



**NASSSA**

**2018**

**VOCATIONAL  
EDUCATION  
AND  
TRAINING  
PATHWAYS**

***INDUCTION  
BOOKLET  
Appendices***

**STUDENT NAME:**

## DCSI Screening Unit

The DCSI Screening Unit provide a range of screening background checks on behalf of organisations that are engaging employees and volunteers. School students doing work placements are included in this and **this must be initiated by the school once the student has notified the school of needing it.**

Screening by the DCSI Screening Unit is an organisation-driven process, ie an organisation initiates the screening process on behalf of an applicant. The Unit offers five different types of screening check.

These are...

Child-related-employment-screening

Aged-care-sector-screening

Disability-services-sector

Vulnerable-person

General-probity

Schools students may need to undergo relevant history screening for a placement related to their studies, eg for a work experience placement where they will be working with children or vulnerable adults. For example, TAFE or high school students on work experience, where they will be working with children, may be required undergo child-related employment screening. This is mandatory pursuant to the Children's Protection Regulations (2010).

The checklist on the next page may assist you in the process. This clearance should be organised as soon as the student is approved into a course and preferably before the training begins. If a student does not have the clearance ready for training, they may not be able to do placements which are compulsory for some qualifications. Therefore they will not be able to complete the course and will not get a SACE result from their VET course.

Information can also be found at the DCSI website at <http://screening.dcsi.sa.gov.au/>  
Answers to **Frequently Asked Questions** can be found at [http://www.dcsi.sa.gov.au/\\_\\_data/assets/pdf\\_file/0004/31738/25-August-2015-FAQ-Online-screening\\_information-for-applicants.pdf](http://www.dcsi.sa.gov.au/__data/assets/pdf_file/0004/31738/25-August-2015-FAQ-Online-screening_information-for-applicants.pdf)

**STUDENTS ON PLACEMENT:** Where more than one type of screening is required for students on placement, only one fee will be charged (\$57.20 GST incl.) provided that all of the screening applications forms are submitted online at the same time.

***Applying through your home school will cost LESS. You MUST see your VET Leader & Business Manager.***



## DCSI Screening Application Process

**Trainer** notifies student and their school VET Leader, that they are required to obtain DCSI Screening

**Student** requests assistance with as many forms of clearance as they require from Business Manager/VET Leader

**School** (Business Manager or VET Leader) initiates application online with DCSI Screening Unit

**Student/family** complete information online then inform their school Business Manager (with verification documents and any payment the school requires on the student's behalf if applicable)

