University of
Southern
Queensland

13 January 2025

2025 Human Services Placement Guide

Bachelor of Human Services
School of Psychology and Wellbeing

Contents

Introduction to Placement

Professional placement is an essential component of your degree at the University of Southern Queensland (UniSQ). It represents a collaborative effort between the placement agency and the university. The purpose of professional placement is to enhance your academic coursework by allowing you to apply theoretical knowledge in real-world work contexts. Through these placements, students have the opportunity to develop their professional skills, knowledge, and identity.

It's important to note that professional placement does not guarantee direct employment within the placement organizations. However, it serves as a valuable bridge between academic learning and practical experience.

This guide has been compiled to equip students with relevant information about undertaking and successfully completing professional placement components within their study programs. It covers placement requirements, expectations, behavioural guidelines, and responsibilities. To ensure you are well-prepared for your placement, carefully review this document and feel free to reach out to the Work Integrated Learning Team (WIL) or the Director of Field Education and Networking if you have any questions. Remember that both the university and the agency have the authority to terminate a placement if guidelines are not followed.

Contacts

The WIL Team or The Academic Team should be your first point of contact for any placement related questions.

The Work Integrated Learning Team

The Work Integrated Learning (WIL) Team consists of WIL Officers and WIL Support Staff in Toowoomba, Ipswich and Springfield. The team is responsible for:
- liaising with agencies and the Academic Team to source and allocate placements
- reviewing and verifying mandatory documents for placement
- notifying students of important deadlines and placement information

The WIL Team can support you with questions or problems you may have when preparing for and attending a professional placement. You can contact iConnect or the WIL Team via online chat through our website, phone, or email.

> Email: support@unisq.edu.au
> Chat: Chat to us
> Phone: (07) 4631 2285

The Academic Team

The Academic Team members associated with field education are listed in the table below. Their roles are to:

- assist students to consider placement options that will best meet their learning needs.
- assist students with performance related concerns, learning and assessment, and professional practice issues surrounding professional placement.
- discuss any non-compliance with mandatory requirements with students.
- address any placement agency notifications relating to performance concerns that are breaches of safety, professional or ethical boundaries.

The Director of Field Education and Networking is located at the Toowoomba Campus but can be contacted by making an appointment either by email or phone.

Position	Email
Director of Field Education and Networking (Social Work and Human Services)	swhsfieldeducation@unisq.edu.au
Program Director (Bachelor of Human Services)	julie.king@unisq.edu.au
Course Coordinators: • HSW2288 Professional Placement 1 • HSW3388 Professional Placement 2 • HSW2299Professional Placement A • HSW3399 Professional Placement B	See StudyDesk sites for Course Coordinator contact details for your enrolled trimester.

Placement Course Specifications

The course specifications provide information on each course approved for the University's teaching program. Download your course specification and become familiar with what you must do if you plan to obtain a passing grade in the course. Students should also ensure they have satisfied the pre-requisite, co-requisite and other requisite requirements for each course. If in doubt, contact the Enrolments Team. Further information about your placement courses can be found in the UniSQ Handbook and on the StudyDesk sites.

Program Placement Requirements

All UniSQ Human Services students are required to complete 500 hours (HSW2288 & HSW3388) or 420 hours (HSW2299 & HSW3399) of professional practice learning across two field education placements during their degree.

Field education seeks to offer students a rich and rewarding learning journey, fostering their professional competence and instilling the confidence needed to enter their chosen field. To achieve this, UniSQ facilitate collaborative field experiences involving students, host organisations, and Field Educators (Industry Supervisors), with a focus on learning outcomes aligned with Community Work Australia (CWA) practice guidelines.

UniSQ Human Services field education courses consist of:
◇ Two 210/250 hour placements supervised by qualified human service professionals, alongside other professionals working in the sector. Please note that these two placements cannot be completed consecutively (e.g. one in Trimester 2 and another in Trimester 3).
◇ Online self-paced integrative modules and content to help connect classroom learning with students' practice on placement.
◇ Completion of an assessment document that includes: a learning agreement; two critical reflections; mid-review and final review placement reports; and timesheets.

Community Work Australia Accreditation Requirements for Placements

The Community Work Australia (formerly known as the Australian Community Workers Association or ACWA) is a professional body that establishes and maintains standards of professional conduct for human services professionals in Australia.

One of its functions is to undertake the professional accreditation of Human Services university courses of study to ensure that they equip entry level Human Services professionals to practice safely and effectively. The requirements that each program must meet are outlined in the Community Work Australia Course Accreditation Guidelines and Practice Guidelines 2024. These are standards can be accessed at https://communitywork.org.au/workers/ethics-and-standards/.

Critical Community Work Australia professional placement requirements are as follows:

✧ Placements must demonstrate a developmental approach to learning and must differentiate between the activities undertaken across each of the placement courses (in other words, each of your placements should not be conducted in the same agency or field of practice).

✧ Placements occur at least one trimester of study apart (i.e., students will have undertaken and successfully completed a trimester of study in between the placement courses, HSW2299 and HSW3399 or HSW2288 and HSW3388) to meet program accreditation requirements.

✧ Placements must be undertaken for a minimum of two full days per week. A full day is considered a 7.5 hour day. No placement day can exceed more than 8 hours a day. Breaks are not included in your accrued hours.

✧ Placements need to be undertaken in different fields of practice and organisations with different client groups (cannot be placed in same agency twice).

✧ The agency supervisor must be degree qualified.in a relevant discipline such as human services, counselling, psychology, or social work, and hold three years of experience, including at least two years of post-qualifying experience. If there is not an agency supervisor available for onsite supervision, then there must be a diploma qualified task supervisor with three years of experience in a community practice role.

✧ The agency supervisor must work on most of the days that the student attends the agency to ensure continuous monitoring of performance and professional progress.

Placement Courses in Bachelor of Human Services*

Course	Pre-requisite	Placement Hours	Credit Points
HSW2299 Professional Placement A*	SWK2010 or CDS2000	210 hours	1
HSW3399 Professional Placement B*	HSW2299	210 hours	1
HSW2288 Professional Placement A	SWK1000 Course Co-requisite SWK2010	250 hours	2
HSW3388 Professional Placement B	HSW2288	250 hours	2

*These courses are in teach-out and only available to select students. Please see your Program Handbooks for details about which apply to you and the recommended enrolment patterns. Offerings are subject to change.

Important Note about Placement Timeframes and Study Periods

Field Education courses are not like the other courses in the Bachelors degrees. While you will enrol into a field education course in a specific trimester period, you will not necessarily start or finish your placement within that trimester period. Your actual placement dates will depend on a number of factors:

• Availability: Placement opportunities arise at different times throughout the year, based on organisations' capacities to take on a student. This means you could start placement at the beginning, middle or at the end of the trimester. Some organisations like Child Safety/Youth Justice only have two intakes per year for their placement opportunities. These intakes are aligned with a two-semester academic calendar, but not the UniSQ trimester academic calendar.

• Submission of Mandatory Requirements: You will not be allocated or permitted to commence placement until you have submitted and/or updated all mandatory requirements for placement. Delaying the completion of these mandatory requirements will delay your placement commencement.

Before you embark on your placement, please consider all your commitments like paid employment, caring responsibilities and other study demands. Balancing your study progression, work and personal life will be essential in successfully navigating your placement.

Definitions of Key Terms

Professional Placement (Field Education): the placement of a student at an agency for the purposes of gaining practical experience in the profession of their study.

Director of Field Education and Networking (Social Work and Human Services): – *May be referred to as Director of Placement or Field Education Coordinator.* The suitably qualified employee of UniSQ who is employed to organise, coordinate, provide leadership and/or supervise professional placement arrangements.

Course Coordinator*:* The academic responsible for teaching and supporting students through the relevant placement course content or theorical components.

Work Integrated Learning (WIL) Officer: The administrative employees of the University who are members of the Work Integrated Learning Team.

Agency/Placement Provider: An organisation that provides structured and supervised professional placements for students for the purposes of enhancing their work readiness.

Field Educator (or onsite Task Field Educator/Industry Supervisor): A suitably qualified community services professional who has been nominated by the agency to supervise the student while undertaking professional placement.

External Field Educator: A suitably qualified employee of the university who may be employed to supervise students while undertaking professional placement. An external field Supervisor is usually employed when the agency does not have a qualified supervisor within agency.

Liaison: A suitably qualified human services professional who is by the university to pay field visits to agencies.

InPlace: Online platform for placement-related information (mandatory documents, placement allocation details, student timesheets), accessed via inplace.usq.edu.au.

Period of Study: Refers to mode of study chosen for the program/course e.g.Trimester etc.

Placement Assessment and Review Tool (PART): The PART is the key document used to monitor and assess student learning, tasks and progress on placement. It is also where supervisors offer feedback on student placement performance. The following are key aspects of the PART:
- ✧ Learning Agreement: The Learning Plan is the document to record student's progression based on the eight Community Work Australia practice guidelines.
- ✧ Critical Reflections: Evidence of student connecting theoretical knowledge to real-life experiences in the placement context.
- ✧ Review: There are mid and end placement reviews of the student performance on placement using the PART

RPL: Recognition of Prior Learning.

WBP: Work-based placement.

WIL: Work Integrated Learning.

Mandatory Document Requirements and Resources

Important Dates

It is important that you plan and prepare for your placements well in advance of the trimester you have enrolled in a placement course. To assist with this, the WIL Team provides an 'Important Dates' document on the Human Services Placement Hub. This document details all the keys dates that need to be adhered to, to ensure your placement allocation and commencement goes smoothly.

Placement Hub

The Human Services Placement Hub is where you will find all the forms, links and information you require to prepare for your placements. It can be found with your other Studydesks or under 'My Courses' on UConnect under 'Other'. Students are expected to access this information upon commencement of study in the program and ensure that they plan their enrolment in placement courses and submission of mandatory documents to enable them to be allocated placement in the nominated study period of enrolment. It is important that you use this site to assist with your organisation, preparation and support your success.

Mandatory Document Information

At UniSQ, ensuring that all students have completed valid documents for their placements is crucial. This process helps maintain the quality and safety of the placements. Submission of fraudulent or misleading documents could result in a misconduct investigation or have serious consequences for your progression in the course. As a student, you are responsible for providing and updating these documents via InPlace before each placement. Failure to do so can result in delays or cancellations of your placement.

These mandatory documents will contain your personal information, including information such as your name, date of birth, contact information or unique identification numbers as well as sensitive personal information including health, vaccination or financial information. The purpose of collecting your personal information is to facilitate your placement and to verify that you meet the necessary requirements for your placement. We are required to collect and hold this information to comply with contractual requirements imposed by placement agencies.

Your personal information will only be accessed by authorised internal staff including the WIL Team, Placement Coordinator and any relevant third parties outside of the University who may also require access to the information such as placement providers. UniSQ will not otherwise use or disclose your mandatory documents, or the personal information contained within them, except where permitted or required by law, or where UniSQ has obtained your consent. We otherwise use, disclose and handle your personal information in accordance with our Privacy Policy and the *Information Privacy Act 2009* (Qld). If you wish to seek access to or correct your personal information, or raise a privacy concern with us, you can contact UniSQ at rti-privacy@unisq.edu.au or on (07) 4631 2686.

