



Charles Sturt
University

WorkPlace Learning Handbook

Human Services

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Faculty of Arts and Education, Workplace Learning
(WPL),
Charles Sturt University

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Acknowledgement of Country

We acknowledge the Wiradjuri, Ngunawal, Gundungarra and Biripai (or Biripi) peoples of Australia, who are the traditional owners and custodians of the lands on which Charles Sturt University's campuses are located, and pay respect to their Elders both past and present.

Introduction

Welcome to Human Services Field Education at Charles Sturt University (CSU).

Work Place Learning (or placement) is a collaborative venture between the Human Services Field and Charles Sturt University - its staff and students. All three parties work collaboratively to create the optimum environment for your professional learning, and to assess your performance.

Work Place Learning is the subject that students remember. It is the place where your developing professional identity, skills and knowledge all come together. This is your opportunity to find out if human services is really the career for you. It is also the time to put theory and practice together in real life situations.

The policies that govern Work Place Learning are found in the Subject Outline, however some of these are included in this document. Use this document primarily to guide you in your preparation for the placement process. When you enrol, subject materials, assessment information and resources will be available through the subject Interact2 Site.

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Change History

1.0 August 2019 – first version of handbook for Bachelor of Human Services, based on existing handbook for Bachelor of Social Work.

Explanation of Terms Used In This Document

- **Work Place Learning (WPL), Work Integrated Learning (WIL) and Field Education** - all mean the same thing. WIL is a national term used by National bodies such as, [TEQSA](#), [ACEN](#) and [NAFEA](#).
- **Supervisor vs Field Educator** – these both mean the same thing. The current term is Field Educator to reflect the education role of supervisor
- **Placement vs Practicum** – These also mean the same thing but ‘placement’ or ‘Work Place learning’ is the newer term

Work Place Learning Subjects

- For students who commenced in 2019 there is one WPL subject **HCS303** SW Field Education 1. This is a 2 x 8 point subject completed across two sessions where all 400 hours are completed.
- For students who have enrolled in 2020 the two subjects are: **WEL232** Work Place Learning in Human Services 1, and **WEL324** Work Place Learning in Human Services 2. One placement of 200 hours will be completed in each subject. These two subjects must be completed in two different sessions to allow for consolidation of concepts learnt in the first placement.
- Students who are planning to graduate in the same year they complete WEL324, must have completed their WEL324 assessment items by the end of October to allow sufficient time to process grades for graduation.
- Placements may take place outside the formal teaching sessions.
- Upon enrolment in the subject, compliance and registration steps will be emailed to students from the Work Place Learning Office (WPLO). Students will not progress to a placement if they fail to complete these steps, this may result in a failed withdrawal (FW) grade being awarded in the subject.
- Although Charles Sturt University aims to source a placement as close to a student’s residential address as possible, obtaining a suitable placement may require travel. However, no student will be expected to complete a daily round trip that exceeds 80 kilometres.

Work Place Learning Requirements

Overview

To complete the requirements of the Bachelor of Human Services, students are required to undertake a total of 400 hours Work Place learning conducted over **two** separate placements. For students who have enrolled prior to 2020 and undertaking HCS303 SW Field Education 1, only one placement is required. Work Place learning does not include any previous/current volunteer or observational work.

Work Place learning is an important part of a student's education. Placements allow students to experience the frontline tasks of a community/human service worker, to integrate university studies into practice and provides the opportunity to develop the practical skills needed in the work place.

Duration and context requirements

Unless credit or recognition of prior learning (RPL) has been applied, all eligible Bachelor of Human Services students complete a minimum of **400 hours** Work Place learning during **two separate placements**.

Work Place learning cannot be completed in the first session after admission to the course as it is important that students are exposed to some of the underpinning practical and theoretical concepts prior to their first placement.

Other course requirements include:

- No single placement shall be less than 140 hours
- Work Place learning should occur during the agency's normal operating hours when agency staff are present.
- Part-time placement must be for a minimum of two full days per week (15 hours)
- Each placement is to vary in context and role, and be conducted in a different field of practice with a different agency supervisor.

Courses served by these subject

These subjects (WEL232 and WEL324) are primarily designed for students in the Bachelor of Human Services. However, they may be utilised by other disciplines and courses.

