



Illawarra and South East Region

Registered Training Organisation 90347

Vocational Education and Training

STUDENT GUIDE

Entertainment

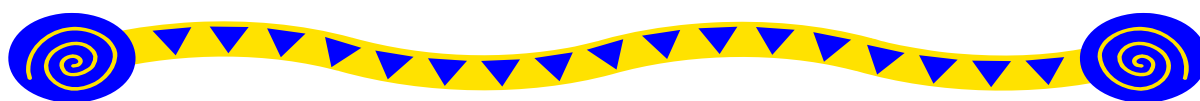
Training Package (CUE03) Entertainment

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Students: Please Note

***You must read this booklet in conjunction with other information
supplied by the school***



Course Outline and Accreditation

The entertainment industry is a diverse industry covering a wide range of occupational areas including technical operations, costume, make-up, props, scenic art, sets, audio, lighting, staging, vision systems, customer service and front of house.

The Entertainment Industry Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. You will also acquire underpinning skills and knowledge related to work, employment and further training within the entertainment industry sector.

Entertainment (240 indicative hours)

Purpose

Through study of this subject, you will gain experiences that can be applied to a range of contexts, including work, study and leisure and which can assist you in making informed career choices.

Course structure

The Entertainment Training Package (CUE03) imports units of competency from related Training Packages including Music (CUS01) and Film, Television, Radio and Multimedia (CUF01). The inclusion of units from these Training Packages in the Framework provides skills significant for working in the entertainment industry.

The Entertainment Training Package offers qualifications from Certificate I to Advanced Diploma and specifies the competencies required for various specialised occupations. Qualifications available to students who achieve appropriate units of competency in this industry curriculum framework are at AQF Certificate II and III level.

This course comprises 13 compulsory units of competency and an elective pool containing 37 units of competency.

Course requirements

- Students must attempt:
 - **ALL** compulsory units of competency
 - **AND** a selection of units of competency to a minimum value of 85 indicative hours from the elective pool.
- Students must complete a minimum of 70 hours of mandatory work placement.

An external written Higher School Certificate examination will be conducted for this course. This examination is optional. Students undertaking the course will nominate during their HSC year whether or not they elect to undertake the external written examination.

COMPULSORY Attempt ALL units		
Unit code	Unit title	HSC indicative hours of credit
BSBCM203A	Communicate in the workplace	15
CUEAUD06A	Apply a general knowledge of vision systems to work activities	10
CUECOR01B	Manage own work and learning	5
CUECOR02B	Work with others	15
CUECOR03A	Provide quality service to customers	10
CUECOR04A	Deal with conflict and resolve complaints	10
CUEIND01B	Source and apply entertainment industry knowledge	25
CUELGT09A	Apply a general knowledge of lighting to work activities	10
CUESOU07A	Apply a general knowledge of audio to work activities	10
CUESTA05A	Apply a general knowledge of staging to work activities	10
CUFSAF01B	Follow health, safety and security procedures	10
CUSGEN02B	Work in a culturally diverse environment	5
THHGHS03B	Provide first aid	20
ELECTIVE POOL Attempt units to a minimum value of 85 indicative hours		
Unit code	Unit title	HSC indicative hours of credit
Technical General		
CUETGE05B	Maintain physical production elements	20
CUETGE15A	Handle physical elements safely during bump in/bump out	30
CUFBRD01A	Communicate using a two way system	5
MEM5.1AA	Manual soldering/desoldering - electrical/electronic components	20
MEM18.1AB	Use hand tools	20
MEM18.2AA	Use power tools/hand held operations	20
Costume		
CUECOS02B	Apply art finishing	20
CUECOS09A	Develop and apply knowledge of costume	25
CUFCOS04B	Modify, repair and maintain costumes	20
Make-up		
CUFMUP02A	Design, apply and remove make-up	35
Props		
CUEPRP02A	Research, obtain and prepare props	15

Illawarra and South East Region Student Guide

CUEPRP03A	Apply a general knowledge of props construction	10
CUEPRP05A	Make prop furniture	30
CUEPRP07A	Make props using mixed media	30
CUFPRP04A	Repair, maintain and alter props	20
Scenic Art		
CUESCE05A	Apply a general knowledge of scenic art	15
CUESCE06A	Use scenic art painting techniques	25
CUFSCE05A	Repair, maintain and alter scenic art	25
Sets		
CUESET05B	Apply set construction techniques	30
CUFSET03B	Make sets	30
Audio		
CUESOU09A	Manage and compile audio replay material	20
Unit code	Unit title	HSC indicative hours of credit
Lighting		
CUELGT03B	Install and operate follow spots	20
CUELGT05B	Record and operate standard lighting cues	30
Staging		
CUESTA02B	Operate staging elements	25
Front of House		
CUEFOH03B	Provide seating and ticketing advice	15
CUEFOH04B	Usher patrons	10
CUEFOH07A	Process financial transactions	15
CUEFOH09A	Provide venue information and assistance	10
CUEFOH10A	Monitor entry to a venue	15
WRRS1B	Sell products and services	15
Marketing		
CUEMAR01B	Assist with marketing	15
Other		
CUSBGE01A	Develop and update music industry knowledge	20
CUSGEN01A	Use and adapt to changes in technology	10
CUSSOU01A	Move and set up instruments and equipment	10
CUSSOU04A	Record sound	20

