

GUIDELINES TO EMPLOYER

Implementing
SSACI Workplace-based Experience Task Books
For
NC (V) Electrical Infrastructure Construction Level 4



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INTRODUCING WORKPLACE-BASED EXPERIENCE

Thank you for agreeing to host an FET college student for his/her workplace-based experience (WBE) at your organisation. WBE is about providing students with short periods of exposure (usually 5 to 15 days) in a real workplace and the opportunity to work alongside employees doing jobs related to their field of study.

The objectives of WBE are to:

- Develop student understanding of employers who are working in their vocational area and the career they are training for.
- Improve student competence and work-readiness.
- Improve the alignment between college programmes and employer needs.

The student/s you are hosting are enrolled on a National Certificate (Vocational) (NC (V)). The NC (V) is a three year qualification that results in an NQF level 4 certificate in a particular vocational field and is equivalent to a grade 12 senior certificate. The NC (V) includes theoretical and practical training at college. WBE is provided to enhance learning at college and allows students to apply what they have learned in the context of a real workplace.

The student/s you are hosting are in their final year of study (level 4) on either Electrical Infrastructure Construction Programme. Programme subjects are as follows:

Electrical Infrastructure Construction Subjects:

- Electrical Principles and Practice
- Electrical Workmanship
- Electronic Control and Digital Electronics
- Optional: Electrical Systems and Construction or Physical Science

We ask each employer to carefully consider the programme the student is enrolled in when designing the 'placement experience' for the student. (Please refer to **page 5** of the student task book for an **overview of their programme of study**.)

The WBE task book

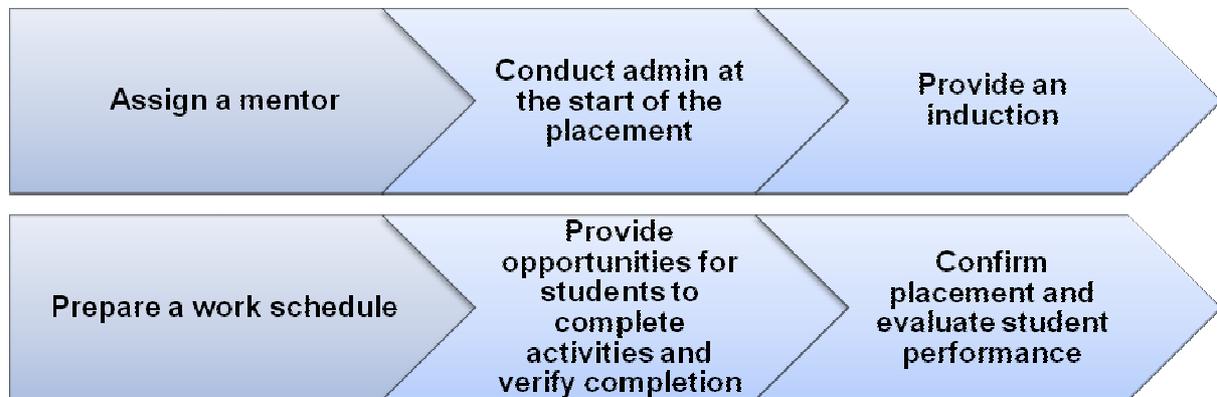
Each student will come to the workplace with a task book customised to his/her programme of study. The task book:

- provides a **step-by-step process** for the student of what needs to be achieved during the period he/she is placed at a host employer;
- includes a **set of activities** the student is expected to complete while in the workplace;
- will be **assessed by lecturers** when the student returns to college and counts as the student's practical mark for particular subjects (in college terms this assessment is assignment 2 of the ICASS - internal continuous assessment).

The purpose of the task book is not just to provide the student with a mark; it is designed to offer **guidance and structure** to the student's experience in the workplace. This ensures that the student actively engages in a range of tasks as opposed to merely being an 'observer' during the WBE. The completion of the task book is the student's responsibility; the student would have been prepared by the college on all aspects of the task book. However, the student does require information and documentation from the employer as well as the opportunity to do specific tasks.