Credit & Recognition of Prior Learning (RPL)

In recognition of previous education or employment experience, students may be eligible for either a partial exemption from the 400 hours of placement, or credit for one or both subjects.

Any credit decisions in relation to Work Place learning are subject to the [Charles Sturt University Credit Policy](#). In particular, no more than 50% of a course may be granted as credit.

For further information about credit applications and RPL please contact Student Central (ask@csu.edu.au), or visit the Work Place Learning Website:

<https://artsed.csu.edu.au/schools/humss/social-work-and-humanservices#horizontalTab1>

Applications for credit should be made via the 'Credit and Pathway Planner' in the Student Portal:

<https://student.csu.edu.au/administration/enrolment/credit-and-pathway-planner>

Credit for one or both subjects

In certain scenarios credit for one or both Work Place learning subjects may be available:

- 1) Placement of 200 hours or more completed at Diploma level.

Credit for WEL232 may be available.

- 2) 3 or more years work experience full time in a human services position.

Credit for WEL232 may be available.

- 3) Placement completed during Diploma AND worked for 3 years full time in a human services role

Credit for both subjects may be available.

InPlace

[InPlace](#) is the online system used by CSU to manage workplace learning. Students use InPlace to upload their documentation, check whether they have met all requirements for placement, receive notification of their placement allocation and view the contact information (including supervisor details) for their placement.

Staffing in Field Education

Upon enrolment in any Field Education subject, you will liaise with several Academic staff who will teach, support, and mentor you through your learning journey in your placement. It is important to familiarise yourself initially with each role and their responsibilities. Below provides you an overview about each Academic role.

Course Director

The Course Director is the academic who oversees the entire Bachelor of Human Services course program of which work place learning is one part. They also assess students for recognition for prior learning.

Academic Lead – Social Work and Human Services Workplace Learning

The Academic Lead Social Work and Human Services Workplace Learning is responsible for the administration of the field education program

Responsibilities include:

- Support and assistance to Students, Field Educators and Academic staff;
- Determination of grades;
- Development of field education policy and curriculum;
- Coordination of Academic Liaison and Off-Site Social Work supervising staff;
- Mediating resolutions in cases where difficulties arise in a placement which cannot be resolved by the student, academic liaison staff and field educator/s;
- Involvement in field education research.

Workplace Learning Coordinator (WPLC)

Responsibilities include:

- Support and assistance to students, field educators and academic staff;
- Determination of grades;
- Problem solving and mediation if you and/or your Academic Liaison person or Field Educator have a problem that you can't solve together;
- Subject coordination;
- Responsible for coordinating the professional placement arrangements for students.
- Placement Establishment Academic workload
- Academic Liaison

Placement Establishment Academic (PEA)

Responsibilities include:

- Responsible for coordinating the professional placement arrangements for the students.
- Supporting students prior to the placement interview;
- Liaising with the host agency and the student around potential placements to enhance the student practice experience.

- Discuss the student's vision for the type of placement they you would like, and will endeavour to take this into account when matching students and host agencies
- Finalising the student placement details and managing all student records on InPlace.
- Working collaboratively with all WPL staff.

Workplace Learning Office (WPLO)

The Workplace Learning Office (WPLO) is your first point of contact for any Field Education enquiries. The WPLO maintains all files and records relating to placement. The WPLO maintains an extensive database of placements using InPlace and is responsible for liaising and escalation of concerns to appropriate Academic staff.

Academic Liaison (AL) / Field Education Liaison Officer (FELO)

For each placement you undertake, you will be assigned an Academic Liaison (AL) / Field Education Liaison Officer (FELO). You will be advised in a confirmation email from InPlace about who is your AL / FELO. Below lists how they will support you during your placement:

- Promoting a consultative process with the Agency Manager, and the student to discuss learning processes, structure and assessment of the placement.
- Being available for any informal contacts throughout the placement as you and/or your field educator require;
- Approve any extensions for placement assessments during placement;
- Problem solving and mediation as required;
- Considers re-negotiating time frames of placements including notification of absences and extension of placement length;
- Marking of placement reports and recommendation of grade to the subject coordinator.

Agency Staff

The **Agency Manager** gives approval to host the student's placement and is the line manager of the staff member(s) who support students on their placement.

The **Placement Supervisor/Field Educator** is an appropriately qualified employee of the agency who provides overall supervision whilst you complete your placement at that agency.