Additional electives for Entertainment Industry (240 indicative hour)

*These units of competency may only be selected as electives if you have **written approval** from your school system authority/RTO for their delivery in the Entertainment Industry Curriculum Framework.*

*BCGCM1001B Follow OH&S policies and procedures is a **pre-requisite** for BCGCM1005B Carry out measurements and calculations.*

Unit code	Unit title	HSC indicative hours of credit
BCGCM1005B	Carry out measurements and calculations	10
BCGCM1001B	Follow OH&S policies and procedures	25

Details of these units of competency can be **accessed and delivered** from *Part B of the Construction Curriculum Framework (2004)* or at www.boardofstudies.nsw.edu.au. **All Training Package and HSC Requirements and Advice must be met.**

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate III in Live Production, Theatre and Events (Construction and Manufacturing) (CUE30103) **
- Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203)
- Certificate III in Venues and Events (Customer Service) (CUE30303)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Audio* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Lighting* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Staging* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Vision Systems* (CUE30203)

Qualifications

To receive AQF qualifications, students must meet the assessment requirements of the Entertainment Training Package (CUE03). A qualified assessor must conduct assessment.

Depending on the selection and achievement of units of competency, possible qualification outcome:

- Certificate III in Live Production, Theatre and Events (Construction and Manufacturing) (CUE30103) **
- Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203)
- Certificate III in Venues and Events (Customer Service) (CUE30303)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Audio* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Lighting* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Staging* (CUE30203)
- Statement of Attainment towards Certificate III in Live Production, Theatre and Events (Technical Operations) *with a specialisation in Vision Systems* (CUE30203).

Entertainment (120 indicative hours)

Purpose

The purpose of this course is to provide students with an opportunity to develop basic knowledge and skills for live production, theatre and events industries.

Course Structure

This course comprises five compulsory units of competency and the selection of other units of competency from the 240 indicative hour course.

120 indicative hour courses are accredited for a total of two units at the Preliminary and/or HSC level.

Course Requirements

Students must undertake **ALL** compulsory units of competency **plus** a selection of elective units of competency from the 240 indicative hour course which have not already been undertaken to a minimum value of 50 indicative hours.

Students must complete a minimum of 35 hours of mandatory work placement.

COMPULSORY Attempt ALL units		
Unit code	Unit title	HSC indicative hours of credit
BSBCM203A	Communicate in the workplace	15
CUECOR02B	Work with others	15
CUEIND01B	Source and apply entertainment industry knowledge	25
CUFSAF01B	Follow health, safety and security procedures	10
CUSGEN02B	Work in a culturally diverse environment	5

ELECTIVE UNITS Attempt units to a minimum value of 50 indicative hours

Elective units may include any unit from the 240 indicative hour course which has not already been undertaken.

Depending on the selection and achievement of units of competency, the possible qualification outcome is:

- Certificate II in Live Production, Theatre and Events (CUE20103).

Qualifications

To receive AQF qualifications, students must meet the assessment requirements of the Entertainment Training Package (CUE03). A qualified assessor must conduct assessment.

Depending on the selection and achievement of units of competency, possible qualification outcome:

- Certificate II in Live Production, Theatre and Events (CUE20103).

Fees Schedule

Please refer to information supplied by your school for the schedule of fees.

Refunds for course fees will be considered on an individual needs basis .

Assessment Outline

Competency Based Assessment

The courses within Curriculum Frameworks are competency-based courses.

- In a competency based course, your performance is judged against a prescribed standard – not against the performance of other participants.
- The purpose of assessment is to judge competence on the basis your performance against the performance criteria set out under each element of competency.
- You will be judged either **competent** or **not yet competent**. This judgment is made on the basis of evidence that may be in a variety of forms.
- Competency based assessment is based on the requirements of the workplace.
- Your assessment will be fair, valid, consistent and to industry standard.
- You will receive an Australian Qualifications Framework Certificate, or Statement of Attainment.

HSC Examination

- The Higher School Certificate examination in a curriculum framework (240 indicative hours) is optional. If you require a University Admissions Index (UAI), and you are undertaking a 240 hour course, then you should consider sitting for the examination.
- It will consist of a written examination. You will nominate during the HSC year to undertake the optional examination.
- The examination is independent of the competency based assessment undertaken during the course and has no impact on your eligibility for an AQF qualification

HSC Examination Specifications

The examination in Entertainment Industry is a two-hour written paper. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100.

