



**VCE VET  
Automotive Technology Studies  
Workplacement  
Log Book**

22015VIC Certificate in Automotive Technology Studies

School.....

Student name .....



**Australian Government**  

---

**Department of Education, Science and Training**

**Statement**

“©Commonwealth of Australia March 2002.

This work is Commonwealth copyright. It may be reproduced in whole or in part for study or training purposes, subject to the inclusion of an acknowledgment of the sources and no commercial usage or sale. Reproduction for the purposes other than those indicated above requires the written permission of the Department of Education, Science & Training. Requests and enquiries concerning reproduction and copyright should be addressed to the Assistant Secretary, Enterprise & Career Education Branch, Training and Youth Division, Department of Education, Science & Training, GPO Box 9880, CANBERRA CITY, ACT, 2601.”

**Disclaimer**

“The views expressed herein do not necessarily represent the views of the Commonwealth Department of Education, Science & Training which accepts no responsibility for their accuracy”.

**Acknowledgment**

“This product was funded by the Commonwealth Department of Education, Science & Training under the Enterprise and Career Education Foundation Limited Program”.



YouthNow is pleased to be able to provide the updated version of the log book.  
We hope it is a useful addition to your work placement.

## Table of Contents

Contact Details	Page 4
Introduction and Guidelines for Employers and Supervisors	Page 5
SWL Orientation Checklist	Page 6
Attendance Record	Page 7
List of Competencies	Page 8 - 10
Competency Record Sheets	Page 10-19
Student's Demonstrated Qualities and Attributes	Page 20

# CONTACT DETAILS

## Student Details

**Name:** .....

**Address:** .....

**Home Telephone:** .....

**Emergency Contact name:** .....

**Emergency Contact Telephone:** .....

## School Details

**School:** .....

**Address:** .....

**Telephone:** .....

**Contact Person:** .....

## Employer Details

**Organisation:** .....

**Address:** .....

**Telephone:** .....

**Contact Person/Supervisor:** .....

## Structured Workplace Learning support provided by

**Program Coordinator:** .....

**Address:** .....

**Telephone:** .....

**Organisation:** .....

## INTRODUCTION

Vocational Education and Training (VET) in Schools provide training both in the classroom and in the workplace. This logbook provides a record of the student's achievements and learning activities. Learning in a workplace environment reinforces the concepts that are taught, ensuring the student can perform the activity or function within an occupation to the standards of the industry or sector i.e. they have achieved competency.

SWL placements compliment the structured training undertaken at school. It provides the context for;

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competencies, as determined by the Training Organisation
- increase of opportunity for project based experience

This logbook demonstrates:

- how the student's skills are developing in the workplace
- an overview of what was achieved during the program.

When completed the log book provides a summary of all the skills acquired by the student during the program, so it can be used as evidence:

- for prospective employers
- when claiming advanced standing in further training programs.

## KEY DEFINITIONS

### **Competence:**

Describes performance that is normally required to produce a satisfactory result. It is the standard that you as an employer require of your employees.

### **Structured Workplace Learning:**

When students undertake specific studies in a Vocational area of their choice under a VET in Schools program they then have the opportunity to display these skills on the job with an employer.

### **Performance Criteria:**

These are statements that specify the standard of performance required.

*Should there be any other terms used in this logbook that you are unsure of please contact the Vocational Placement Officer listed at the front of this logbook*

## Guidelines for Employers and Supervisors

### **How do I use the log book?**

When a student has successfully completed a "Task", the Workplace Supervisor should **sign and date in the appropriate place**. It is recommended that you refer to the log book with the student every day or at least twice a week in order to focus the student on what they should be learning and to sign off any competencies that have been achieved.

Please date and sign next to **Task** in the log book if the student has the opportunity to practise that skill in your workplace AND you are satisfied that the student can do this at the level expected of a trainee in your organisation. Please provide the student with exposure to as many skills as possible, but note that there is no expectation that you will be in a position to cover everything in the log book.

### **What should I pay the student?**

You need to pay the student a minimum amount of \$5 per day, as stated on the Structured work place learning Arrangement Form.

