WORK PLACEMENT GUIDE FOR INDUSTRY MENTORS
CERTIFICATE II IN BUILDING AND CONSTRUCTION
(PATHWAY – PARAPROFESSIONAL)

BUILDING AND CONSTRUCTION
Work placement guide
for industry mentors
# Contents

Learner details ........................................................................................................... 5

Work placement details .......................................................................................... 5

Introduction .................................................................................................................. 7
Terminology, abbreviations and definitions ................................................................... 8

Course overview ........................................................................................................ 9

Course delivery and structure .................................................................................... 11
Units of competency .................................................................................................... 12

Careers in the residential building industry ............................................................... 15
The paraprofessional pathway .................................................................................... 17

Funding opportunities ............................................................................................... 19

Guidelines for industry mentors ................................................................................ 21
Before arrival ............................................................................................................... 21
Insurance guidelines .................................................................................................. 23
Remuneration .............................................................................................................. 23
Work placement tasks ............................................................................................... 23
Completion of the work placement period ................................................................. 24

Annex A – Work placement log book

Annex B – Work placement evaluation

Annex C – Feedback for learners
Learner details

Name: __________________________________________
ID no.: _______________________________________
School: _______________________________________
School course coordinator: _______________________
School contact details: ___________________________
Training provider (RTO): _________________________
RTO course coordinator: _________________________
Coordinator’s contact details: _____________________

Work placement details

Agreed day(s) of attendance: _______________________
Daily attendance time: ___________________________
Place of attendance: _____________________________
________________________________________________
Supervisor (if applicable): _________________________
Introduction

The information in this guide is for industry mentors of learners enrolled in Certificate II in Building and Construction (Pathway – Paraprofessional). Participation in this course is organised by the learner’s high school, while the training is conducted by a registered training provider.

Part of the course work involves participation in a period of work placement in a residential builder’s office, under the guidance of an industry mentor. This guide provides those mentors with information about the requirements for the workplace experience, the course generally and an overview of related courses and career training available.

We encourage mentors to embrace this opportunity to provide possible future employees for the residential building industry with a taste of what it might be like should they decide to pursue this career path.

Welcome to the program and thank you for your participation. We feel certain that both you and your learner will gain a large measure of satisfaction from the opportunity you are providing, and that it has great potential to benefit the residential building industry in the long term.
Terminology, abbreviations and definitions

Below is a list of some training-related terminology, abbreviations and definitions that relate to this program.

**Competency-based training (CBT):** CBT is training based on the requirements needed to operate effectively in industry and achieve competency standards. Competency-based training focuses on the skills and knowledge individuals have rather than on how they attained the skills and knowledge.

**Elements of competency:** Elements of competency describe the required outcomes of a unit of competency.

**Paraprofessional:** A paraprofessional is a person to whom a particular aspect of a professional task is delegated, but who may not be licensed to practise as a fully qualified professional.

**Performance criteria:** Performance criteria specify the level of performance required to demonstrate achievement of the elements.

**RTO:** Registered training organisation (training provider).

**Training package:** A training package is a set of nationally endorsed standards and qualifications for recognising and assessing people’s skills in a specific industry, industry sector or enterprise. Training packages are developed by national Industry Skills Councils.

**Unit of competency (UOC):** A unit of competency is a statement of a key function or role in a particular job or occupation.

**Work placement:** A structured workplace learning program that prepares a person for the workplace. Unlike work experience, where a person may not actually ‘work’, in a work placement it is expected that the participant will undertake appropriate tasks that put classroom theory into practice.
Course overview

Certificate II in Building and Construction (Pathway – Paraprofessional) is aimed at people who are considering a paraprofessional career in the residential building industry (as opposed to a career in the trade sector). This course specifies the outcomes required to understand the importance and the basic operation of the residential building industry and to develop employability skills relevant to an entry level employee of the industry.

The course consists of 12 units of competency and a period of work placement. It is designed to provide learners with an introductory background to the paraprofessional side of the residential building industry. Trade studies are covered separately by other courses of study.

To progress further in the industry, beyond this introductory level, learners will then need to specialise in a particular field of study such as estimating, scheduling, drafting or building design. Courses for these careers usually commence at Certificate IV level and progress through to diploma or even advanced diploma levels at a registered training provider. There is information later in this guide for course offerings and career information.

