training that is structured away from the workplace in an approved training institution (e.g. TAFE, Hospitality Group Training, Australian College of Beauty Therapy etc.)
RTO	Registered Training Organisation, an approved training institution such as TAFE, Hospitality Group Training etc.
Post Compulsory Schooling (PCS)	Refers to schooling in years 11 and 12 when it is no longer compulsory for students to attend school.
Post School Options	Options available to young people when they leave school. E.g. further education and training at TAFE, university, college and/or employment such as apprenticeships and traineeships.
Curriculum Council (CC)	Is a statutory authority responsible for Post Compulsory Schooling curriculum, assessment, moderation, examination, accreditation and certification.
Vocational Education and Training (VET)	Refers to education and training which is directed to the development of competencies. Vocational learning stresses an acquisition of skills and knowledge relevant to employment. It includes learning at school, through RTO's and in the workplace.



## **SKILLS ACHIEVEMENT MATRIX**

*You must use this page to show when you have demonstrated a particular skill as a major focus of that day's training. It is preferable that you should demonstrate a skill in the workplace approximately 4 times **BEFORE** asking your trainer to assess you formally. Additionally you must complete the evidence guide appropriate to each skill on each assessment page (blue).*

Skill #	Skill	Skill Date 1	Skill Date 2	Skill Date 3	Skill Date 4	Evidence Guide Completed
	<b>COMMUNICATION</b>					
1.1	Listen, understand and speak clearly					
1.2	Use Language appropriate to the workplace					
1.3	Use appropriate writing skills to complete workplace tasks					
1.4	Read and follow workplace documents to complete tasks					
1.5	Use relevant communication methods of the workplace					
1.6	Apply effective telephone communication skills					
1.7	Interpret and convey relevant information					
	<b>TEAMWORK</b>					
2.1	Identify the role of individuals and/or teams within the organisation					
2.2	Show understanding, tolerance and respect for colleagues, clients and/or customers					
2.3	Work cooperatively with others					
2.4	Respond appropriately to colleagues					
2.5	Respond appropriately to clients and/or customers					
	<b>PROBLEM SOLVING</b>					
3.1	Identify problems and apply given procedures to solve them					
3.2	Seek information and/or assistance when unsure					
3.3	Persevere when faced with problems or challenges					
3.4	Use appropriate mathematical skills to complete workplace tasks					
	<b>SELF MANAGEMENT</b>					
4.1	Demonstrate appropriate dress, personal grooming and hygiene					
4.2	Demonstrate an appropriate code of conduct					
4.3	Complete designated workplace tasks to standards					
4.4	Monitor quality of work					
4.5	Act responsibly in the workplace					
	<b>PLANNING AND ORGANISING</b>					
5.1	Discuss and organise daily tasks					
5.2	Follow organised work schedules to complete tasks					

## **SKILLS ACHIEVEMENT MATRIX**

*You must use this page to show when you have demonstrated a particular skill as a major focus of that day's training. It is preferable that you should demonstrate a skill in the workplace approximately 4 times **BEFORE** asking your trainer to assess you formally. Additionally you must complete the evidence guide appropriate to each skill on each assessment page (blue).*

Skill #	Skill	Skill Date 1	Skill Date 2	Skill Date 3	Skill Date 4	Evidence Guide Completed
5.3	Use time effectively throughout the day					
5.4	Plan and organise a daily routine for a new workplace student					
	<b>TECHNOLOGY</b>					
6.1	Use workplace equipment following manufacturer's and/or workplace trainer's instructions					
6.2	Care for equipment following manufacturer's and/or workplace trainer's instructions					
6.3	Operate a range of equipment or tools to complete a routine task					
6.4	Use specialised equipment or tools under supervision					
6.5	Apply a range of basic information technology skills					
	<b>LEARNING</b>					
7.1	Request and act on feedback from others					
7.2	Exhibit motivation and enthusiasm for learning new tasks					
7.3	Show a willingness to learn about the workplace and industry area					
	<b>INITIATIVE and ENTERPRISE</b>					
8.1	Use common sense and initiative to complete tasks					
8.2	Recognise opportunities to improve workplace performance					
8.3	Contribute creative ideas within the work team					
8.4	Explore industry pathways					
8.5	Seeks to develop pathways					
	<b>SAFETY and HEALTH</b>					
9.1	Apply Occupational Safety and Health standards					
9.2	Follow correct procedures when using equipment					
9.3	Maintain an orderly workplace environment					
9.4	Apply safe workplace practices					
9.5	Apply appropriate workplace food safety practices					
9.6	Perform general cleaning duties					
9.7	Use chemicals/sealants/adhesives under supervision					