Document Submission Process

1. **Initial Preparation:** From the moment you are accepted into the program, start preparing your mandatory documents. Some documents, such as Blue Card or NDIS Card, may take several weeks to complete, so early preparation is essential.
2. **Uploading Documents:** Use the InPlace system to upload and update your documents. This must be done before each placement to ensure you are allocated a placement and permitted to commence.
3. **Monitoring and Deadlines:** The WIL Team closely monitors the submission of mandatory documents. It is recommended to upload your documents as soon as you receive or complete them. This allows the WIL Team to easily view your preparation status.
4. **Meeting Deadlines:** All documents must be provided by the due date listed in the Important Dates document. If you miss the deadline, your placement may be delayed or cancelled, and you might be dropped from the placement course for that study period.
5. **Communication:** If you encounter any issues that prevent you from completing your mandatory documents on time, you must discuss these with WIL Team before the cut-off date.

6. **Document Validity:** Some documents need to be submitted only once before your first placement, while others have an expiry date and need to be updated throughout your studies. Plan ahead to ensure that any expiring documents are updated by the due dates.
7. **Placement Hub:** Refer to the Human Services Placement Hub for a discipline-specific list of mandatory documents and additional information on how to complete these requirements. If you have any questions, contact the WIL Team for assistance.

By following these steps and staying proactive about your document submissions, you can ensure a smooth and successful placement experience. Remember, the WIL Team is there to support you, so don't hesitate to reach out if you need help.

InPlace – UniSQ Placement Management System

InPlace is the cloud-based placement system used by UniSQ to electronically allocate and manage professional field education placements. Once you enrol in your first-year courses in the program, an InPlace file is created for you in the system overnight refresh. You can then log in using the above link and your UniSQ log in and password. InPlace can also be accessed via a link on the Human Services Placement Hub.

InPlace is where:

❖ All of your mandatory documents must be uploaded for verification.
❖ You complete your pre-placement form (instructions for this available on Placement Hub on Studydesk)
❖ Placement confirmation/allocation details will be released.
❖ Your placement status will be seen as 'confirmed' on InPlace. *This status is not linked to your grades or graduation eligibility so you will not be affected if it is not updated as soon as you complete the placement.*

There is a 10 minute **video** and written instructions about how to navigate InPlace available on the Placement Hub. These will inform you how to upload your documents, how to submit preferences and access important information.

InPlace Tips –

❖ **Document Verification**: Once you upload your documents on the 'My Details' page, InPlace will notify the WIL Team to review and verify they are correct
❖ **Follow-Up**: Check back a couple of days later to see if your documents have been verified or read the comments on your To-Do list to understand why they were rejected.
❖ **Document Expiry**: Regularly check the details page of your InPlace file to find out when your documents will expire. Ensure they are kept current for all your placements. The 'traffic light' system only alerts you when a document is very close to expiring.
❖ **Browser Compatibility**: InPlace works best with Google Chrome and Mozilla Firefox.
❖ **Placement Release**: If your placement is not released or has been hidden, you may need to update one or more mandatory documents. Student should not attend placement until the details are confirmed and released on InPlace.

Placement Eligibility

For students to be eligible to attend placement they must:

- meet the program's inherent requirements.
- pass any pre-requisite courses for the placement course/s.
- enroll in the placement course.
- provide all mandatory documents within the specified timeframes.
- be allocated a confirmed placement via InPlace.
- prepare for orientation and first day arrangements.
- provide any additional specific requirements requested by the placement agency within the specific timeframes.

Pre-requisite Course and Enrolments

Prior to enrolling in placement courses, students need to read the course specifications to be aware of the placement requirements which are set by the University and/or accrediting body. Placement courses cannot be conducted in consecutive trimesters; therefore students need to have at least a trimester of study between their first and second placement subjects. Following the recommended enrolment pattern for the program will assist students in ensuring that all the pre-requisites are met and the timing of placements meets requirements.

To attend or remain on placement, students must have met all academic pre-requisite requirements for the placement course. Incomplete results for theory courses are not considered to have met the pre-requisite requirements. However, in some disciplines, students may be able to commence placement with an incomplete result for a pre-requisite placement course. If students receive a fail grade for a pre-requisite course and have already commenced placement, they will be asked to stop placement. In this situation, any completed hours will not be counted towards the placement.

Late enrolments or not submitting mandatory documents in time may make it impossible to source or allocate a placement in the enrolled period of study timeframe.

If you have questions about your course progression or pre-requisites for a placement course according to UniSQ Pre-Requisite procedures, please contact iConnect or the UniSQ Enrolments Team.

Recognition of Prior Learning

At UniSQ, we want to help you on your journey at university and recognising your prior learning and work experience is just one way we can do that. Recognition of prior learning is a process that assesses formal and informal learning and work experience in the field to determine the extent to which an individual has achieved the required learning outcomes, competency outcomes or standards to warrant exemption from a particular course.

Students may not use a previous placement experience as credit for a first placement. The Recognition of Prior Learning (RPL) assessment process requires appropriate evidence and documentation that aligns with Community Work Australia requirements. Only one placement can be work-based. If RPL has been granted for the first placement unit, students are not eligible for a work-based placement for their second/final placement unit. This is so that placements can uphold the Community Work Australia requirement for the variety of settings of practice experience.

Guidelines are provided in Appendix B for students applying for RPL for field placements.

Inherent Requirements

UniSQ is required to ensure that a student has the capacity to perform the functional requirements of the course and can behave safely and ethically in their placement. The Work Integrated Learning team works closely with the Director of Field Education and Networking to manage the processes associated with the administration of placements.

Students must be aware of the inherent requirements to undertake the human services degrees. Information on the inherent requirements specific to your program of study can be accessed in the UniSQ Handbook, or students are able to request an appointment to discuss this with their degree's Program Director. Please ensure you read and understand the inherent requirements before enrolling in a placement course. For further information contact our Accessibility and Disability Support Team.

Fitness for Placement

If you are aware of any chronic or acute injury, illness or condition that may affect you during your placement, or any other factor that may impact your capacity to practice the profession or engage in placement, please contact the WIL Team and/or the Director of Field Education and Networking prior to placement allocation and as early in the program as possible. It is likely that you will be asked to provide a Fitness for Practice certificate (signed by a medical practitioner) prior to commencing a placement. If you require workplace adjustments, you will need to provide information and recommendations by your medical and/or treating practitioners.

Concerns regarding fitness to practice may arise due to, but not limited to the following:

- ◈ A health condition or disability – (chronic or transient) that is likely to affect your capacity to undertake placement or practice in the profession.
- ◈ Inability to meet, or disregard for, the compliance requirements of UniSQ, the placement agency or of the broader profession.
- ◈ Failure to satisfactorily complete the pre-requisite courses for the placement course/s.
- ◈ Conduct and/or performance that is inconsistent with acceptable standards for the human services profession.

Sometimes your personal situation (e.g. family, financial, legal etc.) or health could change over the duration of your studies. This can impact on whether you are still able to meet the program conditions. If your situation does change, please notify your Program Director to discuss whether you are 'fit for placement'. Any information you provide will be treated with discretion. You can also seek confidential advice and guidance from the Accessibility and Disability Support team via disabilitysupport@unisq.edu.au.

Impairments and Criminal Charges (Unsuitability to hold general registration)

If you have an impairment or a criminal charge listed against you on your National Police Check, you may not be eligible for a placement.

An 'impairment' is defined under the Health Practitioner Regulation National Law, as a

- ◈ physical or mental impairment,
- ◈ disability,
- ◈ condition or disorder (including substance abuse or dependence),

that detrimentally affects or is likely to detrimentally affect capacity to safely practice the profession or a student's capacity to undertake professional training as part of the approved program of study in which the student is enrolled or as arranged by an education provider.

National Boards may place conditions on your registration to ensure that you are able to practice safely if an impairment or criminal history is applicable to you. If you do have a severe impairment or criminal history, you should check with Community Work Australia if you will be eligible for registration on completion of your program.

UniSQ is committed to making reasonable adjustments to enable students to participate in their degree. Reasonable adjustments must not fundamentally change the nature of the inherent requirement of the role.

If you have a concern related to your health or disability that could impair your ability to do a placement, please contact the Accessibility and Disability Support office. There are times when it may be necessary for the University to share this information with an agency for them to confirm whether they are able to provide a suitable placement for you. In these instances, we will work with you and any information you provide or that is released to a placement provider will be treated with discretion and in line with the privacy policy of the University.

Reasonable Placement Adjustments for Academic Progression

Any student with a disability who may require alternative academic arrangements in the program and/or specific arrangements for placement is encouraged to seek advice from the WIL Team or the Director of Field Education and Networking. If a Learning Support Plan has already been devised, it may need review in relation to placement requirements and further consultation with the Program Director and/or Academic Team. Please note that all adjustments are made as per the UniSQ Students with a Disability Policy and Procedure. You can review the document here.

Before Placement Allocations are available

Pre-Placement Form

Placement students need to complete the Human Services Pre-placement Form as the information assists the WIL team with placement planning and allocation. This form is to be submitted electronically via InPlace as part of the mandatory documents and compliance process. This must be submitted, with your resume by the due dates set out in the Important Dates document in the period of study preceding the commencement of placement.

Pregnancy

If you become pregnant during your study, you may need to adjust your enrolment plan or placement timeframe. You are discouraged from commencing a placement for 6 weeks either side of your estimated due date. If you are enrolled in a placement course in the trimester when you are due to give birth, you must notify the WIL Team as soon as possible so you can be placed at a suitable agency in an appropriate timeframe. Please notify them via email including a letter from your doctor with your estimated due date and confirmation of your fitness to complete placement while pregnant. You will also need to provide confirmation of fitness for placement if you wish to commence placement at 6 weeks post-partum.

If you are planning a pregnancy, ensure you have any required immunisations before you become pregnant. If you are already pregnant and have not been immunised or do not have immunity, you may not be able to receive some vaccinations or will need to wait until later in your pregnancy before some immunisation can be administered. Please contact with the WIL Team to discuss your situation and your capacity to attend placement.

Conflict of Interest

You must notify the WIL Office and the Director of Field Education and Networking of any real, perceived, or potential conflict of interest (COI), which includes being allocated to a site:

- where you currently work;
- where you currently work and the only suitably qualified field educator available is your current colleague or superior;
- where you have a previous or current relationship with the field educator;
- where you have had a previous relationship with the agency as a previous or current service user.

You are also required to disclose any conflict of interest that may arise in relation to successfully undertaking or completing the practical requirements of the degree program. This may include, but is not limited to, any financial dealings or interests, participation in organisations, political parties or religious groups, which may influence professional or academic decisions. You can provide COI information via your InPlace profile.