Some areas of study, such as architecture, interior design and construction management can be studied further at a university. There are units within the Certificate II course which explain how learners can access these other fields of study should they decide to pursue a career in the construction or residential building industries.
Course delivery and structure

Certificate II in Building and Construction (Pathway – Paraprofessional) has been specifically created to target basic training for the paraprofessional role in the residential building industry. The course content will be delivered over Years 11 and 12. Typically, learners will attend training one day a week for up to 15 weeks (one semester). During that time, they will complete three units of competency.

The high school will organise for learners to take part in the course and, in conjunction with the training provider, arrange for course enrolment and a work placement with a suitable industry mentor. This work placement will occur during both years of the course and may provide learners with opportunities to attend various workplaces during that time.

The work placement will also occur each semester for a time to be agreed with the industry mentor. At the end of the course it is hoped that learners will have benefited from a wide range of experiences at various workplaces, enough to make an educated choice of career when they leave school.

The course coordinator will give you a copy of the timetable for the course, for your information.
Units of competency

There are 12 units of competency in this course – seven have been written specifically for this program, while the other five come from related training packages. All units must be successfully completed to achieve Certificate II qualification.

Successful course completion depends on achieving competency with the assessment items specified in each unit. The time taken to achieve competency may vary from person to person, but generally all assessment items must be completed during each semester period of course enrolment. Your RTO contact will be able to give you more details about this.
The hours noted here are nominal and may vary slightly at the time of delivery.

<table>
<thead>
<tr>
<th>TAFE ID No.</th>
<th>NTIS ID Code</th>
<th>Unit of competency</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>30009</td>
<td>N/A</td>
<td>Develop residential building industry knowledge</td>
<td>30</td>
</tr>
<tr>
<td>30010</td>
<td>N/A</td>
<td>Apply knowledge of residential building processes and materials</td>
<td>30</td>
</tr>
<tr>
<td>30011</td>
<td>N/A</td>
<td>Carry out basic measurements and calculations for residential buildings</td>
<td>30</td>
</tr>
<tr>
<td>30012</td>
<td>N/A</td>
<td>Undertake application of building codes and standards to residential buildings</td>
<td>20</td>
</tr>
<tr>
<td>30013</td>
<td>N/A</td>
<td>Apply principles of sustainability in residential practices</td>
<td>20</td>
</tr>
<tr>
<td>30014</td>
<td>N/A</td>
<td>Use CAD software template to produce 2-D drawings for residential buildings</td>
<td>40</td>
</tr>
<tr>
<td>30015</td>
<td>N/A</td>
<td>Undertake basic estimation and costing from contract documents</td>
<td>40</td>
</tr>
<tr>
<td>D0629</td>
<td>BSBCM201A</td>
<td>Communicate in the workplace</td>
<td>30</td>
</tr>
<tr>
<td>D0781</td>
<td>BSBITU201A</td>
<td>Produce simple word processed documents</td>
<td>40</td>
</tr>
<tr>
<td>D0782</td>
<td>BSBITU202A</td>
<td>Create and use spreadsheets</td>
<td>20</td>
</tr>
<tr>
<td>D0887</td>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>15</td>
</tr>
<tr>
<td>W9370</td>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
<td>32</td>
</tr>
</tbody>
</table>

**Total course hours** 347

The units undertaken in the first semester of study will come from the above list at the time of enrolment. Pre- and co-requisite units need to be taken into account at enrolment time, to comply with the packaging rules of the training package.

At the end of the course, successful learners will be awarded Certificate II in Building and Construction (Pathway – Paraprofessional) by the training provider.
Careers in the residential building industry

While nothing is guaranteed in a job market, a graduate with a qualification will always have an advantage over an unqualified candidate. The skills and experience gained from that qualification provide a strong foundation to building a future career.

