



**VET in the VCE
Business - Administration
Log Book**

BSB20107
Certificate II in Business

Selected extracts from
BSB30207
Certificate III in Business

School.....

Student name



Australian Government

Department of Education, Science and Training

Statement

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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:

Guidelines for Employers and Supervisors

Vocational Education and Training (VET) in Schools provided 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 of function within an occupation to the standards of the industry or sector.

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.

What will I get the student to do?

The Orientation Checklist provides you with a range of activities that will get the student started.

It is good to get the student familiar with a relatively routine task first, such as photocopying, so that they can gain some confidence and feel useful from day one. Later on the first day, you might like to train the student on more complex tasks such as data entry into your database.

It is good to consolidate the students learning by getting them to practise these tasks again the next day. Most students will feel stimulated and comfortable with the introduction of one complex task per day.

Being able to stop and start different tasks and prioritise them is usually the most difficult thing for students to learn. It is good to start to build this necessity into the students work after a couple of days of doing single tasks.

Below are some examples of the types of tasks that students are usually confident to do under supervision. Naturally there will be a range of other tasks the students can be taught to do.

Continuous Duties

- Greeting customers
- Answering the phone/taking messages
- Emailing messages from reception
- Booking rooms
- Organising couriers

Routine Tasks

- Filing
- Photocopying
- Distributing Mail

More Complex Tasks

- Writing letters
- Sending faxes
- Data entry
- Producing invoices
- Producing mail merged documents (close supervision will be required at first)
- Producing envelopes and labels

Planned / "One Off" Task

- Preparing newsletter or brochure
- Cleaning out old files for storage

STRUCTURED WORK PLACE LEARNING Orientation Checklist.

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

Employee's Signature:

Manager/Supervisor Signature:

Attendance Record Guidelines

How do I keep track of the students 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 the Certificate II in Business Administration 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	
<i>VCE VET Units 1 - 2</i>		
BSBOHS201A	Participate in OHS processes	
BSBCMM201A	Communicate in the Workplace	
BSBWOR203A	Work effectively with others	
BSBITU201A	Produce simple word processed documents	
BSBWOR202A	Organise and complete daily work activities	
Electives		Selected
BSBCUS201A	Deliver a service to customers	
BSBIND201A	Work effectively in a business environment	
BSBINM201A	Process and maintain workplace information	
BSBINM202A	Handle mail	
BSBINN201A	Contribute to workplace innovation	
BSBITU202A	Create and use spreadsheets	
BSBITU203A	Communicate electronically	
BSBSMB201A	Identify suitability for micro business	
BSBSUS201A	Participate in environmentally sustainable work practices	
BSBWOR204A	Use Business Technology	
<i>VCE VET Units 3 - 4</i>		
FNSICGEN305A	Maintain daily financial/business records	
BSBWOR301A	Organise personal work priorities and development	
BSBINM301A	Organise workplace information	
BSBITU306A	Design and produce business documents	
BSBINN301A	Promote innovation in a team environment	

COMPETENCY RECORD SHEETS

VCE VET Units 1 and 2

BSBOHS201A – Participate in OHS processes

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Work Safely		
2. Implement workplace safety requirements		
3. Participate in OHS consultative processes		
4. Follow safety procedures		

BSBCMM201A – Communicate in the Workplace

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Gather, convey and receive information and ideas		
2. Complete workplace documentation and correspondence		
3. Communicate in a way that responds positively to individual differences		

BSBWOR203A – Work effectively with others

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Develop effective workplace relationships		
2. Contribute to workgroup activities		
3. Deal effectively with issues, problems and conflict		

BSBITU201A – Produce simple word processed documents

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Prepare to produce documents		
2. Produce documents		
3. Finalise documents		

BSBWOR202A – Organise and complete daily work activities

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Organise work schedule		
2. Complete work tasks		
3. Review work performance		

BSBCUS201A – Deliver a service to customers

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Establish contact with clients		
2. Identify customer needs		
3. Deliver service to customers		
4. Process customer feedback		

BSBIND201A – Work effectively in a business environment

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Work within organisational requirements		
2. Work in a team		
3. Develop effective work habits		

BSBINM201A – Process and maintain workplace information

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Collect information		
2. Process workplace information		
3. Maintain information systems		

BSBINM202A – Handle mail

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Receive and distribute incoming mail		
2. Collect and despatch outgoing mail		
3. Organise urgent and same day deliveries		

BSBINN201A– Contribute to workplace innovation

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Identify opportunities to do things better		
2. Discuss and develop ideas with others		
3. Address the practicalities of change		

BSBITU202A – Create and use spreadsheets

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Select and prepare resources		
2. Create simple spreadsheets		
3. Produce simple charts		
4. Finalise spreadsheets		

BSBITU203A – Communicate electronically

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Implement procedures to send and receive electronic mail		
2. Manage electronic mail		
3. Collaborate online		

BSBSMB201A – Identify suitability for micro business

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Explore potential business ideas		
2. Compare personal skills and aspirations with micro business opportunities		
3. Access business learning opportunities, mentoring and advice		

BSBSUS201A – Participate in environmentally sustainable work practices

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Identify current resource use		
2. Comply with environmental regulations		
3. Seek opportunities to improve resource efficiency		

BSBWOR204A – Use Business Technology

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Select and use technology		
2. Process and organise data		
3. Maintain technology		

VCE VET Units 3-4

FNSICGEN305A – Maintain daily financial/business records

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Process financial forms and applications		
2. Prepare and process banking documents and petty cash documents		
3. Process petty cash transactions		
4. Prepare and process invoices for payment to creditors and for debtors		

BSBWOR301A – Organise personal work priorities and development

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Organise and complete own work schedule		
2. Monitor own work performance		
3. Coordinate personal skill development and learning		

BSBINM301A – Organise workplace information

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Collect and access information		
2. Organise information		
3. Review information needs		

BSBITU306A – Design and produce business documents

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Select and prepare resources		
2. Design document		
3. Produce document		
4. Finalise document		

BSBINN301A – Promote innovation in a team environment

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Create opportunities to maximise innovation within the team		
2. Organise and agree effective ways of working		
3. Support and guide colleagues		
4. Reflect on how the team is working		

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"/>	
Workplace Supervisor Signature: _____ Date:				

Further comments (optional)

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