To supervise students in the Bachelor of Human Services, Agency Supervisors must hold a Bachelor degree or higher in a welfare or community work-related area, and have a minimum of three years practical experience in a community services setting, including at least two years post-qualification experience.

The **Task Supervisor** is an appropriately qualified person who is responsible for providing 'day-to-day' supervision whilst you are on placement with an agency. Task supervisors must have at least a diploma level qualification in community services, and at least three years practical experience in a community services setting. A task supervisor usually supports the student along with a placement supervisor who might be located off site. This is a co supervision arrangement.

Supervision

To ensure that a student obtains the most benefit from placement, appropriate supervision at the placement agency must be available as follows:

- Supervision is to be oriented to the student's educational goals

- The placement supervisor or task supervisor must work on the majority of the days that the student attends the agency, to ensure continuous monitoring of performance and professional progress.

A placement supervisor may supervise up to three students under direct supervision at the same time if:

- they are employed on the days and times that the students are present;
- supervision is a normal part of their role;
- they have responsibility for the same duties and functions of the agency if students were not attending.

An agency supervisor may only supervise more than three students where:

- the agency supervisor's role as defined by their position description is that of a student supervisor; and
- where each student is assigned a suitably qualified task supervisor.

Work Place Learning in Your Place of Employment

Generally, Field Education must be undertaken in a practice setting and field of practice which is different from your place of employment or regular voluntary work.

Students are able to undertake placements within their place of employment, subject to the following conditions.

In these circumstances, the Placement Establishment Academic (PEA) must be satisfied that the following conditions have been met:

- 1) The student has been in their place of employment for 12 months or more; this may include time where a student has been employed in a different part/role of the organisation
- 2) The student will have appropriate learning opportunities and educational goals, and that sound educational processes are in place;
- 3) The student will be allocated tasks or projects in a field of practice which is different from the field of practice this student is employed in;
- 4) The student is not carrying any workload related activities while they are on placement;
- 5) The field educator has a three or four year relevant degree and who is not the student's usual supervisor;
- 6) Completion of the Agency Agreement for Human Services Placement in Student's Place of Work form (emailed to you by your PEA);
- 7) Completion of the Work Place Placement Plan form (emailed to you by your PEA);

One of the two placements may be undertaken in a student's current Work Place, **unless** credit has been granted for the first placement. If a student has received credit for their first placement, then the second placement is usually undertaken with a different agency and in a different field of practice.

Types of Placement

There are two different types of activities that you will be involved with on placement: **Direct Practice** and **Indirect Practice**. Each of your placements will have a combination of both these elements.

Note: Group work may fit into either the Direct or Indirect Practice category depending on the context.

Direct Practice activities

Direct Practice activities emphasise interpersonal helping skills; early intervention, casework, case management, counselling or therapy with individuals, families or groups.

In such placements learning could include being able to:

- independently assess a client's needs, or perform an intake procedure following organisational assessment protocols;
- undertake a multidimensional assessment of an individual or family;
- plan an intervention for a client, including mapping out a case plan (but not necessarily carrying out the intervention);
- assess the needs of an existing group or the need for a new group with a clinical focus, such as anger management, grief and loss, self-esteem groups etc.

Indirect Practice activities

Indirect Practice activities focus on community development, advocacy and support work, policy work, administration, research, task-focused group work or specific projects negotiated with work place learning staff.

Most placements with an indirect focus will involve completing a project or the development of a resource.

Important: Any research involving human participants must have approval from the [Charles Sturt University Human Research Ethics committee](#).

In placements with a focus on community development or policy learning could include being able to:

- plan and carry out a community needs assessment, or needs assessment for a part of a community such as aged care;
- Assess the need for and plan a group program, e.g. education in substance abuse, sibling support group, parenting groups, employment preparation groups and in some cases run the group;
- assess the needs for policy development, and in some cases develop new policy;
- assess the needs for new services, write funding submissions, establish working parties to write submissions etc.;
- research the need for and/or undertake some activities that have been identified as being needed e.g. developing access maps for local councils, updating resource directories, developing pamphlets to advertise services;
- develop skills in project management including time management and resource management.

