

Policy and Procedure Register updates

Summary of changes to:

Work experience placements for school students procedure

1. Reason for new/updated policy or procedure <i>(select all that apply)</i>		
<input type="checkbox"/> Change of policy/procedure requirements	<input type="checkbox"/> Audit/review recommendation	
<input type="checkbox"/> Change to legislation/delegations	<input checked="" type="checkbox"/> Due for review	<input type="checkbox"/> Other
<p>The work experience placements for school students procedure is being updated as part of the regular review of Department of Education policies and procedures. The update aims to realign and refresh the content, while also ensuring the procedure reflects improved capabilities such as online and electronic forms, and incident reporting systems etc.</p>		
2. Summary of changes		
<p>Changes to the work experience procedure include:</p> <ul style="list-style-type: none"> • updated work experience agreement form to allow electronic or wet signatures • mandatory risk assessments for all work experience placements, with a streamlined template and a new guide including industry specific examples • new work experience guide for schools consolidating documents and templates for planning and processes • new work experience guide for employers to assist with hosting work experience students • new template for principals to approve students with disability completing more than 30 days of work experience • compliance with the <i>Queensland Child Safe Organisations Act 2024</i>, <i>Human Rights Act 2019</i> (Qld) and reportable conduct scheme requirements • updates to the work experience restricted activities, including allowing simulated firearms in defence settings only • adding new restricted activities, including: <ul style="list-style-type: none"> – intended asbestos or silica disturbance activities, – any work in a morgue, – sex industry work, – certain construction work that directly involves the installation or removal of tilt up panels, or the temporary bracing connected to tilt up panels. • clearer steps for lodging a public liability insurance or work cover claim • updates to the “Frequently Asked Questions” supporting document to provide greater clarity around: <ul style="list-style-type: none"> – Blue card and Yellow card requirements – interstate work experience – students with disability participating in work experience 		

- relaxed restrictions for students in very remote areas working with relatives
- work experience as a trial for School-based apprenticeships or traineeships
- guidelines on the number of work experience days, including part days.

3. Impacts to roles and responsibilities

Does the new/updated content change staff roles/responsibilities *in any way*? Yes No

If yes, select the type of change: (select all that apply)

Revised responsibilities New/additional responsibilities Removed responsibilities

Position title	Summary of change	Page#
Principal or nominated officer	Previously able to consider whole or half days for work experience. Now also able to consider part days, provided the hours in the workplace are documented and do not exceed 30 days per calendar year.	3
Principal or nominated officer	Now needs to consider if the proposed work experience arrangement can provide a child safe context for the student on placement and complies with the reportable conduct requirements as outlined in the Child Safe Organisations Act 2024.	4
Principal or nominated officer	A risk assessment is still required for all work experience placements and student specific risk assessments may also be required if identified medical conditions exist that may impact the student's safety and wellbeing in the workplace. Templates have been provided.	6 and 7
Principal or nominated officer	Can now contact students on work experience through various formats, including face to face, video calls or phone calls. Previously schools were required to make a face to face visit to all work experience students while on placement.	8 and 9
Principal or nominated officer	Updated and more detailed steps for lodging a public liability or work cover claim that reflect current processes.	11 and 12

4. Communication and support for implementation

Communication to support schools with the implementation of the updated procedure will include:

- communication with regional senior schooling officers for dissemination to networks across regions
- communication through relevant senior schooling discussion lists
- communication through ConnectED and Senior Schooling OnePortal page
- communication with Catholic Education and Independent Schools Queensland Senior Schooling officers.

For further assistance, please contact:

- Policy/procedure contact:
Senior Schooling Team
Curriculum, Teaching and Learning
VETinSchools@qed.qld.gov.au

Procedure effective: 20 April 2026, version 7



Procedure

Work experience placements for school students procedure

Version: 7.0 | Version effective: 20/04/2026

Audience

All schools

Purpose

This procedure details the roles, responsibilities and processes for developing and implementing a work experience program for state and non-state school students as part of their education.

Overview

A work experience program is a formal arrangement that enables students, while enrolled at a school (including children registered for [home education](#)), to participate in activities at a place of paid or voluntary work. Work experience involves the short-term placement of students with businesses or organisations, providing students with insights into a specific industry and workplace environment. These placements are unpaid. During work experience, students will observe different aspects of work within their chosen industry and may assist with tasks allocated by their supervisor. However, students should not engage in activities that require extensive training or expertise.

Students must be at least 14 years old and enrolled in an educational establishment. Students can be placed on work experience up to a maximum of 30 days in a calendar year.

For students with disability, the [Education \(Work Experience\) Act 1996 \(Qld\)](#) indicates the principal may approve work experience that exceeds 30 days in consultation with the parent/carer and student. Any work experience undertaken as part of the student's curriculum learning is the responsibility of the school, however, additional supports may be available in very limited circumstances through a student's [National Disability Insurance Scheme \(NDIS\)](#) participant plan.

Students registered for home education are eligible to participate in work experience subject to the provisions in the [Education \(Work Experience\) Act 1996 \(Qld\)](#) and the processes outlined in this procedure. The Home Education Unit supports work experience placements for children registered for home education. For further information, email the [Home Education Unit](#).

The decision to implement a work experience program rests with the school principal, in consultation with students, parents/carers and work experience providers.

Work experience that is part of a vocational placement through a Vocational Education and Training (VET) course/qualification provided through a non-school Registered Training Organisation (RTO) is not covered by this procedure.

Responsibilities

Principals or nominated officers (deputy principal, head of department, teacher, industry liaison officer, employee or contractor engaged by the school)

- establish the work experience program as a key component of a broader career education program
- facilitate and support students to find and prepare for work experience placements
- consult with students, parents and work experience providers to arrange work experience placements
- identify any risks associated with work experience placements and complete risk assessments
- consider human rights when making decisions about work experience arrangements and make decisions that are compatible with the [Human Rights Act 2019 \(Qld\)](#)
- approve work experience placements for students
- where appropriate, delegate responsibilities relating to work experience to a nominated officer (deputy principal, head of department, teacher, industry liaison officer, employee or contractor engaged by the school), noting that the responsibility for work experience ultimately remains with the principal.

Parents/carers

- provide relevant medical information about the student which may impact on their safety or the safety of others in the workplace, for inclusion in the [Work experience agreement form](#)
- ensure transport arrangements are made for the student to travel to and from their work experience placement
- accept responsibility for all expenses related to the student's participation in the work experience placement
- immediately notify the school and work experience coordinator if the student is unable to attend work experience.

Students

- identify and share potential work experience placements with the work experience coordinator
- collect and adhere to all necessary placement information, including hours of work and required clothing or, personal protective clothing/equipment
- complete any required paperwork requested by the school and work experience provider to facilitate the placement
- comply with the responsibilities outlined in the [Work experience agreement form](#)
- reflect on and evaluate the work experience placement at the conclusion of the program to inform post-school pathway planning.

Work experience providers

- discuss with the school the proposed workplace activities and procedures that ensure the student's safety and wellbeing
- provide the student with all necessary information about the work experience placement before they begin
- where applicable, make reasonable adjustments to support students with disability to access and participate in work experience on the same basis as a student without disability
- comply with the provider's obligations in the [Education \(Work Experience Act\) 1996 \(Qld\)](#) and the responsibilities outlined in the [Work experience agreement form](#)
- if requested, provide incident or accident details that involve a school student to support insurance claims related to work experience.

State Schools Strategy Division (Curriculum, Teaching and Learning)

- process liability insurance claims received from state and non-state schools and facilitate payment of claims
- monitor WorkCover insurance claims received from state schools
- conduct the annual mandatory collection of work experience data from state and non-state schools.

Process

Developing the work experience program

The principal, in consultation with the school community and work experience providers, may choose to implement a work experience program.

- The principal or nominated officer:
 - designs a work experience program in the context of the school's broader career education program
 - considers and decides where work experience best fits within the school's calendar
 - decides how work experience placements are to be sourced, either by students finding their own placements or the school maintaining a database of providers
 - promotes the benefits of the work experience program to students, parents, work experience providers and the wider school community
 - identifies opportunities to build sustainable relationships with industry and community organisations
 - determines how participation in work experience will further support students to identify their senior secondary and post-schooling pathway
 - determines if the school will offer both work sampling (sampling a work environment) and structured work placement (a key component of a vocational education and training (VET) qualifications provided by the school as a Registered Training Organisation)
 - determines how the work experience program is scheduled in negotiation with students, parents and work experience providers. Attendance at work experience may include whole days, half days or part days, over a specified period of time, or every day of the week for a specified period. (Note: Half or part days must be documented and not exceed 30 days of work experience in a calendar year)

- considers if the work experience program engages human rights by examining whether:
 - human rights are engaged or impacted by the work experience program?
 - if so, will the work experience program limit those human rights?
 - if so, is the limitation lawful, justified and reasonable in the circumstances?
- refer to the [work experience guide for schools](#) for more information about human rights considerations for work experience program decisions and save your assessment of human rights impacts in the department's records management system
- ensures all work experience arrangements are consistent with policies on equity, diversity and social justice, and comply with the [Education \(Work Experience\) Act 1996 \(Qld\)](#), [Anti-Discrimination Act 1991 \(Qld\)](#) and [Disability Discrimination Act 1992 \(Cwlth\)](#) (where applicable)
- ensures all work experience arrangements can provide a child safe context for students on placement and comply with the reportable conduct requirements as outlined in [the Child Safe Organisations Act 2024 \(Qld\)](#).

Determining the suitability of the work experience placement

- The student meets with the principal or nominated officer to express their interest in participating in work experience.
- The student and the principal or nominated officer work together to:
 - determine a potential work experience provider
 - contact the work experience provider to discuss the student's placement.
- The principal or nominated officer:
 - supports the student to find an appropriate work experience provider and/or liaise with interested businesses and organisations regarding a potential placement
 - considers the work experience placement in relation to the learning goals documented in the student's [Senior education and training \(SET\) plan](#) and identified post-school pathways and aspirations
 - contacts or visits the work experience provider to determine the suitability and appropriateness of the workplace for work experience by:
 - discussing any special requirements for the placement (e.g. personal protective clothing/equipment)
 - providing information about any condition (including cognitive, social, physical, sensory and/or medical) that may impair the student's capacity to safely engage in the work experience placement
 - ensuring where practical, reasonable adjustments can be made to support the student's additional education needs, if required
 - discussing possible workplace activities to be undertaken during the work experience placement
 - discussing the processes related to work experience as detailed in the Work experience guide for providers.
 - completes a risk assessment (using the DoE template or similar) for the work experience placement in consultation with the work experience provider:
 - via telephone, email or workplace visits;

- by obtaining or sighting health and safety/risk assessment documentation to support proposed workplace activities.
- to ensure only [activities covered by the insurance policy](#) are undertaken by the student, and as far as practicable establish that the:
 - work to be undertaken is relevant and appropriate to the needs and interests of the student
 - work to be undertaken is without risk to the student's health or safety
 - workplace can provide adequate supervision of the student.
- at least annually, or when significant changes occur with:
 - the work experience provider (for example, changes to staff, machinery or operational practices)
 - the training package underpinning structured workplace learning.
- aligned with the activities proposed by the work experience provider.
- completes a [student specific risk assessment](#) if the student has an identified medical condition that may impact their safety or wellbeing in the workplace (for example, allergies that require the student to carry an EpiPen).

Completing the work experience agreement form

- The principal or nominated officer:
 - completes the school, work experience provider and placement details on the [work experience agreement form](#) and sends it to the student and the parent/carer (if the student is under 18 years of age and is not independent) for signing.
- The student and the parent/carer (if the student is under 18 years of age and is not independent):
 - complete the [work experience agreement form](#) by providing contact details and any necessary health information that may impact on the safety of the student or the safety of others in the workplace
 - sign the [work experience agreement form](#) where indicated, to acknowledge and accept their responsibilities in relation to the placement and return the form to the school.
- The principal or nominated officer sends the [work experience agreement form](#) to the work experience provider.
- The work experience provider signs the [work experience agreement form](#) where indicated, to acknowledge and accept their responsibilities in relation to the placement and returns the form to the school.
- The principal or nominated officer:
 - checks the returned [work experience agreement form](#) for accuracy and completeness, attaches any supporting documentation required and signs the form
 - provides a copy of the completed [work experience agreement form](#) to the student, parent/carer and work experience provider, ensuring that all parties to the agreement understand how the student's personal information contained in the work experience agreement may be held, used and disclosed
 - retains a copy of the [work experience agreement form](#) and supporting documentation at the school.
 - provides liability insurance and workers' compensation information to the work experience provider, student (state or non-state) and parent.

Preparing the student for placement

The primary considerations when preparing students for participation in work experience are the health, safety and wellbeing of the student, together with the education, training and skills development value of the placement.

- The principal or nominated officer:
 - informs the student of their rights and responsibilities which include:
 - adhering to the school's expectations regarding attendance and behaviour
 - immediately contacting the work experience provider and school if they are unable to attend work experience or will be late
 - following all workplace health and safety procedures in the workplace
 - reporting to the school and work experience provider if they are involved in an incident, accident or near miss in the workplace.
 - provides the student with information regarding workplace harassment and unlawful discrimination, and the process to follow if a situation arises in the workplace including:
 - advising the offending person immediately that they do not want them to behave in that way
 - informing their workplace supervisor and parent
 - contacting the school principal or work experience coordinator.
 - ensures the student has a clear understanding of the work being carried out in the particular workplace
 - confirms the student is aware of any specific requirements (e.g. working hours, clothing, personal protective equipment, the need for confidentiality) for participation, and supports the student through the process to meet the requirements
 - provides the student with any [documentation](#) to be completed by the:
 - student whilst participating in the work placement (e.g. work experience diary of activities)
 - workplace supervisor about the student's participation in the work experience program (e.g. student report).
 - provides the student with contact details of an appropriate staff member from school ensuring students are able to make contact with the school at all times, including when a work experience placement is arranged to take place outside of school hours or during vacation periods
 - ensures the student knows that a member of the school staff will make contact at least once (face to face, video or phone call) during the placement to talk to both the student and the workplace supervisor
 - ensures the student understands the potential opportunities that may arise from participation in work experience including school-based apprenticeships and traineeships, and employment.

During the work experience placement

- The student:
 - commits to attending work experience every day, arriving on time, performing their duties to the best of their ability and participating enthusiastically in workplace activities

- follows all workplace health and safety procedures and comply with all reasonable directions given by their workplace supervisor.
- Parents/carers:
 - support the student to attend work experience every day, arrive on time, perform their duties to the best of their ability and participate enthusiastically in workplace activities
 - ensure the student has suitable transport to and from the work experience location
 - pay any expenses related to the student's participation in the work experience placement.
- The [work experience provider](#):
 - inducts the student into the workplace on their first day of placement, by explaining:
 - site hazards, risk management and local procedures including hazard and incident reporting
 - the tasks the student will undertake during the placement
 - workplace policies regarding bullying, harassment and discrimination and any other codes of conduct relevant to the workplace
 - processes for reporting problems or issues to their workplace supervisor
 - contacts the school work experience coordinator if any issues arise
 - ensures the student receives relevant and appropriate training, as required, and provides direct supervision at all times while they are undertaking work-related activities
 - allocates a workplace supervisor to the student and ensure this person is aware of their responsibilities during the placement
 - implements reasonable adjustments where appropriate, if the student has additional educational needs
- The student and/or parents/carers report any absence from work experience to the employer as well as to the school/work experience coordinator as soon as possible on the day of the absence.
- The principal or nominated officer:
 - provides the work experience provider with contact details of an appropriate staff member from school ensuring they are able to make contact with the school at all times, including when a work experience placement is arranged to take place outside of school hours or during vacation periods
 - arranges for a nominated officer, to make contact with (face to face, video or phone call) the student on work experience at least once during placement to monitor the student's experience, by:
 - liaising with the school leadership team to identify nominated officers and appropriate release times for contact to be made
 - providing nominated officers with contact information for the work experience provider to schedule the contact
 - providing nominated officers with [contact questions](#) to inform conversations with the work experience provider and the student on work experience.
- The work experience provider:
 - arranges for the workplace supervisor to communicate with the school staff member who makes contact (face to face, video or phone call) with the workplace to discuss the student's progress

- provides the workplace supervisor with contact details of the work experience coordinator in case an issue arises, including notification of student absence.
- The principal or nominated officer:
 - monitors the progress of the work experience student through contact with the student and employer to identify any issues or concerns
 - ensures the work experience provider is implementing reasonable adjustments, where appropriate, if the students has additional educational needs.
- The student reports any workplace issues or concerns to the work experience coordinator.
- The work experience provider notifies the school/work experience coordinator immediately of any incident, accident or near miss involving the student during the placement, including any action taken and any damage to property.
- The principal or nominated officer:
 - records any incidents, or near misses involving the student in MyHR WHS as outlined in the [HSW incident management procedure](#), and retains copies of relevant documentation;
 - liaises with the work experience provider to seek information about the investigation, relevant recommendations and information to add to the MyHR WHS record
 - notes that the student was off campus and participating in work experience at the time of the incident. Ensure the MyHR WHS incident record specifies the student was on experience wherever applicable, and attach a copy of the work experience agreement form, risk assessment and any incident reports
 - seeks advice from the work experience provider if WorkSafe Queensland has been advised of any [notifiable incidents](#) and adds the WHSQ reference number to the MyHR WHS record.
 - withdraws the student from the placement when justified, or postpones or withdraws placement in the event of industrial dispute
 - reports complaints involving sexual abuse or assault to [Child Safety Services](#), or to [Queensland Police Service](#)
 - lodges any insurance claims for liability and Work Cover, as required, following the process outlined in the Lodging insurance claims section below.
- The student completes any [documentation](#) (e.g. work experience diary of activities) required by the school.
- The work experience provider completes any required [documentation](#) (e.g. student report) and returns it to the work experience coordinator or the student.

