# Workplace and Industry Placement - Procedures

/explore/policies-and-procedures/workplace-and-industry-placement-procedures

## Definitions

Please refer to the University's Glossary of Terms for policies and procedures. Terms and definitions identified below are specific to these procedures and are critical to its effectiveness:

Blue Card refers to a card which is issued in Queensland to a person who is the holder of a current "positive notice", following a Working with Children assessment of a person's eligibility to work with Children based on their known past police and disciplinary information.

Blue Card Services is a section within the Queensland Department of Justice and Attorney-General that undertakes Working with Children checks and issues Blue Cards.

Child/Children refers to any person under the age of 18 years.

Placement immerses a student in a workplace related to their program, discipline or career goals. A Placement applies class-based learning to structured and supported workplace activities and provides opportunities for students to reflect on their learning and be provided with timely feedback on their performance. Examples include: internships, practicums, clinical placements, work shadowing, or supervised professional experience.

Placement Academic Supervisor is the University staff member who has responsibility for conducting and monitoring the assessment of the student's academic performance and compliance with the Student Placement Code of Conduct while completing the Placement for a particular program or course. In some disciplines the roles of Placement Coordinator and Placement Academic Supervisor may be combined.

Placement Coordinator is the University staff member who has responsibility for coordinating Placement activities for a particular school, discipline, program or course.

Placement Partner is the entity in which the student is placed to complete their Placement. For clarification, in some cases, this may be a work area of USC.

Placement Workplace Supervisor is the person within the Placement Partner who supervises the student while completing their Placement.

SONIA is the recognised official repository for University records in relation to Placements.

Student Placement Code of Conduct is a discipline specific code of conduct, or a set of guidelines for professional conduct, or another suitable instrument, which is informed by the professional standards or code of conduct for the relevant profession.

USC – Placement Partner Agreement is the formal agreement between the University and the Placement Partner.

Vulnerable erson / People refers to any individual aged 18 years and above who is, or may be, unable to take care of themselves against harm or exploitation by reason of age, illness, trauma or disability, or any other reason.

Yellow card refers to card which is issued in Queensland to a person who has undergone a criminal history screening for eligibility to work with a Department of Communities, Disability Services and Seniors funded non-government service provider or a National Disability Insurance Scheme (NDIS) non-government service provider.

## Purpose of procedures

These procedures apply to the Workplace and Industry 'Placement' category of work integrated learning (WIL) as identified in Section 4.2 of the Work Integrated Learning - Academic Policy and as defined above.

Heads of School may delegate a range of tasks to other suitably qualified academic and professional staff members, however overall responsibility for the wellbeing and academic performance of students on Placement rests with the Head of School.

## 1. Specific criteria for a Placement

1.1 Placements must satisfy all the following criteria:

(a) the course/activity is a requirement of or an identified option in a program;

## usc.edu.au/policy

(b) the course/activity is normally undertaken in an organisation (the Placement Partner) outside the University, however some placements may be arranged through specialised USC work areas;

(c) the learning and performance of the student in the course/activity is directed or supported by the University or persons engaged by the University;

(d) the placement undertaken by the student with the Placement Partner involves the use of the appropriate level of skills and knowledge relevant to the program;

(e) the placement is located in a safe work environment, determined by the completion of a University risk assessment; and

(f) the requirements of the relevant professional accrediting body (if relevant).

1.2 Courses that contain Placements that satisfy the criteria identified above, require the WIL placement course status to be approved by Academic Board. Normally, this would form part of the accreditation documentation for the program in which the courses are offered.

## 2. Design of programs containing Placement courses

2.1 Programs containing Placement courses:

(a) identify workplace tasks which derive from and are underpinned by academic theory with defined linkages to the knowledge and skills as required by the industry/profession;

(b) establish that the tasks/activities to be undertaken by the student are productive and meaningful and have defined benefit to the student and the workplace;

(c) involve contact hours that are appropriate for the unit value of the course or for the percentage value allocated to the task;

(d) link the assessment to the academic theory and measurable workplace learning outcomes; and

(e) provide an opportunity for the student to reflect on the work integrated learning and its relationship to other elements of a program's curriculum.