Working While on Placement

Due to professional and ethical responsibility, you are expected to be well rested and well prepared for placement. Working full or part time hours while on placement may be placing yourself at risk under work health and safety legislation and you may need to consider taking leave from work to achieve placement requirements.

Rural and Remote Placements

UniSQ has a strong commitment to attracting and supporting students from regional, rural and remote Australia. There is opportunity to nurture place-based non-urban placement opportunities. Students can indicate their preference for rural, regional and remote placement when starting the placement allocation process with the WIL team. UniSQ supports students as much as is possible to complete placements in agencies in their geographical location, so long as the Community Work Australia requirements can be met.

Placement Allocation Process

To maximise the benefits of field education experience, UniSQ has established processes that ensure consistent governance of professional activities and quality learning outcomes applicable to professionals (Appendix A: Placement Allocation Process Flowchart).

Pre-placement planning involves multiple stages of communication with students, and agencies offering placements starting well before the trimester begins. All students are required to complete placements across several sites or fields of practice to gain a breadth of experience. If you work in an agency, you must advise the WIL Team via InPlace as soon as possible as this may impact your placement allocation.

Students will be allocated a placement based on several specific criteria including, but not limited to:

- ◇ Mandatory document submission status
- ◇ Accessibility to appropriate agencies
- ◇ Availability of appropriate tasks and learning opportunities in the agency
- ◇ Student learning needs and capabilities
- ◇ Student area of practice interest
- ◇ Geographical location and transportation
- ◇ Performance at pre-allocation interview (if required by the agency or Field Educator)
- ◇ Specific agency requirements
- ◇ Community Work Australia guidelines for Field Education
- ◇ Supervision requirements in the case of the final placement, diversity from the student's previous placement

Students may indicate their interest in a field of practice or a specific agency, but they need to be open to all placement opportunities, even those outside their preferences. The academic team will work with students to identify their learning needs from each placement. It is important for students to remember that the Bachelor of Human Services is a generalist degree, equipping them with transferrable skills to work in any entry area of human services practice at graduation. While students may be placed in an area of interest they have specified, UniSQ's main objective is to allocate students two placements as per the Community Work Australia specifications, for them to graduate with an accredited degree. Due to the number of students undertaking placement across our degrees and campuses, it is impossible to satisfy every student placement preference.

Early enrolment in placement courses and submission of all mandatory documents enables the WIL team to commence the placement matching processes prior to your nominated study period of enrolment. Please note that many of UniSQ's community sector partners have specific processes and deadlines regarding student placement opportunities, and students who do not submit all their mandatory documents prior to these deadlines, will miss out on these opportunities. More information about various opportunities can be found on the Placement Hub so please use this site to support your success.

Placement opportunities are sourced by the WIL Team with the support of the Director of Field Education and Networking **Students are not permitted to find or arrange their own placements.** UniSQ supports many placement relationships and have established agreements and contracts with agencies that provide quality learning opportunities as per the Community Work Australia's Course Accreditation Guidelines and Australian Community Practice Guidelines. If students are aware of a placement opportunity within an agency or have placement site suggestions, they can provide this information to the WIL Team via email, and appropriate procedures will be then followed. **You are not permitted to contact a site unless you receive written approval from the Director of Field Education and Networking or WIL Officer to do so.**

Local placements are defined as within a one-hour drive of your address provided on InPlace (as per Google maps) or your preferred region. This does not guarantee placement within this radius as facilities have limited capacity. Please be aware that you may be required to travel longer distances than this to attend placement.

Placements are released to students on InPlace once all mandatory compliance has been verified. Once your placement has been confirmed, you will be able to see the details of the placement allocation.

Placement Allocation Communication

All email communication between UniSQ and agency staff should be conducted via your UniSQ email account. It is a student's responsibility to check their emails, StudyDesk and InPlace to ensure they are up to date on the placement allocation process and meet their responsibilities in a timely manner. Students may send their queries through to WIL@unisq.edu.au.

Pre-placement Interviews

Some facilities may wish to interview you prior to agreeing to take you for placement. The WIL Officer will provide you with an appointment date and time, or the agency will contact you directly to discuss a suitable time. You may also be asked to contact the agency directly to arrange an interview time.

In preparation for the interview, you are expected to research the agency and its role in the community and consider how you can contribute to the agency during your placement. You must also present yourself in a professional manner for the interview.

Students must inform the WIL Officer about the outcome of the interview through WIL@unisq.edu.au.

The purpose of a pre-placement interview encompasses the following:
- To convey to the Field Educator that students are serious about their placement, are interested in the work of the agency and that they have thought about how to best engage with the agency and areas for learning.
- For the Field Educator to introduce themselves to the student. This can include sharing professional background and reasons that have led the student to choose human services as their program of study.
- To gain an understanding of the work of the agency, potential learning opportunities, and activities students will be involved in.
- Identifying any questions students wish to ask the potential Field Educator, which might include how the Field Educator plans to support the student to develop culturally responsive practice in line with the Community Work Australia Practice Guidelines.
- To clarify agency and student expectations about placements including supervision, placement practicalities and student learning goals.

Interview Readiness

Through 'Big Interview' (UniSQ's interview resource portal) you are able to record yourself responding to an interview question and share it with the UniSQ Career Education team for feedback. Use your UniSQ email address to register for an account to gain free access to Big Interview. You can also refer to the Application and Interview Support website for more information.

Placement Agreement

UniSQ must have an agreement in place with all facilities where students complete placement. It is the WIL Team's responsibility to ensure this is completed prior to the commencement of any placements. Should an agreement need to be established for your placement, you will be informed of its completion and your starting date for placement via your UniSQ email account once finalised.

Placement at Current Place of Employment (Work-based Placements)

It may be possible for students to complete one placement in their workplace but there are strict guidelines outlined by Community Work Australia accreditation requirements that must be met. Before such an arrangement is considered, students should discuss the possibility with WIL who will liaise with the Field Education.

The Director of Field Education and Networking will assess each application. Further, the employer must agree to these conditions and that the student role will be protected from their normal work commitments. A work-based placement can be paid or unpaid, as negotiated by the student and their employer, and UniSQ informed in the student application for a work-based placement.

Refer to Appendix C - Work Based Placement Guidelines for advice on applying for placements at your place of work.

Where an Agency Declines a Student

Field agencies have discretion to decline students whom they deem unsuitable based on their presentation and/or capacity and/or demonstrated ability. In this situation, assessment will be made by WIL and the Director of Field Education and Networking in conjunction to determine the appropriate course of action.

Based on this assessment, a second placement opportunity can be arranged if an agency has declined the first placement. Should the student be unsuccessful at a second placement interview, the Director of Field Education and Networking will work with the student regarding the potential barriers to placement. Please be aware that depending in circumstances, student's may be withdrawn and asked re-enrol in the placement course in the next available trimester.

Declining a Placement

A student is not able to decline a reasonable placement offer unless there is a Conflict of Interest (COI) or circumstances that align with the Special Circumstances Procedure. Students are encouraged to discuss their reasons with the Director of Field Education and Networking or WIL Team. Pending the outcome of the discussion, the student may be provided with another placement opportunity. This placement may, however, be delayed to later in the trimester or the next trimester.

If a student declines a second placement, this may result in the student not being able to undertake placement that year or advised to withdraw and re-enrol in the placement course in the next available trimester. A meeting between the student, Program Director and/or Director of Field Education and Networking may be convened to assist the student to modify their program progression.

After Placement Allocations are Available

Student Responsibilities

All aspects of the placement apart from organising the placement, is **YOUR** responsibility. This includes:

- ✧ arranging child-minding.
- ✧ organising and paying for any costs associated with parking, travel and accommodation.
- ✧ rearranging private work commitments, as placement is a priority.
- ✧ submitting bursary or other funding requests if required.

Accommodation and Travel Expectations

It is the student's responsibility to source and fund any accommodation required. If you are allocated a placement that requires accommodation or travel, there are opportunities to apply for funding to assist (see below).

Students are responsible for their own travel costs in getting to and from their placement. Public transport may be available to travel to your placement location, but students must check this before making placement requests. Students are encouraged to consider the capacity of their car to travel long distances and their confidence in driving to remote locations.

Scholarships and Bursaries

UniSQ offer a wide range of scholarships to assist with textbook, practical experience, accommodation, or living expenses. Some scholarships will be one-off payments, while others will continue for the length of your degree. Placement bursaries are also available to assist students who are undertaking their placement in rural or remote areas or away from where they usually reside and the associated costs.

Please refer to the [UniSQ Scholarships website](#) for more information about available scholarships, bursaries and the eligibility criteria.

Orientation Information

You are required to contact the Agency Field Educator(s) prior to the commencement of placement to ensure that they are fully informed of the requirements and expectations of your placement. This is your opportunity to confirm the following details:

- ✧ Placement date - start and finish.
- ✧ Placement physical address, Field Educator name and contact details.
- ✧ Time and place of initial meeting at the start of placement.
- ✧ Additional pre-placement paperwork or reading requirements.
- ✧ Placement schedule - days, start and finish times, allocated break times *(this may be discussed on the first day of placement).*
- ✧ Expected exposure, duties, and responsibilities *(this can also be discussed on the first day of placement).*
- ✧ Any special dress code relevant to the placement site.
- ✧ Confirmation that the Placement Field Educator(s) will complete evaluation and feedback sections of your PART, which is shared with the student, Liaison, Course Coordinator and/or Director of Field Education and Networking.

Attending Placement

Attendance Expectations

You are expected to attend 100% of their placement at the agreed times and in accordance with the agency's operating hours, which may include negotiated evening or weekend hours in some circumstances Students must make sure that an agency staff member knows where they are going when they leave agency premises during set working hours.

Students are exempt from attending placement on regular public holidays, weekends (except where this is a norm) and other times when the Agency is officially closed.

Placement takes priority over other work commitments. Please notify you employer well in advance to ensure your employment does not interfere with your placement. Should you need to work for financial reasons while on placement it is your responsibility to manage the assigned placement roster and any associated fatigue issues so that you do not put yourself (and/or patients) health at risk.

Hours for Attendance at Placement

To meet accreditation requirements, human services students must attend placement for a minimum of 2 days or 15 hours per week. Minimum hours for a standard placement day are 7 hours and 30 minutes.

Most students attend the placement setting two days a week, typically from Monday to Friday. Special placement days/hours arrangements may be negotiated if a student has exceptional circumstances. This will need to be communicated to the WIL Team via the Pre-Placement form and approved by the Director of Field Education and Networking prior to the placement allocation. If the days of attendance need to be re-negotiated after the commencement of the placement, students will need to discuss this with their Field Educator and communicate with the WIL's Team.

Part time placements may be available but requires careful consideration around identifying an appropriate agency where an experienced social work field educator has agreed to a part-time placement. Note: Many agencies will not want to take a part time student due to the type of work and the length of time the student would need to be on placement with the agency. If successfully appointed a part time placement, depending on the agency's availability and requirements, students may need to be available for a 2-week full time block at the beginning of the placement to complete any orientation requirements.