Limit on routine and administrative duties

To ensure that you gain the most benefit from your time on placement, no more than 5% of time on placement should be occupied by non-community welfare related activities, such as:

- administrative duties except where they directly relate to the student's position and responsibilities;
- food delivery;
- food preparation;
- personal care activities;
- domestic duties (including cleaning agency premises);

- respite;
- childcare;
- entertaining clients;
- transporting clients;
- recreational or leisure activities (without a focus on the psychosocial aspects of client engagement).

Preparing for Placement / Compliance

All students are required to supply **mandatory compliance documents** and a **current resume** to be eligible to complete the Field Education subjects. As students will be working with vulnerable adults and children, the process of screening is critical. Students who do not meet these requirements are generally unable to proceed onto placement. It is the students' responsibility to ensure that current copies of these documents are provided to the WPLO by uploading them to their InPlace record and that they **remain current for the duration of the placement period.**

NOTE:

- Agencies may request additional or more recent compliance checks; you will need to comply with that agency's policy if you wish to undertake a placement with them.
- It is the students' responsibility to ensure that current copies of these documents are provided to the WPLO by uploading them to their InPlace record and that they **remain current for the duration of the placement period.**
- Students are also responsible for declaring any changes immediately relating to compliance documents and status to the WPLO.

International / Overseas Student Compliance

International / Overseas students seeking placement in Australia, may need to be located in Australia for a minimum of a month to allow for any required applications to be submitted and cleared prior to commencing placement opportunities.

National Police Checks (NPC)

National Police Check (NPC) (also known as a criminal history check) is a mandatory compliance requirement. Students can [apply online with any accredited body](#). The NPC remains valid for 3 years. Any disclosures can be discussed with the Academic Lead.

International / Overseas students are required to obtain an Australian National Police Check through an Australian Police Force or an Australian Criminal Intelligence Commission Accredited body. Overseas students, in addition to obtaining an Australian Police Certificate, must also obtain National Police Certificates from their home country (including the country in which they currently reside if different) or any country that they have been residents of for more than six months since turning 18 years of age (translated into English). If they are unable to obtain a National Police Certificate from any of these countries, then they must complete the Template Statutory Declaration before starting their first placement in NSW Health. (The Statutory Declaration must be completed after arrival in NSW).

Working with Children Check (WWCC)

Students must make their own application. This should be completed once you have enrolled in your first placement subject. A WWCC remains valid for 5 years. The NSW online application form can be found at <https://www.kidsguardian.nsw.gov.au>. Students in other states need to provide their state equivalent.

Planning your Work Place Learning Opportunity

Working out your Work Place Learning requirements

- Think about the kinds of learning experiences available to you;
- Assess your existing skills and identify gaps which will make you more employable;
- Consider the type of supervision which works best for you;
- Review previous subjects you have undertaken that may be helpful to your placement experience.

Negotiating your placement

Negotiating placements is a collaborative process between CSU, students and agencies. CSU is committed to sourcing you a placement, however please be aware there are many factors that affect availability of placements, including:

- competition with other courses and other universities;
- the need to place students from remote areas;
- agency resources, especially in rural and isolated areas;
- availability of appropriate supervisors.

The final responsibility for endorsing each placement rests with CSU. Due to competition for the limited pool of placements across Australia, and requirements by most agencies that universities observe certain protocols, **students are not permitted to canvas agencies for placements.** This is a serious matter and students who do canvas may face student misconduct and disciplinary action.

Having established this principle, we recognise that students studying online often come from isolated areas and/or are already experienced workers in community services, with knowledge of local resources and networks. Work Place learning staff will be happy to follow up any suggestion's students may have.

Student responsibilities

Ensure your InPlace registration is completed and your compliance documentation remains updated.

- Communicate to your PEA about any barriers preventing you undertaking placement either in a specific field of practice (e.g. child protection) or agency (e.g. mental health facility);
- Communicate to your PEA any matters that might impact on your engagement with the learning experience such as family caring responsibilities, health issue or disability. These matters will not exclude you but will assist with the success of the placement if planning includes these considerations;
- Each year CSU offers placements which include accommodation. If you are in a remote location or interested in experiencing remote practice, it may be worthwhile considering one of these options.

The Placement Process

Step 1 – Compliance

Once you are enrolled in a Work Place Learning subject the Work Place Learning (WPL) office will email you with instructions to upload mandatory compliance documents directly to [InPlace](#).

