



# **Engineering Studies Workplacement Log Book**

**22019VIC Certificate II in Engineering Studies**

School.....

Student name .....



**Australian Government**  

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**Department of Education, Science and Training**

**Statement**

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**Acknowledgment**

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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.

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# 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 Engineering 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 one will be the elective this student has chosen to study.

Code	Title	VCE VET units 1 - 2
Core		
MEM13014A	Apply principles of occupational health and safety in work environment	
MEM18001C	Use hand tools	
MEM18002B	Use power tools/hand held operations	
VCN768	Develop an individual career plan for the engineering industry	
VCN769	Perform basic machining processes	
VCN770	Apply basic fabrication techniques	
VCN772	Use computers for engineering related work activities	
VCN774	Apply basic computational principles in engineering work activities	
Code	Title	VCE VET units 3-4
<b>Compulsory Units</b>		
VCN771	Apply electrotechnology principles in an engineering work environment	
VCN773	Produce basic engineering sketches and drawings	
VCN776	Use basic engineering concepts to plan the manufacture of engineering components	
VCN777	Handle engineering materials	
VCN778	Produce basic engineering components and products using fabrication and machining	
<b>Electives: One is selected</b>		<b>Selected</b>
VCN779	Perform cutting, grinding and turning operations	
VCN780	Form, bend and shape engineering materials	
VCN781	Use fundamental refrigeration principles and processes to make refrigeration and/or air conditioning equipment operational	
VCN782	Perform basic welding and thermal cutting processes to fabricate engineering structures	
VCN783	Create engineering drawings using a computer aided system	
VCN785	Assemble and test electronic engineering equipment and make it operational	
VCN786	Fabricate basic jewellery items	



## COMPETENCY RECORD SHEET

### VCE VET units 1 - 2

#### MEM13014A Apply principles of occupational health and safety in work environment

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. <i>Follow safe work practices</i>		
2. <i>Report workplace hazards and accidents</i>		
3. <i>Follow emergency procedures</i>		

#### MEM1800C Use hand tools

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. <i>Use hand tools</i>		

#### MEM18002B Use power tools/hand held operations

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. <i>Use power tools</i>		

**VBN768 Develop an individual career plan for the engineering industry**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
<i>1. Gather information about the engineering and manufacturing industry.</i>		
<i>2. Develop a career path plan.</i>		
<i>3. Review plan.</i>		

**VBN769 Perform basic machining processes**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
<i>1. Plan and set up machining operations</i>		
<i>2. Conduct machining operations</i>		
<i>3. Complete work requirements</i>		

**VBN770 Apply basic fabrication techniques**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
<i>1. Plan and set up fabrication operations</i>		
<i>2. Conduct fabrication operations</i>		
<i>3. Complete work requirements</i>		

**VBN772 Use computers for engineering related work activities**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
<i>1. Set up computer hardware and software to plan, conduct, or complete engineering tasks.</i>		
<i>2. Perform required computer processing task to plan, conduct or complete engineering tasks</i>		
<i>3. Store or output processed information to plan, conduct, or complete engineering tasks</i>		
<i>4. Shut down computer hardware and software.</i>		

**VB774 Apply basic computational principles in engineering work activities**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
<i>1. Select required computations to plan, conduct, or complete engineering tasks</i>		
<i>2. Carry out required computations to plan, conduct or complete engineering tasks</i>		
<i>3. Prepare estimates to plan, conduct, or complete engineering tasks.</i>		
<i>4. Interpret graphical representation of information to plan, conduct, or complete engineering tasks.</i>		

**COMPETENCY RECORD SHEET**

**VCE VET Units 3 – 4**

**VB771 Apply electrotechnology principles in an engineering work environment**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
<i>1. Use basic electrical principles to plan, conduct, or complete engineering tasks.</i>		
<i>2. Determine electrical requirements when planning engineering tasks</i>		
<i>3. Operate electrical equipment and devices to power and control engineering machinery.</i>		
<i>4. Identify and operate correctly major components of the electrical distribution in an engineering work environment.</i>		

**VB773 Produce basic engineering sketches and drawings**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
1. <i>Identify and select correct sketches or drawings to plan, conduct, or complete engineering tasks</i>		
2. <i>Interpret sketch or drawing details to plan, conduct or complete engineering tasks.</i>		
3. <i>Prepare sketches or drawings to plan, conduct, or complete engineering tasks</i>		

**VB776 Use basic engineering concepts to plan the manufacture of engineering components**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
1. <i>Identify task requirements</i>		
2. <i>Plan to manufacture engineering components</i>		
3. <i>Review plan</i>		

## VBN777 Handle engineering materials

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. <i>Plan to lift and move materials</i>		
2. <i>Move/shift materials</i>		
3. <i>Apply emergency procedures</i>		

### Elective:

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

**VBN778 Produce basic engineering components and products using fabrication and machinery**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
1. <i>Plan to produce basic engineering components</i>		
2. <i>Prepare materials and equipment</i>		
3. <i>Cut, machine and form basic engineering components</i>		
4. <i>Assemble basic engineering components</i>		
5. <i>Ensure quality of products and components</i>		
6. <i>Complete work requirements</i>		



## 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	
<b>Clarifies instructions to ensure can proceed with task correctly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Attention to detail</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Flexible- will do what is required at the time, tries to fit in with others</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Communicates in an appropriate manner with others in the team</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Appropriate personal presentation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Punctual and reliable</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Organised</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Workplace Supervisor Signature:</b> _____ <b>Date:</b> _____				

Further comments (optional)

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