Logbooks

Students must complete accurate, daily logbooks in InPlace which are signed off by the Field Educator/s and available to the Field Liaison at each contact. Additional information can be found in the InPlace Guide available on the Placement Hub.

Requesting a Rostered Shift Change

If you have extenuating circumstances and need to re-negotiate placement days and times after the commencement of your placement, you can discuss any changes directly with your Field Educator. If your placement is extended as result of the agreed arrangement, you will need to notify to WIL Team via WIL@unisq.edu.au.

Agency Requests that you Change your Placement Schedule

In some instances, the agency may request you change the days or times you attend placement. The reasons may be due to Workplace Health and Safety and/staff skill mix requirements. If a staff member requests you to change, you are obligated to comply with the request unless reasonable negotiate has taken place and an agreement met.

Reasonable Work Hours

The placement experience is intended to reflect the reality of the agency workplace and students will attend the typical work hours for the placement agency. In general, students will attend a minimum of a 7 hour and 30-minute workday. These may vary in different agency settings, where some require weekend or evening work as part of placement.

Visits to other agencies, home visits or other work-related tasks outside the agency are considered legitimate placement time. Students can count extended hours, or they may be able to take those extra hours as leave at the discretion of the Field Educator. If the student or Field Educator needs guidance, they should contact the Field Liaison in the first instance, and further advice from the WIL team and/or Director of Field Education and Networking if required.

It is important students understand the nature of the hours required by the placement prior to commencing placement. This involves careful planning and preparation around start and finish dates. Students should not undertake more than 35 hours per week. Accumulating time in lieu is not encouraged as students need to have a work/life balance for their own wellbeing and cannot be used to shorten the placement by more than a week. Breaks are not included in placement hours accrued (e.g. lunch breaks).

Absence While on Placement

Absences are only accepted due to illness or extenuating personal circumstances. If you are absent during a placement, you must follow the agency absence policy and procedures, and inform your Field Educator and other relevant staff members immediately.

- ✦ If a student is absent from placement for three days or more, a medical certificate or statutory declaration (whichever is appropriate) must be provided to the WIL Team, **within 10 working days of the absence**.
- ✦ Your field educator may also want a copy of this medical certificate and/or statutory declaration for their records. Extended leave may require the placement to be extended and this needs to be negotiated and approved by the agency and/or field educator.
- ✦ Except in extenuating circumstances (and at the discretion of the Placement Course Coordinator), failure to meet the above conditions will result in the award of a **Fail-Not Participate grade**.

Make Up Hours/Days

Where you have not completed the required number of placement hours for the course, make-up hours will be necessary. Students are expected to make every effort to attend their placement, and any make up days in the timeframe offered.

Public Holidays

Students are **not** permitted to work a public holiday if your field educator is **not** working on that day, and there is not adequate support or supervision within the workplace.

Student Initiated Placement Withdrawal

If you wish to withdraw from a placement due to exceptional circumstances, it is recommended that you obtain formal confirmation from the WIL Team before taking any action as consultation with the Field Educator and Director of Field Education and Networking may be required to assess the appropriate academic action or reasonable adjustment. Withdrawal without prior confirmation may result in a Fail grade for the course.

Please be aware academic or financial penalties may apply depending on when in the study period you withdraw from placement.

Agency or Field Educator Initiated Placement Withdrawal

Agencies may request termination of a student's placement due to changes in their capacity, availability or operational reasons such as lack of appropriate work experiences, staff changes or sickness/ill health of the Field Educator.

An Agency and/or a Field Educator may also request withdrawal if a student:

- consistently performs unsatisfactorily with appropriate supervision.
- performs in a manner detrimental to the professional experience of other students.
- breaches the legal, ethical or professional codes of the organisation providing the placement.
- demonstrates gross negligence in the performance of an assigned duty.
- behaves in a manner deemed to constitute misconduct or gross misconduct.
- fails to disclose information prior to commencing placement that impacts on their ability to meet duty of care requirements to themselves and agency clients or staff.

Placement Termination and Failing Placement

Placement can be **terminated** if the agency cannot continue to accommodate a student or deliver the placement as per its agreement with UniSQ. If the placement is terminated for reasons unrelated to student performance, and before all required placement hours have been completed, every reasonable effort will be made to re-allocate the student in a timely manner, however it may lead to a delay in course or program completion.

If you cancel or do not arrive at an allocated placement with no explanation or appropriate evidence, you will receive either an "FNP" fail grade or be dropped from the course and have to re-enrol in a future trimester. Students will not be re-allocated a placement in the same semester without appropriate evidence or explanation.

Other Reasons for Failing a Placement Course

The below reasons include but a are not limited to:

- Failure to upload current mandatory documents on InPlace by the prescribed deadline and subsequently fail to meet pre-placement requirements, and cannot be allocated to a placement;
- Withdrawal from a placement without providing appropriate documentation or evidence. Non-attendance at placement without supporting evidence or explanation is considered withdrawal from the placement. (E.g. student fails to inform the Director of Field Education and Networking and WIL Team of any injury or illness which renders the student unable to attend placement for a considerable timeframe, and then results in the student being unable to complete required hours within allocated timeframe. To avoid this, you must inform the WIL Team, provide a medical certificate, and request an extension for the timeframe that the student is medically unfit to attend placement);
- Lack of progress and learning or unsatisfactory performance following supervisor feedback;
- Breach of UniSQ or accrediting body Codes of Conduct, relevant laws or workplace procedures, and/or behaves in an unprofessional manner, or acts outside scope of practice, or participates in behaviours that may actually or potentially cause injury to self or others, or participates in any conduct or behaviour that could reasonably be interpreted as harassment, discriminatory, offensive, or unreasonably embarrassing to others;
- Failure to complete all placement-related assessments and paperwork within the prescribed timeframe.

There are four possible outcomes for students at risk of failing a placement:

- The placement may be extended for a period that will give the student the opportunity to demonstrate the learning that needs to occur.
- The student may be withdrawn and placed in another agency that can provide the required learning and support.
- The student may be required to take a break from the placement to provide the time for student/Field Educator to address the issues that are impeding the learning.
- A decision is made to terminate the placement and fail the student.

Reasonable Adjustments to Allocated Placements

Extensions to placement dates, or other requests for flexible arrangements, must be discussed with, and approved by, the Director of Field Education and Networking If your circumstances change while on placement, you must also notify the Director of Field Education and Networking as soon as possible, so a suitable plan of action can be discussed.

Placement allocation changes will only be considered if the Director of Field Education and Networking deem it necessary to re-allocate the student for a valid reason.

Appeal Processes

UniSQ has an established Appeals process which can offer students' the ability to appeal a failure grade for placement. Students will need to provide evidence to support their claim so the learning plan and Placement Assessment and Review Tool (PART) can be useful resources. Students can appeal if their application is unsuccessful and can refer to the following appeals information:

- Feedback, Complaints and Grievance Resolution (UniSQ website)
- Student Grievance Resolution Policy
- Student Grievance Resolution Procedure
- Student Appeals Procedure

Teaching and Learning on Placement

Integrative Online Modules, Drop-In Sessions and Peer Practice Groups

There are nine online self-paced modules offered in both first and final field education courses and participation is compulsory for all students. These modules are considered part of the placement learning and 9 hours are allocated for students to complete them. Students complete their timesheets in the ordinary way, indicating hours spent doing the modules.

The online modules are structured so students undertake specific learning activities, such as critical reflections and connecting theory with their experiences on placement. For more information about these modules, please consult the Studydesk site. The Course Coordinator will also advise of drop-in sessions, which are optional to attend. These sessions provide opportunity for students to ask questions and seek direct learning support relating to placement learning and assessment requirements.

Peer Practice Groups are an additional learning activity that students can opt to engage in. Please consult the Studydesk site for assistance around the formation of these groups.

Peer Practice Groups provides students an opportunity to engage in peer supervision to:

- ◇ Share placement learning and experiences,
- ◇ Gain support, advice and insight from peers,
- ◇ Troubleshoot difficulties on placement,
- ◇ Feel less isolated while on the placement learning journey.

Time spent participating in peer practice groups will contribute to the overall placement hour total. Students complete their timesheets in the ordinary way, indicating hours spend participating in the peer practice group. Students will need to directly communicate and negotiate with their Field.

Educator their attendance of peer practice groups, so that it doesn't impact other pre-planned agency-based learning activities.

Constructing a Learning Plan for Placement

The field education courses are progressive throughout the placement; adopting a model of continuous assessment using a learning plan that maps and assesses the agreed student progress at various points. The focus is on the personal learning needs of the student; the learning tasks required by the Community Work Australia and the University; and the learning requirements of the agency where the student is placed. HSW2288/HSW2299 and HSW3388/3399 course specifications provide more details of the requirements for each placement (available online).

Both placement courses are graded as either a pass or fail. The template for the learning plan, the Placement Assessment Review Tool (the PART) will be available via the StudyDesk site for the course and provided to all students prior to placement.

Differences Between Field Placement 1 and Field Placement 2

The learning objectives for first and final placement differ as the expectations for students' demonstration of the attainment of their learning are different. The course specifications describe what is expected at each year level but generally:

- ◇ A first-year student will demonstrate beginning knowledge and skills and,
- ◇ A final year student will demonstrate a level of competence commensurate with the standards of a graduate practitioner across a range of settings.

Information For Use of Student Portfolio

Students will be encouraged to maintain a portfolio that documents evidence of their work, including journaling, diaries, reflections, case studies, presentations, project work, literature reviews, assessment pieces and importantly, the emerging practice framework. There are numerous activities and assessments throughout the human services degrees that involves students locating their materials in their portfolio. The pre-workshop placement will re- examine portfolios.

Students can share and show their portfolio contents with their Field Educator and Field Liaison. The portfolio will be very helpful when completing the mid and final placement learning plan reviews. The portfolio is not given an individual mark but will be considered in the final assessment process and can be very helpful if there are any questions about students' satisfactory attainment of learning. For students close to graduation, the e-portfolio houses documentation of their journey through their human services degree and importantly the final version of their practice framework; this is therefore of considerable utility for securement of employment interviews.

Professional Support

Your health and wellbeing is important to us at UniSQ. If you require personal support, you can engage in UniSQ's free, confidential and professional counselling and wellbeing services. An appointment can be made by phoning +61 7 4631 2372, or booked online, or by sending an email to supportforlearning@unisq.edu.au

Support for International Students – UniSQ International
Support for First Nations Students – College for First Nations

Please note, this is not a crisis service and is only open from 8:00 am- 4:00 pm AEST Monday to Friday. If you require more urgent or immediate support, the free services listed below can provide support 24 hours a day, 7 days a week:

- Lifeline - 13 11 34
- Suicide Call Back Service - 1300 659 467
- Mental Health Access Line- 1300 642 255
- **Emergency medical treatment – 000**

If you require support at any of stage of your study, you can access Student support services for counselling and wellbeing via UConnect for *confidential* support including emergency contact details.

