

WORKPLACE LEARNING PROCEDURES AND STANDARDS

This is an interim update. The document will be further updated in 2017 pending the review of the Workplace Learning Policy and additional consultation.

The [Workplace Learning Policy](#) and the [Associated Documents and Forms](#) supports the department's provision of a range of workplace learning opportunities for students aged 14 years and over.

The procedures and standards outlined in this mandatory support document apply to all workplace learning programs for students enrolled in NSW public secondary, central and special schools. They also apply to External VET Providers (EVET) ie TAFE NSW institutes and private and community registered training organisations (RTOs) contracted by the department to provide external delivery of vocational education and training (VET) courses to students in public schools.

The procedures and standards should not limit the development of innovative programs.

Workplace learning programs are initiated by a school or by an EVET provider and approved by the principal, or responsible EVET provider manager in consultation with the school. These programs involve the cooperative engagement of local employers, business and industry, community agencies, RTOs and parents/caregivers. Work Placement Service Providers (WPSPs) are key partners in the implementation of work placements that are mandatory as part of some HSC VET courses.

It is the responsibility of the school, and where relevant the EVET provider, to monitor and review its procedures and practices in operating workplace learning programs. This mandatory support document and the other Associated Documents and Forms provide the foundation for local implementation of these programs consistent with the department's [Workplace Learning Policy \(2005\)](#). The following advice expands on the Policy document.

1.1 Workplace learning programs are to be designed to achieve curriculum outcomes and enhance the vocational, educational and social development of all students.

1.1.2 The department supports the provision of workplace learning for all students and access to HSC VET courses.

Curriculum activity other than career education, transition planning, enterprise education, community learning and mentoring is increasingly incorporating the benefits of a period of hands-on learning in an authentic work environment to apply and refine classroom learning.

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In all instances principals, and where applicable the responsible EVET provider manager, must consider the overall educational requirements and benefits arising from a proposed workplace learning program, the capacity of the school or EVET provider to support the activity and ensure that curriculum objectives will be achieved effectively through the implementation of the program.

1.1.3 Workplace learning programs must meet mandatory requirements of HSC VET courses.

Learning in the workplace is a mandatory inclusion in a number of curriculum areas.

Student competency in HSC VET courses is assessed as part of their HSC and contributes to an Australian Qualification Framework VET credential. Work placement supports the development, enhancement and assessment of student competency in an authentic industry setting.

Mandatory work placement programs must be designed to meet the requirements set down in the relevant curricula and NSW Education Standards Authority (NESA) course content. More information is available in [Principles Underpinning Work Placement in the Higher School Certificate](#) endorsed by the former Board of Studies NSW and reproduced in Associated Documents and Forms under the heading, Related Documents.

- 1.1.4** The value of workplace learning as a resource to enrich and extend learning in the classroom is well established in connection with enterprise, career and transition education, and VET courses. Consideration of other ways of utilising the resources of the community and the workplace should be encouraged to expand the range of teaching environments and expertise to improve student achievements in other curriculum areas.

1.2 Workplace learning programs include but are not limited to work experience.

Programs must also take into account the capacity of the employer to host students and the workplace facilities as elements contributing to the learning experience of the student.

Suitable pre-placement activities must be provided by the school, or where relevant by the EVET provider, to prepare all students for workplace learning and to optimise the planned workplace learning experience.

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1.2.1 The scheduling of workplace learning placements in the implementation of workplace learning programs must take into account individual student needs; the full range of school, and where relevant EVET provider activities; the need for student follow-up immediately after placement; and sensitivity to host employers' work cycles.

Workplace learning placements must take place during regular weekday working hours during school terms unless weekend participation is an essential requirement of the industry. Exceptions may be considered, including in the school holidays, by the principal or responsible EVET manager for individual students enrolled in Year 11 or Year 12. This does not include the December - January school holidays. *(This limit is already indicated in the DoE workplace learning guides.)*

Workplace learning placements for students of 14 years of age may not be conducted outside the hours of 7.00am to 6.00pm, nor in school holidays.