Following the work experience placement

The principal or nominated officer and student attend a debriefing session to:

- discuss the student's experience and feedback received from the work experience provider
- enable the student to reflect on and evaluate the placement to inform post-school pathway planning and career goals outlined in the student's [SET plan](#)

- identify any further opportunities for the student in employment or training, e.g. [school-based apprenticeships or traineeships](#).
- The work experience provider:
 - may consider any further employment or training opportunities available if the student is a good fit for the business (school-based apprenticeship and traineeship or other employment opportunities).
- The principal or nominated officer:
 - contacts the work experience provider by email or telephone to:
 - thank them for supporting the school's work experience program
 - discuss any further employment or training opportunities available for the student if appropriate
 - request feedback about the program which may inform future work experience placements.
 - maintains a [register of details](#) for each student participating in work experience, including the student's full name, date of birth, address, and contact details (information from all signed work experience forms will fulfil this requirement)
 - reviews the workplace health and safety practices of the work experience provider to determine the appropriateness of the placement for students in the future
 - monitors the progress any insurance claims for liability and workers' compensation lodged
 - reviews and evaluates the work experience program to identify any issues or concerns, including those arising from work experience insurance claims, which will inform future planning and preparation of students
 - develops procedures to be implemented for future placements to address any issues or concerns identified
 - provides information to the department on all work experience placements in the form specified in the [Corporate data collections schedule](#) (DoE employees only).
- State Schools Strategy Division (Curriculum, Teaching and Learning) conducts an annual survey on all work experience placements to determine work experience activity levels and inform ongoing insurance coverage.

Lodging insurance claims

The department maintains insurance cover for students undertaking work experience when enrolled in a school approved by the Minister for Education (including children registered for home education). The liability insurance cover for work experience students (state and non-state) has certain restrictions and activities precluded from cover, and these activities may not be undertaken during work experience. The insurance policies cover students undertaking work experience placements in Queensland.

Schools should support the student to complete [paperwork and lodge relevant documentation](#) related to liability and/or WorkCover insurance claims arising from participation in work experience.

Public liability (state and non-state schools)

- The principal or nominated officer:

- completes the [Public Liability Notice of claim – Students on work experience placement form](#)
- advises all parties that any admission of liability could prejudice the opportunity for indemnity under the policy
- collects relevant supporting documentation including:
 - a copy of the student's Work experience agreement form
 - a copy of the risk assessment
 - incident/accident reports, statements and photographs
 - third party correspondence (tax invoices, quotations, letters of demand).
- returns the completed form and relevant supporting documentation to State Schools Strategy Division (email: VETinSchools@ged.qld.gov.au) where it will be recorded and sent to the insurance company
- directs any summons, writ or legal demand received at the school to the insurance company to the State Schools Strategy Division (email: VETinSchools@ged.qld.gov.au)
- keeps records at the school of all claims made
- reviews any claims lodged to identify if additional strategies are required to prepare students prior to their attendance at work experience to minimise the re-occurrence of such incidents.
- State Schools Strategy Division (Curriculum, Teaching and Learning):
 - reviews all submitted documentation
 - lodges a claim with the Queensland Government Insurance Fund (QGIF) and submits all documentation
 - liaises with QGIF in relation to the progress of the claim and provision of any additional information required
 - liaises with the principal in relation to the progress of the claim.

WorkCover claims (state schools only)

- The principal or nominated officer:
 - ensures the student receives appropriate medical attention and, when appropriate, obtains relevant documentation and medical certificates
 - lodges the claim by contacting WorkCover on 1300 362 128 or worksafe.qld.gov.au (this can be completed by the school, parent/carer, employer or health care facility in the event of an emergency)
 - quotes the Department of Education WorkCover policy number SAA070676519 and nominates the Department of Education as the Employer
 - sends a copy of the work experience agreement form and risk assessment for the student on work experience and copies of any incident reports, photos or incident notifications (emails) related to this claim to the [VETinSchools inbox](#)
 - completes a [myHR](#) entry – noting that the student was off campus and participating in work experience at the time of the incident. Ensure the myHR report specifies the student was on experience wherever applicable, and attach a copy of the work experience agreement form, risk assessment and any incident reports

- monitors the student's recovery and considers any supports and adjustments required to assist the student in their rehabilitation and return to school. For senior students this may include requesting Access Arrangements and Reasonable Adjustment provisions from the [Queensland Curriculum and Assessment Authority](#) for assessment
- reviews any claims lodged to identify if additional strategies are required to prepare students prior to their attendance at work experience to minimise the re-occurrence of such incidents.
- State Schools Strategy Division (Curriculum, Teaching and Learning):
 - reviews all submitted documentation
 - liaises with WorkCover in relation to the progress of the claim and provides any additional information required
 - liaises with the principal in relation to the progress of the claim.

Definitions

Term	Definition
Work sampling	Provides students with the opportunity to learn actively about people at work and gain first-hand knowledge, skills and attitudes required in a workplace.
Structured work placement	Provides learning opportunities that are a part of a Vocational Education and Training (VET) qualification program provided by the school as a Registered Training Organisation (RTO) that takes place in a workplace or simulated workplace and is structured, monitored and regulated.
Student	An individual who is at least 14 years old and is enrolled in an educational establishment. This includes children who are registered for home education under the Education (General Provisions) Act 2006 (Qld) .
Work experience provider	A person, company, business, association, local authority or any other body willing and able to, in the opinion of the principal, provide work experience.
Vocational placement	A workplace which provides practical training and experience that is required under, and is an assessable part of, a student's VET course, where the RTO is an external provider to the school and has a fee-for-service arrangement.
Reasonable adjustments	An adjustment is a measure or action taken to enable a student with disability to participate in education on the same basis as other students whilst balancing the interests of all parties.

Legislation

- [Education \(Work Experience\) Act 1996 \(Qld\)](#) Parts 2 and 3
- [Education \(Queensland Curriculum and Assessment Authority\) Regulation 2014 \(Qld\)](#)

- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Disability Standards for Education 2005 \(Cwlth\)](#)
- [Child Safe Organisations Act 2024 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Workers' Compensation and Rehabilitation Act 2003 \(Qld\)](#) Sections 22 and 26
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)

Delegations/Authorisations

- Nil

Policies and procedures in this group

- Nil

Supporting information for this procedure

- [Work Experience Agreement form - \(fillable\) pdf](#)
- [Work Experience Agreement form - word](#)
- [Work Experience Risk Assessment Template](#)
- [Work Experience Risk Assessment Guide](#)
- [Work Experience Guide for schools](#)
- [Work Experience Guide for providers](#)
- [Frequently asked questions about work experience](#)
- [Certificate of currency – liability insurance](#)
- [Certificate of currency – workers' compensation insurance \(state school students only\)](#)

Other resources

- [WorkCover Queensland claim form](#)
- [Inclusive education policy](#)
- [Senior education and training \(SET\) planning](#)
- [Home education in Queensland](#)
- [Workplace health and safety](#)
- [WorkSafe Queensland – General Construction Induction Card \(white card\)](#)

- [Working with Children Check – blue card](#)
- [Criminal history checks](#)
- [Corporate data collection schedule](#) (DoE employees only)
- [Child Safety Services](#)
- [Queensland Police Service](#)
- [Defence Work Experience Program](#)
- [Queensland Reportable Conduct Scheme](#)

Contact

For further information, please contact:
State Schools Strategy Division
Department of Education
Email: VETinSchools@qed.qld.gov.au

Review date

20/04/2029

Superseded versions

Previous seven years shown. Minor version updates not included.

5.0 Work experience placements for school students

6.0 Work experience placements for school students

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Work experience placements for school students

Agreement

Privacy statement

The Department of Education (the department) is collecting personal information on this form in order to make a work experience arrangement for a student under the *Education (Work Experience) Act 1996 (Qld)*. The personal information will only be used by authorised employees within the student's school, the department, and the nominated work experience provider for the purpose of organising and implementing the arrangement. The information may also be given to the Queensland Government Insurance Fund and WorkCover Queensland for the purpose of managing insurance coverage as required by the *Education (Work Experience) Act 1996 (Qld)*. Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

Work experience arrangement

This agreement establishes a work experience arrangement under the *Education (Work Experience) Act 1996 (Qld)*, and should be completed and signed, where indicated by the student, their parent, the work experience provider and Principal of the student's school. This form allows for electronic signatures.

School name:		A N D	Provider's name:	
School address:			Provider's address:	
Work experience coordinator:			Nominated supervisor:	
Phone:			Phone:	
Email:			Email:	
PLACEMENT DETAILS				
Industry/ Occupation:		Model of work experience: (Select one)	<input type="checkbox"/> Work sampling <input type="checkbox"/> Structured work placement	
Dates of placement:		Number of days:		Hours of work:
Summary of key workplace activities			Example risk assessment activities (select activities undertaken, as appropriate)	
			<input type="checkbox"/> Telephone call <input type="checkbox"/> Workplace visit <input type="checkbox"/> Student induction activities <input type="checkbox"/> School-developed documents <input type="checkbox"/> Workplace-generated documents <input type="checkbox"/> Other:	
Special requirements for placement (e.g. uniform, personal protective clothing/equipment):				
STUDENT DETAILS				
Student name:		Date of birth:		Gender identity: <input type="checkbox"/> Male <input type="checkbox"/> Female
Phone:		Email:		
Emergency contact:		Out of school hours emergency phone:		
Medical information: (List any pre-existing medical conditions that may impact on the student's work experience placement. Please attach details of medications and action plans where relevant.)				

STUDENT RESPONSIBILITIES		
<p>I understand that my conditions of placement are:</p> <ul style="list-style-type: none"> attending my placement for the full work experience period immediately notifying my school and the work experience provider if I am unable to attend or am late demonstrating behaviour aligned to my school's responsible behaviour expectations and in keeping with the accepted standards of my work experience provider performing my duties to the best of my ability and complying with all reasonable directions given by the work experience provider following all workplace health and safety procedures in my workplace notifying my school and work experience provider of any incident or accident in the workplace which may involve me. 		
Student signature:	Date:	
PARENT CONSENT (Applicable to students under 18 years of age)		
<p>I understand that my responsibilities relating to my student's work experience placement are:</p> <ul style="list-style-type: none"> providing any information about medical conditions and/or medication relating to my child which may impact on the safety of my child or the safety of others in the workplace organising transportation for my child to and from the work experience placement location paying any expenses related to my student's participation in the work experience placement contacting the school and work experience provider if my child is unable to attend or is late. <p>I consent to this work experience arrangement and participating in work experience as stated.</p>		
Parent signature:	Date:	
WORK EXPERIENCE PROVIDER'S AGREEMENT		
<p>I enter into an arrangement for the named student to be placed with me for the purpose of work experience. Conditions of placement are:</p> <ul style="list-style-type: none"> understanding my responsibilities relating to health and safety under the <i>Work Health and Safety Act 2011 (Qld)</i> providing students with relevant and appropriate training, where required, and direct supervision at all times while undertaking work-related activities allocating a workplace supervisor to the student and ensuring this person is aware of their responsibilities ensuring the permitted number of students accepted for work experience does not exceed the number of full-time employees informing the student of particular safety requirements of this workplace including personal protective clothing/equipment explaining workplace policies regarding bullying, harassment and discrimination and codes of conduct, and explaining processes for reporting problems or issues notifying the school/work experience coordinator of any incident or accident involving a school student, any action undertaken and damages to property involving the student during this placement explaining work tasks clearly and implementing reasonable adjustments where appropriate, for students with additional educational needs ensuring the student will not undertake activities which are prohibited by law, excluded under the department's liability cover, or unsuitable for a student placed in a work experience environment ensuring the hours worked by the student do not exceed the normal hours worked in my industry meeting with school staff who visit the workplace to discuss the student's progress completing any required documentation (e.g. student report) and returning it to the school ensuring the workplace supervisor has the contact details of the work experience coordinator in case an issue arises notifying the school/work experience coordinator of any unexplained absences by the student ensuring the student is not paid whilst undertaking work experience understanding the level of liability cover provided by the department and the activities excluded from insurance cover information which will be provided to me by the school understanding that the arrangement may be terminated at any time by either the school principal or me. 		
Work experience provider's signature:	Date:	
PRINCIPAL'S AGREEMENT		
<p>I enter into an arrangement for the named student to be placed for the purpose of work experience with the above named work experience provider.</p>		
Principal's signature:	Date:	

Work experience placements for school students

Agreement

Privacy statement

The Department of Education (the department) is collecting personal information on this form in order to make a work experience arrangement for a student under the *Education (Work Experience) Act 1996 (Qld)*. The personal information will only be used by authorised employees within the student's school, the department, and the nominated work experience provider for the purpose of organising and implementing the arrangement. The information may also be given to the Queensland Government Insurance Fund and WorkCover Queensland for the purpose of managing insurance coverage as required by the *Education (Work Experience) Act 1996 (Qld)*. Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

Work experience arrangement

This agreement establishes a work experience arrangement under the *Education (Work Experience) Act 1996 (Qld)*, and should be completed and signed, where indicated by the student, their parent, the work experience provider and Principal of the student's school. This form allows for electronic signatures.

School name:		A N D	Provider's name:	
School address:			Provider's address:	
Work experience coordinator:			Nominated supervisor:	
Phone:			Phone:	
Email:			Email:	
PLACEMENT DETAILS				
Industry/ Occupation:		Model of work experience: (Select one)	<input type="checkbox"/> Work sampling <input type="checkbox"/> Structured work placement	
Dates of placement:		Number of days:		Hours of work:
Summary of key workplace activities			Example risk assessment activities (select activities undertaken, as appropriate)	
			<input type="checkbox"/> Telephone call <input type="checkbox"/> Workplace visit <input type="checkbox"/> Student induction activities <input type="checkbox"/> School-developed documents <input type="checkbox"/> Workplace-generated documents <input type="checkbox"/> Other:	
Special requirements for placement (e.g. uniform, personal protective clothing/equipment):				
STUDENT DETAILS				
Student name:		Date of birth:		Gender identity: <input type="checkbox"/> Male <input type="checkbox"/> Female
Phone:		Email:		
Emergency contact:		Out of school hours emergency phone:		
Medical information: (List any pre-existing medical conditions that may impact on the student's work experience placement. Please attach details of medications and action plans where relevant.)				