The paper will be based on three areas:

- 1 Compulsory units of competency in Entertainment Industry (240 indicative hours) including:
 - elements of competency
 - performance criteria
 - range statement
 - evidence guide, including:
 - underpinning skills and knowledge
 - critical aspects of evidence
 - method and context of assessment
 - key competencies in this unit.

The compulsory units of competency are:

Unit code	Unit title
BSBCMN203A	Communicate in the workplace
CUEAUD06A	Apply a general knowledge of vision systems to work activities
CUECOR01B	Manage own work and learning
CUECOR02B	Work with others
CUECOR03A	Provide quality service to customers
CUECOR04A	Deal with conflict and resolve complaints
CUEIND01B	Source and apply entertainment industry knowledge
CUELGT09A	Apply a general knowledge of lighting to work activities
CUESOU07A	Apply a general knowledge of audio to work activities
CUESTA05A	Apply a general knowledge of staging to work activities
CUFSAF01B	Follow health, safety and security procedures
CUSGEN02B	Work in a culturally diverse environment
THHGHS03B	Provide first aid

The paper will consist of THREE sections:

Section I (15 marks)

- There are 15 multiple-choice questions.
- All questions in this section are compulsory.
- All questions are of equal value.

Section II (35 marks)

- The questions in this section are short-response items, in parts.
- All questions in this section are compulsory.
- Question parts will range in value.

Section III (30 marks)

- The questions in this section require an extended-response.
- There are three questions.
- Students must attempt TWO questions.
- All questions are of equal value.

Recognition of Prior Learning (RPL)

.(Extract from Recognition of Prior Learning for the Higher School Certificate – the full document is available on the BOS web site in the Reading Room)

“The Board of Studies uses the term Recognition of Prior Learning (RPL) as a generic term for the two mechanisms (credit transfer and advanced standing) by which the Board recognises formal or informal study and/or relevant life experience as contributing to the award of the Higher School Certificate.

The Board’s RPL arrangements are intended to provide for *individual* students. The provisions are primarily for those students who are re-entering the education system to seek the award of the Higher School Certificate. The Board may grant this recognition as:

- credit transfer for study successfully completed in TAFE or another recognised post-secondary institution;
- advanced standing under which students may be exempted from certain study requirements of a particular Board course if they are able to demonstrate that they have already achieved the relevant outcomes.”

What is RPL (Recognition of Prior Learning)?

- A way of giving you an opportunity to demonstrate your skills and understandings, taking into account when, where and how learning was undertaken.
- A process by which you can gain credit towards a qualification based on achievements.
- An opportunity for you to identify new pathways for learning and development.

RPL process

- You will be informed of your right to claim for RPL;
- If you wish to claim RPL you must complete the required form;
- the school must support you through the process;
- assessment of your claim for RPL must comply with procedures and requirements of the Australian Recognition Framework and the Board of Studies;
- to assist your application for RPL, a “Student Checklist” has been provided.
- Speak to your teacher/VET Coordinator for assistance and support

Schools must follow the Board of Studies Procedure for RPL There are two BOS documents that refer to RPL and these should be followed when students request RPL.

Both documents indicate that it is the Principals decision to grant RPL in the form of Advanced Standing and Credit Transfer, however in some circumstances the application must be directed to the BOS for approval.

The documents from the BOS that outline the procedure are:-

1. BOS ACE Manual
2. Recognition of Prior Learning for the HSC

Outline of Procedure to apply for RPL –

- ❖ All students must be informed of their right to apply for RPL.
- ❖ The student should be guided through the process by a teacher
- ❖ The student completes the application form and lodges it with the Principal. It is important that all relevant information and documentation is attached to the application form
- ❖ The application form is reviewed by the Principal and if necessary assistance from the BOS or DET is sought .

Information and Support to Students

It is important that you are made aware of RPL and that you understand the criteria and methods used to assess the extent of recognition that you might be granted.

You should be made aware of any implications of your RPL application for Higher School Certificate requirements, UAI purposes and Youth Allowance. You should be informed of advisers in the school and the community who can assist you with further information and counselling or in preparing your applications for RPL.

If you are thinking about applying for RPL:

- you should have access to information about RPL and how it works (ask your school or Board of Studies Liaison Officer for more information);
- you should have information about the expected learning outcomes of the courses you've chosen, to help you to decide whether you might be entitled to RPL
- you can apply for Higher School Certificate credit transfer if you have completed a TAFE or other recognised post-secondary course and it was not counted towards the School Certificate;
- you can ask for help in preparing your application from your school ;
- you can expect that your application will be considered according to the principles included in the booklet *Recognition of Prior Learning for the Higher School Certificate*, a copy of which is available in all schools and TAFE colleges;
- you can make your case for RPL in a variety of ways (including in writing and/or orally, by submission of written or practical work, by submission of work and personal references or certificates etc); you can expect that a variety of methods will be used to assess the extent of RPL you can be granted (eg written or oral/aural tests, formal interviews, self-assessment checklists, informal questioning, written or practical projects);
- you have a right to know the result of your application for RPL and to an appeal if you wish.

