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Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

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Work Experience Journal 2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

Industry and Enterprise	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 3ed. 2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1&2: Towards an Enterprising You 4ed. 2015	_____ @ \$42.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

Industry-Specific Resources	Printed text	e-version master	Total
Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

VCAL/ Applied Learning Resource Sets	Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e-version
Literacy - Intermediate 3ed. (pre-order for 2016) 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior (pre-order for 2016)) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior (pre-order for 2016) New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
Totals	_____	_____	_____	_____	_____	_____

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Term 3, 2005 Update: New resources for VCAL, Applied Learning, Career Pathways, Work Education and Work Experience/Work Placement.

New
resources now
available term 2.

New Literacy and Numeracy resources for 2016

In line with the proposed VCAA review and implementation in 2016 of Literacy Skills and Numeracy Skills new Literacy and Numeracy resource sets are now being developed.

- ⇒ New: **Literacy - Senior** featuring a carefully planned literacy (and oracy) program designed to support students as they develop into young adults. For the first time for VCAL includes the option of a **master PDF e-version**.
- ⇒ Updated: Literacy - Intermediate 3ed, revised and refreshed and with more content, and also available as a **master PDF e-version**.)
- ⇒ New: **Numeracy - Senior** with content geared towards situations facing Year 12 students, and with all assessment tasks offering the choice to apply to personal and/or work-related situations. (Note: **Numeracy Intermediate**, released in 2015 will only be updated if necessitated by changes to the study.)
- ⇒ New colour editions will be release of the workbook/texts for **WRS - Intermediate 3ed**, **PDS Intermediate - 3ed** and **PDS - Senior 2ed**. This means that all VCAL titles will now be in full colour. If you are booklisting these you will need to update to the new editions with new ISBNs. (Available from October 2015.)
- ⇒ You can pre-order new resources now and/or booklist. Samples will be available soon.

Keep up to date with uploads of samples by joining the email list. If you receive this flyer without receiving an email then you are not on the list. Contact me to join and to add relevant staff members so they can be kept up to date.

Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory** (suitable for PDS Foundation and introductory PDS Intermediate activities and projects) & **Personal Development Project Planner: Advanced** (suitable for advanced PDS Intermediate and PDS Senior projects).
These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects. The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements).
Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)
These new industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.
Each full colour workbook includes targeted industry-specific material, explanations, examples, images and activities. This flexibility allows teachers to teach general program content while disparate students within the same class can apply this to their own industry experience and context.

Feel free to contact me to discuss which resource sets might be best suited for your teaching program.

Current resource list: 2015 into 2016

Career pathways, work education and personal development (PDF e-versions also available)

- >> Career Pathways
- >> Work Experience Journal
- >> Work Placement Journal (new in term 2, 2015)
- >> Personal Development Activity Planner: Introductory (new in term 2, 2015)
- >> Personal Development Project Planner: Advanced (new in term 2, 2015)

Industry-specific resources (PDF e-versions also available)

- >> Community Services Foundation (new in term 2, 2015)
- >> Community Services Intermediate (new in term 2, 2015)
- >> Retail Foundation
- >> Retail Intermediate

Industry and Enterprise

- >> I&E Unit 1: Workplace Participation 3ed (& e-version)
- >> I&E 1&2: Towards an Enterprising You 4ed (revised for 2016)
- >> I&E 3&4: Towards an Enterprising Australia 3ed

VCAL and Applied Learning (Master sets also available)

- >> Literacy - Intermediate 3ed Workbook/text and Activities Portfolio booklet (revised for 2016) !!!also new e-version!!!
- >> Literacy - Senior Workbook/text and Activities Portfolio booklet (new for 2016) !!!also new e-version!!!
- >> Numeracy - Intermediate Workbook/text and Activities Portfolio booklet (new in term 1, 2015)
- >> Numeracy - Senior Workbook/text and Activities Portfolio booklet (new for 2016)
- >> Personal Development - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Personal Development - Senior 2ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Foundation Workbook/text and Activities Portfolio booklet
- >> Work Related Skills - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
- >> Work Related Skills - Senior 2ed Workbook/text and Activities Portfolio booklet

WACE Career and Enterprise (PDF e-versions also available)

- >> Career and Enterprise General 11
- >> Career and Enterprise General 12/ATAR 11

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Attention: VCAL and Applied Learning, Careers, Pathways, and Work Education Co-ordinators and teachers.

New for 2016: Literacy - Senior and Numeracy - Senior

**New editions for 2016: Literacy - Intermediate 3ed, PDS - Intermediate 3ed,
PDS - Senior 2ed and WRS - Intermediate 3ed (all now in colour)**

Available as a master set on CD and/or as a printed workbook.










**New for 2016
Literacy &
Numeracy Senior.**

Each of these resource sets for Literacy, Work Related Skills, Personal Development and Numeracy includes a 160-170 page **Workbook/text** written to support your teaching of VCAL, Applied Learning and work education units with material aimed at satisfying skills-based assessment tasks. Each set also includes a supplementary **Activities portfolio booklet** with approximately 50 extra worksheet style Applied Learning and Work Education activities that add depth to your teaching program. Each of these resources are available as:

- ☐ **Reproducible master sets on CD featuring PDF files of:**
 - ⇒ Set A: Workbook/Text (WB) (reproducible master license)
 - ⇒ Set B: Activities Portfolio (AP) (reproducible master license)
 - ⇒ Work Related Skills also includes a work experience journal in both print and e-version formats.
- ☐ **Professionally printed and bound books (and booklets for the Activities Portfolio).**
- ☐ The new **Literacy Senior** and the revised **Literacy - Intermediate 3ed** master sets are available as optional **e-versions**.

Key features of each Applied Learning workbook/text:

- ⇒ Organised into sections to match learning outcomes.
- ⇒ Cater for varied learning approaches with up-to-date, lively and engaging student-focused material.
- ⇒ Pages formatted as a write-in workbook.
- ⇒ Current and relevant weblinks that extend student enquiry.
- ⇒ Each has 90-110 specially developed, engaging learning activities suitable for students of all abilities.
- ⇒ Student-focused SuperSkills topics to develop transferable skills that can be applied in different situations.
- ⇒ Assessment tasks written to satisfy multiple learning outcomes. Numeracy also has many other tasks suitable as assessment tasks.
- ⇒ Literacy supports delivery of Oral Communication.
- ⇒ Includes self-assessment, evaluation and other pro-formas.
- ⇒ PDS and WRS resources include pro-formas to support planning and organising enterprise activities.

Literacy Intermediate (Revised 3ed 2016)	Literacy Senior (New for 2016)	Numeracy Intermediate (2015)	Numeracy Senior (New for 2016)	Personal Development Intermediate (Colour 3ed 2016)	Personal Development Senior (Colour 2ed 2016)	Work Related Skills Foundation (2014)	Work Related Skills Intermediate (Colour 3ed 2016)	Work Related Skills: Senior (2ed 2015)
								
⇒ Workbook text 160pp 978-1-925172-22-5	⇒ Workbook text 170pp 978-1-925172-23-2	⇒ Workbook text 160pp 978-1-925172-02-7	⇒ Workbook text 170pp 978-1-925172-20-1	⇒ Workbook text 160pp 978-1-925172-18-8	⇒ Workbook text 160pp 978-1-925172-19-5	⇒ Workbook text 162 pp 978-0-9873519-8-2	⇒ Workbook text 166pp 978-1-925172-17-1	⇒ Workbook text 170pp 978-1-925172-09-6
Workbook: Contents 1. Self Expression: Introduction 2. Self Expression: Getting it Down 3. Practical Literacy: Filling the Gaps 4. Practical Literacy: Instructions - Being Heard 5. Knowledge: Cutting Through 6. Knowledge: Reporting Information 7. Public Debate: Investigating Issues 8. Public Debate: Making Your Case	Workbook: Contents 1. Self Expression: Express Yourself 2. Self Expression: Identify & Values 3. Practical Literacy: Getting it Right 4. Practical Literacy: Instruct Away 5. Knowledge: Finding Out 6. Knowledge: Using Knowhow 7. Issues & Debate: Researching Issues 8. Issues & Debate: Presenting Your Case	Workbook: Contents 1. The Shape Of Your World 2. Working The Numbers 3. What Comes Next? 4. Time Is Money 5. Where Is It? 6. Measuring Up	Workbook: Contents TBC	Workbook: Contents -Unit 1 1. Introducing Me 2. Developing My Skills 3. Managing Myself Effectively 4. Becoming a Leader 5. Interpersonal Effectiveness -Unit 2 6. In the Community 7. Planning and Organising 8. Problem-Solving & Decision-Making 9. Communication and Team Skills	Workbook: Contents -Unit 1 1. Planning and Organising 2. Social Diversity 3. Communicating Effectively 4. Leadership in Action 5. Effective Decision- Making -Unit 2 6. Community Issues 7. Community Project 8. Advanced Team Skills 9. Advanced Communication	Workbook: Contents -Unit 1 1. Workplace Investigation 2. Job-Seeking Skills 3. Workplace Safety Introduction 4. Workplace Safety Issues 5. Employability Skills -Unit 2 6. Planning & Organising 7. Communicating Effectively 8. Problem-Solving 9. Teams & Technology	Workbook: Contents -Unit 1 1. Work Conditions & Entitlements 2. Job-Seeking Skills 3. Workplace Safety Issues & Hazard Identification 4. Employability Skills -Unit 2 5. Developing Work- Related Skills 6. Planning & Organising 7. Communicating Effectively 8. Effective Problem- Solving 9 Effective Teams	Workbook: Contents - Unit 1 1. Workplaces & Pathways 2. Job-Seeking Skills 3. Workplace Safety Requirements & Induction 4. Workplace Safety Hazard Control 5. Team & Workplace Technology Skills -Unit 2 6. Effective Planning & Organising 7. Quality, Enterprise & Innovation 8. Effective Problem- Solving
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Note: All these VCAL and Applied Learning texts and workbooks can be booklisted without having to purchase the master licenses. Extensive preview samples of all materials available on our website.

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Work Related Skills Intermediate: Workbook 2ed.

Contents

1. Work Conditions and Entitlements	1
2. Job-Seeking Skills	25
3. OH&S Issues & Hazard Identification	42
4. Teamwork & Technology Skills	67
5. Developing Your Work Related Skills	85
6. Effective Planning and Organising	101
7. Communicating Effectively	115
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9. Effective Teams	151

Important: All material, advice and assessment tasks are provided as a guide only and do not constitute official advice. As always you must check with the VCAA and any other relevant authorities about the suitability of a resource.

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Work Related Skills Intermediate Workbook 2ed.

By Michael Carolan

DELIVER Educational Consulting (978-0-9873519-2-0)

Also available for VCEAL and Applied Learning

- Literacy - Intermediate (Nov 2010)
- Personal Development - Intermediate 2nd ed (Jan 2012)
- Personal Development - Senior (Jan 2013)
- Work Related Skills - Senior (Jan 2013)
- Work Related Skills - Foundation (May 2014)
- Retail Trade Industry - Foundation (Dec 2013)
- Retail Trade Industry - Intermediate (Dec 2013)

Also available for Industry & Enterprise (new editions for 2012)

- I&E 1: Workplace Participation (Nov 2011)
- I&E 1: Workplace Participation - e-version (Jan 2012)
- I&E 1&2: Towards an Enterprising You (Jan 2012)
- I&E 3&4: Towards an Enterprising Australia (Nov 2011)

Available for pathways and careers education

- Mini GOALscorer suite of careers tools

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Carolan, Michael

Work Related Skills Intermediate: Workbook (978-0-9873519-2-0)

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Advice to students

- ☐ Use this book to gain and develop skills to assist your work-related development. Complete the tasks in the spaces and pages provided. Use the pro-formas and self-assessments as part of your Work Related Skills program.
- ☐ You will also need to maintain your own workbook to complete other tasks given to you by your teacher. You may need to collect and keep copies of articles, resources, handouts and evidence of your work-related skills in your own workbooks.
- ☐ You might also use your *Student Activities Portfolio* to complete tasks as directed by your teacher. This portfolio will give you a body of work to keep as a reference. It will also enable you to review and improve upon work-related and transferable skills.
- ☐ You might be directed to complete some or even all of the assessment tasks listed opposite.
- ☐ Throughout this workbook there are a number of quick-reference *Work-Related Superskills*. Use the table opposite to locate these.
- ☐ Remember that your development of work-related skills will provide you with the tools for a more successful future! So what are you waiting for? Enjoy your study.

Assessment Tasks

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Activities I am required to organise and participate in for Work Related Skills Intermediate are...

Investigating Industry: Work Conditions and Entitlements

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Activity	p.	Due date/Done?	Comment
1.02A ANZSIC industry classifications	3	<input type="checkbox"/>	
1.03A Organisation vs business	4	<input type="checkbox"/>	
1.04B Workplaces		<input type="checkbox"/>	
1.05A Minimum entry standards 1		<input type="checkbox"/>	
1.06B Australian Apprenticeships	7	<input type="checkbox"/>	
1.07A Minimum entry standards 2	8	<input type="checkbox"/>	
1.08B Job research	9	<input type="checkbox"/>	
1.14A Wages and conditions	15	<input type="checkbox"/>	
1.16A Workplace agreements		<input type="checkbox"/>	
1.17B FWG - Industry information		<input type="checkbox"/>	
AT1a Occupational Investigation	19	<input type="checkbox"/>	
1.19A Australian unions	20	<input type="checkbox"/>	
1.20B Me and unions	21	<input type="checkbox"/>	
1.21C Union investigation	22	<input type="checkbox"/>	
AT1b Workplace Entitlements	23	<input type="checkbox"/>	
1.23 Self-Assessment	24	<input type="checkbox"/>	

Comments:

1.01 Australian Industries

Introduction

An industry is defined as a group of businesses or organisations that produce similar products; either goods, services, or both goods and services.

Industry classification

There are many industries in Australia and these industries may be classified in a number of ways.

1. 5-stage process

The first way to classify industries is by using the stage of production that the business or organisation is involved in.

2. Type of product or function

A second way uses an informal name based upon the product in which the organisation specialises, e.g. fast-food; or the main function of the organisation, e.g. restaurant.

3. ANZSIC industry classification

A third way uses the official Australia and New Zealand Standard Industrial Classification system (ANZSIC 2006) which classifies 19 different industries from A-S.



The Retail Trade industry, which includes this supermarket, is the biggest employer in Australia, employing almost one in eight full-time workers.

1. By 5-stage process

Primary

Growing, sourcing or extracting resources from the land.
e.g. Farming, mining, fishing, logging and so on.

Secondary

Turning natural resources into manufactured goods.
e.g. Manufacturing, mining, smelting and so on.

Tertiary

Providing services to consumers or to other organisations. e.g. Retail, wholesale and transport.

(Generally all service industries are classified as tertiary; but they may also be classified as quaternary and quinary industries.)

Quaternary

Services based on providing information.

e.g. Finance, media, education and so on.

Quinary

Providing a service that replaces domestic duties; or community and cultural services.

e.g. Health, emergency services, personal services.

2. By Type of Product or Function

Product	Function
⇒ fast-food: McDonald's	⇒ restaurant: McDonald's
⇒ trucking: Linfox	⇒ transport and logistics: Linfox
⇒ passenger car: Toyota Motor Corp.	⇒ automotive: Toyota Motor Corp
⇒ hairdressing: Just Cuts	⇒ personal services: Just Cuts
⇒ accounting: KPMG	⇒ financial advice: KPMG

3. By ANZSIC 2006 Industry Classifications

ANZSIC industry classifications A

Identify one business or organisation for each of these 19 ANZSIC industries.

A: Agriculture, Forestry and Fishing

B: Mining

C: Manufacturing

D: Electricity, Gas, Water and Waste Services

E: Construction

F: Wholesale Trade

G: Retail Trade

H: Accommodation and Food Services

I: Transport, Postal and Warehousing

J: Information Media & Telecommunications

K: Financial and Insurance Services

L: Rental, Hiring and Real Estate Services

M: Professional, Scientific and Technical Services

N: Administrative and Support Services

O: Public Administration and Safety

P: Education and Training

Q: Health Care and Social Assistance

R: Arts and Recreation Services

S: Other Services

1.03 Industry Production

Production

Organisations produce many different goods and/or services. Goods are physical or tangible items that we can feel, touch or consume such as styling mousse, cars and sporting goods. Services are intangible items whereby a service provider performs some task for us such as a haircut, a taxi ride or a football match.