Consideration should be given to ways of ensuring that students undertaking workplace learning are able to stay up-to-date with classroom learning that occurs while they are on placement.

1.2.2 Mandatory HSC VET work placements must be scheduled for completion prior to the dates that work placement-related information must be submitted to the NSW Education Standards Authority (NESAs). Students enrolled in the HSC year of a VET course *(clarified wording)* must complete their mandatory workplace learning placements before their final HSC examination.

In exceptional circumstances, individual Year 12 students may undertake limited work experience to augment their school to work career planning or tertiary course selection after their final HSC examination. Departmental insurance and indemnity provisions will apply to these work experience opportunities provided:

- I. all parties are in agreement to the work experience
- II. the department's duty of care and documentation requirements are adhered to
- III. the student remains enrolled until completion of the work experience and follow up by the school.

In these exceptional circumstances, students must not be used in place of regular employees and must not undertake unpaid work trials.

Students undertaking a Life Skills pattern of study for the HSC may undertake workplace learning during term four with departmental

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insurance and indemnity provisions if they are enrolled to the end of the school year.

1.2.3 Non-local placements within NSW may be considered if local options will not offer the opportunity or learning outcomes of genuine interest and educational benefit to the student. A 'non-local' placement is one outside the geographical area in which placements are customarily approved by the principal or nominee or the responsible EVET provider manager or nominee.

In addition to the procedures required for a local placement, arrangements for travel, accommodation and supervision must comply with the advice, procedures and proformas provided at 'Accommodation Away from Home'. See Associated Documents and Forms.

1.2.4 Interstate placements should only be canvassed after all suitable opportunities in NSW have been considered. Schools located on or near state borders may arrange interstate placements within geographic locations that are adjacent to state borders unless there are exceptional circumstances that warrant a distant placement.

Procedures for organising interstate placements are outlined in the NSW-Interstate Agreements for Workplace Learning in ACT, Queensland and Victoria (see Associated Documents and Forms).

1.3 The department and the host employer hold a concurrent duty under the Work Health and Safety Act 2011 to ensure, so far as is reasonably practicable, the health and safety of students whilst engaged in a workplace learning program. This duty requires the elimination of health and safety risks where possible and if it is not reasonably practicable to eliminate those risks, to minimise the risk so far as is reasonably practicable.

1.3.1 [Updated] This duty includes a mutual responsibility for host employers, the school and the EVET provider to *consult and cooperate* and extends to all students and any support staff on workplace learning placements. Employers have a responsibility under NSW Work Health and Safety legislation to ensure, as far as reasonably practicable, the health, safety and welfare of persons working in or visiting their work sites. Host employer responsibilities extend to all students and any support staff on workplace learning placements and includes:

- ensuring so far as is reasonably practicable that any plant, substance or product to be used by the student and where relevant any support staff is safe and without risks for the student
- ensuring so far as is reasonably practicable that systems

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of work and the working environment are safe and without risk to health for the student and support staff where relevant

- providing a quality induction and information, instruction, training and supervision to the student and any support staff to ensure health and safety in the workplace
- providing adequate facilities for the student's welfare at work
- notifying the school or EVET provider immediately of any incidents involving or compromising the safety of a student while on placement, including near misses, to enable the relevant department to fulfil their Work Health and Safety obligations.

The duty to eliminate or minimise health and safety risks to students so far as is reasonably practicable includes the school and EVET provider undertaking the following:

- providing quality preparatory activities for students, including likely scenarios that students might reasonably encounter, to optimise their safe and effective participation in a workplace learning program
- ensuring that these activities are completed satisfactorily before the student starts their placement
- maintaining the duty of care to students during and after placement and not delegating this duty to any other party. Along with the EVET provider, the school retains a duty of care while students are undertaking an HSC course delivered by an EVET provider.