The employer's role in assisting the student in completing the task book:

This guide will outline how, as an employer, you can prepare to host the student and assist the student to get the most from his/her experience. As an employer, you are kindly requested to complete six broad functions:



Before looking at each of these functions in detail it is useful to understand the structure of the task book.

The structure of the task book.

- PART 1** An overview of the student's programme as well as instructions to complete the WBE.
- PART 2** The administrative forms that need to be completed.
- PART 3** This is the core of the task book and contains the workplace activities the student should complete.
- PART 4** A set of evaluation documents and an employer letter to confirm placement.
- PART 5** An explanation of how assessment works (the assessment is the college's responsibility).

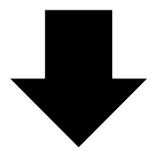
As an employer you will be involved in some administrative aspects of part 2 and part 4. However, **your largest involvement will be in part 3** where students are required to complete 'real' workplace tasks linked to the requirements of their particular subject.

Please refer to the **diagram** on the next page. The diagram provides details on what is included in parts 2 to 5 of the task book on a single page – **the entire task book at a glance**. The 'Before', 'During' and 'After' buttons in the diagram refer to when students will mostly be working on each part of their book, i.e. before, during or after their WBE placement.



Part 2: The Forms

- Form 1: Employer and college contact information
- Form 2: Student profile and contact information
- Form 3: Student learning agreement
- Form 4: Indemnity form and ID



Part 3: WBE Activities

Section A: General activities

- 1. Workplace induction checklist
- 2. Daily log and journal
- 3. Investigate the workplace and your career path

- Task 1. Overview of the workplace
- Task 2. Health and safety
- Task 3. Appreciate your career path

Section B: Subject activities

- 4. Conduct electrical tests and perform basic electrical tasks in an industrial or domestic workplace environment (EPP, EW and ESC)
- 5. Test and inspect power tools at the host employer (EW and ESC)
- 6. Identify and work with electronic devices at the host employer (Electronic Control and Digital Electronics)

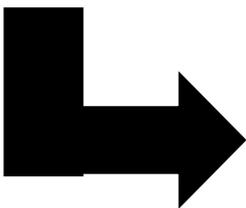
Summary

Summary for providing feedback on WBE



Part 4: Confirmation & Evaluation of WBE

- Employer letter to confirm student work experience
- Employer evaluation of student
- Student evaluation of WBE



Part 5: Assessment

Assessment explanation and mark table



We are now ready to look at the role you, as employer, will play in assisting the student during the placement.

(1) ASSIGN A MENTOR

The first step is assigning the student to a workplace mentor. The mentor's role will be:

- to support the student during his/her placement;
- to ensure that the student knows what is expected of him/her and the rules of the workplace;
- to deal with any difficulties that may arise;
- to liaise with the college;
- to ensure that the student is getting relevant exposure to be able to complete the task book which involves putting the student in contact with staff from other departments, if necessary;
- to ensure that the section A and B employer approval tables are ticked off and signed by the relevant employer representatives as required.

The success of the WBE depends on the student receiving support and direction from the workplace mentor. The mentor should be someone within the organisation that has some time to devote to the student on a daily basis as opposed to a senior staff member with limited available time. The WBE could take between 30 minutes and one hour of the mentor's time per day.

(2) ADMIN AT THE START OF THE PLACEMENT: PART 2

There are four forms in part 2 of the task book that need to be completed before or on the first day of the placement. It is the student's responsibility, with the help of the college, to complete the forms.

Two of these forms require information and/or a signature from the employer representative – form 1 and form 3. Please see the table below.