There are several policies to ensure that students get proper support and perform their placements upholding university's reputation. These are as follows:

Equity in Education Policy and Procedure
Harassment and Discrimination Complaint Resolution for Students Policy and Procedure
Student Code of Conduct Policy
Student General Misconduct Procedure
Assessment of Compassionate and Compelling Circumstances Procedure
Students with a Disability Policy and Procedure

Insurance, Emergencies and Risk Management

In the event that an adverse incident or injury occurs while you are on placement, please comply with the agency's Work Health & Safety (WH&S) policies. You must also review the information found on SafeTrak and complete the relevant incident or hazard report. Please refer to the 'Reporting an Incident' section below.

Insurance Information While on Placement

For insurance purposes, placement activities refer to the compulsory aspect of your course/ program where a practical experience provider provides you the facilities or opportunities, to engage in practical work experience, research or training. If you are undertaking a placement through UniSQ, you will be covered by the following types of insurance (as applicable):

- ✧ Public liability
- ✧ Professional Indemnity
- ✧ Medical malpractice
- ✧ Student Personal Accident

To qualify for UniSQ's insurance coverage you must:

1. Be an enrolled student while on Placement; and
2. Comply with the Professional Experience Guidelines (as applicable to your School). This includes having submitted all mandatory documentation, which is verified by the University; and
3. The Placement activity has been approved by your School. You can find out more about whether your placement is approved by checking InPlace; and
4. You must not be receiving any payment or other form of remuneration in relation to the placement activity (other than expense reimbursement or expense allowance e.g. bursaries or grants). If you are going to be remunerated for your placement, please contact the University for insurance options.

Coverage provided by each insurance policy is subject to the respective policy's terms and conditions.

Insurance Information for Student Placement

Please note that your personal belongings and motor vehicle will not be covered by the university's insurance policies. Students are advised to ensure their vehicle is registered and comprehensively insured to cover damages to their own vehicle or personal injury or property damage to a third party in the event of an accident.

Injury While on Placement

If you are injured or become unwell on placement it may be determined that an Emergency Department consultation is necessary. Should you find yourself injured, please follow the below steps:

1. Contact or advise the Agency Supervisor as they will likely have internal protocols that need to be followed
2. Contact the WIL Team immediately via (07) 4631 2359 and email the Director of Field Education and Networking
3. You may be offered the choice to be transferred to either a public or private ED via QAS
4. You are encouraged to attend the public hospital ED where there are no costs involved for consults, investigations and treatments
5. If you choose to stay in the private hospital ED, the University will **not** be responsible for any costs incurred for consults and treatment
6. If you choose to stay in the private hospital ED due to an acute illness, the University will **NOT** pay for the initial consult, and will **NOT** be responsible for any costs incurred for investigations, further consults and treatment
7. In this instance of leaving the hospital, the University will **not** be responsible for any costs incurred for consults and treatment

Please ensure you follow any treatment recommendations and visit with your GP if required.

Use of Vehicles while on Placement

In accordance with the university's insurance policy, students should not drive vehicles belonging to the placement organisation; students should only travel in vehicles belonging to the organisation as passengers and must be accompanied by an agency employee/supervisor during any trips made in motor vehicles. Should the need arise and if authorised by the placement agency and UniSQ to drive the agency's vehicle, the student must be familiar with and adhere to the agency's motor vehicle policy prior to operation.

It is important to check the details of the insurance policy of your placement agency if you are requested to drive their vehicles to ensure coverage for any damages or in the event of an accident. The university's motor vehicle policy only covers university vehicles e.g. pool and salary packaged vehicles. It does not extend to third-party vehicles or personal vehicles, even if used in the course of a university approved activity.

Risk Management

We all have a responsibility to be aware of risk in the workplace. As you take part in the placement program, it is essential that you are aware of the hazards that could occur during placement. You have an obligation to protect yourself and minimise any potential incident from an identified hazard. Below are some common hazards that you might encounter and some strategies to minimise the associated risk. If at any time on a placement you feel unsafe or uncomfortable with a possible or actual risk, you must notify the Director of Field Education and Networking.

Student Travel

Travel Arrangements and Insurance: Students are responsible for arranging their own travel to and from placements, including any necessary insurance for private motor vehicles. If using a private vehicle, students do so at their own risk and expense. Please ensure your vehicle is comprehensively insured, as Compulsory Third Party (CTP) insurance does not cover third-party property damage. Student must also adhere to university procedures, including the Travel Procedure, the Motor Vehicles and Travel Fatigue Procedure and the Incident and Hazard Reporting and Investigation Procedure.

Travel to Rural or Remote Placements: Traveling to rural or remote placements can be tiring. The Queensland Government recommends taking breaks every two hours and limiting driving to 8-10 hours per day. Plan your rest stops and check StudyDesk or forums for potential travel companions. Ensure your vehicle is safe for long distances, keep the fuel tank filled, or ensure your EV is charged and you have researched charging locations. Have a roadside assistance policy and keep your mobile phone charged. Ensure you have planned your route in advance and are aware of the distances between towns. Inform someone of your whereabouts when traveling to remote locations.

Safe Driving Practices: It is important that you practice safe driving. Consult your General Practitioner if you are on prescribed medications to ensure it is safe to drive. Park in designated areas and follow the agency's security conditions when leaving after hours.

Paid Employment During Placements

The university understands the need for students to work to support themselves financially. You must consider **fatigue policies** when completing a placement and also having paid work. Your placement takes priority over other work commitments. Please give your employer plenty of notice so work does not impact on your ability to attend your placement.

To make sure you comply with the fatigue policies in many agencies you must balance your paid work and placement hours. Students are encouraged to find alternatives to attending placement while working full time. It is vital for your safety that you also consider the possible impacts of completing an out of university paid shift and then a placement shift **directly after** (for example, students should not finish a night shift as a support worker and then attend a morning shift as a student in an agency).

If there are concerns about the impacts of fatigue on a student on placement, a WIL Officer and/or the Director of Field Education and Networking may decline to place students or implement fatigue management processes for students to ensure the safety of the student and other members of the community.

If you have questions or concerns about this, please contact the WIL Team for clarification.

Extenuating Circumstances or Disaster Management Processes

Students are allocated placements across a variety of settings. If a serious situation arises that results in an agency activating their disaster management plan, it is vital that **students follow the lead of the Field Educator or staff** within the agency. These events might include utilities failure, flood, fire, agency closure, codes for violent behaviours or any other significant event.

If at any time while on placement you feel unsafe or are not comfortable with a potential or actual risk, you must **notify the Director of Field Education and Networking.** If this event occurs after hours, then use the after-hours number.

Bullying, Discrimination, Harassment and Sexual Misconduct Concerns

Most students have a positive experience on placement, though occasionally situations arise that can cause concern. If you believe you are experiencing bullying, discrimination, harassment or sexual misconduct while on placement, refer to Student Discrimination, Bullying, Harassment and Sexual Misconduct Response Procedure - University of Southern Queensland (usq.edu.au) to explore how you might handle the situation. Depending on the nature of the circumstances, you might feel comfortable to raise your concern directly with the person involved or speak to your Field Educator. If you feel unsafe or are not comfortable addressing the situation yourself, please contact your Field Liaison and/or UniSQ Safer Communities to discuss the matter further and seek appropriate support. Safer Communities and the Wellbeing Team can provide you with free support and guidance while a risk management plan is developed. All students can use the Share a Concern | UniSQ Share a Concern (symplicity.com) online form to seek confidential support from Safer Communities at any stage of their studies, including during placement.

UniSQ Safer Communities is available 8.00am – 4.00pm, Monday – Friday:
- 07 4631 2372
- safercommunities@unisq.edu.au

For after-hours support related to gender-based violence, including sexual assault:
- National domestic family and sexual violence counselling service – 1800RESPECT (1800 737 732)

If you are in immediate danger or need urgent medical attention, call police/ambulance - 000

Reporting an Incident

If you have an injury or an incident while you are on placement, **you must report it to your Field Educator and agency contact immediately**. You will be required to complete an incident report for the agency. This must be done as soon as possible after the incident. Once this is completed, please make sure you keep a copy of this report.

You will then need to notify the university by logging onto SafeTrak on UniSQ Safety Central and completing a UniSQ Incident Form.

When submitting a SafeTrak incident please ensure that the below information is included as part of the application:

- Assign incident to Manager/Supervisor – Professor Niki Edwards
- Business Unit/Faculty – School of Psychology and Wellbeing

This will be sent to your Director of Field Education and Networking if the incident is related to your placement activity.
Review the information on the SafeTrak page then click on the box that says 'Enter here'.
On the next page click onto the 'Incident/Hazard Reporting' box.
On the next page if reporting a hazard, click on the 'Student Hazard' box; if reporting an incident, click on the 'Student Incident' box.

Student Professional Expectations

These guidelines are designed to provide you with guidance regarding what is expected from you, what your responsibilities include, and provide you with information about the appropriate conduct and behaviour whilst attending placements. These rules are in place to acknowledge the right of clients to feel secure in a professional environment where you have the privilege to learn from them.

Getting the Most out of Your Placement

You are responsible for making the most out of the learning opportunities while undertaking your placement. You should:

- Introduce yourself to the staff within the area you will be working.
- Come prepared with learning goals and objectives.
- Be engaged in all activities.
- Be punctual and dressed appropriately.
- Take time to effectively communicate with your Field Educator(s) who are overseeing your placement to ensure your placements goals, personal strengths and expectations can be achieved.
- Seek feedback regularly.
- Complete all assessment items to a satisfactory standard.
- Attend the full amount of hours allocated for your placement course.
- Bring your placement guide/workbook/portfolio documents to placement each day.
- Submit all assessment items electronically to InPlace by the due date.
- Demonstrate a professional attitude in all areas of your placement and be respectful, appreciative and open to opportunities to learn and take on board feedback from your Field Educator.

Code of Conduct

While on placement you are representing the University of Southern Queensland (UniSQ) and as such are required to comply with the UniSQ Student Code of Conduct Policy, adhere to workplace procedures, and follow all reasonable directions by placement Field Educators. Please behave appropriately with respect, humility and good manners with clients, the public and other members of the university and profession. All persons involved in dealing with students have been asked to report both exemplary and negative behaviours. If there is a breach of this policy, students may be asked to leave an agency and will be dealt with as per the Student Code of Conduct Policy. Please review the [Student Code of Conduct Policy](#), [Student General Misconduct Procedure](#) and [Academic Misconduct Policy](#).

Confidentiality

As students you are now privy to exactly the same confidential information as other human services professionals and hence are subject to exactly the same constraints as stated so clearly in the student responsibilities above. Students should exercise great caution before releasing any information obtained directly or indirectly about the people, projects or agency business connected with their placement, whether it relates to specific cases or to policy matters. In particular, any information related to users of the agency's services must be presumed confidential unless stated otherwise.

Students must maintain confidentiality at all times and never discuss clients using identifying information at home, in the classroom or online, including via Facebook, or other social media sites. Confidential information also includes intellectual property pertaining to the particular agency. If in doubt about the confidentiality of material students should seek advice from their Agency Field Educator.