**School** (Business Manager) verifies form and sends (posts) to DCSI Screening Unit

Screening outcome provided to student by **DCSI**

**School** claims back the gap they have paid, from DECD

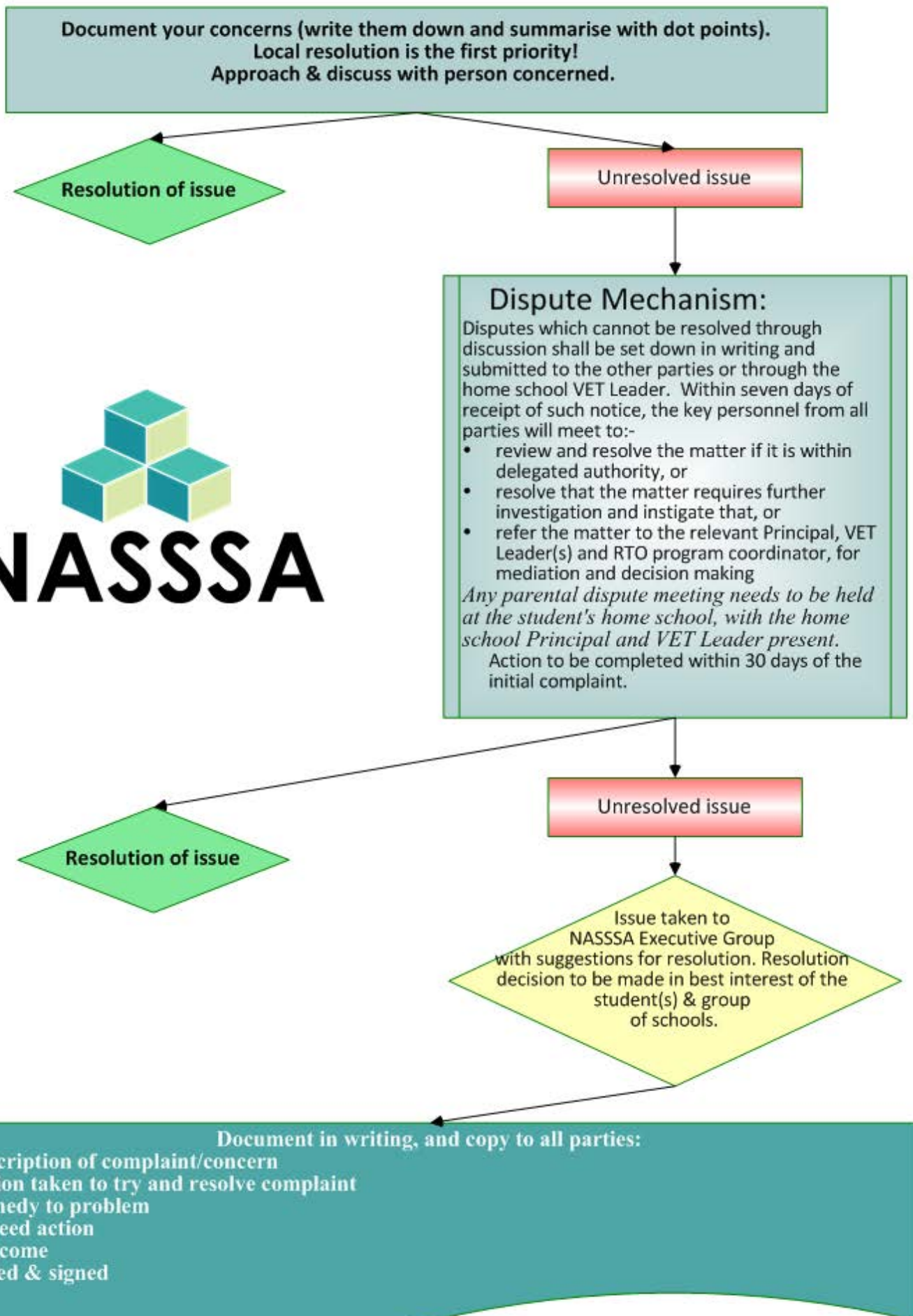
**Student** keeps original, but provides evidence (Copy) of successful screening to trainer

**Trainer** submits to relevant work place with other paperwork





# NASSSA Grievance Procedures for VET Pathways Programs





# NASSSA

TOGETHER FOR QUALITY EDUCATION, QUALITY FUTURES

## Program of Workplace Preparation

### Statement of Completion

.....  
Student name

from

.....  
School/college

has successfully completed a program of  
**Vocational Education & Training and  
Workplace Preparation**

Prior to attending work placement or vocational education and training, this program referenced against the Workplace Learning Procedures v2.0 2016 has:

**a). covered the relevant issues from the:**

- ✓ Work Health and Safety Act 2012 (or as amended from time to time)
- ✓ Children's Protection Act 1993 (or as amended from time to time)
- ✓ Equal Opportunity Act 1984 (or as amended from time to time)

**b). made the student aware of:**

- ✓ their right to undertake their work placement in a child safe environment
- ✓ their right to feel safe and be safe from harm at all times
- ✓ their role, responsibilities and rights related to WH&S in the workplace
- ✓ the purpose and goals of the work placement
- ✓ insurance arrangements and implications
- ✓ any particular requirements when working with children and vulnerable people
- ✓ any other specific requirements of the workplace provider, eg, industrial safety issues
- ✓ the procedure to be followed if they experience unsafe workplace practices, bullying, teasing,

violence, sexual or racial harassment, alcohol or drug abuse, or any other issue that makes them feel unsafe or uncomfortable



Government  
of South Australia

Department for Education  
and Child Development

.....  
Principal/Delegate Signature

.....  
Principal/Delegate Name

.....  
Date:

## It's a Risky Business - a classroom activity

### Understanding and managing the risk factors in the workplace

#### Background

Through the use of case studies, students can consider actual or similar situations that they may encounter in the workplace and practice how they might respond, what actions they could take and the words they can use.