# STRUCTURED WORK PLACE LEARNING

## Orientation Checklist.

	Discussion Completed		Discussion Completed
<p><b>Words of welcome</b></p> <ul style="list-style-type: none"> <li>• Welcome the student to the organisation</li> <li>• Chat with employee to reduce tension.</li> </ul>	<input type="checkbox"/>	<p><b>Discuss job, content/job description</b></p> <ul style="list-style-type: none"> <li>• Explain the basic duties and responsibilities of the job. Again show the importance of the job.</li> <li>• Explain dress code required.</li> </ul>	<input type="checkbox"/>
<p><b>Provide a tour of entire work area.</b></p>	<input type="checkbox"/>	<p><b>Explain the nature of the business and the importance of the functions the student will perform.</b></p>	<input type="checkbox"/>
<p><b>Introduction to co-workers and immediate supervisor.</b></p> <ul style="list-style-type: none"> <li>• Introduce the structured work place learning student to the person who will be responsible for doing the training on the job if you will not be doing it yourself.</li> <li>• Introduce the student to their immediate supervisor, if it is someone other than yourself.</li> <li>• Make sure the student understands who they report to during the training period.</li> <li>• Identify who they can go to for help when they can not find the supervisor.</li> </ul>	<input type="checkbox"/>	<p><b>Explain problem solving or grievance procedure</b></p>	<input type="checkbox"/>
<p><b>Explain working conditions.</b></p> <p>Show the student:</p> <ul style="list-style-type: none"> <li>• Where they do their work.</li> <li>• When they do their work:                             <ul style="list-style-type: none"> <li>– starting time</li> <li>– finishing time</li> <li>– Pay, method of payment</li> <li>– break periods and location</li> <li>– meal period (canteen)</li> <li>– toilets/locker rooms</li> <li>– personal use of telephone</li> <li>– Staff entrance</li> </ul> </li> </ul>	<input type="checkbox"/>	<p><b>Fire and safety (explain as appropriate)</b></p> <ul style="list-style-type: none"> <li>• Fire alarms and procedures</li> <li>• First aid locations</li> <li>• Safety and reporting procedures</li> </ul>	<input type="checkbox"/>
		<p><b>General information:</b></p> <p>As appropriate, explain:</p> <ul style="list-style-type: none"> <li>• Who and how to call if a problem develops and employee is going to be absent or late.</li> <li>• Available public transport.</li> </ul>	<input type="checkbox"/>
<p><b>Employee's Signature:</b> .....</p> <p><b>Manager/Supervisor Signature:</b> .....</p>			

## Attendance Record Guidelines

### How do I keep track of the student's attendance?

Please keep a record of the student's attendance (See below)

Please phone your School contact in the event that the student does not attend on any particular day, even if the student has phoned you to let you know that they cannot attend.

Please ensure that you do not have the student working at times other than outlined on the Structured work place learning Agreement Form, as the student is only covered by WorkCover for the times specified on that form.

### How often should I look at the log book?

It is recommended that you refer to the log book with the student every day or at least twice a week in order to focus the student on what they should be learning and to tick off any competencies that have been achieved.

(You may like to photocopy this to have it with you, as the student may need to refer to their log book frequently)

Day	Date	Arrival Time	Lunch Break	Departure Time

## LIST OF COMPETENCIES

For a Certificate II qualification in Automotive Technology Studies this student will be studying a combination of the following units. Some of the units are fundamental or core units that the student must complete and others will be the electives this student has chosen to study.

Code	Title	VCE units 1 - 2
<b>Compulsory units</b>		
VBN644	Carry out industry research	
AURC270103A	Apply safe working practices	
<i>Plus a minimum of 140 hrs of study selected from the following electives</i>		
<b>VCE units 3 and 4</b> <i>a minimum 200 hrs of study is selected from the following electives</i>		
<b>ELECTIVE BANK</b>		
<b>General units</b>		
AURC251356A	Read in the Workplace	
VBN047	Job seeking	
AURC251677A	Use numbers in the workplace	
AURC270789A	Communicate effectively in the workplace	
BSBWOR204A	Use business technology	
<b>Maintenance units</b>		
AURT225667A	Use and maintain measuring equipment	
AURT270278A	Use and maintain workplace tools and equipment	
VBN645	Set up and use oxy-acetylene equipment	
VBN646	Set up and use welding equipment	
VBN647	Clean a vehicle	
VPAU209	Participate in basic vehicle servicing operations	
<b>Automotive mechanical</b>		
VBN648	Remove and replace engine assembly (conventional)	
VBN649	Remove and replace engine and transaxle (FWD)	
VBN650	Dismantle and assemble engine, two-stroke engine single cylinder petrol	
VBN651	Dismantle and assemble engine, four-stroke engine single cylinder petrol	
VBN652	Dismantle and assemble engine, four-stroke engine multi cylinder petrol	
VBN653	Remove and replace engine cylinder head	
VBN654	Remove and replace carburettor	
VBN655	Dismantle and assemble carburettor	



