



Charles Sturt
University

Work-integrated learning Handbook Bachelor of Human Services

Faculty of Arts and Education
School of Social Work and Arts

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Acknowledgement of Country

Yindyamarra Winhanganha' - The wisdom of respectfully knowing how to live well in a world worth living in

We pay our respect to all First Nations elders both past and present from the lands where Charles Sturt University students reside. In particular, we acknowledge the Wiradjuri, Ngunawal, Gundungarra and Birpai peoples of Australia, who are the traditional custodians of the land where Charles Sturt University campuses are located.

Introduction

Welcome to Human Services Workplace Learning at Charles Sturt University.

Workplace Learning (or placement/field education) 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 support and assess your performance.

Workplace Learning is often the subject that students most 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 Workplace 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 Brightspace.

Lisa Campbell

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[Work-integrated learning - School of Social Work and Arts](#)

Explanation of terms used in this document

- **Workplace Learning (WPL), Practicum, Placement and Field Education** - all mean the same thing.
- Work Integrated Learning WIL is a national term used by National bodies such as, [TEQSA](#), [ACEN](#) and [NAFEA](#) and describes the broader activities in education that may link learning to the workplace or industry.
- **Placement vs Practicum** - These also mean the same thing but 'placement' or 'Workplace Learning' is the newer term.

Workplace Learning Subjects

- There are two workplace learning subjects within the Bachelor of Human Services - **WEL232** Workplace Learning in Human Services 1 and **WEL324** Workplace 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 Workplace Learning Office (WPLO). Students will not progress to a placement if they fail to complete these requirements, this may result in a failed non submission (FNS) 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 and individual student circumstances will always be considered.

Workplace Learning Requirements

Overview

The Bachelor of Human Services has course accreditation with Community Work Australia. Accreditation is nationally recognised and indicates that a course meets the industry standard.

To complete the requirements of the Bachelor of Human Services, students are required to undertake a total of 400 hours workplace learning conducted over **two** separate placements. Workplace Learning does not include any previous/current volunteer or observational work.

Workplace 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 workplace.

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** workplace learning during **two separate placements**.

Workplace 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.
- Workplace 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 subjects

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 credit for 200 hours of placement for the first workplace learning subject.

Credit for Workplace Learning Subjects

Credit is only available for one WPL subject. This means that students are unable to receive credit for both WEL232 and WEL324.

Credit for one Workplace Learning subject may be available if you meet the following criteria:

- 1) Placement of 200 hours or more completed at Diploma level. Credit for WEL232 may be available.
- 2) Three or more years full-time work experience in a human services position. Credit for WEL232 may be available.

Any credit decisions in relation to workplace 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-integrated learning website – [Work-integrated learning - School of Social Work and Arts](#)

Applying for Credit

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>

Please ensure you include the following to support your application:

- A current copy of your resume or CV;
- A letter, on letterhead, from any relevant employer, about your role and length of employment;
- Any position description that describes relevant past work experience;
- Statement outlining how the role meets the subject outcomes.

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. This process is known as the self-placement submission.

Staffing in Workplace Learning

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 workplace learning is one part. They also assess students for recognition of prior learning and credit towards placement hours.

Associate Head of School – Workplace Learning and Partnerships

The Associate Head of School is responsible for the administration of the workplace learning 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 placement support;
- 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 Field Education Liaison Officer or Field Educator have a problem that you can't solve together;
- Subject coordination;
- Responsible for coordinating and approving the professional placement arrangements for students;
- Placement Establishment Academic workload;
- Field Education Liaison allocation.

Placement Establishment Academic (PEA)

The Placement Establishment Academic is the person who will source and set up your placement.

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.
- Discussion with the student, to understand the student's vision for the type of placement they would like and apply best endeavours to take this into account when matching students and host agencies.
- Finalising the student placement details on InPlace.
- Working collaboratively with all WPL staff, agency partners and students.

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.

Field Education Liaison Officer (FELO)

For each placement you undertake, you will be assigned a Field Education Liaison Officer (FELO). You will be advised in a confirmation email from InPlace the name and contact details of your allocated FELO. The following 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** 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.

Workplace Learning in Your Place of Employment

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

Under certain circumstances, students may be approved to undertake one placement within their place of employment.

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 of their usual 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), which includes a detailed placement plan addressing the above criteria.