Learning opportunities may occur across a number of curriculum areas. Students could learn about discrimination in English lessons, or work health and safety issues in Physical Education, Science or Technology classes. Learning opportunities may also occur through listening to guest speakers or information sessions at school.

Best practice suggests there should be ongoing documentation and storage of the evidence of students' understanding of key elements of workplace learning, as well as other evidence that shows an individual's preparation for work placement.

Students may work in pairs or in small groups. They may choose to read the case studies aloud, act them out with their responses, or record, film or document them. They might create a powerpoint, a tellagami animated video or multimedia presentation of their responses. Each group may present a number of different scenarios and its resolution to the class.

It is important students are given the opportunity to rehearse their responses, and receive feedback and support.

The assumption for the following activities is that students have already been given background information on the three Legislative Acts: *Work Health and Safety* (2012), *Child Protection* (1993) and *Equal Opportunity* (1984).

Most important students need to understand and respond to:

- Keeping Self Safe
- Keeping Others Safe

Teacher/students may wish to design their own additional scenario cards – using past experiences and/or information that are relevant to the cohort of students.

#### One example of how the scenario cards could be used

Students receive a set of scenario cards (up to teacher how many per group)

- a) Students put the 3 Legislative Act cards (*Equal Opportunity*, *Child Protection*, *WHS*) across the top.
- b) Students as a group decide under which Act the Scenario Cards belong.
- c) Students then each choose 1 (number determined by teacher and amount of time allowed) scenario from each act to determine what they would do in response.  
For each consider the outcomes from the 2 following perspectives:
  1. Do nothing – what the consequences could be
  2. Respond – what the appropriate response should be
- d) Students use Response Cards (Blue) to help them determine a course of action. They may use more than one card in each response. They may also use a particular response card for more than one scenario
- e) Students can then choose an appropriate format (as discussed in background above) to present one of their scenarios and response to the class.
- f) Class can give feedback and offer additional ideas for responses.
- g) Teacher to record, keep evidence of these sessions for each student to show evidence of understanding.

Teachers may choose to laminate multiple sets of the cards to use with small groups within class.

## ***It's a Risky Business* - SCENARIO CARDS** Acknowledgement of SafeWork SA for some scenarios

*It should not be assumed that all the following scenarios contain an unreasonable risk*

Note not all the scenarios are related to work placement.

1

Lucie, 15, is on work experience in a small music retail store and has been enjoying learning about customer service and the musical instruments. Her supervisor thinks she is doing a great job. The supervisor needs to go out and pick up some supplies and asks Lucie to manage on her own for about half an hour.

2

Sam, 16, is doing some work experience with a plumber onsite. His supervisor asks him to go with the apprentice, who has his P plates, to pick up some supplies.

3

Annie, 17, started her work placement at a takeaway café as part of her Year 11 Workplace Practices course. Day 2 she started getting a hard time from Peta, another employee. Peta would wait until they were alone and then threaten to bash Annie. Annie explained she was only there on a work placement and was not a threat to her job. Peta told her the only way to not get bashed was to do her work too, starting with cleaning out the grease trap and then washing all the baking dishes.

4

Tom, a 15 year old on work placement with a small building company, was asked by some apprentices whether he was gay. They commented on him visiting gay bars and implied that he was a paedophile. One day one of the guys grabbed Tom from behind inappropriately touching him in the process.

5

Sophie is 15 and has always wanted to be a mechanic. She has spent a lot of time at weekends in her Dad's crash repair shop but she wants to experience a different workplace. Now she is in Year 10 she is excited to do her first official work placement at a mechanic across town. When she arrives on the first day she is shocked to see calendars and posters of naked women in the workshop. Even the computer in the office has a screensaver of naked women.

6

Joe is 16 and wants to get a weekend job as a cellar hand in a local winery. He organises a work placement as part of his Year 10 Personal Learning Plan (PLP) course. He will be stocktaking and driving a forklift to move barrels in the barrel shed. The owner asks if he will also help out by serving wine at a big function they have coming up.