The documents you need to upload are:

- Resume / CV (**mandatory**)
- [National Police Check \(NPC\)](#). (**mandatory**) **NOTE:** Not more than 3 years old from date of issue, as of 31/12/2020. Agencies may request students to supply a more recent NPC.
- [Working with Children Check \(WWCC\)](#) or equivalent for your state. (**to be eligible for child related placements**)

Note: Original documents must be provided to the agency on first day of placement.

Step 2 – Registration

The Work Place Learning (WPL) office will email further instructions to submit a Self Placement online registration form, completing **Part 1. Registration information**, after mandatory compliance documents have been uploaded and verified in InPlace. Self Placement does not mean that you will source your own placements, CSU will source the placement for you. **Students are not to canvass their own placements.** This is an opportunity for you to provide potential contacts and nominate your preferred locations.

Step 3 – PEA Interview

The WPL office will assign a Placement Establishment Academic (PEA) to you and they will contact you to arrange an interview. During this meeting, the PEA will ask about the types of learning experiences you wish to gain, what existing skills you have, what learning experiences are available in varying host agencies, and your learning needs and constraints.

The PEA will then determine placement options and use the online **Part 2. Placement Negotiation Form (PNF)** within [InPlace](#), to communicate options, changes and updates.

Step 4 – Placement Negotiation

The PEA will make contact with the student to provide details of a potential agency/organisation willing to host a Bachelor of Human Services placement. It is the student's role to make contact with the nominated supervisor to arrange their pre-placement interview. This pre-placement interview does not guarantee a placement.

The student will be provided prior to the interview a **Student Checklist form** to take with them into the interview to record details about the placement.

Once this is completed, the WPL office is advised of the final Placement Negotiation. The WPL office requires a minimum of 15 working days' notice to process these details.

Step 5 – Confirmation

Charles Sturt University, WPL office confirms the placement dates with the Agency, Field Educators, Academic Liaison (AL) / Field Education Liaison Officer (FELO) and the Student by email. This confirmation endorses the proposed Bachelor of Human Services Field Education arrangements, advising of the insurance cover and contact details for all involved. The student is then expected to ensure the 7-day first liaison meeting is arranged with the AL / FELO and supervisors within the first few days of placement.

On placement

Assessment

For details of specific assessment tasks refer to the Interact2 and subject outlines on the subject site.

All assessment tasks will be marked either Satisfactory or Unsatisfactory. They are developmental, which means that students are required to pass each assessment before progressing to the next assessment task. Resubmissions are available.

Feedback about the students' progress will be provided by both the Placement Supervisor and Academic Liaison as part of the assessment process.

Liaison

The purpose of liaison visits is to discuss, facilitate and evaluate the educational progress of the student and to resolve any problems which could arise during the course of a placement.

There must be a minimum of three agency contacts per student for each fieldwork placement. Liaison visits may take a variety of forms and may include but is not limited to face-to-face meetings, video conferencing and telephone.

Face-to-face, teleconferencing and video conferencing must involve the student, the agency supervisor/ the task supervisor (where applicable) and the Academic Liaison.

Record of Attendance

Students must keep an accurate record of their hours completed on placement. Any change to the length of a placement once the student has commenced must be negotiated in advance with the Academic Liaison in writing. A placement will only be extended if there are sound educational reasons for doing so. Any additional hours, including those worked from home or other organisations with the permission of the field educator, may be included upon approval of Academic Liaison or Academic Lead.

If the organisation does not have time sheets, use the time sheet contained in the forms section of your subject site. You may use an agency tool for recording your attendance provided it can be confidentially copied for your records i.e. Work Places that have a common sign-in book cannot be copied. If necessary, use a personal recording system in addition to the agency one.

Professional Behaviour

Ethical behaviour

Students are expected to uphold the principles described in the [ACWA Code of Ethics](#), and comply with responsibilities to clients, colleagues, the agency and the profession. Failure to behave in accordance with this code at any point in placement education may result in an unsatisfactory grade for the subject.

You must ensure that you are familiar with the [ACWA Code of Ethics](#), which is provided as part of the subject package. Unprofessional behaviour will not be tolerated.

Code of conduct

As a developing professional it is important that you comply with University policies regarding student behaviour. In addition, many of you will need to comply with specific agency requirements regarding appropriate behaviour. Failure to comply may result in an unsatisfactory grade for the subject. This extends to behaviour whilst on placement and may also include your interactions on social media.