STUDENT RESPONSIBILITIES		
<p>I understand that my conditions of placement are:</p> <ul style="list-style-type: none"> attending my placement for the full work experience period immediately notifying my school and the work experience provider if I am unable to attend or am late demonstrating behaviour aligned to my school's responsible behaviour expectations and in keeping with the accepted standards of my work experience provider performing my duties to the best of my ability and complying with all reasonable directions given by the work experience provider following all workplace health and safety procedures in my workplace notifying my school and work experience provider of any incident or accident in the workplace which may involve me. 		
Student signature:	Date:	
PARENT CONSENT (Applicable to students under 18 years of age)		
<p>I understand that my responsibilities relating to my student's work experience placement are:</p> <ul style="list-style-type: none"> providing any information about medical conditions and/or medication relating to my child which may impact on the safety of my child or the safety of others in the workplace organising transportation for my child to and from the work experience placement location paying any expenses related to my student's participation in the work experience placement contacting the school and work experience provider if my child is unable to attend or is late. <p>I consent to this work experience arrangement and participating in work experience as stated.</p>		
Parent signature:	Date:	
WORK EXPERIENCE PROVIDER'S AGREEMENT		
<p>I enter into an arrangement for the named student to be placed with me for the purpose of work experience. Conditions of placement are:</p> <ul style="list-style-type: none"> understanding my responsibilities relating to health and safety under the <i>Work Health and Safety Act 2011 (Qld)</i> providing students with relevant and appropriate training, where required, and direct supervision at all times while undertaking work-related activities allocating a workplace supervisor to the student and ensuring this person is aware of their responsibilities ensuring the permitted number of students accepted for work experience does not exceed the number of full-time employees informing the student of particular safety requirements of this workplace including personal protective clothing/equipment explaining workplace policies regarding bullying, harassment and discrimination and codes of conduct, and explaining processes for reporting problems or issues notifying the school/work experience coordinator of any incident or accident involving a school student, any action undertaken and damages to property involving the student during this placement explaining work tasks clearly and implementing reasonable adjustments where appropriate, for students with additional educational needs ensuring the student will not undertake activities which are prohibited by law, excluded under the department's liability cover, or unsuitable for a student placed in a work experience environment ensuring the hours worked by the student do not exceed the normal hours worked in my industry meeting with school staff who visit the workplace to discuss the student's progress completing any required documentation (e.g. student report) and returning it to the school ensuring the workplace supervisor has the contact details of the work experience coordinator in case an issue arises notifying the school/work experience coordinator of any unexplained absences by the student ensuring the student is not paid whilst undertaking work experience understanding the level of liability cover provided by the department and the activities excluded from insurance cover information which will be provided to me by the school understanding that the arrangement may be terminated at any time by either the school principal or me. 		
Work experience provider's signature:	Date:	
PRINCIPAL'S AGREEMENT		
<p>I enter into an arrangement for the named student to be placed for the purpose of work experience with the above named work experience provider.</p>		
Principal's signature:	Date:	

School Name

Work experience Risk Assessment

For student work experience placements

This template is used to document a risk assessment to manage health and safety hazards and risks associated with the placement of a student in an organisation/business/location for the purposes of undertaking work experience.

It may be completed by the work experience coordinator or the work experience provider in consultation with the work experience coordinator, with a copy retained on file with the *Work experience placements for school students agreement* completed for this placement.

For more details on the risk management process refer to the [Managing Health and Safety Risks factsheet](#).

Business Name:	
Work Experience Provider Contact Person:	
Indicate any other Personnel involved in preparation of Risk Assessment:	
<School name> Staff Member who Conducted Risk Assessment:	
Date of Risk Assessment:	

Information provided by Department of Education

Step 1: Identify the activities to be undertaken on work experience–

Step 2: Assess the level of risk - (complete hazards checklist)

Consider the risks identified in Step One and use the risk assessment matrix below as a guide to assess the risk level.

DoE Risk Management Matrix					
Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Critical
Almost certain	Medium	Medium	High	Extreme	Extreme
Likely	Low	Medium	High	High	Extreme
Possible	Low	Medium	Medium	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Low	Medium

Consequence	Description of consequence
1. Insignificant	No treatment required.
2. Minor	Minor injury requiring first aid treatment (e.g. minor cuts, bruises, bumps).
3. Moderate	Injury requiring medical treatment or lost time.
4. Major	Serious injury (injuries) requiring specialist medical treatment or hospitalisation.
5. Critical	Loss of life, permanent disability or multiple serious injuries.

Likelihood	Description of likelihood
1. Rare	Will only occur in exceptional circumstances.
2. Unlikely	Not likely to occur within the foreseeable future, or within the project lifecycle.
3. Possible	May occur within the foreseeable future, or within the project lifecycle.
4. Likely	Likely to occur within the foreseeable future, or within the project lifecycle.
5. Almost certain	Almost certain to occur within the foreseeable future or within the project lifecycle.

Assessed risk level		Description of risk level	Actions
<input type="checkbox"/> <input type="checkbox"/>	Low	If an incident were to occur, there would be little likelihood that an injury would result.	Undertake the activity with the existing controls in place.
<input type="checkbox"/> <input type="checkbox"/>	Medium	If an incident were to occur, there would be some chance that an injury requiring first aid would result.	Additional controls may be needed.
<input type="checkbox"/> <input type="checkbox"/>	High	If an incident were to occur, it would be likely that an injury requiring medical treatment would result.	Controls will need to be in place before the activity is undertaken.
<input type="checkbox"/> <input type="checkbox"/>	Extreme	If an incident were to occur, it would be likely that a permanent, debilitating injury or death would result.	Consider alternatives to doing the activity. Significant control measures will need to be implemented to ensure safety.

Step 3: Control the risk - (complete hazards checklist)

In the table below:

1. List the hazards/risks you identified in Step One.
2. Rate their risk level (refer to information contained in Step two to assist with this).
3. Detail the control measures you will implement to eliminate or minimise the risk.

Note: control measures should be implemented in accordance with the preferred hierarchy of control. If lower level controls (such as administration or PPE) are to be implemented without higher level controls, it is important the reasons are explained.

Hierarchy of controls	
Most effective (High level)  Least effective (Low level)	Elimination: remove the hazard completely from the workplace or activity.
	Substitution: replace a hazard with a less dangerous one.
	Redesign: changing a machine or work process to make it safer.
	Isolation: separate people from the source of the hazard.
	Administration: putting rules, signage or training in place to make a workplace safer.
	Personal protective equipment (PPE): protective clothing and equipment.

Identify the activities (these should align to the work experience agreement form)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Example: Travelling in a company vehicle to access work sites with qualified tradesperson.	<input type="checkbox"/> Low <input type="checkbox"/> Med <input checked="" type="checkbox"/> High	Student to complete work place induction on commencement Driver of vehicle to have Open license Student to wear seat belt at all times while vehicle is in motion. Student not permitted to drive vehicle for any reason. Vehicle to be insured.
	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	
	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	
{Add additional lines as necessary}	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	

Work Experience Provider

These activities will be conducted in accordance with this risk assessment, implementing the control measures outlined in Step Three. Changes will be made to the activity if required, to manage any emerging risks to ensure safety.

Employer contact person name:**Signature:****Date:****School****Principal or nominated officer name:****Signature:****Date:**

Effective 20 April 2026

Work experience Risk Assessment Guide

FOR QUEENSLAND SCHOOLS

Effective 20 April 2026

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What is work experience

Work experience is the short-term placement of students with businesses and organisations to provide insights into the industry and the workplace in which they are located and is unpaid. Whilst undertaking work experience, students will observe different aspects of work within their chosen industry and may assist with tasks allocated by their supervisor but should not undertake activities which require extensive training or expertise.

Purpose of this document

This document should be read alongside the *Work experience for school students' procedure* (the procedure) and Risk Assessment Template; it is designed to assist schools in planning and administering work experience for students.

The guide should support schools in decision making around work experience and provides templates to assist schools in assessing risk when administering work experience placements for their students.

Templates

This section provides schools with optional templates to support the assessment of risks for work experience. These templates are guides only with examples of activities that are generally undertaken in these industry areas. The information still needs to be populated in the full Work experience risk assessment template. Consideration should be given to the individual risks identified at the location of each work experience provider and the risk assessment adjusted to suit each provider.

The risks being assessed should be linked to the activities identified on the work experience agreement form that the student will undertake during the work experience placement as negotiated between the school and the provider.

Employers often have existing risk assessments for their processes and activities, with the risk assessment template allowing schools to note that they have either received or sighted the enterprise risk assessment documentation for these activities without having to repeat these assessments. Consideration should be given to including additional mitigation strategies when undertaking these activities with a work experience student.

Individual student medical risk assessment

Schools should complete and retain a risk assessment for each placement. However, individual students may have medical conditions or other considerations which impact their risk on placement. The individual student risk assessment template may be used to document additional risks and their management for a student's individual circumstances.

High Risk activities

There are a number of restricted activities that students are not permitted to engage in while on work experience. An up-to-date list of restricted activities is located on the second page of the Public Liability insurance Certificate of currency.

There are other activities that students may engage in while on work experience that are more high risk than others. If activities are determined to be high risk then schools should ensure that the appropriateness of this placement is taken into account when setting up the work experience.

A comprehensive risk assessment should also be completed for higher risk activities in consultation with the work experience provider to ensure students are operating in the safest way possible at all times.

Activities that may be considered higher in risk include, but are not limited to:

- Work requiring tight fitting respiratory devices
- Work involving chemicals
- Work in confined spaces
- Work at heights
- Work in roof cavities
- Work with horses and livestock
- Work in abattoirs
- The use of Quad bikes, motorbikes or golf carts
- Electrical work
- Abrasive blasting

For detailed risk assessment support refer to the Department of Education guide for [Health and safety risk management](#).

Individual student medical risk assessment template

Student Medical Information for Work Experience Placements			
Student first name:		Student surname:	
Date of Birth:		Student contact no.:	
Emergency contacts			
Contact #1 Name:		Contact #2 Name:	
Relationship:		Relationship:	
Phone No.:		Phone No.:	
<i>In case of an emergency or incident, phone emergency contacts and/or 000 as appropriate</i>			
Details of medical condition			
	Anaphylaxis/Allergies		Heart condition
	Asthma		Headaches/Migraines
	Diabetes		Joint/Other skeletal
	Epilepsy		Mobility/Muscular
	Other		
If required, please provide further details of condition/s:			
•			
Management (e.g. medication, monitoring of condition etc):			
▪			
Additional information, including adjustments and management strategies for work experience:			
▪			
Principal Signature:		Date:	
Principal Name:			
Parent/Carer Signature:		Date:	
Parent/Carer Name:			

Metal Fabrication Risk Assessment example

Identify the activities (Activities should align to the work experience agreement form – key workplace activities)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Using hand and power tools <i>Example: wrenches, air compressor, angle grinder, screwdrivers, spanners, drills etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Business risk assessment documents provided to school. Student to be demonstrated / trained in use of hand and power tools Student to wear appropriate PPE. Example Safety glasses, gloves and/or ear protection.
Working in a workshop <i>Example: workshop floor, air compressor hoses, noise and vibration exposure etc.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Business risk assessment documents provided to school Student to receive a safety induction upon commencement of placement. Student to wear appropriate PPE. Example Steel cap boots, Safety glasses, gloves and/or ear protection.
Welding <i>Use of MIG welders</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Business risk assessment documents sighted by school. Student to be demonstrated / trained in the correct use of welding equipment. Student to receive a safety induction upon commencement of placement. Student to wear appropriate PPE. Example Welding helmet and gloves, Steel cap boots, Cotton drill pants and long sleeve shirt
Working with hazardous substances and/or other chemicals <i>Example: coatings such as paint or zinc on the material being welded heating chemical residue</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Business risk assessment documents sighted by school. Student to be demonstrated / trained in the correct use of working with any hazardous substances. Student to receive a safety induction upon commencement of placement.

		Student to wear appropriate PPE. Example Safety glasses, gloves and/or respiratory.
Manual handling <i>Example: Lifting and carrying steel</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Business risk assessment documents provided to school Student to receive a safety induction upon commencement of placement. Student to wear appropriate PPE. Example Steel cap boots, Safety glasses, gloves and/or ear protection.
<i>Add additional activities as required</i>	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	
	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	

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Automotive Risk Assessment example

Identify the activities (Activities should align to the work experience agreement form – key workplace activities)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Traveling in a company vehicle to access work sites with qualified tradesperson	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to complete workplace induction on commencement Driver of vehicle to have Open license Student to wear seat belt at all times while vehicle is in motion. Student not permitted to drive vehicle for any reason. Vehicle to be insured.
Using hand and power tools <i>Example: wrenches, impact guns, torque wrenches, screwdrivers, spanners, drills etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct tool usage. Student to be demonstrated / trained in use of air compressors. Student to wear appropriate PPE. Example Safety glasses, gloves and/or ear protection. Tools in good working order (Power tools tested and tagged).
Working in a workshop <i>Example: Oil covered workshop floor, air compressor hoses, noise and vibration exposure etc.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Keep work areas clean and free from unnecessary tools, materials and debris to reduce trip hazards. Appropriate inductions are completed before entering workshop. Clean spills immediately, use signage and barriers to highlight hazardous areas. Avoid running compressor hoses/cables through high traffic areas, use cable ramps or floor tape to secure. Wear appropriate footwear and non-slip mats where appropriate. Limit exposure, student to wear appropriate PPE. Example Hearing protection.

<p>Working with vehicle lifts and jacks</p> <p><i>Example: Raising vehicles using hydraulic lifts, jacks or jack stands for inspection and repairs.</i></p>	<p><input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>* Enterprise risk assessment documents sighted*</p> <p>Student to be demonstrated / trained in the correct use of lifting equipment.</p> <p>Ensure vehicle are securely positioned before working underneath.</p> <p>Regularly inspect equipment.</p>
<p>Working with hazardous substances and/or other chemicals</p> <p><i>Example: Handling oils, fuels, coolants, brake fluid, cleaning solvents etc.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Student to be trained in appropriate handling of substances/chemicals.</p> <p>Student to wear appropriate PPE. Example Safety glasses, gloves and/or respiratory.</p> <p>Ensure substances/chemicals are stored and labelled properly.</p>
<p>Manual handling</p> <p><i>Example: Lifting and carrying car batteries, tires, engine components etc.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input checked="" type="checkbox"/> High</p>	<p>Employer specific manual handling induction/guidelines.</p> <p>Assess load and environment. Use appropriate lifting techniques.</p> <p>Access mechanical/lifting aids where possible. Example: Hoists, Engine cranes and Trolleys.</p>
<p><i>Add additional activities as required</i></p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	
	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	

Effective 20 April 2026

Carpentry Risk Assessment example

Identify the activities (Activities should align to the work experience agreement form – key workplace activities)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Traveling in a company vehicle to access work sites with qualified tradesperson	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to complete workplace induction on commencement Driver of vehicle to have Open license Student to wear seat belt at all times while vehicle is in motion. Student not permitted to drive vehicle for any reason. Vehicle to be insured.
Using hand and power tools <i>Example: sawing, circular/jig saw, drills, sanding, nail gun, hammers, sanders etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct tool usage. Student to wear appropriate PPE. Example Safety glasses, gloves and/or ear protection. Tools in good working order (Power tools tested and tagged).
Working at heights <i>Example: Using a ladder/scaffolding or elevated platforms.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct ladder usage/placement/securing/spotting.
Coming in contact with sharp edges <i>Example: cut timber, blade, sheet metal, nails etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the handling of potential sharp-edged objects. Ensure sharp edges are filed/capped and/or demonstrate to student how to file/cap edges. Student to wear appropriate PPE. Example gloves.

<p>Manual handling</p> <p><i>Example: Lifting and carrying timber, sheets of plywood, tool boxes and other carpentry equipment.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Employer specific manual handling induction/guidelines.</p> <p>Assess load and environment. Use appropriate lifting techniques.</p> <p>Access mechanical/lifting aids where possible. Example: Trolleys and barrows.</p>
<p>Timber/Material Installation and management</p> <p><i>Example: Laying and/or connecting timber framing to build structures. Measuring, cutting and securing beams, studs and supports. Installing wood fittings and securing beams to the foundation or wall.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Student to be trained on appropriate use of timber supports, brackets and proper framing installation techniques.</p> <p>Use of appropriate tools.</p> <p>Supervisor to ensure all parts of work are effectively isolated from all possible sources of energy (pressure / electrical). Example: lockout/tagout procedure.</p>
<p>Working on commercial, residential or building sites</p> <p><i>Example: uneven/cluttered or wet surfaces, extension leads across floor etc.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Avoid running cables through high traffic areas, use cable ramps or floor tape to secure.</p> <p>Keep work areas clean and free from unnecessary tools, materials and debris to reduce trip hazards.</p> <p>Appropriate inductions are completed before entering sites.</p> <p>Use signage and barriers to highlight hazardous areas.</p>
<p>Working outdoors</p> <p><i>Example: Constructing residential house framing in sun/wind.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Work undercover where possible.</p> <p>PPE. Example Long sleeved shirt/pants, hat, sunglasses, sunscreen etc.</p> <p>Follow Temperature/heat management plan.</p> <p>Stay hydrated – drink plenty of water</p>
<p><i>Add additional activities as required</i></p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input checked="" type="checkbox"/> High</p>	

Early Childhood Education and Care Risk Assessment example

Identify the activities (Activities should align to the work experience agreement form – key workplace activities)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Lifting and Manual handling <i>Example: Picking up children, moving toys, high chairs etc.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct lifting techniques. Assess load and environment. Access mechanical/lifting aids where possible. Example: high chairs to reduce bending etc.
Working in childcare environments <i>Example: Wet floors, toys on ground, children running around etc.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Keep workspaces and walkways clear of obstructions. Clean spills immediately and use wet floor signs. Wear appropriate footwear and non-slip mats where appropriate. Encourage children to follow safety rules.
Infection Control and hygiene <i>Example: Exposure to bodily fluids (saliva, vomit, nappies), contagious illnesses (flu, chicken pox)</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct handwashing and hygiene practices. Regularly clean and disinfect toys, surfaces and shared equipment. Follow exclusion policies for sick children and staff. Student to wear appropriate PPE. Example gloves when handling bodily fluids.
Chemical Exposure <i>Example: Using disinfectants, cleaning sprays, paints, glues etc.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to be trained in appropriate handling of paint/chemicals and spill procedures. Store all chemicals out of children’s reach in labelled, secure containers. Student to wear appropriate PPE. Example Safety glasses, gloves and/or respiratory. Use child-safe, non-toxic products where possible.