7

Bree, 16, is on her second shift at a local fast food chain. The duty manager asks her to help a worker to change the hot oil from the fryer.

8

Nick, 15, is doing work experience at a cash only retail store. It is Friday afternoon at 4:30 pm, and the team are gearing up for their regular Friday night social drink. Nick's supervisor asks Nick to take the day's takings down the street to the bank for them.

9

Susie is 16 and was on work experience at a primary school. She has learning difficulties and needs more time to complete tasks and has to take notes to help her to remember things. She made this known before she began the placement. On her second day, a teacher's aide working there began to ask her to do more and more tasks while not letting her finish the ones already assigned. Susie felt under pressure and the supervisor kept asking why she hadn't finished her tasks, and what was wrong with her. Susie felt embarrassed and belittled and did not want to go back for day 3.

10

Hannah, 16, was doing work experience in a retail clothing store. Her lunch break was at 12. When she got back at 1.15, the manager was a little short with her and mentioned that lunch breaks were usually only 30 minutes. Hannah felt that she was a little rude. The next day was pretty quiet and Hannah was texting her friends to see how they were going when the manager asked her to put her phone out the back with her bag as it wasn't appropriate. Hannah rang her school supervisor and complained that she was being picked on and she didn't want to come back.



11

Tim is 16 and has started his first day on work placement at a local restaurant. He started his shift after school at 4 pm and didn't finish until midnight. He had one 15 minute break and towards the end of his shift was feeling a bit foggy and finding it hard to concentrate.

12

Sarah, 15, was excited about her week of work experience with a PR company. She was put to work on her first day doing telemarketing to sell cardboard boxes. She had minimal supervision. The second day another work experience student started with the company and she was put to work doing exactly the same. By the third day, Sarah felt that she wasn't actually learning anything about the PR industry.

13

Josh, 17, was doing year 11 work experience in a Hotel working 9 am – 5 pm. He only got the one minimum 20 minute meal break throughout the whole day. He worked with the cleaners for the first day and although gets claustrophobic, he had to go up and down in the lifts with the cleaning trolley. The lift got stuck for 15 minutes and one of the cleaners panicked speaking in a different language that he couldn't understand. Josh felt very anxious. The second day he was in the kitchen and again, only having a 20 minute break all day and spent the entire day chopping vegetables. No one bothered to speak with him. He accidentally cut himself with the knife.

14

On his year 10 work experience placement, James, 15, was at a Graphic Design/Advertising firm. One of the tasks was to design a wine label for a client using one of their computer programs. It was actually repeating a task that one of the staff of the company had to do. When the staff member saw that he had actually done a better job than her, she made the rest of the week very difficult, getting him to run pointless errands, making him feel bad about what he was wearing and his fashion sense, and making jokes at his expense. James was embarrassed and felt uncomfortable.

15

Louis, 17, was working in a warehouse for a well-known Christmas hamper firm during the summer holidays. He was a fairly strong looking lad and the wife of the boss cornered him in the office on his second day and made advances on him. Louis felt very awkward, but when he tried to tell his workmates they just laughed about it and teased him.

16

Jade, 17, was doing her work experience at the local hairdressers and once she had swept the floors, there wasn't much for her to do – so they sent her outside to paint the outdoor toilet cubicle blue. She did that for 3 days and didn't actually get to interact with any of the customers.

17

Peter a young school-based apprentice, almost 16 had been working on the construction site for 2 months. He was working with poly piping. He struck with a hammer, a poly pipe which had become brittle. It fragmented and broke into pieces, and struck him in the eye.

18

Brad was 14 and was given the opportunity to do work experience with a family friend on a tuna boat off Port Lincoln. Brad loved fishing, but was not a strong swimmer. He didn't want to miss out on the opportunity, and didn't want to appear stupid so he didn't say anything to anyone about his swimming ability.

19

Liam was 15 and was doing work experience on a cattle station with a friend of the family. He lived in the city and had never been on a station before. He was very excited. The station owner had 2 other lads the same age working with Liam, one who was his son, and one who had worked on the station every holidays for the last few years. Both boys made Liam feel very welcome. Liam was doing really well. On the third day Liam was put in charge of driving the ute while they did the feed run – throwing the hay off the back of the ute to the cattle in the paddocks.