Once the PEA has assessed the learning opportunity the application will require:

- 7) Approval by the Agency Manager;
- 8) Be assessed as educationally viable by the Workplace Learning Coordinator;
- 9) Approval of the Associate Head of School, Workplace Learning and Partnerships.

One of the two placements may be undertaken in a student's current workplace, **unless** credit has been granted for the first placement. Where credit has been applied to the first placement a workplace learning placement will only be considered for the second placement if it is with a different agency and in a different field of practice.

Types of Placement

There are two broad areas of practice activities that you will be involved with on placement: **Direct Practice** and **Indirect Practice**. Usually, a placement involves a greater focus on direct or indirect activities. While

there may also be where placements that will have a combination of both elements and be classified as mixed.

Overall, your placement activities across the two placement subjects will ensure you have learning experiences in both areas of practice. Where you have received RPL for previous placements or work experience, your placement will be planned to balance your learning needs across the direct and indirect practice domains.

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.
- facilitate group programs

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 Workplace Learning Academics.

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](#). Depending on the task, some quality assurance activities may require ethics approval.

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

All students are required to supply **mandatory probity documents** and a **current resume** to be eligible to complete the Workplace Learning 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 WPL Office by uploading them to their InPlace self-placement submission and that they **remain current for the duration of the placement period.**

NOTE:

- Agencies may request additional or more recent probity and health checks; you will need to comply with that agency's policy if you wish to undertake a placement with them.

- Students are also responsible for declaring any changes immediately relating to compliance documents and status to the WPL Office.

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 [National Crime Check](#). The NPC remains valid for 5 years. Where students have disclosures they may seek to discuss the impact on placement planning with the Associate Head of School.

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).

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 [NSW Working with Children Check](#). Students in other states need to provide their state equivalent.

Western Australia Students

For students who reside in Western Australia please check with the WPL Office before applying for a student related WWCC.

Planning your Workplace Learning Opportunity

Working out your Workplace 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.

- Consider your personal circumstances and the impact of placement – plan accordingly.
- Explore CSU Scholarship and Grants that may be available to you to assist with the financial costs associated with placement - <https://study.csu.edu.au/get-support/scholarships>.

Negotiating your placement

Negotiating placements is a collaborative process between Charles Sturt University, students and agencies. Charles Sturt 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 Charles Sturt University. Due to competition for 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. Workplace Learning staff will be happy to follow up any suggestion's students may have and you are free to have informal conversations in your own workplace and with close professional colleagues.