If we add up the total production of all goods and services made by all the organisations that belong to an industry we can calculate that industry's total contribution to production in Australia. For example, in 2010/11 the total production of the Mining industry was \$95.5b, (ABS, 5204.0). So which industry do you think is the biggest and which might be the smallest?

It is important to be aware of the type of production that an industry focuses on because that gives an indication of the type of skills and competencies that you will need to develop in order to build a career in that industry.



In Australia the mining industry has experienced a very large boom over the past few years.

Business or organisation?

All business are organisations but not all organisations are businesses! We call an organisation a business if its primary aim is to make a profit for either its owners or its shareholders. However, some organisations exist to provide a good or service for the benefit of the community rather than to make a profit.

For profit businesses vs not-for-profit organisations

BHP Billiton is regularly the highest profit earner in Australia recording almost \$15b profit in 2012. In contrast, your local fish'n'chip shop is also trying to make a profit, perhaps aiming for a modest \$60,000 a year. They are both businesses and they both are of course, organisations.

On the other hand, not-for-profit organisations include your school, public hospitals, charities, welfare or community services such as The Smith Family and even pressure groups such as Greenpeace. They are not really 'businesses' in the true sense of the word.

A Organisation vs business

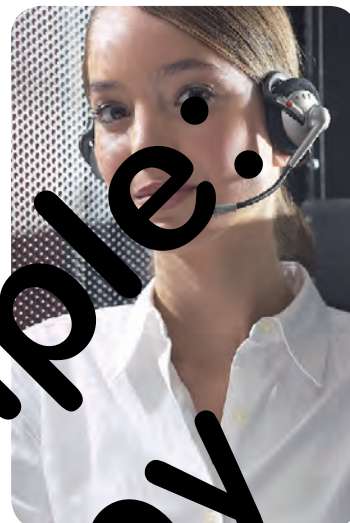
Briefly explain the difference between an organisation and a business with examples.

Workplaces

People generally refer to where they work as their workplace or work setting. Looking about the room now you can see that your teacher works in a workplace which is probably significantly different from one in which you want to work. This might be different again from workplaces that your family members work in.

Keep in mind that this room is only one work setting or worksite within a larger workplace. Different employees can also work in different worksites and settings within the same workplace.

It is important that you recognise the preferred type of workplace in which you want to build your future career pathway. You must ensure that the workplace and work environment suits your interests, skills and abilities.



"My work environment is in a nice glass building but it is very noisy!"

Work environment

The work environment can be described as the physical conditions that make up the workplace. A work environment is influenced by the nature and size of organisation, the tasks performed by employees and the physical layout of the workplace. For example:

- ⇒ A chef often works in a hot, cramped and fast-paced work environment
- ⇒ A child-care worker might work in a well-organised but noisy work environment
- ⇒ An office manager might work in a large corporate environment or a small office environment.

Employees interact physically, mentally and emotionally with their work environments. Each of these work environments might be tiring for its own reasons. The chef will have to perform many low-level physical tasks quickly, repeatedly and safely. The child-care worker will have to supervise, entertain and look after a room full of demanding children. And the office manager will have to organise activities, use equipment and deal with clients and other staff all day long. Whatever the occupation, the work environment must be safe and must be designed, set up and equipped to suit the tasks performed by employees.

Workplaces B

List 10 workplaces you have come into contact with either as a worker or as a customer.

- | | |
|---------------------------------|-----------|
| 1. <u>Deli department - IGA</u> | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

1.05 Starting Out

Minimum entry standards

When you first start out in the workplace you generally will be employed in an entry-level position.

An entry-level position will have a set of minimum entry standards that an employee needs to have achieved before they can be employed in that occupation.

Minimum entry standards can be classified in two basic ways.

1. All of the qualifications, training, skills or experience that a beginning employee needs in order to be qualified for entry into an occupation.
2. The minimum entry requirements needed to get into a course of study such as TAFE or Uni in order to gain the qualifications, skills or experience needed to work in an occupation (such as ATAR, prerequisites, etc.).

Almost every occupation requires some sort of further study or training for entry. Entry-level skills at certificate II can be the first step towards your pathway's development. In many trade industries, students undertake a pre-apprenticeship to gain these entry-level skills.

"I know I can't start at the top but do I really have to start right down at the bottom?"

A Minimum entry standards 1

Use www.myfuture.com.au to find out minimum entry standards for these occupations.

Occupation	Minimum entry standards
→ childcare worker	
→ chef	
checkout operator	
→ fitness instructor	
→ IT technician	
→ your choice	



Australian Apprenticeships

An Australian Apprenticeship is the most common type of entry-level training for many occupations.

Australian Apprenticeships involve a combination of on-the-job and off-the-job competency-based training (CBT). A trainee is exposed to both the practical and theoretical aspects of their occupation as part of their apprenticeship.

Australian Apprenticeships are an ideal way to combine work and study and complement TAFE studies as a pathways option. More and more students are undertaking VET programs and part-time, school-based apprenticeships and traineeships (SBAT) while still at school to get a head-start on their careers. Perhaps you or someone in your class or school is interested in, or already doing, a school-based apprenticeship or traineeship?

Trades and services

The more traditional, practical or trade types of Australian Apprenticeships normally take 3-4 years to complete. These include occupations as diverse as light vehicle mechanic, chef, hairdresser, carpenter, baker, metal engineering trades, and hundreds more. It is interesting to note that many of these occupations face significant skills shortages.

The more service-oriented Australian Apprenticeships take about 12-18 months to complete. These traineeships include IT technician, customer service officer, office assistant, dental nurse, trades assistant, retail worker, child-care worker, as well as hundreds more. Many of these occupations are the first step to further career development as a para-professional.

Australian Apprenticeships

Australian Apprenticeships are available in more than 500 occupations. Industries include:

- ⇒ Agriculture, horticulture and related industries
- ⇒ Automotive
- ⇒ Building and Construction
- ⇒ Business services
- ⇒ Financial services
- ⇒ Food
- ⇒ Hairdressing
- ⇒ Community services and health
- ⇒ Information technology
- ⇒ Light manufacturing
- ⇒ Local government
- ⇒ Metals and engineering
- ⇒ Printing
- ⇒ Process manufacturing
- ⇒ Property services
- ⇒ Public services
- ⇒ Retail
- ⇒ Seafood
- ⇒ Sport and recreation
- ⇒ Telecommunications
- ⇒ Tourism
- ⇒ Transport and distribution
- ⇒ Utilities and energy.

Check out the Australian Apprenticeship website at:

www.australianapprenticeships.gov.au



Australian Apprenticeships B

Find 4 occupations you can enter via an Australian Apprenticeship for 3 industries above.

Industry 1	Industry 2	Industry 3

1.07 Starting Out

Which job is which?

It is important that you know which occupational types you might pursue as part of your career pathway. There are over 1,000 official job classifications in Australia classified by ANZSCO!

Classifications also exist related to the skill-levels or seniority of an occupation. For example, a doctor is classified as a professional whereas a cashier is an elementary sales and service worker. These classifications determine the duties, responsibilities and working conditions associated with different occupations. When you first start out in the workplace you are expected to have the appropriate qualifications, skills and competencies for that occupation.

Your investigation of workplace learning or work experience is the ideal starting point to find out what might best suit you. As your career pathway develops you would hope to move through these classifications and consolidate your career as a manager or administrator, professional, associate professional or tradesperson.

For example, you might start in the Retail Trade industry in an entry-level position as a sales assistant, but with the ambition to grow into a more advanced occupation, such as a Retail Manager.

Australian Occupations (Nov '12)

⇒ Most common

1. sales assistants general..... 511,000
2. registered nurses 241,300
3. retail managers 227,000
4. general clerks 216,100
5. receptionists 190,000
6. truck drivers 184,400
7. accountants 169,700
8. commercial cleaners 167,400
9. accounting clerks 155,500
10. primary school teachers..... 155,200

⇒ Least common

1. aquaculture workers..... 700
2. indigenous health workers..... 1,200
3. mid-level school teachers 1,200
4. economists 1,300
5. funeral workers..... 1,400

Source: Australian Jobs 2013, Bureau of Labour Market Research



A Minimum entry standards 2

1. Match these 10 common occupations to the qualification needed to enter that occupation. (Some might fit more than one qualification level.)
2. Add 2 more occupations of your own choice.
3. Score each occupation out of 10 depending on how interested you are in that occupation.

Job-specific training/learning	Australian Apprenticeship
Higher level TAFE	University
	primary school teacher (Just 2/10 for me!)

Job research B

Choose an occupation you are interested in pursuing as part of your career pathway and complete the following occupational summary using www.myfuture.edu.au or the Job Guide hard copy book or online at www.jobguide.deewr.gov.au.

Tips: You might work in pairs and your teacher can also help. Enlarge this page to A3.



Correct occupation title

→

Brief summary description:

→

3 Main tasks as part of the job:

→

→

→

Specialisations (if applicable):

→

→

Work conditions:

→

Personal requirements:

→

→

Education and/or training required (include course entry requirements):

Employment opportunities:

→

Other relevant information (if applicable):

→

Contacts (for your state):

→

Related jobs and/or industry:

→

Use Job Outlook or My Future to find out the following info.

Occupation size

When? _____

Employment
Growth (5 yrs)

To When? _____

Unemployment
level

Year? _____

Weekly Earnings

Year? _____

Job Prospects

To when? _____

% Full-time

When? _____

Main Industry

When? _____

Average Age

When? _____

% Male/Female

When? _____

1.09 Wages and Conditions

Workplace conditions

Workplace conditions relate to both the monetary and non-monetary benefits and rewards that an employee obtains from working.

Wages

- ⇒ Wages are calculated on an hourly basis and normally apply for trades or for lower, semi-skilled, and temporary employees.
- ⇒ A set rate is determined in a state award, a federal pay scale or an enterprise bargaining agreement.
- ⇒ In some cases employees can earn higher wages if they perform higher duties such as when acting in a supervisory role.
- ⇒ Employees might also be able to earn overtime or penalty rate loadings depending on shift, holiday and weekend work.
- ⇒ A wage will be related to an employee's classification and junior wage rates will apply in most industries; and in Australian Apprenticeships.



"I want a job that pays me a big wage so I can buy lots of stuff...I don't care if I don't even need it!"

Salaries

- ⇒ Salaries are calculated on an annualised basis and normally apply for higher-skilled, managerial, para-professional and professional occupations.
- ⇒ Although salary earners don't automatically earn more than wage earners, the types of occupations that are normally paid a salary tend to have higher income levels.
- ⇒ Salaries are not just paid once a year! Just like wages they are usually paid fortnightly or monthly.
- ⇒ Most salary earners don't get paid overtime and are usually expected to work long hours as part of their normal employment responsibilities.

"I don't want a high salary I just want a job that has family-friendly arrangements so that I can balance my work/life commitments"



Rewards, commissions, piece-rates and bonuses

- ⇒ Employees in sales occupations, such as real estate agents and sales reps, may be paid an annual retainer topped up with a sales commission or a bonus.
- ⇒ A retainer is usually quite a low amount but the salesperson has the potential to earn much more based on achieving sales targets. The bonus or commission acts as an incentive that rewards employees who can make lots of sales.
- ⇒ Many employees, including those in managerial positions may have access to bonus payments or team bonuses as part of their salary package. Usually these bonuses are based on an employee's performance in their annual review.
- ⇒ A piece-rate of pay is given to an employee for producing a quantifiable amount of output or performing tasks. Pay is not structured on an hourly basis.

Superannuation

- ⇒ Under law, employers are required to contribute at least 9.25% of an employee's average annual income as superannuation as at 2014.
- ⇒ This was planned to rise to 12% by 2020, but the new Abbott government proposes to delay the rise by 2 years (until about 2015-16).
- ⇒ This contribution applies to full-time, part-time and casual employees, employees aged 18+ (also for employees <18 who are working 30+ hours/week) and those earning more than \$450 gross a month.
- ⇒ Some employers offer higher superannuation as part of a their employment conditions which encourages workers to be loyal to that organisation.



"At first I thought it was cool that my boss gave me a laptop and mobile but after a while I realised why!"

Fringe benefits

- ⇒ Many professional and semi-professional workers are rewarded with fringe benefits as part of their overall salary package.
- ⇒ Fringe benefits may include items such as company cars, travel allowances, relocation allowances, travel allowance, laptops, tablets, mobile phones, private school fees, gym membership, health insurance and other relevant benefits.
- ⇒ Fringe benefits are paid in lieu of cash income. The employee receives these fringe benefits as part of their employment package but doesn't have to spend their own cash to pay for these items. By 'sacrificing their salary' an employee receives a lower income and might pay less tax, but still gets the benefit!
- ⇒ An employer pays fringe benefits tax on these benefits.

Workplace freebies, perks and discounts

- ⇒ Some employees are given other benefits that come from working for companies that produce particular goods and services. They may be entitled to discounts on travel, home loans, products and other non-income benefits.
- ⇒ Some organisations also offer employees workplace perks and incentives such as free gymnasiums and health care, childcare facilities, free food and snacks and even alcohol(!), as well as coffee, coffee and more coffee. But you should really see what happens when employees have to buy their own milk! Some of these perks, such as discounts, are actually fringe benefits!
- ⇒ Ask your teachers about all the perks they don't get!



"Don't give me decaf!"

1.11 Wages and Conditions

Workplace conditions

You think it would be easy to find out what the true wage entitlements and workplace conditions are for various jobs, but this area is one of the most complex parts of workplace law.

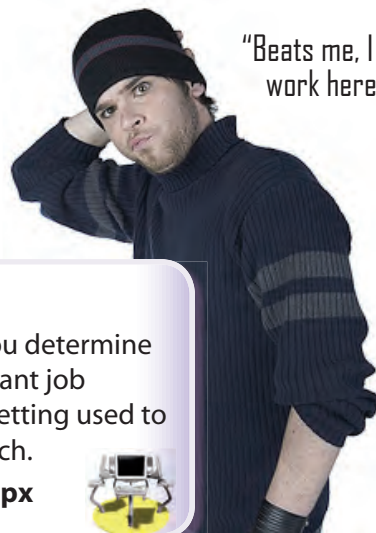
The wages and other conditions that you are entitled to depend on a number of interrelated factors including the following.

- i. The official title of your occupation in which you are employed.
- ii. The classification level of your occupation.
- iii. Whether you are employed as a junior or an Australian Apprentice.
- iv. Whether you are employed as:
 - ⇒ A full-time employee; or
 - ⇒ as a part-time employee on a pro-rata basis; or
 - ⇒ as a casual employee with a casual wage loading in exchange for a loss of other conditions.
- v. Whether your wages and conditions are covered by:
 - ⇒ An existing enterprise bargaining agreement negotiated 'on your behalf' with your employer; or
 - ⇒ whether your wages and conditions are covered under a modern award (there are 122 as at late 2013).
- vi. Whether you are employed by a Pty. Ltd. company; or by a non-incorporated entity such as a partnership or sole trader (usually a small business).
- vii. Whether you are employed in:
 - ⇒ Vic, ACT, NT, NSW, Qld, SA; in these states all entities are covered under the national system and modern awards.
 - ⇒ WA; all Pty. Ltd. entities are covered under national system, but others might be covered under some existing state agreement and awards.
- viii. Whether you have an individual contract negotiated with your employer (usually for senior management positions).

Your teacher will give you more information or advice if you need it.



"So how much do we get paid?"



"Beats me, I only work here?"

PayCheck Plus

Fair Work Ombudsman has an online tool that will help you determine which modern award you are employed under, relevant job classifications and associated rates of pay. It takes a bit of getting used to but can be a good starting point for your research.

<http://paycheck.fwo.gov.au/PayCheckPlus.aspx>



WRS
SUPER
SKILLS

Safety net

Workplace conditions are set down in law. As at late 2013, all employees working in Australia are protected by a set of minimum workplace rights and conditions of employment.

These minimum conditions act as a 'safety net' and include ten **National Employment Standards** (NES) that set down basic entitlements that apply to all full-time employees and to part-time employees (on a pro-rata basis). The safety net also includes a set of minimum pay rates reviewed annually.