20

Jason, 15, was participating in work experience at a printing press operating one of the machines. His supervisor vaguely mentioned that whenever the machine started rolling Jason needed to 'adjust it back and feel the rollers'. As he attempted to operate the machine and 'feel the rollers' his hand became trapped, crushing his fingers and thumb and damaging his wrist. He required micro-surgery to extract a portion of hip to replace the damaged bone in his finger.

21

Michelle, 17, organised work experience in a hotel kitchen. She was carrying a box of potato peelings across a floor that had just been mopped. As she was walking past a fat fryer she slipped and as she reached out to steady herself she plunged her arm into the hot oil. She sustained third degree burns to her hand and arm and further burns to her face due to splashing oil.

22

Whilst on work placement, Paula, 18, was using an edge-bander, a machine used in cabinet making which presses and glues edge strips onto laminated boards. While a colleague was fixing the edge-bander, Paula was removing off-cuts out of the view of her colleague. When the machine restarted, Paula's hand was drawn into the machine resulting in the amputation of a finger and other serious cuts. Paula said she assumed that if an area of the machine was unguarded, then it was safe to place her hands there.

23

Carl's (15) passion was 'engines'. He was excited about undertaking his work experience with the local mechanic, whose only other employee was a 2<sup>nd</sup> year apprentice. On day one, he was pleasantly surprised to see four of his footy mates, all from different schools, also turn up for work experience. It certainly made the task for the week of cleaning up the block next door (full of discarded car body parts) much easier.

24

Trent, 17, was successfully interviewed for a work placement. After several days on the placement he was called into the manager's office and was told that he would have to hide the fact that he was gay which was in fact the case. The Manager said that the clients of the company and the Board of Directors wouldn't want to deal with a gay person so Trent must pretend that he is straight.

25

Alexis is 16 years old and on work placement at a local radio station. Her supervisor there, Mark, asks her questions like *"do you have a boyfriend?"* and *"have you ever been out with an older guy?"* He insists that Alexis gives him her mobile number *"for WHS reasons"* and sends her messages at work and after work. The messages include personal comments like *"you are looking gorgeous today"* and *"what are you doing after work tonight?"*

26

Drew is 17 and lives with his Mum who is disabled. During his work placement he receives a text message from his Mum so he calls her to reassure her that he will be home soon. Another worker finds out and tells the supervisor who calls a meeting for the whole team. In front of the group, Drew's work placement supervisor tells him off for making a call during work time and then says he needs to 'toughen up' and not be such a 'mummy's boy' because 'no one likes a baby'.

27

Charlotte, 16, has been on work placement for 2 days and is not particularly engaged in the experience so organises a hair appointment for the afternoon of day 4. The employer is annoyed when she tells him on the morning of day 4 that she needs to leave at lunch time for an appointment as he has gone to some trouble to arrange the schedule of work to accommodate a diverse program especially for Charlotte.

28

Ellie, 21, works as the finance officer in a small engineering firm. She really wants to be the WHS rep for the company and when she hears about some training coming up she asks her employer if she can go. Her employer says no – he says that she wouldn't understand enough about the complicated machinery that the company uses and that all the other people doing the training course would be male and she might feel intimidated.

29

Andrew, 15, was interested in aquaculture and arranged to do work experience with a tuna farm. On his first day he was mending nets and cleaning the boat while it was docked. The second day he went out on a tuna vessel to the tuna farm and was shovelling feed into the tuna nets. As he was untying the vessel from the tuna net the boat moved in the swell and he caught his fingers in the rope. Andrew suffered a fracture and lacerations to his fingers.

30

Stuart, 16, organised a work placement as part of his Yr 10 Personal Learning Plan (PLP), with his uncle who runs a building firm. Day 1 day Stuart and his uncle drove 30 km to an old mill which was being renovated. Stuart's uncle showed him how to operate the scissor lift and how to rig up safety ropes. They made sure they had all the correct Personal Protective Equipment (PPE) and began removing the guttering of the three story building. Stuart's uncle soon realised that they would need more materials and so he left Stuart to continue removing the guttering and drove back to his workshop.