Students are strongly advised to review these Codes of Conducts when signing them and to understand their content.

For example: Do not name your placement agency on social media, or post about them in a negative way. While you may see Facebook as a personal and private place for your thoughts, this is not how placement agencies or potential employees may view this. Please ensure you review the [CSU Student Charter](#).

Work Place Health and Safety (WHS)

An important part of your safety is getting to and from Work Place learning safely. As part of CSU's duty of care to students, we remind students that the combined number of hours spent working in paid employment and on placement should add up to a standard working week. It is important that students negotiate this as part of organising their placements.

Students should work no more than 10 hours per day, including travel time if the person working is also the person driving.

In addition, students are required upon commencing placement to become familiar with the following agency policies and practices, such as Worker and Work Place Safety and Security policies and Vehicle/Travel Safety policies.

Students need to report to the University any incident, accident or hazard, as soon as practicable, by using the [Report an incident online form](#).

Equal Opportunity and Anti-discrimination Policies

Students are required upon commencing placement to become familiar with the agency Equal Opportunity and Anti-discrimination policy. You can also refer to the [Charles Sturt University, Equal Opportunity policy](#).

Disclosure of Personal Information, Health and Wellbeing

On behalf of their staff and clients, placement agencies have an expectation that the University does not place students who are ill-prepared, threatening, or unlikely to be able to cope with professional work activities in a human service environment.

The University is also concerned for the welfare of students who are likely to find the experience of placement to be personally and professionally challenging. For this reason, Charles Sturt University staff need to be aware of any personal issues or conditions of the student that could adversely affect the experience of undertaking placement. Students are advised that going on placement may be a challenging experience and they are expected to be responsible for their conduct and self-care whilst on placement.

If you have a condition of any kind (a mental health issue, a learning disability, or a hidden physical disability such as epilepsy) that you think might impact either on you, the placement organisation, or your future clients, we advise you to discuss this with your PEA before you commence a placement. Together with your PEA, there are opportunities to formulate strategies that will help you to manage it constructively.

Privacy Considerations

The University will handle student information according to the [Privacy Management Plan](#).

Use of the Charles Sturt University InPlace System, is subject to you consenting to providing some of your information to external agencies. It is the student's responsibility to determine the necessity for this disclosure.

When you log into InPlace, you would have agreed to the following:

- Release relevant information concerning professional placements to relevant placement agencies as necessary;
- Advise external agencies, prior to the commencement of the professional placement, whether you have a current [National Police Check](#) and whether it contains any disclosable outcomes. **Please Note:** it is your responsibility to have a current National Police Check at the commencement of each academic year and produce a copy for the relevant placement agency as required (excluding the Faculty of Education students);
- Advise external agencies, prior to the commencement of the professional placement, whether you have a current [Working with Children \(WWC\) Check](#).
Note: it is your responsibility to have current WWC at the commencement of the academic year and present this upon request from a relevant placement agency as required;
- Release contact details (telephone & mobile number; LTU student email address and address where appropriate) to external supervisors/agencies for professional placement purposes only.

Please Note: Information provided to the placement agency is managed by the agency and governed by their privacy and confidentiality policies.

It is the student's responsibility to ensure that they understand a breach of the Terms and Conditions as agreed to in InPlace, may impact on the right to privacy and may lead to legal and/or disciplinary proceedings.

Reporting Adverse Incidents

The University has a duty of care in relation to the health and safety of its staff and students. Harassment that occurs within Charles Sturt University or is related to University activities is of concern as it can create an intimidating, hostile, offensive or distressing work or study environment and impact on the health and wellbeing of staff and students.

Students need to report to the University any incident, accident or potential hazard, as soon as practicable, by using the [Report an incident online form](#).

Sexual Harassment

If students experience any incidents of Sexual Assault or Sexual Harassment please refer to the web links below. Alternatively, if students need to speak to someone about sexual assault or sexual harassment please call 1800 961 991 (business hours) or for urgent support or to make a report. This phone number goes through to the Charles Sturt University student counselling team. If student require 24 hr support please contact the National Support line 1800 572 224.

- <https://www.csu.edu.au/respect/home>
- <http://student.csu.edu.au/services-support/health-wellbeing>

Harassment

Harassment refers to unwelcome behaviour that makes a person feel offended, belittled, intimidated or apprehensive; and that a reasonable person, taking into account all the circumstances, would expect to cause offence, intimidation or apprehension and includes bullying and victimisation.

