The following seven pages are a sample of the Training Plan.

## NSW Apprenticeship/Traineeship – Training Plan

### Parts to the Training Plan

<table>
<thead>
<tr>
<th>Cover</th>
<th>Provides basic information about training plans and details obligations and undertakings by each party to the Training Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Provides essential employer, learner and RTO details for the apprenticeship/traineeship.</td>
</tr>
<tr>
<td>Part 2</td>
<td>Identifies the units of competence (training) being undertaken, and how, when and by whom, training and assessment will be delivered/undertaken.</td>
</tr>
<tr>
<td>Part 3</td>
<td>Identifies support (e.g. training materials, resources, facilities, supervision etc) that will be necessary to successfully undertake and complete the training.</td>
</tr>
<tr>
<td>Part 4</td>
<td>Is an addendum used to capture additional information required for school based apprenticeship and traineeship arrangements.</td>
</tr>
</tbody>
</table>

### OBLIGATIONS AND UNDERTAKINGS

- Registered Training Organisation (RTO), the undersigned, on behalf of the nominated RTO, confirm that:
  - This Training Plan was developed in consultation/negotiation with both the employer and apprentice/trainee.
  - This Training Plan will be kept up to date and a copy regularly provided to parties.
  - Formal training and assessment will be undertaken in accordance with the obligations and responsibilities as detailed in the Apprenticeship and Traineeship Act 2001, Vocational Training Guideline – Training Plan, and relevant Vocational Training Order and Training Package.
  - Regular updates will be provided to the employer and apprentice/trainee on the progress of training.
  - Training Services NSW will be notified of any matter that may jeopardise the successful completion of the training within 21 days of the matter arising, including where the apprentice/trainee is not released to attend training or assessment by their employer.
  - Employer endorsement that a learner is competent to industry standards in the vocation will be obtained before issuing a qualification for this apprentice/trainee.
  - Training Services NSW will be notified within 28 days when the apprentice/trainee is eligible to be issued with the appropriate qualification.

### RTO/Trainer’s Signature

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Bennett</td>
<td></td>
</tr>
</tbody>
</table>

### Employer’s Signature

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue Ford</td>
<td>Director</td>
</tr>
</tbody>
</table>

### Apprentice/Trainee I, the undersigned, agree that:

- I am aware of and agree to my responsibilities as outlined in this Training Plan.
- I will make every effort to successfully complete the training outlined in this Training Plan.
- The RTO may provide information to Training Services NSW as specified in (e) and (g) above.
- Information provided by the RTO in (g) above may be used to initiate competency based completion of the apprenticeship/traineeship.

### Apprentice/Trainee Signature

| Date | |
|------| |

### About the Training Plan

- The Training Plan describes what training is to be undertaken, who provides the training and conducts the assessments, and how, when and where this will occur.
- The Training Plan is developed by a Registered Training Organisation (RTO) in consultation/negotiation with the employer and apprentice/trainee. Under user choice arrangements, the employer and apprentice/trainee have the right to decide which RTO will deliver their training, the units of competence and the sequence they will be delivered, and how, when, where and by whom training and assessment will be delivered.
- The Training Plan is a working document to be used for the duration of the Training Contract and must be updated as necessary to reflect the current status of training.
- A copy of the current Training Plan, including any updates, must be kept by the RTO, employer and apprentice/trainee, with a copy always accessible in the workplace and to Training Services NSW.
- Upon completion of this Training Plan the apprentice/trainee is eligible to be issued with the appropriate qualification.
- The RTO issues the qualification when the employer has verified that the apprentice/trainee is competent in the vocation to the required industry standard.


---

**For Superseding your apprentice or trainee Workshop participant workbook:**

```
Supervising your apprentice or trainee Workshop participant workbook
```

---

**Page dimensions:** 595.3x841.9

---

**Image:**

- [Image 39x64 to 538x805]
## 1.1 Apprentice/Trainee Personal Details

- **Training Plan**: New
- **TCID**: 12345671
- **Given Name**: Alison
- **Surname**: Goodwin
- **Date of Birth**: 30-May-1997
- **Gender**: Female
- **Street Address**: 32 Preamble Cres
- **Suburb**: Ocean Shores
- **Postcode**: 2483
- **Email**: agoodwin@gmail.com
- **Aboriginal or Torres Strait Islander origin?**: Yes

## 1.2 Training Details

- **Contract Type**: Apprentice
- **Employment Type**: Full Time
- **TC Start Date**: 06-Apr-2018
- **Vocation Title**: Carpenters Certificate III
- **Qualification Title**: Certificate III in Carpentry
- **Mode of Delivery**: Classroom based
- **RTO Classroom Training Address (If applicable)**: Broadmeadow Campus, Hunter Street
- **Funding Source**: See for Service
- **Disability**: Yes

## 1.3 Employer Details

- **Legal Name**: Good Employer Pty Ltd
- **Trading Name**: Good Employer Building & Construction
- **Street Address**: 100 Smith Street
- **Suburb**: Ballina
- **Postcode**: 2481
- **Email**: info@geb.com.au
- **Name of workplace supervisor**: Paul Farmer
- **Host Employer**: Yes

## 1.4 Registered Training Organisation (RTO) 1

- **RTO Name**: High Quality Training Pty Ltd
- **Contact Name**: Gary Cooper
- **Phone**: 02 8000 0000
- **RTO National Code**: 90000

## 1.5 Registered Training Organisation (RTO) 2

- **RTO Name**: Specialised Training Pty Ltd
- **Contact Name**: Simon Fraser
- **Phone**: 02 8000 0000
- **RTO National Code**: 1234
### NSW Apprenticeship/Traineeship – Training Plan