1.3.2 School principals and where relevant, the responsible EVET provider manager, have the primary responsibility for approving workplace learning programs. They must take reasonable steps to ensure that students, staff, community partners, parents and caregivers, and host employers are aware of their responsibilities in the implementation of workplace learning programs.

School principals and the responsible EVET provider manager are responsible for authorising a workplace learning program for students enrolled in their organisations. They are responsible for ensuring that a program is conducted in accordance with this policy.

They may delegate the development of the program to nominees, including the approval of placements, but they take ultimate responsibility for the approval of the workplace learning program.

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1.3.3 A key feature of workplace learning that differentiates it from learning in the classroom or on excursions is the range of non-school stakeholders participating in the activity as coordinators and knowledge/expertise sharers.

All stakeholders have responsibilities in the implementation of workplace learning programs. It is the duty of the principal or the responsible EVET provider manager to take reasonable steps to ensure that stakeholders are aware of, and prepared to take on, their responsibilities.

1.3.4 Work Placement Service Providers (WPSPs) support and coordinate work placements for senior students undertaking HSC VET courses. Their activity and responsibilities include selecting suitable host employers; outlining the aims and objectives of the proposed workplace learning program to employers; liaising with schools and school support staff regarding reasonable adjustments for students with disability or learning and support needs; and clarifying lines of communication ahead of the placement.

1.3.5 Formal communications, and where needed [*clarified*] agreements to enhance collaboration between the WPSP, schools and EVET providers, and Public School RTOs, must be established to ensure each partner's role in the provision of workplace learning is effective and complementary to the whole process.

1.3.6 Staff organising workplace learning activities have responsibilities that include:

- Matching the student to the proposed placement to optimise the outcomes of the experience
- Ensuring that any additional needs of students, particularly those students with disability, are appropriately supported in the workplace, in consultation with school, and where relevant, EVET personnel and parents/caregivers
- Ensuring the Student Placement Record is complete, satisfactory and signed prior to the placement
- Ensuring that any additional personal information necessary to student well-being and support needs is provided to the host employer or other appropriate supervisor, with the consent of the student and parent/caregiver, and in keeping with the Privacy and Personal Information Protection Act
- Ensuring that all students have undertaken preparatory support activity prior to the placement to optimise their safe and effective participation in workplace learning

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- Providing information to parents/caregivers including the department's mandatory [Workplace Learning Guide for Parents and Caregivers](#)
- Carrying out and documenting supervisory visits to the workplace during the placement to meet with the student and the workplace supervisor and/or host employer to review progress. Where a visit is not logistically possible due to distance or resources, the required phone contact for the same purpose must be documented.

Where a placement involves greater potential for risk such as construction, primary industries, metal and engineering or placements involving horse riding, this contact should be on the first or second day of placement. [EVET Guidelines 2016]

- Carrying out post-placement sessions with students to review the experience and optimise the learning. Post-placement interviews also permit the reporting and follow up of inappropriate or negative incidents not reported at the time.

Staff responsibilities also include the obligations listed in Section 1.3.8 below for all workplace learning programs other than HSC VET courses operated in collaboration with a WPSP.

1.3.7 Work Placement Service Provider responsibilities include:

- The coordination of work placements for senior students undertaking HSC VET courses with mandatory work placement requirements
- Their obligation under common law to take reasonable steps to minimise the risks to students in workplace learning.

1.3.8 Staff and/or Work Placement Service Provider responsibilities include:

- The selection of host employers who will assess any risks to the health and safety of students in the proposed activities; remove or minimise those risks so far as is reasonably practicable [*reflects WHS legislation*]; and who will deliver quality workplace learning experiences
- The selection of host employers who understand and can make appropriate (and reasonable) adjustments for students with learning and support needs or disability or a severe health condition [*updated*]
- Promoting the benefits to the employer of offering workplace learning placements
- Providing mandatory support documents, and explanations about them, to employers, students and parents or caregivers including

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the department's expectations and requirements in connection with child protection. Documents include [The Workplace Learning Guide for Employers](#), [The Workplace Learning Guide for Parents and Caregivers](#) and the Student Placement Record.