There are many careers and jobs in the residential building industry that may suit a graduate of this course. Table 1.1 on the following page provides an overview of how a career in the residential building industry can develop from this entry level course.
<table>
<thead>
<tr>
<th>Level of qualification</th>
<th>Field of study</th>
<th>Job title(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II</td>
<td>Building and construction paraprofessional</td>
<td>Trainee</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>Architectural drafting</td>
<td>Architectural drafter, CAD drafter, Residential drafter</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Estimator, Scheduler, Sales consultant</td>
</tr>
<tr>
<td>Diploma</td>
<td>Building design</td>
<td>Building designer, Interior designer</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Builder, Builder surveyor, Project manager</td>
</tr>
<tr>
<td>Advanced diploma</td>
<td>Building</td>
<td>Building surveyor, Contracts manager</td>
</tr>
<tr>
<td>Degree</td>
<td>Architecture</td>
<td>Architect, Landscape designer, Interior designer</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Construction manager</td>
</tr>
</tbody>
</table>

Table 1.1: Qualifications and professions

You can also check the web site <www.nolimits.com.au> for more career information.
The paraprofessional pathway

Career opportunities in construction today are diverse and appealing for people keen to develop a rewarding and satisfying start to their working life.

This nationally recognised qualification is endorsed by the School Curriculum and Standards Authority and can be included as a component of the Western Australian Certificate of Education (WACE). The course is also supported by WA construction industry stakeholders, and is designed to provide school leavers with the best opportunity to secure employment in the construction industry.

The paraprofessional pathway provides essential skills, knowledge and work experience across Years 11 and 12 that will help towards entry into further study and/or employment in key construction occupations such as estimating, sales, contracting, administration, scheduling and drafting.
Where can a career in the industry take you?

Qualification/education

- Degree or advanced diploma
- Diploma
- Certificate IV (e.g., Certificate IV in Building Estimating, Site Management, etc.)
- Certificate III, plus skill set in trade contracting or licensing requirements
- Certificate II
- Trade pre-apprenticeships
- Certificate II VET in School programs
- Certificate I
- Try a Trade

Work

- Building designer
- Building surveyor
- Management roles
- Building
- Building surveyor
- Management roles
- Paraprofessional job roles (builder, contract administrator, estimator, architectural drafting, site manager, sales consultant etc)
- Tradesperson (painter, carpenter, bricklayer, plumber, wall and floor tiler, plasterer, ceiling fixer etc)
- Trade contractor (all trades)
- Pre-apprenticeships in all trades (painter, carpenter, bricklayer, plumber, wall and floor tiler, plasterer, ceiling fixer etc)
- Builder's labourer
- Trade pre-apprenticeships
- Trade apprenticeships
- Paraprofessional jobs (contract administrator, site manager estimator, drafting, builder etc)
Funding opportunities

The Construction Training Fund’s new **Schools2Skills** funding program provides schools with nominal funding to reduce costs associated with learner entry into school-based construction programs that include a construction site-based work experience component.

Nominal funding can be made available to schools enrolling learners in the Certificate II Building and Construction (Pathway – Paraprofessional) course as part of the Schools2Skills program. This new qualification was first introduced into WA secondary schools in 2013 as a specialist VET in Schools course.

The funding attached to this program is provided to the school to support costs incurred (by schools and/or parents) in equipping learners with personal protective equipment (PPE) required if there is a site-based work placement component in the course. An initial payment of $100 per learner enrolled in the course will be paid upon confirmation of enrolment.

The Fund will work with participating schools to seek the balance of the funding towards the end of the year and may contribute additional funds to offset costs incurred to support learners through the program.

Learners that successfully complete the Certificate II in Building and Construction (Pathway – Paraprofessional) are eligible to apply for a $250 scholarship from the Construction Training Fund. The **Schools2Skills** program also provides for schools to apply for up to $100 per learner for those enrolled in nominated construction related qualifications or recognised courses that include a confirmed, construction site-based work experience placement, to reduce costs associated with entry into a construction work site.

To find out more about these opportunities, please contact your RTO’s course coordinator.

Guidelines for industry mentors

Work placement provides the opportunity for learners to experience some time in an industry mentor’s office as if they are entering the workforce for the first time. They may be given various tasks to perform that are ‘real’ tasks any person in a paraprofessional role within a residential builder’s office might be expected to perform.

Structured workplace learning is a great way to integrate theory with practice in a realistic work environment. This period in a professional setting will allow the learner to apply the skills and knowledge acquired from the units of competency.

For most learners, this will be their first work placement within the residential building industry and as such, they may find it a little daunting when compared to other office or workplace situations they might have experienced. Your support is important.

The following points provide guidance for industry mentors in relation to providing support and assistance while meeting the requirements of the program.

