

Inner Melbourne Action Plan

Progress Report

Action 3.3 - IMAP Regional Approach to Parking Management

Background

1. IMAP Action 3.3 has previously considered the role of car sharing in the IMAP region.
2. The Cities of Melbourne & Stonnington have recently partnered on a research project conducted by an independent consultant to further investigate the benefits and potential of car sharing, in order to build stronger policy, and improve Council support for the schemes.
3. The report from this project ("the GHD report") is complete. It makes a strong case for IMAP councils to support car sharing and identifies significant benefits to the community from doing so. The following discussion is a summary of its findings provided to the IMAP Steering Committee for reference and information. *[Please note that, due to the size of the GHD report, this has not been distributed. Copies will be available at the meeting].*

Discussion

4. The IMAP region is the most suitable place in Melbourne for car sharing. The GHD report identifies that car sharing will deliver the greatest benefit in areas with the following characteristics:
 - a. **Higher urban densities** bring a larger customer base within walking distance of each car sharing vehicle. Dense neighbourhoods also tend to have lower levels of car ownership and use;
 - b. **Mixed land-uses** (residential, retail, services, social and commercial) bring people closer to services and facilities and therefore reduce the need to travel by private car for most journeys. Areas with a good mix of residential and business will optimise the efficiency of each car sharing vehicle;
 - c. **Good access to public transport, cycling and walking**, so that the majority of journeys can be made without needing a car;
 - d. **Parking problems**. In areas with parking problems, parking is less convenient, making car sharing more attractive (to reduce the demand for parking); and
 - e. **Importance of on-street parking** bays for car sharing vehicles, ideally with educational signage, to maximise visibility so as to increase awareness of availability of services to residents and businesses in the precinct.
5. Car sharing is a recognised sustainable transport service, at federal, state and local government level. It strongly complements and encourages the use of public transport, walking and cycling.
6. A strong policy context exists to support car sharing in Melbourne, Stonnington and all inner suburbs. All Central Activity Districts [CADs] present opportunities for car sharing to succeed based on the 'factors for success' outlined in the report.
7. Car sharing supports Melbourne's policy goal of increasing residential density in the city and also in other CADs across the metropolitan area.
8. Car sharing enables lower parking provision in new development. This reduces the cost of residential and commercial property and "locks in" lower car use by the occupants of those developments.
9. Car sharing provides significant economic, environmental and social benefits which have a strong evidence base. Cities across the world are supporting car sharing because of these benefits.

10. For every car sharing vehicle, nearly 8 private cars are removed from Melbourne's roads. Car sharing results in less driving and more trips by public transport, cycling and walking for residential and business customers.
11. Car sharing has significant potential to reduce parking demand (on-street and off-street) and the amount of land required for private car use. The latter creates opportunities for Council to reclaim valuable land for public realm improvements, which contribute to a more liveable and attractive city.
12. This creates a virtuous cycle contributing to a stronger economy, as Melbourne / Stonnington become places which retain and attract highly skilled workers. However, these opportunities can only be realised if Councils strongly support car sharing as something that stimulates the use of sustainable and efficient transport rather than treating it as private car use.

13. Summary of specific recommendations:

- a. Raise awareness of the concept of car sharing and its benefits;
 - i. among Council officers and Councillors;
 - ii. within the residential and business community;
- b. Run a pilot project to promote the integration of car sharing with public transport as complementary sustainable transport services.
- c. Map the 'factors for success where car sharing succeeds' in Melbourne and Stonnington and estimate the potential uptake.
- d. Develop a standard design for car sharing infrastructure, in collaboration with VicRoads, for all Councils in Victoria.
- e. Improve the efficiency of approvals, reduce administration burden on Council and to reduce risk to the Car Share Organisations [CSOs].
- f. Develop (potentially through IMAP), guidelines and templates for applications for new car sharing pods to support an improved application process.
- g. Support car parking waivers for the provision of car sharing in new development through development applications.
- h. Develop a car sharing policy as the key reference source for all Council officers.
- i. Develop a car sharing strategy to articulate the recommendations of the research report.
- j. City of Melbourne to run a 12-month network densification trial within the Hoddle grid.

Recommendations

14. That the IMAP Implementation Committee resolves to:
 - a. **Note** the findings of the GHD Report on Car Sharing
 - b. **Adopt** the car sharing concept **in principle**

Inner Melbourne Action Plan

Briefing Paper

IMAP Review 2010

Purpose

1. To present the IMAP Implementation Committee with the results of the staff forums which have been part of the IMAP Review.

Background

2. At its meeting in February 2010, the IMAP Implementation Committee agreed to the general priorities over the next 3 years being in the areas of Transport, Environment and Community Planning. A series of workshops have been held with staff to review the Strategies and Actions contained in the Plan under these headings to ensure they had stood the test of time.
3. Three workshops have been held in April (Transport), May (Environment) and July (Community Planning). The recommendations of staff were then submitted to the Executive Forum on 20 July 2010 for review.

Discussion

4. It was generally agreed that the overall Strategies in the Plan remain effective. The groups were therefore asked to review the Actions contained in the plan under the transport strategies (Strategies 2,3,4,8 and 1), environment strategy (Strategy 9) and to scope three actions under Strategy 5 (Community planning - Actions 5.3, 5.4 and 5.5).
5. The staff workshops came up with a number of new initiatives for the IMAP working groups and looked critically at a number of Actions which require limited investigation and could be signed off.
6. Due to the broad nature of the Strategies and Actions contained in the plan, the Executive Forum agreed that the new initiatives are able to be accommodated within the existing Actions, and can stand as Briefs for future work. Therefore, no changes to the plan are considered necessary.
7. The current and new projects identified by staff for implementation over the next 3 years have been included in the timeline in Attachment 10a – refer to those items in red. Completed actions and those which can be signed off are noted in Blue. It has been suggested that the remaining 14 projects be discussed progressively and scoped by the Executive Forum for future implementation.

Next steps

8. Committee approval is required for the project priorities and timeline contained in Attachment 10a. In addition, feedback on the Project Briefs contained in Attachment 10b would be welcome. The projects also need to be assigned to Lead Councils and the Project Teams and budget requirements put in place. Reports will be brought forward to the IMAP Implementation Committee as these details are determined.

Recommendation

9. That the IMAP Implementation Committee resolves to:
 - **Approve** the IMAP Three Year Implementation Plan as contained in Attachment 10a.
 - **Approve** the project briefs as detailed in Attachment 10b

Recommendations: Implementing the *Inner Melbourne Action Plan*

Red = In Progress or Priority actions
 Grey(14 *) = Not prioritised in next 3 years
 Blue = Completed or Review and sign off

Yr 1: 2006/07, Yr 2: 2007/08, Yr 3: 2008/09

Action	Description	Status	Recommendations		
		As at end Year 4 2009/10	Year 5 2010/11	Year 6 2011/12	Year 7 2012/13
Strategy 1 - Celebrate the unique and concentrated 19 th century heritage of the Inner Melbourne Region					
Action 1.1	Inner Melbourne Statement of Significance to include recognition of Inner Melbourne's unique 19 th century heritage - "Liveable, Walkable Melbourne"	Completed Aug 06 CoM led			
Action 1.2	Public realm infrastructure standards				*
Action 1.3	Built form controls				*
Action 1.4	Boulevards and major roads		Hoddle St Study		
Action 1.5	Key urban squares				*
Strategy 2 - Effectively link transport routes so that the IMAP Region is accessible throughout by walking, cycling and public transport					
Action 2.1	Regional physical infrastructure needs and contributions fund				*
Action 2.2	Coordinated pedestrian and public transport signage system – Stage 1 – Wayfinding Signage hierarchy, linkages & priorities	Completed May 07 CoM led			
	Stage 2a – Design & Installation [22 locations]	Completed			
	Stage 2b- Evaluation stage: Completed. Final Report submitted to DoT	Completed			
Action 2.3	Bicycle Network Legibility – "Review of the Priority Bike Route Network for IMAP"	Completed Feb 08 CoY led			
Action 2.4	Walking links and pedestrian priority areas Stage 1 Greenlight - Investigation	Completed Dec 07			
	Stage 2a Greenlight –Demonstration Site Implementation [20 sites]	Completed Feb 09?			
	Stage 2b Greenlight – Project Evaluation: Underway. Final report submitted to DoT	In Progress CoPP led			
Action 2.5	Bicycle network – [Implementation of Action 2.3 report]	In Progress CoM lead			
Action 2.6	Tram network/fixed rail improvements	In Progress - Advocacy	Individual Councils to progress		
Strategy 3 - Minimise the growing impact of traffic congestion					
Action 3.1	Commuter car use		Close off action?		
Action 3.2	Roads as places –Stage 1 Research brief	New - CoM lead			
Action 3.3	Regional approach to parking management – Stage I - Report on parking	Completed Nov 09			
	Stage 2- Response to Govt Review of CI 52.06	In Progress – Advocacy CoS lead			
	Stage 3 Research the value of parking to activity centres	New – CoM lead			
Action 3.4	40 per cent by 2020 Target		Close off action?		
Action 3.5	Reduced through traffic				
Strategy 4 - Increase public transport use					
Action 4.1	'TravelSmart'	In Progress - Advocacy	Close off action? No funding		
Action 4.2	Street design standards				