WBE Form	Why the form is included in the task book
Form 1: Employer and College contact information	Employer and college contact details are provided right at the start to ensure that all parties know how to contact each other if necessary. It is the student's responsibility to complete this form, but please ensure that your contact details are included.
Form 3: Student learning agreement	The student learning agreement is compulsory and ensures that all parties have agreed to the placement. It is the student's responsibility to complete the form, but please check and sign as the employer. The learning agreement should be completed and signed by the student and college representative before the WBE. The student will ask you for an employer representative signature in the first two days of the placement. The employer representative should be the employer mentor or another staff member involved in the student's WBE.

Please note that **form 4** has been included as an indemnity.

(3) PROVIDE AN INDUCTION

While the college has attempted to prepare the student for the workplace through relevant theoretical training and practical exercises, it must be remembered that in most cases the students will have **no prior experience of a 'real' workplace**. It is for this reason that a careful induction to the workplace is necessary as this will assist the student in understanding what is expected in the workplace.

Please spend some time on the **first day of the placement** orientating the student to the workplace. The induction could include:

→	The details of the supervisor/manager to whom the student will be reporting.
→	Staff to whom the student will be reporting during the placement (there could be a number of people as the student moves from task to task).
→	The key expectations the organisation has of the student.
→	The rules of the organisation.
→	The layout of the workplace/department (where to find devices, machines and areas where the student will work).
→	Practical aspects such as where to find the toilet, if they are allowed to use the tea-room etc.
→	The hours of operation (when the student is expected to start and end the day; tea and lunch breaks).
→	Importantly, what the student should do when he/she encounters a problem.

The induction will assist the student complete **activity 1** - a one-page induction checklist to be completed on day one of the placement.

(4) DESIGN A WORK SCHEDULE

It is recommended that a work schedule be designed for the student. This schedule can be designed for the whole duration of the placement or on a daily basis (first thing in the morning). A carefully planned work schedule ensures that the student engages actively in the workplace which enhances the student's learning and ensures that the student is able to assist the business/organisation.

Please consult the task book (part 3) in designing this schedule. The task book activities are based on the functions of a typical business or organisation in the particular field (as well as the requirements of the student's programme) and therefore should be possible to complete within an average working week. Please see the sample work schedule below.

Sample work schedule for one-day for an Electrical Infrastructure Construction student:

Student name: _____ Date: _____

Time:	Task:	Department / work area:	Supervised by:
8.00 – 8.30	Morning induction – outline student's work schedule for the day/week. Sign attendance register/activity approvals from the previous day.	-	Mr. John (mentor)
8.30 - 9.00	Housekeeping.	Workshop area	Mark Plaatjies, supervisor
9.00 – 10.00	Test and inspect power tools to be used in the tasks for the day.	Workshop area	Mark Plaatjies, supervisor
10.00 – 10.15	<i>Tea break</i>		
10.15 – 1.00	Test and inspect a faulty three-phase machine.	Workshop area	Ntombi Dlamini, technician
1.00 – 2.00	<i>Lunch break</i>		
2.00 – 3.15	Repair the faulty machine under supervision or carefully observe and take notes as the technician repairs the machine.	Workshop area	Ntombi Dlamini, technician
3.15 – 3.30	<i>Tea break</i>		
3.30 - 4.30	Machine repair continued.	Workshop area	Ntombi Dlamini, senior technician
4.30 – 5.00	Housekeeping: clean work area and sort all tools.	All areas worked in during the day	Mark Plaatjies, supervisor

Note: this work schedule template is attached as appendix 1

This guide will now carefully outline the activities the student should complete in the workplace.

(5) PROVIDE OPPORTUNITIES TO COMPLETE ACTIVITIES AND VERIFY COMPLETION: PART 3

Part 3 contains all the activities the student needs to complete during the WBE. This is the **CORE** of the task book and where the student needs your assistance. It is these activities that should be built into the schedule of work. The student has been prepared and should know what is expected in each activity. It is ultimately the student's responsibility to request information and ask for experience on particular activities; however, this can be daunting at first and we would appreciate the employer going through the activities in the task book to provide the student with **relevant experience**.

