



**VET**  
**Allied Health Assistance**  
**Workplace Learning**  
**Log Book**

HLT32407  
Certificate III  
**Allied Health Assistance**

Student name .....

Home School .....



**Australian Government**

**Department of Education, Science and Training**

**Statement**

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**Acknowledgment**

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



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

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# CONTACT DETAILS

## Student Details

**Name:** .....

**Address:** .....

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

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

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

## Home School Details

**School:** .....

**Address:** .....

**Telephone:** .....

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

## Employer Details

**Organisation:** .....

**Address:** .....

**Telephone:** .....

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

## Structured Workplace Learning support provided by

**VET Teacher:** .....

**VET School:** .....

**(YouthNow Contact Person)**.....

**Telephone:** .....

# Guidelines for Employers and Supervisors

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

## How do I use the log book?

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

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

## What should I pay the student?

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

## What will I get the student to do?

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

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

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

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

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

### Continuous Duties

- Greeting customers
- Answering the phone/taking messages
- Diary entries
- Maintaining waiting room
- Filing patient notes
- Entering patient details into computer system

### Routine Tasks

- Filing
- Photocopying
- Distributing Mail
- Maintaining patient information

### More Complex Tasks

- Preparing medical equipment
- Assisting with patient movement
- Cleaning equipment
- Demonstrating exercises or other physio – like activities

### Planned /Unplanned "One Off" Task

- Respond to an emergency

## STRUCTURED WORK PLACE LEARNING Orientation Checklist.

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

**Employee’s Signature:** .....

**Manager/Supervisor Signature:** .....

## Attendance Record Guidelines

### How do I keep track of the students attendance?

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

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

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

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

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

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

Day	Date	Arrival Time	Lunch Break	Departure Time

## LIST OF COMPETENCIES

For the Certificate III in Allied Health Assistance this student will be studying a combination of the following units. Some of the units are fundamental or core units that the student must complete and others will be the electives this student has chosen to study.

Code	Title
<i>VCE VET Units 1 – 2 ( First Year)</i>	
<b>BSBMED301B</b>	<b>Interpret and Apply Medical Terminology appropriately</b>
<b>HLTAP301B</b>	<b>Recognise healthy body systems in a health care context</b>
<b>HLTHIR301B*</b>	<b>Communicate &amp; work effectively in health</b>
<b>HLTIN301C</b>	<b>Comply with infection control policies &amp; procedures</b>
<b>HLTOHS300B</b>	<b>Participate in OHS processes</b>
<b>HLTCDS305C</b>	<b>Assist with client movement</b>
<b>HLTFA301C</b>	<b>Apply First Aid</b>
<i><b>BSBMED305B</b></i>	<i><b>Apply the principles of confidentiality, privacy &amp; security within a medical environment</b></i>

Code	Title
<i>VCE VET Units 3-4 ( Second Year)</i>	
<b>BSBFLM303C</b>	<b>Contribute to effective Workplace relationships</b>
<b>BSBINM301A</b>	<b>Organise workplace information</b>
<b>HLTAH301B</b>	<b>Assist with an allied health program</b>
<b>HLTCSD201C</b>	<b>Maintain high standard of client service</b>
<b>CHCAC318B</b>	<b>Work effectively with older people</b>
<b>HLTAH409A</b>	<b>Conduct group sessions for individual client outcomes</b>
<b>CHCDIS301C</b>	<b>Work effectively with people with a disability</b>
<b>BSBMED303B</b>	<b>Maintain Patient records</b>

Note: Units 3-4 are not listed in this log book and may change for 2013.

- Unit code modified from HLTHIR301B to HLTHIR301C  
ISC update changes to remove references to old OHS legislation and replace with references to new WHS legislation. *No change to competency outcome (Community Services & Health Skills Council 2012)*



# COMPETENCY RECORD SHEETS

## VCE VET Units 1 and 2

### BSBMED301B Interpret and apply medical terminology

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Respond appropriately to instructions which contain medical terminology		
2. Carry out routine tasks		
3. Use appropriate medical terminology on oral & written communication		

**HLTAP301B      Recognise healthy body systems in a health care context**

<b>Practical Evidence Report</b>		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
<p>1.</p> <p>Apply knowledge of the basic structure of the healthy human body</p>		
<p>2.</p> <p>Apply basic knowledge of factors that support healthy functioning of the body</p>		

## HLTHIR301C – Communicate and work effectively in Health

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Work Ethically		
2. Communicate effectively in a health setting		
3. Practise high standards of personal hygiene		
4. Promote a positive approach to health		

## HLTHIR301C – Communicate and work effectively in Health *contd*

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
5. Maintain professional work standards		
6. Work effectively within the health care system		
7. Take responsibility for personal skill development		

## HLTIN301C – Comply with infection control policies and procedures

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Follow infection control guidelines		
2. Identify and respond to infection risks.		
3. Maintain personal hygiene.		

**HLTIN301C – Comply with infection control policies and procedures**  
*contd*

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
4. Use personal protective equipment		
5. Limit contamination		
6. Handle, package, label, store, transport & dispose of clinical and other waste.		
7. Clean environmental surfaces		

## HLTOHS300B – Contribute to OHS processes

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Plan & conduct work safely		
2. Support others in working safely		
3. Contribute to OHS participative processes		

## HLTOHS300B – Contribute to OHS processes *contd*

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
4. Contribute to hazard identification, OHS Risk assessment & risk control activities.		
5. Participate in the control of emergency situations.		



## HLTCSD305C – Assist with Client movement

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Prepare to assist with Client movement		
2. Assist with client movement		
3. Complete assistance with Client movement		

## HLTFA301C – Apply First Aid

Practical Evidence Report		
Elements of Competency	Tasks that student undertakes in work place	Supervisor Signature
1. Assess the situation		
2. Apply first aid procedures		
3. Communicate details of the incident		
4. Evaluate own performance		

**BSBMED305B – Apply the principles of confidentiality, privacy & security within a medical environment**

<b>Practical Evidence Report</b>		
<b>Elements of Competency</b>	<b>Tasks that student undertakes in work place</b>	<b>Supervisor Signature</b>
1. Work within accepted codes of conduct		
2. Follow confidentiality & privacy procedures		
3. Follow security procedures		

## Student's Demonstrated Qualities and Attributes

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

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

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

Further comments (optional)

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