Action	Description	Status	Recommendations		
		As at end Yr 4 2009/10	Yr 5 2010/11	Yr 6 2011/12	Yr 7 2012/13
Action 4.3	'Think Tram' program – St Kilda Rd Arts centre/Domain Interchange/Tram Strategy	In Progress - Advocacy	Individual Councils to progress		
Action 4.4	Enhanced bus priority		Advocacy – implement'n of prefer'd routes		
Action 4.5	Improved public transport infrastructure		Individual Councils to progress		
Action 4.6	Public transport pricing		Close off action?		
Action 4.7	Improvements to public transport services	In Progress - Advocacy			
Strategy 5 - Plan to accommodate 90,000 more dwellings by 2030					
Action 5.1	Regional Housing Statement	In Progress- Advocacy			
Action 5.2	Affordable housing Stage 1a - Develop Website database	Completed CoPP lead			
	Stage 1b - Affordable Housing Overlay/Advocacy etc	In Progress CoPP lead			
Action 5.3	Integrating public housing estates				
Action 5.4	Social infrastructure and services				
Action 5.5	Infrastructure development				
Strategy 6 - Support the distinct and diverse character of Activity Centres					
Action 6.1	Activity Centre local policy				*
Action 6.2	Activity Centre public environment				*
Action 6.3	Managing conflicts in Activity Centres – Stage 1 - Develop Cumulative Impact Assessment tools	Completed CoY led			
	Stage 2 Assessing tools	In Progress			
Action 6.4	New cultural facilities				*
Action 6.5	Activity Centre services				*
Strategy 7 - Promote the Inner Melbourne Region as an investment location for knowledge rich business sectors					
Action 7.1	Government/Industry links		Close off action?		
Action 7.2	Support creative businesses				*
Action 7.3	Improved information		Close off action?		
Action 7.4	Regional economic development statement – “Making Melbourne More Liveable – a partnership for Regional Economic Prosperity”	Completed May 08 CoPP led			
Action 7.5	Wireless Broadband		Close off action?		
Action 7.6	Exporting health services		Close off action?		
Action 7.7	Universities and regional development Stage 1a - Integrated Workplace Learning programme Initiative	In Progress CoM lead			
	Stage 1b– Town Gown initiatives				
Strategy 8 - Facilitate the growing importance of the IMA Region as south-east Australia's freight hub					
Action 8.1	Priority for freight movement				
Action 8.2	Improved links to the Port	In Progress - Advocacy			
Strategy 9 - Substantially improve the environmental performance of the Inner Melbourne Region					
Action 9.1	Regional sustainability targets – Stage 1 Recommendations	Completed Aug 09			
	Stage 2 Adoption of Measures	In Progress CoM lead			

Action	Description	Status	Recommendations		
		As at end Year 4 2009/10	Year 5 2010/11	Year 6 2011/12	Year 7 2012/13
Action 9.2	Environmentally sustainable design – commercial buildings				
Action 9.3	Water sensitive design Stage 1a “Model WSUD Guidelines”; “Draft Local Planning Scheme Policy Amendment”	Completed May 09 CoM led			
	Stage 1b Concurrent exhibition of draft amendment & joint panel	In Progress			
Action 9.4	Green demonstration projects				
Action 9.5	Community capacity for sustainability				
Action 9.6	Use of recycled water for open space – “Technical notes & Case Studies”	Completed Oct 08 CoPP led			
Strategy 10 - Complete the regional open space network					
Action 10.1	Regional open space and trail network	In Progress CoY lead			
Action 10.2	Regional physical infrastructure needs and contributions fund				*
Action 10.3	Open space links				
Action 10.4	Riparian open space project				*
Action 10.5	Wild life link				*
Action 10.6	Foreshore open space				*
Action 10.7	Waterways planning and management mechanism				*
Strategy 11 - Promote the Inner Melbourne Region as a tourism destination					
Action 11.1	Inner Melbourne map – “IMAP Visitor Map” & distribution	Completed Dec 07 CoPP led	Printing & Distribution ongoing		
Action 11.2	Regional tourism program – Research report “Value of Tourism to the Inner Melbourne Region”, 5 regional itineraries, events calendar	Completed Dec 07 CoY led			
Action 11	Tourism projects: 3 year Strategic Plan projects		CoS lead		

Inner Melbourne Action Plan Review

Key to colour coding: ****Red –In Progress or Priority actions- Briefs for consideration ****
Black – Not prioritized in next 3 years
Blue – Completed or Review and sign off

Strategy 2 Effectively link transport routes so that the Inner Melbourne Region is accessible throughout by walking, cycling and public transport

IMAP Actions

Ref	Action	Forum Comments
2.1	Regional physical infrastructure needs and contributions fund Develop a region-wide mechanism to fund transport and community infrastructure.	Current, still relevant Identify the regional physical infrastructure needs first (Engage with Infrastructure Australia) <i>Note: CoPP Parking Permits fund sustainable transport initiatives e.g. walking and cycling facilities. Parking charges could fund bike lanes.</i>
2.2	Coordinated pedestrian and public transport signage system <i>Introduce a consistent pedestrian orientated signage system across the region, including indicative walking times and public transport information.</i>	<i>Pilot regional Wayfinding Sign project - Completed</i>
2.3	Bicycle network legibility <i>Improve the legibility of the bicycle network (Principal Bicycle Network and local links) with an emphasis on clear delineation of continuous links.</i>	Completed
2.4	Walking links and pedestrian priority areas <i>Implement a Principal Pedestrian Network for the Inner Melbourne Region (as defined in Map 3), that will maintain and enhance permeability and pedestrian safety, with a focus on Activity Centres, regional open space, tourist destinations and long distance walking routes. Implementation to include:</i> <ul style="list-style-type: none"> • connections to public transport • route and path legibility • pedestrian responsive signals • pedestrian priority at intersections and street crossings 	<i>Pilot regional Greenlight project - Completed</i>

Project teams: **Transport** - Jane Waldock CoY, Ian McLauchlan CoS, Meg Selman CoPP, Richard Smithers CoM, Nick Petrovski CoM
Environment - Silvana Predebon CoY, Krista Milne CoM, Caroline Chandler CoPP, Geoff Ovens CoS, David Morrison CoS, Karen Watson CoS
Community Planning - Connie Gibbons CoS, Karen Watson CoS, Michele Leonard CoPP, Ross Goeman CoY, Jane Foley CoM, Ian Hicks CoM
Report prepared by: Elissa McElroy IMAP