### 2.2 Program and course design

2.2.1 Programs containing courses which involve Placements must be structured to provide scaffolding of the student exposure to the profession/discipline, from initial observation to active involvement during the final Placement. The program should provide the student with an early opportunity to assess their suitability for the chosen profession/discipline by reviewing the inherent academic requirements.

2.2.2 The program's curriculum should be designed so that the requisite skills deemed appropriate for the Placement are assessed prior to the student undertaking a Placement activity.

2.2.3 The learning outcomes of the program should ensure that a student has a sound knowledge of the relevant discipline's student placement code of conduct and can apply it to their work practices.

## 3. Assessment of Placement Courses

### 3.1 Use of Limited Grades

Courses that contain Placement activities normally use Limited Grades – Pass (PU) and Fail (UF). Refer to Section 3.7 of the Assessment: Courses and Coursework Programs – Procedures for details of the conditions concerning Limited Grades. (See also section 3.5 of these procedures) about Assessment and the Student Placement Code of Conduct). A course that contains a Placement activity that seeks to use Standard Grading requires the approval of the Chair, Program and Course Committee.

### 3.2 Conduct of assessment

3.2.1 Assessment should be conducted by the Placement Academic Supervisor, or in conjunction with the Placement Workplace Supervisor, where appropriate. Assessment should not be made by the Placement Workplace Supervisor alone. Disciplines offering the Placement course should ensure the Placement Workplace Supervisor is conversant with the criteria and standards expected by the University.

3.2.2 The Placement Academic Supervisor, in conjunction with the Placement Workplace Supervisor where appropriate, assesses the student's performance against the Student Placement Code of Conduct.

### 3.3 Timing of feedback on assessment

The Placement Workplace Supervisor should provide developmental feedback and/or conduct regular feedback sessions with a student throughout the Placement, particularly in the early stages. If a student's performance in regard to professional conduct is found to be unsatisfactory, then the Placement Academic Supervisor is to be notified as soon as possible. In Placement courses, assessment feedback is timed to allow the student an appropriate period in which to improve their performance, and should normally be provided by the mid-point of the Placement.

### 3.4 Unit values of Placement courses

3.4.1 The unit value attached to Placement courses should be established through consideration of:

## usc.edu.au/policy

- the learning outcomes to be achieved during the Placement;
- the length of time of the Placement; and
- the amount and type of assessment required within the Placement course.

Refer to the University's Coursework Curriculum Design - Procedures.

## 3.5 Assessment and the Student Placement Code of Conduct

3.5.1 The Student Placement Code of Conduct must be provided to the student, prior to commencing the Placement. Students are assessed for compliance with the Student Placement Code of Conduct which is the basis of the mandatory pass/fail task identified in the assessment section in the course's Course Outline document.

## 3.6 Progression in the program

A student who receives a fail grade in an identified Placement course is subject to specific requirements with regards to maintaining satisfactory academic progress in their studies, which are identified in the University's Monitoring Academic Progress and Exclusion – Academic Policy and related procedures.

# 4. Establishing a Placement

The following steps must be completed, but can be undertaken concurrently rather than sequentially depending on the situation and the time available.

## 4.1 Site visit to Placement Partner

4.1.1 If a Placement Partner does not have the required policies, procedures, and arrangements in place, then before a formal arrangement is established with a Placement Partner, the Placement Coordinator should, where possible, visit the site of the proposed Placement activity to ensure that:

- the expectations and responsibilities of each party are clearly identified and agreed upon;
- all risks associated with the proposed Placement are identified and minimised; and
- the Placement Partner is able to provide the student with an experience that is in keeping with the learning outcomes of the Placement course.

4.1.2 The Placement Coordinator may decide not to conduct a site visit if satisfied that the Placement Partner has appropriate policies and procedures relating to health and safety, risk mitigation and formalised orientation activities for new staff members.

4.1.3 If a site visit is not practicable, then such options as a visit by a third party, references, or evidence of undertaking Placement activities with other institutions should be used.

## 4.2 Topics to discuss with a Placement Partner

The Placement Coordinator's discussions with the Placement Partner should cover such topics as:

- risk assessment, covering both general hazards and those specific to the Placement locations;
- duration of the activity;
- expectations of student performance including program inherent academic requirements and course learning outcomes;
- number of students that can be accommodated;
- assumed level of knowledge of the students;
- costs;
- student induction activities;
- supervision arrangement;
- insurance;
- intellectual property;
- supervisor training;
- specific technical requirements;
- liaison person;
- dispute resolution processes;
- USC support options for students on Placement;
- incident reporting systems and procedures (including reporting to USC and arranging post-incident support);
- whether the Placement will involve working with Children or Vulnerable People; and
- students who require reasonable adjustments.