- Ensuring that the host employer is aware of the purpose, process and outcomes of the placement so they are better able to deliver a positive learning experience for the student. Personal contact is the preferable approach to meeting this responsibility. This may be by way of a personal visit or a telephone call.
- Ensuring that the employer is aware of obligations regarding non-payment of students on placement and that, in the event of an industrial dispute, the placement is suspended or postponed.
- Clarifying and documenting lines of communication between the stakeholders, but most importantly between the host employer, the workplace supervisor and the workplace learning program coordinator at the school or EVET provider, and the WPSP.

1.3.9 Host employer responsibilities to school students include:

- Providing a safe and positive environment compliant with the NSW Work Health and Safety Act 2011 and Anti-Discrimination and child protection legislation
- Providing appropriate learning activities and skill development tasks for the student under the supervision of a capable and trustworthy employee briefed for the task
- Identifying areas of risk to students and where relevant any support staff and implementing strategies to eliminate or minimise risks so far as is reasonably practicable to students who are inexperienced and potentially vulnerable
- Providing a workplace induction including relevant safety matters to orientate students before they start any activities
- Having current public liability coverage.

[The Workplace Learning Guide for Employers](#) provides more details. See Associated Documents and Forms.

1.3.10 Parent/caregiver responsibilities include:

- Understanding the purpose and nature of workplace learning programs
- Attending information sessions or meetings necessary to the sound implementation of workplace learning programs affecting their young person

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- Considering, commenting and providing permission for their young person to take up each planned placement
- Recognising that approval for placements rests with the school principal, or the responsible EVET manager in consultation with the school, and might on occasion over-ride the planning of the parent or caregiver
- Assisting their young person to plan safely managed travel arrangements and later than school hour finish times
- Being available to be contacted in an emergency during school hours and in the case of students in Years 11 and 12, being the student's contact in case of an emergency outside normal business hours. A parent/caregiver may nominate another reliable adult trusted and known to the student to be the contact in place of the parent or caregiver. See Section 1.4.8 below for details
- Removing their young person from the host workplace if contacted by the student outside normal business hours because the student has concerns about their safety or welfare. The incident must be reported by the parent/caregiver to the student's school/EVET provider as soon as possible after the incident has occurred so that the matter can be dealt with by the school/EVET provider.
- The [Workplace Learning Guide for Parents and Caregivers](#) provides more details. See also [Sample Proformas](#) for 'Recording Emergency Out of Normal Business Hours as Reported by Parent/Caregiver/Nominated Contact'.

1.3.11 Student responsibilities include:

- Understanding and using documents such as the Student Placement Record that support their workplace learning placement
- Participation in pre-placement activities to optimise their safety and achievements during workplace learning programs
- Making and using safe travel arrangements
- Paying for their travel to and from placements
- Following the directions of their supervisor in the workplace
- Communicating concerns to the workplace supervisor and /or their school or EVET provider as soon as possible.

1.4 DoE and TAFE NSW must, through their delegated officers, take reasonable care to keep students undertaking workplace learning free from harm. Duty of care rests with the school or where

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relevant, also with the TAFE NSW institute and private and community RTO (ie EVET providers).

1.4.1 Prohibited activities cannot be included in workplace learning programs.

Some workplace learning activities are prohibited due to their nature, danger or inherent risk to students. Examples of prohibited activities include:

- Limitations on travel by air
- High risk construction work
- Working on a roof or in a roof cavity
- Working where asbestos is present
- Use of dangerous machinery or equipment except under prescribed conditions indicated in the mandatory support document referred to below
- Any activity requiring a licence permit or certificate of competence except under prescribed conditions.