<p>Working outdoors</p> <p><i>Example: Supervising children outside.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Work undercover where possible.</p> <p>PPE. Example Long sleeved shirt/pants, hat, sunglasses, sunscreen etc.</p> <p>Follow Temperature/heat management plan.</p> <p>Stay hydrated – drink plenty of water</p>
<p><i>Add additional activities as required</i></p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	
	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	

Effective 20 April 2026

Electrical Risk Assessment example

Identify the activities (Activities should align to the work experience agreement form – key workplace activities)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Traveling in a company vehicle to access work sites with qualified tradesperson	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to complete workplace induction on commencement Driver of vehicle to have Open license Student to wear seat belt at all times while vehicle is in motion. Student not permitted to drive vehicle for any reason. Vehicle to be insured.
Using hand and power tools <i>Example: wire strippers, pliers, drills, soldering iron, multi-meter, saws etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct tool usage. Student to wear appropriate PPE. Example Safety glasses, gloves and/or ear protection. Tools in good working order (Power tools tested and tagged).
Working at heights <i>Example: Using a ladder/scaffolding or elevated platforms.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be trained in or demonstrated the correct ladder usage/placement/securing/spotting.
Coming in contact with sharp edges <i>Example: cut conduit, cable ties, blades etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the handling of potential sharp-edged objects. Ensure sharp edges are filed/capped and/or demonstrate to student how to file/cap edges. Student to wear appropriate PPE. Example gloves.

<p>Manual handling</p> <p><i>Example: Lifting and carrying cable reels, tool boxes, conduits, switchboards and other electrical equipment.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Employer specific manual handling induction/guidelines.</p> <p>Assess load and environment. Use appropriate lifting techniques.</p> <p>Access mechanical/lifting aids where possible. Example: Trolleys and barrows.</p>
<p>Cable Installation and management</p> <p><i>Example: Laying and/or connecting cable trays to house electrical wiring. Cable pulling through conduits or across beams etc.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Student to be trained on appropriate use of cable supports, ties and handling techniques.</p> <p>Use of appropriate tools.</p> <p>Supervisor to ensure all parts of work are effectively isolated from all possible sources of energy.</p> <p>Example: lockout/tagout procedure.</p>
<p>Working on commercial, residential or building sites</p> <p><i>Example: uneven/cluttered or wet surfaces, extension leads across floor etc.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Avoid running cables through high traffic areas, use cable ramps or floor tape to secure.</p> <p>Keep work areas clean and free from unnecessary tools, materials and debris to reduce trip hazards.</p> <p>Appropriate inductions are completed before entering sites.</p> <p>Use signage and barriers to highlight hazardous areas.</p>
<p>Working outdoors</p> <p><i>Example: Installing an outdoor lighting system along a driveway, requiring trenching and running underground cables in an exposed area (sun/wind).</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Work undercover where possible.</p> <p>PPE. Example Long sleeved shirt/pants, hat, sunglasses, sunscreen etc.</p> <p>Follow Temperature/heat management plan.</p> <p>Stay hydrated – drink plenty of water</p>
<p><i>Add additional activities as required</i></p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	

Hospitality Risk Assessment example

Identify the activities (Activities should align to the work experience agreement form – key workplace activities)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Working in kitchen environments <i>Example: Greasy floors, spilled food and/or liquids.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Wear appropriate footwear and non-slip mats where appropriate. Clean spills immediately and use wet floor signs. Keep workspaces and walkways clear of obstructions.
Working with kitchen equipment <i>Example: Commercial mixers, rolling pins, juicers, scales, thermometers, whisks, tongs etc.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to be trained on safe handling and operation of equipment. Ensure equipment is in good working order and safety features are in place. Never place hands in or around moving equipment.
Cooking, baking and/or cleaning (heat exposure) <i>Example: Handling hot pans, ovens, fryers, heat lamps or steam from dishwashers etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be trained on safe handling of hot liquids and equipment. Allow food and equipment to cool before handling where possible. Student to wear/use appropriate PPE. Example oven gloves when handling hot trays.
Manual handling <i>Example: Carrying trays of food and drinks, lifting pots, moving stock or other hospitality equipment.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Employer specific manual handling induction/guidelines. Assess load and environment. Use appropriate lifting techniques. Access mechanical/lifting aids where possible. Example: Trolleys, carts, trays etc.
Knife Handling and sharp equipment <i>Example: Using knives for food prep, handling slicers, graters, blenders or broken glass.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be trained in proper knife handling and cutting techniques. Use cut resistant gloves if appropriate. Store knives and sharp tools safely when not in use.

<p>Working with chemicals</p> <p><i>Example: Using cleaning chemicals for sanitation, dishwashing detergents and/or degreasers.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Student to be trained in appropriate handling and storage of chemicals.</p> <p>Student to wear appropriate PPE. Example Safety glasses, gloves and/or respiratory.</p> <p>Keep chemicals in clearly labelled containers and away from food areas.</p>
<p>Customer/colleague interaction</p> <p><i>Example: Using Point Of Sale (POS) system, dealing with t customers or working in a fast-paced environment.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Student to be trained on POS operation and basic transaction handling.</p> <p>Student to be aware of/trained in effective communication.</p> <p>Ensure students know how and who to contact supervisor if issues were to escalate.</p>
<p><i>Add additional activities as required</i></p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	
	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	

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Painting Risk Assessment example

Identify the activities (Activities should align to the work experience agreement form – key workplace activities)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Traveling in a company vehicle to access work sites with qualified tradesperson	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to complete workplace induction on commencement Driver of vehicle to have Open license Student to wear seat belt at all times while vehicle is in motion. Student not permitted to drive vehicle for any reason. Vehicle to be insured.
Using hand and power tools <i>Example: sanders, spray guns, paint brushes, rollers etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct tool usage. Student to wear appropriate PPE. Example Safety glasses, gloves and/or ear protection. Tools in good working order (Power tools tested and tagged).
Working with paints and/or other chemicals <i>Example: preparing paint for wall application. Using thinners or other solvents for mixing and cleaning.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to be trained in appropriate handling of paint/chemicals. Student to wear appropriate PPE. Example Safety glasses, gloves and/or respiratory. Ensure paint/chemicals are stored and labelled properly.
Working at heights <i>Example: Using a ladder/scaffolding or elevated platforms to reach ceilings.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct ladder usage/placement/securing/spotting.

<p>Coming in contact with sharp edges</p> <p><i>Example: scraper blades, edges of paint cans, metal trim etc.</i></p>	<p><input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Student to be demonstrated / trained in the handling of potential sharp-edged objects.</p> <p>Ensure sharp edges are filed/capped and/or demonstrate to student how to file/cap edges.</p> <p>Student to wear appropriate PPE. Example gloves.</p>
<p>Manual handling</p> <p><i>Example: Lifting and carrying paint cans, compressors, ladders and other painting equipment.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Employer specific manual handling induction/guidelines.</p> <p>Assess load and environment. Use appropriate lifting techniques.</p> <p>Access mechanical/lifting aids where possible. Example: Trolleys and barrows.</p>
<p>Working on commercial, residential or building sites</p> <p><i>Example: uneven/cluttered or wet surfaces, extension leads across floor etc.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Avoid running cables through high traffic areas, use cable ramps or floor tape to secure.</p> <p>Keep work areas clean and free from unnecessary tools, materials and debris to reduce trip hazards.</p> <p>Appropriate inductions are completed before entering sites.</p> <p>Use signage and barriers to highlight hazardous areas.</p>
<p>Working outdoors</p> <p><i>Example: Painting exterior walls, fences or other structures in direct sunlight.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Work undercover where possible.</p> <p>PPE. Example Long sleeved shirt/pants, hat, sunglasses, sunscreen etc.</p> <p>Follow Temperature/heat management plan.</p> <p>Stay hydrated – drink plenty of water</p>
<p><i>Add additional activities as required</i></p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	

Plastering Risk Assessment example

Identify the activities (Activities should align to the work experience agreement form – key workplace activities)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Traveling in a company vehicle to access work sites with qualified tradesperson	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to complete work place induction on commencement Driver of vehicle to have Open license Student to wear seat belt at all times while vehicle is in motion. Student not permitted to drive vehicle for any reason. Vehicle to be insured.
Using hand and power tools <i>Example: Trowels, hawks, mixers, sanders, drills, cutting tools etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be trained in or demonstrated the correct tool usage. Student to wear appropriate PPE. Example Safety glasses, gloves and/or ear protection. Tools in good working order (Power tools tested and tagged).
Working with wet plaster and/or other chemicals <i>Example: Mixing plaster compounds, sanding dried plaster or cutting plasterboard.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to be trained in appropriate handling of plaster/chemicals. Student to wear appropriate PPE. Example Safety glasses, gloves and/or respiratory. Ensure plaster/chemicals are stored and labelled properly.
Working at heights	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct ladder usage/placement/securing/spotting.

<p><i>Example: Using a ladder/scaffolding or elevated platforms to reach ceilings.</i></p>		
<p>Coming in contact with sharp edges</p> <p><i>Example: scraper blades, edges of paint cans, metal trim etc.</i></p>	<p><input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Student to be demonstrated / trained in the handling of potential sharp-edged objects.</p> <p>Ensure sharp edges are filed/capped and/or demonstrate to student how to file/cap edges.</p> <p>Student to wear appropriate PPE. Example gloves.</p>
<p>Overhead hazards.</p> <p><i>Example: Installing and applying plaster to ceilings, working under unfinished structures.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Student to be demonstrated / trained in the overhead handling of plasterboard.</p> <p>Student to wear appropriate PPE. Example safety glasses, hard hat etc.</p>
<p>Manual handling</p> <p><i>Example: Lifting and carrying heavy bags of plaster, buckets of compound or large sheets of plasterboard.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Employer specific manual handling induction/guidelines.</p> <p>Assess load and environment. Use appropriate lifting techniques.</p> <p>Access mechanical/lifting aids where possible. Example: Trolleys, mixing stands and barrows.</p>
<p>Working on commercial, residential or building sites</p> <p><i>Example: uneven/cluttered or wet surfaces, extension leads across floor etc.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Avoid running cables through high traffic areas, use cable ramps or floor tape to secure.</p> <p>Keep work areas clean and free from unnecessary tools, materials and debris to reduce trip hazards.</p> <p>Appropriate inductions are completed before entering sites.</p> <p>Use signage and barriers to highlight hazardous areas.</p>
<p>Working outdoors</p> <p><i>Example: Applying plaster/render to exterior walls in direct sunlight/wind.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Work undercover where possible.</p> <p>PPE. Example Long sleeved shirt/pants, hat, sunglasses, sunscreen etc.</p>

		<p>Follow Temperature/heat management plan.</p> <p>Stay hydrated – drink plenty of water</p>
<i>Add additional activities as required</i>	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	
	<input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	

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Plumbing Risk Assessment example

Identify the activities (Activities should align to the work experience agreement form – key workplace activities)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Traveling in a company vehicle to access work sites with qualified tradesperson	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to complete workplace induction on commencement Driver of vehicle to have Open license Student to wear seat belt at all times while vehicle is in motion. Student not permitted to drive vehicle for any reason. Vehicle to be insured.
Using hand and power tools <i>Example: drills, pipe cutters, pliers, soldering iron, pressure testers, threaders, saws etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct tool usage. Student to wear appropriate PPE. Example Safety glasses, gloves and/or ear protection. Tools in good working order (Power tools tested and tagged).
Working at heights <i>Example: Using a ladder/scaffolding or elevated platforms.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in correct ladder usage/placement/securing/spotting.
Coming in contact with sharp edges <i>Example: cut piping, sheet metal, broken tiles, blades etc.</i>	<input type="checkbox"/> Low <input checked="" type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the handling of potential sharp-edged objects. Ensure sharp edges are filed/capped and/or demonstrate to student how to file/cap edges. Student to wear appropriate PPE. Example gloves.

<p>Manual handling</p> <p><i>Example: Lifting and carrying heavy pipes, fittings, tool boxes and other plumbing equipment.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Employer specific manual handling induction/guidelines.</p> <p>Assess load and environment. Use appropriate lifting techniques.</p> <p>Access mechanical/lifting aids where possible. Example: Trolleys and barrows.</p>
<p>Pipe/Fittings Installation and management</p> <p><i>Example: Laying and/or connecting pipes to plumbing systems. Pressure testing. Pulling pipes through conduits, across beams or through trenches, installing pipe fittings and securing pipes to supports.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Student to be demonstrated / trained in appropriate use of pipe supports, brackets and proper installation techniques.</p> <p>Use of appropriate tools.</p> <p>Supervisor to ensure all parts of work are effectively isolated from all possible sources of energy (pressure / electrical). Example: lockout/tagout procedure.</p>
<p>Working on commercial, residential or building sites</p> <p><i>Example: uneven/cluttered or wet surfaces, extension leads across floor etc.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Avoid running cables through high traffic areas, use cable ramps or floor tape to secure.</p> <p>Keep work areas clean and free from unnecessary tools, materials and debris to reduce trip hazards.</p> <p>Appropriate inductions are completed before entering sites.</p> <p>Use signage and barriers to highlight hazardous areas.</p>
<p>Working outdoors</p> <p><i>Example: Installing and connecting drainage pipes for a new residential building, including trenching and securing pipes in place.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Work undercover where possible.</p> <p>PPE. Example Long sleeved shirt/pants, hat, sunglasses, sunscreen etc.</p> <p>Follow Temperature/heat management plan.</p> <p>Stay hydrated – drink plenty of water</p>
<p><i>Add additional activities as required</i></p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	

Hairdressing and Barbering Risk Assessment example

Identify the activities (Activities should align to the work experience agreement form – key workplace activities)	Determine the Risk level (see DoE Risk Management Matrix)	Detail the Control measures (Note: if only administration or PPE controls are used, please explain why) (Identify if business has an enterprise risk assessment in place and if this document has been viewed or provided)
Working in a salon <i>Example: Water, hair clippings and styling products making floors slippery.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Keep work areas clean and dry by sweeping/mopping regularly. Use non-slip mats where necessary. Appropriate footwear.
Heat Exposure <i>Example: Using hair straighteners, curling irons and blow dryers.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct handling of heat-styling tools. Ensure equipment/tools are placed on heat-resistant surfaces when not in use.
Working with chemicals <i>Example: preparing and applying hair dye, bleach, perming solutions, keratin treatments, cleaning etc.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student be demonstrated / trained in appropriate handling of chemicals. Student to wear appropriate PPE. Example gloves, aprons and safety glasses as necessary. Adequate ventilation. Ensure chemicals are labelled and stored appropriately.
Sharp Exposure (unlikely on WE) <i>Example: Cutting, trimming and shaving hair with scissors, razors and/or clippers.</i>	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High	Student to be demonstrated / trained in the correct handling and use of tools. Ensure tools are regularly maintained and sharpened to prevent excessive force.

<p>Repetitive Strain and Musculoskeletal issues</p> <p><i>Example: standing for long hours, repetitive motions, poor posture when styling.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Students to engage in ergonomic standing positions where possible.</p> <p>Access to anti-fatigue mats and appropriate supported footwear.</p> <p>Students trained and demonstrated hand and wrist exercises to prevent strain.</p>
<p>Cross-contamination and Hygiene risks</p> <p><i>Example: Using combs, brushes on multiple clients.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Students to be demonstrated and trained in appropriate sanitation practices.</p> <p>Disinfection practices of tools between clients using appropriate cleaning solutions.</p> <p>Access disposable or single use items where necessary.</p>
<p>Customer/colleague interaction</p> <p><i>Example: Using Point Of Sale (POS) system, dealing with customers or working in a fast-paced environment.</i></p>	<p><input checked="" type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	<p>Student to be trained on POS operation and basic transaction handling.</p> <p>Student to be aware of effective communication.</p> <p>Ensure students know to contact supervisor if issues arise.</p>
<p><i>Add additional activities as required</i></p>	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	
	<p><input type="checkbox"/> Low <input type="checkbox"/> Med <input type="checkbox"/> High</p>	

Effective 20 April 2020

Work experience guide

for Queensland schools

Effective 20 April 2026

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for Queensland schools	1
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What is work experience

Work experience is the short-term placement of students with businesses and organisations to provide insights into the industry and the workplace in which they are located and is unpaid. Whilst undertaking work experience, students will observe different aspects of work within their chosen industry and may assist with tasks allocated by their supervisor but should not undertake activities which require extensive training or expertise.