## 4.3 Workplace Health and Safety Risk Assessment

4.3.1 Following completion of the site visit (or equivalent), the details of the proposed Placement are entered into the University's risk assessment system by the Placement Coordinator and a risk assessment is produced. This assessment must be made of the Placement Partner in advance of the actual Placement of students (and rechecked at the point of Placement). If the assessment determines the host is suitable and appropriate, the Placement Coordinator arranges for the relationship to be formalised through a USC – Placement Partner Agreement. If the assessment indicates that the Placement Partner is not appropriate, the Placement Coordinator should discuss the outcome with their

## usc.edu.au/policy

Head of School to determine what actions should be taken. For further details, refer to the University's Enterprise Risk Management - Governing Policy.

4.3.2 At the point of Placement, two processes are required to be completed:

(a) the site assessment is reviewed to determine if any factors have changed from when the site was assessed, and

(b) a student assessment, which covers location specific risks, communication plans etc. – situations that are often outside of the control of the host – but still are risks for the student that the University has to consider. The student assessment links the risk to specific students and/or student cohorts.

4.3.3 The requirements to regularly review the risk assessment of a Placement Partner is dependent on the workplace health and safety documentation and processes of the Placement Partner. Refer to Table 1 for details of the categories of Placement Partners.

### Table 1

| CATEGORY | DESCRIPTION | PERIOD OF RISK ASSESSMENT |
|---|---|---|
| Category 1 | Federal/State Government departments e.g. Queensland Health, state schools, internal work areas of USC, for example, the USC Nutrition and Dietetics Clinic etc. Based on: already well-established workplace health and safety policy and procedures; and Workplace health and safety policy review unlikely to happen regularly. | Up to 5 years |
| Category 2 | Large private organisations/companies, Local Government and non-government organisations– e.g. private schools, private health services etc. Based on: already well-established workplace health and safety policy and procedures; and policy review more likely to happen regularly or be updated based on changes to organisations/staffing. | Up to 3 years |
| Category 3 | Small private organisations/companies, sole traders. Based on: not always well-established workplace health and safety policy and procedures; and more likely for these procedures to change/be modified more regularly. | Annual |

4.3.3 In the case of a student undertaking a Placement in a remote or overseas location, a travel management plan is required, and the student must inform the University (through the Student Placement Agreement) of where they will be staying and an alternate contact in the event of an emergency. A communication and emergency plan must also be developed by the Placement unit, approved by the relevant Placement Coordinator and provided to the student.

## 4.4 Work health and safety

Minimum standards to comply with the University's work health and safety requirements for risk management include:

· the completion of a risk assessment for the industry/professional workplace (refer to Section 4.3);
· the student must be provided with access to the risk assessment statement relating to their Placement;
· orientation of the student to the workplace and advice of the identified hazards; and
· accurate record keeping.

## 4.5 The USC – Placement Partner Agreement

4.5.1 The development of a USC – Placement Partner Agreement or equivalent document is the responsibility of the Placement Coordinator. If one of the University's standard templates is being used then the relevant Head of School can sign on behalf of the University, otherwise, the Deputy Vice-Chancellor (Academic) must sign the agreement. An appropriate industry/professional representative with the required delegated authority must sign on behalf of the Placement Partner.

4.5.2 Where the University's standard template is not used; the agreement must ensure that the following have been clearly identified:

· the expectations and responsibilities of each party;
· the agreed Placement activities;
· the timeframe for the Placement activities and an indication of the number of students to be involved;
· all risks associated with the proposed Placement activities;
· the life of the agreement and a review process;
· any financial implications for the partner, the University or the student; and
· that the activities to be undertaken during the Placement provide the student with an experience that is in keeping with the learning outcomes of the Placement course or component.