<ul style="list-style-type: none"> • <i>improved street lighting</i> • <i>short cut links through key development sites.</i> 	
<p>2.5 Bicycle network Review the Principal Bicycle Network (PBN) and work with VicRoads to complete it within five years.</p>	<p>In Progress. Forum defined Project Brief for reviewing the PBN further under Action 2.5</p> <ul style="list-style-type: none"> • Performance Monitoring and Assessment (in conjunction with Bicycle Victoria) <ul style="list-style-type: none"> ◦ Measure and map the Level of Service of the IMAP Bicycle Network/PBN to assess the impact and performance of the capital works undertaken; give all parts of the network a service ranking which quantifies the quality of the trip. ◦ Map linkage progress on the IMAP Bicycle Network; identify gaps and capital works priorities.
<p>2.6 Tram network/fixed rail improvements Investigate the construction of new tram tracks to address network gaps improve route connections and provide extensions:</p> <p>Priority improvements:</p> <ul style="list-style-type: none"> • South Melbourne to Docklands • Port Melbourne to St Kilda • Park Street (Heather Street – Kings Way) • Clarendon Street – City Road – Queens Bridge Street • Link between Route 112 tram and St Kilda Esplanade – Balaclava Road • CAD to Fisherman's Bend <p>Longer term options:</p> <ul style="list-style-type: none"> • On to Station Pier • Smith Street to Route 109 • Victoria Street to North Melbourne Station • Docklands to Footscray • Docklands to North Melbourne • Along the Eastern Freeway to Doncaster • Along Alexander Parade to Melbourne University. 	<p>ACTION is very detailed for IMAP. Retain, as it reflects current policy of individual Councils. IMAP maintains a watching brief, shares information and provides group advocacy where a member Council requires it.</p> <p><i>Update on Projects as at April 2010</i> Submitted to Government - not supported Feasibility study completed. Not viable for commuting – Metro? Refer 'South Melbourne to Docklands' above</p> <p><i>Considered – on hold currently – frees up Kingsway</i></p> <p><i>Replaced with bus service proposal –extension to 606 bus</i></p> <p><i>Resolved through Bus Review</i></p> <p><i>Consider further as part of Port Melbourne Waterfront urban design framework</i></p> <p><i>CoM –eGate site (state govt project)</i> <i>Replaced with DART bus system [CoY still want a train service]</i></p> <p><i>Keep project – refer Eddington Report</i></p> <p>Other comments: <i>Amcor site to Darebin Rail station requires consideration.</i> <i>Support bus service improvements to improve capacity - advocacy on minimum service levels and coverage</i></p>

Strategy 3 Minimise the growing impact of traffic congestion

IMAP Actions

Ref	Action	Forum Comments
3.1	Commuter car use Investigate the use of pricing mechanisms to manage non-residential parking.	Investigate and Report to IMAP – advise if no longer seen as a desirable option to pursue so action can be closed – (note state led congestion levy)
3.2	Roads as places Develop case studies to: <ul style="list-style-type: none"> demonstrate the liveability benefits and traffic impacts of viewing roads as places (with a variety of functions apart from traffic movement) explore the effects of distributing space equitably between different modes (with different and conflicting interests and needs) explore the benefits of reducing vehicle speeds demonstrate the benefits of emphasizing moving people rather than vehicles. 	In Progress
3.3	Regional approach to parking management Develop a consistent approach to parking management across the Inner Melbourne Region based on the economic, environmental, streetscape and traffic impacts of different on and off-street car parking arrangements (including park and ride facilities), and aimed at: <ul style="list-style-type: none"> encouraging alternatives to car travel limiting commuter car spaces in new development restricting the eligibility of new dwellings to on-street parking permits in areas of high demand charging for parking in high use areas. 	In Progress. Part B of Action 3.3 Economic assessment - Research the economic value of vehicle parking in Activity Centres compared with other modes of transport

Ref	Action	Forum Comments
3.4	<p>40 per cent by 2020 Target Pursue, with transport operators and the State Government, a reduction in private vehicle travel of one per cent per year (while catering for an increase in commercial vehicle travel of two per cent per year) achieved by:</p> <ul style="list-style-type: none"> an increase in public transport patronage of five per cent per year, and an Inner Melbourne Mode Share Target for Public Transport Use of 40 per cent by 2020 a combined increase in walking and cycling trips of three per cent per year. 	<p>Investigate the current situation to ascertain whether 40% has been exceeded as a result of petrol price increase and Public Transport patronage increase.</p> <p>Determine if others collecting the statistics and project can be signed off.</p>
3.5	<p>Reduced through traffic Investigate initiatives and extra-regional links to reduce vehicle trips made through the Inner Melbourne Region from suburban areas.</p>	<p>Forum defined Project Brief for Investigation under Action 3.5 Reduce the impact of through traffic:</p> <ul style="list-style-type: none"> prioritize the routes that through traffic uses; manage traffic through key routes; determine what can be achieved by IMAP councils [with differing views on through traffic <i>[i.e. Define "through traffic". What is it that we are trying to improve?]</i> influence development of VicRoad's Network Operating Plan <p>Work with VicRoads to establish a business case for changes to level crossings which addresses impact and potential improvements.</p> <p>Develop parking provisions which support sustainable transport</p> <ul style="list-style-type: none"> Research the impact of current policies through undertaking case studies of a sample of development projects in central Melbourne, identifying the development's; <ul style="list-style-type: none"> number of parking spaces supplied Public Transport patronage impact effect on private vehicles travelling into central Melbourne; impact on public transport travel times Identify relationships between these factors and propose parking policies which limit adverse effects of developments on the transport network and support sustainable transport modes. <p><i>Note: IMAP considers the whole inner Melbourne region is one Activity Centre</i></p>

Strategy 4 Increase public transport use

IMAP Actions

Ref	Action	Forum Comments
4.1	'TravelSmart' Deliver 'TravelSmart' programs across the Inner Melbourne Region, especially targeting schools and workplaces	Action dependent on other agencies funding. Sign off - no known funding
4.2	Street design standards Develop an agreed set of principles and design standards for reducing tram travel times in the Inner Melbourne Region while preserving the quality of the public environment and the attractiveness of streets for pedestrians.	Current, Still relevant Urban design & Engineering Working Party mix recommended – not transport planning. Each council has its own standards for urban design. <i>Comment:</i> <i>Actions 4.2 and 1.4 (Boulevards and Major roads) should be undertaken by the same working group.</i> <i>Link to Action 3.2 (Roads as Places) [- Exec Forum]</i>
4.3	'Think Tram' program Support the 'Think Tram' priority program and ongoing improvements to tram services along key routes, including: <ul style="list-style-type: none">• St Kilda Road – Brighton Road• Spencer Street – Clarendon Street• Bourke Street• Domain Road• Church Street/Chapel Street• Elizabeth Street• Flinders Street• Lygon Street• Queens Way and• Dandenong Road.	ACTION is very detailed for IMAP. Retain as reflects current policy. IMAP maintains a watching brief, shares information and provides group advocacy where a member Council requires it. <i>Update on Projects as at April 2010:</i> <i>Completed</i> <i>Superstop has been wound back –advocate to reduce W Class trams –phase out 2012</i> <i>CoM /CoY section: no issues</i> <i>Super stops installed</i> <i>Add Victoria Parade</i> <i>Refer to new priorities</i>
4.4	Enhanced bus priority Advocate for road space changes to improve the travel time of buses relative to private vehicles on key routes.	Current, Still relevant. Support bus service reviews, undertake advocacy as appropriate to get preferred routes implemented <i>Comments</i> <i>Bus priority not required for CoPP</i> <i>Hoddle Street – more public transport to replace car traffic-cost of congestion on buses/trams</i>