**PART 2**

**Apprentice/Trainee’s Name:** Allison Goodwin  
**TCID:** 120452771  
**Version No:** 1  
**Date:** 20 Apr 2018

**RTO Contact:** Gary Cooper  
**Phone:** 02 8900 0000  
**Mobile:** 0427 000 000

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Unit Type</th>
<th>RPL, RCC, CT</th>
<th>Unit Training Start Date</th>
<th>Unit Training End Date</th>
<th>Training Modes</th>
<th>SBAT HSC Prog</th>
<th>Responsibility for Training</th>
<th>Assessment Methods</th>
<th>Employer confirmation of competencies (signature)</th>
<th>Date deemed competent by RTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFCCCA2002B</td>
<td>Use carpentry tools and equipment</td>
<td>C</td>
<td></td>
<td>10/04/2018</td>
<td>20/12/2018</td>
<td>1</td>
<td></td>
<td></td>
<td>RT1: 1</td>
<td>Q TPF WO SA</td>
<td></td>
</tr>
<tr>
<td>CFCCCA2011A</td>
<td>Handle carpentry materials</td>
<td>C</td>
<td></td>
<td>10/04/2018</td>
<td>20/12/2018</td>
<td>1</td>
<td></td>
<td></td>
<td>RT2: 1</td>
<td>Q TPF WO SA</td>
<td></td>
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<tr>
<td>CFCCCA3001A</td>
<td>Carry out general demolition of minor building structure</td>
<td>C</td>
<td></td>
<td>10/04/2018</td>
<td>20/12/2018</td>
<td>1</td>
<td></td>
<td></td>
<td>RT1: 1</td>
<td>Q TPF WO SA</td>
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<td>CFCCCA3002A</td>
<td>Carry out setting out</td>
<td>C</td>
<td></td>
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<td>20/12/2018</td>
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<td></td>
<td></td>
<td>RT2: 1</td>
<td>Q TPF WO SA</td>
<td></td>
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<tr>
<td>CFCCCA3023A</td>
<td>Carry out levelling operations</td>
<td>C</td>
<td></td>
<td>10/04/2018</td>
<td>20/12/2018</td>
<td>1</td>
<td></td>
<td></td>
<td>RT1: 1</td>
<td>Q TPF WO SA</td>
<td></td>
</tr>
<tr>
<td>CFCCCM1012A</td>
<td>Work effectively and sustainably in the construct</td>
<td>C</td>
<td>CT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Q TPF WO SA</td>
<td></td>
</tr>
<tr>
<td>CFCCCM1013A</td>
<td>Plan and organise work</td>
<td>C</td>
<td>CT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Q TPF WO SA</td>
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<tr>
<td>CFCCCM1014A</td>
<td>Conduct workplace communication</td>
<td>C</td>
<td>CT</td>
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<td></td>
<td></td>
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<td></td>
<td>Q TPF WO SA</td>
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<tr>
<td>CFCCCM1015A</td>
<td>Carry out measurements and calculations</td>
<td>C</td>
<td>CT</td>
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<td></td>
<td>Q TPF WO SA</td>
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<tr>
<td>CFCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
<td>C</td>
<td>CT</td>
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<td></td>
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<td></td>
<td></td>
<td>Q TPF WO SA</td>
<td></td>
</tr>
<tr>
<td>CFCCCM2002A</td>
<td>Carry out excavation</td>
<td>C</td>
<td></td>
<td>12/05/2018</td>
<td>12/12/2018</td>
<td>1</td>
<td></td>
<td></td>
<td>RT1: 1</td>
<td>Q TPF WO SA</td>
<td></td>
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<tr>
<td>CFCCCM2007B</td>
<td>Use explosive power tools</td>
<td>C</td>
<td></td>
<td>30/05/2018</td>
<td>12/12/2018</td>
<td>1</td>
<td></td>
<td></td>
<td>RT2: 1</td>
<td>Q TPF WO SA</td>
<td></td>
</tr>
<tr>
<td>CFCCCM2008B</td>
<td>Erect and dismantle restricted height scaffolding</td>
<td>C</td>
<td></td>
<td>30/05/2018</td>
<td>14/12/2018</td>
<td>1</td>
<td></td>
<td></td>
<td>RT1: 1</td>
<td>Q TPF WO SA</td>
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<tr>
<td>CFCCCM2010B</td>
<td>Work safely at heights</td>
<td>C</td>
<td></td>
<td>13/06/2018</td>
<td>17/10/2018</td>
<td>1</td>
<td></td>
<td></td>
<td>RT1: 1</td>
<td>Q SA</td>
<td></td>
</tr>
</tbody>
</table>

### Legends

- **C:** Core  
- **E:** Elective  
- **RPL:** Recognition of Prior Learning  
- **RCC:** Recognition of Current Competency  
- **CT:** Credit Transfer

### Training Modes

- 1. Classroom  
- 2. Employment-based  
- 3. Electronic  
- 4. Other

### Assessment Methods

- **Q:** Questions (tests, interviews, case studies, questionnaires, self-assessments etc.)  
- **WO:** Workplace Observation (observed whilst doing job, set tasks, role play, scenarios or simulations)  
- **P:** Portfolios demonstrating experience (workplace documents, journal/log books etc.)  
- **SA:** Structured Activities (projects, presentations, activity sheets, off-the-job role play, scenarios or simulations etc.)