Bullying can be described as unreasonable behaviour that intimidates, demeans or humiliates a person, putting their health, safety or welfare (including psychological welfare) at risk.

If you believe that you are being harassed or bullied, you should not ignore the problem. In the first instance, if you feel safe to do so, it may be sufficient to make it clear to the other person their behaviour is unwelcome, offensive or distressing. If you do not feel comfortable with this approach or if it is not effective, you should contact the Academic Lead at the University without delay.

For more information and for the guidelines which outline behaviours that constitute sexual, racial, and other forms of harassment covered by legislation, including bullying, and the options for resolving complaints, please refer to the [Charles Sturt University, Policy Library](#).

Student Placement Support and Review Process (SPSRP)

Occasionally, it is recognised a student's placement can be at risk due to student conduct, host organisational changes and/or unforeseen circumstances. It is recognised by Charles Sturt University a placement which is at risk can cause the student confusion and, at times, distress. On these occasions, the student will be supported by Charles Sturt University staff who are liaising with the student and host organisation. Charles Sturt University staff who support the student placement include the Academic Liaison, Workplace Learning Coordinators (WPLC) and Academic Lead.

Charles Sturt University acknowledges and understands the importance of engaging with staff from the host organisation to ensure they are supported in the process of resolving and responding to the presenting issues during a student placement.

The following review process will be facilitated by the Workplace Learning (WPL) Academic Lead, who will liaise and coordinate with staff to participate in this process.

- It is proposed this activity is conducted in consultation with the Course Director, WPL Academic Lead, and Sub Dean of Workplace Learning to review the placement concerns;
- The student is notified by the Academic Liaison (AL) / Field Education Liaison Officer (FELO), Workplace Learning Coordinator (WPLC) and/or Academic Lead the areas of significant concern related to the placement;
- The student, Academic Liaison and Field Education supervisors will review the student's **Learning Plan** and identify activities and outcomes to assist the student to make immediate and sustained improvement. The student is also requested to provide copies of **Journal or Log Submissions** to demonstrate and support their progress. The Subject Coordinators/Convenors and Academic Lead will be advised of all concerns, supports and reviews about the student's progress. The Workplace Learning Coordinator (WPLC) will support Academic Liaison and Field Education staff for preliminary concerns. Should the concerns become more complex, they will be escalated to the WPL Academic Lead for further support and coordination;
- If the Learning Plan activities and outcomes are demonstrated successfully, the student will receive a progress summary and be expected to satisfactorily complete their placement;
- If the Learning Plan activities and outcomes are not satisfactorily demonstrated, the student will receive an email notification advising the placement has been cancelled from WPLC and the Academic Lead will inform the Workplace Learning Coordinator to finalise an unsatisfactory (US) grade for the student's enrolment in the subject;

Awarding an Unsatisfactory Grade

A student can receive an Unsatisfactory (US) Grade when:

- The student is unable to demonstrate satisfactory progress during the placement after appropriate support has been provided by Charles Sturt University and the Learning Plan is not met or the student has withdrawn from the placement; OR
- The student displays unacceptable professional behaviour, or exhibits behaviour that does not adhere with the ACWA Code of Ethics; or Charles Sturt University [Student Charter](#); Charles Sturt University [Student Academic Misconduct](#).

Review of Grade

A student can request a Review of Grade in line with the [Charles Sturt University Assessment Policy](#) and [complaints process](#).

Immediate Termination of Placement

A host organisation has the right to terminate a placement at any time. Where unforeseen circumstances or events beyond the control of the agency that causes/or threatens major disruption to the provision of Work Place Learning, the Agency may, in its discretion, defer, suspend or amend previously agreed placements by immediate written notice to Charles Sturt University. If the agency takes such action, the parties will work together, in good faith, to arrange alternative placements.

If the termination of the placement is the result of student misconduct and has occurred without the SPSRP being followed a review of the student placement will occur and an unsatisfactory grade could be awarded.

Contact Procedures

Work Place Learning Office (WPLO)

The Work Place Learning (WPL) Officers are available by phone or email from Monday to Friday:

Email FOAE-WPL@csu.edu.au

Phone (02) 6933 2784

Campus Wagga Wagga