Ref	Action	Forum Comments
4.5	<p>Improved public transport infrastructure Assess the possible expansion of the public transport infrastructure in the Inner Melbourne Region and along key transport corridors and the upgrade of all inner city railway stations, with options for redevelopment opportunities.</p> <p>Interchanges – Develop plans for:</p> <ul style="list-style-type: none"> improved modal interchanges at North Melbourne, South Yarra, Balaclava, Queens Parade Clifton Hill and North Richmond stations super-stops at key Activity Centres and tourism destinations including Acland – Carlisle Streets, Clarendon Street, Bridge Road – Hoddle Street and Fitzroy Street, St Kilda consideration of the relocation of South Kensington Station to Lynch's Bridge the upgrade of the Richmond Station/ interchange and South Yarra Station/interchange. 	<p>ACTION is very detailed for IMAP. Retain as reflects current policy. IMAP maintains a watching brief, shares information and provides group advocacy where a member Council requires it.</p> <p><i>Update on Projects as at April 2010</i></p> <p><i>Balaclava of interest to CoPP; N Melb improved/completed; Some planning done for Queens Pde/Chill.</i></p> <p><i>Clarendon – completed. Keep project outside Epworth hospital</i></p> <p><i>Part of 1st dot point above</i></p> <p><i>Investigated by DoT</i></p>
4.6	<p>Public transport pricing Work with transport providers to review ticketing techniques to better manage and distribute travel demand to increase the attractiveness of short trips and increase the range of short trip ticket options across the Inner Melbourne Region.</p>	<p>Action dependent on other agencies funding. Not IMAP's responsibility. Should not be undertaken by IMAP – report and sign off</p> <p><i>Comment</i> <i>Price is not the issue. Of more importance is the ease of using the service and its functionality than its price.</i></p>
4.7	<p>Improvements to public transport services Support improvements to existing public transport services (e.g. new links, extension of night time services).</p>	<p>Current, still relevant.</p> <p>Forum defined Project Brief for implementing Action 4.7 Establish relationships with public transport providers</p> <ul style="list-style-type: none"> Understand providers future plans & needs; determine mutual benefits Establish a regular regional forum with transport providers for planning & monitoring Public Transport services Research the cost of delay and congestion on the tram network throughout the IMAP area; <ul style="list-style-type: none"> identify problem areas develop a Discussion Paper on ways to reduce congestion, gain efficiencies and economic benefits advocate projects with ThinkTram for improvements to problem areas
Comments: Other actions to consider		

- *New mega tourist route [Circle route- St Kilda Rd, Park St, Canterbury Rd, St Kilda, Chapel St, Fitzroy]*
- *Route 109 Victoria Parade – more services*
- *Get an IMAP view/position on development corridors proposal*
- *New Metro [Footscray-Parkville-Swanson-Domain]*
- *DART*
- *Chapel Vision – has looked at locations for superstops. Design problems. Hard to get carparks removed*
- *Tram Cooperation –process to improve performance of trams inside IMAP area – refer Darebin model*
- *Clarify DoT's expectation that the tram system will operate more like a "Metro system".*

Strategy 8 Facilitate the growing importance of the Inner Melbourne Region as south-east Australia's freight hub

IMAP Actions

Ref	Action	Forum Comments
8.1	Priority for freight movement Improve freight movement by: <ul style="list-style-type: none"> designating preferred freight routes through the Inner Melbourne Region, maximizing separation from residential areas giving priority to freight movement over private vehicles where appropriate. advocating for reduced tolls for freight vehicles on CityLink between 11pm and 6am. 	<p>Current, still relevant. Local Govt interested in freight moving onto rail. Refer to Freight Futures and Smart Roads development – VicRoads Network Operating Plan</p> <p>Forum defined Project Brief for implementing Action 8.1 Develop greater understanding of freight issues and options</p> <ul style="list-style-type: none"> IMAP Councils to obtain more freight expertise: <ul style="list-style-type: none"> Undertake research into 'best practice' e.g. local freight technologies; local distribution methodologies; freight trams Contract a position paper on current freight directions or initiatives to brief IMAP Councils so that a position can be adopted <p><i>Comment:</i> <i>Requires noise protection to ameliorate adjacent community impact</i></p>
8.2	Improved links to the Port Improve rail and road links to the port, taking account of projected growth in port function, including: <ul style="list-style-type: none"> the Dockside Road at Port Melbourne Plummer Street link in Port Melbourne heavy rail services direct to the port grade separation of rail at Footscray Road 	<p>Current, still relevant</p> <p><i>Update on Projects as at April 2010:</i> <i>CoPP seeking completion at earliest convenience – 3^d stevedore</i></p> <p>Completed</p> <p>Completed</p> <p><i>Refer Eddington Report paper to IMAP May 2008</i></p>

Strategy 1 Celebrate the unique and concentrated 19th century heritage of the Inner Melbourne Region

IMAP Actions

Ref	Action	Forum Comments
1.1	<p>Inner Melbourne statement of significance to include recognition of Inner Melbourne's unique 19th century heritage.</p> <p><i>Develop and document a common understanding of the structure, character and significance of Inner Melbourne to inform local policy and design, including its contribution as a 19th century city to the tourism industry and visitor interest, and its selection as a residential location.</i></p>	Completed
1.2	<p>Public realm infrastructure standard</p> <p>Develop a suite of civic infrastructure design standards (Tech Notes) for key elements of the public realm, which municipalities can select from in undertaking capital works.</p>	
1.3	<p>Built form controls</p> <p>Work towards introducing built form controls that will protect the heritage of areas of Inner Melbourne.</p>	
1.4	<p>Boulevards and major roads</p> <p>Work with VicRoads to improve the character of boulevards and major roads identified on <i>Map 2: Boulevards, streets and links framework</i>, in particular:</p> <ul style="list-style-type: none"> improve the quality and design of Kings Way and the urban spaces at the intersection of Kings Way and City Road work with the Port of Melbourne to develop plans for Footscray Road and Dynon Road as new western boulevard entrances to the CAD improve the quality and design of Alexandra Parade and Hoddle Street. <p>Work with Yarra Trams to improve the quality and design of Queens Way and Dandenong Road and the urban spaces, especially at the intersection of Chapel Street.</p>	<p>Forum defined Project Brief for advancing Hoddle Street improvements</p> <ul style="list-style-type: none"> Establish a joint view on Hoddle Street development, particularly between CoM and CoY Develop an IMAP view on the whole North-South transport route What does the route need to achieve? Consider significant upgrading of public transport usage on Hoddle Street. Develop an IMAP 'corridor' strategy <i>[Refer CoM Principal Streets Strategy – currently under development]</i> <p>Comments: Involvement in Hoddle Street Advisory Group? Check VicRoads website –transport issues Noted that Action 1.4 could be given priority over the next 3 years particularly in relation to Hoddle Street.</p>

Ref	Action	Forum Comments
1.5	<p>Key urban squares Develop plans and implement programs for key metropolitan urban spaces at:</p> <ul style="list-style-type: none"> • Haymarket (Flemington Road/Elizabeth/Pelham and Peel Streets intersection) • Albert Square (Albert Road at the St Kilda Road intersection) • St Kilda Junction • Arts Centre plaza with improved access to Sturt Street 	

Strategy 9 Substantially improve the environmental performance of the Inner Melbourne Region

IMAP Actions

Ref	Action	Forum Comments
9.1	Regional sustainability targets Establish common greenhouse emissions, water and waste targets and programs for the Inner Melbourne Region.	In Progress
9.2	Environmentally sustainable design – commercial buildings Develop a common Local Planning Scheme Policy for improving environmental performance of new commercial buildings based on the City of Melbourne policy.	<p>Current, still relevant. Forum defined Project Brief for advancing Action 9.2</p> <p>1st priority: Year 1 [Two months only] Develop a greater understanding of ESD Principles and Best Practice</p> <ul style="list-style-type: none"> • Undertake a desktop study and review case studies • Identify best practice • Identify tools to measure and monitor change <p>2nd Priority Review the current ESD policy position in Melbourne</p> <ul style="list-style-type: none"> • Review Moreland Council's DPCD amendment <ul style="list-style-type: none"> ▪ Request a briefing on Moreland's current initiatives ▪ Consider supporting/advocating for the Moreland model • Define what IMAP can do to advance ESD principles and what IMAP can advocate for. <ul style="list-style-type: none"> ▪ Where are the gaps and what direction should IMAP take to address these? • Melbourne 2030 – State Context <ul style="list-style-type: none"> ▪ Identify M2030 position on the application of ESD principles, sustainable energy and waste practices <p>3rd Priority - to undertake over the longer term Identify ESD retrofit issues</p> <ul style="list-style-type: none"> • Define needs for retrofitting buildings compared to the construction of new buildings • Consider Council's advisory role in promoting ESD <p>Adaptation to Climate Change What is meant by ESD?</p> <ul style="list-style-type: none"> • Understand the climate adaptation challenges that sit in the inner city context e.g. brown field development sites, retrofitting of old buildings. <ul style="list-style-type: none"> ▪ How far can you go? ▪ What are the limitations of ESD? • Review MAV's work on adaptation to climate change • Review the WSUD process: developed some good approaches which have been successful in the planning scheme amendment process