4.5.3 The signed USC – Placement Partner Agreement must be included in SONIA. In some circumstances, the contents of a USC – Placement Partner Agreement may be covered by a number of documents, all of which must be included in SONIA.

usc.edu.au/policy

## 4.6 Intellectual Property

4.6.1 In Placements where a student is required to create new and original intellectual property, such as copyrightable works or subject matter, and the Placement Partner wishes to have ownership of that intellectual property, before the commencement of the Placement, the student can be asked to sign an agreement in which the student gives permission for the Placement Partner to use their developed intellectual property. The student should be fully appraised of the implications of the proposed terms and conditions of the agreement and be advised to seek and obtain independent legal advice before agreeing.

4.6.2 The agreement must be consistent with the University's Intellectual Property – Governing Policy.

## 4.7 Insurance

4.7.1 The University's Student personal accident, public liability and professional indemnity insurance identifies five conditions for indemnifying persons on a Placement:

(a) the person must be a student as defined by the University;

(b) a risk assessment has been undertaken and mitigation established;

(c) the student has informed the University of any disabilities, health conditions, illnesses or other factors that are likely to impact on the student's ability to fulfil the requirements of the Placement (which is included in the risk assessment);

(d) the Placement must be sanctioned by the University;

(e) the student must not be a paid employee of the Placement Partner (refer to Section 6.4).

4.7.2 As a default position, the University only provides travel insurance coverage for a student undertaking an international Placement. The availability of other forms of insurance coverage is dependent on the outcome of the risk assessment undertaken for the Placement Partner site. Based on the outcome of the risk assessment the insurance coverage identified in the USC - Placement Partner Agreement for an international Placement can be expanded with the endorsement of the University's insurance office and the approval of the Deputy Vice-Chancellor (Academic).

## 4.8 Contact with Placement Partners

The Placement Coordinator ensures that written guidelines regarding the management of the relationship with the Placement Partner are developed and made available to the Placement Partner on request.

### 4.8.1 Pre-Placement

On both parties signing the USC – Placement Partner Agreement, the Placement Coordinator makes available to the Placement Partner the following:

- · program/course requirement information (e.g. Course Outline, supervisor manual);
- · the workplace health and safety assessment statement;
- · opportunity for the Placement Workplace Supervisor(s) to undertake a training program or provide training materials;
- · the remuneration arrangements (if agreed);
- · information advising of the University's insurance and workplace Health and Safety policies. (Refer to the University's student personal accident, public liability and professional indemnity insurances.)

4.8.2 Prior to the Placement commencing the Placement Coordinator or the Placement Academic Supervisor must check with the Placement Partner that the details contained in the workplace health and safety assessment remain current and the Placement Coordinator has included any information relating to individual students identified in the disclosure statement (part of the Student Placement Agreement).

### 4.8.3 Placement

The following information is provided to the Placement Partner by either the Placement Coordinator or the Placement Academic Supervisor at the commencement of the Placement:

- · a list of students undertaking their Placement, including their names, contact details and other information required by the Placement Partner and agreed to by the student;
- · the agreed commencement and conclusion dates for the Placement;
- · information relating to the assessment process and criteria relating to the Placement; and
- · the contact details of the University staff member who is coordinating the Placement.

## 4.9 Overseas placements

4.9.1 An overseas Placement must be assessed as identified in Section 4.1 above. The Placement Coordinator must also ensure that:

- · there is alignment between the international Placement and the intention and learning outcomes of the program/course outline;
- · a budget has been allocated for a site visit (if required) and appropriate supervision;
- · a review has been undertaken of the location with regard to any professional accreditation requirements;
- · a University contact is available for the student throughout the Placement;
- · travel warnings for the Placement location have been checked prior to the student's departure; and

## usc.edu.au/policy

· a formal communication plan has been developed and is stored in an appropriate records management system.

4.9.2 A student seeking to undertake an overseas Placement may initially be required to attend an interview with the relevant Placement Coordinator.

4.9.3 Each School maintains through SONIA a register of its students undertaking Placement activities overseas.

# 5. Students and Placements

## 5.1 Preparedness for the Placement

Any student who has doubts about their preparedness for the Placement must discuss the situation with the Program Coordinator. There is the option for a Leave of Absence as outlined in the Enrolments and Graduation – Procedures.

## 5.2 Provision of information on Placement requirements to students

### 5.2.1 Inherent academic requirements

Inherent academic requirements for a program with compulsory Placement courses should be identified in publicly available information about the program related to the program.