What are your responsibilities?

You have the following responsibilities:

- information in your application for RPL must be true and correct to the best of your knowledge;
- you must provide official documents and other evidence you have of any formal courses or work experience you've undertaken. Your school can advise on the type of documentation required;
- you must complete a written application for RPL and submit it to your school principal;
- you must carefully consider how your application for RPL could affect your chances of success at the Higher School Certificate and, perhaps, your UAI or Youth Allowance. You should speak to a teacher and/or student adviser about this;
- if, through personal circumstances, you are unable to provide official documentation or evidence of courses or work experience previously undertaken, you must provide this information in the form of a statutory declaration.

How can you get information and help?

Further enquiries should be directed to your VET Coordinator or the principal of your school. You can also contact the Board of Studies Liaison Officer in your area.

Sources of Further Information and Advice

The following people and organisations may be able to provide information, advice or assistance relating to credit transfer and advanced standing.

At your school or college

- Careers Adviser
- Principal
- Year Adviser
- VET Teacher
- VET Coordinator

At the regional level

Contact your local Vocational Education Consultant on 131536

Industry Specific Advice/Information

For contact numbers for Industry Training and Advisory Boards (ITABS) and details see the website for the Australian National Training Authority (www.anta.gov.au).

**Application for
Recognition of Prior Learning (RPL)
For Work Placement**



Vocational Education & Training – Illawarra and South East Region

Student's Name (print): _____

School: _____

Course Name: _____

Business Name: _____

Dear Employer,

The above named student is undertaking a Vocational Education and Training (VET) course at school in which work placement in industry is a mandatory requirement. The student's part-time work in a relevant industry can be recognised as prior learning and meet the requirement for work placement. You are asked to kindly complete the following details and sign below in order to help the student gain this recognition.

Date when employment commenced: _____

Is the student currently employed with your organisation? Yes No

If not, when did the employment cease? _____

Average number of hours per week worked: _____

Please list the competencies, skills and duties that the student competently performed during the employment on the attached sheet.

Signed: _____ **Print Name:** _____

Date: ____/____/____ **Position:** _____

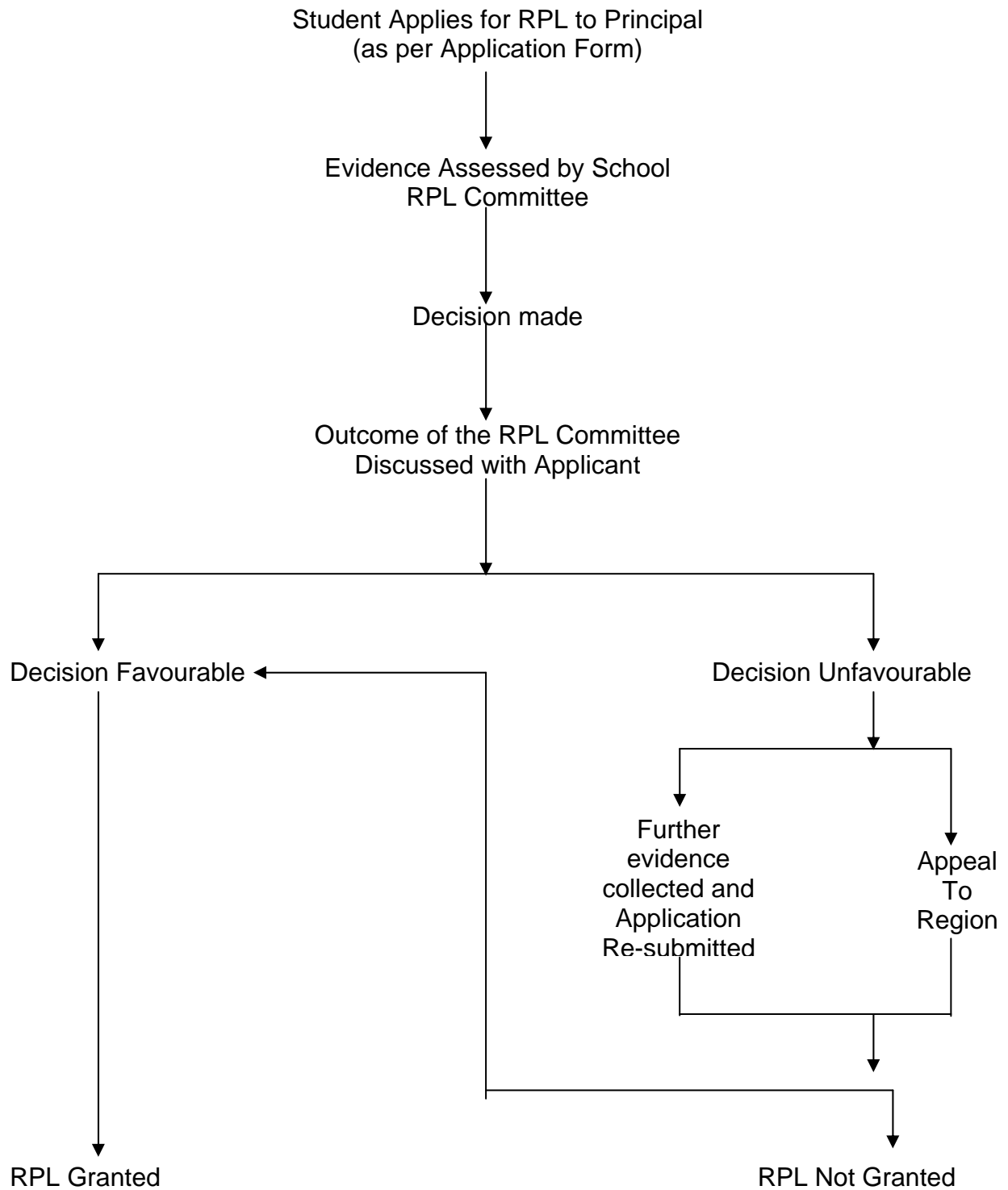
Teacher Statement:

I certify that the above named student has met the requirements for recognition of student's employment for Work Placement purposes as detailed in the Board of Studies ACE Manual (Section 11:4.5.3) Checklist:

- The minimum length of total hours of employment is greater than the minimum hours required of work placement.
- The employment is being undertaken during the duration of the course.
- The workplace supervisor has provided evidence of the range of syllabus learning outcomes and diversity of experiences that have been addressed during the student's employment.
- The principle purpose of the employment function is related to the student's VET industry curriculum framework course.

Signed: _____ **Date** ____/____/____

**VOCATIONAL EDUCATION & TRAINING –Illawarra and South East Region
SUMMARY OF PROCEDURES
WHEN STUDENTS
APPLY FOR RECOGNITION OF PRIOR LEARNING (RPL)**



Should you have any concerns regarding the results of your application, you may lodge a written appeal to the Principal within 5 days.

**VOCATIONAL EDUCATION AND TRAINING
Illawarra and South East Region**

RPL STUDENT CHECKLIST

Instructions – Please provide as much information as possible to support your application. The following are suggestions only of ways you may support your claim.

- Complete application for RPL

- Attach copies (Not original) of certificates or record of training completed.

- Attach letter of support from employers (N.B. Must be on letterhead)

- Documentary evidence of life experience

- A list including contact numbers of employees/workmates/teachers/who could verify your skills

- Could you demonstrate these skills to prove you are competent?

Assessment appeals Process

Students have access to an appeals process if you they feel in any way dissatisfied with the assessment process.

Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between you and your assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. You lodge a formal appeal in writing to the Principal clearly stating your grounds for appeal . Appeals must be lodged within 5 days from the date of assessment.

Appeal submissions are recorded by the school which then asks an appeals panel to review the assessment process to confirm whether or not there are justifiable grounds for appeal. The panel may call for you and your assessor to present your views in person before reaching a decision.

The panel will comprise of:

- A qualified VET teacher from another school
- RTO Representative
- Community Representative

If your appeal is upheld, the school arranges a re-assessment process with you. You should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, you have the right to lodge a further appeal with Queanbeyan District Vocational Education Consultant. When this next course of action is taken, all assessment records and details of the appeal process need to be made available to the training authority to assist their deliberations.

Student Guide to Assessment Appeals

This guide describes the appeal process and your rights. You have the right to have your appeal dealt with confidentially, fairly, promptly and without fuss.

You have the right to lodge an appeal against the assessment of your competency on the following grounds:

- The assessment process did not provide you with a fair and reasonable opportunity to demonstrate your competency.
- You were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- You were ill at the time of assessment (must be supported by a medical certificate).

The appeal must be lodged with the school within five working days of the actual assessment.

The school must deal with your appeal within five working days from the registered date of receipt of the appeal.

An appeals panel appointed by the RTO is given responsibility to manage the appeals system and process on its behalf.

In response to your appeal the appeals panel may:

- interview any of the people involved in your assessment process
- request another assessor to review your case
- schedule another assessment
- uphold or reject your appeal at any stage.

You have the right to have a support person of your choice during the appeals process to help you and to be your witness.

The school and appeals panel must accurately document all appeals procedures and outcomes and provide you with copies.

If you are still unhappy with the outcome of the appeal you can appeal to the Regional Vocational Education Consultant who will review the appeal. This will involve a review of all assessment records and details of appeal process conducted to this point.