		<ul style="list-style-type: none"> Review tools and methodologies currently in use <ul style="list-style-type: none"> Sustainable Design Scorecard [CoPP and Moreland], STEPs tool etc Review City of Melbourne's work on the Southbank Structural Plan to share learning <ul style="list-style-type: none"> Green roofs Distributed energy Sustainable infrastructure within a precinct <p><i>Comments:</i> <i>Planning policy solution:</i></p> <ol style="list-style-type: none"> Mandatory modelling Implementation + Building Regulation changes <p><i>Process includes:</i></p> <ul style="list-style-type: none"> Planning scheme amendment Advocacy Case Studies <p><i>[Note: Emphasis on Commercial Buildings is deliberate in IMAP – the numbers of commercial buildings differentiates IMAP councils from others. Equalisation of approach across the region hasn't yet occurred; practices for other building types already established. No change recommended. Useful to do a stocktake to progress this action – G.Lawler]</i></p> <p><i>Keep the research scope local and achievable</i></p> <p><i>Transport & buildings = 70% of all energy consumption</i></p>
9.3	<p>Water sensitive design Develop a regional approach and strategy to achieve water sensitive design including:</p> <ul style="list-style-type: none"> developing a common Local Planning Scheme Policy encouraging new developments to be more water efficient encouraging new developments to minimize storm water run-off by re-using rainwater and recycling waste water providing information, education and professional development opportunities encouraging landscape designs for new development to maximise use of permeable surfaces wherever possible. 	<p>Completed May 2009</p>

Ref	Action	Forum Comments
9.4	Green demonstration projects Work regionally to promote sustainable water sensitive and green building demonstration projects and models.	<p>Current, still relevant Forum defined Project Brief for advancing Action 9.4</p> <p>1st Priority - for commencement now</p> <p>Communication Strategy</p> <ul style="list-style-type: none"> • IMAP to promote and educate using existing examples e.g. promote stormwater harvesting – Como Park project • Review purpose, shared learnings, replication • Promote to developers, other councils and other agencies. <p>Evaluate IMAP councils' environmental programs.</p> <ul style="list-style-type: none"> • Undertake a stock take of all information and programs run for the community across the IMAP Councils <ul style="list-style-type: none"> ◦ Identify successes and learnings ◦ Identify ways to support expert service providers – partner with them [rather than competing] • Council led energy saving projects – identify and promote <p>2nd priority for commencement</p> <p>Water Sensitive Cities</p> <ul style="list-style-type: none"> • Develop case studies of different approaches and projects using the Water Sensitive City approach: including, <ul style="list-style-type: none"> ◦ the Forrest Hill development <p>Green Roof Initiatives</p> <ul style="list-style-type: none"> • Research data and national case studies [Green Roofs Australia] to determine viable projects <p>3rd Priority - to undertake over the longer term</p> <p>Distributed Energy</p> <ul style="list-style-type: none"> • Review/understand structural and regulatory barriers • Consider economies of scale that could be achieved with multiple buildings generating local energy • Identify opportunities and local government's role • Develop greater understanding of local area energy generation schemes <ul style="list-style-type: none"> ◦ Invite experts on disengaging cities from the national grid to speak to the IMAP Committee <p>Identify options for IMAP</p>
9.5	Community capacity for sustainability Work with service providers to build community capacity through local sustainability programs for residents and businesses across the Inner Melbourne Region.	<p>Current, still relevant Linked to other Strategy 9 projects</p>

Ref	Action	Forum Comments
9.6	<p>Use of recycled water for open space</p> <p><i>Work collaboratively to reduce water use in the Inner Melbourne Region's parklands and with water retailers to establish water recycling facilities for use by parklands.</i></p>	Completed

Other Forum comments

Lowering the Urban Temperature

Green Roofs:

- Adds insulation
- Reduces absorption of solar heat
- Contributes to evapo-transpiration energy exchange
- Contributes to micro climate - help to address the heating of the inner city –currently 6 degrees warmer than the fringes
- Can retrofit flat roof buildings e.g. Chicago. Estimated to take 10-15 years to get investment back.

CoS examples:

- Green Walls- Being trialed at CoS depot
- Green environmental education centre – community building, and demonstration project on sustainability and green buildings
- Forrest Hill – opportunities for green walls

CoPP examples:

- Alternative greening options
- Fact sheets and community guidelines

CoM examples

Developing internal guidelines to assist staff reviewing applications for green and white roofs

Strategy 5 Plan to accommodate 90,000 more dwellings by 2030

IMAP Actions

Ref	Action	Forum Comments
5.1	Regional Housing Statement Implement the recommendations of the Inner Regional Housing Statement in planning schemes, including provisions to direct new development to identified growth areas.	In Progress
5.2	Affordable housing Work collaboratively to investigate new funding sources and models and build the capacity of registered and not-for-profit housing organisations working in the Inner Melbourne Region to provide and manage an increased number of affordable houses.	In Progress
5.3	Integrating public housing estates Work with the Office of Housing to redevelop public housing estates so they better integrate with adjacent areas.	Forum defined Brief for Action 5.3 (Draft) Establish a forum with senior stakeholders in conjunction with the state government to develop a "Best Practice Model" to address: <ul style="list-style-type: none"> • <u>Strategic Planning</u> for Projects – identify what exists, what is needed, who/what developments should involve in their planning • <u>Operational Planning</u> at the local level – to ensure the project puts all aspects of development and support systems in place <i>and</i> • Develop a Communications Protocol – identify how communications should work between all stakeholders
5.4	Social infrastructure and services Develop a regional community infrastructure framework and program in partnership with government agencies to ensure that social infrastructure and services are provided across the Inner Melbourne Region, commensurate with projected population growth. This will include: <ul style="list-style-type: none"> • identifying and providing regional social infrastructure needs and priorities • preparing and promoting a regional package of Council-based information and services available in the region • Providing and sharing community facilities or 'hubs' in Activity Centres and a range of recreational and cultural activities 	<i>Brief - For consideration at the next meeting 1 September 2010</i>

Ref	Action	Forum Comments
5.5	Infrastructure development Develop planning and funding models for the provision of social and physical infrastructure to service increased population in the Inner Melbourne Region, including education, children services, public housing, library, sporting, health and aged care services	<i>Brief - For consideration at the next meeting 1 September 2010</i> <i>Also part of Action 5.3</i>

Inner Melbourne Action Plan

Briefing Paper

Strategy 7 – Promote the Inner Melbourne Region as an investment location for knowledge rich business sectors

Action 7.7 Universities and regional development - Work collaboratively with universities and TAFE to define and develop a stronger role in regional development.

Purpose

1. To present the IMAP Implementation Committee with an update and draft Manager's Guide supporting Workplace Integrated Learning (WIL)/Internships. This is prepared as part of Action 7.7 of Strategy 7 and is one approach IMAP is looking at to help create stronger linkages between universities and local government in the inner Melbourne region.

Background

2. Helen Steel (Office of Knowledge Capital) provided a verbal update at the IMAP meeting in February 2010 noting that Councils approach to providing internships was found to be generally ad hoc with no consistent approach. As a result a workshop was held in May with representatives from the 4 Councils. The aim of the workshop was to identify the information Council managers needed and to produce a consistent approach to engaging students across the four IMAP Councils. To promote students in the workplace, it was identified that:
 - (a) Council Managers would require a "How to" guide that answered their frequently asked questions, identified options and key contacts and gave them a process to follow, and
 - (b) Councils needed some HR policy guidelines that could be amended and adopted by each Council to extend current HR strategies.