*Unit Training Start and End Date should indicate when formal training in the identified competency will be delivered, NOT the Training Contract start and end date.*
# NSW Apprenticeship/Traineeship – Training Plan

## Apprentice/Trainee’s Name: Alison Goodwin

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Formal Training Details</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td><strong>Unit Name</strong></td>
<td><strong>Unit Training Start Date</strong></td>
</tr>
<tr>
<td>CPCC2021S</td>
<td>Carry out operating to simple forms</td>
<td>15/10/2019</td>
</tr>
<tr>
<td>CPCC2021S</td>
<td>Apply OHS requirements, policies and procedures</td>
<td>C</td>
</tr>
<tr>
<td>CPCC2003S</td>
<td>Install flooring systems</td>
<td>C</td>
</tr>
<tr>
<td>CPCC2004S</td>
<td>Construct wall frames</td>
<td>C</td>
</tr>
<tr>
<td>CPCC2005B</td>
<td>Construct ceiling frames</td>
<td>C</td>
</tr>
<tr>
<td>CPCC2006B</td>
<td>Erect roof trusses</td>
<td>C</td>
</tr>
<tr>
<td>CPCC2007C</td>
<td>Construct pitched roofs</td>
<td>C</td>
</tr>
<tr>
<td>CPCC2008B</td>
<td>Construct eaves</td>
<td>C</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>Install and replace windows and doors</td>
<td>E</td>
</tr>
<tr>
<td>CPCC2012A</td>
<td>Frame and fit wet area fixtures</td>
<td>E</td>
</tr>
<tr>
<td>CPCC2013A</td>
<td>Install lining, paneling and moulding</td>
<td>E</td>
</tr>
<tr>
<td>CPCC2014A</td>
<td>Operate elevated work platforms</td>
<td>E</td>
</tr>
<tr>
<td>CPCC2009A</td>
<td>Cut and bend materials using oxy-LPG equipment</td>
<td>E</td>
</tr>
<tr>
<td>CPCC2017B</td>
<td>Install exterior cladding</td>
<td>E</td>
</tr>
</tbody>
</table>

**Legends:**
- C: Core
- E: Elective
- △ Skills Recognition: Recognition of Prior Learning, Recognition of Current Competency, Credit Transfer
- # Training Modes: 1. Classroom, 2. Employment based, 3. Electronic, 4. Other
- ▲ Assessment Methods:
  - Q: Questions (tests, interviews, case studies, questionnaires, self assessments etc)
  - WO: Workplace Observation (observed whilst doing job, set tasks, role play, scenarios or simulations)
  - RP: Review of Products (samples of work, products etc)
  - P: Portfolios demonstrating experience (workplace documents, journal/log books etc)
  - TPF: Third Party Feedback (testimonials, supervisor reports/interviews etc)
  - SA: Structured Activities (projects, presentations, activity sheets, off-the-job role play, scenarios or simulations etc)

*Unit Training Start and End Date should indicate when formal training will be delivered in the identified competency, NOT the Training Contract start and end date.*
### NSW Apprenticeship/Traineeship – Training Plan

**PART 2 – Cont’d**

<table>
<thead>
<tr>
<th>Apprentice/Trainee’s Name:</th>
<th>Alison Goodwin</th>
<th>TCID: 1234567/1</th>
<th>Version No: 1</th>
<th>Date: 20-Apr-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO Contact:</td>
<td>Gary Couper</td>
<td>Phone: 02 8000 0000</td>
<td>Mobile: 0427 000 000</td>
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</tr>
</tbody>
</table>

#### Units of Competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Unit Type</th>
<th>RPL, RCC, CT, EA</th>
<th>Unit Training Start Date</th>
<th>Unit Training End Date</th>
<th>Training Modes</th>
<th>SBAT HSC, Prng</th>
<th>Responsibility for Training</th>
<th>Assessment Methods</th>
<th>Employer confirmation of competency (signature)</th>
<th>Date deemed competent by RTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCSF2004A</td>
<td>Place and fix reinforcement materials</td>
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<td></td>
<td>30/11/2018</td>
<td>30/06/2019</td>
<td>2</td>
<td></td>
<td>TPF</td>
<td>RP</td>
<td>P TPF RP</td>
<td></td>
</tr>
<tr>
<td>RIICCM210D</td>
<td>Install trench support</td>
<td>E</td>
<td></td>
<td>30/11/2018</td>
<td>30/06/2019</td>
<td>2</td>
<td></td>
<td>TPF</td>
<td>RP</td>
<td>P TPF RP</td>
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</tr>
</tbody>
</table>

**Legend:**
- **C:** Core
- **E:** Elective
- **RPL:** Recognition of Prior Learning
- **RCC:** Recognition of Current Competency
- **CT:** Credit Transfer

**Training Modes:**
1. Classroom
2. Employment based
3. Electronic
4. Other

**Assessment Methods:**
- **Q:** Questions (tests, interviews, case studies, questionnaires, self assessments etc)
- **WO:** Workplace Observation (observed whilst doing job, set tasks, role play, scenarios or simulations)
- **RP:** Review of Products (samples of work, products etc)
- **P:** Portfolios: Demonstrating experience (workplace documents, journal/log books etc)
- **TPF:** Third Party Feedback (testimonials, supervisor reports/interviews etc)
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*Unit Training Start and End Date should indicate when formal training will be delivered in the identified competency, NOT the Training Contract start and end date.*
## NSW Apprenticeship/Traineeship – Training Plan

### Apprentice/Trainee’s Name:
Alison Goodwin

### TCID:
12345678/1

### Version No.:
1

### Date:
20-Apr-2018

### RTO Contact:
Gary Cooper

### Phone:
02 8000 0000

### Mobile:
0427 000 000

---

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Formal Training Details</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>Unit Type*</td>
</tr>
<tr>
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</tbody>
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### Legends

<table>
<thead>
<tr>
<th>*</th>
<th>Skills Recognition</th>
<th># Training Modes</th>
<th>^ Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Core</td>
<td>1. Classroom</td>
<td>Q Questions (tests, interviews, case studies, questionnaires, self assessments etc)</td>
</tr>
<tr>
<td>E</td>
<td>Elective</td>
<td>2. Employment based</td>
<td>RP Review of Products (samples of work, products etc)</td>
</tr>
<tr>
<td></td>
<td>RPL Recognition of Prior Learning</td>
<td>3. Electronic</td>
<td>TPF Third Party Feedback (testimonials, supervisor reports/interviews etc)</td>
</tr>
<tr>
<td></td>
<td>RCC Recognition of Current Competency</td>
<td>4. Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CT Credit Transfer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*Unit Training Start and End Date should indicate when formal training will be delivered in the identified competency, NOT the Training Contract start and end date.
# NSW Apprenticeship/Traineeship – Training Plan

