

VOCATIONAL EDUCATION AND TRAINING

WORKPLACE JOURNAL

CONSTRUCTION



Name: _____.

Workplace Employer: _____.

Address: _____.

Supervisor: _____.

Telephone: _____ Fax: : _____.

Dates of Workplace Learning: ___ / ___ / ___ to ___ / ___ / ___

Attach travel details:

It will take me _____ (minutes) to get to the workplace. Specify bus route, train line, stops/stations and times. Use HYPERLINK "http://www.131500.info" www.131500.info and HYPERLINK "http://www.whereis.com.au" [google](http://www.whereis.com.au) maps. Include a map with your workplace highlighted to assist you and your teacher who will visit you during the week.

Dress code for this establishment:

School Emergency Contact:

Competency Assessment Notice

VET Course:		Assessor / Teacher:	
Task Number:	Date given:	Date due:	
Student Name:		Class:	
Unit/s of competency: <ul style="list-style-type: none"> • CPCCOHS1001A Work safely in the construction industry • CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry • CPCCCM1014A Conduct workplace communication 			
Task Context: [Refer to <i>context and conditions of assessment</i> in unit/s of competency] Industry specific workplace			
Task Outline: <i>WORKPLACE REPORT</i> Complete your work placement journal entries (pp11-15) and produce a written and/or visual report on your industry experiences. This may take the form of a case study. As a minimum, include the following: <ul style="list-style-type: none"> <input type="checkbox"/> A description of the establishment and the services offered <input type="checkbox"/> A flow chart showing the names of the staff and their positions <input type="checkbox"/> A description of at least two different types of career opportunities available in this workplace. Identify the qualifications and skills required for each career. <input type="checkbox"/> The names of the people involved in the management of WHS <input type="checkbox"/> A description of equipment used, range of functions and safety features. <input type="checkbox"/> Dress code of this establishment <input type="checkbox"/> Issues related to environmental sustainability <input type="checkbox"/> Activities which assisted you to develop your employability skills in this industry <input type="checkbox"/> Other relevant information which is not confidential in nature. 			
Employability Skills to be developed:	<input checked="" type="checkbox"/> Problem Solving	<input checked="" type="checkbox"/> Self-management	
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Initiative and enterprise	<input checked="" type="checkbox"/> Learning	
<input checked="" type="checkbox"/> Teamwork	<input checked="" type="checkbox"/> Planning and organising	<input checked="" type="checkbox"/> Technology	
Student Comment:		<input type="checkbox"/> This task is all my own work	
This task helped me with my learning by ... In this task I have demonstrated competence by ... This task could be improved by ...			
Signature:		Date:	
Assessor / Teacher Comment: <input type="checkbox"/> Developing <input type="checkbox"/> Satisfactory <input type="checkbox"/> Highly Developed 			
Please resubmit: _____			
W (what you've done well)... O (other things to include) ... W (where to from here) ...			
Signature:		Date:	

ATTENTION: WORKPLACE SUPERVISOR

SUGGESTED STUDENT ACTIVITIES

Teachers delivering this course and workplace supervisors who have hosted students recommend any of the following activities for students to complete during work placement. This is not a finite list – you may wish to offer other equally suitable activities relevant to the course.

The skills audit completed by the student's teacher (page 3) is a good starting point. Talking with the student should help reveal the student's levels of confidence and maturity; their current strengths, their preferred competencies to work on and perhaps some areas to improve. The Student's Placement Record can also assist. **NB: the activities include degrees of independent work – instruction and supervision must still be provided for the student.**

- Observe WHS procedures followed on site.
- Use a level to perform your low level checks in a variety of site locations.
- Clean the worksite and equipment including bricks and removing formwork (under supervision).
- Stack, store and create an inventory of materials.
- Locate and identify key features on the site plan as well as from sectional details and elevations.
- Use hand and power tools.
- Read and interpret plans.
- Carry out steel fixing, concreting to simple forms, repair pavements and remove site fencing.
- Prepare the construction process for wall and floor tiling, solid plastering, drywall plastering and brick/block laying.
- Perform basic carpentry, demolition, steelwork and painting.
- Mix mud for brick layers and labour for other trades on site, given suitable supervision.
- Where possible, observe the quotation process and the estimating procedure.
- Plan daily work routines.

ATTENTION: WORKPLACE SUPERVISOR

INDUCTION / ORIENTATION

It is expected that each student will be given an induction or orientation to their particular industry work placement upon arrival, or prior to attending their work placement. This induction / orientation will help to ensure the safety of the student, as well as assist them to make a quick and efficient transition into the workplace environment. As a minimum, the following should be included:

Note: Supervisor to tick each activity when completed, then sign below.