Two models of [work experience](#) may be adopted in schools to meet different needs. These models are:

1. *Work sampling*

A work sampling placement provides students with the opportunity to test personal vocational preferences through performing tasks in a workplace. Students select placements according to their future occupational aspirations. The student may experience the following outcomes:

- first-hand information about what it means to work, as well as the work processes of the organisation and the work environment
- clarification of employment goals.

2. *Structured work placement*

A structured work placement involves the student participating in specific tasks in the workplace described in the Vocational Education and Training (VET) in Schools program. Structured work placement:

- requires the negotiation of specific tasks by the school, student and work experience provider which are structured, monitored, regulated and may be assessed
- allows students to gain knowledge and demonstrate application of that knowledge in the workplace.

Vocational placements are not work experience

A vocational placement required by a course provided through an external/non-school Registered Training Organisation (RTO) and accessed or provided as fee-for-service is **not** a form of work experience and does not use the *Work experience placements for school students procedure*.

Purpose of this handbook

This document should be read alongside the *Work experience for school students procedure* (the procedure) and is designed to assist schools in planning and administering work experience for students.

The guide should answer many of the operational questions that will arise for schools and provides a number of optional templates that may assist schools in administering work experience placements for their students.

Benefits of work experience

Students:

- gain a better understanding of how classroom learning is applied in the workplace,
- develop a better understanding of the work environment and what employers expect of their workers,
- explore possible career options including non-gender stereotyped occupations,
- grow in confidence, maturity and self-reliance,
- develop increased motivation to continue study and/or undertake further training.

Schools/teachers:

- assist students to develop knowledge, skills and attitudes to work which support successful transition into further training and/or work,
- build positive relationships between school, local community and industry,
- enable real world application of classroom learning.

Work experience providers:

- make a positive contribution to the education and personal development of students,
- contribute to the development of students' workplace skills,
- assist young people in their career decision-making,
- develop mutually beneficial partnerships with schools to support students to become work ready,
- build industry/school partnerships that provide for local community needs and endeavours,
- utilise work experience as a recruitment strategy to identify potential employees.

Advice for schools administering work experience

Developing a work experience program

School principals, or their nominated officer, through consultation with the school community, make decisions about how the school will organise their work experience program. Schools should consider how best to do this so that participating students will not be disadvantaged in the rest of their education program.

The students should understand that the work experience placement forms part of a larger career education program. It is intended that it aligns with the discussions in their [Senior Education and Training \(SET\) Plan](#) and will assist the students to make positive transitions into their next steps in further education and training.

Schools may choose to schedule and structure the placements in a variety of ways, based on the needs of the students and the context of the school.

Schools should consider how students will be supported to identify and/or reach out to providers and to be prepared for the placement.

In preparing the [Work experience agreement forms](#), providers should be involved in identifying activities that the student will undertake, and the associated risks.

Human rights considerations (State schools only)

When initially establishing a school work experience program, state school principals need to complete a [human rights impact assessment](#) which needs to be saved in the department's record management system. A pre-filled template to support this activity is included in the in templates section of this document.

If at any point when setting up an individual work experience placement, a state school Principal identifies a possible limitation on a human right, it is recommended that these considerations are also documented, including an assessment of compatibility.

Examples of when an individual assessment of compatibility is completed may include:

- refusing or withdrawing a placement,
- declining reasonable adjustments,
- imposing restrictive conditions, or
- decisions that impact access, equality, privacy, safety or participation.

Necessary qualifications or checks

In Queensland, a number of industries and workplaces will have particular requirements for staff to be employed. Although students on work experience are not employees, there may be necessary checks or qualifications for the work experience to take place.

This may include but is not limited to a General Construction Induction (white card), Working with children check (blue card) or Disability worker screening card (yellow card). See the [Frequently Asked Questions](#) for more information on the requirements for these checks.

Numbers of students on work experience

The legislation does not put specific limits on the numbers of students that a school may have on work experience. A provider may only provide work experience to a number of students equal to the number of full-time employees of the work experience provider.

However, the wellbeing of the students and the ability for them to be monitored safely should be considered by the principal in approving work experience arrangements.

Insurance arrangements

The Department of Education maintains insurance cover for students undertaking work experience when enrolled in a school approved by the Minister of Education (including children registered for home education). The insurance cover for work experience students ([state and non-state](#)) has certain restrictions and activities precluded from cover, and these activities may not be undertaken during work experience. The insurance policies cover students undertaking work experience placements in Queensland.

The school should support students to complete paperwork and lodge relevant documentation arising out of liability and/or workers' compensation insurance claims relating to participation in work experience.

Interstate placements

Ministerial agreements exist between Queensland and New South Wales and Northern Territory (Ministerial Agreement between Qld and NT for the Operation of Work Experience Across the States' Borders and Ministerial Agreement between Qld and New South Wales for the Operation of Work Experience Across the States' Borders). This allows Queensland students who live and attend school in border locations to undertake work experience in these areas when a similar placement is not able to be sourced in Queensland.

Schools located on or near New South Wales or Northern Territory borders may arrange interstate placements within geographic locations that are adjacent to these borders unless there are exceptional circumstances that warrant a distant placement. Interstate placements should only be canvassed after all suitable opportunities in Queensland have been considered.

Work experience for all other students, in states or territories other than those mentioned above are not considered work experience placements under Queensland's policy and are therefore not covered by public liability insurance or workers' compensation.

Work experience placements in Queensland from interstate students

Queensland schools may receive requests for support with work experience placements from New South Wales and Northern Territory schools. The interstate home school work experience coordinator negotiates placement of the student with the intended work experience provider. The home school is responsible for completion of their relevant state or territory approval form which is sent to the intended host Queensland school at least three weeks prior to the expected placement. If supervision is to be provided by a host Queensland school, this will be indicated. Copies of documentation of interstate placements should be retained in the Queensland school for 12 months.

Student reflection

Following the placement, the student should be allowed a chance to reflect and, if necessary, to debrief on their experiences and learning. They may also wish to share feedback about the workplace with the school, to inform arrangements for future students with that provider.

An optional template with reflection questions is provided in the Templates section of this document. The student may also wish to record their work experience reflection in their [Senior Education and Training \(SET\) Plan](#).

Student wellbeing

During the work experience placement, the provider should be mindful that students may not have the physical, cognitive, social and emotional abilities of adults. They may lack the awareness or confidence to speak up if they are uncertain, or if they are experiencing issues in the placement. Students on work experience should not undertake tasks which require significant training, experience or expertise.

It is the responsibility of the provider to ensure that the student is undertaking the placement in a safe, supportive, and supervised environment. This includes having in place, and ensuring the student is aware of policies to deal with bullying, harassment and discrimination, and processes for the student to report issues to their supervisor.

Examples of practices which may support student wellbeing include:

- workplace visits or contacting the provider
- specific questions addressed to the workplace provider, manager and/or supervisor
- debriefing students.

In relation to harassment and unlawful discrimination, school personnel can play a supportive role by assisting students with strategies and advice.

There are specific actions that may be taken in response to harassment. The principal may:

- consider withdrawing the student from placement
- contact the work experience provider to advise of the student's withdrawal
- inform relevant parties of concerns regarding this workplace as an appropriate placement for students.

Templates

This section provides schools with a number of optional templates and checklists which may support the provision of work experience. Schools may choose which templates they wish to use, as they may be useful in streamlining processes with consideration of the school context and individual students.

The templates include:

- preparing students for work experience;
- student employability skills reflection;
- possible questions for contacting host provider and student during work experience;
- student reflection and feedback on work experience placement;
- provider feedback to student;
- student logbook;
- work experience record keeping;
- guide to considering human rights
- extending placements for students with disability;
- notice of claim; and
- interstate placement approval.

Schools may choose to print the templates and use them directly or they may choose to make adjustments to the questions and details to make them suitable for their students and context.

Ensure that records are retained as part of the student's file, in alignment with the [Information asset and recordkeeping procedure](#).

Preparing students for work experience

These documents contain a list of steps to support students to prepare for work experience. It is important to ensure students are ready to attend work experience with the right tools, PPE and mindset for a successful placement.

Student employability skills reflection

Students may wish to reflect upon their employability skills and their growth through their placement. This template is available as a possible way that schools may support students to perform this reflection on their experiences and the skills used.

Optional suite of questions for contacting host provider or student during placement

This document contains a list of questions that schools may use when a nominated school officer contacts the workplace during placement.

The information collected from the questions:

- may support schools to determine the appropriateness of the work experience provider for future work experience placements; and
- may inform future pathways planning advice provided to students.

Student reflection and feedback on work experience placement

Following the placement, students should take time to consider their placement and what they have learned. This will help students to situate the experience as part of their greater career education journey, and to consider how the information gained informs their future choices.

Provider feedback to student

Providers may have feedback on the individual student, and on the experience in general. This may help schools to plan future placements and may allow work experience providers to better consider how work experience can be used to inform future school-based apprenticeships and traineeships. Two optional templates are provided which may support schools to gather feedback on students, should schools wish to gather this feedback.

Student logbook

Students may wish to use a template to keep their daily records and reflections. This template may support students in organising their reflections throughout their placement. Schools and students may use this template as frequently as necessary to record their experiences and to reflect upon their goals and strategies to grow their skills and knowledge.

Work experience record keeping example

Schools may wish to put in place local processes for keeping record of all students in a single location. An example of such a data table is provided which may support schools to collate this information if desired.

Guide to considering human rights when making decisions about work experience arrangements

State schools are required to consider human rights and document their assessment of human rights impacts and whether a work experience program will engage or limit any human rights.

The guide identifies possible limitations on human rights when making decisions about work experience arrangements, including when developing a program.

Extending placements for student with disability

Students with disability may engage in a placement for longer than 30 days with principal approval. This form supports school principals in considering the benefit of an extended placement and allows for the extension to be documented and maintained.

Notice of claim

For claims arising out of liability or workers' compensation insurance, a notice of claim is to be submitted to the Central Office of the Department of Education using this template, along with the additional documentation as outlined.

Interstate/territory work experience approval

As outlined in the [procedure](#), some students may be eligible for placement across state/territory boundaries. This approval is required in such cases.

Preparing students for work experience – Template 1

Work experience expectations – name of employer (adjust for each workplace)

Topic	Details
Start and finish times	Arrive by {time} each day. Sign in on ipad in Admin building and report to the person supervising you. They may have some tasks for you to complete to help set up for the day.
Absences	If you are required to be absent, please call the employer on xxxxxx. Please ensure to state the reason for your absence.
Dress requirements	Please wear smart casual attire. No inappropriate slogans on clothing. No mid-rift or low tops that reveal cleavage. No mini-skirts or short shorts. Enclosed footwear should be worn.
Other requirements	No lollies, chewing gum or bubble gum.
Lunchtime arrangements	Bring your own lunch and eat during specified break times. First break at {Time}, second break {Time}.
Mobile phones	Mobile phones are not to be used during work times.
Earphones	Earphones are not to be worn during the day, unless you are on a break.
Workplace Health and Safety	We take the health and safety of our workplace seriously. If you become aware of anything in the work environment that needs consideration, please report this immediately to your supervisor. If you are involved in any kind of incident while at work, report it to your supervisor immediately.
Workplace policies	Our workplace is one that needs to be free from bullying, harassment and discrimination. You are required to ensure your behaviour supports these values.
Confidentiality	You must ensure that information learned, and observations made while in our setting are kept confidential. Do not speak, using names, about clients or staff with others outside of the work environment.
Conduct	You are required to demonstrate behaviour in this setting aligned to your school's responsible behaviour expectations, our workplace expectations as well as with the accepted standards outlined above.

Preparing students for work experience – Template 2

Preparing for work experience	
Return your completed work experience agreement form to you school	
Research your host employer (website/ social media)	
Make contact with your host employer	
Confirm start and finish times / location / point of contact	
Confirm dress code including PPE, lunch arrangements and anything else you will be required to bring with you	
Preparing for your first day	
Plan ahead – ensure you have your clothes, PPE and anything you need to take with you (ie lunch) ready to go.	
Ensure you have a transport plan – consider a trial visit to be certain you know where you are going and how long it will take to get there.	
Day 1	
Aim to arrive early, prepared to start the day and ready to sign in. Complete the induction process	
At the end of your first day touch base with your supervisor, discuss the day and confirm arrangements for the following day(s). Remember to thank those you have worked with today.	
Things to remember	
If you are unable to attend work experience for any reason, ensure that you contact your supervisor and school as soon as possible.	
Listen, learn, participate in all activities, and ask for feedback during your placement	
Last day	
Remember to thank your work experience provider, your supervisor and those you have worked with during the placement.	
Reflect on your work experience placement, think about what you have learned during this experience and complete any logbooks or reflection tools.	
Follow up	
Send your host provider a thank you email and enquire about any further opportunities (ie further work experience, SATs, future employment).	
Review your SET plan and finalise any paperwork associated with your placement	

Hosting a work experience student in your school

Dear Work experience student

Thank you for your application to complete your work experience at {Name of School}. I am pleased to inform you that your application has been successful and am looking forward to you joining our school community.

On arrival at the school on your first day you will need to sign in at the office and check in with me as I will be your supervisor. Please arrive at {time} on {Day} {Date}.

Please be aware of the following:

- Your work hours will be {Time} to {Time} each day with breaks at {Time} and {Time}.
- The school day starts at {Time}. You need to be signed in at the office and in the hall before this time each day.
- You will need to sign in and out at the office each day.
- You will need to bring your own lunch or {outline other arrangements}.
- Please dress appropriately for the job you will be doing – closed in shoes, sun safe shirt, shorts/skirts appropriate length, wide-brimmed hat for outdoor activities.
- Please advise your friends and family that you will be in class working during the day and will only have access to your phone during breaks. If you need to access your phone outside these times, please let me know. Your family are able to call you on xxxx xxxx if they need to speak to you during the day and the office will contact you at the school.

You have been assigned to the following classes for your work experience time:

Class	Teacher	Work experience student

If you have any questions or concerns, please do not hesitate to contact the school. We look forward to seeing you on your first day of work and hope you enjoy your time at {Name of School}.

Kind Regards,

Name

Position

Student employability skills reflection

As you progress through your placement, you will experience a range of activities and build your knowledge of work. This reflection will support you to consider how the tasks and opportunities in your placement can foster your employability skills.

Skill	Definition	Examples of using this skill on placement
Communicating	Clearly giving and receiving information to build relationships.	
Collaborating	Working together and sharing ideas.	
Digital literacy	Using technology and devices to enhance work.	
Critical and creative thinking	Generating new ideas and analysing information for finding new solutions	
Organising	Making decisions for prioritising and arranging resources and tasks.	
Initiative	Having confidence to make sound decisions and be flexible.	
Literacy and numeracy	Confidently using language and numbers in real situations.	
Learning	Actively seeking new knowledge and skills.	

Possible Questions for contacting host provider and student during work experience

Date: ____/____/____

Student: _____

Questions for the student	Yes	No
Are you enjoying the placement?	<input type="checkbox"/>	<input type="checkbox"/>
Did you feel prepared when you began the placement?	<input type="checkbox"/>	<input type="checkbox"/>
Has your supervisor been helpful and supportive?	<input type="checkbox"/>	<input type="checkbox"/>
Is the job what you expected?	<input type="checkbox"/>	<input type="checkbox"/>
Has there been anything surprising about the experience?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know the safety and wellbeing policies?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any concerns about the workplace, coworkers or customers?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know who to talk to with any concerns?	<input type="checkbox"/>	<input type="checkbox"/>
Have your feelings about this job changed at all?	<input type="checkbox"/>	<input type="checkbox"/>
Have you been receiving constructive feedback on your work?	<input type="checkbox"/>	<input type="checkbox"/>
Has this helped you make decisions about future careers?	<input type="checkbox"/>	<input type="checkbox"/>
Has this helped you to identify options for your future study?	<input type="checkbox"/>	<input type="checkbox"/>
Would you recommend a placement here for future students?	<input type="checkbox"/>	<input type="checkbox"/>
What are some of the tasks you have observed and performed?		
What has been the most surprising or interesting thing you've learned on placement?		
Questions for the provider or supervisor	Yes	No
Has the student shown commitment by being punctual and enthusiastic?	<input type="checkbox"/>	<input type="checkbox"/>
Has the student interacted effectively with co-workers and clients?	<input type="checkbox"/>	<input type="checkbox"/>
Has the student followed instructions and acted responsibly and respectfully, in a manner appropriate to the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
Have you been happy with their work ethic and aptitude?	<input type="checkbox"/>	<input type="checkbox"/>
Do you think this has been a positive experience for the student and the provider?	<input type="checkbox"/>	<input type="checkbox"/>
Would you be interested in offering placements to other students from the school?	<input type="checkbox"/>	<input type="checkbox"/>
Would you consider taking on a student as a school-based apprentice or trainee?	<input type="checkbox"/>	<input type="checkbox"/>
NOTES		

Student reflection and feedback on work experience placement

Student: _____

Work experience host business: _____

What tasks and activities did you take part in while on the placement?