## Part 3

### Apprentice/Trainee's Name: Alison Goodwin

### Workplace Support

<table>
<thead>
<tr>
<th>What learning materials and resources will be provided to the apprentice or trainee by the RTO?</th>
<th>Alison will be provided with a Skills Log Book in which she will record the workplace training and identify tasks she has undertaken. Additional resources including textbooks, workbooks relevant to the units will also be provided to her.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the apprentice or trainee need additional support to achieve the qualification? If yes, indicate the issue/s identified and what support and assistance will be provided?</td>
<td>Yes</td>
</tr>
<tr>
<td>Alison will access numeracy support at the campus each Tuesday afternoon during term time at 3pm for one hour.</td>
<td></td>
</tr>
<tr>
<td>Where the employer is identified as delivering formal training on behalf of the RTO, what training materials and other support will be provided to the employer by the RTO?</td>
<td>The workplace supervisor, Paul Farmer, is responsible for the delivery of 2 UoCs. HOT will provide Paul with the resources and training materials including session plans to enable him to deliver the knowledge, theory and skills in a contextualized manner to Alison. An RTO representative will contact Paul once a fortnight to offer support and guidance.</td>
</tr>
<tr>
<td>Where the employer is providing evidence to support assessment of competency, what support and/or resources will be provided to the employer by the RTO to assist them in this process?</td>
<td>The Workplace Supervisor, Paul Farmer will be required to validate Alison's Log Book detailing her on-the-job application of the required skills and knowledge required in each unit.</td>
</tr>
</tbody>
</table>

### TQID: 12345671

<table>
<thead>
<tr>
<th>On-The-Job Training</th>
<th>The employer, Good Employer Building &amp; Construction has a 3 year contract to construct the South Wing of the Byron Bay Hospital. As a major commercial construction site, workplace facilities and all required equipment as per the requirements of the Training Package units are present and accessible on site. A complete list of facilities and equipment is attached.</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the workplace facilities and equipment necessary to support the delivery of this training.</td>
<td></td>
</tr>
<tr>
<td>List the training materials or other resources provided to the employer to support on-the-job training and ensure its integration with the formal or structured training delivered by the RTO.</td>
<td></td>
</tr>
<tr>
<td>The workplace supervisor will be provided with a unit guide for each unit listed in Part 2 which details the skills and knowledge Alison needs to achieve by the end of the unit and the types of work Alison needs to undertake.</td>
<td></td>
</tr>
<tr>
<td>Are the above facilities available in this workplace? If not, indicate alternative arrangements being put in place to address this issue.</td>
<td>Yes</td>
</tr>
<tr>
<td>Does this workplace have the necessary range of work to support the on-the-job component of this training arrangement? If not, indicate alternative arrangements being put in place to address this issue</td>
<td>Yes</td>
</tr>
<tr>
<td>A separate contractor is responsible for the on-site welding. Alison will work on-site with the TQ contractor, Bob Sparks for 3 weeks as per Part 2 to gain experience and skills in this area.</td>
<td></td>
</tr>
<tr>
<td>Does the apprentice or trainee have immediate access to appropriately experienced workplace supervisors? If not, indicate alternative arrangements being put in place to address this issue</td>
<td>Yes</td>
</tr>
<tr>
<td>Alison will be under the direct supervision of Paul Farmer, TQ Builder NSW licence #245000C. In the event Paul is unavailable, the site froman, John Clark, TQ Builder NSW licence #3333 will be responsible for supervising Alison.</td>
<td></td>
</tr>
</tbody>
</table>
# NSW Apprenticeship/Traineeship – Training Plan

## Part 4

### 4.1 School Details

<table>
<thead>
<tr>
<th>Name of School</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>School Suburb</td>
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<tr>
<td>State</td>
<td>NSW</td>
</tr>
<tr>
<td>School Contact Name</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>School Contact Email</td>
<td></td>
</tr>
<tr>
<td>School Sector</td>
<td>Government</td>
</tr>
<tr>
<td>Operational Directorate or Diocese</td>
<td></td>
</tr>
<tr>
<td>Operational Directorate or Diocese Contact Name</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>Mobile</td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
</tbody>
</table>

### 4.2 NSW Education Standards Authority (NESA)

- All school-based apprenticeships and traineeships must have a corresponding HSC VET course(s).
- School-based apprentices and trainees undertaking a HSC VET Framework course must address the HSC Content as outlined in the syllabus.
- HSC VET courses must be completed by October of the HSC year.

**NESA course name:** [Insert course name here]

**NESA course number:** [Insert course number here]

**The Training Plan has been checked against HSC VET course(s) requirements?**

- [ ] Yes
- [ ] No

For a school-based apprentice/trainee undertaking a HSC VET Framework course:

- [ ] Yes
- [ ] No

If yes, state the calendar year the student will sit the HSC VET examination:

### 4.3 Apprenticeship Network Provider (ANP)

<table>
<thead>
<tr>
<th>ANP Name</th>
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</thead>
<tbody>
<tr>
<td>Suburb</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>NSW</td>
</tr>
<tr>
<td>Contact Name</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>Mobile</td>
</tr>
<tr>
<td>Email Address</td>
<td></td>
</tr>
</tbody>
</table>

### 4.4 On-The-Job Training Days Required

<table>
<thead>
<tr>
<th>Total Required</th>
<th>Completed To Date</th>
<th>Total Days Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Days during:**