### 5.2.2 Mandatory Requirements

Mandatory requirements for a student to undertake a Placement must be identified in publicly available information about the program related to the relevant program. Depending on the program these requirements may include: a current first aid and Cardiopulmonary Resuscitation (CPR) certificate, evidence of specified immunisations, a driver's license, a National Criminal History Check, or a Blue Card or Yellow Card (as outlined below). Detailed information is provided to students on commencement in the program. A record of a student's compliance with mandatory requirements is maintained through SONIA.

5.2.3 International students are advised of the mandatory requirements as part of their offer package.

5.2.4 Students who may have to work with children as part of their Placement must obtain a Blue Card before they begin their Placement (or other equivalent working with children check, if the Placement is not in Queensland). This requirement is set out as a mandatory requirement in the program information for all relevant programs at the University or may also be determined as a result of a risk assessment undertaken by the University in consultation with the Placement Partner.

5.2.5 There may be occasions where students are required to undertake a Placement in a setting that provides health and/or disability support services to Vulnerable People where a Yellow Card (or an equivalent criminal history check) is required. In general, students who have a Blue Card will be able to apply for an exemption for those situations.

5.2.6 The University has processes in place for managing students who receive a negative notice from Blue Card Services, or equivalent. This would typically involve transferring students to an academic program where a Blue Card is not a mandatory requirement. For further details, refer to the University's Working with Vulnerable People - Governing Policy.

5.2.7 A student must maintain currency with the mandatory requirements for the duration of the Placement and must notify the Placement Coordinator or Placement Academic Supervisor of an inability to maintain that currency. The student is responsible for any fees or charges incurred in meeting the mandatory requirements.

5.2.8 A student who cannot provide evidence of meeting the mandatory requirements before commencement of the Placement is not allowed to participate. The student's enrolment in the Placement course is withdrawn, and the appropriate grade/notation allocated, depending upon the date and circumstances, in accordance with the Grades and Grade Point Average (GPA) – Academic Policy.

## 5.3 Allocation of student to Placements

5.3.1 Disciplines must establish processes for the allocation of students to Placement organisations that are transparent, fair and reasonable. Disciplines must provide a timely process for a student to request a reallocation on the grounds of exceptional circumstances or reasonable adjustment. Where the student remains dissatisfied with the allocation, they may seek a review of the Placement decision, in accordance with the University's Student Grievance Resolution – Governing Policy and associated procedures.

5.3.2 Normally, compulsory Placements are established within a reasonable distance of a student's campus. Where the availability of a suitable Placement may require the student to travel or to undertake the activity at remote, rural, regional or interstate locations, this information (and any costs to the student) must be advertised to prospective students and any ancillary costs are the student's responsibilities.

## 5.4 Students requiring reasonable adjustment

5.4.1 The University makes reasonable adjustments to ensure equitable treatment, the nature of adjustments may be informed by the inherent academic requirements for the particular program.

5.4.2 An adjustment is a measure or action taken to assist a student to participate on the same basis as other students. An adjustment is defined as reasonable if it achieves this purpose and does not compromise the academic integrity of the program, while balancing the interests of all parties affected, including the student, the University and its staff, the Placement Partner and its staff, and other students.

## usc.edu.au/policy

5.4.3 A student requiring reasonable adjustment in a Placement may require additional processes and consultation with the prospective Placement Partner. A student who is requesting that reasonable adjustment be made is encouraged to discuss this with Student Wellbeing and the Program Coordinator or Placement Academic Supervisor well in advance of the Placement.

5.4.4 Before participating in Placement activities, as a requirement of the University's risk assessment process, a student is required to disclose any personal information about disabilities, health conditions, illnesses or other factors that are likely to impact on the student's ability to fulfil the requirements of the Placement or put at risk themselves or others during the Placement. A student is encouraged to discuss their situation with AccessAbility Services in Student Services and Engagement and seek reasonable adjustment.

## 5.5 The Student Placement Agreement

5.5.1 The Student Placement Agreement must be signed by the student before the commencement of the Placement.

5.5.2 The Deputy Vice-Chancellor (Academic) approves a standard Student Placement Agreement consisting of the following documents which form the entire Agreement:

1.Student Placement Agreement (Personal Information Disclosure); and

2.Student Placement Agreement (Placement Partner Details).