Employees might be entitled to other and better conditions, as well as higher rates of pay, depending on the type of workplace arrangement they are employed under. Those employed under modern awards and under enterprise bargaining agreements are likely to have more favourable conditions and higher rates of pay than the NES provides. However, the NES acts as a minimum.

Don't just judge a job's 'conditions' on the rate of pay. You should take into account other conditions such as superannuation, long service leave, career progression and family leave provisions. You also should consider days and hours of work, minimum shift lengths, allowances and other workplace conditions.

National Employment Standards

1. A maximum standard working week of 38 hours for full-time employees, plus 'reasonable' additional hours.
2. A right to request flexible working arrangements to care for a child under school age, or a child (under 18) with a disability.
3. Parental and adoption leave of 12 months (unpaid), with a right to request an additional 12 months.
4. Four weeks paid annual leave each year (pro rata).
5. 10 days paid personal/carer's leave each year (pro rata), two days paid compassionate leave and two days unpaid carer's leave, for each permissible occasion.
6. Community service leave for jury service (paid up to 10 days) or activities dealing with certain emergencies or natural disasters (unpaid).
7. Long service leave.
8. Paid days off on public holidays unless required to work.
9. Notice of termination and redundancy pay.
10. The right for new employees to receive the Fair Work Information Statement.

Minimum pay rates

The Fair Work Commission reviews minimum wages each year. This national minimum wage applies to employees who aren't covered by an award or agreement.

In July 2013 it rose to \$16.37/hour for adults from \$15.96/hour in 2012. Casuals get an extra 24% hourly. Apprentices get between 55-95% of this rate. Juniors get between 36.8-97.7% of this rate.

Workers with a disability have different rate levels.

The (38-hour) rates for different classifications as at July 2013 are as follows:

Source:
Annual Wage Review, Fair Work Australia, 2013.

C14	\$622.20
C13	\$640.30
C12	\$664.62
C11	\$687.42
C10	\$724.66
C9	\$747.08
C8	\$769.88
C7	\$790.40
C6	\$830.68
C5	\$847.78
C4	\$870.20
C3	\$915.80
C2(a)	\$938.60
C2(b)	\$979.64



1.13 Fair Work Australia

Fair Work Australia

Fair Work Australia is the Commonwealth Government agency that exists to administer the industrial relations system.

It deals with issues relating to the safety net of minimum wages and employment conditions, enterprise bargaining, industrial action, dispute resolution and other workplace matters.

The **Fair Work Ombudsman** works with employees, employers, contractors and the community, "to promote harmonious, productive and co-operative workplaces."

Fair Work Australia also investigates workplace complaints and enforces compliance with Australia's workplace laws.

Fair Work Australia

"The role of the Fair Work Ombudsman is to work with employees, employers, contractors and the community to promote harmonious, productive and cooperative workplaces."

"We're here to give advice and help you understand your workplace rights and responsibilities."

Search the top 5 questions.

The site has some very well explained and easy to follow web pages and fact sheets at:

www.fairwork.gov.au

You could try using **Paycheck Plus** to search for wage rates.

They have a live chat facility and an email answering services.

Fairwork Infom

The easiest way to get help to find out information about this complicated area is by calling the infoline on:

13 13 94

between 8.00am - 6.00pm, Mon to Fri.

You should do this before starting a new job.

WRS
SUPER
SKILLS

"This is really complex so I should call the Infoline to find out my correct wage rate."



Unions

The relevant union that represents employees in your workplace, occupation or industry can really help you a lot. They have specific information on their websites, including for young workers; and people who can answer questions.

You can call the ACTU on 1300 362 223 and they can point you in the right direction or search for a union online.



Wages and Conditions A

1. Answer the following statements as true or false. Then discuss these as a class.

- a. All employees earn wages on a per/hourly basis.
- b. Junior wage rates are usually calculated as a proportion of adult rates.
- c. The minimum adult wage rate is \$16.37 per hour.
- d. A person on a salary always earns more than a person on a wage.
- e. Most employees being paid a salary are usually not likely to be paid any overtime.
- f. Employees who work as professionals are more likely to be paid a salary.
- g. Salespeople are often paid a combination of a retainer and commission.
- h. A piece-rate is paid on a per/hourly basis.
- i. By law, employers must pay superannuation on behalf of most of their employees.
- j. Employees cannot receive fringe benefits instead of income tax.
- k. Some employers offer perks and discounts as part of their employment conditions.
- l. Employees must never work more than 38 hours per week.
- m. Full-time employees are entitled to four weeks annual leave per year.
- n. All employees are entitled to paid parental leave.
- o. Part-time employees can take ten days of paid personal/carer's leave per year.
- p. An employee on the minimum pay scale will earn \$622.00 for a standard 38-hour week.
- q. No employee in Australia can be paid less than \$16.37 per hour (as at July 2013).

2. Reply to the following statements and then discuss these as a class.

- ⇒ Employees can receive pay and conditions better, but not worse, than the 10 minimum workplace conditions.

- ⇒ Money is the most important workplace condition for employees to worry about.

1.15 Workplace Agreements

What am I signing?

When you start employment you are required to sign some official documentation from your employer. One of these documents will be your employment declaration relating to your tax file number and another is likely to be your employment contract or agreement.

Many employees are unaware of the type of workplace arrangement they work under.

If you are aged under 18 and covered under an enterprise agreement, this must be co-signed by a parent or guardian. You cannot be forced or coerced into signing an agreement or contract that you don't understand.



Which workplace arrangement?

The type of workplace arrangement workers are employed under depends on a number of factors.

- ⇒ In most cases, managers and other highly-skilled professionals are likely to be on individually negotiated contracts.
- ⇒ Many trades and manual workers will be on enterprise bargaining agreements or paid according to modern awards.
- ⇒ Some industries and workplaces have a history of successful unionisation and as such are more likely to have negotiated enterprise bargaining agreements.
- ⇒ Many medium-sized and large organisations favour enterprise bargaining agreements.

Some small businesses rely on modern awards under the federal system, or the minimum conditions of the NES, or relevant state awards (WA).

Enterprise bargaining agreement (EBA)

- ⇒ An enterprise bargaining agreement is an agreement negotiated between an employer (or employers) and employees; or most likely a union acting on their behalf.
- ⇒ Many medium-sized and large organisations use EBAs to set wages and conditions.
- ⇒ Workers employed under EBAs usually have much better wage rates and conditions than the 10 NES and usually better pay rates than modern awards.
- ⇒ An EBA will contain dozens of conditions such as rest breaks, long-service leave, allowances and many other conditions specific to the type of workplace and occupational classification. You should be able to look up EBAs through:

www.fwc.gov.au/index.cfm?pagename=agreements



Modern award

- ⇒ Modern awards apply to an industry or to an occupation and proscribe a set of minimum conditions for employers and employees across Australia who work in that same industry or occupation.
- ⇒ These minimum employment standards apply in addition to the National Employment Standards.
- ⇒ On 1 January 2010, modern awards replaced thousands of federal and state-based awards (pre-modern awards).
- ⇒ Modern awards might not apply to some managers, nor some high income employees.
- ⇒ You can look up modern awards through:
<http://awardfinder.fwo.gov.au/default.aspx>



"Many fast food businesses in the Accommodation and Food Services industry are covered by the Fast Food Industry Award, 2010."



Contract (individual)

Individual AWAs no longer apply, however, some management and nearly all senior, executive, subcontracting and consultant positions are negotiated as common law contracts. Think of these when you hear about CEOs, executive positions, AFL coaches (getting sacked!) and other high-flyers. One day it might be you.

Workplace agreements A

1. Explain the difference between an EBA and a Modern Award.

2. Interview an employee and ask them about their workplace agreement, wages and conditions; (or base this on your own employment). Draft some questions in your work folios and record their answers. *(Tip: You could do a friend or a family member, but class members cannot do the same person and you can't all just ask different teachers!)*
3. Prepare an oral report for the class about this employee's workplace agreement.
4. Find out what type of arrangements apply for an occupation you are interested in.



1.17 Workplace Agreements

B FWO - Industry information

Use information from one of the industries in the Industry Pay and Conditions Guides on the Fair Work Ombudsman site to summarise some key points related to the following categories. www.fairwork.gov.au/pay/finding-the-right-pay/pages/default.aspx



Industry:	
classifications & categories	
pay	
hours of work, rosters and breaks	
leave	
termination & redundancy	

Occupational Investigation AT1a

1. Choose one occupation you are interested in pursuing as part of your career pathway and investigate wages, conditions and other entitlements for this occupation.
2. Choose another occupation that must be entered via an Australian Apprenticeship. Investigate wages, conditions and other entitlements for this occupation.



Complete the research guide below. Use your work folio if you need to as well.

Tips: You might work in pairs. Your teacher can help guide you. Copy this page & enlarge it to A3.

Correct occupation title:

→

Workplace & industry:

→

Contact information to find out details about workplace arrangement:

→

→

Type of workplace arrangement that applies to this occupation in this workplace:

→

Wage rates for this occupation:

→

Casual loading for this occupation:

→

Junior, training or grading rates for this occupation (if applicable):

→

Overtime and penalty rates for this occupation (if applicable):

→

Breaks and rest periods for this occupation (if applicable):

→

Hours of work, (or rostering) for this occupation (if applicable):

→

Another workplace entitlement:

→

Another workplace entitlement:

→

Another workplace entitlement:

→

Union details and contacts (if applicable):

→

Other information:

→

1.19 The Role of Unions

Role of unions

The whole aim of unions is to protect workers' rights and conditions. These conditions may include:

- ⇒ Rates of pay
- ⇒ Personal and sick leave and other leave entitlements
- ⇒ Working hours
- ⇒ Penalty rates
- ⇒ Overtime and other entitlements.

Unions also play a major role in occupational health and safety development and monitoring in the workplace as well as throughout broader industry.

Unions are also a key stakeholder in developing and implementing training arrangements including Australian Apprenticeships.

Many large firms, especially in construction, transport and manufacturing industries work side-by-side with unions and the ACTU in order to provide a positive workplace culture.

ACTU

The Australian Council of Trade Unions (ACTU) is the peak union body representing all unions in Australia.

The Trades Hall Council (THC) is the peak union body representing unions in Victoria.

Both these organisations have key roles in negotiating with governments and employer groups and in trying to bring about positive change in society to promote equity and fairness.

A Australian unions

Find out the full names of each of the unions listed below and their websites.



ETU

TWU

AMWU

CEPU

CFMEU

MUA

TCFUA

FSU

HSUA

CPSU

NTEU

RTBU

UFU

FAAA

LHMU

APFA

AEU

SDA

You and unions

One decision you will need to make when you enter the workforce is whether or not to join a union.

Unions exist across all industries and all occupations. The right to choose to join, or not join a union, is called 'freedom of association'. According to Australian laws you cannot be forced to join a union, nor can you be prevented from joining a union.

Many workers are happy to join and become a member of a union so that they can enjoy the benefits of belonging to a group with power and experience in workplace negotiation. Unions will help support you and stand up for your rights, protecting you from unfair work practices. The old saying goes, "In union there is strength."

On the other hand, other workers refuse to join unions as they don't wish to pay unions fees and/or they don't feel that unions provide any positive benefit for them.

Some occupations and industries are highly unionised such as manufacturing, trades, transport, nursing and education. Other industries have low rates of unionisation such as agriculture and hospitality.

Recent years have seen an overall decline in union membership down to about 18% of workers. This is due to factors such as:

- ☹ Increased casualisation and contract workers
- ☹ A shift towards professional and white-collar occupations
- ☹ Increased female workforce participation and
- ☹ Changing industrial laws and systems such as AWAs and WorkChoices.



"But who'll stand up for you if your boss is not treating you right?"

Me and unions B

Outline why you might, or might not, join a union when you become an employee.

1.21 The Role of Unions

C Union investigation

Choose a union that represents workers in a workplace, an occupation or an industry in which you are interested.



- ⇒ Prepare a 10-point summary report to the class.
- ⇒ Research by interviewing relevant people and by going online to find out about the role of that union.
- ⇒ You should include union name, website, number of members, fees, types of occupations/industries represented, relevant workplace agreements, contact people and other relevant information.

Union Details:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Workplace Entitlements AT1b

You are required to complete the following tasks about an occupation as instructed by your teacher.

- ⇒ Tick those that are required to be completed. Your teacher might add some other tasks, If so, write these in the table.
- ⇒ You might have to negotiate some of these tasks with your teacher.
- ⇒ Fill in the due date for those that are required to be completed.
- ⇒ Tick the tasks off as you have completed them. Get your teacher to initial these.

Task	Activity	Re- quired	Due	Done	Teacher initials
1.	1.05A Minimum entry standards 1	✓			
2.	1.06B Australian Apprenticeships	✓			
4.	1.07C Minimum entry standards 2				
5.	1.08B Job research	✓			
6.	1.14A Wages and conditions				
7.	1.16A Workplace agreements	✓			
8.	1.17B FWO - Industry representation	✓			
9.	AT1a Occupational investigation	✓			
10.	1.20B Media and unions				
11.	1.21C Union investigation or Interview a union member or official and prepare a summary report. (This might be a whole class activity.)	✓			

Additional information:

Signed: _____ Date: _____

1.23 Self-Assessment

Self Assessment Pro-Forma

Which work-related skills did I develop during this unit?

- _____
- _____
- _____

Which tasks did I perform best at during this unit?

- _____
- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____
- _____

Which tasks (if any) did I least enjoy doing and why?

- _____
- _____

Which areas should I focus on improving?

- _____
- _____
- _____

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Job-Seeking Skills

2

Contents

2.01	Job-Seeking Skills	26	2.11	Résumé Writing	36
2.03	Job Application	28	2.13	Résumé Template	38
2.07	Résumés	32	2.15	Job Interviews	40
2.09	Sample Résumé	34	2.17	Self-Assessment	42

Activity

p. Due date/Done?

Comment

2.02A **My job-seeking network**

27

2.02B **Active networking**

27

2.03A **Job applications**

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2.05B **Job application draft**

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2.06C **Job application letter**

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2.08A **Résumés for others**

35

2.12A **Résumé template**

37

2.12B **My résumé**

37

2.16A **Job interviews**

41

2.17 **Self-Assessment**

42

Comments:

2.01 Job-Seeking Skills

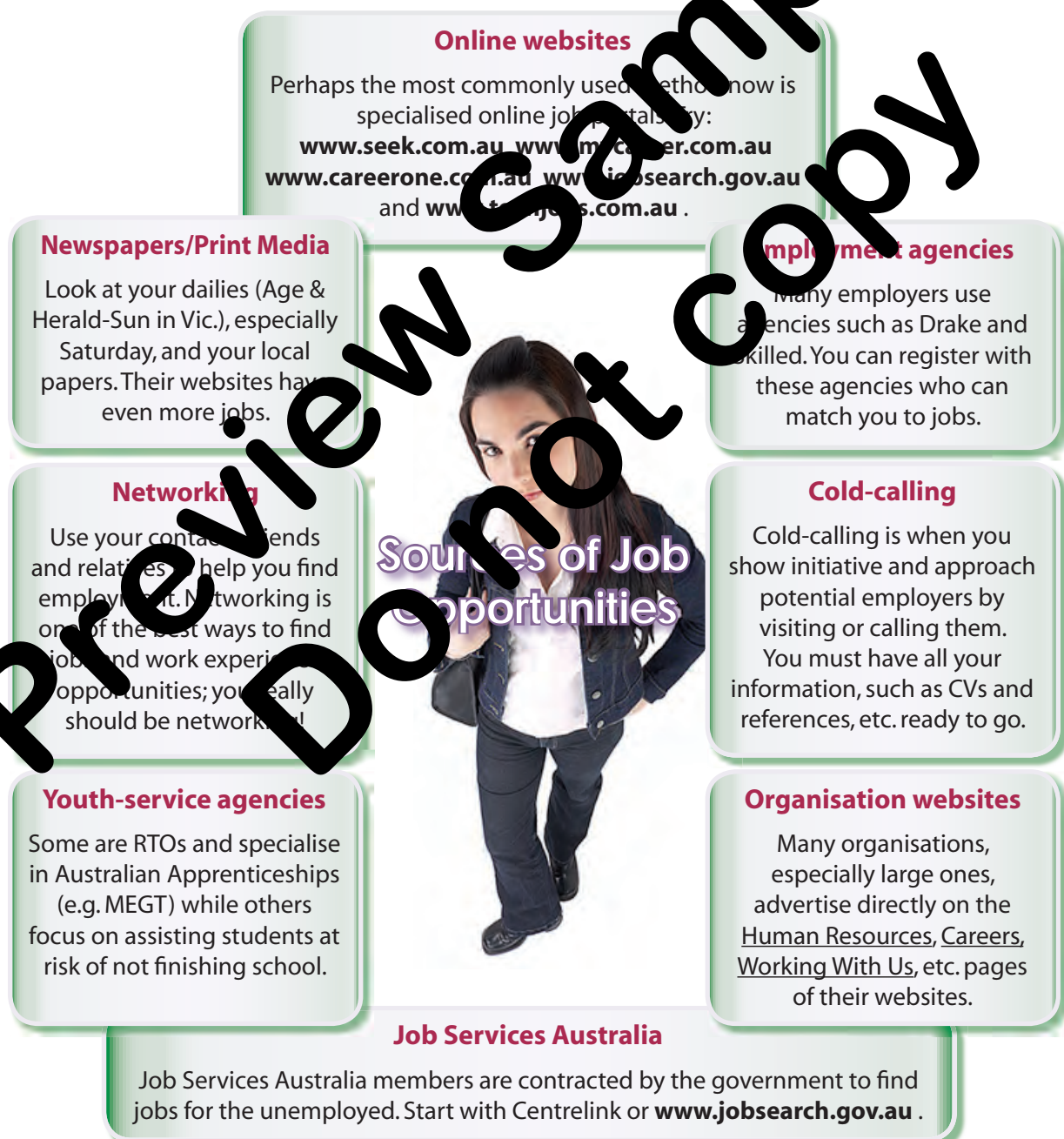
Successful job-seeking

You might have heard before that being successful at job-seeking is like having a full-time job. If you want to generate a suitable outcome then you have to put the time in.