- [ ] Year 10
- [ ] Year 11
- [ ] Year 12
- [ ] Post-HSC
- [ ] Total

**School Terms**

- [ ] 0

**Holidays**

- [ ] 0

**Total**

- [ ] 0
- [ ] 0
- [ ] 0
- [ ] 0

### 4.5 Proposed Pattern of On and Off-The-Job Training

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
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</tbody>
</table>

### 4.6 Acceptance of Agreement

We the undersigned, have discussed, understand and are satisfied with the attached Training Plan to support and deliver the required training in accordance with the School Based Apprenticeships and Traineeships in NSW Guidelines at [www.abtl-nsw.info](http://www.abtl-nsw.info). The Training Plan meets the requirements for the appropriate HSC VET course(s) and the school-based arrangement is endorsed by all parties below.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprentice/Trainee</td>
<td>Date</td>
</tr>
<tr>
<td>RTO 1</td>
<td>Date</td>
</tr>
<tr>
<td>RTO 2</td>
<td>Date</td>
</tr>
<tr>
<td>School Representative</td>
<td>Date</td>
</tr>
<tr>
<td>Regional Representative</td>
<td>Date</td>
</tr>
<tr>
<td>Parent/Caregiver</td>
<td>Date</td>
</tr>
</tbody>
</table>
Employee induction checklist for supervisors

To be completed by the supervisor or appropriate delegate and retained by the supervisor in the staff member's file.

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>Division/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Employee Number

<table>
<thead>
<tr>
<th>Supervisor's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Welcome meeting held—orientation to the local work area

- Personal work area, toilets, lunch room, lockers
- Building opening and closing procedures
- Stationery or supplies store
- Ingoing/outgoing mail procedures
- Location of equipment and operation
- How to log on to the computer and access the online induction website
- Provide key contacts details: OHS officer; Fire Warden; First Aid officer; security emergency number; IT service desk
- First Aid information and location of first aid kits
- Emergency evacuation procedures
- Telephone and voicemail protocol
- Meet colleagues

Detailed induction to the business, our expectations and the work area

- Organisational chart
- Explain what the organisation does
- Explain the goals and priorities
- Discuss ground rules and business behaviours
- What are the regular meetings that should be attended and when are they?
- Explain how to access important resources
- Explain local policies for area—taking leave, flexi-time, culture (for example, celebrating birthdays, regular social activities, etc.)
- Absence procedures

Workplace Health and Safety

- Policies and procedures
- Zero tolerance bullying and harassment—this is a two-way process
- Their responsibility
- The responsibility of the supervisor
- The responsibility of others

Job Role and Performance Expectations

- Discuss employee's job role and objectives—link to Training Plan
- How does this position relate to others in the organisation?
- Explain performance review process and diaries review dates
- Identify the essential and necessary training required
- Discuss what further assistance they feel they require
- Discuss who to go to if there are any problems

The information as outlined in this checklist has been provided.

Employee Signature

Date

Supervisor Signature

Date
Six steps to safety

The following is an extract from WorkCover’s Workplace Safety Kit: A Step by Step Guide to Safety for Business.

The full kit can be obtained from the WorkCover NSW web site: www.workcover.nsw.gov.au

The three checklists on the following pages are examples of some of the documents available in this kit.

- Appendix 4a: Induction Checklist for New Apprentice or Trainee
- Appendix 4b: Informing and Training Staff Checklist
- Appendix 4c: Employer Checklist
Induction checklist for new apprentice or trainee

To be completed by the supervisor or appropriate delegate and retained by the supervisor in the staff member’s file.

Employee Name

Employee Start Date

Position Title

Supervisor

Introduction

☐ Demonstrate to the employee how to do the job safely
☐ Provide required information and supervision
☐ Show and explain the Training Plan
☐ Explain role of an RTO
☐ Introduce other employees and the supervisor
☐ Introduce the First Aid officer and show location of the First Aid supplies
☐ Explain and demonstrate emergency procedures
☐ Show location of exits and equipment
☐ Show the work area, toilet, drinking water and eating facilities
☐ Show how to safely use, store and maintain tools, machinery and hazardous substances
☐ Show where to make phone calls and collect messages

Employment conditions

(Explain to your new employee about)

☐ Work times and meal breaks
☐ Rates of pay and how payment is made
☐ Taxation (including filling out required forms)
☐ Superannuation and other deductions
☐ Leave entitlements
☐ Notification of sick leave or absences

Other Requirements

☐ Quality procedures
☐ Security issues
☐ Hygiene procedures and facilities

Health and safety

☐ Health and safety policy and safe work procedures (provide a copy)
☐ Roles and responsibilities of people in the workplace, e.g. health and safety representatives
☐ Hazards in the workplace and how they are controlled
☐ How to report health and safety issues (including forms)
☐ How they will be kept informed about health and safety issues
☐ Workers’ compensation claims (including showing where forms are)

Conducted by

Name

Signature

Date

Employee’s Signature

Date
Informing and training staff checklist

Here are some basic questions to answer in helping you to identify the training needs for your business.

If you answer ‘No’ to any question you have immediately identified gaps in your training requirements and corrective action that is needed.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a staff induction program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you identified all of the work activities to be undertaken by workers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you assigned/identified who is responsible for work tasks and/or supervising staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the supervisors been advised of their responsibilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the supervisors been appropriately trained to supervise staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the supervisor have access to information on safe work procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have safe work procedures been developed for each task?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the workers been trained in the safe work procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is a program in place to provide ‘top up’ or refresher training?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do workers have access to all relevant safety information including equipment manuals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have a training policy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have employees been consulted on training needs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you introduce new equipment or chemicals do you train your employees on new work procedures?</td>
<td></td>
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</tbody>
</table>
Employer checklist

All employers should carry out a regular check of the workplace to identify if there are any signs that workplace bullying is happening or could happen (risk identification) and then take steps to deal with any problem areas (risk control).