5.5.3 The Student Placement Agreement (Personal Information Disclosure) must include:

· the personal details of the student (including emergency contact and any personal information which may be relevant in assessing the suitability and participation of the student in a Placement);
· any personal information about disabilities, health conditions, illnesses or other factors that are likely to impact on the student's ability to fulfil the requirements of the Placement or put at risk themselves or others during the Placement; and
· program and course details.

5.5.4 The Student Placement Agreement (Placement Partner Details) must include:

· the personal details of the student (if they have changed since completing the Student Placement Agreement (Personal Information Disclosure));
· details of the Placement (dates, contact persons and times (if available);
· travel management plan; and
· confidentiality statement and student responsibility declaration.

5.5.5 Each discipline determines the appropriate time period of the Student Placement Agreement. In cases of a student undertaking multiple activities, the Student Placement Agreement might be for the length of a course or a set period of time during a program. In normal circumstances, such an agreement would not be expected to be for a period longer than an academic year.

5.5.6 The personal information that a student provides as part of the Student Placement Agreement or that the University otherwise collects or holds about the student will be used and disclosed by the University for purposes necessary or relevant to the Placement including but not limited to administration, Placement suitability and risk assessment processes, background checks, accreditation purposes, compliance purposes or for any other requirement associated with the student's suitability and participation in a Placement. As a Placement involves the student being placed with a Placement Partner, the above purposes involve the disclosure of personal information to the Placement Partner. By signing the Student Placement Agreement, students consent to the collection, use and disclosure of their personal information in this manner by the University.

5.5.7 Students are also required to disclose changes in their personal circumstances and medical status on an ongoing basis. In signing the Student Placement Agreement, students acknowledge their obligation to make these disclosures on an ongoing basis.

## 5.6 Disclosure Information

5.6.1 Information disclosed by a student on the Student Placement Agreement (Personal Information Disclosure) will be considered by the discipline Placement Coordinator who will recommend to the Head of School as to what action should be taken on each case, options include:

· no risk is identified, and no further action is taken;
· the student is referred to the University's AccessAbility Services in Student Services and Engagement;
· the Head of School consulting with the Manager, AccessAbility Services with a view to requiring the student to obtain medical clearance prior to participating in a Placement.

5.6.2 The Head of School will decide if and when it is necessary to share the student's disclosed information with the Placement Partner.

## 5.7 Medical Clearance

5.7.1 A medical assessment can be requested for a student engaged in the Placement process if:

· through the Student Placement Agreement, a student discloses any disability, health condition, illness or other factor that is likely to impact on the student's ability to fulfil the inherent requirements of the Placement or put at risk themselves or others during the Placement (refer to Section 5.5); or

## usc.edu.au/policy

· through the student's contact with the University's academic/professional staff or student support services, there is evidence that indicates the student has a disability, health condition, illness or other factor that is likely to impact on the student's ability to fulfil the inherent requirements of the Placement or put at risk themselves or others during the Placement; or

· it is a mandatory requirement of some Placement Partners for all students undertaking a Placement to undergo a medical assessment.

5.7.2 Following consultation with the Manager, AccessAbility Services, the Head of School may request the student undertake a medical assessment. The medical assessment should be provided by a suitably qualified and independent health professional as identified in the Guidelines for Academic Accommodations (https://www.usc.edu.au/learn/student-support/accessability-services/documentation-requirements).

5.7.3 The request for a medical assessment should include the following:

· the nature of the condition to be assessed by the health professional;

· the University's Medical Assessment Form (to be completed by the health professional);

· the category of relevant health professional who should provide the medical assessment in accordance with the Guidelines for Academic Accommodations (https://www.usc.edu.au/learn/student-support/accessability-services/documentation-requirements);

· the name of the medical professional, if identified by the University;

· the due date for the medical assessment to be provided to the University; and

· the contact person for questions regarding the medical assessment.

5.7.4 On receiving the medical assessment, the relevant Head of School decides if a medical clearance should be granted. In granting a student a medical clearance to continue with their Placement, the Head of School can include conditions for the student to maintain the medical clearance.