A full list is available in [Prohibited Activities and Activities That Need Special Consideration](#). See Associated Documents and Forms.

1.4.2 Some workplace learning placements may only be included in workplace learning programs subject to meeting special requirements.

Workplaces presenting a higher degree of risk may also represent a valuable learning experience for some students in connection with a particular vocational skill. A principal or nominee or the responsible EVET manager or nominee may approve a workplace learning opportunity (other than a specifically prohibited activity), following careful consideration of the potential dangers, if the vocational goals and educational value of the proposed placement can be achieved with the application of the host employer's risk minimisation strategies.

These strategies might include substituting activities or equipment for the student to do or use; isolating the hazard; introducing extra controls in the workplace and/or using personal protective equipment (PPE). The strategies must be clearly articulated in the workplace learning program and sighted by the principal or nominee or the responsible EVET manager or nominee in consultation with the school.*[clarified that school needs to be consulted by EVET provider]*

Examples of higher-risk activities and workplaces include:

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- Long-distance transport, commercial shipping and aircraft maintenance
- Construction, primary industries, meat processing plants, metal and engineering work sites and sites with moving vehicles
- Horse riding
- Use of farm or gardening machinery and equipment.

1.4.3 Where practicable, a pre-placement visit to all new workplaces should occur. A 'new' workplace is one that is either not known to the personnel responsible for managing the workplace learning program or that has not hosted school students for workplace learning. The risk associated with higher-risk activities must be reviewed through a pre-placement visit unless distance and resources preclude this. Resources should be allocated to support a pre-placement visit to proposed higher risk placements where feasible. In instances where a visit cannot be undertaken, the discussion by phone with the employer must take place and must be documented. 'Recording Contact with Host Employer / Student' provides guidance for staff. See [Sample proformas](#) in Associated Documents and Forms.

See also Procedures and Standards 1.3ff above and 1.4.5ff below in this document that detail further risk minimisation processes to be undertaken by stakeholders in workplace learning programs.

1.4.4 Child-related workplaces are the subject of legislation that prevents unsuitable people from working with children and young people. For information about Working With Children Checks, see the [NSW Office of the Children's Guardian](#). [*updated*]

1.4.5 Duty of care

DoE and TAFE NSW must, through their delegated officers, take reasonable care to keep students undertaking workplace learning free from harm. **Duty of care for students rests with the school and where relevant, External VET Providers (EVET) such as TAFE NSW institutes, and extends to workplace learning placements even where there is no direct daily supervision of the student by a school or TAFE NSW institute or RTO teaching staff member. Employers have responsibilities for the health, safety and welfare of employees and visitors to their premises but this does not exempt the school or TAFE NSW institute or private provider RTO ie EVET providers from their responsibilities.**

1.4.6 The duty of care owed to students by school and TAFE NSW institute and RTO staff ie EVET providers, applies wherever students are engaged in authorised workplace learning programs. The application of duty of care is complex in relation to workplace learning because the

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location of the learning is external to the school or TAFE NSW institute, and in some cases, to the private provider RTO and there is dependence on non-department staff for the daily supervision of the student in the workplace.

1.4.7 Accordingly, procedures to address duty of care to ensure the inclusion of workplace learning as a valid and valued methodology of learning have been developed and must be followed. **Documentation of the application of duty of care procedures must be maintained by the school, TAFE NSW institute and private provider RTO ie EVET providers.** [*bolded for emphasis*] The procedures are set out in section 1.3 of this document and summarised below:

- The review of potential workplace learning placements in regard to suitability for student workplace learning must be carried out by the school or the EVET provider in consultation with the school. The review includes consideration of the proposed activities, their risk assessment by the host employer, the designated unsuitable tasks, the location of the worksite and the supervision in the workplace in view of the student's individual needs.
- Establishing with the host employer and student's workplace supervisor the expectations of the department and their responsibilities required in hosting a student and supervising the placement.
- Ensuring that consideration has been given by the host employer to minimising potential risks to the student in the workplace and that any issues affecting the student's safety or welfare that may have been identified by the school or EVET provider have been dealt with appropriately.
- Completion of the Student Placement Record, which includes advice to minimise risks, and actual approval or rejection of the placement by the principal or nominee or responsible EVET manager or nominee.
- Provision of suitable preparatory support activities for students to optimise their safe and effective participation in workplace learning.
- Completion and issuing of the [Safety and Emergency Procedures Student Contact Card](#) to the student before placement. See Mandatory Supporting Documents in Associated Documents and Forms
- Formal supervision of the student by school or EVET provider staff during the placement and in post-placement activities. The school or EVET provider **must** visit or make phone contact with the student and host employer during the placement.

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See also 1.4.1 Prohibited workplace learning activities and 1.4.2 Workplace learning placements subject to special requirements, in this document.

1.4.8 Each workplace learning student must have access, as needed, to a **reliable contact person** known and authorised by the principal or responsible EVET manager. The contact person must be someone the student trusts who is willing and will be immediately available to support the student, particularly in emergencies, including arranging [*clarified*] removing the student from risk of harm where host workplace responsibilities to the student have been overlooked or ignored.

During normal business hours, if a student faces an emergency in the workplace, they must contact their nominated contact from the school, TAFE NSW institute or private provider RTO ie EVET provider who will immediately notify the school. Where relevant, students must also contact their parent or caregiver.

Outside normal business hours, the contacts for students in Years 11 and 12 must be their parent or caregiver or another responsible and reliable adult who is trusted by the student and authorised by the principal (or nominee) or responsible EVET manager or nominee, and who understands the concept and context of workplace learning. The contact person must not be the host employer or any of their employees.

The contact must undertake to inform the school of any out of hours emergency as soon as possible after it happens. The contact person also has responsibilities as outlined in section 1.3.10 of this document. The contact is not required to investigate or resolve any issues but simply to remove the student from risk. The school, or where relevant the EVET provider in consultation with the school, will deal with the incident.

Where a student in Year 9 or 10 wishes to undertake a placement outside normal business hours, contact arrangements must be negotiated with the principal by the parent or caregiver and the student.

Prior to the placement, the school or EVET provider will provide the student with a [Safety and Emergency Procedures Student Contact Card](#). Students will be supervised in filling in the contact details and in supplying their Medicare Number (for use in case medical attention is required during the placement).

Teachers who volunteer to be the emergency contact person out of school (or TAFE NSW institute) hours are in the same position with respect to personal liability as they are during school/TAFE hours. The legal principle of vicarious liability means that DoE/TAFE NSW is liable

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for any actions or omissions of the teacher, including if the teacher is found to have been negligent. Teachers will not be personally liable for any compensation claims arising from any accident or claim relating to accidents in the host workplace out of school or TAFE NSW institute hours (or similarly during school or TAFE NSW hours), unless the teacher is guilty of serious and wilful misconduct that leads to the student's injury.

1.5 Insurance and indemnity provisions

1.5.1 Insurance and indemnity provisions of the department will apply to all workplace learning placements approved by the school principal and their nominee or responsible TAFE NSW institute manager and their delegate. These provisions will not apply when the placement is not approved by the principal or nominee or responsible TAFE NSW institute manager or delegate.

The department's provisions also apply to workplace learning programs for government school students arranged by private and community registered training organisations with external host employers when approved by the school principal.

1.5.2 All student **workplace learning placements arranged privately**, by parents or caregivers, that are **not authorised and approved by the principal or nominee** or the responsible EVET manager or nominee are excluded from the insurance and indemnity provisions of the relevant department/s.

Students on workplace learning placement are classified as **voluntary workers**. Payment to students on workplace learning placement invalidates these provisions.