31

Harry, 16, was on his second day of work experience as part of his Workplace Practices course. His employer instructed him to use an unguarded pipe-bending machine. He wasn't trained or qualified to operate the machine but he wanted to do as he was told and attempted to operate the machine. His hands became trapped and he suffered broken fingers, multiple cuts and crushed fingertips which resulted in two amputations.

32

Lily, 15, organised a work placement in her local newsagency. On her first day she was asked to restock the shelves with some brochures from the storeroom. The brochures were in a carton on the top shelf of the storeroom but she couldn't find a ladder so she used the lower shelves to climb up. The shelves were freestanding and as Lily climbed it caused the shelving to fall on top of her.

33

Afeefa, 16, phones some local retail stores and asks if she can do a work placement as part of her Year 10 Personal Learning Plan (PLP) course. One store says yes and Afeefa arranges all the required paperwork to start there in two weeks' time. When she turns up for the first day of her work placement and introduces herself, the shop owner says that she can't possibly work there because she is wearing a hijab and this will scare away customers.

34

Tony, 17, began a work placement as part of his Year 12 Workplace Practices course. At the end of the first day another employee accused him of stealing his cousin's job. He said that his cousin had been sacked last week to save money, because the boss knew he could get lots of students doing work placements and he didn't have to pay people doing a work placement.

35

Lawrence, 23, is Sudanese. He loves his job at a components manufacturer and has made a lot of friends since he arrived as a refugee three years ago. However, a few of his co-workers keep on about him being a “queue jumper” and that he should be in a detention centre. They say that he isn’t the right colour to work for their company.

36

Simon, 28, works at a large architectural company as a commercial architect specialising in office buildings. Simon has recently been overseas and is now sporting a number of facial piercings (eyebrow, upper lip and nose) as well as tattoos that extend to his upper neck and throat as well as on his hands. The company wins a contract to design a new office complex but Simon is not asked to join the design team for the project this time although he is well qualified. When he asks why, he is provided with a range of tasks normally handled by more junior and less qualified staff.

37

Michael, 18, has been working 8 hours a week at a local supermarket since he was in Year 10. After finishing Year 12 he decided to take a gap year and earn some money before going travelling. He asked his employer if he could increase his hours but his employer said no and that he actually needed to cut his hours to just 4 hours a week. Michael noticed that the same day that his hours were cut, the supermarket was advertising for new school students to work part time.

38

Mandy, 23, was in a car accident and as a consequence needs to use a powered wheelchair to move around. She works in an open plan office and there is always a lot of joking around amongst her colleagues. She usually enjoys the interactions with her workmates but one colleague is making her feel uncomfortable. He keeps making reference to her wheelchair and telling jokes about people with disabilities.