Once you know your allocated learner, an arrangement that will be organised with you through the school's course co-ordinator, please consider the following aspects of the work placement process before your learner arrives for his or her first day.

Before arrival

Review your OHS procedures in view of an unqualified person being in your office and on building sites under your control. Your learner will need to be given a thorough briefing of your OHS procedures before he or she undertakes any activities with your company.

As most learners will be under the age of 18 years, child protection regulations will apply. You must provide your learner with a safe work environment free from any possibility of abuse, bullying or discrimination. The learner’s privacy must be respected – personal information and details must be kept private and confidential at all times during and after the work placement period.

We recommend holding a meeting with key personnel in the workplace, to brief them on these points and ensure that they too are prepared for the experience.
First day of attendance

The following list details some requirements for the first day of attendance in the work placement program.

- Introduce the learner to all other staff, as appropriate.
- Conduct a tour of the office and its facilities, and cover any specific workplace protocols they should be aware of.
- Go through the applicable OHS procedures.
- Provide an insight into your company’s activities.
- Brief the learner as to the tasks you have planned, at least in the early days of the work placement; other tasks will develop as time progresses.
- Allocate the learner to a workstation or location if applicable.

Building site orientation

Your learner should attend a building site as soon as possible in the program. In most cases, this will be the first time the he or she has been on a construction site, so it is critical to ensure that:

- OHS procedures are strictly adhered to
- the learner is introduced to the building site supervisor
- proper supervision is in place
- the learner is outfitted with appropriate personal protective equipment (PPE) as applicable to the site conditions.
Insurance guidelines

Learners should be covered for the period of work placement by their school’s insurance policy. Make sure this insurance policy is in place before the learner attends your office, and check it carefully to ensure that it provides you with coverage whilst the learner is in your care.

Placements arranged privately would normally negate a school’s insurance arrangements; again check this procedure before the learner attends your office.

Check that your own business insurance policy allows for non-employees or persons, such as a learner, to be in your office for a period of time while on work placement as part of an accredited training program.

Remuneration

Learners are undertaking a period of ‘volunteer’ work placement and should not expect to be paid while in your office. Payments of any kind may void insurance policies, whether held by the school or the industry mentor.

Work placement tasks

The type and range of tasks a learner will be able to perform will vary widely across different business contexts. The intention of the work placement period is for learners to experience as wide a range of industry-related tasks as you can provide. Therefore, with this intention in mind, you should consider tasks within (but not limited to) the following areas of operation that align with their studies.

<table>
<thead>
<tr>
<th>Office reception</th>
<th>Sales and related administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and drafting</td>
<td>Sustainability</td>
</tr>
<tr>
<td>Contract documentation and administration</td>
<td>Other documentation</td>
</tr>
<tr>
<td>Estimating and scheduling</td>
<td>Attending staff meetings</td>
</tr>
<tr>
<td>Pre-starts and client meetings</td>
<td>On-site contract administration</td>
</tr>
<tr>
<td>Site/construction supervision</td>
<td>Building completion and handover</td>
</tr>
<tr>
<td>Meeting various tradespeople and other professionals</td>
<td>Final contract completion, records and filing</td>
</tr>
</tbody>
</table>
This list provides suggestions only – you are encouraged to widen this scope of tasks as your business operations permit. Tasks should be monitored to ensure they are level-appropriate, and feedback should be regularly provided. Learners are required to keep a record of their experience in a log book (see Annex A to this guide).

**Completion of the work placement period**

When the work placement period comes to an end, provide your learner with feedback as appropriate. A form has been provided for this purpose at Annex C to this guide. Your learner has a similar form in their work placement guide, and they will be encouraged to complete it and provide feedback on their experience.

If he or she displays a particular interest or aptitude for a specific role within the industry, offer advice on how this can be fostered or developed once they leave school. If appropriate, encourage them to talk to their lecturer for more information on further study pathways and/or training to support their career goals.

Try to answer any questions as honestly as you can, especially if asked whether you think the learner is suited to the residential building industry. Appropriate and genuine career advice at this point in a person’s life is very important.
Annex A – Work placement log book

During their attendance at your workplace, it is expected that the learner will participate in a range of basic tasks and activities as part of the operational procedures of the business.