At this stage of your career pathways development you probably have two main outcomes in relation to job-seeking:

1. Finding a work experience or work placement opportunity related to your longer-term career goals and/or
2. Finding a casual or part-time job.

It is important to note that for some career choices the two points above might be directly related. e.g. Casual job as a checkout operator - long-term career in retail management. One thing is for sure. No-one is going to knock on your door and offer you a job. You have to get out there to find or create that job or work placement opportunity.



My job-seeking network A

List the full name and numbers of 8 people who can be a part of your job-seeking network. If you have done an activity like this before you should see that your network is constantly changing and evolving.



Active networking B

1. Suggest 3 ways that you can develop or widen your job-seeking network.

2. Use one of these methods to add the names, role or title and contact numbers of 2 more people to your job-seeking network.

2.03 Job Applications

Application letter

An important part of successful job-seeking is writing a job application letter. Many job advertisements ask you to submit a letter along with a résumé. The ad might sometimes even ask for this letter to be in your own handwriting. You might also have to write an application letter for a workplace learning position.

Employers use application letters to test your interest in the job, your suitability as well as your ability to use correct grammar and spelling. When applying for a position online or electronically you might also have to submit a brief letter by email. This is also a test of your grammar and ability to communicate professionally. So keep in mind:

1. Application letters should be set out as a typed formal business letter, using plain fonts and plenty of space
2. You should ensure that the application letter relates to the job you are applying for
3. Your application letter should summarise some of your key skills, competencies and experiences that suit the particular job and
4. Your application letter should encourage an employer to think that you might be a good fit for their organisation.



"Let me just have a little look at your application letter."

A Job applications

Use the terms to complete the following passage about job application letters.

An **a**_____ letter should be set out as a **f**_____ business letter. The letter should be **t**_____ unless you are asked to **h**_____ your letter. The letter should use **p**_____ fonts and generous **s**_____. There should be **s**_____ between paragraphs. The letter should include the correct **a**_____ spelling and **t**_____ of anyone named in the advertisement. The letter should relate **s**_____ to the position and organisation and must not be just a general, generic or form letter. The letter should summarise how your main **s**_____, **c**_____ and **e**_____ enable you to do the job; or show how you might **l**_____ to do the job. The letter should clearly explain how you could be an **a**_____ to the organisation, i.e. what can you **o**_____ that will make you a good employee? Always keep a **c**_____ of the letter for your own records.

- ☐ application
- ☐ asset
- ☐ competencies
- ☐ copy
- ☐ experience
- ☐ formal
- ☐ handwriting
- ☐ learn
- ☐ offer
- ☐ plain
- ☐ skills
- ☐ spacing
- ☐ titles
- ☐ typed
- ☐ specifically

106 Lumbuk Place,
SPRINGTOWN, VIC, 3523

1 a. Your address, note the format!

March 24, 2014

1 b. Date of writing the letter.

Mr. Able Ami

Human Resource Manager

Gaudy Homewares

Shop 7, Spflats Homemakers Complex

Springtown Flats VIC 3521

1 c. The name, title, and address of who you're sending to. Note the format. (Not Able or dude!)

Note: If you are asked to apply using your own handwriting, do so!

Dear Mr. Ami

2. Intro title of letter.

I am applying for the position of casual retail assistant that was advertised in the Springtown Chronicler on March 20, 2014.

3. Reason for letter so it gets to the right person.

I am currently undertaking VCAL - Intermediate (Year 11) at Springtown College and as part of this I am studying a Certificate II in Retail. I am hoping to develop a long term career in the retail industry focusing on customer service.

4. About you now and where you want to go. Relevant subjects, courses show your suitability.

Some of the VET modules I am doing as part of my course include:

- Communicate in the workplace
- Apply point-of-sale handling procedures
- Minimise theft
- Operate retail equipment.

5. Specific experience or study examples related to the position, occupation and/or industry.

In June last year I completed work placement for 2 weeks at the Direct Shop in Springtown Plaza. During my placement I gained workplace competencies by working with customers, controlling stock, solving customer problems and using equipment safely.

6. Any relevant experience and competencies that you have.

Working at the Direct Shop made me interested in building a career in customer service because I liked the responsibility of looking after customers and being able to help make them happy. I also enjoy studying my TAFE retail course and learning about all the retail competencies I need to have in this industry.

7. What you have got out of your experiences and what makes you happy at work?

I have enthusiasm and a range of retail and transferable skills, such as very good computer skills, that can contribute positively to Gaudy Homewares. I also welcome the chance to gain more training from your organisation.

8. The win/win; for you and them. Also, how you are willing to grow.

I have included a copy of my résumé and 2 references. I look forward to hearing from you soon about the possibility of working at Gaudy Homewares.

9. The sign-off.

Yours Sincerely

Lucinda Lightfoot
enc: Résumé and references

10. Indicates you have enclosed other material such as a résumé.

2.05 Job Applications

B Job application draft

1. Use the table below to start drafting your relevant information for a job letter.
2. Copy this page and interview another class member to draft some of their information.

1.	
2.	
3.	
4.	
5.	
6.	
8.	
9.	
10.	

Draft a job application letter for either a position you are interested in, or a work experience/placement opportunity, or an advertisement your teacher has provided. When your teacher has checked over this letter, prepare a final copy using a computer.

Tip: Perhaps you could make a copy of this page and enlarge to A3.

**Preview Sample:
Do not copy**

2.07 Résumés

Résumé

A **résumé** is still the most commonly used initial selection tool for job applicants. A résumé should clearly and concisely describe you, your skills, your training, your attributes and your experience to potential employers. It should sell you and get you an interview! Read the tips below about résumé formatting and content.

Your Résumé

What to do: Formatting...

- ⇒ Use a word processing package, duh!
- ⇒ Use an 11-12 point plain font. Times New Roman is ok, Calibri is good, Arial looks good when printed.
- ⇒ Use one consistent font only and use no more than 2 font sizes.
- ⇒ Use headings and sub-headings.
- ⇒ Use size, bold and italic to show different information/headings.
- ⇒ Insert page numbers at the bottom of the page.
- ⇒ Include plenty of white space.
- ⇒ Use tabs to indent and keep sections.

What to do: Content...

- ⇒ 2-3 well-spaced pages is enough at this stage of your career pathway.
- ⇒ Include your name in a page header or footer on each page.
- ⇒ List in order from most recent to earliest.
- ⇒ Use work-related skills and employability skills to outline your skills and competencies.
- ⇒ Explain how you have contributed either in your work or in school.
- ⇒ Include full details of referees.
- ⇒ email your résumé using a widely used program such as Word or a PDF.

What not to do: Formatting...

- ⇒ Don't handwrite your résumé (unless asked).
- ⇒ Don't use a font that is too small and crowded, or is so large that it looks awkward on the page.
- ⇒ Don't use a font that is too fancy, or use more than 2 font sizes.
- ⇒ Don't crowd too much onto a page.
- ⇒ Don't use spaces to indent and don't have uneven indents.
- ⇒ Don't use coloured paper.
- ⇒ Don't use gimmicks, tricks, fancy ribbons and so on.

What not to do: Content...

- ⇒ Don't include a cover page.
- ⇒ Don't have any spelling and grammatical errors.
- ⇒ Don't make the reader have to work out for themselves the skills and competencies you have.
- ⇒ Don't send originals of certificates.
- ⇒ Don't have any spelling and grammatical errors.
- ⇒ Don't include a photograph (unless necessary, e.g. modelling).
- ⇒ Don't have any spelling and grammatical errors.

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The purpose of a résumé is to quickly, clearly and concisely communicate information about you to someone who doesn't know you. That is why this activity, preparing a résumé for someone you don't know very well, works best.

1. Partner up with someone in the class. It is best if you work with someone who you don't know very well. Your teacher can put you into pairs. **DON'T WORK WITH YOUR CLOSE FRIENDS!**
2. Use the résumé template distributed by your teacher, or the one on pp. 70-71. It is best to enlarge it to A3 size.
3. You are required to write a draft résumé for your partner. This means you need to interview them to find out the appropriate information to include. Prepare a rough draft of their résumé using the template.
4. Make sure that you include all relevant information. Check each other's résumés for accuracy and spelling. Follow the tips and examples on these pages.

(List below some of the questions you might need to ask your partner.)

⇒

⇒

⇒

⇒

⇒

⇒

⇒

5. As an extension activity this résumé can now be set up using a computer software package such as Word. Your teacher will inform you if this is the case.

2.09 Sample Résumé

Résumé: Ignatia Oglethorpe, Mar 2014

1

Ignatia Oglethorpe
4/72 Know Way, Mayloika, 3525
P: (03) 9111 9191 M: 0411 0411 0411
DOB: 1/5/1997 ignog@wotmail.com.au

Education

2

2014: Springtown College, currently completing VCAL Intermediate (Yr 11) and Certificate II in Hospitality Operations.

VCAL & VCE subjects include:

3

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills.

Certificate II in Hospitality Operations modules include:

- Work with colleagues and customers
- Develop and update hospitality industry knowledge
- Follow health, safety and security procedures
- Follow workplace hygiene procedures
- Provide food & beverage service.

2010-2013: Completed Years 7-10, Springtown College

Qualifications & Training

- June 2013: Certificate in Basic First Aid.
- March 2014: Certificate in Food Hygiene.

Career Ambition

5

I wish to enter the hospitality industry and develop a career, supported by TAFE training, in food and beverage service eventually moving through to management.

Employment History

6

Employment

→ Bio-fi Culcha Café, 111 Buzzing St, Mayloika

Position: Food and beverage assistant Duration: Oct 2013 - current

Tasks: Serving customers, preparing food and coffee, taking phone, fax and email orders, cleaning and working the register.

Competencies: Some of the main competencies I have demonstrated include:

7

- Effective communication with customers
- Working with staff as part of a busy food and beverage team
- Using electronic point-of-sale equipment and register
- Following hygienic food preparation and service processes
- Being flexible, working evening and weekend shifts
- Safely using coffee machines and cooking equipment.

Note:

This résumé has been set out to fit on these 2 pages.

It may be better spread over 3 pages which still is OK.

Page 1 would include all the personal information, qualifications, etc...

Page 2 would include all employment history.

Page 3 would start with transferable skills and then so on.

Résumé: Ignatia Oglethorpe, Mar 2014**Employment History (cont.)****6***Work Experience*

➔ Da's Char Bar and Grill, Bustledon Hwy, Springtown Hills.

Position: Kitchen assistant Duration: June 2013 - 2 weeks

Tasks: Preparing food, table service, washing dishes and cleaning.

Competencies: During my work experience my key roles and tasks included:

7

- ➔ Dealing with customers and staff in a professional manner
- ➔ Following verbal instructions in a busy kitchen
- ➔ Using kitchen equipment and utensils safely
- ➔ Making salads and entrées
- ➔ Following food hygiene processes
- ➔ Carrying meals to tables safely and quickly.

Transferable Skills**8***Leadership*

- 2014, Springtown College Peer Support Program for new Year 7 students which involved supporting young students and guiding them through their new environment.
- 2013, coordinated Year 10 small business activity providing a catered staff lunch for charity.
- Ongoing volunteer with the Springtown Community Group.

*Professional Skills***9**

- Able to use Word, Excel, PowerPoint, internet and email applications.
- Able to touch-type at 40 words per minute.
- Current learner permit.
- Can use business and office equipment including photocopiers and faxes.
- Can safely operate most kitchen equipment, including coffee machines.
- Able to sketch, draw and create visual displays.
- Fluent at reading and writing in Italian.

*Achievements***10**

2013, school achievement award for best Graphic Design student.

Hobbies/Interests

Cooking, art and design, internet and multimedia, meeting new people.

Referees**11**

Ms. Shay Kyorhead
VCAL Coordinator
Springtown College
P: 92222 3333 (BH)

Mr. Bill Dzup
Owner
Co-fi Culcha Café
M: 04 1104 1101

Mrs. Ethel Lambchop
President - Springtown
Community Group
P: 9999 9999 (BH)

2.11 Résumé Writing

1. Clear personal details

- ⇒ Make sure your personal details are included neatly in their own section at the top.
- ⇒ Showing your age can indicate how close you are to driving.
- ⇒ Use a professional email address that will not offend people.

3. School & VET subjects & units

- ⇒ List main subjects that you are studying and also the main units that you are studying as part of VET.
- ⇒ Pick those that match the types of jobs you are applying. Help: www.myfuture.edu.au

5. Career ambition

- ⇒ Include a short 'Career Ambition', but make sure it is related to the occupation you are applying for.

7. Employment tasks and skills

- ⇒ State clearly what your job position was and when you did this.
- ⇒ List 3 to 5 main tasks that you performed on a day-to-day basis (i.e. What did you do?)
- ⇒ Also list 6 to 8 job-related skills that you developed doing this work. List 'ings'; tasks you can be relied upon to do competently.

9. Your professional or technical skills

- ⇒ Include all of your other skills under the heading 'Professional Skills'.
- ⇒ If you are applying for a trade-related job you should add a heading 'Technical Skills'.
- ⇒ Make sure to include your abilities with computers, software, tools and equipment.

2. Current education: Easy to follow

- ⇒ There's no need to include specific results under 'Education' unless asked.
- ⇒ Feel free to fully explain what you are studying by using full sentences.
- ⇒ People may not be aware of different qualifications such as VCAL, so clarify those.

4. Other qualifications & certificates

- ⇒ List any extra non-school certificates you have obtained.
- ⇒ You might have completed these at work, or at TAFE, but they should be listed separately.

6. Employment/experience history

- ⇒ Your 'Employment History' should include real employment, work experience and voluntary work.
- ⇒ Start with your most recent experience first.

8. Your other transferable skills

- ⇒ Include all of the other sections under the heading 'Transferable Skills'.
- ⇒ This way you are telling them that you have developed a lot of other skills and experiences that you can use in different occupations.

10. Other information & achievements

- ⇒ Include any 'Achievements' or awards you have received either through study or through sport or community participation.
- ⇒ One line is enough for hobbies, your boss might be into these too!

11. Referees: accurate and suitable

- ⇒ You must include 'Referees' but first, ask these people if it is OK to use them; and get them to write out their correct contact details.
- ⇒ Do not use family members!

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Résumé template A

1. Develop a résumé template for a computer software package that your school uses, or use one from the internet. Work in pairs to set the template up properly.
2. Use the template to prepare a résumé for your partner.
3. Make a presentation to the class discussing your template.

Tip: You might need extra IT support/access for this activity. Your teacher can arrange this.