Discussion

3. The WIL working group has met twice since the May workshop to discuss current initiatives and common issues surrounding different student arrangements and how to navigate through the tertiary institutions. The outcomes of these discussions led to the development of the attached Manager's Guide to support Managers, HR staff and tertiary institutions in providing WIL initiatives within Councils. Specifically the Guide aims to provide a consistent framework and procedure to follow when considering WIL opportunities as well as solutions to common issues and concerns. Four documents make up the WIL Manager's Guide:
 - WIL Policy and Procedure;
 - List of key university and tertiary institution contacts within the inner Melbourne region;
 - A list of frequently asked questions and responses; and a
 - Checklist to follow when engaging students.

The drafts of these documents are now attached for consideration and endorsement by the IMAP Implementation Committee.

Once consultation has been completed and the generic documents have been finalised, each Council will review and tailor the WIL Managers Guide to suit their individual requirements.

Next steps

4. Consideration must now be given to how to effectively promote the WIL Manager's Guide and develop student opportunities within Councils. With approval in principle from the four Councils, the WIL working group will now develop a regional promotional and rollout strategy and report back on any costs involved.

Project Team: Fiona Monagle (CoY), Elaine Hall (CoPP), Tanya Athans (CoM), Katherine Sinclair (CoS), Austin Ley (Project Team Leader) CoM

Report prepared by: Katherine Sinclair (CoS)

5. The Project Team have identified that IMAP can add value to this project over and above that which individual Councils can achieve, through sharing resources. Consideration has been given to a number of **possible** options including
- Cost sharing opportunities,
 - Developing joint WIL positions across Councils,
 - Funding an IMAP student position to progress joint projects across Councils
 - Developing material to promote the WIL Guide to Council managers considering student opportunities within Departments which highlight the benefits students can bring to organisations; and/ or
 - IMAP to provide incentive funding for a student position in one or all of the Councils as a pilot project in return for manager's providing feedback on improving the process.

Until a promotional strategy is developed and these ideas further developed and prioritised, funding from IMAP is not required at this time.

Recommendation

6. That the IMAP Implementation Committee resolves to:
- **Note** the draft Work Integrated Learning Manager's Guide and refer this for further consultation, amendment and adoption by individual Councils through the WIL Working Party; and
 - **Support** the WIL Working Party to promote the use of students across the 4 Councils.

Attachments:

WIL Managers Guide including:

- *Policy and procedures*
- *Key University contacts*
- *FAQs*
- *Checklist*

Work Integrated Learning Policy

'Work Integrated Learning' incorporates a range of approaches that integrate theory with the practice of work within a purposefully designed curriculum.

(Insert council name) welcomes the opportunity to provide students with career development opportunities through work placement. We are committed to supporting secondary, TAFE and tertiary institutions wherever practicable in their endeavours to provide students with practical experience in their chosen fields.

Work integrated learning may include:

- Work experience (secondary students)
- Unpaid or paid work placement (tertiary students)
- Traineeships

The process and guidelines for hosting a student will vary depending on the nature of the placement. Work integrated learning placements are for a limited period which will be determined through agreement with the student and their institution.

Common features of student placements

It is necessary to take the following into account before making the decision to place a student:

- The organisation's ability to provide an appropriate level of supervision
- Appropriate development opportunities
- WorkCover insurance
- Public Liability insurance
- Professional Indemnity Insurance

Human Resources will provide support on the requirements of any placement.

Considerations prior to placing a student for work integrated learning

When considering whether to host a student, a manager needs to review the following to assist with the decision:

- **Motivation:** what is your goal for placing a student
- **Project/role:** what is the scope of the role or position that is being offered
- **Confidentiality:** managing confidential information or intellectual property
- **Supervision:** do you have the appropriate resources to provide necessary and beneficial supervision to the student
- **Induction:** what level of induction will they need

For further information on the guidelines surrounding work integrated learning, click on the links below:

- Secondary student work experience
- Tertiary student work placement
- Traineeships (new employees)

Work Integrated Learning – Guidelines

Secondary Student Work Experience

Secondary institutions may approach (insert council name) to host their secondary students for work experience. The usual duration of placement is one to two weeks. Students are typically at Year 10 or Year 11 level. Usually the student is seeking exposure in their area of career interest.

Secondary students on work experience must be sponsored by their school under the Department of Education, Employment and Training's Work Experience Program.

1.0 Objectives

The City of (council name) will endeavour to provide reasonable work experience opportunities for secondary students. Engaging work experience students is an integral part of the Councils commitment to the community and fosters the development of future talent for the wider Local Government sector.

The objective of this guideline is to ensure that the process for the engagement of work experience students within the City of (Council):

- Meets legislative requirements
- Facilitates the community expectation for students to engage in work experience
- Establishes clear procedures and processes to meet both Council and the participant's expectations/objectives of the program.

2.0 Scope

These guidelines apply to the temporary placement of secondary students for brief work experience placements.

3.0 Responsibilities

3.1 (insert Council name)

(Insert council name) is responsible for providing a safe workplace, free of harassment, discrimination and bullying.

3.2 Human Resources

- HR will provide advice and support to areas who host a work experience student.

3.3 Managers

Managers hosting a work experience are required to:

- Organise appropriate facilities for the student (desk, computer)
- Complete and return the students Work Experience documentation as provided by the school
- Prepare and send an introductory letter to the student confirming the placement dates, location and key contacts
- Provide an appropriate local induction. Complete the induction checklist (link) and enter onto TRIM.
- Allocate a staff member to appropriately supervise the student
- Prepare a student placement program which is appropriate to the relevant skill level of the student
- Organise for the payment of the student in accordance with relevant legislation. The current minimum is \$5 per day, which is to be paid out of petty cash
- Provide feedback to the student at the conclusion of their placement

3.4 Student's institution

All secondary institutions have standard documentation relating to the provision of work experience for a student.

The school must be able to provide a form entitled "Work Placement Arrangements" which covers:

- Pupil details
- Work Placement details including insurance
- Employer acknowledgement
- Pupil Agreement
- Parent permission
- Principal permission

Insurance for the student during the placement is covered through the school's work experience program.

Tertiary Student Work Placement

Tertiary student placements give Council an opportunity to employ an undergraduate student for a period of time in an area related to their studies.

1.0 Objectives:

- To provide meaningful work experience and enable a student to apply their learning within the workplace
- For students to gain industry or professional practical experience in the workplace while studying and
- To provide clear guidelines and procedures for <Council Name> on how to engage students.

2.0 Scope:

These guidelines apply to students (Tertiary or TAFE) who are seeking a period of paid work experience within <Council Name> to complement their learning.

3.0 Overview (General Guidelines) and Payment:

3.1 Length

Tertiary student placements can differ greatly in length depending on the course requirements. Some educational institutions require students to complete placements of up to 12 months in their chosen field (also called Industry Based Learning or Internships). Other tertiary students may be required to complete a specified number of hours/ days or an industry research project to meet their course requirements.

3.2 Payment

A tertiary work placement is usually considered unpaid work experience. For Vocational Education Practical Placement, if no rate is specified, the rate is \$5 per day as per Skills Victoria.

Paid placements usually occur when the student is looking to further their knowledge in their chosen field, however the placement is not a prescribed part of their curriculum.

Payment for work experience is limited to the prescribed formula of each individual course and institution and shall be the responsibility of the department hosting the student.

In general students undertaking longer-term industry placements such as the IBL year may be paid at a specified student placement level (or as otherwise advised on the agreement form). This is usually between 70-75% of a graduate salary (Band 5). In these circumstances students become employees for the duration of the placement and are paid via the payroll system. As these positions are for a significant length and cost to Council it is important to ensure the process is conducted in line with the Recruitment Policy and the appropriate approvals are sought.

With regards to other student arrangements (for example, placements requiring a specific number of hours) generally the recommended payment is \$5 per day or as per the agreement form. In these circumstances students do not become employees and will be paid via a cheque requisition arranged with the Finance Department. In some instances payment may not be required (please refer to the agreement form for further information or contact the relevant institution).

4.0 Responsibilities:

4.1 (insert Council name)

(Insert council name) is responsible for providing a safe workplace, free of harassment, discrimination and bullying.