What was something that you learned about the job or industry that you didn't previously know?

How well did your tasks represent the usual tasks of other staff in the workplace?

How has this impacted your thoughts on possible industries or careers for post school?

What skills did you learn or experiences did you gain that might be transferable to other careers?

What advice would you give to a student who is about to start a work experience placement?

What suggestions do you have to improve the experience for future students?

Provider feedback – Template 1

Date: ____/____/____

Student: _____

To what extent did the student:	Rarely	Sometimes	Often
Show enthusiasm and initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrive on time and ready to work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display professionalism and appropriate appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain a safe work environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow instructions and engage with the work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete work to a high standard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make time to rest and take appropriate breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interact appropriately with coworkers or customers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show the skills needed to continue in this industry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively ask questions and look to learn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provider feedback – Template 2

Date: ____/____/____ Student: _____

How prepared was the student when they began their placement?

Describe the student's conduct. Were they professional and appropriate in their interactions with employees and customers?

How was the student's work ethic? Did they actively complete tasks to a high standard?

Did the student display initiative in asking questions and looking for support when needed?

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Provider feedback – Template 3

Work experience provider details

Business name:

Industry/type of work:

Supervisor name:

Student details

Name:

School:

Please select your responses based on your observation of the student during the placement.

The student attended when expected, and was punctual			
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
The student communicated effectively with coworkers and/or customers			
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
The student worked safely and followed direction			
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
The student was motivated to take part, and had a positive attitude			
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always

Any other comments or feedback:

Student logbook – Template 1

You can keep note of your work experience placement and your reflections using this template.

Student name: _____

Date: ____ / ____ / ____

Work experience location: _____

The tasks I performed or observed today were:
Something that went well today was:
A question or goal for improvement I have is:
My plans for tomorrow are:

Student logbook – Template 2

VET Qualification Logbook

Qualification Code and Name

Student Name: _____

Student Address: _____

Student Telephone
Number: _____

Student
EMERGENCY
Contact Name and
Number: _____

Provider Name: _____

Provider Address: _____

Provider Telephone
Number: _____

Contact Person
Name, Position and
Number: _____

Student Work Hours: _____

Clothing / Footwear
Requirements: _____

Ringling in Sick /
Absent: _____

Other Notes:
Transport (Bus
number / time)
Lunch: _____

Are there facilities
to buy lunch or do
I have to bring my
own? _____

Journal Completed Yes / No

Trainer name: _____

Signature: _____

Date: _____

ORGANISATION	SUPERVISOR AND POSITION HELD IN ORGANISATION	TYPE OF WORK UNDERTAKEN	TIME SPENT IN ORGANISATION	TOTAL TIME	AUTHORISED BY
Eg. Toowong Harriers Little Athletics Club	Tony Pople (Centre Manager)	Assist with coaching Little Athletes in the sprints, distance races and relays	2 hours every Tuesday afternoon for 6 weeks.	12 hours	<u>Signed by supervisor and dated</u>
Supervisors Name		Signature:		Date:	

Contact Details:

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Student Workplace Evaluation

Complete this evaluation on the last day of your Work Experience placement

1. What were the things you enjoyed most about working in this organisation?
2. If you had more time, what other tasks would you have liked to perform at this organisation?
3. What were the things that you least enjoyed while working in this workplace?
4. Has this experience helped you to gain a better understanding of the needs and requirements within this industry? Explain
5. Feedback

Students Name: _____

Student's Signature: _____ **Date:** ____/____/____

Supervisor Report

Thank you for supporting our students with their placement. Please take a few moments to rate their performance whilst working with you. This feedback contributes to their overall competence and therefore whether or not they are deemed competent in units of competency.

Performance indicator	Always	Mostly	Occasionally	Needs to improve	NA
Was punctual to placement					
Demonstrated standards of personal presentation appropriate to the organisation					
Conducted communication in a courteous manner					
Used effective listening and speaking skills in verbal communication					
Reported information in accordance with organisation requirements					
Reported details clearly, and accurately					
Valued all individuals and treated them with respect, courtesy and sensitivity					
Took into consideration cultural differences in all verbal and non-verbal communication					
Actively sought assistance and direction as required					
Responded to instructions or enquiries promptly and in accordance with organisational requirements					
Respected the privacy of others					
Worked within relevant legislation/policies and procedures					
Applied understanding of the basic principles required for working effectively in a team					
Demonstrated the ability to manage one's own time and organise one's own work role					
Replenished materials and supplies according to organisation policy and procedures					
Used equipment relevant to the work role according to instructions and guidelines					
Completed assigned tasks according to planned workload					
Reported malfunctions to the appropriate person					

Work experience record keeping example

To support school operations, a single document or spreadsheet to track students on placements may be useful. An example layout of this information is presented here.

Student Details				Workplace Details					
Surname	First name	Year level	Gender	WS or SWP	Provider details	Industry	Start Date	End Date	No. Days
Example	Example	12	(M/F)	WS	Example Co.	Agriculture	29/01/25	13/09/25	29

Collation of the above details is consistent with the information schools are asked to provide in the annual work experience data collection survey.

Schools may wish to add additional information based on their local processes; this may include tracking for risk assessments and the work experience agreement form, space for additional comments, or contact details of the experience provider.

Guide to considering human rights when making decisions about work experience arrangements

Overview

Principals (and delegated departmental staff) have authority under the [Education \(General Provisions\) Act 2006 \(Qld\)](#) and the [Education \(Work Experience Act\) 1996 \(Qld\)](#) to issue a direction to ensure students and work experience providers are safe during work experience placements.

Such directions are issued, when necessary, to reduce the risk of harm or injury to people or property and maintain good order in relation to work experience.

Considering human rights

The [Human Rights Act 2019 \(Qld\)](#) (the Act) requires public servants to:

- consider human rights in decision-making; and
- make decisions that are compatible with human rights.

To meet these requirements, human rights considerations need to be an inherent part of all departmental decision-making.

Documenting your human rights considerations

The [Public Records Act 2023 \(Qld\)](#) requires employees to make and keep full and accurate records. Making sure these records are comprehensive and timely is essential to good decision-making.

For human rights, it is crucially important that your records show how you considered human rights as part of making your decision. The [Human rights impact assessment: decision making](#) tool should be used to document and determine if the decision is compatible with human rights. To support human rights consideration, when establishing or making decisions about work experience programs, an Exemplar completed human rights impact assessment is provided below. This exemplar can be reviewed updated, completed and saved in the appropriate record keeping location.

How to consider human rights when making decisions

Identify

Are human rights engaged by the decision?

The Act protects 23 human rights. The context and circumstances of each decision about **[work experience arrangements]** will vary and must be examined on a case-by-case basis. However, some human rights are particularly relevant and are examined later in this document.

Impact

Are human rights promoted or limited by the decision?

Consider the positive (**promoted**) or negative (**limited**) impact of the decision on the identified rights of those affected. Human rights can be limited, and sometimes it may be necessary to limit one person's right/s to promote the rights of others.

Justification

Is there a good reason for the limitation?

If it is necessary to limit a person's rights, the decision could still be compatible with human rights if the limitations are reasonable and justifiable.

For the limitations to be compatible with human rights, the decision-maker must be satisfied that any limitation:

- **is lawful** - is there a legal authority or framework which allows this limitation of rights?
- **achieves a purpose** that could not be achieved by a **less restrictive measure**; and
- **is fair and balanced** - do the benefits gained by making the decision outweigh the limits to the person's human rights?

The [Human rights impact assessment: decision making](#) tool gives more guidance about these different considerations.

Outcome

Compatible with human rights or not compatible with human rights?

If satisfied these elements have been met, the decision is likely to be **compatible** with human rights.

If you have assessed a limitation as being **incompatible**, modify your decision (if possible) and reassess for compatibility.

Examples of human rights and likely impacts

As stated above, all 23 human rights need to be considered to determine any impacts arising from your decision. For decisions about work experience arrangements, the human rights that may be more likely to be engaged are outlined below, however, it is important to consider your particular situation to decide what is relevant in the circumstances.

Identify right engaged and scope	Impact on the right
Recognition and equality before the law	
<p>Everyone has the same rights as everyone else. If a person is not treated fairly, it could be discrimination.</p>	<p><i>This right will be promoted if decisions about work experience arrangements are fair and equal for all students. Making reasonable adjustments to support students with additional educational needs promotes this right by ensuring all students have the same opportunity to partake in work experience.</i></p> <p><i>This right may be limited if work experience arrangements are not available to all students.</i></p> <p><i>This right may be limited if students are withdrawn from work experience arrangements unfairly or unreasonably.</i></p>
Protection of families and children	
<p>Families are important and are protected. Children have special protections to make sure they are looked after.</p>	<p><i>Conducting risk assessments as part of any work experience arrangement will promote this right by ensuring children are safe. Failing to conduct risk assessments to ensure child safety could limit this right.</i></p> <p><i>This right may also be promoted in situations where work experience providers are made aware of any medical conditions that may impair a student's capacity to safely engage in work experience placement.</i></p>
Right to liberty and security of person	
<p>Everyone has the right to be free and safe from physical and mental harm. There has to be a good reason to take away a person's freedom.</p>	<p><i>Ensuring restricted activities are excluded from work experience arrangements may promote this right by ensuring participating students are safe from physical harm.</i></p> <p><i>Conducting risk assessments as part of any work experience arrangement will promote this right by ensuring student safety.</i></p>
Right to education	

Identify right engaged and scope	Impact on the right
<p>Children can access a primary and secondary education appropriate to their needs. Everyone can access education and training that helps them get work.</p>	<p><i>This right may also be promoted in situations where work experience arrangements are available to students by supporting their access to education and training that helps them get work.</i></p> <p><i>This right may be limited if work experience arrangements are unreasonably denied, or students are unfairly withdrawn from an arrangement.</i></p>

Pre-filled template – Completed human rights impact assessment: making decisions about work experience arrangements

To further support human rights consideration, when establishing or making decisions about work experience programs you can use the below exemplar to determine if your decision/action/establishment of the program is compatible with human rights under the *Human Rights Act 2019*. Red text indicates where text can be inserted, removed or chosen.

Review and completion of this human rights impact assessment is recommended when establishing/making decisions about work experience arrangements, as this helps show you have given proper consideration to human rights as part of the decision-making process. You can save your completed assessment in the appropriate record keeping location.

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Assessed by Name	<Insert name of delegated officer >		
Position	<Insert position of delegated officer>	Date	<Insert date>
Identify right engaged and scope	Impact on the right	JUSTIFICATION Is there a good reason for any limitation and is it justifiable	OUTCOME Is the decision compatible with human rights? Consider all rights engaged.
Recognition and equality before the law			
Everyone has the same rights as everyone else. If a person is not treated fairly, it could be discrimination.	<p><i>This right will be promoted if decisions about work experience arrangements are fair and equal for all students. Making reasonable adjustments to support students with additional educational needs promotes this right by ensuring all students have the same opportunity to partake in work experience.</i></p> <p><i>This right may be limited if work experience arrangements are not universally available to all students.</i></p> <p><i>This right may be limited if students are withdrawn from work experience or access to a work experience arrangement is denied.</i></p>	<p><i>Where work experience arrangements are not made universally available to all students – this will be due to factors such as limited host capacity, geographic constraints, or specific safety and legal requirements. These limits are applied to protect students' welfare and ensure placements meet quality and compliance standards. Reasonable alternatives (e.g., different hosts) will be considered to minimise exclusion.</i></p> <p><i>Where access to an arrangement is denied, a student is withdrawn from placement, or a student's participation in placement is limited, this will be done on the basis that it is for safety or welfare grounds, supported by documented risk assessments and less restrictive alternatives explored (e.g., modified duties, alternate host placements). These decisions will balance individual rights with the safety of the student, work experience provider, and others.</i></p>	<p><i>Work experience arrangements have been established in a manner that is compatible with human rights, ensuring that decisions either promote rights or apply only those limitations that are reasonable and demonstrably justifiable, as outlined in the Justification column.</i></p> <p><i>No decisions have been made that unreasonably deny, withdraw, or limit student access to placement where viable alternatives exist and cannot be reasonably and demonstrably justified. All decisions are considered compatible with human rights.</i></p>
Protection of families and children			

<p>Families are important and are protected. Children have special protections to make sure they are looked after.</p>	<p><i>Conducting risk assessments as part of any work experience arrangement will promote this right by ensuring children are safe.</i></p> <p><i>This right may also be promoted in situations where work experience providers are made aware of any medical conditions that may impair a student's capacity to safely engage in work experience placement.</i></p>	<p><i>No limit identified</i></p>	
<p><i>Right to liberty and security of person</i></p>			
<p>Everyone has the right to be free and safe from physical and mental harm. There has to be a good reason to take away a person's freedom.</p>	<p><i>Ensuring restricted activities are excluded from work experience arrangements may promote this right by ensuring participating students are safe from physical harm.</i></p> <p><i>Conducting risk assessments as part of any work experience arrangement will promote this right by ensuring student safety.</i></p>	<p><i>No limit identified</i></p>	
<p><i>Right to education</i></p>			
<p>Children can access a primary and secondary education appropriate to their needs. Everyone can access education and training that helps them get work.</p>	<p><i>The right to education may be promoted through student work experience programs by offering learning opportunities tailored to students' needs and by supporting pathways to employment.</i></p> <p><i>This right may be limited if access to work experience arrangements is denied, students are withdrawn from an arrangement, or participation is limited.</i></p>	<p><i>As above, where work experience arrangements are not made universally available to all students – this will be due to factors such as limited host capacity, geographic constraints, or specific safety and legal requirements. These limits are applied to protect students' welfare and ensure placements meet quality and compliance standards. Reasonable alternatives (e.g., different hosts) will be considered to minimise exclusion.</i></p> <p><i>Where access to an arrangement is denied, a student is withdrawn from placement, or a student's participation in placement is limited, this will be</i></p>	

		<p><i>done on the basis that it is for safety or welfare grounds, supported by documented risk assessments and less restrictive alternatives explored (e.g., modified duties, alternate host placements). These decisions will balance individual rights with the safety of the student, work experience provider, and others.</i></p>	
<p><i><Insert any other human right that is engaged by your decision/action, otherwise delete row></i></p> <p><i><For example, Cultural rights generally may be engaged when a student from a particular cultural background might not be able to do work experience in some settings for cultural reasons (e.g. woman needs female supervisors only etc). ></i></p>	<p><i><Insert related impact></i></p> <p><i><For example, this right might be promoted where culturally appropriate placements are provided; where flexibility and alternatives are offered and there is actual consultation with students and families about placements to accommodate cultural needs></i></p> <p><i><This right may be limited if only certain placements are available and they cannot meet cultural requirements></i></p>	<p><i><Insert justification></i></p> <p><i><The limitation would be reasonable and justifiable if placement changes risk safety or operational requirements, and reasonable alternatives are sought for the student.></i></p>	<p><i><Insert related outcome></i></p>

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Extended placement for students with disability

For students with disability, the principal may approve a placement of greater than 30 days in a calendar year.

{Delete red text once complete}

This form may be used to document the decision-making process to support principals in providing work experience for students with disability.

Student name: _____

Work experience industry: _____

Proposed placement length: _____ days

Outcomes desired from extended placement:
<i>List the desired benefits and outcomes from an extended work experience placement for this student in this industry.</i>
Alignment with Senior Education and Training (SET) planning:
<i>Consider if this placement reflects current pathways goals in the student's SET Plan (if applicable) or alignment to QCIA goals.</i>
Possible additional measures to support the student in extended placement:
<i>Add details of any additional processes or measures to support the student while on work experience here.</i>

Extended placement approved: Yes No

Principal signature: _____

Date: _____

This document should be retained in the student's record as evidence of the decision-making process.

Public Liability Notice of Claim – for Students on Work Experience Placement

Privacy Statement

The Department of Education is collecting the information on this form in accordance with the *Information Privacy Act 2009 (Qld)* and s. 426 of the *Education (General Provisions) Act 2006 (Qld)* in order to manage insurance claims in relation to student work experience. The information will only be accessed by authorised employees within the department. All of this information will be given to the Queensland Government Insurance Fund for the purpose of processing any claims for insurance coverage as required by the *Education (Work Experience) Act 1996 (Qld)*. Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

YOUR DETAILS

Insured:	Bodies or Employers nominated by the Director-General of Education and state and non-state students participating in work experience organised and approved by the Director-General.
School name:	
Contact name: (e.g. Principal)	
Telephone:	
Email address:	
Address:	

Particulars of occurrence likely to result in personal injury and/or property loss or damage claim	
Date of occurrence:	
Exact place of occurrence:	
Explain what happened and how did it occur:	
Name and address of person injured or owners of property lost or damaged:	

<p>With regard to lost or damaged property, has any estimate of cost become available? If so, please provide details:</p>	
<p>Witness (<i>Provide names, addresses, telephone number and details of relationship to injured party/property damage.</i>):</p>	

CLAIM

<p>Has a report of personal injury and/or personal damage been made to you by a third party claimant? If so, by whom and when?:</p>	
<p>Have any claims been made on you either verbally or in writing? (<i>Provide details and enclose any third party correspondence.</i>):</p>	
<p>Name of person to contact at Insured (i.e. school) in order to obtain further information (<i>Provide their telephone number and address if different from details mentioned previously on front page.</i>):</p>	

I hereby declare that the foregoing particulars are true and correct to the best of my knowledge and belief.