<input type="checkbox"/>	Demonstrate the activities undertaken by the organisation
<input type="checkbox"/>	Outline the management structure of the organisation
<input type="checkbox"/>	Discuss work behaviour requirements and expectations
<input type="checkbox"/>	Explain the dress standards applicable to the job and workplace
<input type="checkbox"/>	Demonstrate the safety requirements applicable to the job and workplace
<input type="checkbox"/>	Discuss relevant procedures in case of accident, emergencies, evacuation etc.
<input type="checkbox"/>	Show location of facilities, such as toilets, change room, kitchen or staff areas, etc.
<input type="checkbox"/>	Explain start and finish times, work breaks, work routines, etc.
<input type="checkbox"/>	Outline procedures to follow in the event of non-attendance
<input type="checkbox"/>	Introduce to staff with whom the student will be working
<input type="checkbox"/>	Show who to talk to regarding any problems
<input type="checkbox"/>	Discuss confidentiality issues including the possible use of photography
Confidentiality Agreement	
This agreement concerns the work placement of: _____	
Student Name	
at: _____	
Employer Name	
From: _____ / _____ /20_____	to: _____ / _____ /20_____
start date	end date
<i>I understand that during this vocational placement I may have access to information which is private and confidential. I agree that I will not convey to any person outside the host employer's workplace any knowledge or information of a confidential nature which is gained in the course of this vocational placement.</i>	
<i>I will at all times show loyalty towards the host employer.</i>	
<i>I understand the seriousness of any breach of this Confidentiality Agreement.</i>	
<i>I have checked with the employer regarding permission to take of photographs of my work and the equipment I am using so I can use them in my secure online work placement journal to enhance my learning.</i>	
Student signature: _____	Date: _____ / _____ /20_____

✓ Enterprise induction / orientation completed:

Supervisor's name: _____

Position: _____

Signature: _____

Date: _____

EMPLOYER ASSESSMENT REPORT

Please comment on the performance of the student while at your workplace:

Student's name _____

School _____

WORK READINESS *If appropriate, mark more than one square in each of the following groups*

Attitude to the Job

- Enthusiastic
- Interest
- Appears indifferent

Appearance and dress for job requirements

- Appropriate
- Well groomed and neatly dressed
- Inappropriate

Ability to work with others

- Shows flexibility
- Works well in a team environment
- Prefers to work alone

Ability to work independently

- Shows ingenuity
- Readily seeks further advice
- Needs encouragement
- Waits to be told what to do
- Not applicable to this position

Adjustment to the work environment

- Settled immediately
- Settled in well after a while
- Found difficulty throughout

Persistence to tasks given

- Highly motivated
- Persistent
- Needs encouragement
- Not applicable to this position

Punctuality

- Always on time
- Satisfactory
- Unsatisfactory

Ability to communicate

- Outstanding communication skills
- Communicates well
- Has difficulty

Ability to follow instructions

- Shows good understanding
- Willing to seek clarification
- Needs close supervision

Attention to safety

- Excellent
- Adequate
- Could take more care

Knowledge/Skills	Not Applicable	Developing	Satisfactory	Highly developed
Industry Knowledge				
Follow enterprise WHS procedures				
Use construction tools and equipment				
Conduct workplace communication				
Carry out measurements and calculations				
Work effectively and sustainably in the construction industry				
•				
•				

Thank you for your assistance in helping our students achieve industry standards

*Please complete the attached **Employer Survey/Questionnaire** to indicate your level of satisfaction with the training this student has received during the VET in Schools course.*

EMPLOYABILITY SKILLS SUMMARY

The following table contains a summary of the employability skills the student should work towards during their time at work placement. Please indicate the student's level of progression by placing a tick in the appropriate column.