Uphold or reject your appeal

The RTO is genuinely concerned with any problems that may arise with the assessment system. If you can recommend ways in which the assessment system can be improved, we would welcome your suggestions.



VOCATIONAL EDUCATION & TRAINING – Illawarra and South East Region
Assessment Appeal Submission

Student's Name: (print) _____

Course: _____

Teacher: _____

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of competency title(s)	Date assessed

Assessor's Name: _____

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

Grounds for the appeal:

Signed: _____ **Date:** _____

Office use only:

Date received: _____ Received by: _____

Date reviewed: _____ Decision: *Upheld/Rejected*

Support Services

Students with disabilities

- ❖ Gain support in Vocational Education and Training (VET) from your learning support team.
- ❖ Include it on your transition plan
- ❖ Complete an application form to access support to do the VET course
- ❖ Give the form and a copy of your transition plan to the VET coordinator

Students with learning difficulties (who do not qualify for special needs support)

- ❖ Your teacher or VET coordinator is the first point of contact for assistance to help you with your VET course
- ❖ Support people available:
 - Support teacher (learning difficulties)
 - Counsellor
 - Aboriginal Education Assistants
 - Regional Office personnel



**ILLAWARRA AND SOUTH EAST REGIONAL SCHOOLS
MISADVENTURE FORM**

STUDENT ILLNESS/ACCIDENT/MISADVENTURE/MALPRACTICE APPEAL

Student's Name _____

Student's Home School: _____

I hereby request an interview in:

Vocational Education Course: _____

Task due date: _____

Reason(s) for Appeal: _____

I have attached Medical Certification

I have attached statements

From: _____

From: _____

Dr _____

The school was notified via Mr/Mrs/Ms _____
of the illness/accident/misadventure on ____/____/____

Student's Signature: _____ date ____/____/____

Parent/Caregivers
Signature: _____ date ____/____/____

Students must hand this completed together with certificates and/or statements to:
Vocational Education Co-ordinator of the home school for the principal's consideration.

The appeal is/is not granted
Comments:

RESULTS OF THE SURVEY OF EMPLOYERS

The following table lists some things that employers think are important when considering if they will offer work to a school leaver

***10 = Very important 1 = Not important**

Attribute	Average rating (1-10)
Reliability	10
Willingness to learn	10
Punctuality	9
Ability to follow verbal instructions	9
Enthusiasm	9
Ability to work as a member of a team	9
Ability to follow basic written instructions	9
Ability to use initiative	9
Clean and tidy appearance	9
Friendliness	8
Ability to be well organised	8
Ability to work without supervision	8
Ability to speak fluently and with confidence	8
Appropriate dress sense	8
Ability to write legibly	8
Ability to work with numbers	8
Creativity	7
Some qualification related to the job	6
Qualifications in vocational areas	6
Casual or part-time employment	6
Work experience related to the job	5
HSC results	5

Work Readiness

Work readiness involves you having what employers call “the right attitude”.

At the most fundamental level this means having:

- a positive attitude to spending some days in the workplace
- the capacity to function in an adult environment without the support of other students
- an enthusiastic attitude to the employer
- a clear interest in the work being done
- realistic expectations of the work that an entry-level student will be able to do in a workplace with commercial goals to achieve
- the willingness to be supervised, follow instructions and wear safety gear as directed
- the confidence to ask questions to clarify instructions
- pride in appropriate personal presentation
- the ability to communicate appropriately in an adult working environment
- the capacity to acknowledge customers and provide the assistance recommended by the employer
- a commitment to maintaining their reliability and punctuality for the whole of the period spent in the workplace
- completed a preparation for workplace learning program which includes OH&S practices, acceptable behaviour in the workplace (including child protection issues) and emergency contact procedures.

Before undertaking work placement, teachers need to assess your work readiness to ensure the placement benefits both you and employers. Additional indicators of work readiness may include your:

- understanding that work placement is a compulsory part of your HSC VET course and involves evaluation of your performance in the workplace by your teacher and may also involve assessment of competencies on the job
- organising your own safe travel arrangements to and from the workplace
- making arrangements to ensure your attendance for the duration of the work placement
- understanding your responsibility for providing and completing relevant paperwork as negotiated for the work placement
- understanding and demonstrating the capacity to meet employer expectations and priorities in the workplace
- developing strategies to cope with periods of intense activity and lesser activity during placement
- identifying concerns which should be brought to the attention of the supervising teacher or co-ordinator

- understanding the consequences of unsuccessful work placement for you , the employer, the teacher, the co-ordinator, the school or registered training organisation and the industry.

Student Withdrawal, Non-Attendance & Cancellation Of Work Placement

You need to understand that a mandatory component of the successful completion of your preliminary and HSC VET course is the work placement. A large amount of time and effort is spent both by the work place coordinator and the host employers to organise meaningful workplace experiences.

Cancellation or withdrawal from a vocational placement can potentially jeopardise future vocational placement opportunities for other students.