My résumé B

1. Use a template and any previous résumés to complete a draft résumé.
2. Develop a career statement and include this as well.
3. This résumé should now be set up using a software package such as Word.
4. Check your résumé for accuracy and formatting. Make appropriate changes.
5. Have someone else in the class check your résumé. Make appropriate changes.
6. Present this to your teacher for final checking.
7. Complete the project planner below prior to and as you complete this activity.

Activity to be completed:	By when?	Done?
1.		<input type="checkbox"/>
2.		<input type="checkbox"/>
3.		<input type="checkbox"/>
4.		<input type="checkbox"/>
5.		<input type="checkbox"/>
6.		<input type="checkbox"/>
7.		<input type="checkbox"/>
8.		<input type="checkbox"/>
9.		<input type="checkbox"/>
10.		<input type="checkbox"/>

2.13 Résumé Template

Résumé Template: _____ **Date:** _____

(Personal details)

Education

Qualifications & Training

Career Ambition

Employment History

Employment

Position: _____ Duration: _____

Tasks: _____

Competencies:

Résumé Template: _____ Date: _____

Employment History (cont')

6

Work Experience

Position:

Duration:

Tasks:

Competencies:

7

Transferable Skills

8

Leadership

Clubs

Professional Skills

9

Achievements

10

Hobbies/Interests

Referees

11

(school)

(professional)

(other)

2.15 Job Interviews

The interview

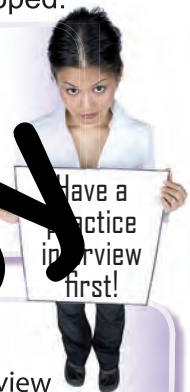
Most organisations only interview a few people for each job. So if you do get an interview then they think that, on paper, you are potentially suitable for the job. However, someone else might be more suitable. So they will interview the best candidates before making their selection.

If you do get an interview you are going to have to be confident, but not cocky, and sell yourself. Employers want to see if your personality suits their organisation. They also want to see if you will be able to work effectively with their other staff.

This work-related skill is so important we could spend the entire unit on this topic alone. However, at this stage of your career you should focus on five main things that make an interview experience more successful. But you will only get better at job interviews by having interviews - just another work-related skill that can be built and developed.

1. Prepare thyself!

- ✓ Find out about the organisation, what they do, their products, their history, etc..
- ✓ Find out where to go, how long it will take to get there, any parking & public transport issues, who to contact in a building and so on.
- ✓ Have extra copies of your résumé, references and of to leave these.



2. Look the part

- ✓ Dress suitably for the interview. You can never be over-dressed at a job interview but you can be under-dressed. No sunnies, no hats and no trackies; ever!
- ✓ Tone down all accessories for an interview.
- ✓ Be clean, fresh, neat, ironed and ready to shine. Grow clothes if you need to.

3. Be personable

- ✓ Greet people warmly, look into their eyes (but don't freak them out by staring), use their names, shake hands (no knuckle-crunching) and wait to be seated.
- ✓ Sit upright and lean slightly forward, don't fidget, don't chew and no MOBILES!
- ✓ You've earned this chance to impress so feel good about yourself.

4. Sell yourself confidently

- ✓ Clearly know your strengths, and how what you've done before, suits this job. Have examples ready. You can refer to notes but don't just read stuff out.
- ✓ Always talk about positive experiences you have had working in a team.
- ✓ Don't be afraid to ask the interviewers to repeat or clarify a question.
- ✓ Always ask at least one question (e.g. about further training and career growth).

5. Reflect on your experience

- ✓ Thank them for their time and shake, even if the interview has gone badly.
- ✓ If you haven't heard anything after 5 working days (unless told to wait longer) contact the organisation to find out the news.
- ✓ Even if you're not successful for this job you might have been ranked second. So imagine if the person ahead of you doesn't take the job!

WRS
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Under the microscope

Life's tough. In a job interview, you are competing against a lot of other good applicants.

- ☹ Some may be better qualified than you.
- ☹ Some may have more experience than you.
- ☹ Some will be better at interviews than you.
- ☹ Some may have a better personality than you!
- ☹ Some may even look better than you!

"But I'm more than qualified for this job!"



So, how are you going to get a job over these well-qualified, experienced and glamorous competitors? You have got to be prepared for every likely possible question that may be asked. That means anticipating the kinds of questions that are commonly asked in interviews, as well as those that are specific to the particular workplace and position that you are applying for.

As part of your preparation you should make a list of potential questions and make notes about possible answers.

If you've never had an interview before, ask an adult, maybe one in the industry you are preparing to enter, or your careers teacher, for some ideas. And you need to check that your answers are good ones. You should also do a practice interview.

Common interview questions

Some questions are often asked and you will be expected to be able to answer these well.

- ⇒ Why do you want this job?
- ⇒ Why should we employ you in this position?
- ⇒ What skills/abilities/qualities/experience do you contribute to the organisation?
- ⇒ Demonstrate how you have succeeded in a team environment and in dealing with other people.
- ⇒ Where do you see yourself in 12 months time?

If you can't answer these questions with confidence and certainty, the employer may well consider you a dud! So undid yourself!

Job interviews A

1. Anticipate 10 questions and prepare answers for one of these 12 job ads. Use your work folios.
2. Find your own advertisement and develop questions and answers for that. Use your work folios.
3. Write a job application letter, submit your resumé and participate in a trial interview and selection process for one of these positions. Use your work folios.

Extension:

Develop a poster, graphic or other visual aid that gives at least 10 job interview tips. Present this to the class.

Trades assistant/labourer - Casual

Landscape gardening and plumbing firm. Fit, reliable, energetic person required for regular weekend work. Early starts so must have own transport or be close for pick-up. Use of outdoor tools and equipment and OHS knowledge essential. Good pay for right person. Sam Stone, Leaf It To Me Gardening, 47 Aphid Way, Greentown 3452.

Australian Apprenticeship: Retail Sales

Enthusiastic trainee required for home electronics, mobile phone and car sound-system retailer. Join our national chain and have the opportunity to grow into a management position. Specific product knowledge not essential. Excellent communication skills, knowledge of computer applications and ability to work a flexible roster essential. Phone: 909 00900.

2.17 Self-Assessment

Self Assessment Pro-Forma

Which work-related skills did I develop during this unit?

- _____
- _____
- _____

Which tasks did I perform best at during this unit?

- _____
- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____
- _____

Which tasks (if any) did I least enjoy doing and why?

- _____
- _____

Which areas should I focus on improving?

- _____
- _____
- _____

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Investigating Workplace Safety: OH&S Issues & Hazard Identification 3

Contents

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3.03	OH&S Induction	46	3.19	Risk Assessment	62
3.07	OH&S Signs.....	50	3.24	Assessment Task	67
3.11	OH&S Processes	54	3.25	Self-Assessment	68

Activity	p.	Due date/Done?	Comment
3.01A Workplace hazards	44	<input type="checkbox"/>	
3.02A Younger workers at risk	45	<input type="checkbox"/>	
3.04A My OH&S training	47	<input type="checkbox"/>	
3.05B OH&S rights and responsibilities	48	<input type="checkbox"/>	
3.06C OH&S induction	49	<input type="checkbox"/>	
3.08A Safety signs in your environment	50	<input type="checkbox"/>	
3.09B OH&S signs	52	<input type="checkbox"/>	
3.10C OH&S in a workplace	53	<input type="checkbox"/>	
3.11A OH&S procedures	54	<input type="checkbox"/>	
3.12B OH&S issues and processes	55	<input type="checkbox"/>	
3.13A Safe work practices	56	<input type="checkbox"/>	
3.14B Hazard control: ITSCM	57	<input type="checkbox"/>	
3.15C Young workers	58	<input type="checkbox"/>	
3.16D Young workers' hotspots	59	<input type="checkbox"/>	
3.17A Raising issues	60	<input type="checkbox"/>	
3.18F Hazard scenarios	61	<input type="checkbox"/>	
3.19A Personal protective equipment	62	<input type="checkbox"/>	
3.19B OH&S audit and report	62-3	<input type="checkbox"/>	
3.21A OH&S rep/HSR	64	<input type="checkbox"/>	
3.22 Personal risk assessment safety plan	65	<input type="checkbox"/>	
3.23B Safety in a work environment	66	<input type="checkbox"/>	
AT2 OH&S in the workplace	67	<input type="checkbox"/>	
3.25 Self-Assessment	68	<input type="checkbox"/>	

Comments:

3.01 Introduction to OH&S

Occupational health & safety

By now many of you would have already completed an OH&S induction program such as safe@work in Year 10, or an OH&S unit as part of your VET or TAFE studies.

However, occupational health and safety is an ongoing commitment and you constantly need to update your OH&S awareness and skills. This year some of you will undertake workplace learning in a new occupation or industry, so you might need to focus on different OH&S concerns.

Being both a student and a potential employee means that you must always continue to build your understanding of OH&S, especially as workplaces continue to evolve and become more complex.



A Workplace hazards

1. Pick one of these occupations and suggest 5 potential workplace hazards that an employee in this occupation might face.
⇒ auto mechanic, hairdresser, forklift operator, nurse or IT technician.

Occupation:	
Potential workplace hazard...	
1.	
2.	
3.	
4.	
5.	

Hazard alert

At this stage of your career development you should be able to anticipate potential workplace hazards. You should also be able to follow safe work practices after having appropriate instruction and training.

Hazards exist in all workplaces and are not always immediately apparent. Many students only consider hazards from accidents and dangerous machinery and fail to recognise potential injuries that might occur from repetition, overuse, incorrect posture, noise and stress-related causes.

As part of this unit we want you to develop the ability to spot potential hazards and also to become able to avoid or deal with these OH&S issues before they become problems. You also need to learn about the processes for raising OH&S issues with an OH&S safety representative.

Occupational health and safety laws are governed by a regulatory body in each state. In Victoria WorkSafe Victoria has the responsibility for managing the state's workplace safety system.

THINK

**WORKPLACE
SAFETY
IS A SHARED
RESPONSIBILITY**

www.says-it.com/safety

WorkSafe Victoria

- ⇒ Has a major responsibility in helping to avoid workplace injuries occurring.
- ⇒ Has the power to enforce Victoria's OH&S laws.
- ⇒ Is the provider of workplace injury insurance for employers.
- ⇒ Plays a key role assisting injured workers to get back to the workforce.
- ⇒ Manages the workers' compensation scheme for injured workers.

Younger workers at risk B

1. Visit the website of WorkSafe Victoria (or your state) at: **www.workcover.vic.gov.au**
2. Click on Safety and Prevention, More Health & Safety Topics, then Young Workers and download the PDF, Young worker safety - tips for educators.
3. List 5 reasons why young workers are at greater risk of being injured. Discuss these.



1.

2.

3.

4.

5.

3.03 OH&S Induction

Work ready

Nobody should get injured at work. When you set out for work each day you should expect to arrive home safely at the end of your workday. WorkSafe Victoria's vision is, "Victorian workers returning home safe every day".

Young workers have an increased risk of being injured. According to WorkSafe Victoria, 2,000 workers aged 15-24 are injured each year. Before you enter the workplace you need to be work ready. A strong awareness of Occupational Health and Safety issues is one important aspect of work readiness. The development of a personal safety plan is another.

All workplaces and work tasks can present physical, mental or emotional dangers. However, certain industries (construction), occupations (nurses), certain work environments (factories) and certain work tasks (lifting) are inherently dangerous. In addition, some tasks which do not seem obviously hazardous, become so, with repetition e.g. using a computer.

A growing OH&S issue is increased workload which can cause workers to rush, cut corners and be careless.

OH&S student induction

As a student you are required by law to complete an appropriate OH&S induction program before you are allowed to go on work experience or structured workplace learning. In Victorian schools that might be **safe@work**, or another similar program for your state. If you are undertaking a TAFE certificate you will need to complete the relevant OH&S units before commencing any work placement.

For VCAL Work Related Skills you also have to complete all of WRS Unit 1 before commencing structured workplace learning; unless you are undertaking a nationally recognised VET certificate with an OH&S unit of competency, and you have completed that unit of competency prior to commencing your placement.

Your teacher and/or your coordinator will give you lots more information on this.

OH&S induction and training programs

- ⇒ TAFE, VET and VETis OH&S units.
- ⇒ Australian Apprenticeship OH&S outcomes.
- ⇒ Safe Working at Heights certificate.
- ⇒ Certificate 1 in Food Handling.
- ⇒ Responsible Service of Alcohol.
- ⇒ First-aid certificates.
- ⇒ In-house induction programs, films and practical simulations.
- ⇒ Worksite tours and inductions.
- ⇒ Safety equipment demonstrations.
- ⇒ Licensing and certification programs.
- ⇒ safe@work modules and certificate.



"But I'm not as a receptionist. What could possibly go wrong?"



Your OH&S training

If you are a Victorian secondary school student completing structured workplace learning as part your VCAL then you must complete an accredited OH&S training and induction program before you can commence your work placement.

Most VCAL students will complete an appropriate current OH&S unit as part of their VET certificate course, TAFE course or Australian Apprenticeship training before they start any work placement in a workplace that is part of that industry.

However, if you wish to undertake a work placement in a different industry from that of your VET certificate studies, or your learning program does not include any relevant VET studies, then you will need to complete VCAL Work Related Skills Intermediate 1, as well the relevant **safe@work** modules before commencing work placement.

If more than twelve months have passed since you completed the **safe@work General** and **Industry Modules** and you want to do work experience in the same industry, you must complete the **safe@work Review Module** and redo that **Industry Module**.

If you are planning to do work experience in a different industry, you must satisfactorily complete the **safe@work Review Module** and the **Industry Module** relevant to that industry.

Your teacher and coordinator will give you the most accurate and up-to-date information about your specific OH&S induction requirements.



My OH&S training A

Your teacher and/or coordinator will discuss the OH&S requirements relating to any structured workplace learning you are required to do.



Accurately outline the specific OH&S training and induction requirements that you have to complete as part of this unit. Include key dates and other relevant information.

OH&S training/induction that I must complete is:	By when?

3.05 OH&S Induction

Employers

According to WorkSafe Victoria, employers are responsible by law for:

- ⇒ Providing and maintaining safe machinery and equipment
- ⇒ Providing and maintaining safe systems or ways doing work
- ⇒ Following procedures for safe use, handling, storage and transport of machinery and equipment and dangerous substances
- ⇒ Maintaining safe workplace conditions such as fire exits and emergency equipment
- ⇒ Providing adequate facilities including clean toilets, cool and clean drinking water and hygienic eating areas
- ⇒ Ensuring workers have adequate information, instruction, training and supervision to allow them to work in a safe and healthy manner.

Employers must also (among other things):

- ⇒ Monitor workers' health and conditions in the workplace
- ⇒ Keep information and records relevant to workers' OH&S
- ⇒ Where required, engage experts to advise on health and safety issues
- ⇒ Ensure that customers, visitors and the public are not endangered by the conduct of their business.

OH&S Rights and Responsibilities



Employees

According to WorkSafe Victoria, employees should:

- ⇒ Take care of their own health and safety
- ⇒ Inform their supervisor about potential hazard or physical problems in the workplace
- ⇒ Follow all safety guidelines, systems and work according to training and instructions
- ⇒ Take reasonable care not to affect safety of others by their actions or by failing to act
- ⇒ Work with their employer to make the workplace safer
- ⇒ Ensure that they have the appropriate certificate of competency before operating any industrial equipment that requires certification
- ⇒ Report any injury immediately to the supervisor, HSR or person responsible for WorkCover.

OH&S rights and responsibilities

1. As a class discuss the rights and responsibilities shown above by giving real workplace examples.
2. You are required to either draw, create a diagram, or act out scenarios for 1 of the employer responsibilities and 1 of the employee responsibilities shown above.
3. View, download, print and discuss some of the worst examples of unsafe work practices failing basic OH&S through: **www.safteng.net** . Select Free Area and scroll down to WorkSafe Victoria Absolute Shockers. You will be astounded!

Tips: Your teacher will place you into pairs or groups in order to carry out this task successfully. You might need to get advice from an OH&S supervisor to help you. Your teacher might be able to source a film on some of these rights and responsibilities or invite an OH&S professional, a workplace Health and Safety Representative or a union representative to talk to the class.



Use the terms to complete the following passage about OH&S induction.

Workplace safety is a s_____ responsibility. However, when you are undertaking work experience or structured workplace learning it is the responsibility of your employer to ensure that your work e_____ is safe and free from h_____.