All students must adhere to the *Information Privacy Act 2009* (QLD) (IP Act). Ensure you are aware of your responsibilities and obligations under this Act.

Failure to maintain confidentiality could result in legal action by the client for breaches of confidentiality.

Addressing Clients and Staff

All clients are to be always treated with the highest level of professionalism and respect. All staff should be addressed by their preferred titles, names and pronouns.

Prohibited Use of Substances

Alcohol consumption and other recreational or illicit drug use immediately before or during placement attendance is prohibited. It is your responsibility to ensure you have a zero-blood alcohol level and have not consumed drugs which may adversely affect your performance on placement. Smoking is only permitted in designated smoking areas.

Mobile Phones

Students are not permitted to use a mobile phone or other electronic devices while attending placement, unless requested by the Field Educator for placement activities. If the student must be contactable by mobile phone (emergency only) permission must be gained from the Field Educator. Phones or similar devices **must not** be used to acquire images/photographs/video/audio.

Photographs or Recording

At no time can any photograph, image capture or recording be taken while attending placement.

Social Media

Social media refers to any online or mobile tool where you share information of any kind and in any format. As a student you are not to post any information about your placement, clients, the agency or your fellow students or anything else related on any social media forum including private group pages. You may be dismissed from placement and possibly excluded from returning to the agency if anything posted contravenes any of the laws or codes that apply.

Students are strongly advised to exercise judgement and caution in the use of social media about their placement, as well as whilst on placement. This includes but is not limited to using mobile phones for personal calls whilst on placement, ensuring the privacy and confidentiality of the agency in the use of social media sites such as Facebook, not taking photographs for personal use during placement and ensure professional use of the internet during placement.

Media Requests

Please refer all media requests to your Director of Field Education and Networking. Students **must not provide any comment** to the media about the placement agency, a client, a case or disclose any other information that was obtained during the course of completing your placement.

Legal Documentation Requests

Police Requests
From time to time students will be requested or required by a police officer or the courts to perform a task or provide a statement for an incident. Whilst you are required to follow all legal requirements, it is requested that you contact your Director of Field Education and Networking in the first instance to seek advice and/or assistance when possible.

Subpoenas
All students are required to contact their Director of Field Education and Networking in the first instance in the event they are served with a subpoena.

Placement Agency Requests
All students are required to contact their Director of Field Education and Networking in the first instance before providing a verbal/written statement to the placement agency in response to an incident.

Issues with Student Performance or Behaviour

While most placements proceed without incidents, it is important that all concerns are responded to in a timely manner and principles of natural justice and procedural fairness apply. Where possible placement difficulties will be addressed by using the steps below to ensure the placement continues and the student has the opportunity to demonstrate competence and pass their placement.

It is important to note that:
- Some issues may also be dealt with through an agency's policies, grievance and complaint processes (e.g. harassment and discrimination, breach of confidentiality or privacy).
- Students are on placement at the invitation of the agency and on a voluntary basis. An agency may decide not to follow due process and terminate a placement immediately.

If an event or series of events occurs involving a UniSQ student while on professional   placement, which in the opinion of the Field Educator requires intervention, the following steps will be taken:

Step 1:
If performance issues arise with a student, or if they experience learning difficulties, the student and Field Educator should discuss these directly as soon as possible. Strategies should be developed and documented to address concerns and improve performance. These strategies should then be reviewed in each supervision session and the Field Liaison kept informed of the situation.

Step 2:
If following Step 1 does not resolve the issue, or if more serious issues arise (e.g. the student breaches professional conduct or struggles to meet Practice Standards, or the placement is at risk of termination), or if the student feels they cannot address the issue with their Field Educator, a meeting should be arranged with the Field Liaison, student and Field Educator as soon as possible. This meeting can be called by the student, Field Educator or Field Liaison. The Field Liaison should be advised in writing about the issues including details such as what, when, where and who.

The meeting outcomes should be documented, including strategies to address the issues and review dates.

Step 3:
Depending on the outcome of Step 2 a follow up meeting should be held with the student, Field Liaison and Field Educator to monitor the situation. The Director of Field Education and Networking and/or Program Director may also be included if necessary. The meeting outcome should be documented, and further action or strategies implemented if needed. If further issues arise before the review date, a meeting will be arranged as soon as possible. In some cases, the placement will be terminated.

Formal Grievance Procedure

1. A formal procedure is initiated if no reasonable effort has been made by the student to modify unacceptable behaviour by the end of the given time frame.
2. The Field Educator documents an objective account of the circumstances or incident.
3. Following a formal, confidential dialogue between the supervisor and the student addressing the behaviour requiring correction, the document is signed by both parties.
4. The Field Liaison and Director of Field Education and Networking are informed of the incident and the formal grievance process and is sent a copy of all relevant documentation.
5. The Director of Field Education and Networking will contact the student to discuss the situation.
6. The Director of Field Education and Networking will advise the Program Director.
7. The student is assisted to redeem the grievance process through negotiated contract which specifically addresses the behaviours of concern.
8. If the contract is satisfactorily redeemed within a given time frame, then the documents remain on the student's confidential record and the incident is closed.
9. If the student fails to redeem the contract, the Program Director will then determine the appropriate course of action (e.g., removal of the student from the professional placement).

Related University Policies

Student Code of Conduct Policy
Academic Integrity Policy
Student Discrimination, Bullying, Harassment and Sexual Misconduct Response Procedure
Student Grievance Resolution Policy
Work Health and Safety
Assessment of Special Circumstances Procedure
Student General Conduct Policy

Roles and Responsibilities for Placement

In preparation for, and supporting each field education placement, there are several staff who have specific roles and responsibilities to ensure that quality student learning is achieved.

Field Educator

Field Educators determine the scope and parameters of learning opportunities within their setting and support students on a weekly basis to help them reflect on their experiences, make links to theoretical frameworks, and provide a strong mentoring focus. These learning tasks are guided by the Community Work Australia Practice Standards and the specific placement course learning objectives as a framework. The learning objectives of each placement course set out what they hope to learn, how this learning will occur and how their assessment will occur. Consistent with Community Work Australia accreditation requirements the major areas of responsibility for Field Educators are:

- holding weekly supervision sessions with the student regarding their learning and practice experience and to offer clear feedback. Supervision should include a mix of formal and informal supervision of up to 1.5 hours per week and may be offered individually or in groups.
- arranging a suitable working space and resources needed for the student to undertake learning activities.
- allocating and monitoring appropriate practice tasks
- assisting and supporting the student to learn from the learning tasks through weekly, formal supervision and the use of reflective activities.
- being available to discuss student's progress with the Field Liaison and to attend any liaison meetings.
- evaluating student practice

Task Field Educator

In agencies where there is not an onsite Field Educator who meets the Community Work Australia qualification requirements, a suitably qualified Task Field Educator will be required for placement. The role of the Task Field Educator within a placement is crucial to facilitating a positive learning experience for the student and provides the day-to-day tasks for the student but does not provide formal supervision for the student's placement. The Task Field Educator will be equipped with skills and abilities to guide students, providing oversight and task supervision to support learning and progress in the placement. They will share their human services expertise and provide support around engaging in an array of suitable learning tasks on placement. They will work closely with the External/Agency Field Educator and the Field Liaison to monitor and review student's progress and skills development.

External Field Educator

The External Field Educator is allocated to a placement, where a Field Educator is no available within a placement agency that is qualified (according to Community Work Australia requirements) to provide formal supervision to students. The External Field Educator will:

- arrange and provide at least 9/11 hours of formal supervision across the 210/250 hour placement with the student. Some of this time may be provided in a group format.
- work collaboratively with the task Field Educator and the agency to address the student's progress and learning on placement.
- engage in discussions with the student on all aspects of their learning and assist them to critically reflect on their practice.
- engage with the student during the writing of the learning plan, the mid-placement and end of placement reports.
- meet with the student and the task Field Educator in preparation for the mid-placement visit and at the end of placement.
- provide constructive written feedback on the student's learning plan, mid and end of placement reports.
- work with the Field Liaison.

Field Liaison

Should placement numbers go beyond staff availability; sessional Field Liaisons may be recruited. The Field Liaison is responsible for building a consultative supportive relationship with the student, the Field Educator and the agency where the student is sited. They are responsible for overseeing and maintaining contact with both students and supervisors. They work collaboratively with all parties. The University Liaison at minimum, has contact with students within the first weeks of placement commencing and at mid placement. Field Liaisons may also check in with students at placement completion. Key tasks of this role include:

- ✧ **monitoring and evaluation**: The Field Liaison has an important role in assessing, in conjunction with the students and supervisors, the quality of the student's placement experience and the extent to which the aims and objectives of the placement have been achieved.
- ✧ **education**: The Field Liaison is a link between classroom teaching and agency practice. Liaison visits should broaden and enrich the educational experience to optimise student learning
- ✧ **support and problem-solving**: At times, the placement experience creates challenges or difficulties that require external problem solving and/or interventions, guidance and support. The Field Liaison should be accessible to both students and supervisors for support and advice. The Field Liaison can have direct contact with either students or supervisors to ensure that they undertake the required tasks for the successful completion of the placement

Director of Field Education and Networking

The Director of Field Education and Networking is an experienced practitioner who provides academic leadership to the UniSQ Field Education Program. This position reports to the Academic Discipline Lead (Social Work and Human Services) and is responsible for:

- ✧ ensuring students on placement are assigned a Field Educator.
- ✧ providing academic leadership to and coordinating the Field Education Program.
- ✧ designing and delivering placement learning opportunities.
- ✧ program compliance with Community Work Australia.
- ✧ oversee the Field Education Course Coordinators who support student placements including assessing students' progress and capacity to demonstrate the required knowledge, skills and values within their emerging practice frameworks, along with managing relationships with placement partners.
- ✧ The Director of Field Education and Networking is also responsible for recruiting and training Field Liaisons and Field Educators.

Work Integrated Learning (WIL) Team

The Work Integrated Learning (WIL) team for Academic Affairs is made up of professional staff who are not human services qualified. The team works in collaboration with the Director of Field Education and Networking to support discipline specific needs of the Social Work program under the direction of the Team Leader. This will include assisting with tasks such as the management of student placement agreements as well as student placement offers and mandatory documents.

When a student undertakes a professional placement, the various parties assume responsibilities for the placement. The parties are the Student, Agency, and University. The Agency Field Educator, Director of Field Education and Networking and the University WIL Team are the key contacts throughout the professional placement.

The outcomes of placement reflect the above collaborative arrangements. However, it remains the responsibility of the university, in all instances, to determine the final grade/outcome for the placement.

Student

Of course, the most important person in the placement is the student, who can learn and apply the knowledge, skills and principles that underpin ethical and competent human services practice. The most important role of the student is to be open to learning and to critically examine and reflect on their own personal values and assumptions. Students are treated as 'employees' of the placement organisation and must adhere to their policies, protocols and systems, such as privacy, dress and confidentiality and generally behaving in a professional manner.