- If your work placement is interrupted due to illness or family issues and you are unable to complete the work placement, in consultation with the workplace coordinator and course teacher, you will be provided with the opportunity to make up the hours.
- If you do not complete the required hours for work placement, without proper consultation with the course teacher and host employer, the responsibility of organising a second or partial work placement is no longer the responsibility of the work place coordinator.

Importance of Confidentiality in the Work Place

- The definition of Confidentiality is keeping client and business information private
- As an employee you are entrusted to treat all information you come across as confidential
- It is an employee's responsibility to protect client and customer information
- It is an employee's responsibility to keep confidential any information concerning the business
- What you see and hear in the work place stays at work. No information can be told to anyone outside the work place
- No information is to be given to clients/customers without permission from the supervisor
- Identity and security checks are followed by staff (with approval from management) before releasing information on request

- Employees can only access files if given permission. No confidential material or files can leave a business
- No business dealings can be discussed with clients outside the place of work
- A breach of confidentiality will affect a business's reputation and cause financial loss
- An employee can be dismissed if information is given out
- Legal action may be taken against a person or organisation that reveals client and business information

How can you get a feel for whether a work site takes OH&S seriously?

To start: use observation – you don't even have to open your mouth!

Is it a clean and tidy workplace?

- Well ventilated
- Well lit
- No spills on ground or spills clearly marked with a safety sign
- Clear corridors
- Neatly stacked equipment or supplies
- Absence of cables on floor
- Absence of protruding obstacles

Can you see OH&S signs?

- Exit signs clearly marked
- Hazard information displayed
- Emergency procedures displayed
- Visible information about fire extinguishers

What safety equipment is used?

- First aid cupboard that is accessible, well stocked and kept securely
- Fire extinguishers clearly visible
- Guards on machinery
- Safety switches on machinery
- Off switches are easily accessible
- Tags on machinery being inspected
- Hazard information clearly displayed eg materials safety data sheets (MSDS)
- Personal Protective Equipment (PPE) being worn correctly

Are correct manual handling techniques being used?

- Correct manual handling techniques and equipment used by staff

How accessible is emergency equipment and information?

- Visible fire extinguishers
- Emergency procedures displayed
- First aid equipment is easily accessible

Is the full range of staff committed to OH&S?

- Safety record displayed
- Staff using PPE correctly
- Staff using safe manual handling techniques
- Information on notice boards about OH&S consultations and/or OH&S training
- OH&S policies in place



What is Sexual Harassment?

It is not sexual harassment to develop friendships (sexual or otherwise) with people in the workplace, as long as both of the people involved welcome that friendship and as long as it does not interfere with their work.

Sexual harassment is unwelcome attention. If someone at work offends, humiliates or intimidates you by:

- staring or leering at you
- unwelcome touching or physical familiarity or sexual assault
- coercing you with the promise of a job
- continually asking you out, or asking for sex, after you have said “no”
- telling smutty jokes in your presence
- intrusive questions about your personal life, your body or sexual habits
- trying to force you to have sex
- sexual insults or taunts
- requests for sex

then you are being sexually harassed

Sexual harassment may also include:

- posters, magazines, screensavers, calendars and other items of a sexual nature,
or
- inappropriate email messages or video attachments or downloading and printing pornographic material

then you are being sexually harassed.

This applies whether you are in paid or unpaid work.

REMEMBER: It is sexual harassment only if the behaviour is unwelcome.

**THIS BEHAVIOUR IS UNLAWFUL AND YOU DO NOT HAVE TO
PUT UP WITH IT.**

What Is Racist Harassment?

Racist harassment is unfair treatment of people, usually from an Aboriginal or Non English speaking background, by others who hold negative attitudes based on the culture of those people and the way they look.

If someone at work offends, humiliates or intimidates you by:

- repeatedly mimicking your accent or the accent of other people
- telling racist jokes or making racist comments in your presence
- calling you or others names which are racist-based
- interfering with or attacking your property because of your cultural background
- writing or painting graffiti which urges the expulsion of, or violence against, certain groups
- refusing to accept or interact with you because of your cultural background
- segregating you from other people because of your cultural background
- assigning tasks to you, because of your cultural background, which are a marked departure from the tasks usually expected of work placement students (ie dirtier, less challenging, more repetitive).

then you are being subjected to racist harassment. This applies whether you are in paid or unpaid work.

THIS BEHAVIOUR IS UNLAWFUL AND YOU DO NOT HAVE TO PUT UP WITH IT.



Process To Follow When You Are Being Harassed On Sexual Or Racist Grounds

You can do a number of things:

- If you feel comfortable enough to do so, tell the harasser straight away that you do not want them to behave in that way.
- Always contact the teacher responsible for work placement and explain the situation. They will then support you and act on your behalf.
- Tell the employer (who has a legal responsibility to ensure that employees are protected).
- Contact the NSW Anti-Discrimination Board

Under no circumstances should you feel responsible for, or guilty about the situation. All employers should be aware of, and support the provision of a workplace free from any form of harassment.