5.7.5 In a case where the student failed to gain a satisfactory medical assessment, the Head of School should again seek advice from AccessAbility Services, before determining one or more of the following courses of action:

· the student may not be permitted to undertake the Placement;

· the Placement may be delayed until a satisfactory medical assessment has been obtained;

· depending on the nature of the student's disability, health condition, illness or other factor, reasonable adjustments at the Placement site may be negotiated and approved or an alternative Placement may be identified (note this must be undertaken in accordance with the Students with a Disability – Managerial Policy);

· the student is supported in a request for Leave of Absence;

· the student's enrolment may be interrupted for required medical leave, in accordance with Section 9 of the Enrolment and Graduation – Procedures; or

· the student is advised to transfer to another program in which such a Placement course is not a mandatory requirement.

5.7.6 Where there is a mandatory requirement for all students undertaking a Placement with an identified Placement Partner to complete a medical assessment, the format and content of the form and the medical professional required to make the assessment is normally determined by the Placement Partner.

5.7.7 It is typically the student's responsibility to fund the medical assessment.

5.13 During a lacement

In accordance with the USC - Placement Partner Agreement, if the Placement Partner considers on reasonable grounds that the student is not suitable to continue the placement until a satisfactory medical assessment has been produced, the Placement Partner will notify the relevant Placement Coordinator.

5.7.14 The Placement Academic Supervisor or the Placement Coordinator should inform the student of any impact that the removal from the Placement will have on their studies and any actions that will be taken by the University (as outlined in Section 5.7.5 above).

5.15 Record Keeping

All communications regarding the grounds for the medical assessment, the University's Medical Assessment Form (or other medical assessment document) and the actions in response to the medical assessment should be stored in SONIA.

# 6. Undertaking a Placement

## 6.1 Placement database
All Placements are recorded in SONIA. Nominated staff members from each discipline area update the SONIA database and act as the contact point for enquiries from staff and students.

# usc.edu.au/policy

## 6.2 Pre-Placement information

Immediately prior to a student commencing their Placement, the discipline provides pre-Placement information to the student, which should include the following:

· a PrePlace (Placement preparation program) course (or equivalent);
· Student Placement Code of Conduct;
· details of the required assessment;
· health and safety issues, including procedures if an accident or injury occurs on Placement; and
· details of insurance cover.

## 6.3 Conflict of interest

6.3.1 A student should avoid undertaking a Placement in a workplace where there is a possible or perceived conflict of interest, for example, where:

· a family member or someone with a close personal relationship is responsible for supervising the student;
· the student might be responsible for teaching or assessing a family member;
· the student is in paid employment with the Placement Partner, unless the Placement involves paid employment with the Placement Partner as part of an early employment scheme approved by the University.

6.3.2 A student must inform their Placement supervisor(s) if such a situation arises and the conflict should be resolved by the relevant Head of School in consultation with the Placement Academic Supervisor and the Placement Workplace Supervisor.

## 6.4 Employee of the Placement Partner

6.4.1 In exceptional circumstances, where a student is given permission by the relevant Head of School, to undertake a Placement where they are in paid employment with the Placement Partner, then the following safeguards are required:

· the student must have a different supervisor to the one for their paid employment;
· the tasks/project should be different for those undertaken in their paid employment; and
· the Placement must be undertaken on different days to the paid employment unless there are compelling reasons to consider the same days.

6.4.2 If these conditions cannot be met to the satisfaction of the discipline and the relevant Head of School, the Placement will not proceed.

6.4.3 In the case where the student remains in paid employment while undertaking the Placement, a USC - Placement Partner Agreement reflecting the student is undertaking a paid Placement is required and approved by both the University and the Placement Partner.

6.4.4 Section 6.4.1 does not apply where the student is completing a prescribed Placement while in paid employment with the Placement Partner where the Placement is part of an early employment scheme approved by the University.

## 6.5 Academic supervision of students on placement

6.5.1 The Placement Academic Supervisor monitors the continuing viability of the Placement. The frequency and mode of the monitoring should be appropriate for the discipline and the particular Placement. In some instances, this involves a visit to the Placement site when a student is undertaking a Placement, while in other instances contact with the Placement Partner and student by email, telephone or videoconference is appropriate.

6.5.2 Records of all interactions between the Placement Academic Supervisor and the student during the period of their Placement should be captured in SONIA.