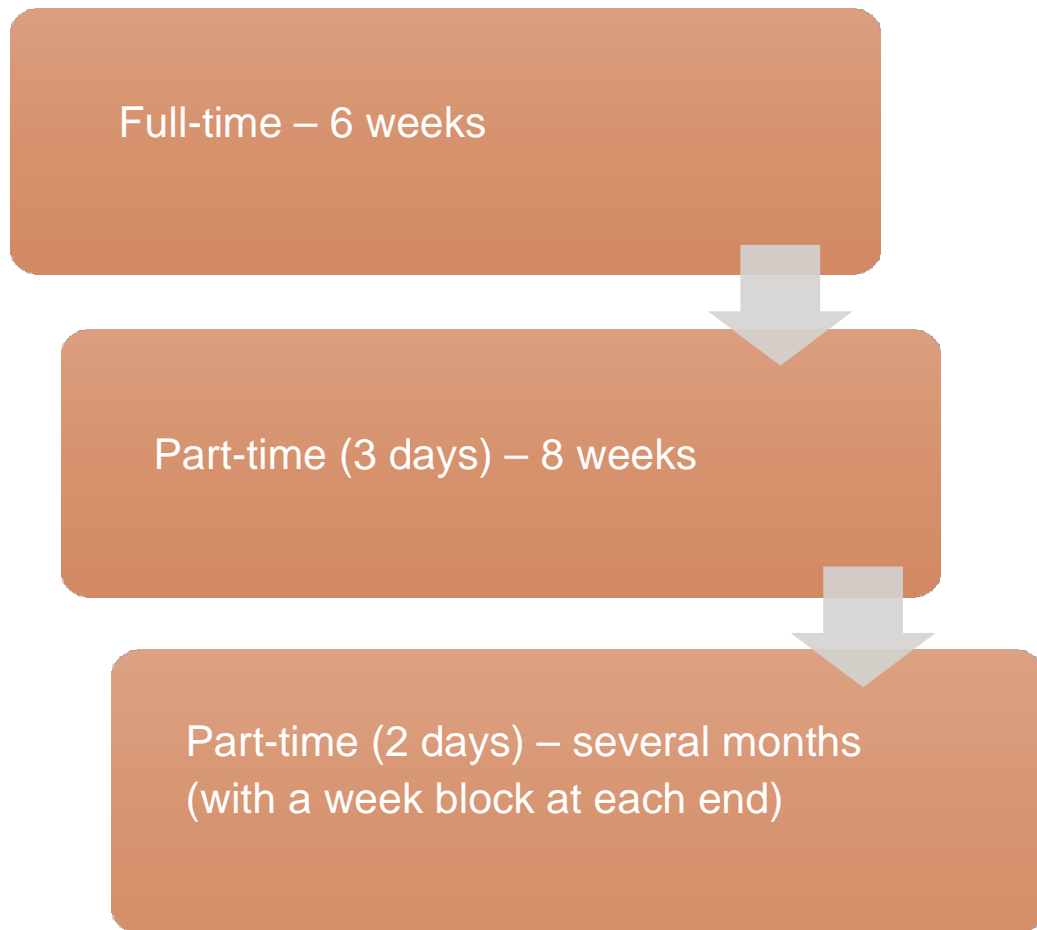
Student responsibilities

Ensure your InPlace self-placement submission is completed and your probity and other 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 affordable or subsidised accommodation. If you are in a remote location or interested in experiencing remote practice, it may be worthwhile considering one of these options.

Time periods for placement

Each placement is approximately 27 working days – based on 7.5 hour days.



The Placement Process

Step 1 – Inplace Self Placement Submission

Once you are enrolled in a Workplace Learning subject the Workplace Learning (WPL) Office will email instructions to upload mandatory probity and other required documents directly to [InPlace](#).

The documents you need to upload are:

- Resume / CV (**mandatory**) – please ensure this is current and in a professional format
- National Police Check (NPC) (**mandatory**) **NOTE:** Not more than 5 years old from date of issue. This needs to be valid for the period of the placement. Agencies may request students to supply a more recent NPC.
- Working with Children Check (WWCC) or equivalent for your state. (if you wish to be considered eligible for child related placements). Western Australian Students should speak with the Workplace Learning Office (WPLO) before applying for a WWCC for placement purposes.

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

Step 2 – Allocation of Placement Establishment Academic

The Workplace Learning Office (WPLO) will advise the Academics when your self placement submission has been verified. This will show your placement status as 'pending'. The Academic Team will allocate the PEA to source your placement.

Students are not to canvas their own placements.

This is an opportunity for you to provide potential contacts and nominate your preferred locations.

Step 3 – PEA Interview

The Workplace Learning Office (WPLO) 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 will commence sourcing a placement. The time to source a placement varies significantly across areas and placement types. The PEA will keep in contact throughout this phase and you should also contact them if you have any questions or concerns.

Step 4 – Final placement details

During the sourcing phase, the PEA will contact 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 contact the nominated supervisor to arrange their pre-placement interview. This pre-placement interview does not guarantee a placement.

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

Once this is completed, the Workplace Learning Office (WPLO) is advised of the final placement negotiation. The WPLO requires a minimum of 15 working days' notice to process these details.

Step 5 – Confirmation

The Workplace Learning Office (WPLO) confirms the placement with the Agency, Field Educators, 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 FELO and supervisors within the first few days of placement.

On placement

Assessment

For details of specific assessment tasks refer to Brightspace 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 permitted.

Feedback about the students' progress will be provided by both the Placement Supervisor and Field Education Liaison Officer 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 two agency contacts per student for each fieldwork placement. Liaison visits may take a variety of forms and are usually undertaken as 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 Field Education Liaison Officer.

Record of Attendance

Students are required to 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 Field Education Liaison Officer in writing. A placement will only be extended if there are sound educational reasons for doing so. Any additional hours, including those worked remotely or other organisations with the permission of the supervisor, may be included upon approval of Field Education Liaison Officer or the Workplace Learning Coordinator.

Please 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., workplaces that have a common sign-in book cannot be copied. If necessary, use a personal recording system in addition to the agency one.

It is important that your time sheet is signed by your supervisor regularly, such as during your weekly supervision and at the end of placement. Your timesheet must be submitted with your final placement assessment.

Professional Behaviour

Ethical behaviour

Students are expected to uphold the principles described in the [CWA - Ethics and Standards](#), 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 [CWA - Ethics and Standards](#), 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](#).