<p>Date:</p>		<p>Principal's signature:</p>	
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NOTE: YOU ARE REMINDED THAT UNDER NO CIRCUMSTANCES SHOULD YOU ADMIT ANY LIABILITY OR MAKE ANY OFFER OR ENTER INTO ANY CORRESPONDENCE WITH ANY THIRD PARTY WHICH MAY RESULT IN A CLAIM UNDER YOUR POLICY.

Please forward the following documentation with the notice of claim:

Work experience agreement form (copy of original)

Risk assessment

Incident/Accident report or statements

Any emails, photos or other correspondence related to the incident

Third party correspondence (tax invoices, quotations, letters of demand) etc.

NOTE: Any repair or replacement invoices must incorporate the GST component

with completed claim form to:

EMAIL: VETinSchools@ged.qld.gov.au

or

Student Work Experience Claims
State Schools Strategy Division
Department of Education Floor 8
PO Box 15033
CITY EAST QLD 4002

Effective 20 April 2026

Interstate/Territory Work Experience Approval

(for QLD students being placed in NSW or NT)

Privacy statement

The Department of Education (the department) is collecting personal information on this form in order to make a work experience arrangement for a student under the *Education (Work Experience) Act 1996 (Qld)*. The personal information will only be used by authorised employees within the student's school or host school, the department, and the nominated work experience provider for the purpose of organising and implementing the arrangement. The information may also be given to the Queensland Government Insurance Fund and WorkCover Queensland for the purpose of managing insurance coverage as required by the *Education (Work Experience) Act 1996 (Qld)*. Your information will not be given to any other person or agency unless you have given us permission or we are required by law to do so.

SECTION A: Home School

1. This section is to be completed by the home school and then sent to the relevant interstate work experience coordinator **at least three weeks prior to the placement date**.
2. Schools must not proceed with this placement until this form has been returned by the host State/Territory and consent given.

Placement details					
Student's name:			Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Date of birth:	/	/	Year Level:		
Out of school hours emergency telephone:			Contact person:		
Work experience provider's name:					
Address:					
Telephone:		Email:			
Industry/Occupation:					
Model of work experience: (please select one)	<input type="checkbox"/> Work sampling		<input type="checkbox"/> Structured work placement		
Reason for this placement:					
Dates of placement:		Number of days:		Hours of work:	
Supervision required by host school:	<input type="checkbox"/> Yes		<input type="checkbox"/> No		
Home school					
Address:					
Work experience coordinator:					
Telephone:		Email:			
Principal's signature:			Date:	/	/

SECTION B: Host State/Territory

This section is to be completed by the host school work experience coordinator and a copy returned to the home school prior to the placement date.

Host school			
School name:			
Address:			
Work experience coordinator:			
Telephone:		Email:	
Approval of program:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Supervision arrangements:			
Supervisor's name:			
Telephone:		Email:	
Principal's signature:			Date: / /

Effective 20 April 2026

Work experience guide for Queensland Providers

Effective 20 April 2026

Thank you for hosting a student on their work experience placement. The generosity of businesses in providing opportunities for young people to see real workplaces in action is an important early step in their career journeys.

Introduction to work experience

Work experience is the placement of a student in a real workplace where they can observe and participate in the day-to-day tasks of work in business and industry.

It may take the form of work sampling where students perform tasks in the workplace to learn about the world of work, or it may take the place of structured work placement in which students will undertake tasks as part of a Vocational Education and Training (VET) course.

A meaningful placement can give students insights into their skills and interests, as well as supporting their decisions as they move through senior secondary and into their post-school pathways.

It also brings new ideas and experiences into the workplace and gives employees opportunities to build leadership skills as they mentor the next generation of workers.

Benefits for work experience providers

Hosting work experience students can have a broad variety of benefits for the provider, including:

- contributing to the education and development of a young Queenslanders;
- supporting the workplace learning of students;
- assisting young people in career decision-making;
- developing leadership skills through mentoring students;
- engaging young people and their families with industries they may not have considered as career pathways;
- developing mutually beneficial partnerships with schools and their communities;
- building school/industry partnerships that provide for the local community;
- identifying schools and students for possible school-based apprenticeships and traineeship opportunities; and
- developing skills in the future workforce.

What work experience placements are

Students may be on a placement for up to 30 days, or longer for students with disability who have principal approval. During this time, they will take part in basic workplace tasks, interact with coworkers and clients, and learn about the realities of work in the industry.

Although work experience is not paid, the student will experience much of the same routine as an employee. The student will take part in activities that are appropriate for their age, experience and skills while working under the supervision of an employee.

Placements are an opportunity for students to consider their career pathways and for businesses to strengthen links to the community and grow their future workforce.

The timing is flexible, and can be arranged to suit the school, student, and provider. It may be undertaken as a block, as a regular day each week or as a combination of the two. Each day will be the standard length; work experience does not include overtime.

What work experience placements are not

Work experience should not be seen as a burden to invent tasks for a student to accomplish. Similarly, it is not an opportunity to have the student participate in tedious tasks such as tidying, photocopying and making tea for the paid employees. The tasks undertaken by the student should be real examples of work done in your workplace, customer interactions should be genuine, and the outcomes should show the student the real results of their efforts in this industry.

Placements are also not a 'take your child to work' experience, as the student is not to be related to the business owner nor to be their supervisor at placement.

Considerations for safety and wellbeing

Students who are undertaking work experience are in a key developmental stage; they are still engaged in schooling, and they are learning about their skills, interests and possible career pathways. As such, they are not as physically nor emotionally developed as adults, and they may lack the skills and experiences of paid employees.

When choosing tasks for work experience students, it is vital that safety is considered, for students and for others in the workplace.

Consider:

- Is the student physically and mentally ready to undertake this task?
- Are risks being managed appropriately given the student's skills and abilities?
- Will the student interact with coworkers or customers during this task and are they prepared for possible outcomes of that interaction?
- Do I have adequate supervision in place for the task?
- Can I demonstrate the task first and work through it with the student to monitor their readiness?

- Are the instructions clear, brief and as detailed as necessary?

Structured work placements

If a student is undertaking the placement as part of a VET unit or qualification, they may need to be more closely monitored and assessed, while undertaking specific tasks as part of their learning.

Negotiation between the provider, the school and the student will support the student to complete tasks which are structured, monitored, regulated and may be assessed.

Your responsibilities

The provider of work experience is responsible for:

- understanding their responsibility for maintaining the health and safety of the student and others;
- providing students with relevant training where appropriate, and providing supervision at all times they are engaged in work-related activities;
- ensuring the number of students accepted for placement does not exceed the number of full-time employees;
- explaining safety requirements around the workplace, including personal protective equipment and evacuation procedures;
- explaining workplace policies and processes regarding bullying, harassment, discrimination and codes of conduct, as well as for reporting problems or issues;
- notifying the school/work experience coordinator of any incident or accident involving a student, the actions taken and any damage involving the student;
- explaining tasks clearly, and making reasonable adjustments for students with individual learning needs;
- ensuring that the student does not undertake tasks which are:
 - prohibited by law;
 - excluded under the department's liability cover;
 - unsuitable for a student to undertake in a work experience environment;
- ensuring that the student's hours do not exceed standard hours for the industry;
- monitoring student progress and sharing with school staff who reach out;
- ensuring that the supervisor has contact details for the school work experience coordinator in case of any issues;
- notifying the school of any unexplained absences by the student;
- ensuring the student is not paid for their work experience;
- understanding the level of liability cover held by the department and the activities that are excluded;
- understanding that the agreement may be terminated by the principal or provider at any time.

Effective supervision

Giving your employees opportunities to supervise students on placement can allow them to build confidence in leadership and mentorship that can benefit your business.

An effective workplace supervisor will:

- support the student from the beginning of their placement, to set a positive tone for their placement experience;
- provide a safe and supportive workplace environment for the student and other employees;
- ensure the student understands their rights and responsibilities with regards to workplace health and safety;
- allow the student opportunities to check in and debrief regularly, and to plan each day's activities;
- provide feedback on tasks and encourage reflection on performance;
- communicate with the student and the school contact about any issues or concerns as they arise;
- monitor the student's workload, and encourage them to take breaks, including using facilities provided for staff to take rest pauses and meals.

Next steps after placement

As the student completes their placement, you may wish to debrief with them to discuss feedback and what the next steps may be. When giving feedback, remember that the student may not be as accustomed to direct feedback as an adult employee.

You may wish to consider the possibility of a school-based apprenticeship or traineeship (SAT). A SAT provides students in Years 10, 11 and 12 with training in a workplace while continuing enrolment in a school program and studying towards a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.

SATs give the student an opportunity to gain valuable on-the-job training, while being a paid employee and working towards their senior certification. Employers can develop their own future workforce and give current employees more chances to supervise and train apprentices and trainees.

The Australian Government's Should I hire an [apprentice site](#) may assist you with considering a school-based or full time apprentice or trainee.

Pre-placement questions

You may wish to meet with the student before placement to better understand their goals, and how they will fit within your workplace.

Some questions you may wish to ask them could include:

Tell me about yourself; what are your interests, hobbies, sports etc?

Do you currently have a part-time or casual job?

Do you have any experience or knowledge in this industry area?

What are some careers you are considering pursuing after school?

What are your goals over the next few years? This might be at school, work, sports, or anything else.

What are you hoping to get from this work experience?

What skills do you already have that you think will be helpful on placement?

What do we need to know about you to make your placement safer or easier?

Are there any questions you have for us?

Induction checklist – Template 1

One of your responsibilities is to ensure the student has an induction to the workplace as the placement begins.

Consider the following during the induction:

- Introduce key members of the workplace, including the student's supervisor(s).
- Set out the expected outcomes and benefits for the student and the workplace.
- Explain safety procedures, such as:
 - personal protective equipment requirements;
 - accident, incident and near miss reporting;
 - first aid procedures;
 - equipment and machinery safety if needed;
 - fire and evacuation procedures.
- Explain the process for bullying, harassment, discrimination and codes of conduct, as well as for reporting problems or issues.
- Outline the processes for absences.
- State expectations for appearance, conduct and engagement.
- List tasks that the student is likely to observe or participate in.

Once the induction is complete, including the above items, please sign below as a record that the induction has taken place. This may be retained in the business' and school's records.

Supervisor name: _____

Supervisor signature: _____

Student name: _____

Student signature: _____

Date: ____ / ____ / ____

Induction checklist – Template 2

One of your responsibilities is to ensure the student has an induction to the workplace as the placement begins.

Arrival

- Introduce key members of the workplace, including the student's supervisor(s)
- Tour of workplace (facilities/departments)
- Provide an overview of the business (history, products/services)
- Outline expected outcomes and benefits for the student and the workplace

Safety and Wellbeing

Explain safety procedures, such as:

- personal protective equipment requirements
- accident, incident and near miss reporting
- first aid procedures
- equipment and machinery safety if needed
- fire and evacuation procedure
- manual handling procedures
- machine/equipment safety
- hazardous substances safety
- electrical safety
- bullying, harassment, discrimination and codes of conduct, as well as steps for reporting problems or issues.

Environment

- Hours of work / start and finish times
- Break times and location
- Outline the processes for signing in/out
- Outline the processes for absences
- Outline expectations for appearance, conduct and engagement
- Outline expectations for computer/technology/phone use
- Requirements for confidentiality

Work site requirements

- Explanation of tasks and projects
- Supervisor details
- Expectations on the job
- Who to go to with questions/clarifications
- Transport arrangements

I confirm that the above induction has been completed and I understand the information provided.

Student signature: _____ Date: _____

Supervisor signature: _____ Date: _____

Provider feedback – Template 1

Date: ____/____/____

Student: _____

To what extent did the student:	Rarely	Sometimes	Often
Show enthusiasm and initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrive on time and ready to work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display professionalism and appropriate appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain a safe work environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow instructions and engage with the work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete work to a high standard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make time to rest and take appropriate breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interact appropriately with coworkers or customers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show the skills needed to continue in this industry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively ask questions and look to learn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provider feedback – Template 2

Date: ____/____/____

Student: _____

How prepared was the student when they began their placement?

Describe the student's conduct. Were they professional and appropriate in their interactions with employees and customers?

How was the student's work ethic? Did they actively complete tasks to a high standard?

Did the student display initiative in asking questions and looking for support when needed?

Provider feedback – Template 3

Work experience provider details

Business name:

Industry/type of work:

Supervisor name:

Student details

Name:

School:

Please select your responses based on your observation of the student during the placement.

The student attended when expected, and was punctual			
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
Student communicated effectively with coworkers and/or customers			
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
The student worked safely and followed direction			
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
The student was motivated to take part, and had a positive attitude			
<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always

Any other comments or feedback:

Work experience

Frequently Asked Questions

Effective 20 April 2026

Work experience Frequently Asked Questions

Question	Answer
Who can participate in work experience?	<p>The Education (Work Experience) Act 1996 (Qld) states that students must be at least 14 years old and enrolled in a school. This includes children registered for home education.</p> <p>Students undertaking a defence work experience placement in Queensland with the Australian Defence Force must be at least 15 years of age at the time of their placement.</p>
Who decides if the work experience placement is suitable?	<p>The principal makes the final decision about the appropriateness of a work experience placement. At all times, the educational value of the program is the prime consideration. For children registered for home education, parents decide the appropriateness of a work experience placement.</p> <p>Suitability of the placement is determined following negotiation of workplace activities, consideration of risk assessment documentation and relevance of the placement to the student's educational pathway.</p>
What paperwork is required to formalise a work experience placement?	<p>The Work experience agreement is completed in consultation with the student, parent/carer (if under 18 years of age and not an independent student) and work experience provider. All parties must sign the agreement prior to the student commencing placement.</p> <p>Children registered for home education should contact the Home Education Unit for the relevant Work experience agreement form.</p>
Is it necessary to undertake a risk assessment process for every work experience placement?	<p>Yes. Schools are required to conduct a risk assessment process for every workplace prior to students undertaking work experience. The school determines the nature of the risk assessment process and may use a variety of strategies to ensure the health and safety of students participating in work experience.</p> <p>Processes may be undertaken by the school or the school in consultation with the work experience provider. The Work experience Risk Assessment Guide provides a number of supporting documents and templates to assist school to undertake risk assessment processes.</p>
Can a student undertake work experience with a parent or another relative?	<p>No, however some exceptions may apply in limited circumstances. The work experience provider/business owner cannot be a parent or relative of the participating student. A student may work in an organisation that employs a student's parent or relative, as long as the student is not under the direct supervision of the parent or relative.</p> <p>Placements with parents or other relatives are not encouraged, as work experience programs should assist students to broaden their experiences by working in an unfamiliar environment.</p> <p>If a student lives and attends school in a location that is considered "very remote" by the Australian Bureau of Statistics statistical geography standards of remoteness, they may participate in work experience with distant relatives, but not immediate family members.</p>

<p>Can a child registered for home education undertake work experience with a parent or relative?</p>	<p>No. The work experience provider/business owner cannot be a parent or relative of the participating child, nor the supervisor of the child whilst in the workplace. The Department of Education’s insurer has advised that this arrangement may cause a conflict of interest.</p>
<p>Can a student undertake work experience at their own school?</p>	<p>Yes. The school can sign the Work experience agreement form as both the school and the work experience provider. However, one of the purposes of the work experience program is to assist students to broaden their experiences by working in an unfamiliar environment. The placement of a student in a different school may be of more value.</p> <p>Students require a Work experience agreement form if they complete placements in their own school or another school as part of the completion of a VET qualification. This is to ensure they are covered by public liability insurance (state and non-state schools) or workers’ compensation (state schools only) for the activities they undertake while operating in the capacity of a “worker” within the school setting.</p>
<p>Can an international student or a student on a temporary visa participate in work experience?</p>	<p>Yes, if they are at least 14 years old and enrolled at the school. However, the principal should also consider whether participating in work experience will provide educational value toward their future career pathways, particularly if the student will be returning to their country of origin in the near future.</p>
<p>Does a student undertaking a trial to become a school-based apprentice or trainee require a work experience agreement?</p>	<p>Yes, all students who attend a workplace and undertake work activities in an unpaid capacity require a work experience agreement in order to be covered by public liability insurance (state and non-state schools) or workers’ compensation (state schools only).</p>