4.3 Managers

Any manager that hosts a student is responsible for ensuring that:

- The appropriate budget/ approval process has been arranged
- A supervisor is appointed to manage the action plan
- The student receives a local induction (and Organisational Induction as determined by Human Resources
- The WIL Checklist has been completed
- An action plan is completed for the duration of the placement and
- The necessary arrangements for payment have been made

4.2 Human Resources

Before a student is provided with a placement, Human Resources should ensure that:

- All correct forms from the student and institution are signed
- The student receives a letter confirming the details of the placement
- The student receives relevant forms to put them on the payroll (if applicable)
- A copy of the practical placement agreement is retained for Council records

4.4 Tertiary/TAFE institution

Each tertiary institution has a different agreement for the placement of students in the workplace. They will however contain similar information such as:

- Start and end date
- Tasks to be undertaken by the student
- Requirements of the host organisation, institution and student

The institution will also:

- Monitor and assess the students progress
- Provide constructive feedback for the student
- Liaise with the host manager if any problems arise

Traineeships

The traineeship scheme is a federal government initiative to improve employment opportunities for individuals through the provision of a meaningful employment experience. Traineeships are generally regarded as an entry level for introducing new staff into the workforce. Traineeships provide individuals with the opportunity to develop practically based skills and knowledge in an active working role, while also obtaining a nationally recognised qualification.

Traineeships provide a range of benefits for the business including:

- People trained to your business requirements
- A range of financial incentives for eligible employers
- Nationally recognised qualifications and competencies

For information on eligibility, qualifications and conditions, refer to www.skills.vic.gov.au

1.0 Objectives

- To provide meaningful work experience to enable trainees to apply their learning within the workplace while studying.

2.0 Scope

These guidelines apply to new employees who are currently completing nationally recognised qualifications, with training provided by a Registered Training Organisation under a Contract of Training.

3.0 Responsibilities

3.1 (insert Council name)

(Insert council name) is responsible for providing a safe workplace, free of harassment, discrimination and bullying.

3.2 Human Resources

HR will:

- Assist in identifying roles that could be filled by a Trainee
- Provide recruitment advice and support to areas who employee new staff under a Traineeship arrangement
- Ensure that all standard recruitment processes are completed including induction

3.3 Managers

Any manager that hosts a trainee is responsible for ensuring that:

- Human Resources have been consulted regarding the placement of the trainee
- The WIL Checklist has been completed
- All necessary documentation such as registration, training contract and agreements are completed with Apprenticeship Centre
- They complete a training plan in consultation with the Registered Training Organisation (this may also include completion of performance appraisal documentation as per normal requirements for fixed term contracts in each council)
- A supervisor is appointed to manage the training plan and endorse training documentation at the required stages of the trainee's progress
- Work is allocated to the trainee to enable them to gain a broad range of work experience, relevant to their training and within the expectations of their job role
- The trainee receives encouragement and support from other staff
- Any grievances or disputes are dealt with promptly

- In the event that a trainee does not complete the traineeship, all steps necessary to end the training contract are undertaken

3.4 Institution/Registered Training Organisation

- Work with the employer to create a training plan for the trainee
- Provide guidance to the employer on the completion of paperwork required for financial incentives and funding

Contact Human Resources for more information on available traineeships or:

www.skills.vic.gov.au

www.training.com.au

Related Documents

- WIL Frequently Asked Questions

DRAFT

Work Integrated Learning – Practical Placement Checklist

<Council Name> is committed to providing work placement opportunities throughout Council.

The processes vary depending on the nature of the placement and it is necessary to consider a number of factors before engaging a student.

Below is a checklist prepared to assist you in considering a student arrangement within your Department and ensuring this a valuable experience for all involved.

Please complete the relevant sections and contact a member of the HR/OD Department if you require any assistance.

Pre placement checklist:	Completed
Prepare the position description, key responsibilities or project outline	<input type="checkbox"/>
<i>Determine the following arrangements with the student and/or institution:</i>	
The key responsibilities/ project outline are appropriate to the students course requirements;	<input type="checkbox"/>
The duration of the placement, including hours/ days per week;	<input type="checkbox"/>
Whether the placement is paid or unpaid (and the payment method if applicable);	<input type="checkbox"/>
The recruitment process for selecting a student (applicable if Council is initiating the placement with an institution); and/or Whether it is necessary to meet with the student prior to accepting the placement to clarify expectations and working arrangements	<input type="checkbox"/>
The terms and conditions of the agreement including: <ul style="list-style-type: none"> - Intellectual property and confidentiality arrangements - Insurance and WorkCover arrangements 	<input type="checkbox"/>
The supervisory arrangements and expectations	<input type="checkbox"/>
Any assessment requirements	<input type="checkbox"/>
Communication arrangements with the educational institution	<input type="checkbox"/>
<i>Determine the following administrative arrangements:</i>	
Arrange desk/office space/ phone/ PC	<input type="checkbox"/>
Arrange security pass	<input type="checkbox"/>
Advise relevant personnel such as: <ul style="list-style-type: none"> - Department staff - Other relevant staff and Managers - Customer Service - Payroll (if applicable) 	<input type="checkbox"/>
Induction and OHS training organised (if applicable)	<input type="checkbox"/>
Sign and complete all relevant paperwork and provide copies to the: <ul style="list-style-type: none"> - Student - Institution 	<input type="checkbox"/>

Work Integrated Learning – Practical Placement Checklist

- HROD Department	
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Placement checklist:	Completed
Confirm working arrangements and expectations	<input type="checkbox"/>
Complete induction if applicable	<input type="checkbox"/>
Ensure regular catch ups to monitor progress and provide feedback	<input type="checkbox"/>
Address any issues as required – refer to the Institution if issues cannot be resolved	<input type="checkbox"/>

Post Placement checklist:	Completed
Provide feedback and complete evaluation	<input type="checkbox"/>
Ensure payment is made (if applicable)	<input type="checkbox"/>

WORK INTEGRATED LEARNING (WIL) - Frequently Asked Questions

General information	Comments
What is Work Integrated Learning?	Work-Integrated Learning (WIL) is the term normally used to describe directed or supported educational activities that integrate theoretical learning with its application in the workplace.
Is my council supportive of WIL?	<i>Name of council</i> welcomes an opportunity to provide students with career development opportunities through work placement.
What are the benefits to our organisation?	<ul style="list-style-type: none"> • Ability to staff short term projects • Minimise budget expenditure for short term projects • Build future recruitment opportunities of work ready graduates • Fill positions where it is difficult to recruit new staff eg supply shortages • Research, technical data etc being shared with the organisation • Learning opportunity for the organisation in the case of international students • Generate a culture of continuing professional learning amongst staff • To be regarded as an Employer of Choice
What are the benefits to the student?	<ul style="list-style-type: none"> • Consolidate learning with practical application of skills and knowledge • Fulfil curriculum requirements • Introduction to potential employer • Opportunity to integrate with Australian workforce (in the case of international students) • Clarification of career expectations

What are the responsibilities of the organisation?	<ul style="list-style-type: none"> • Provide a brief/scoping outline of the opportunities available during a fieldwork placement • Provide appropriate development opportunities for the student in line with course requirements (outlined in the Student Action Plan) • Ensure provisions have been considered in relation to payment, reimbursement, insurance, security, induction, OH&S, • Provide adequate levels of supervision • Provide mentoring and feedback • Ensure computer equipment and other resources are available as required • Provide student evaluation to the institution
What are the responsibilities of the educational organisation?	<ul style="list-style-type: none"> • Provide contact details for ongoing liaison person pre-fieldwork, during and post • Information provided by the educational organisation would include clear roles and responsibilities of all parties including grievance procedures and what to do if any party has concerns. • Ensure students have necessary current documents such as Police Check; Working with Children etc • Provide learning objectives outline-manual ,timelines, confirmation of insurance, guidance to students regarding scope of the placement to assist in selection
What are the responsibilities of the student?	<ul style="list-style-type: none"> • Undertake work in compliance with the organisation's Code of Conduct policies and procedures • Attend work at agreed times and complete tasks according to the requirements of the Student Action Plan/Learning Agreement • Attend regular supervision sessions/contact times • Complete own assessment tasks as required
Who would manage/facilitate the program internally?	The department who identifies the need for student placement will manage and facilitate the program. Initial enquiries may be made through Human Resources who can provide supporting information.