When working you must use the correct personal p_____ equipment. It might be your responsibility to be dressed in appropriate c_____ and to wear safety b_____. It will usually be your employer's responsibility to supply appropriate protective equipment. You need to be aware of these requirements b_____ you go on your placement.

At the start of your placement you must be given a _____ tour of your work environment so that you are made aware of any potential d_____. You must also be made familiar with the location of f_____ facilities, be shown the emergency safety e_____ and be introduced to the h_____ representative.

Your employer is also responsible for giving you adequate t_____ and appropriate s_____ in order to safely carry out your day-to-day duties.

During your placement you must follow safe work p_____ and undertake your work a_____ in a safe manner. This ensures that you do not harm yourself, your _____ the c_____ nor any other person.

If you are ever unsure of anything you should speak up and ask; your _____, your _____ a fellow workmate, a safety or union rep or anyone s_____.

If you feel you are in danger, are being t_____ or that you are not being looked after appropriately, ask to be excused and contact your school supervisor i_____.

- | | | | |
|-------------------------------------|--|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> activities | <input type="checkbox"/> dangers | <input type="checkbox"/> HSR | <input type="checkbox"/> shared |
| <input type="checkbox"/> before | <input type="checkbox"/> environment | <input type="checkbox"/> immediately | <input type="checkbox"/> supervision |
| <input type="checkbox"/> boots | <input type="checkbox"/> exits | <input type="checkbox"/> induction | <input type="checkbox"/> supervisor |
| <input type="checkbox"/> clothing | <input type="checkbox"/> first-aid | <input type="checkbox"/> practices | <input type="checkbox"/> threatened |
| <input type="checkbox"/> colleagues | <input type="checkbox"/> hazards | <input type="checkbox"/> protective | <input type="checkbox"/> training |
| <input type="checkbox"/> customers | <input type="checkbox"/> health & safety | <input type="checkbox"/> senior | |

3.07 OH&S Signs

Signs and symbols

You probably have already been exposed to some safety signs as part of your everyday environment, in this school or in a workplace.

In order for safety signs to be effective they have to be universal because the viewer must be able to understand the picture or phrase immediately. Signs need to use recognisable pictures and simple text. Signs can also use colour to convey their message. Red for danger, yellow for caution, green for exits and so on.



Workplace safety signs

Workplace safety, warning and danger signs play an important role in helping to promote a safer work environment. Among other things, these signs:

- ⇒ Warn of potential hazards and dangers
- ⇒ Instruct on the correct personal safety equipment to wear and use
- ⇒ Display mandatory hygiene practices
- ⇒ Advise on first-aid equipment and procedures and
- ⇒ Reinforce OH&S rules and laws that must be followed.



The message

Visual OH&S information is vital in the workplace. This visual information can be categorised according to the type of message being communicated and the urgency of the message.

Existing workers must be familiar and kept up-to-date with all types of these signs. But new workers, or those unfamiliar to the work environment (such as contractors) may need site-specific, workplace or industry induction and training.

Safety signs in your environment A

1. Identify 6 safety or warning signs that you are familiar with in your school or TAFE, home, workplaces, public areas and so on. Write/draw these signs below.

2. Match each of the signs below to the types/categories of signs shown opposite. Discuss workplaces in which you are likely to encounter these signs, and why.



3.09 OH&S Signs

B OH&S signs


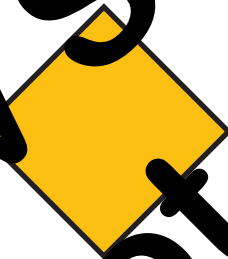




- 1. Briefly explain the potential risk or hazard indicated by each of these warning signs.
- 2. Suggest an occupation that has each sign as part of the work environment.

		
		
		
<div><div>DANGER</div><div>__ R __ L I __ S __ I __ S __</div></div>	<div><div>DANGER</div><div>K __ P C __ A __ R</div></div>	<div><div>DANGER</div><div>W __ V E __ E S</div></div>

OH&S in a workplace C

1. Choose a workplace to investigate. Your teacher might allow you to do this in pairs.
2. Obtain permission to visit this workplace or worksite and record information about OH&S signs and information in that workplace. If permitted take photos and interview an HSR or OH&S representative or a manager.
3. Find examples in this workplace for each of the 6 blank signs below.
4. Draw or describe 3 other types of OH&S information on display in this workplace.
5. Suggest or develop 3 other signs or visuals that might be useful in this workplace.
6. Prepare a report to the class that discusses your workplace, its OH&S issues, language and your suggestions. Use visual displays or a multimedia presentation.

Tips: You will need to negotiate aspects of this activity with your teacher. Use planning pro-formas to help with your planning.

Workplace:	Worksite:	
		
		

3.11 OH&S Processes

OH&S processes and procedures

OH&S is a vital workplace process. Workplace procedures must be followed correctly so as to ensure that processes run smoothly, safely and effectively. Safety procedures relate to effective OH&S before, during and after performing various tasks. Effective management of OH&S issues and hazards is part of risk assessment planning in workplaces.

OH&S procedures before the work task

For example, medical equipment, cooking utensils and hairstyling equipment must be clean and sterile before being used.

OH&S procedures during the work task

For example, appropriate gloves and hand protection might need to be worn and care must be taken to avoid cuts, needle-stick injuries and cross-contamination.

OH&S procedures after the work task

For example, sharps and biohazard waste must be disposed of using suitable containers; and equipment must be cleaned and stored.

A OH&S procedures

Consider one of these occupations or one of your own choosing. Suggest 2 OH&S procedures that must be followed before, during and after performing work tasks.

For example: nurse, electrician, hairdresser, child-care worker, gardener, receptionist, bar attendant.

Occupation:		
	1st procedure	2nd procedure
before		
during		
after		

OH&S issues and processes B

1. Match each of the OH&S hazards/issues with the appropriate response. Be careful as some responses might match more than one hazard/issue.
2. Choose one of these matched pairs and investigate further for a workplace you are familiar with.

Safety Hazard/issue		Process/response
Food contamination from employees and vermin.	1 <input type="text" value="e"/>	a Training and induction of employees.
Workers getting fatigued, making mistakes and becoming injured.	2 <input type="text"/>	b Suitable safety signs and emergency equipment.
Chemicals and flammable liquids left around a workshop.	3 <input type="text"/>	c Wearing suitable clothing.
New employees not knowing about potential hazards.	4 <input type="text"/>	d Safe manual handling procedures.
Workers on-site having someone to look out for their safety concerns.	5 <input type="text"/>	e Appropriate hygiene procedures.
Dangerous machinery that needs to be stopped immediately in an emergency.	6 <input type="text"/>	f Guards, emergency cut-outs and barriers.
Intimidation and 'initiation' of apprentices and other new workers.	7 <input type="text"/>	g Maintenance & testing of machinery, tools and equipment.
Lots of vehicles and traffic on-site including forklifts.	8 <input type="text"/>	h Reasonable breaks and shift lengths.
Uneven surfaces, unstable scaffolding and ladders that are too short.	9 <input type="text"/>	i Maintaining adequate WorkCover insurance.
Injured workers needing to return to work on lighter duties.	10 <input type="text"/>	j Industry-appropriate first-aid equipment.
Employees, contractors and visitors are easily able to identify potential hazards.	11 <input type="text"/>	k Suitable and accessible personal protective equipment.
Frayed electrical leads and outdated equipment.	12 <input type="text"/>	l Appointing an HSR or OH&S representative.
Sleeves and other loose clothing getting caught in machinery.	13 <input type="text"/>	m Safe handling and storage of dangerous goods.
Needing the right safety gear for the specific job.	14 <input type="text"/>	n Clearly marked pedestrian/vehicle zones.
Easily accessible incident reporting forms and guides.	15 <input type="text"/>	o Safe working at heights.
Needing to, by law, maintain adequate insurance to cover injured workers.	16 <input type="text"/>	p Anti-harassment and bullying policies.
Workers straining backs when lifting heavy items and doing repetitive tasks.	17 <input type="text"/>	q Reporting and recording accidents and injuries.
Employees are unable to find the first-aid station in an emergency.	18 <input type="text"/>	r Developing a return-to-work process.

3.13 Hazard Control

Safe work practices

A work practice refers to the ways that a task is carried out in the workplace. The following four conditions need to be met in order to ensure that work practises are carried out safely.



1. Training

- ⇒ An employee should be given supervised training to ensure that they know how to do the task safely and correctly.
- ⇒ e.g. A fast food cook must receive training to learn how to use cooking equipment, tools and utensils safely.

2. Personal protection equipment

- ⇒ An employee should be given access to the appropriate personal protection equipment to reduce workplace hazards.
- ⇒ e.g. The fast food cook may need to wear heat resistant footwear, mittens and other personal protective equipment.

3. Support and supervision

- ⇒ An employee should be given ongoing support and supervision so that the task can be carried out safely at all times.
- ⇒ e.g. The fast food cook should be supervised until they demonstrate competence in the use of relevant equipment.

4. Hazard reporting

- ⇒ An employee should be given the opportunity to communicate and report any hazards; and without threat and intimidation.
- ⇒ e.g. The fast food cook needs to know how to fill out an incident report and must be encouraged to report on the condition and servicing of equipment whenever necessary.

A Safe work practises

Complete the table for an occupation of your own choice. Collect or draw suitable graphics.

Occupation:				
	1. training	2. PPE	3. supervision	4. report

Risk assessment and hazard control

It is vital that you are able to assess risks and control hazards in a workplace environment. A hazard control process uses a procedure that has consistent steps which can be followed for all workplace tasks, jobs and even industries. Some of you might already have been introduced to the 6-stage **ITEACM** hazard control process last year.



Hazard control: ITEACM B

Using ITEACM, list 2 points for each of the 6 steps for either a plumber, beauty therapist, a retail worker or another occupation of your choosing.

1. IDENTIFY

The hazard, risk or potential for harm.



2. TRAIN

Employees to manage the hazard safely.



3. EQUIP

Workers with the correct safety equipment.



4. ASSESS

The employees can effectively control the hazard.



5. CONTROL

Ongoing work practices associated with the hazard.



6. MONITOR

Check that hazards are being controlled consistently.



3.15 Hazard Control

Young workers

Young workers face a greater risk of injury in the workplace than any other group of workers. According to WorkSafe Victoria:

- ☹ Young workers are 17% more likely to be injured at work than any other age group¹
- ☹ When young workers are injured they are 21% more likely to be hospitalised as a result of their injuries¹
- ☹ Males working in rural and regional areas are particularly at risk¹. (¹Source: ABS, (2006), Work-Related Injuries, Australia 2005-06. via www.worksafe.vic.gov.au)

The most dangerous work environments for young people include:²

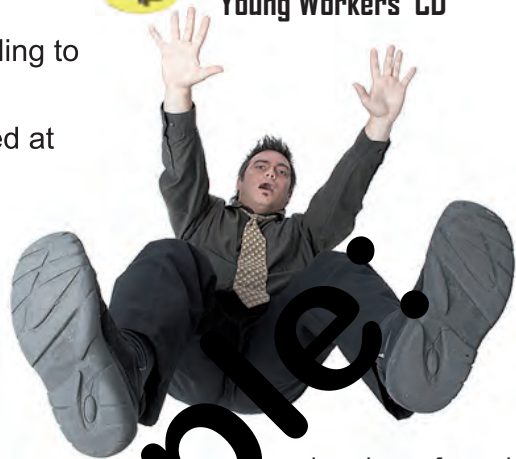
- ☹ Retail (especially fish shops and takeaway food)
- ☹ Cafes and restaurants
- ☹ Manufacturing (especially meat products, metal fabrication and wood and joinery sectors) and
- ☹ Construction (especially plumbing, electrical and carpentry work)

(² Source www.worksafe.vic.gov.au PDF download: [Young_workers_safety_Tips_for_education.pdf](#))

So special care needs to be taken to ensure that young workers are safe in the workplace. What did you think about WorkSafe's ad campaign that targeted younger workers?



Check out WorkSafe's 'Young Workers' CD



Experienced workers often take less care. Do you care enough?

C Young workers

According to WorkSafe Victoria, these are the main reasons why young workers are more likely to be injured at work. ²

- ☹ May not be fully developed physically and mentally.
- ☹ May lack the necessary experience, skills or knowledge to understand the risks associated with the work they're doing.
- ☹ May do work they are not able to and have not been properly trained or supervised.
- ☹ May not be aware of their OH&S rights and responsibilities.

1. As a class discuss each of these reasons and then evaluate the extent to which each reason applies to the students in your class. Discuss WorkSafe's *Young Worker* safety campaign.
2. Choose 2 of these reasons and in your work folios for each of these:
 - i. Describe an occupation and workplace situation that might apply
 - ii. Draw or find a graphic that relates to the situation
 - iii. Create and perform a role play modelling this potential situation
 - iv. Suggest 2 strategies to minimise risk for younger workers related to those reasons.

Young workers' hotspots D

Visit the Young Workers injury hotspots at

www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe/Home/Safety+and+Prevention/Injury+Hotspots
or search for the term directly, or use the 'Young Workers' CD.

List each of the industries. Circle one of the 5 (as at 2013) industries you will investigate.



Recreate the Injury Hotspot diagram for this industry using the key statistics and a brief explanation of the common injury. e.g. 5%: Work-related stress.



3.17 Hazard Control

Raising issues

A common question that all workers are faced with when they start in a new workplace is, “What do I do if I think there is an OH&S problem?” You might come across various problems and hazards similar to these examples.

- ☹ You might experience a safety problem that needs **urgent attention**, such as requiring personal protective equipment, a faulty guard on machinery or an electrical hazard such as a frayed appliance cord.
- ☹ You might notice an **emerging problem**, such as equipment that seems to be ageing, or apparent water stains that might indicate ceiling leakage or a growing incidence of boxes being stored in walkways.
- ☹ You might also notice a **potential problem** that hasn't yet been identified, such as a workplace process that causes overuse injuries, or issues related to the operation of new equipment yet to be installed.

So what do you? Who do you talk to? Your supervisor, your OH&S rep or your boss? Do you need to fill out any forms to report the incident? What processes do workplaces generally use? What about your workplace specifically?

It is vital that you have the answer to these questions before you commence your work placement. And the responses will likely vary depending on whether you are an ongoing employee with responsibility in the workplace, or a work placement student under full supervision.

E Raising issues

Find out the correct procedure for raising safety issues in a workplace of your choosing. You should contact or interview an HSR or OH&S representative before your work placement.

Workplace:		
problem: urgent attention	emerging problem	potential problems

Hazard scenarios F

Read each of the scenarios below. Outline the process you should follow for raising and dealing with each of these OH&S issues. Add 1 more of your own. (You might work in pairs.)

<p>You are very busy working on registers and see a spill in the cleaning goods aisle. But after a few minutes, no-one else has seemed to notice.</p>	<p>You are working in a warehouse and notice that one of the forklift drivers hoons around and always goes outside of the marked lines.</p>
---	---

<p>You are working in an aged-care facility. You have to assist a very heavy patient in and out of bed.</p>	<p>Your boss asks you to move large-sized, 24kg boxes with a colleague. Half-way through, your workmate goes on break, leaving you to finish.</p>
---	---

Your own hazard....

3.19 Risk Assessment

A Personal protective equipment

1. One of the most important ways to control workplace hazards is to use the appropriate personal protective equipment (PPE). Identify each item of PPE shown below. Suggest an occupation that might use it. (Note: Items of PPE are not to scale.)
2. Draw, find graphics of or photograph at least 3 other items of PPE.



B OH&S audit and report

Part A: OH&S Worksheet audit (Enlarge the proforma on the opposite page).

1. Perform an OH&S audit of a workplace, site related to your workplace learning.
2. Fill in one additional safety item for each category.
3. Add at least 3 other OH&S that relate specifically to this work environment.
4. Draw or photograph 2 OH&S hazards that are being controlled effectively.
5. Draw or photograph at least 1 OH&S hazard that could be controlled more effectively.

Develop a risk assessment plan (you could use ITEACM) to describe how to better control risks associated with this hazard. (www.worksafe.vic.gov.au has some templates).