Effective 20 April 2026

<p>Are students with a disability able to be supported on work experience by an NDIS provider as part of a their NDIS participant plan?</p>	<p>In very limited circumstances a student with disability may be able to be supported to undertake work experience as part of their NDIS participant plan. As identified on the OnePortal NDIS and supports outside school webpage, schools continue to be responsible for making reasonable adjustments for students with disability as required under the Disability Standards for Education (2005). The NDIS does not fund supports and services that are the responsibility of the education system.</p> <p>For a very small number of students, participation in work experience may require NDIS support complementary to what they receive through the school curriculum. Advice from the National Disability Insurance Agency (NDIA) has clarified that for students with higher support needs, who would otherwise be precluded from taking part in work experience as part of the school curriculum, the focus of additional NDIS support may be:</p> <ul style="list-style-type: none"> • Discussion with the school about what type and level of additional tailored support, supplementary to the assistance from the learning support officer, could enable the student to participate in work experience • Agreement with the school and the NDIS participant as to what is possible to provide during the work experience placement • Assistance for the work experience provider to set up the job role and work environment to ensure the student with disability can effectively participate • Additional support during the work experience placement to establish the student in the placement, show the work experience provider what is required, and to reinforce tasks and training delivered by the work experience provider. <p>The scope of this additional support would not include one to one NDIS support for the student for the duration of the work experience placement.</p>
<p>Can a Teacher Aide accompany a student on a work experience placement?</p>	<p>Yes. Industrially, there is no impediment to a Teacher Aide accompanying a student on a work experience placement.</p> <p>In the Teacher Aides' Certified Agreement 2022, supporting a student attending a work experience placement would be most appropriately treated as though they were supporting a student attending an excursion, and as such, clause 8.6(c) is enlivened.</p>
<p>Are students able to undertake work experience in another state or territory?</p>	<p>No, however some exemptions may apply but only in limited circumstances. A Ministerial Agreement exists between Queensland, New South Wales and the Northern Territory which allows students in Queensland to undertake work experience in these areas. Schools located on or near New South Wales or Northern Territory borders may arrange interstate placements within geographic locations that are adjacent to these borders unless there are exceptional circumstances that warrant a distant placement.</p> <p>This allows Queensland students who live and attend school in border locations to undertake work experience in these areas when a similar placement is not able to be sourced in Queensland.</p> <p>Queensland schools may also receive requests for support with work experience placements from New South Wales or the Northern Territory.</p> <p>Procedures for claims by Queensland students on interstate or territory placement against the liability insurance policy and workers' compensation are the same as for Queensland based claims.</p> <p>Work experience in states or territories other than those mentioned above are not considered work experience placements under Queensland's policy and are therefore not covered by public liability insurance (state and non-state schools) or workers' compensation (state schools only).</p>

Are students able to undertake work experience interstate offered by Defence or the Australian Federal Police?	No, interstate work experience opportunities offered by the Defence Force, or the Australian Federal Police are not considered work experience placements under Queensland's policy and are therefore not covered by public liability insurance (state and non-state schools) or workers' compensation (state schools only).
Who is responsible for expenses associated with student participation in work experience placements?	The student and parent/carer (if under 18 years of age and not an independent student) are responsible for all expenses relating to a student's participation in a work experience placement.
Who is responsible for work experience arrangements for students who are required to undertake work experience as part of a VET in Schools program conducted by another school RTO?	The school RTO providing the course is responsible for work experience arrangements (including organising placement and work experience documentation). This documentation should be completed in consultation with the partnering school.
Who is responsible for organising vocational placement for students if it is a requirement of a VET program offered by an external provider?	<p>External registered training organisation (RTO) providing VET courses to schools are responsible for organising vocational placements for students. This applies to courses funded by the Department of Trade, Employment and Training's VET investment budget or through fee-for-service arrangements.</p> <p>As part of their responsibilities, external RTOs complete all documentation as well as public liability and workers' compensation insurance arrangements as per requirements outlined in Standards for Registered Training Organisations (RTOs) 2025.</p> <p>It is important to note that students undertaking vocational placement with external RTOs are not covered by the department's insurance policies.</p> <p>Schools should ensure that the responsibilities of all parties are clearly defined for the delivery of VET with external RTOs when negotiating third party arrangements, including vocational placement arrangements.</p>
How many hours should a student work per day during work experience?	Based on recommendations by the Queensland Government business and industry regarding restrictions on children working , students should not work more than 8 hours per day during work experience, with at least one break after the end of the fourth hour. If there is a requirement from the provider for the student to work longer hours, this should be discussed with the principal prior to the Work experience agreement being finalised. In such cases, the principal should strongly consider whether the placement is appropriate.
Can a student undertake part and half days of work experience?	Yes. A student may undertake part or half days of work experience up to the equivalent of 30 x 8-hour days per calendar year. Documentation of the date, time and duration of part and half days needs to be attached to the Work experience agreement form.
Can a student attend work experience outside of school hours?	Yes. Students are able to attend work experience outside of school hours, provided the hours they are attending the workplace are the normal working hours of the host provider.

<p>How many days of work experience can a student undertake in a year?</p>	<p>The Education (Work Experience) Act 1996 (Qld) states that students are allowed to work a maximum of 30 days in a calendar year across all education and training enrolments and institutions. The principal may approve work experience of more than 30 days for a student with disability.</p> <p>A template is available in the Work experience Guide for Schools to support principals to document their justification and approval for students with disability to complete more than 30 days of work experience.</p> <p>The placement may be undertaken as a block, or spread throughout the year, as agreed by the relevant parties.</p>
<p>Can a work experience agreement be completed for a date range that exceeds 30 days?</p>	<p>Yes, industry areas that are weather dependent (agriculture, construction etc) may not be able to guarantee the days that students will be able to participate in work experience. A Work experience agreement may be prepared to cover a range of dates, however the actual days that the student attends work experience must be documented with the Work experience agreement form. The total number of days that a student attends work experience must not exceed 30 calendar days.</p>
<p>Can a work experience agreement form be amended to include additional days after the work placement has been completed?</p>	<p>No, in this instance a new Work experience agreement form needs to be completed. This allows the principal (or nominated officer) to consider if completing additional work experience with the same employer is a suitable arrangement for the student.</p> <p>Work experience programs should assist students to broaden their experiences by working in an unfamiliar environment, and placement with a different provider may be a beneficial option. It also allows the school to confirm that the work experience placement details are correct or address any significant changes in the corresponding risk assessment.</p>
<p>Can a student undertake work experience on weekends or school holidays?</p>	<p>Yes. Work experience usually occurs during the school week but in some cases, students may work on weekends or in school holidays. In these circumstances, the principal should give careful consideration to the reasons why work experience would need to occur outside the normal school week.</p> <p>Appropriate arrangements should be made:</p> <ul style="list-style-type: none"> • to ensure a teacher or nominated officer makes contact with the student on work experience at least once during placement; • to ensure the work experience provider and student are able to make contact with the school at all times, including when a work experience placement is arranged to take place outside of school hours or during vacation periods. <p>The Education (Work Experience) Act 1996 (Qld) states that a work experience placement must finish in the year it starts.</p> <p>If a work experience placement is planned for either side of New Year's Day during the summer school holidays, then two separate work experience agreements will be required.</p>
<p>Can a Year 12 student undertake work experience after they have officially finished Year 12?</p>	<p>The Education (Work Experience) Act 1996 (Qld) states that a student can only do work experience if they are enrolled in an educational establishment (such as a school). Insurance coverage is based on compliance with this Act. Work experience for Year 12 students should be conducted and completed during the school year, and not after they finish as they are no longer enrolled.</p> <p>The Education (Queensland Curriculum and Assessment Authority) Regulation (2014) defines the finishing day for Year 12. The finishing dates for students in Year 12 can be found on the School holidays and term dates for Queensland state schools webpage.</p> <p>Year 12 students will not be able to undertake work experience placement under the school's work experience program after they finish.</p>

Does the <i>Child Employment Act 2006</i> (Qld) apply to work experience?	No. A student on work experience is not considered an employee of the work experience provider and the provider is not considered to be the employer of the student. Only section 8A of the Child Employment Act 2006 (Qld) relating to prohibition on nudity and sexually provocative clothing applies to work experience.
Can a student be paid whilst on work experience?	No. The student must not be paid as they are not considered to be an employee of the work experience provider and the provider is not the employer of the student under the Education (Work Experience) Act 1996 (Qld) .
Is a student or parent required to disclose personal information including health concerns on the Work experience agreement form?	<p>Yes. Under the Education (General Provisions) Act 2006 (Qld), the sharing of information by the student and/or the parent (if the student is under 18 years of age) is required, if it is necessary in averting a serious risk to the life, health or safety of the student or the safety of others. The provision of this information allows the school and work experience provider to make accommodations for the health concerns and ensure the student remains safe at all times.</p> <p>The school should not provide this information to any other person or agency unless the student and/or parent have given the school permission or the Department of Education is required by law to do so.</p>
Are there any requirements to consider prior to a student participating in a work experience program?	<p>Prior to undertaking the work experience placement, students must be aware of the industry requirements, particularly in relation to health and safety.</p> <p>For example, if a work experience placement is being arranged for students on a construction site, students must have a General Construction Induction card (white card). This is a requirement under Queensland's workplace health and safety legislation.</p>
Do work experience providers require a blue card (Working with Children Check)?	No. However, the school principal should ensure that the workplace into which a student is to be placed is not a risk to the health, safety and wellbeing of the student.
Do students require a blue card (Working with Children Check) if undertaking work experience (work sampling) involving children?	<p>School students under the age of 18 who are experiencing or sampling employment in a child-related industry do not require a blue card. School students aged 18 years and over who are experiencing or sampling employment in a child-related industry do require a blue card if they answer yes to the following two questions:</p> <p>Is the work activity they are doing considered regulated? That is, caught by one of the 18 regulated employment categories captured by Schedule 1, Part 1 of the Act.</p> <p>Will they be doing the work for more than the minimum threshold test – which is more than 7 days in a calendar year?</p> <p>If the answer to question one is yes and the answer to question two is yes, then yes, the student would be required to hold a blue card in order to participate in work experience.</p> <p>If an individual is a restricted person, they cannot rely on any exemption to work with children.</p>

<p>Do students require a blue card (Working with Children Check) if undertaking a structured work placement as part of their Vocational Education and Training (VET) studies through their school RTO?</p>	<p>Yes. School students working with children in and industry that is caught by one of the 18 regulated employment categories captured by Schedule 1, Part 1 of the Act, under a structured work placement arrangement as part of their VET studies through their school RTO require a blue card.</p> <p>The student must hold a valid blue card before they can commence child-related work. A blue card is valid for three years and there is no prescribed application fee.</p>
<p>Do students require a Disability Worker Screening Card (yellow card) if undertaking work experience with a:</p> <ul style="list-style-type: none"> State-funded provider delivering disability supports or services; or <p>National Disability Insurance Scheme (NDIS) provider in a risk assessed role</p>	<p>Yes. The service provider is required to ensure people it engages have a yellow card. This includes school students placed on work experience with a state-funded provider or NDIS provider. To apply for a disability worker screening clearance, employers must verify your engagement before your application is considered valid.</p> <p>If you work with children with disability, you may also need a blue card (see above for blue card requirements).</p> <p>The student must hold a valid yellow card before they can commence service delivery. A yellow card is valid for three years and there is no prescribed application fee for volunteers.</p>
<p>How long should schools keep work experience records for?</p>	<p>Work experience agreements should be kept within the student's file at school, as per the Department of Education Policy and Procedure Register relating to Information management.</p>
<p>Is the school required to report work experience data to DoE?</p>	<p>Yes. All schools are required to report work experience data annually as a mandatory requirement of DoE's Corporate data collection schedule. This data is used by the Queensland Government Insurance Fund (QGIF) and Work Cover to calculate insurance premiums for the following year.</p>
<p>What are the policy details for the department's liability policy with the Queensland Government Insurance Fund?</p>	<p>Insured name: Department of Education – School Student Work Experience & Vocational Placements Policy number: QG0037 Sum insured/liability: \$10,000,000</p>
<p>What are the policy details for the department's WorkCover (workers' compensation) policy?</p> <p>STATE SCHOOL STUDENTS ONLY</p>	<p>Insured name: Department of Education (Work Experience) COI Policy number: SAA070676519</p>



Queensland Government Insurance Fund (QGIF) (Self-insurance fund within Queensland Treasury)

Certificate of Currency

This is to certify that the DEPARTMENT OF EDUCATION – SCHOOL STUDENT WORK EXPERIENCE & VOCATIONAL PLACEMENTS has effected the following class of insurance:

- **Public Liability**

with the Queensland Government Insurance Fund, under Policy Number QG0037 for a \$10,000,000 sum insured and liability, subject to the policy terms and conditions.

The policy is in the name of "Bodies or Employers nominated by the Director-General of Education and State and non-State School Students participating in Work Experience as per the *Education (Work Experience) Act 1996* and State School Students participating in Vocational Placements as per the Department of Education Vocational Placement Policy and Procedures organised and approved by the Director-General for their respective rights and interests".

QGIF is a self-insurance fund within Queensland Treasury covering the State's insurable assets and liabilities and is not a licensed Insurer.

The policy is current until 30 June 2026.

Signed at BRISBANE on 23 April 2025.

Manager Underwriting
Queensland Government Insurance Fund

Enquiries: VETinSchools@qed.qld.gov.au
Issued by: Queensland Government Insurance Fund (QGIF)
1 William Street Brisbane Qld 4000

ADDENDUM

Attaching to and forming part of QGIF Insurance Policy Number	QG0037
Period of Insurance	1 July 2025 to 30 June 2026
Sum Insured	\$10,000,000
Deductible	Personal Injury – Nil Property Damage - \$1,000

Insured Agency - "Bodies or Employers nominated by the Director-General of Education and State and Non-State School Students participating in Work Experience as per the *Education (Work Experience) Act 1996* and State School Students participating in Vocational Placements as per the Department of Education Vocational Placement Policy and Procedures organised and approved by the Director-General for their respective rights and interests".

It is hereby declared and agreed that the Fund will not be liable for claims in respect to personal injury or property damage arising out of or caused by, through or in connection with:

- a) driving of any watercraft exceeding 8 metres in length;
- b) the repair, service, refuelling, maintenance, possession, operation, use or legal control of any aircraft by the insured agency except for the participation in repair, service, maintenance by work experience students of the Insured Agency, who must at all times be under the direct supervision of a Licensed Aircraft Maintenance Engineer or Australian Defence Force equivalent;
- c) air traffic control, except for the observation by work experience students of the Insured Agency who must be under direct supervision of a suitably qualified Defence member at all times;
- d) the driving of any vehicle on a public road or thoroughfare or any airport runway or tarmac;
- e) activities associated with railway tracklaying, track upgrading or track maintenance;
- f) construction or maintenance of railway locomotives or railway stock, except for the participation by work experience and/or vocational placement students of the Insured Agency at Queensland Rail Workshops and Rolling stock Maintenance Depots, Aurizon Workshops or Downer EDI Rail Workshops where those work experience and/or vocational placement students must be under the direct supervision of a qualified and experienced Queensland Rail, Aurizon or Downer EDI Rail employee at all times;
- g) underground mining;
- h) oil and/or gas fields and oil and/or gas refineries; except for the participation by work experience and/or vocational placement students of the Insured Agency at Coal Seam Gas (CSG) industry and Liquefied Natural Gas (LNG) industry workplace sites where those work experience and/or vocational placement students must be under the direct supervision of a qualified and experienced CSG or LNG industry employee at all times;
- i) the use, handling and storage of firearms and explosives;
- j) abseiling;
- k) rock and/or mountain climbing (with the exception of indoor rock wall climbing under the direct supervision of a qualified and experienced person at all times as per the minimum qualifications for supervisors outlined in the Curriculum Activity Risk Assessment (CARA) activity guidelines for Climbing (artificial or rock) and Abseiling;
- l) white water rafting and canoeing;
- m) bungee jumping and its associated activities;
- n) underwater diving using either scuba or snorkelling equipment where the Student is not participating in an activity fully supervised by an appropriately qualified instructor.

Certificate of Currency

1. Statement of coverage

The Contract of Insurance covers the full amount of the insured's liability under the *Workers' Compensation and Rehabilitation Act 2003*.

Your workers' compensation insurance is current to 30 June 2026.

This Certificate is valid from: 01 July 2025 to 30 June 2026

The information provided in this Certificate of Currency is correct as at: 21 August 2025

2. Insurer's information

Policy number: SAA070676519

Insured name: Department of Education (Work Experience)

ABN: 76 337 613 647

3. WorkCover industry classification

WORK EXPERIENCE PROG - 451100

For more information, please contact us on 1300 362 128 or visit our website at worksafe.qld.gov.au.

Effective 20 April 2026