39

40



**Work Health  
& Safety**

**Equal  
Opportunity**

**Work Health  
& Safety**

**Equal  
Opportunity**

**Work Health  
& Safety**

**Equal  
Opportunity**

**Child  
Protection**

**Child  
Protection**

**Work Health  
& Safety**

**Equal  
Opportunity**

**Work Health  
& Safety**

**Equal  
Opportunity**

**Child  
Protection**

**Child  
Protection**

**Child  
Protection**

**Child  
Protection**

**Report to  
Supervisor**

**Call school contact  
immediately**

**Ask for help**

**Ask to be shown  
what to do again**

**Stop doing the task**

**Explain that you do  
not feel trained  
/competent enough to  
undertake the task**

**Ask whether there  
are instructions**

**Ask if you can just  
check with your  
school whether you  
are covered for that**

**Call your school  
contact after work  
or during a break**

**Urgent medical  
help required**

**Seek Medical  
attention  
immediately**

**Tell you parents or  
teacher**



## Additional Resources See individual sections for topic specific resources.

- *Workplace Learning Procedures and extensive resources at the DECD Curriculum Team moodle*  
<http://dlb.sa.edu.au/ctmoodle/course/view.php?id=78>
- VET resources at the moodle <http://dlb.sa.edu.au/ctmoodle/course/view.php?id=74>
- Safework SA – the Teacher’s Toolbox
- *Passport to Safety resources* – links  
<http://www.passporttosafety.com.au/resources>
- Tiffany Ward story <https://www.worksafe.qld.gov.au/forms-and-resources/films/tiffany>
- ICAN flexible Learning and Transition Plan - particularly the *My Work Section*  
[http://www.ican.sa.edu.au/files/links/FLTP\\_My\\_Work\\_V\\_1.pdf](http://www.ican.sa.edu.au/files/links/FLTP_My_Work_V_1.pdf)
- Fair Work Guide for Young Workers  
<http://www.fairwork.gov.au/about-us/policies-and-guides/best-practice-guides/a-guide-for-young-workers>
- Young Workers and students – starting work, information and video  
<http://www.fairwork.gov.au/find-help-for/young-workers-and-students>
- Dealing with workplace Bullying – a practical guide for employees  
[http://www.stopbullyingsa.com.au/documents/bullying\\_employees.pdf](http://www.stopbullyingsa.com.au/documents/bullying_employees.pdf)
- Young Workers: A guide to rights and responsibilities at work for young people and employers  
[http://www.safework.sa.gov.au/uploaded\\_files/youngWorkersGuide.pdf](http://www.safework.sa.gov.au/uploaded_files/youngWorkersGuide.pdf)
- Tellagami  
<https://tellagami.com>
- My Future – government website for exploring careers – has a specific section on work experience  
<http://myfuture.edu.au/getting-started/how-work-experience-can-help-your-career>
- Actsafe Education Modules are on online health and safety package for owners, managers and workers of small, medium and large sized business, including students undertaking work placements and work experience.  
<http://www.actsafe.act.gov.au/education.cfm>
- A Job Well Done  
The Victorian State Government has some really good resources for preparing young people with disabilities for a successful future beyond school. This has some really useful work experience preparation material. Some of the activities may well be relevant for all students.  
[http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/well\\_done.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/well_done.aspx)

### You Tube Video links for use in the classroom.

*Disclaimer: At the time of collating these resources, videos and their links have been checked and are appropriate for use with students. It is always advised that teachers check you tube videos in their entirety before streaming the videos for student viewing.*

- **Introductory Video to Workplace Health and Safety**  
***Thank god you’re here – safety officers (3:41 min)***  
<http://www.youtube.com/watch?v=kF9jXZDYCxE>



- **10 Commandments of Workplace Safety (3.00 min)**  
<http://www.youtube.com/watch?v=3C6js5JtCIQ>
- **Workplace Accidents – Prevent it (2.36 min)**  
<http://www.youtube.com/watch?v=3jLGkmOVtnI>  
This is a very graphic video and teachers are advised to warn students of the graphic nature.
- **Teen Workers (13.45 min)**  
<http://www.youtube.com/watch?v=3rLzCKMHi1E>
- **Funny Workplace Safety Training Video (4.16 min)**  
<http://www.youtube.com/watch?v=Fcst9n5bgh4>
- **Funny office safety training retro (8.04 min)**  
<http://www.youtube.com/watch?v=bcg53bRktCg>
- **Bullying And Harassment In The Workplace (2.49 min)**  
<http://www.youtube.com/watch?v=V-q2VRXjh8>
- **NAPO...** [https://www.napofilm.net/en/napos-films/films?view\\_mode=page\\_grid](https://www.napofilm.net/en/napos-films/films?view_mode=page_grid)



The Napo series of films are produced in computer graphics. They feature characters in the world of work, faced with safety issues.

The main character, Napo, and his partners express themselves in wordless language. Their stories have an educational value. They provoke questions and stimulate debate on specific aspects of safety at work. Sometimes they provide practical solutions or lead to them.

It is this blend of education, cultural neutrality and humour set in a cartoon style that gives the "Napo" series its identity. Napo is a likeable but careless character. The universal language of Napo makes the films suitable for everyone. Each scene is independent of the others and can be used as one film, or individually.

Because Napo is a cartoon character he can explore areas that would not be possible in drama or documentary films. He is indestructible and everlasting, unlike the workers we are trying to protect.