## 6.6 Issue resolution

If a concern is raised by any of the parties involved during a Placement, the following process should be followed:

(a) in the first instance, the issue should be discussed and documented by the parties involved to determine a resolution;

(b) if the matter is not resolved, the Placement Coordinator (or appropriate University representative) meets with the parties to discuss the issue; and

(c) if the matter is still not resolved, it should be referred to the Head of School for further action.

All issue resolution must follow appropriate University policies and procedures, including, for example, the Anti-Discrimination and Freedom from Bullying and Harassment (Students) – Procedures.

## 7. Failure in a placement course

7.1 If an issue arises, during a Placement course in regard to a student's academic performance or a breach of the Student Placement Code of Conduct, the Placement Academic Supervisor should document the issue using Placement Issues Report or similar document and coordinate discussion between all parties involved to determine a resolution. If a satisfactory resolution cannot be reached, the Placement Academic Supervisor should remove the student from the Placement and refer the matter to the relevant Head of School.

## usc.edu.au/policy

7.2 The Placement Academic Supervisor (through the Course Coordinator) must complete a report and present this to the Head of School detailing the evidence of the student's actions or academic performance.

7.3 On receiving the report, the Head of School makes a determination whether to:

(a) fail the student in the assessment task and consequently fail the course (condition of a course using the Limited Grades option); or

(b) allow the student to continue in the Placement course.

7.4 If the decision is to fail the student in the course before the end of the teaching period, the Head of School is required to notify the following:

- The student
- The Placement Partner; and
- Student Services and Engagement.

7.5 If this is the student's first failure in the Placement course, the Head of School can request the Director, Student Services and Engagement place the student on MAP Stage 2: Monitored Enrolment and if it is the student's second fail in the Placement course the Head of School can recommend the student be placed on MAP Stage 3: Consideration for Exclusion. Refer to the University's Monitoring Academic Progress and Exclusion – Academic Policy and related procedures.

7.6 In the case where a student has been identified as failing a Placement course (through failing an assessment task), but has withdrawn themselves from the course prior to the recording of the fail grade, the Head of School can initiate MAP Stage 2 or 3, as if the student had failed the course.

7.7 If the decision is to allow the student to continue in the Placement course, the Head of School is required to notify the student, identifying any conditions associated with the student's continued enrolment in the course.

7.8 The student has the opportunity to seek a review of the assessment result as identified in the University's Review of Assessment and Final Grade – Procedures. If failed in the course, the student will be given the opportunity to seek a review of the notified intended grade without needing to wait until the official release of grades result for the relevant teaching period, as identified in the University's Review of Assessment and Final Grade – Procedures.

## 8. Placement breakdown or a breach of the USC – Placement Partner Agreement

8.1 If the student or the University considers the Placement is of insufficient quality or level to provide the student with an appropriate Placement experience, or if there is a breakdown in the Placement due to circumstances outside the control of the student, and the matter cannot be resolved through consultation between all parties, the Head of School must conduct an investigation based on the principles of natural justice. Every effort must be made to ensure that the student is not academically or financially disadvantaged and that support and advocacy options are made available to the student.

8.2 The outcome of the investigation may be recommending that:

- the student's Placement continues with closer monitoring by the University;
- the student's Placement with the Placement Partner is suspended until identified issues have been resolved to the satisfaction of the all parties; or
- the student's Placement with the Placement Partner is terminated and a replacement Placement is identified for the student.

8.3 The Head of School may consider the future of the relationship with the Placement Partner and whether the process to terminate a USC – Placement Partner Agreement should be commenced.

## 9. Placement review

Disciplines must have processes for evaluating the quality of the student experience of the Placement. The review should include consultation with the Placement Partner and the students. Wherever possible, such review and consultation processes should be completed prior to a new group of students commencing with the Placement Partner.

## 10. Records Management

All records must be captured by all staff, at every stage of this activity, and should provide reliable and accurate evidence of business decisions and actions. All records must be captured in an approved records management system, in accordance with the University's Information Management Framework – Governing Policy.

SONIA is the approved records management system for Work Integrated Learning Placement records. Born-physical records (such as agreements containing wet signatures or letters received in hard copy) need to be captured into SONIA and then batched for storage by Information Management Services, in accordance with the Information and Records Management – Procedures.

END

## usc.edu.au/policy

usc.edu.au/policy