These tasks may include, but not be limited to:

• preparing small drawing tasks
• attending meetings (internal and external)
• helping to assemble sets of contract documents
• going to local council offices to collect information
• participating in site visits
• researching information
• creating documents and spreadsheets
• filing office documents.

Whatever the task, learners are required to record all activities in a daily log book. The log book has a series of pages providing space for these tasks to be recorded in a systematic way. We ask that you encourage them to keep the log book up to date on a daily basis.

As their mentor, ask your learner every week or so to show you their log book so that you know it has been filled in properly and regularly, and that it is an accurate record of the tasks he or she has been doing.

An example of a completed log book entry is shown below.

<table>
<thead>
<tr>
<th>Daily attendance summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day/date:</strong> Monday 11/3/13</td>
</tr>
<tr>
<td><strong>Task summary:</strong> Arrived early to attend site meeting at Clarkson. Took notes and photos of client’s problem. Returned to office about 10:45 am. Searched for client’s drawings on file. Copied Drwg A7 for mentor to take to next meeting on Friday. Spent afternoon with designer working on new projects. Sketched up a new kitchen layout for a proposed design; reviewed sample plans in office brochure. <strong>Actions to be followed up:</strong> Bring work boots and hard hat next week to attend concrete pour on-site. Arrive by 7:30 am at the latest!</td>
</tr>
</tbody>
</table>

A template for a log book is provided on the following pages.
# Certificate II in Building and Construction (Pathway – Paraprofessional)

## Work placement log book

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year/semester</td>
<td></td>
</tr>
<tr>
<td>Industry mentor/office</td>
<td></td>
</tr>
</tbody>
</table>
Daily attendance summary

Date/day: ____________________  Attendance time: ____________________

Task summary: ____________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Actions to be followed up: ____________________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Annex B – Work placement evaluation

Before finalising the work placement period, we ask that mentors make their own self-assessment of the program. This will help you to clarify what it is you have gained (or not gained) from the experience, and how you believe the work placement experience can be improved for others who participate in future programs.

Your feedback is important, as it assists both the training provider and the school to follow a process of continuous improvement to ensure that the work placement program provides maximum benefit for both learners and industry.

Once you have completed the feedback form on the following page, pass a copy onto the school’s course coordinator so that your recommendations can be considered for future participants in the program.
Work placement evaluation – industry mentor

Learner’s name: _______________________________________________________________________

Period of work placement: __________________________________________________________________

Mentor/workplace: _______________________________________________________________________

Contact: ______________________________________________________________________________

What were the most positive aspects of being involved in the work placement program?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What were the least positive aspects (if any)?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Did the program fulfil the outcomes you thought it would?
_____________________________________________________________________________________
_____________________________________________________________________________________

Would you recommend being involved in the work placement program to other businesses?
_____________________________________________________________________________________
_____________________________________________________________________________________

Do you have any suggestions for improving the work placement program?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Any other comments or suggestions?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Annex C – Feedback for learners

When learners have completed their work placement, we encourage their industry mentor to provide constructive feedback in writing. This feedback might consist of comments on their attendance, attitude to work, work or task performance, level of skills attained, suitability for the industry, etc.

On the final day of the learner’s attendance at your premises, you should arrange a suitable meeting time to have this form completed. Feedback can provide learners with valuable insight into their performance and help them to make decisions about their future career path.
Feedback for learner

Mentor: ___________________________ Signature: _________________________
Learner: __________________________ Date: ___________________________

Feedback:
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WORK PLACEMENT GUIDE FOR INDUSTRY MENTORS
CERTIFICATE II IN BUILDING AND CONSTRUCTION
(PATHWAY – PARAPROFESSIONAL)

DESCRIPTION
The information in this guide is for industry mentors to support the work placement component of Certificate II in Building and Construction (Pathway – Paraprofessional).

Part of the work required for the course involves participation in a period of work placement in a residential builder’s office. This guide provides information about the requirements for the workplace experience and the course generally, and an overview of related courses and career training options. A log book template and an evaluation is also included.

EDITION
Edition 1, 2012
Unit and course codes updated 2014

COURSE/QUALIFICATION
Certificate II in Building and Construction (Pathway – Paraprofessional)

RELATED PRODUCTS
This resource relates to a series that covers all 12 units of the Certificate II in Building and Construction (Pathway – Paraprofessional) qualification. Please refer to our product catalogue for more information.