Part B: Interview an OH&S representative or relevant employee or employer. Find out:

- | | | |
|---|--|---|
| <input type="checkbox"/> The process employees can use to report safety concerns and hazards. | <input type="checkbox"/> How to fill out the Register of Injuries (obtain a blank or sample copy or search www.workcover.vic.gov.au and make a mock form). | <input type="checkbox"/> How to fill out a Worker's Injury Claim Form . Fill out a sample form for a 'simulated' incident when you return to school. |
| <input type="checkbox"/> How to fill out an incident report (obtain a blank). | | |

Note: Your teacher will inform you about which tasks are to be presented in written form and which are to be presented verbally, and about timelines and dates for submission.

Tips: Use "S", "N" and "na". You will need to seek permission(s) and negotiate with your teacher



Workplace: _____		Worksite: _____	
Inspected by: _____		Date(s): _____ Time(s): _____	
→ Floors... <input type="checkbox"/> Coverings free from holes. <input type="checkbox"/> No spills, waste or rubbish. <input type="checkbox"/> No stock, boxes or materials on floor. <input type="checkbox"/> _____		→ Aisles... <input type="checkbox"/> Free from clutter and spillages. <input type="checkbox"/> Proper line-marking and/or traffic signs. <input type="checkbox"/> Adequate vision and illumination. <input type="checkbox"/> _____	
→ Windows... <input type="checkbox"/> No broken panes. <input type="checkbox"/> Allowing adequate illumination. <input type="checkbox"/> Allowing appropriate ventilation if appropriate. <input type="checkbox"/> _____		→ Illumination... <input type="checkbox"/> Proper lighting for area. <input type="checkbox"/> Avoidance of shadowing. <input type="checkbox"/> Light fittings in good repair. <input type="checkbox"/> _____	
→ Workspace... <input type="checkbox"/> Free from clutter. <input type="checkbox"/> Benches, desks, chairs correct height. <input type="checkbox"/> Adequate lighting. <input type="checkbox"/> _____		→ Safety equipment... <input type="checkbox"/> Proper protective equipment available. <input type="checkbox"/> Equipment in good repair. <input type="checkbox"/> All employees using equipment. <input type="checkbox"/> _____	
→ Machinery... <input type="checkbox"/> Safety cutoffs accessible and working. <input type="checkbox"/> Proper guards in operation. <input type="checkbox"/> Adequate lighting. <input type="checkbox"/> _____		→ First-aid... <input type="checkbox"/> Trained first-aid officer available and known. <input type="checkbox"/> Equipment clean, maintained and locatable. <input type="checkbox"/> Emergency procedures known and displayed. <input type="checkbox"/> _____	
→ Electricals... <input type="checkbox"/> Appliances tagged. <input type="checkbox"/> No frayed leads. <input type="checkbox"/> Appropriate storage for tools. <input type="checkbox"/> _____		→ Fire... <input type="checkbox"/> Appropriate extinguishers in place & serviced. <input type="checkbox"/> Fire exits marked and kept clear. <input type="checkbox"/> Emergency procedures known and shown. <input type="checkbox"/> _____	
Other relevant OH&S issues... <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	

3.21 Risk Assessment

Personal safety plan

As part of your workplace learning for this year you should develop a personal safety plan as part of a risk assessment and control process. This will help guide you to operate safely and effectively at work. Your school, TAFE or learning institution is not likely to allow you to undertake workplace learning until you have completed a personal safety plan. Some of the activities for your plan will need to be done before your work placement or work-related activity and some during your work placement or work-related activity. Your teacher and/or coordinator will direct you in this regard.

OH&S safety representative

One of the key stakeholders who is responsible for your safety and wellbeing in the workplace is the OH&S safety rep at your particular workplace. This person is expected to be onsite all the time and if they are not, the workplace should have some other employee (deputy) who is able to act in this role. In some workplaces workers will elect a Health & Safety Representative (HSR) who is registered with, and can be trained by, WorkSafe. Depending on the size and structure of your workplace the OH&S safety rep or HSR might be:

- ⇒ The manager/owner (usually if it is a small workplace)
- ⇒ A full-time dedicated OH&S safety professional
- ⇒ An employee appointed to act as the OH&S safety rep on top of their other responsibilities, and who might be an elected HSR
- ⇒ A shift supervisor or duty manager, who might be an elected HSR
- ⇒ A trained employee who is also a union representative, and who might be an elected HSR
- ⇒ Some other designated and trained employee, and who might be an elected HSR.

It is vital that you meet with this person before you commence your work placement. You must ask them how you go about raising any OH&S issues you might come across.



"You can't start your placement until you have been inducted by me, your HSR!"

A OH&S HSR

Complete the table below with appropriate details for both your school/TAFE and for your workplace. If you don't know, ask!

OH&S Rep (HSR) / & Deputy	are at school...	In my workplace...
What is their role?		
How do I raise issues?		

Personal risk assessment safety plan for: _____

Tick required tasks, record dates and add other tasks as directed by your teacher.

⇒ **Training and induction**

Done?

- ☐ Completed relevant school-based or VET OH&S induction program. _____ ☐
- ☐ Completed a relevant risk-assessment activity. _____ ☐
- ☐ Undertaken worksite familiarisation/induction program. _____ ☐
- ☐ _____ ☐
- ☐ _____ ☐

⇒ **Personal Protection Equipment (PPE)**

- ☐ Completed an occupational PPE audit. _____ ☐
- ☐ Developed a checklist of PPE needed for workplace learning experience. _____ ☐
- ☐ Obtained relevant PPE equipment as directed by school & employer. _____ ☐
- ☐ _____ ☐
- ☐ _____ ☐

⇒ **Supervision and support**

- ☐ Met with workplace supervisor or HSR to discuss OH&S responsibilities. _____ ☐
- ☐ Completed worksite tour including emergency procedures & exits. _____ ☐
- ☐ Met key workplace personnel and recorded appropriate contact details. _____ ☐
- ☐ Arranged with school for teacher/co-ordinator worksite visit. _____ ☐
- ☐ _____ ☐
- ☐ _____ ☐

⇒ **Reporting of hazards**

- ☐ Been provided with school-based, ready-reference contact details. _____ ☐
- ☐ Completed school-based, hazard identification & reporting program. _____ ☐
- ☐ Undertaken specific workplace hazard identification activity. _____ ☐
- ☐ Interviewed an HSR or OH&S rep about hazard and incident reporting. _____ ☐
- ☐ _____ ☐
- ☐ _____ ☐

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

WRS
SUPER
SKILLS

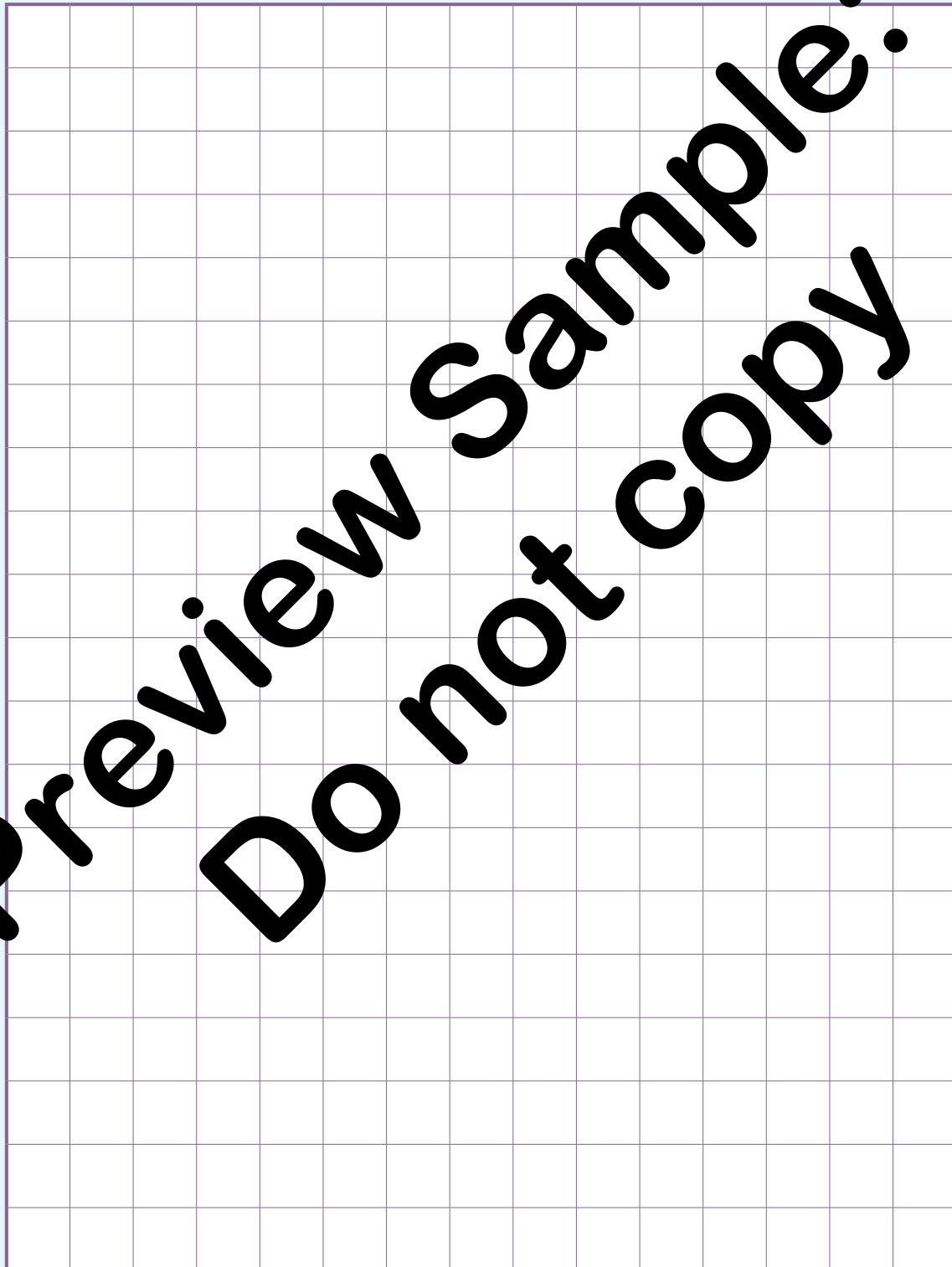
3.23 Risk Assessment

B Safety in a work environment

Use the grid below to recreate a workplace or work environment you are familiar with. Show potential safety hazards and safety equipment.

Tip: Enlarge this page and do a draft in pencil first. Try to use accurate measurements.

Workplace: _____



OH&S in the Workplace AT2

You are required to complete the following tasks relating to OH&S in the workplace as instructed by your teacher.

- Tick those that are required to be completed. Your teacher might add some other tasks, if so, write these in the table.
- You might have to negotiate some of these tasks with your teacher.
- Fill in the due date for those that are required to be completed.
- Tick off the tasks as you complete them. Get your teacher to initial these.

Task	Activity	Re- quired	Due date	Done	Teacher initials
1.	3.02A Younger workers at risk	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
2.	3.04A My OH&S training	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
3.	3.05B OH&S rights and responsibilities	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
3.	3.06C OH&S induction	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
4.	3.08A Safety signs in your environment	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
5.	3.09B OH&S signs	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
6.	3.10C OH&S in a workplace	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
7.	3.12B OH&S issues and problems	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
8.	3.14B Hazard control TEACH	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
9.	3.15C Young workers	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
9.	3.16D Young workers' hotspots	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
10.	3.17C Raising issues	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
11.	3.18C Hazard scenarios	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
11.	3.19A Personal protective equipment	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
12.	3.19B OH&S audit and report	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
13.	3.21A OH&S rep	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
14.	3.22 Personal risk assessment safety plan	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
15.	3.23B Safety in a work environment	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Signed: _____ Date: _____

3.25 Self-Assessment

Self Assessment Pro-Forma

Which work-related skills did I develop during this unit?

- _____
- _____
- _____

Which tasks did I perform best at during this unit?

- _____
- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____
- _____

Which tasks (if any) did I least enjoy doing and why?

- _____
- _____

Which areas should I focus on improving?

- _____
- _____
- _____

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Teamwork & Technology Skills

4

Contents

4.01	Effective Teamwork	70	4.13	Self-Assessment.....	82
4.05	Workplace Technology	74	4.14	Team Assessment.....	83
4.09	Effective Use of ICT	78	4.15	Unit Assessment.....	84
4.12	Assessment Task.....	79			

Activity	p.	Due date/Done?	Comment
4.01A Work-related activity & safety	70	<input type="checkbox"/>	
4.02B 8 tips for effective teams	71	<input type="checkbox"/>	
4.04C Multiple intelligences	73	<input type="checkbox"/>	
4.04D Effective negotiation	73	<input type="checkbox"/>	
4.06A Workplace technology	75	<input type="checkbox"/>	
4.08B Technology: Social & ethical issues	77	<input type="checkbox"/>	
4.09A ICT devices	78	<input type="checkbox"/>	
4.10B ICT devices & safety	79	<input type="checkbox"/>	
4.11C Using ICT effectively	80	<input type="checkbox"/>	
4.13 Self-Assessment	82	<input type="checkbox"/>	
4.14 Team Assessment	83	<input type="checkbox"/>	
4.15 Unit 1: Assessment Record	84	<input type="checkbox"/>	

Comments:

4.01 Effective Teamwork

Teamwork

You already know that an essential employability skill for your future is your ability to work as an effective member of a team. You can get a much more productive outcome from people working together in teams, than from people working individually and alone. In all workplaces you will work alongside people with varied strengths, different weaknesses and wide-ranging personalities. This diversity creates synergy.

Effective teams use a mix of skills, personalities and intelligences. You don't want all team members to be outgoing and loud. This will cause conflict and little will get done. Also, if all team members are quiet and reserved the team will find it difficult to get started. You need a mix to create synergy.

In Unit 1 of WRS you have to participate in a teams-based, work-related activity. As part of this activity you have to demonstrate that you can work safely. To achieve this your team will have to develop common goals, identify safe work procedures and review the process you undertook. There are a number of ideas and guidelines for work-related activities in Section 5.

A Work-related activity & safety

Use the table below to start drafting and planning how you will undertake your work-related activity for Unit 1. Your teacher is likely to give you much more guidance on this.

Tip: The key to this activity is planning for safety. So apply what you learned in Section 3.

Team members:

Work-Related Activity:

- | 1. Plan & list your common safety goals. | 2. Organise safe work procedures for your team. | 3. List your role/responsibilities to do the tasks. | 4. Explain how you will review your processes? |
|---|--|--|---|
| | | | |

8 tips for effective teams B

In teams make a poster that communicates these 8 tips for effective teams. Use graphics and other visuals to concisely show these tips. Present your poster to the class explaining how your team will use each of these in order to **work safely** with others.

8 Tips for Effective Teams

Communicate clearly

- ⇒ Be willing and able to communicate effectively with people; including those from different backgrounds.
- ⇒ Listen carefully to what people say.

Set clear objectives

- ⇒ Clearly understand and know the goals/objectives of the team.
- ⇒ Write these down, make sure everybody has a copy and stay on track.
- ⇒ Prioritise objectives up for all to see if necessary.

Assign roles and responsibilities

- ⇒ Assign roles and responsibilities to team members; including the role of the leader.
- ⇒ Rotate team roles and share responsibilities around.
- ⇒ You might have one leader or share this role depending on the activity.

Follow team rules

- ⇒ Establish a set of rules and a procedure for group meetings and stick to these.
- ⇒ Follow these meeting rules and get people to report on their

Take minutes

- ⇒ Record important information, dates and responsibilities.
- ⇒ Someone must always take minutes (minutes) of meetings.
- ⇒ Share this responsibility around so that everyone builds this skill.

Listen and be fair

- ⇒ Listen to and consider other team-members' points of view.
- ⇒ Put aside personality differences; you don't have to be 'friends' to work well together.
- ⇒ Don't ever yell or get personal.

Build synergy

- ⇒ Ensure that team members' strengths and weaknesses are complementary.
- ⇒ Pair people together to help support and train team members.

Make group decisions

- ⇒ Decide on a decision-making process that everyone agrees to.
- ⇒ You might choose a majority vote, and then stick with that or some other method, such as consensus.

4.03 Effective Teamwork

Different strokes...

People in work-related situations have to deal with owners, managers, colleagues, customers, clients - all sorts of people on a daily basis! Working effectively with others and in teams is probably the most important employability skill needed for just about all occupations.

Professor Howard Gardner of Harvard University developed eight 'multiple intelligences'. Gardner says that people have varied skills and abilities much different from 'the usual IQ'. Each of us is likely to have different levels of intelligence in each of these eight categories.