Do we enter into a contract with the student and who is responsible for developing the contract?	Yes, the contract will generally be prepared by the institution.
What is the estimated time required for setting up a placement and managing it?	<p>Set up:</p> <ul style="list-style-type: none"> • 1 hour meeting with student to establish needs, interests etc • 1 hour department induction • 3 hour corporate induction (optional) <p>Management:</p> <ul style="list-style-type: none"> • 1 hour formal supervision session/contact time each week <p>Initially, students may need 2-3 weeks to settle in. They become more independent, needing less constant supervision.</p>
How long is the average placement period?	<p>For secondary students, 3-5 days.</p> <p>Social work students 70 days.</p> <p>Social work Masters students, 40-45 days.</p>
Can the placement be part time, full time?	Either part time or full time.
Do we have to pay students?	<p>Secondary students may receive a small payment.</p> <p>Graduates do not get paid in the area of Social Work. Other disciplines may receive payment ie Planning.</p>
Do we have to insure students under Workcover?	Insurance (whether Workcover or private insurance) must always be confirmed with the educational institution to avoid any potential for disputes, as a result of variances which may exist under different contractual or casual agreements.
Are there any other costs to consider?	Aside from payment of students (if applicable) there are minimal costs to consider – (may be oncosts associated with employing someone? check with Finance)
Who are the key contacts from each council?	Learning and Development Officer from the HR Department will be able to assist you

What is the process for engaging students?	<p>The process varies depending on the arrangement. It is important to follow the procedures for each type of placement as identified in the policy document.</p> <p><i>Some University courses have a combined schools approach to fieldwork eg Social Work who routinely try to locate possible fieldwork opportunities and options.</i></p>
What role does HR play in the WIL process if any?	HR will support you in engaging a student and assist with any questions you may have.
Where can I find some case studies of WIL students working in local government?	<p>?</p> <p><i>We have previously had a number of students working across Council in areas of Community Development ,Maternal and Child Health, Child Care,</i></p>
What other options are available if we are interested but do not have resources such as desks, computers etc?	<p>Have you considered engaging a student part time – separate hours to another part time member of staff?</p> <p><i>Students generally require at least a minimum of a desk and space with access to an internet site as some will be able to bring their own laptop but if they are to work within Council they generally need a log in and access to our system.</i></p>
Obtaining a student placement	
How do I identify participating educational institutions?	<p>This will vary as educational institutions may participate for particular areas of study. Check contact for each course</p> <p>You can also contact the schools within the municipality to check</p> <p><i>Most educational institutions will have contact points /key personnel involved in developing and supporting fieldwork components.</i></p>
Who are the key contacts in the educational facility?	As above
When are students available?	<p>Students may be available all year round or at specific times depending on their course requirements. They may be combining study with part time work and the WIL or may be able to fully commit to the WIL</p> <p>Generally students may be most available during the major holiday periods (November-February and June-July)</p> <p><i>This can vary and with some distance education students placements can occur throughout the year.</i></p>

What is the process for student selection by the educational facility?	? <i>Organisations offering a placement opportunity generally submit an outline of what can be offered as learning opportunities that are then displayed on selection boards or circulated top students to select their choice of 3 for eg.</i>
How do I know that the student has the skills we require?	The educational institution will match prospective students with the placement. You will need to be very specific about the skills you need as detailed in the project outline. You can also interview the prospective student. <i>Discussion can occur with the liaison person from the Educational organisation prior to the student being informed of the allocation of a placement.</i>
Who determines whether a prospective student is appropriate?	You do. You have the right to interview the student before starting the placement if you wish and confirm they have the skills to undertake the tasks you are asking. <i>Generally this is a shared process as there is an opportunity once allocation is in place to arrange an interview at the fieldwork agency with the student to clarify if both feel they have made the right selection.</i>
What resources e.g. supervision, budget, do I need?	There will need to be a supervisor allocated at the beginning of the student placement who is clear on the objectives of the placement and will dedicate the time to ensure the experience is meaningful and productive for both the student and the council. When considering a paid placement, the manager will need to ensure they can fund the position from their budget.
Will we meet any professional/technical requirements for supervision?	The university should confirm the qualifications or requirements of the supervisor in their agreement letter. If they don't refer to this, ask the question and clarify, before signing the agreement. <i>Yes ,some courses require the supervisor to have certain professional qualifications and experience of 2 yrs post graduation.</i>
Are students subject to the same conditions as employees e.g. police checks?	Your council will have a list of positions or areas where a police check and/or a working with children check is required. Refer to the list and consult your HR department to confirm. <i>Yes –usually arranged by the educational organisation prior to student commencing fieldwork.</i>

Managing student placement	
What should a student induction process involve?	<p>The induction should cover the essential and legislated requirements for new employees (such as OHS requirements). For secondary student work experience, there is usually only the need to provide an orientation to the organisation and building. Longer placements will require further information. The student is a potential future employee and the induction is their first experience of the council as an employer.</p> <p><i>Organisation orientation as well as more specific orientation as per their role during their fieldwork</i></p>
Will I be involved in the assessment process?	<p>With some placements, the institution will require the workplace supervisor to assess the student's work (especially if credit points are applicable to the placement). The workplace agreement should specify the supervisor's role in the placement. If not, check with the student/institution prior to agreement.</p> <p><i>Field educator is responsible for recommending a pass if competencies as set out by the University have been achieved.</i></p>
Who is responsible for monitoring attendance and performance?	<p>As the workplace supervisor, you should be monitoring the performance of the student in a similar way to how you would monitor the performance of any of your employees. You need to agree with the student how you will manage non-attendance, but the generic procedure is for the student to contact their institution if they are not attending the workplace, and the institution will then contact you.</p> <p><i>Field Educator</i></p>
How do I assist students to achieve their outcomes?	<p>You should develop a plan that details what the student is required to do, how they will work, and how you will monitor the placement. Agree on the student's goals at the beginning and build in review periods (may be weekly) to ensure you both allow time to review progress along the way.</p> <p><i>Students often need to complete a specific learning plan in the orientation phase of their placement-the Educational organisation usually sends them with a manual outlining what will be included in learning plan. Fieldwork educator assists student to set these objectives within this Council setting and then during the fieldwork the student and fieldwork educator will review and evaluate at established intervals.</i></p>
Will there be a predetermined plan as to what the duties will be while the student is on placement?	<p>Where the placement forms part of the tertiary curriculum, there will usually be a plan or set of requirements provided by the institution. If not, you should create a plan with the student so that you are both clear of the objectives and of what needs to be achieved.</p>

	<i>Yes there needs to be some initial contracted parameters and goals negotiated with the student and the educational organisation usually receives a copy of this initial contract.</i>
Do students receive credit points for their placements?	<p>If the student's placement forms part of their curriculum, they will usually receive credit points following a successful completion (tertiary students). The Work Integrated Learning Agreement may specify the credit points allocated. If not, ask the question of the student/institution prior to commencement.</p> <p><i>Fieldwork is usually an enrolled and fully credited subject and for many a requirement of their course.</i></p>
Are there any considerations regarding intellectual property?	<p>Follow the same process that you would for any employee with regard to the signing of the Code of Conduct, Confidentiality Agreement or any other workplace requirement to ensure the student is aware of their obligations regarding intellectual property and confidentiality.</p> <p><i>This is usually clarified in the Educational Organisation manual-intellectual property usually belongs to the Fieldwork agency/organisation unless specifically University approved research that has undergone Ethics approval</i></p>
Who do I contact if there is a problem with the placement?	<p>You will need to contact the institution (secondary school, TAFE or university).</p> <p><i>Each Educational organisation has a liaison contact specified at start of placement negotiations.</i></p>

Note: Blue comments are additional comments added by social work areas for consideration. Each council will review to determine relevance for inclusion.