Under no circumstances accept behaviour which you find offensive - if you don't take action, the situation could worsen.

In many circumstances, the individual who is the harasser is not aware that their behaviour is unwelcome or inappropriate - they need to be told.

ANY COMPLAINTS YOU MAKE WILL BE TREATED CONFIDENTIALLY.

If I Lodge A Formal Complaint About Sexual Harassment Or Racist Harassment, What Will Happen?

- Any action which is taken will be in consultation with you.
- No action will be taken against your wishes.
- Any complaints will be completely confidential.
- You will not be blamed.
- Your rights will be respected.
- Any help or support which you require will be provided.
- You will be protected from subsequent victimisation.

What should you do if you have an accident whilst on work placement?

If you have an accident whilst on work placement, you should inform your supervisor at the workplace, as well as your teacher and/or work placement coordinator as soon as practicable, no matter how minor the injury. This includes accident or injury incurred whilst traveling to or from work placement. The school should complete the School Accident Report Form and take appropriate action in accordance with existing procedures for accidents to school students.

What should you do if you cannot attend the work placement on one or more days?

If you cannot attend the work placement on one or more days, then you should inform both the employer and the school as soon as practicable. If at all possible (and you know you will be away on a certain day) you should report your absence before the absence occurs.

Debriefing

After the Placement discuss with your teacher

- What went well and why?
- What didn't go well and why?
- What are the implications for the next placement?

The intention of debriefing is to get you to reflect on your work placement. Debriefing is a very important part of the work placement program.

It is important for you to reflect on what went well and why; what did not go well, and why; and the implications of this for the next placement.



Roles and Responsibilities

Students

- Select a suitable worksite for work placement in consultation with the teacher/coordinator
- Attend any work ready sessions
- OH&S course must be completed if attending a construction site
- Ring the employer and arrange a meeting the week before work placement – ensure employer reads and signs the Student Placement Record. Find out all requirements of the work placement eg. times, clothing etc.
- Complete all documentation and return to the teacher
- Be familiar with course assessment/appraisal requirements
- Notify all teachers of pending work placement
- Supply the employer with emergency contact details – both personal and school
- Attend all work days and shifts during work placement – be punctual at all times
- Dress appropriately at all times
- Ask for and accept feedback from the employer
- Contact the teacher immediately if a problem arises during work placement
- Follow all instructions and procedures
- Show respect for the employer's property and equipment
- Be motivated and enthusiastic – show that you are willing to learn
- If you make an error report it immediately
- Act in a way that you can be proud of yourself
- Contact both the employer and school if you are unable to attend work placement for any reason

- Be aware of all emergency and OH&S procedures
- Adhere to codes of confidentiality
- Write a letter of appreciation to the employer
- Attend any evaluation and feedback session

Parents

- Be aware of all course requirements including assessment/appraisal guidelines
- Encourage student to be positive and enthusiastic
- Be conversant with details regarding insurance and child protection
- Read and sign all required documentation
- Assist in travel arrangements
- Motivate student to complete the work placement to the best of their ability
- Assist student to be organized for their work placement
- Make sure the employer has all emergency contact details
- Support student during the work placement period
- Make time to discuss the placement with the student
- Contact the employer and teacher if a problem arises



Course Entry Form

Course Name: Course Code:

Delivery Site (School):

Student's Name:
Surname Given Name

Student's Home address:.....

Phone numbers: Home:..... Mobile:.....

Aboriginal or Torres Straight Islander descent? *(please tick)* Yes No

Non English Speaking Background? *(please tick)* Yes No

Do you have a disability that requires additional support or alternative teaching resources In order for you to have a fair chance to complete this course? *(please tick)* Yes No

Male Female Date of Birth/...../.....

P/T – Casual Job/Traineeship? *(please tick)* Yes No
 Details (workplace, hours, duties etc)

Future Career Choices

Do you agree to participate in any publicity relating to the VET course and work placement?
(please tick) Yes No

RPL

Do you wish to apply for recognition for any parts of this course? Yes No
(If "Yes", you need to talk to your teacher and complete a Recognition of Prior Learning Application Form.)

<p>STUDENT'S DECLARATION</p> <p>I have received a copy of the:</p> <ul style="list-style-type: none"> Course outline and fees/refund schedule Assessment outline and rights to appeal Support services available to do this course RPL policy and procedure <p>Signature: _____ Date / /</p>	OFFICE USE:			
		Received	Recorded	RPL
	School VET Coordinator			Y <input type="checkbox"/> N <input type="checkbox"/>

The personal information on this entry form is treated as strictly confidential at all times and is accessible to Illawarra and South Coast Region NSW Department of Education & Training Registered Training Organisation personnel and Local Community Partnership programs