However, you must not just see yourself as being strong in only one category. Rather, you should reflect on your strengths across a range of co-related intelligences.

Multiple intelligences (as well as emotional intelligence) have become key considerations in developing workplace teams. So what are you good at?

Emotional intelligences

May relate to areas such as:

- ✓ Self-awareness
- ✓ Self-management
- ✓ Social awareness
- ✓ Managing relationships.



Multiple intelligences C

List each multiple intelligence. Rank yourself using *very low, low, medium, high, very high*. Also rank another member of the class. Tabulate and discuss these results as a class.

My multiple intelligence rankings.			
Interpersonal			
⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒

Multiple intelligence rankings for _____			
Interpersonal			
⇒	⇒	⇒	⇒
⇒	⇒	⇒	⇒

Effective negotiation

When working as part of a team you will have to negotiate tasks, responsibilities, deadlines and other work-related issues with your team members.

The aim of effective negotiation should be to create a win-win situation. This might mean involving team members in planning, organising, discussing, solving-problems and other decision-making activities.

Effective negotiation normally relies on clear communication, listening to the other person's point-of-view, weighing up pros and cons and then making a decision for the benefit of the team. Any decision might involve some degree of compromise by one or more parties.

Responsibilities should be clearly communicated and understood.

The 8 tips for effective teamwork can go a long way towards helping you negotiate work-related tasks and issues fairly and safely.



Effective negotiation D

As part of your team come up with 6-10 brief phrases that will serve as the guiding principles that your team must use and follow when planning, organising, doing and reviewing team-related activities.

e.g *Respect for others, no yelling, each person gets 2 minutes to express their view, someone takes minutes, use consensus decision-making, rotate leadership, all roles and responsibilities are put in writing, appoint a safety monitor and so on. You get the idea!*

4.05 Workplace Technology

Technology

Organisations in all industries invest in technology to improve work practices and/or processes. This capital investment is aimed at improving both efficiency and effectiveness of production. How would industry, and indeed all of us, cope without our technological items and devices?

Technology that improves work-related outcomes is an innovation.

The modern workplace is becoming increasingly more capital-intensive. Capital-intensive production processes usually save time (and money), are often more accurate, and if used properly, are usually safer.

Many work tasks that used to be performed by human labour have been replaced by machines, robotics, hydraulics, ICT devices, automated processes, software apps and so on.

As a result, workers need to be more skilled and better trained at using and operating tools, machinery, equipment, devices and sophisticated technological systems. Are you?

We can generally classify workplace technology into manufacturing technologies and service technologies.



1. Manufacturing technology

Some items of technology are used directly to produce and manufacture goods. These include tools, equipment, devices, machinery and all other items used by employees to effectively carry out the production process.

More sophisticated technological items and systems include computer-aided design, computer-aided manufacturing, virtual manufacturing, automated guided vehicles and robotics.

Manufacturing technology demonstrates a capital-intensive approach to production whereby the organisation has invested in replacing human effort with faster, quicker, safer and more accurate items of technology. Manufacturing technology is usually supported by sophisticated IT systems.

Manufacturing technology normally requires employee training and updating of workplace skills as new technology is introduced.

Technologies used in manufacturing and refining represents a huge capital investment.



2. Service technology

Technology is also used to support organisations that produce services in the form of either direct service technology or indirect service technology.

Direct service technology relates to those items used directly to provide a service.



Indirect service technology refers to items used by organisations to support their core operations. These include all technologies listed above as well as many day-to-day items commonly used across industries such as office equipment, IT, communication devices, vehicles, OH&S, cleaning and maintenance and other items.

Workplace technology A

1. List 3 examples of manufacturing technology and/or service technologies you have used before (or are likely to use as part of your future career).
2. How did you learn (or how you learn) how to use these safely and effectively?

1.

2.

3.

4.07 Workplace Technology

Technological issues

There are a range of social and ethical issues that arise as a result of the introduction of workplace technology. Different stakeholders have varied viewpoints. Three main social and ethical issues involve job replacement, safety and customer service.

1. Job replacement

One of the key social issues associated with the introduction of new technology is reduced job levels. New technology does replace jobs, but it also creates jobs.

Technology tends to replace lower and semi-skilled jobs leaving those employees facing long-term unemployment. Industries such as manufacturing, construction, wholesale trade, mining and property and business services have all seen a reduction in their proportion of lower-skilled positions. However, these industries have increased their proportion of higher skilled production workers, as well as professional and managerial employees.

The key challenge is to ensure that employees are trained and retrained so that they can be part of new technological advancements rather than being replaced by technology. This requires a commitment by employers to support employee training.

2. Safety

New work technologies can improve worker safety. However, modern technological processes have brought with them their own OHS problems.

A lot of back-breaking physical effort has been replaced by innovations in agriculture, mining, manufacturing, construction and other industries. However, repetitive strain and overuse injuries have occurred in employees undertaking unsafe work practices.

There are also growing problems associated with the use of ICT, including soft tissue injuries such as hand, neck and back sprains and strains as well as vision and fatigue problems. Some people also argue that modern technology is making us less fit and contributing towards work-related obesity. Innovative communication technologies are also contributing to work/life imbalance for some employees as they are expected to be contactable and on-call outside normal working hours. Is that ethical?



Self-scanners. Good or evil?

Technologies such as mobile equipment improve worker physical safety such as lifting hazards; but presents its own safety issues.



3. Customer service

One of the key benefits of new technological processes is supposed to be an overall improvement in quality levels. However, some stakeholders argue that some technological processes actually reduce service quality. e.g. Those highly irritating computerised phone systems used by many industries.



There needs to be a balance between the efficiency that comes from new technological improvements and any loss of service quality resulting from reduced human input. So does technology improve quality for customers and clients. Consider online banking, self-checkout systems and other customer-driven processes?

Technology: Social and ethical issues B

Identify examples of technologies used in a workplace or industry you are familiar with. Explain how each can present an advantage and a disadvantage for each of the 3 technological issues summarised in this topic.

Workplace/industry:		
An example that replaces jobs tasks is ...	An advantage of this is...	A disadvantage of this is...
An example that impacts on safety is	An advantage of this is...	A disadvantage of this is...
An example that impacts on safety is...	An advantage of this is...	A disadvantage of this is...

4.09 Effective Use of ICT

Information and communications technology

ICT has become such an important part of our everyday personal, social and working lives that at times we take for granted potential safety issues that exist when using ICT. We accept that handheld communication devices, apps, apps and more apps, broadband internet connection, access to personal computers and laptops and other ICT devices are a part of our everyday lives. However, we need to remember that many of these devices have only been around for just a few years, and that many OH&S issues are only now just coming to the surface.



A ICT devices

Complete the table adding 3 other ICT devices. Draw on any suitable images.

ICT Device	Useful for...	Safety concerns...	Correct use...
Next generation mobile			
iPad (tablet)			
Bluetooth headset			

ICT safety

People are becoming addicted to their ICT devices and marketers and employers know that. Given that these devices were essentially designed for workplace communication, why do you think that people are over-using these devices so much as part of their personal lives?

Would you like a job where your boss gives you a free tablet and a mobile?

Why would they do so? How do ICT devices cause a conflict between work/life balance? Are you dependant upon your ICT devices? Which devices could you live or not live without?

Many people do not use their ICT devices in a safe manner. Bad ergonomics!

Some of the major problems associated with the overuse of modern ICT devices are the effects on a person's health and wellbeing. These risks fit into three main categories.

1. Hazards from the device itself.
2. Primary injuries from use and overuse of these devices.
3. Lifestyle injuries and problems associated with overuse of these devices.



1. Injuries from the device itself.

Such as:

- ☒ Electrical shock risk
 - ☒ Weight of object/lifting
 - ☒ Sharp corners
 - ☒ Tripping on cord
- and so on.

2. Primary injuries from use and overuse.

Such as:

- ☒ Eye strain
 - ☒ Hand strain
 - ☒ Voice strain
 - ☒ Hearing loss
 - ☒ Mental health issues
- and so on.

3. Lifestyle injuries and problems.

Such as:

- ☒ Reduced fitness
 - ☒ Poor lifestyle habits
 - ☒ Lack of mobility
 - ☒ Addictions
 - ☒ Road & pedestrian accidents
- and so on.

ICT devices & safety B

1. For each category above list another 3-5 other potential safety issues.
2. Discuss the issue of device addiction as a class.
3. Discuss how ICT devices cause a conflict between work/life balance.
4. Search the Internet for articles about text addiction and addiction to ICT.

Try searching for: **Dr Jerald Block** from **March 2008**.



5. Do you think that the statistics shown in this 2008 story might have changed by now? (If the link has changed just try a general search on Text Addiction.) A 2011 *Pew Internet* study found that American teenagers send an average of 60 text messages a day.
6. Calculate average hours of usage of ICT devices for class members. Compare this to any averages you find out as part of your research. If your class is spending this much time using these ICT devices, then what are they giving up?

4.11 Effective Use of ICT

Effective use of ICT

Workplace use of information and communications technology is a key driver of workplace effectiveness and efficiency. We are becoming ever more immersed in this information age, both as consumers and workers. Given this, we need to ensure that we not only know how to safely use workplace ICT, but that we also know how to choose the best workplace ICT for our needs.

You have grown up with ICT devices as an essential, but normal, part of your everyday communication needs. So as a knowledgeable young person you might find yourself in a position where people ask you for advice about various ICT devices. But how do you make the right choices?



C Using ICT Effectively

- You are required to prepare a report.
- ⇒ List the items of ICT that you need to use to support a teams-based, work-related activity.
 - ⇒ Explain how this ICT equipment will allow your team to complete its work tasks more effectively. Consider the six categories above.
 - ⇒ Detail any training, supervision or special instructions needed so as to use this ICT equipment effectively.
 - ⇒ Outline strategies to ensure the safe use of this ICT equipment.
 - ⇒ Review the success of the group in relation to using this ICT equipment effectively and safely.

Note: This task might be completed as part of AT3 on p.81.

Tips: You should use visuals and other graphics to support your presentation. Your teacher will inform you of report format, word/task length, due dates and so on.

ICT, Safety & Ergonomics AT3

Topic:

As part of a work-related team, research the issues surrounding safe use of ICT devices by focusing on ergonomics.

Tasks:

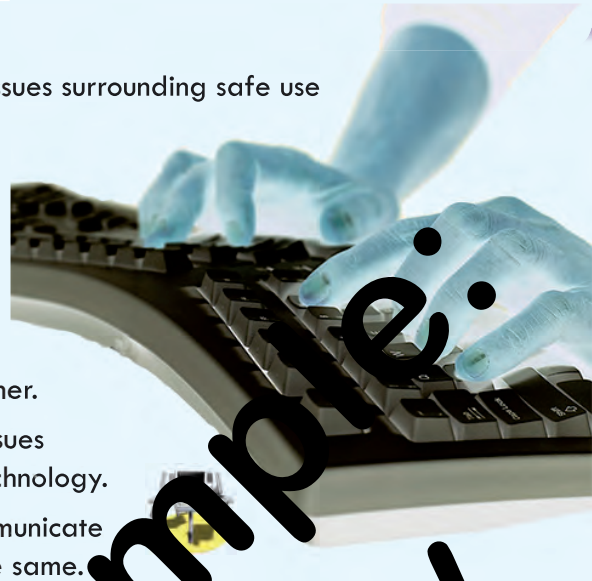
- ⇒ Your teacher will form you into pairs or teams.
- ⇒ You need to investigate ICT and ergonomic issues and hazards for a workplace of your choosing in consultation with your teacher.
- ⇒ You must address some social and ethical issues regarding the use of ICT and workplace technology.
- ⇒ Ergonomics uses extensive diagrams to communicate safety messages. Make sure that you do the same.
- ⇒ Use the internet, ICT and OH&S experts, demonstrations, training, etc. to build your ICT safety knowledge.
- ⇒ You must use ICT and other technology as part of this activity.
- ⇒ As part of this activity you must undertake a review process, incorporating feedback. You could use the evaluation process on p.83

Outcomes:

You are required to complete one or more of the following tasks as negotiated with your teacher.

- ☐ A safety poster for the workplace
- ☐ An instructional pamphlet
- ☐ A fact-sheet for trainee employees
- ☐ A fact-sheet for a workplace where ICT is used in this workplace
- ☐ A web page or an e-poster
- ☐ A fact-sheet for supervisors
- ☐ A presentation using powerpoint
- ☐ A role-play scenario
- ☐ A tv or media advertisement
- ☐ A training and demonstration session
- ☐ An info sheet in another language
- ☐ A set of instructions

or some other task(s) negotiated with your teacher.



Ergonomics related to

Some useful resources are:

ICT and other technology we could use includes:

4.13 Self-Assessment

Self Assessment Pro-Forma

Which work-related skills did I develop during this unit?

- _____
- _____
- _____

Which tasks did I perform best at during this unit?

- _____
- _____
- _____

Which tasks did I most enjoy doing and why?

- _____
- _____
- _____

Which tasks (if any) did I least enjoy doing and why?

- _____
- _____

Which areas should I focus on improving?

- _____
- _____
- _____

Signed: _____ Date: _____

Teacher initials: _____ Date: _____

Team Member/Individual Assessment

As part of working as a team you should undertake both self-assessment and assessment of your team-members. Copy and use this pro-forma to honestly assess the performance of your group members (or yourself) as part of your activity.

Team member: _____

Overall activity: _____

Specific task(s): _____

Assessed by: _____ Date: _____

Ability to effectively:

	Excellent	Very Good	Good	Basic	Not shown
i. Plan & organise.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Manage time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Work safely.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Demonstrate task skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Apply leadership strategies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Communicate.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Solve problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Use technology appropriately.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Contribute to the team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Briefly describe you/this student's 2 major successful contributions/areas of involvement.

1. _____

2. _____

Briefly suggest 2 areas that you/this student can improve upon in their next task.

1. _____

2. _____

Briefly describe 2 transferable skills that you/this student demonstrated doing this activity.

1. _____

2. _____

Signed: _____ Date: _____

4.15 Unit 1 Assessment

Name: _____ Teacher: _____ Final due date: _____					
WORK RELATED SKILLS INTERMEDIATE - UNIT 1 SUMMARY RECORD SHEET					
LO1: Learn conditions & entitlements for an industry.		LO2: Communicate OH&S issues. LO3: Understand OH&S in a work-related context.		LO4: Identify OH&S hazards. LO5: Work safely in a team: LO6: Use ICT and other technology effectively: for a work-related activity.	
1.05A, p.6 Minimum entry standards 1	3.02A, p.45 Young workers at risk	3.14B, p.57 Hazard control: ITEACM	4.01A, p.70 Work-related activity & safety		
1.06B, p.9 Australian Apprenticeships	3.04A, p.47 OH&S training	3.15C, p.58 Young workers	4.02B, p.71 8 tips for effective teams		
1.08D, p.9 Job research	3.06C, p.49 OH&S in a workplace	3.16D, p.59 Young workers' hotspots			
1.16A, p.17 Workplace agreements	3.08A, p.51 Safety signs in your environment	3.19B, p.62-63 OH&S audit report	4.08B, p.77 Technology: Social and ethical issues		
1.17B, p.18 FWO - Industry information	3.10C, p.53 OH&S in a workplace	3.22, p.64 Personal assessment safety plan	4.10B, p.79 ICT devices & safety		
AT1A, p.19 Occupational Investigation	3.12B, p.55 OH&S issues and processes		4.11A, p.80 Using ICT effectively		
1.21A, p.22 Union investigation <u>or</u> Interview a union member or official and prepare a summary report.	3.05B, p.48 OH&S rights & responsibilities		4.14, p.83 Team Assessment		
	3.17E, p.60 Raising issues				
	3.21A, p.64 OH&S rep/HSR				
or AT1B, p.23 Occupational Investigation	or AT2, p.67 OH&S in the Workplace		AT3, p.81 ICT, safety & ergonomics		
Are all tasks completed for this outcome?	Are all tasks completed for this outcome?	Are all tasks completed for this outcome?	Are all tasks completed for this outcome?		
Date: <input type="text"/> <input type="text"/>	Date: <input type="text"/> <input type="text"/>	Date: <input type="text"/> <input type="text"/>	Date: <input type="text"/> <input type="text"/>		