Responsibilities include:
- Attend and take part in placements arranged by the university.
- Undertake all activities associated with the successful completion of your degree efficiently, effectively and to the best of your abilities.
- Actively participate in the learning process and take responsibility for learning including ensuring that adequate and timely feedback is received on your performance from your Placement Field Educator.
- Adhere to all legislative conditions, work health and safety conditions, security conditions, confidentiality & privacy conditions and any other rules, bylaws, policies and procedures relating to the Placement that are a requirement of an agency, organisation, government or the university.
- Maintain current contact details with UniSQ (i.e. email and mobile phone number) and be able to be contacted at any time within a study period in which you are enrolled in a placement course.
- Seek assistance if not confident with a task, or if you lack understanding in any area.
- Practice in a manner that is safe and respectful and consistent with your level of competency and scope of practice.
- Take responsibility for your personal belongings.

Be Professional
- Maintain standards of professional practice.
- Understand and abide by relevant Codes of Professional Conduct (UniSQ and Placement Agency) including but not limited to rules, bylaws, policies and procedures of the Agency, including dress code.
- Be great ambassadors for the university and uphold standards of professional behaviour and presentation.
- Be punctual.
- Comply with reasonable and lawful directions of your Placement Agency and Field Educator.
- Act ethically and with consideration, honesty and courtesy to all staff, other students and visitors at the placement agency.
- Respect the rights, beliefs and values of others.
- Discuss issues as they arise with the placement Field Educator, or Director of Field Education and Networking and act to resolve problems quickly and cooperatively.
- Demonstrate behaviour that allows others to work and study in an environment free from discrimination, bullying and harassment.

Complete Assessments
- Discuss learning objectives and expected learning outcomes with your placement Field Educator.
- Arrange a plan for signing placement assessment documentation early in the placement.
- Contact the Field Educator or the Director of Field Education and Networking if there are any difficulties with meeting your course objectives.
- Contact the Field Educator or the Director of Field Education and Networking if the placement Field Educator is not willing to initial, sign or make comments on placement assessments.
- Ensure that all assessment paperwork is completed and correctly submitted on time.

Students will not:

Act Outside UniSQ Guidelines
- ◇ Attend a placement if they have been advised by the university that the placement has been cancelled.
- ◇ Make public comment on behalf of the School or the University. This does not include circumstances in which the student is required to provide evidence in a court of law or is otherwise legally obliged or authorised by law.
- ◇ Remove or misuse any resources from either the university or placement agency.
- ◇ Remove or misappropriate any resources from either the University or Placement Agency. This includes the photographing of any aspect of the Placement Agency without the express consent of the agency Field Educator.

Be Unprofessional
- ◇ Act outside the professional codes of conduct and scope of practice as defined by the accrediting body.
- ◇ Undertake client care without being supervised by a qualified Human Services professional.
- ◇ Participate in any activities that misrepresent their status or level of skill or knowledge.
- ◇ Work outside their scope of practice.
- ◇ Take part in behaviours that may cause injury to others.
- ◇ Be involved in any conduct or behaviour that could be reasonably interpreted as harassment, discriminatory, offensive or embarrassing to others.
- ◇ Take part in any relationship in which there is any potential for taking advantage of the trust relationship inherent in the health or human service professional. Consent by the patient/client or the fact that they started the conduct or behaviour is not a defence.
    - ◇ Accept gifts or any form of benefit from a patient/client that could be viewed as potentially influencing the impartiality of health care delivery or professional practice.

Orientation for Field Educators

All participants involved in field education experiences will be provided with timely orientation and support processes. The Director of Field Education and Networking will ensure Field Educators are comprehensively briefed and provided appropriate orientation to Field Liaisons prior to the student undertaking placement within the agency or organisation. Both University Field Liaisons and Field Educators will also be provided with a copy of this Professional Placement Guide. If Field Educators have any questions or enquiries prior to student placement commencing, they should make direct contact with the WIL team or the Director of Field Education and Networking. During placement, the Director of Field Education and Networking is the primary contact for information on the structure of placements, however the Field Liaison provides assistance, specifically in relation to the student on placement. At the completion of placement, feedback is always welcomed regarding the placement experience.

Other support offered to Field Educators include:

- ✧ Invitations to relevant professional development opportunities at UniSQ, such as access to research presentations
- ✧ Opportunities for involvement in teaching and presentations to students

Borrowing Library Resources

Field Educators will have full borrower rights and access to all UniSQ library services for the duration of the placement.

Students are encouraged to continue to read widely and broadly while on placement. They will continue to have access to UniSQ libraries where there is an extensive e-book collection, specific to social work. Students should feel free to contact the Liaison Librarians for borrowing requests or library support. Please also see the following library resources available to UniSQ human services students:

- ✧ UniSQ Library Study and Research Toolkit (StaRT), Self-paced tutorials: searching for and evaluating information, databases, referencing, assignment and exam preparation, general study skills, and mathematics.
- ✧ Social Work and Human Services Library Guide Curated specifically to share key textbooks; multimedia resources; relevant databases and other resources for Social Work and Human Service students.
- ✧ UniSQLibrary Referencing resources Learn how to use the APA or Harvard referencing style.
- ✧ Online Study Support Librarians and Learning Advisors provide advice on library and study skills.

Placement Assessment Requirements

Placement Assessment Review Tool

Assessment is built upon a learning plan which addresses the learning outcomes of the course.
Placement learning goals are negotiated by students and their Field Educator/s and recorded in the PART – Placement Assessment Review Tool which is a 'living document' to record and review the placement performance of students.

The PART requires students to develop their learning goals at the beginning of placement (PART 1) and then formally review their progress towards these goals at two subsequent points, at mid (PART 2) and end of placement (PART 3).

Please see the HSW2288; HSW2299; HSW3388 and HSW3399 course sites for detailed information on how to use the PART, and expectations of students and Field Educators within the placement assessment lifecycle.

2025 Student Placement Declaration

This document is a mandatory pre-placement document for all students enrolled in a placement course with the University of Southern Queensland. This document is a summary of your responsibilities to UniSQ and our agencies prior to, during and after your placement. Please tick each box to acknowledge that you understand and will fulfill these requirements. Complete the signature section and submit this declaration via InPlace.

Overarching requirements are:
- ➤ meeting the academic pre-requisites for the placement course
- ➤ ensuring you are enrolled in any placement courses for the relevant period of study
- ➤ checking student emails and other communication channels (Placement Hub) regularly

To prepare for my placement **prior to placement release,** I understand that I must:
- ☐ Submit my mandatory documents by the deadlines provided on the Important Dates ensuring they are true and correct and will remain current for the duration of the placement timeframe.
- ☐ Declare any perceived, potential or actual conflicts of interest.
- ☐ Declare any pre-existing medical conditions that could affect my safety during placement.
- ☐ Be available to attend placement at any time in the period of study I am enrolled including study breaks and exam periods.
- ☐ Acknowledge that I may not be given a placement at my preferred location and that I may be required to travel more than 1 hour to attend placement.

To prepare for my placement **after placement release,** I will:
- ☐ Organise leave and personal commitments.
- ☐ Ensure I am familiar with the insurance and emergency contact information.
- ☐ Provide any extra requirements requested by my Placement Agency in a timely manner.

During and after my placement, I will:
- ☐ Present professionally with my student ID card.
- ☐ Abide by professional expectations, codes, standards and practices for my discipline.
- ☐ Comply with fatigue management policies and manage own work so it does not impact placement on my placement.
- ☐ Promptly notify my Field Educator and UniSQ WIL Team of any absences.
- ☐ Report any incidents while on placement as per the UniSQ guidelines.
- ☐ Keep copies of all my placement assessments and timesheets.

General
- ☐ I declare that I have read, understood and will comply with the information outlined in the Placement Guide and Placement Hub.
- ☐ I declare that I have read the UniSQ Student Code of Conduct Policy and agree to uphold all student expectations stated.
- ☐ I understand that I need to contact the Work Integrated Learning (WIL) Office and the Director of Field Education and Networking if I am unable to meet the obligations for placement at any stage of my course progression.
- ☐ I understand and accept that I may be unenrolled from a placement course if I do not meet the mandatory document requirements within the timeframes required.
- ☐ I understand and consent to the University providing relevant personal/health (including mandatory document) information about me to placement facilities as necessary for placement purposes only.
- ☐ I understand and accept my student responsibilities as outlined in the Placement Guide
- ☐ I understand that failure to meet the Inherent Requirements (allowing for reasonable adjustments where possible) may mean that I am not accepted for clinical placement and that this will prevent my progression and completion of my chosen program.
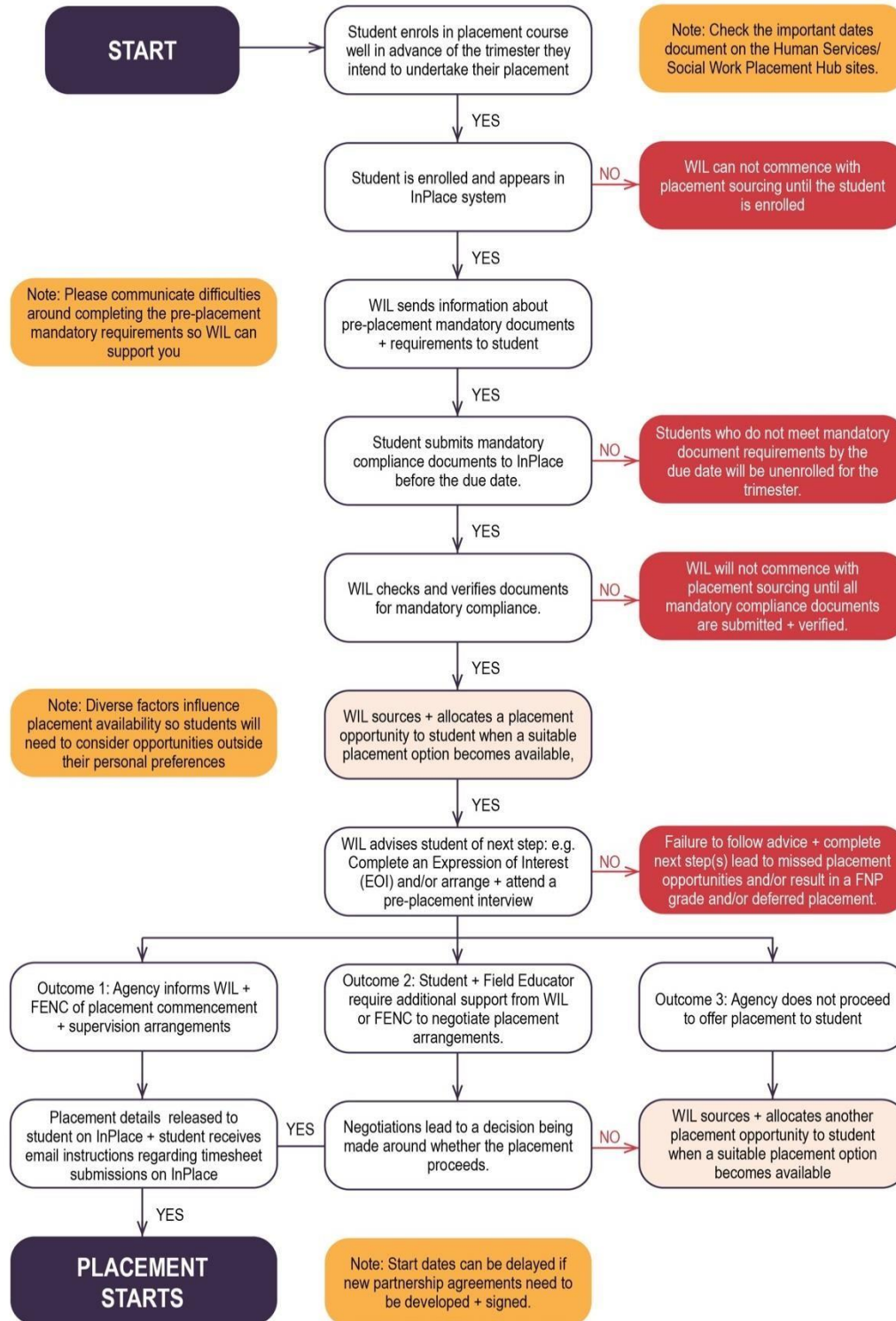

Student Name: _____

Student Signature: _____

Date: _____

Appendices

Appendix A – Pre-Placement Process Flowchart

START

Student enrols in placement course well in advance of the trimester they intend to undertake their placement

Note: Check the important dates document on the Human Services/ Social Work Placement Hub sites.