Workplace Health and Safety (WHS)

An important part of your safety is getting to and from Workplace Learning safely. As part of Charles Sturt University'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 not more than a standard business day of the host agency. To ensure a good learning experience, maximum hours are 8 hours per day, and no more than 10 hours per day when travelling for agency purposes.

In addition, students are required upon commencing placement to become familiar with agency policies and practices, such as Worker and Workplace 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. 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.

We encourage students who may have accessibility and inclusion support needs to obtain a Study Access Plan, so that specific support and/or reasonable adjustments can be accommodated. 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 Placement Establishment Academic (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:

You will:

- 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 Crime 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.
- Advise external agencies, prior to the commencement of the professional placement, whether you have a current [NSW Working with Children Check](#) where the placement is deemed child related.

Note: it is your responsibility to have current WWCC 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 well-being 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 available from [Division of Safety, Security and Wellbeing](#) website.

You may speak with the Workplace Learning Coordinator or Associate Head of School in addition to making the incident report.

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 students require 24 hr support please contact the National Support line 1800 572 224.

[Project Zero](#)

[Safety and wellbeing - Student Portal](#)

You may speak with the Workplace Learning Co-ordinator or Associate Head of School in addition to seeking support through the above and making a report.

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 Field Education Liaison Officer or the Workplace Learning Coordinator 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)

There are times when 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 University staff who are liaising with the student and host organisation. Charles Sturt University staff who support the student placement include the Field Education Liaison Officer, Workplace Learning Coordinators (WPLC) and the Associate Head of School.

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 Co-ordinator (WPLC), who will liaise and coordinate with staff to participate in this process.

1. Initiating a review process

- The Field Education Liaison Officer and agency supervisor meet with the student to discuss and address preliminary concerns.
- The student, Field Education Liaison Officer and the placement 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 may also be requested to provide copies of their placement journal to demonstrate and support their progress.
- In most cases this collaborative and supportive action will be enough to resolve the identified concerns.
- A specific action plan, including timeframes must be recorded and shared with all parties.
- Should the concerns continue or be deemed significant, complex or of a more serious nature, they will be escalated to the Workplace Learning Coordinator for further support and coordination of a formal Student Placement Support and Review Process.

2. Escalating a review process to the Workplace Learning Co-ordinator

- The student is notified by the Field Education Liaison Officer and/or the Workplace Learning Coordinator of the areas of concern related to the placement and advised of the Student Placement Support and Review Process.
- Student wellbeing is discussed and counselling support is offered to the student.

- The Workplace Learning Co-ordinator will arrange a Student Placement Support and Review Meeting with the student. Where required this meeting may include the Course Director and/or Associate Head of School WPL & Partnerships.
- The student will be invited to bring a support person to the review meeting.
- The Subject Coordinators will be advised of all concerns, supports and reviews about the student's progress.
- A recommendation from this meeting will determine if the placement should be paused, cancelled, or continued.

3. Review Outcomes

Recommendation to continue:

- Where the placement continues a clear plan, with review dates, will be implemented to assist the student meet the learning outcomes within the Learning Plan.
- 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 progress summary identifies that the Learning Plan activities and outcomes are not satisfactorily demonstrated, the student will be advised that the placement will be cancelled. This will include an email from Workplace Learning Office (WPLO) and the Associate Head of School to inform the Workplace Learning Coordinator to finalise an unsatisfactory (US) grade for the student's enrolment in the subject.

Recommendation to cancel or suspend placement:

- Where it is determined that the continuation of the placement is not suitable the student will be advised of the reasons for this, both verbally and in writing.
- A decision regarding student participation in the placement program will be made in accordance with CSU policy and the Subject requirements and as such will influence recommendations regarding grades.
- Where appropriate an alternative placement will be initiated.

Recommendation regarding grade and hours completed:

- A decision regarding the student's grade and/or credit of completed hours will be made in consultation with the Associate Head of School and the student will be advised of the outcome.

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 Misconduct Rule 2020](#).

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 Workplace 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 Student Placement Support and Review Process (SPSRP) being followed a review of the student placement will occur in accordance with Charles Sturt University [Student Misconduct Rule 2020](#).

Contact Procedures

Workplace Learning Office (WPLO)

FOAE-WPL@csu.edu.au – 02 6933 2020

[Work-integrated learning - School of Social Work and Arts](#)