1.5.3 The department's insurance and indemnity provisions do not apply to situations where a student uses a designated period of regular paid part-time employment as part of their mandatory HSC VET work placement. In these cases the student is not a voluntary worker and the workers compensation and insurance arrangements of the employer apply. All arrangements must be documented as specified in the Associated Document: Student Placement Record: 'Using Current Employment for Mandatory Work Placement'. This documentation will also delineate insurance coverage.

1.5.4 When a secondary **student** enrolled in a government school or in a TAFE NSW institute/private provider RTO delivered HSC VET course is **injured during a workplace learning placement or during travel directly to or directly home from the place of work**, a School Accident Report Form must be completed immediately and the policy

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[Reporting School Accidents](#) must be followed. Legal Issues Bulletin No 39 – ‘Preparation and use of accident reports in schools and TAFE NSW’ applies.

The Report must be completed irrespective of any claim (insurance or other). No liability is to be admitted by the principal, director or staff. In cases of a serious accident or occurrence in the workplace the reporting requirements specified in NSW legislation and the department’s [Incident Reporting Policy](#) and procedures specified by the department’s Health and Safety Directorate must be implemented. Schools must notify the Incident Report and Support Hotline on 1800 811 523. [*updated*]

- 1.5.5 Claims for injury, loss of property or damage that result in costs above \$300 [*specified*] can be considered under the department’s insurance arrangements. Such requests must be referred through the principal or responsible TAFE NSW institute manager to their respective department. The supporting document ‘Claims for Injury and Damage to Property’ provides more information. See the section, For Schools in associated Documents and Forms.**

No liability is to be admitted by the principal, responsible TAFE NSW institute manager or staff.

1.6 Regular and effective communication with stakeholders

- 1.6.1 Regular and effective communication with parents, caregivers and host employers, directly and through Work Placement Service Providers, is an essential aspect of this policy.**

Workplace learning programs are dependent upon the willing participation of a range of stakeholders. It is necessary for schools to take a lead in building strong relationships with stakeholders. Respect for the skills and expertise of the stakeholder groups plus recognition of the different imperatives that have an impact upon them should be part of the understanding that underpins communication and cooperative activity.

- 1.6.2** Recognising the benefits to the stakeholder groups, including teachers, derived from building collaborative relationships should provide positive reasons to devote time and processes to regular communications via personal visits, newsletters, meetings or some other effective approach to enriching the relationship between the school, EVET providers, the Work Placement Service Provider, employers and the community.

1.7 Mandatory and recommended support documents

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1.7.1 A range of mandatory and support documents has been developed to assist in the implementation of workplace learning programs.

This document, 'Workplace Learning: Procedures and Standards', the Student Placement Records, [Safety and Emergency Procedures](#), [Student Contact Card](#), [The Workplace Learning Guide for Employers](#), [The Workplace Learning Guide for Parents and Caregivers](#) and [Prohibited Activities and Activities That Need Special Consideration](#) are mandatory documents to be used in the implementation of workplace learning programs.

The mandatory documents must be seen as essential components to this policy. They provide detailed information for stakeholders on the practical, responsible and legal processes that contribute to sound workplace learning. *Additional information* for host employers and for parents and caregivers expand on the information in the *Guides*. These are provided on the website underneath the respective *Guides*. [reflects current practice]

In addition, '[Completion of the Student Placement Record to meet the department's standards](#)' was developed to support more detailed responses from host employers. Links to this document are provided in the Student Placement Record and in the guide for employers. [reflects current practice]

References to these and other support documents serve to emphasise the central role they play in guiding and establishing safe, positive workplace learning programs to support students and attain curriculum outcomes.

Other support documents and resources derived from proven workplace learning practices are available to assist the development and implementation of effective workplace learning programs.

See Associated Documents and Forms for the mandatory and supporting documents that apply to this policy.

1.8 DoE and TAFE NSW must ensure that students with special needs are provided with opportunities on the same basis as other students. This includes identifying and liaising with the workplace around (reasonable) adjustments and accommodations that students with disability (and learning and support needs) may require. [updated]

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