There are two broad types of activities in the book

- **General** activities 1 to 3 (SECTION A) which are relevant to all types of organisations as well as the student's programme. These activities are exactly the same in all task books.
- **Subject specific** activities 4 to 7 (SECTION B) that refer to specialised fields of study.

REQUIREMENTS COMMON TO ALL ACTIVITIES

This guide will first briefly outline features and requirements that are common across all activities and then discuss the content of activities in more detail.

At the start of each activity you will find:

- a **summary diagram** which details what is covered in the activity;
- a **list of instructions** on how to complete the activity and possible areas of caution (alert signs).

Handling difficult activities:

There are a few activities which may be tricky for students to complete, and these are shown by the 'light bulb' icon.



The 'light bulb' icon is used to provide **important information** or a brief definition of concepts before starting a question.

The icon is also used to highlight a **possible difficulty** which may require a creative solution, for example, how to assist the student in answering all the questions, whether in an industrial/commercial environment or a domestic installation environment. Students are given two options (question A or B) in these circumstances, and we would appreciate the employer guiding the student to select the correct question based on your environment.

Verification of attendance and activities:

It is important to note that, as the task book is an **assessed part** of the student's programme, the college needs verification that the student completed the practical work. An approval page can be found at the start of section A and at the start of Section B.

Section A: attendance and activity approval

The approval for section A has two tables requiring employer signatures:

- The attendance register
- Activity approval

In the *attendance register* the employer's signature is needed for each day the student is in the workplace. This approves student attendance and the completion of the journal for each day of the student's WBE.

In the *activity approval table*, employer approval for activities 1 to 3 is needed once the student has completed tasks/gathered information. Please tick the **'yes' or 'no' column** for each activity and sign once all activities are complete.

Section B: employer activity approval

In the *activity approval table*, employer approval for activities 4 to 7 is needed once the student has completed tasks/gathered information. Please tick the **'yes' or 'no' column** for each activity, and sign once all activities are complete.

Notes

- The same workplace representative does not need to check the completion of all activities, for example, the supervisor may approve the power tools activity while the technician may approve the conducting electrical tests activity. **If different staff members are approving different activities please initial in the 'yes' or 'no' column.** The mentor signs the final approval.
- It will not be possible for students to complete every aspect of the activities while in the workplace, and they will be given the opportunity to fill in any missing gaps when they return to the college; **HOWEVER** students should make sure that they have all the information and documentation they need before leaving the workplace. If you are certain that the student has done the activity and has the documents (but just needs to write it down in the book), please tick/sign the activity.

ALL signatures are required before the student leaves the workplace.

College signature

Each activity requires the approval (signature) of the college assessor. This will be done by the college and can be ignored by the employer.

We now focus on the requirements of each activity. We have already referred to activity 1 above (the workplace induction checklist).

SECTION A - ACTIVITY 2: DAILY LOG AND JOURNAL

The Daily Log and Journal is an important part of WBE. It is a **record of all the tasks** the student completed during the placement period.

The daily log is **evidence of the practical** exposure the student gained in the workplace. For this reason it is vital that the log is accurately completed.

A clear set of instructions is included in the task book. It is important to note the following:

- A student should complete an **ACTIVITY TABLE for every day he/she is in the workplace**. The student should estimate the time spent on each activity listed in the table and complete the relevant columns.
- Where time is spent on additional or '**other activities**' not already listed in the table this should be carefully noted.
- The **journal part** of the Daily Activity Log and Journal allows the student to **reflect** on what he/she has learnt in the workplace. Please encourage students to give the question careful thought.

On the last day of the placement the student needs to complete the **ACTIVITY TABLE SUMMARY**. Essentially, the student adds up the time spent on each type of activity from the daily tables and inserts totals into the summary table. This needs to be done for the pre-listed activities as well as the 'other activities'.