This checklist and the suggested control measures are not exhaustive. You may need to consider other factors that are unique to your workplace.

**Are there any high-risk groups in the workforce?**

- Are there any workers with different religious or political views, or from a different racial background, compared to the majority of the workforce?  
  - Yes  
  - No

- Are there workers in uncertain employment, such as casual and labour hire workers?  
  - Yes  
  - No

- Are there young workers, such as apprentices and trainees?  
  - Yes  
  - No

If YES to any of the above, implement risk control measures, such as:

- At induction, providing information to all workers, including casual and labour hire workers, about workplace policies and procedures, including the no-bullying policy, grievance and complaints procedures, codes of conduct and the like
- Promoting the principles of dignity and respect, and taking action to combat discrimination
- Introducing a buddy system for young workers
- Providing cultural awareness training

**Are there any problems with work systems?**

- Are there staff shortages?  
  - Yes  
  - No

- Is there a high level of uncertainty about job requirements?  
  - Yes  
  - No

- Is the work rate intense?  
  - Yes  
  - No

If YES to any of the above, implement risk control measures, such as:

- Consulting workers on possible job redesign
- Consulting workers about improving work patterns including increasing their control over the pace of work, rest breaks and the like
- Improving the availability of flexible working arrangements
- Assessing whether demands on workers are achievable within the agreed hours of work
- Providing clear job descriptions that outline roles and responsibilities
### Are workplace relationships conducive to bullying?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are workplace relationships poor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there inadequate consultation?</td>
<td></td>
<td></td>
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<tr>
<td>Is the work environment competitive?</td>
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</tbody>
</table>

**If YES to any of the above, implement risk control measures, such as:**

- Providing training in communication and conflict resolution skills as well as assertiveness
- Treating all workers with fairness and consistency
- Communicating openly at all levels and involving workers in decision making processes that impact upon their work
- Using performance indicators that measure good people management and relationship skills, not just financial goals—don’t praise or promote those who ‘get results’ through bullying tactics

### Are there signs that bullying may already be happening?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workers leaving the organisation reporting dissatisfaction with working relationships? (e.g. at exit interviews)</td>
<td></td>
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<tr>
<td>Workers becoming withdrawn and isolated?</td>
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<td></td>
</tr>
<tr>
<td>Deterioration in relationships between work colleagues, customers or management?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly torn clothing or uniforms?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly damaged personal belongings or work tools?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a particular worker experience a number of minor workplace injuries?</td>
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</tbody>
</table>

**If YES to any of the above:**

Consult with workers to promote the existing no-bullying policy and complaints procedure, or consult with workers to implement them immediately.
Has there been recent significant organisational change, or is change pending?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

Has a takeover occurred, or is it pending?  

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

Has a major internal organisational change occurred, or is it pending?  

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

Has technological change occurred, or is it pending?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

Has there been a change in management, or is it pending?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

Are there any other changes that might lead to high job instability and uncertainty about ongoing employment?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
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</table>

If YES to any of the above, implement risk control measures, such as:

- Consulting with workers about proposed changes and providing them with an opportunity to influence proposals
- Providing workers with information to help them understand the proposed or actual changes, and the impact of the changes
- Consulting with workers about any support or retraining needed as a result of the change

Are there problems with people management practices?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
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</table>

Do managers and supervisors lack appropriate leadership training?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

Do managers and supervisors have poor interpersonal skills?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

Does the workplace have a ‘command and control’ management style?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>

If YES to any of the above, implement risk control measures, such as:

- Providing managers and supervisors with leadership and/or communication skills training
- Using mentoring and coaching to improve managers’ and supervisors’ interpersonal skills
- Training managers and supervisors to apply participative management styles as part of a culture that emphasises open communication, support and mutual respect

Even if none of the above risk factors are identified, bullying can still occur. The preventive measures outlined in this guide should be used in every workplace – and monitored and reviewed regularly.
Workplace violence intervention

A secure workplace for young Australia is a project of WorkCover New South Wales and the National Children’s and Youth Law Centre.

This Factsheet lists a range of steps that must be taken when workplace violence, bullying and harassment are identified or suspected.

1. Triggers for intervention

If there has been an injury, or an incident of violence or aggression (which may or may not have resulted in a disciplinary charge), or a complaint of violence/bullying/harassment, then you should intervene to deal with it appropriately.

2. Dealing with a potentially violent incident

Prevention is the best way of dealing with violence at work. If you see a potentially violent incident, as an employer, manager or supervisor, you have the right and the obligation to prevent it, or at least to prevent it from getting worse.

3. Dealing with a violent incident

There are five basic principles for dealing with a violent incident:

- Take every violent incident seriously
- Investigate what happened
- If it was a grave or major incident, report it to the police
- Whether it was great or small, report it within your organisation
- Debrief in all but the most trivial cases.

4. Dealing with a complaint of violence, bullying or harassment

When you receive a complaint of workplace violence, bullying or harassment, the most important thing is not to panic. Make sure that you have a grievance procedure in place that will enable you to deal with the complaint effectively and efficiently.

5. Investigating a complaint

Some key issues to bear in mind when investigating a complaint of workplace violence, bullying or harassment are:

- Natural justice and due process
  The accused person’s right to know what they are accused of, and by whom; the right to respond and give their side of the story; and the right for a decision to be made by an unbiased person

- Barriers to communication
  For example, the ‘don’t dob’ culture; embarrassment, anger, frustration and fear

- Documentation
  It is very important that the whole investigation process is properly recorded, including the initial complaint, the explanation of the investigation process to staff and any interviews that are conducted.

Adapted from information from WorkCover New South Wales and the National Children’s and Youth Law Centre
ACN 062 253 874

These Factsheets are intended only to provide an alert to some of the important matters in workplace violence. They do not purport to be comprehensive legal advice. Any person presented with such a problem should seek specific legal advice in relation to that matter.
Model code of conduct

(for a company named Honest and Saintly)

Honest and Saintly is committed to creating and maintaining an environment for all employees that is free from violence.