VBN656	Remove and replace fuel pump
VBN657	Dismantle and assemble fuel pump
VBN658	Remove and replace transmission, manual (conventional)
VBN659	Dismantle and assemble transmission, manual (conventional)
VBN660	Remove and replace transmission, manual (transaxle)
VBN661	Dismantle and assemble transmission, manual (transaxle)
VBN662	Remove and replace clutch assembly
VBN663	Remove and replace suspension, front springs
VBN664	Remove and replace suspension. back springs
VBN665	Remove and replace rake assemblies
VBN666	Remove and replace wheel and tyre assemblies
VBN667	Remove and replace radiator
VBN692	Remove and replace steering assembly
<b>Automotive Electrical and Electronic</b>	
VBN688	Operate electrical test equipment
VBN669	Construct lighting circuits
VBN670	Remove and replace alternator
VBN671	Dismantle and assemble alternator
VBN672	Remove and replace starter motor
VBN673	Dismantle and assemble starter motor
VBN674	Remove and refit batteries
VBN675	Recharge batteries
VBN676	Construct basic electronic circuits
VBN677	Construct microcomputer circuits
<b>Vehicle Body (Panel Beating)</b>	
VBN678	Maintain vehicle body repair/making hand tools
VBN679	Carry out panel beating hand skill procedures
VBN680	Carry out visual damage assessment
VBN681	Remove and realign body panels
VBN682	Carry out basic panel repair
VBN683	Set up body alignment equipment
VBN684	Repair a plastic component
VBN685	Apply sealants
<b>Vehicle Body (Painting)</b>	
VBN686	Maintain and test a spray gun
VBN687	Prepare surface and apply masking materials
VBN688	Prepare surface and prime a repaired body panel

VBN689	Apply vehicle paint to a body panel
VBN690	Cut and polish a painted body panel
<b>Vehicle Body (Trimming)</b>	
VBN691	Carry out automotive trimming skill procedures
<b>Vehicle Body (Body Making)</b>	
VBN678	Maintain vehicle body repair/making hand tools
VBN693	Carry out body making skill procedures
<b>Vehicle Engine Reconditioning</b>	
VBN694	Carry out automotive machining skill procedures

## COMPETENCY RECORD SHEET

### VCE VET units 1 -2

### VBN644 - Carry out industry research

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		

## COMPETENCY RECORD SHEET

### AURC270103A – Apply safe working practices

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Apply basic safety procedures		
2. Apply emergency procedures		

### Elective one

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

## COMPETENCY RECORD SHEET

### Elective 2

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

### Elective 3

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

## COMPETENCY RECORD SHEET

### Elective 4

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

### Elective 5

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

## COMPETENCY RECORD SHEET

### Elective 6

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

### VCE VET 3 - 4

### Elective 7

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

## COMPETENCY RECORD SHEET

### Elective 8

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

### Elective 9

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

## COMPETENCY RECORD SHEET

### Elective 10

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

### Elective 11

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		



## COMPETENCY RECORD SHEET

### Elective 12

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

### Elective 13

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

## COMPETENCY RECORD SHEET

### Elective 14

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

### Elective 15

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

## COMPETENCY RECORD SHEET

### Elective 16

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1.		
2.		
3.		
4.		

## Student's Demonstrated Qualities and Attributes

One of the benefits of structured work place learning is that the student learns the importance of key qualities and attributes that are essential for success in any job.

The workplace supervisor is asked to provide feedback about the student's performance in the following areas:

Quality/Attribute	Employer Assessment of Student Performance			Comments, if explanation is necessary
	Consistent and reliable	Needs some prompting	Requires further training	
Clarifies instructions to ensure can proceed with task correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attention to detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexible- will do what is required at the time, tries to fit in with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates in an appropriate manner with others in the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate personal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punctual and reliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Workplace Supervisor Signature:</b> _____ <b>Date:</b> _____				

Further comments (optional)

.....

.....

.....

.....