Please remember an employer representative needs to sign or tick:

- The **attendance register** each day. This confirms attendance but, more importantly, verifies that the student has completed the journal for each day in the workplace.
- The completion of **activity 2** in the 'host employer approval of section A activities' table.

SECTION A - ACTIVITY 3: TASKS 1 TO 3

Activity 3 consists of three tasks as explained in the table below. Activity 3 provides students with an understanding of the type of organisation hosting them, typical policies and procedures found in workplaces, health and safety policies as well as insight into the career paths of the particular field they are studying.

General Activity 3	Purpose of the activity
Task 1: Overview of the Workplace	This task assists the student in understanding the size and nature of the host organisation. The questions require such details such as the vision of the organisation; whether or not the organisation has other branches; its main products and services etc.
Task 2: Health and Safety	<p>This task highlights the importance of health and safety requirements which is a legislative requirement of all types of organisations.</p> <p>Students should have no difficulty sourcing this information in large organisations. Please arrange a visit to the health and safety department.</p> <p> However, smaller organisations may not always have formalised policies. The student task book provides suggestions on how to deal with this situation, for example the student should find out about informal health and safety practices in the organisation through observation and talking to staff. Refer to the text box at the start of the task.</p>
Task 3: Appreciate your Career Path	<p>This task requires that the student interview someone in the workplace in a career similar to the career he/she has chosen.</p> <p>The student only needs to conduct a short (15 minute) interview. Again, the student may need the workplace mentor's assistance to find the correct person to interview. If you are hosting a group of students from the same programme, a group interview with the relevant staff member can be conducted by the students.</p> <p>NOTE: ideally the person interviewed should have at least two years' experience in the field, but if the student cannot find someone with sufficient experience he/she should conduct the interview with the most relevant person available.</p>

**Please remember to return to the section A approval page
and tick / initial each activity once complete!**

SECTION B: SUBJECT ACTIVITIES

Section B consists of a set of subject-specific activities (activities 4 to 7). These are **practical activities** relating to specific subjects a student is taking, for example, an Electrical Infrastructure student will test and inspect power tools as part of the subject 'Electrical Workmanship' and 'Electrical Systems and Construction'.

Providing opportunities for students to complete each subject activity

Please go through section B of the task book with the student and ensure that the student is given exposure to tasks in the workplace which relate to each subject activity, for example, the activity 'conduct electrical tests and perform basic electrical tasks in an industrial or domestic workplace environment' requires that the student learns how to conduct various electrical tests under supervision. Some examples:

- an earth leakage relay test on three sockets;
- a test of the resistance of the earth continuity conductor of three domestic appliances /power tools;
- tests on a three-phase motor etc.

After this exposure the student should complete the activity and then ask the relevant employer representative to initial the approval table.

Please be kind enough to **provide students with requested documents** (for example an organogram, promotional material, work permits, electrical test recording documents etc.) needed to complete certain of the activities. These documents are used for learning purposes only.

Please remember to return to the section B approval page and tick/initial each subject specific activity once complete!

(6) CONFIRMATION AND EVALUATION OF WBE: PART 4

Part 4 is an important **administrative part** of the WBE as it confirms that students participated in WBE and evaluates their performance. Please complete the first two forms **on the last day** of the student's placement. If this is not possible please send the forms to the person you have been liaising with at the college. The forms to complete are:

The form / letter	Why the form is included in the task book
Employer letter to confirm student work experience	This letter simply acts as confirmation that the WBE was successfully completed. A template is provided. This letter will be included in the student's CV. Please include the company stamp at the top of the letter.
Employer evaluation of student	Your evaluation of the student's performance during the placement is used as evidence in the assessment but, more importantly, can be used by students as a resource to seek employment in the future.



Thank you for providing the student with this important opportunity!

Appendix 1: Work schedule

Student name: _____ Date: _____

Time:	Task:	Department / work area:	Supervised by:
	<i>Tea break</i>		
	<i>Lunch break</i>		
	<i>Tea break</i>		