Courteous, understanding and mutual respect towards all persons is necessary for excellence in what we do, for safety in the workplace and in creating an environment that serves all our needs.

We will not tolerate violence and threats at work or work-related events by our staff against other people or property.

For the purposes of this policy, violence includes, but is not limited to:

- Any act that is physically an assault
- Any threat or behaviour or action that is interpreted by a reasonable person as having the potential:
  - to harm or endanger the safety of others
  - to result in an act of aggression
  - to destroy or damage property.

Any employee who commits a violent act or threatens to commit a violent act towards other persons or property at work or a work-related event will be subject to disciplinary action, up to and including dismissal from employment, exclusive of any other civil remedy or criminal penalty that might be pursued if appropriate.

It is the responsibility of every employee, supervisor and manager to take any threat or violent act seriously, and report acts or threats of violence to the appropriate authorities.
VAK learning styles
self-assessment questionnaire

Circle or tick the answer that most represents how you generally behave.
(It’s best to complete the questionnaire before reading the accompanying explanation.)

1 When I operate new equipment I generally:
   A read the instructions first
   B listen to an explanation from someone who has used it before
   C go ahead and have a go; I can figure it out as I use it

2 When I need directions for travelling I usually:
   A look at a map
   B ask for spoken directions
   C follow my nose and maybe use a compass

3 When I cook a new dish, I like to:
   A follow a written recipe
   B call a friend for an explanation
   C follow my instincts, testing as I cook

4 If I am teaching someone something new, I tend to:
   A write instructions down for them
   B give them a verbal explanation
   C demonstrate first and then let them have a go

5 I tend to say:
   A watch how I do it
   B listen to me explain
   C you have a go

6 During my free time I most enjoy:
   A going to museums and galleries
   B listening to music and talking to my friends
   C playing sport or doing DIY

7 When I go shopping for clothes, I tend to:
   A imagine what they would look like on
   B discuss them with the shop staff
   C try them on and test them out

8 When I am choosing a holiday I usually:
   A read lots of brochures
   B listen to recommendations from friends
   C imagine what it would be like to be there

9 If I was buying a new car, I would:
   A read reviews in newspapers and magazines
   B discuss what I need with my friends
   C test-drive lots of different types

10 When I am learning a new skill, I am most comfortable:
    A watching what the teacher is doing
    B talking through with the teacher exactly what I’m supposed to do
    C giving it a try myself and work it out as I go

11 If I am choosing food off a menu, I tend to:
    A imagine what the food will look like
    B talk through the options in my head or with my partner
    C imagine what the food will taste like

12 When I listen to a band, I can’t help:
    A watching the band members and other people in the audience
    B listening to the lyrics and the beats
    C moving in time with the music
13 When I concentrate, I most often:
   A focus on the words or the pictures in front of me
   B discuss the problem and the possible solutions in my head
   C move around a lot, fiddle with pens and pencils and touch things

14 I choose household furnishings because I like:
   A their colours and how they look
   B the descriptions the salespeople give me
   C their textures and what it feels like to touch them

15 My first memory is of:
   A looking at something
   B being spoken to
   C doing something

16 When I am anxious, I:
   A visualise the worst-case scenarios
   B talk over in my head what worries me most
   C can’t sit still, fiddle and move around constantly

17 I feel especially connected to other people because of:
   A how they look
   B what they say to me
   C how they make me feel

18 When I have to revise for an exam, I generally:
   A write lots of revision notes and diagrams
   B talk over my notes, alone or with other people
   C imagine making the movement or creating the formula

19 If I am explaining to someone I tend to:
   A show them what I mean
   B explain to them in different ways until they understand
   C encourage them to try and talk them through my idea as they do it

20 I really love:
   A watching films, photography, looking at art or people watching
   B listening to music, the radio or talking to friends
   C taking part in sporting activities, eating fine foods and wines or dancing

21 Most of my free time is spent:
   A watching television
   B talking to friends
   C doing physical activity and making friends

22 When I first contact a new person, I usually:
   A arrange a face-to-face meeting
   B talk to them on the telephone
   C try to get together while doing something else, such as an activity or a meal

23 I first notice how people:
   A look and dress
   B sound and speak
   C stand and move

24 If I am angry, I tend to:
   A keep replaying in my mind what it is that has upset me
   B raise my voice and tell people how I feel
   C stamp about, slam doors and physically demonstrate my anger

25 I find it easier to remember:
   A faces
   B names
   C things I have done

26 I think that you can tell if someone is lying if:
   A they avoid looking at you
   B their voice changes
   C they give me funny vibes

27 When I meet an old friend:
   A I say ‘It’s great to see you!’
   B I say ‘It’s great to hear from you!’
   C I give them a hug or a handshake
28 I remember things best by:
- A writing notes or keeping printed details
- B saying them aloud or repeating words and key points in my head
- C doing and practising the activity or imagining it being done

29 I’ll have to complain about faulty goods, I am most comfortable:
- A writing a letter
- B complaining over the phone
- C taking the item back to the store or posting it to head office

30 I tend to say:
- A I see what you mean
- B I hear what you are saying
- C I know how you feel

Now add up how many As, Bs and Cs you selected.

A =  
B =  
C =  

If you chose mostly As you have a Visual learning style.
If you chose mostly Bs you have an Auditory learning style.
If you chose mostly Cs you have a Kinaesthetic learning style.

Some people find that their learning style may be a blend of two or three styles. In this case, read about all the styles that apply to you in the explanation below.

When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

Now see the VAK Learning Styles Explanation.

VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, and there is no right or wrong learning style:

- Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-charts, etc. These people will use phrases such as ‘show me’ and ‘let’s have a look at that’, and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.