D = Developing **S** = Satisfactory **HD** = Highly Developed

EMPLOYABILITY SKILL	INDUSTRY/ENTERPRISE REQUIREMENTS FOR <i>Certificate II in Construction Pathways CPC20211 include:</i>	D	S	HD
COM-MUNICATI ON	Communicates with clients, colleagues and others using effective and appropriate communication techniques, including: <ul style="list-style-type: none"> - Clear and direct communication - Active listening - Verbal and non-verbal language - Questioning to identify and confirm requirements - Language and concepts appropriate to cultural differences Follows instructions from supervisor and other relevant persons Understands, interprets and applies information as required from: <ul style="list-style-type: none"> - Environmental and OHS requirements, including material safety data sheets (MSDS) - Plans, drawings and specifications - Schedules - Industry-specific resources, such as Moh's scale - Load tables - Safety signs and symbols - Organisational policies and procedures Understands relevant definitions, terminology, symbols, abbreviations and language Records relevant information using standard workplace documentation, Applies measurements and calculations using appropriate equipment, formulas and records as required Reports and records hazards and risks			
TEAMWORK	Works as part of a team; Provides assistance and encouragement to other team members Initiates and encourages improvements in team performance; Identifies and utilises the strengths of other team members Relates to people from diverse social, cultural and ethnic backgrounds and with varying physical and mental abilities Participates in on-site meetings			
PROBLEM SOLVING	Examines tools and equipment prior to use for damage, missing components or other defects Identifies typical faults and problems and takes remedial action and/or reports to supervisor; Rectifies simple faults with tools and equipment; Identifies methods of prevention and control for water penetration			
INITIATIVE AND ENTERPRISE	Identifies opportunities to improve resource efficiency and makes suggestions as appropriate Responds to change and workplace challenges Puts ideas into action Maximises use of resources by recycling, re-using or using appropriate disposal methods			
PLANNING AND ORGANISING	Identifies hazards and implements appropriate hazard control measures Selects and uses appropriate materials, tools and equipment Determines material quantity requirements and checks for conformity to requirements Prioritises and sequences tasks Applies time management skills to ensure work is completed to time requirements			
SELF-MANAGEMENT	Evaluates own actions and makes judgements about performance and necessary improvements Contributes to workplace responsibilities, such as current work site environmental/sustainability frameworks or management systems Manages own performance to meet workplace standards Seeks support to improve work performance Cleans up work area, including tools and equipment			
LEARNING	Identifies own learning needs and seeks skill development as required Is open to learning new ideas and techniques			
TECHNOLOGY	Uses calculators Uses and operates a range of tools and equipment correctly and safely Properly starts up, operates and shuts down equipment Carries out pre-and post-operational checks on equipment and machines Performs tool and equipment maintenance as required			

Optional additional remarks:

Supervisor Signature: _____ Date: ____ / ____ / 20 ____

Name: _____ Position: _____

CIRCLE DAY 1 2 3 4 5																		
Location: _____		Date: _____																
		WORKED:																
STUDENT SELF ASSESSMENT																		
POOR	1	2	3	4	5	EXCELLENT	PUNCTUALITY	1	2	3	4	5	INITIATIVE	1	2	3	4	5
Activities / Skills Performed								Tools / Equipment					<small>Developing Proficiency Fully Developed HD</small>					
Today																		
Skill Development: <i>Identify a skill (see p 6) on which you concentrated today. Provide evidence / What did you do/ achieve?</i>																		
Mentally sustainable work practices and procedures:																		
Comments / Things I enjoyed today:																		
Personal:																		
Issues arising today:																		
Comments: <i>Please check what the student has included, add any additional comment and sign below.</i>																		
Signature _____								Date ____ / ____ / ____										

CIRCLE DAY 1 2 3 4 5																		
Location: _____		Date: _____																
		MARKED:																
STUDENT SELF ASSESSMENT																		
POOR	1	2	3	4	5	EXCELLENT	PUNCTUALITY	1	2	3	4	5	INITIATIVE	1	2	3	4	5
Activities / Skills Performed								Tools / Equipment					<small>Developing Proficiency Fully Developed HD</small>					
Today																		
Skill Development: <i>Identify a skill (see p 6) on which you concentrated today. Provide evidence / What did you do/ achieve?</i>																		
Mentally sustainable work practices and procedures:																		
Comments / Things I enjoyed today:																		
Issues arising today:																		
Comments: <i>Please check what the student has included, add any additional comment and sign below.</i>																		
Signature _____ Date ____ / ____ / ____																		

CIRCLE DAY 1 2 3 4 5													
Location: _____		Date: _____											
		REMARKS:											
STUDENT SELF ASSESSMENT													
POOR	1	2	3	4	5	EXCELLENT							
PUNCTUALITY		1	2	3	4	5	INITIATIVE		1	2	3	4	5
Activities / Skills Performed					Tools / Equipment			Learning Outcomes					
								Developing Competency Developed HD					
Summary													
Skill Development: <i>Identify a skill (see p 6) on which you concentrated today. Provide evidence / What did you do/ achieve?</i>													
Mentally sustainable work practices and procedures:													
Comments / Things I enjoyed today:													
Challenges:													
Issues arising today:													
Comments: <i>Please check what the student has included, add any additional comment and sign below.</i>													
Signature _____					Date ____/____/____								