↓ YES

Student is enrolled and appears in InPlace system

NO → WIL can not commence with placement sourcing until the student is enrolled

↓ YES

Note: Please communicate difficulties around completing the pre-placement mandatory requirements so WIL can support you

WIL sends information about pre-placement mandatory documents + requirements to student

↓ YES

Student submits mandatory compliance documents to InPlace before the due date.

NO → Students who do not meet mandatory document requirements by the due date will be unenrolled for the trimester.

↓ YES

WIL checks and verifies documents for mandatory compliance.

NO → WIL will not commence with placement sourcing until all mandatory compliance documents are submitted + verified.

↓ YES

Note: Diverse factors influence placement availability so students will need to consider opportunities outside their personal preferences

WIL sources + allocates a placement opportunity to student when a suitable placement option becomes available,

↓ YES

WIL advises student of next step: e.g. Complete an Expression of Interest (EOI) and/or arrange + attend a pre-placement interview

NO → Failure to follow advice + complete next step(s) lead to missed placement opportunities and/or result in a FNP grade and/or deferred placement.

Outcome 1: Agency informs WIL + FENC of placement commencement + supervision arrangements

Outcome 2: Student + Field Educator require additional support from WIL or FENC to negotiate placement arrangements.

Outcome 3: Agency does not proceed to offer placement to student

Placement details released to student on InPlace + student receives email instructions regarding timesheet submissions on InPlace

YES ← Negotiations lead to a decision being made around whether the placement proceeds.

NO → WIL sources + allocates another placement opportunity to student when a suitable placement option becomes available

↓ YES

PLACEMENT STARTS

Note: Start dates can be delayed if new partnership agreements need to be developed + signed.

Appendix B - Recognition of Prior Learning Guidelines

Relevant work experience may be recognised as credit for the first field placement; partial recognition is not possible. Recognition of prior learning can only be considered for the first placement course only (HSW2299 OR HSW2288).

Students may not use a previous placement experience as credit for a first placement. The Recognition of Prior Learning (RPL) assessment process requires appropriate evidence and documentation that aligns with Community Work Australia and TEQSA requirements.

Only one placement can be work-based. If RPL has been granted for the first placement course, students are not eligible for a work-based placement for their second/final placement course. This is so that placements can uphold the Community Work Australia requirement for the variety of settings of practice experience.

Guidelines are provided below for students applying for RPL, who are required to submit a portfolio of the following documents. Students should take time to read what is required and provide details needed to comprehensively response to each expectation. It is advisable that students discuss their potential eligibility with the Director of Field Education and Networking prior to applying for RPL, so they are well informed about the requirements and expectations.

The application must include:

- An **Introductory Statement** which includes personal details, phone contact number, email address, and a brief statement outlining why the applicant considers they meet the requirements for RPL.
- A **Curriculum Vitae** which clearly shows how the applicant meets the work requirement of a minimum of 2 years full-time equivalent of formal practice in a relevant context for students commencing in 2025 or completing the 2 credit point courses (HSW2288). Minimum of 12 months full-time experience for HSW2299. At least the final year of the student's work experience will be within three years of applying for RPL, using human services practice skills such as assessment, case management, and methods such as casework, policy work, or community work. Physical care work or personal support work, volunteer work, and administrative work that is not part of a community practice role is not accepted as part of this work experience.
- **Evidence of current enrolment** in the pre-requisite courses or evidence of successful completion of these prerequisites.
- **Relevant Position Descriptions** or other documentation outlining previous and current positions.
- Using the **Recognition of Prior Learning Application Template** available on the [Human Services Placement Hub](#), a portfolio that addresses key learning objectives for the first placement course, with reference to the eight Community Work Australia Practice Guidelines. Documentary evidence is required to support the applicant's claims against the learning objectives and attributes to ensure that students will be able to fully achieve the learning outcomes of the program. Do not use the Credit Application Template.

If a student is awarded RPL for the first placement, there are conditions related to the final placement:

- Students will undertake a placement in an organisation or agency that provides on-site supervision by a qualified Field Educator;
- Students who receive RPL for their first placement will not be eligible for a work-based placement for their second placement unit;
- Students granted RPL for their first placement will be required to provide a copy of the RPL application to their subsequent Field Educator; and
- Subsequent placements will be made in a field of practice distinct from areas in which the student has gained experience and on which the RPL application was based and approved.

All applications will be assessed by the Director of Field Education and Networking. On request, students may be required to meet with the Director of Field Education and Networking and Program Director to present a summary of their experience and achievements, demonstrating they have functioned at the level of a student completing a first placement.

All policies, procedures and student information related to RPL have been listed below:

- Credit and Exemption Procedure
- Student Information for recognition of prior learning
- Credit Calculator
- Application for Credit/Exemption Form (QTAC Applicant)
- Work Experience to Course equivalency Form

Students have the opportunity to appeal if their application is unsuccessful and can refer to:

- Feedback, complaints and grievance resolution
- Student Grievance Resolution Policy
- Student Grievance Resolution Procedure
- Student Appeals Procedure

Appendix C – Work-Based Placement Guidelines

This guidance outlines the requirements and process for Bachelor of Human Services students applying for a work-based placement as part of their degree.

All Human Services field work placements must meet the Community Work Australia 2024 Course Accreditation Guidelines criteria for placements. These are available at https://communitywork.org.au/educators/course-accreditation/

Please note:
1. That you are *unable* to complete a work-based placement if you have received RPL for your first placement.
2. If you are applying for a work-based placement you need to ensure it is in a different field of practice to your current role, and you are not supervised by your current supervisor.

Work-Based Placements (WBP) applications specifically need to demonstrate that a WBP:
a. *Vary significantly, in context and role, between each placement (that is, students should not undertake similar tasks or be engaged with similar clients).*
b. *Each occur in a different field of practice with a different agency supervisor.*
c. *Have a formal written agreement prepared which details the tasks, roles and responsibilities to be undertaken by the student; this agreement must be signed at the beginning of the placement and signed off at the end of the placement by the student, the agency supervisor, the task supervisor (if applicable) and the fieldwork placement supervisor.*
(Community Work Australia 2024 Course Accreditation Guidelines "Fieldwork placement specifics", p.12).

WBP must also meet the standards set out in the Community Work Australia Credit/RPL placement rules:
a. *Students may seek recognition of prior learning (RPL) for earlier or current work experience in relation to one fieldwork placement.*
b. *Where no RPL or credit is obtained, one placement may be undertaken in a student's current workplace, however, it must comply with Fieldwork placement requirements.*
(Community Work Australia 2024 Course Accreditation Guidelines "Credits/RPL placement", p.15).

This means that for students who have received RPL for their first placement it is not possible to undertake a work-based placement as a second placement.

Requirements for Supervisors

Students on a WBP will require supervision from a Field Supervisor with a degree relevant to human services and community work (such as social work, human services, counselling or psychology). Community Work Australia standards also require "**three years practical experience** *in a community services setting including* **at least 2 years post-qualification experience**."

If there is no available onsite Field Supervisor, day to day supervision may be provided by task supervisors, with a weekly supervision from a Field Supervisor. Task Supervisors require *"a minimum of diploma level qualification in community services and at least* **three years of practical experience** *in a community services setting."*
(Community Work Australia 2024 Course Accreditation Guidelines p.13)

Completing your application

Students must submit a portfolio of the following documents through the UniSQ Credit Application system which include:

- A completed copy of the **Human Services Work Based Placement Application.** A form to apply for a work-based placement is accessible from the Human Services Placement Hub.
- A resume and confirmation of the **formal qualifications of the proposed task supervisor** and/or agency field educator who meets Community Work Australia's requirements for supervisors as detailed above.
- A copy of **a position description detailing the student's permanent role** and work responsibilities.
- A **letter of support from the student's employer** indicating they are able to:
  a. Provide a work-based placement that differs from the student's usual paid role (where the student is an existing employee of the organisation).
  b. Be able to meet the educational requirements, principles and policies of the profession and the university.
  c. Agree to sign the 'Student Placement Contract' for work placement.
  d. Ensure the student receives supervision regularly and sufficient support to complete placement-related assessments.

Each application will be assessed against the Community Work Australia standards as well as the below criteria:

1. The employer can provide a placement experience that focuses on learning and recognises this learning focus differs from the task focus of a traditional contract role (even in instances where the student is being paid for placement hours by their employer).
2. The employer understands that the student's placement experience is not an extension of their current role, and that responsibilities **for these positions are distinct and cannot be worked concurrently** (i.e. if students choose a part time placement, and continue their normal employment as part time work, students must have distinct working days set aside for placement where they are not available to attend to tasks within their normal paid role).
3. The organisation providing the work-based placement can demonstrate a commitment to extend learning beyond the student's current role and be able to provide a letter of support to confirm their commitment to providing a work-based placement that differs from the student's usual paid role.
4. The scope for learning proposed differs **significantly from the student's existing role** within the organisation and include opportunities for more complex responsibilities that are not within the scope of their usual position description, such as:
   - Case management and planning practice
   - Coordination, advocacy, and stakeholder meetings.
   - Research
   - Project work

   It is strongly advised that this work includes a focus on working with different populations of service users from the student's current role. For example, this might look like moving from working with adults to supporting children, or from a population experiencing homeless to those also requiring mental health/youth work/ court support.
5. That the student is supervised by a supervisor other than the person who would supervise them in their normal day to day role. In exceptional circumstances the university may be able to provide an external supervisor, however the host agency would still need to be able to provide a task supervisor.