- Someone with an Auditory learning style has a preference for the transfer of information through listening to the spoken word (of self or others) as well as listening to sounds and noises. These people will use phrases such as ‘tell me’ and ‘let’s talk it over’, and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone and can remember all the words to songs that they hear.

- Someone with a Kinaesthetic learning style has a preference for physical experience—touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as ‘let me try’ and ‘how do you feel?’ and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first.

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two, or, less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

There is no right or wrong learning style. The point is that there are styles of learning that are right for you.

Please note that this is not a scientifically validated testing instrument—it is a free assessment tool designed to give a broad indication of preferred learning style(s).
YOUNG WORKERS

Familiarise yourself with your teenager’s job, so you can help them identify and manage risks at work.

Be a good example at home - use the right tools and protective equipment when cooking, gardening or doing repair work.

One in five work injuries in Australia are incurred by young people under 25 years.

On average a young person is injured in an AUSTRALIAN WORKPLACE every 4 minutes & 24 seconds.

The most common injuries to YOUNG WORKERS:

- Sprains & strains
- Fractures
- Burns
- Open wounds
- Bruising & crushing
- Chronic joint / muscle pain

Young people’s brains are still developing well into their 20s. The planning, risk and decision making part of the brain is last to develop.

TIPS

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Youthsafe partners to prevent unintentional injury of young people.

Ph: (02) 9817 7847  Web: www.youthsafe.org

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IN AUSTRALIA the estimated cost of work related injuries and illness to young workers is $12 BILLION PER YEAR.

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Disability support services

Disability Employment Assistance Services

Centrelink provides specialised employment help for people with a disability, injury or illness. Disability employment assistance services fall broadly into two main categories: Disability Employment Services and Australian Disability Enterprises.

Disability Employment Services is a network of specialist employment services that provides assistance to people with a disability, injury or ill health. They include services for job seekers with a disability, injury or health condition who require the assistance of a disability employment service but who are not expected to need long-term support in the workplace, as well as services for job seekers with a permanent disability and with an assessed need for more long-term, regular ongoing support needs in the workplace.

Australian Disability Enterprises provide supported employment services through a network of organisations contracted by the Department of Social Services. This type of service approach is aimed at people with disabilities who want to work but choose to do so in a supported employment environment or who, because they have higher support needs, normally find it hard to find and keep a job.

For more information refer to:
Department of Human Services
www.humanservices.gov.au
13 28 50

Job Services Australia

Job Services Australia (JSA) is the Australian Government’s national employment services system. JSA provides job seekers with opportunities for training, skills development and tailored work experience so they can get into the workforce faster; and employers can find the staff they need.

For more information refer to:
Jobs Services Australia
www.employment.gov.au
1300 488 064

Australian Network on Disability

The Australian Network on Disability (AND) is a not-for-profit organisation funded by its members to operate as a strategic business partner with companies, organisations and governments employing people with a disability.

For more information refer to:
Australian Network on Disability
www.and.org.au
1300 363 645

Disability Works Australia (DWA)

Disability Works Australia (DWA) is a charity established to facilitate the promotion of employment opportunities for people with disabilities. They provide employers with access to a single, free, effective contact point for recruiting people with disabilities.

DWA works closely with organisations contracted through Disability Employment Services and Job Services Australia to help match motivated people to good employers.

For more information refer to:
Disability Works Australia
www.dwa.org.au
1800 356 670
A Guide to Apprenticeships and Traineeships in NSW can be found at the following link:

Apprenticeship Network Provider
13 38 73
www.australianapprenticeships.gov.au

Fair Work Commission
1300 799 675
www.fwc.gov.au

Fair Work Ombudsman
13 13 94
www.fairwork.gov.au

Australian Human Rights Commission
1300 656 419
www.hreoc.gov.au

NSW Anti-Discrimination Board
1800 670 812 or 02 9268 5555

Training Services NSW
13 28 11
www.training.nsw.gov.au

WorkCover NSW
13 10 50
www.workcover.nsw.gov.au
Training Services NSW regional centres

The NSW Department of Industry has nine State Training Centres at the following locations:

**Hunter & Central Coast**
Level 1, State Office Block, 117 Bull Street
Newcastle West NSW 2302
Ph (02) 4926 7300
STS.Newcastle@industry.nsw.gov.au

**Riverina**
87 Forsyth Street
Wagga Wagga NSW 2650
Ph (02) 6937 7600
STS.WaggaWagga@industry.nsw.gov.au

**Illawarra & South East NSW**
Level 1, Block E, State Office Block, 84 Crown Street
Wollongong NSW 2500
Ph (02) 4224 9300
STS.Wollongong@industry.nsw.gov.au

**Southern Sydney**
Level 2, 41-45 Rickard Road
Bankstown NSW 2200
Ph (02) 8707 9600
STS.Bankstown@industry.nsw.gov.au

**New England**
Level 2, Noel Park House, 155-157 Marius Street
Tamworth NSW 2340
Ph (02) 6763 3055
STS.Tamworth@industry.nsw.gov.au

**Western NSW**
161 Kite Street
Orange NSW 2800
Ph (02) 6363 9800
STS.Orange@industry.nsw.gov.au

**North Coast & Mid North Coast**
Level 4, Suite 2, 29 Molesworth Street
Lismore NSW 2480
Ph (02) 6629 7900
STS.Lismore@industry.nsw.gov.au

**Western Sydney & Blue Mountains**
Ground Floor, 16-18 Wentworth Street
Parramatta NSW 2150
Ph (02) 9204 7400
STS.Parramatta@industry.nsw.gov.au

**Central & Northern Sydney**
Level 13, 67 Albert Avenue
Chatswood NSW 2067
Ph (02) 9242 1700
STS.Chatswood@industry.nsw.gov.au