VET Work Placement Procedure

Section 1 - Preamble

(1) Charles Darwin University ('the University', 'CDU') is committed to ensuring that the management of Vocational Education and Training (VET) work placements (placements) meet the principles of the Work Integrated Learning Policy.

(2) The University is committed to supporting student learning and providing authentic and purposeful placements that allow students to develop and practice skills and apply knowledge within the workplace, strengthening and embedding their learning.

(3) The University will maintain stakeholder relationships that contribute to the provision of meaningful placements that prepare students for future employment in industry.

Section 2 - Purpose

(4) This procedure explains how the University will facilitate and provide placements to students that meet the principles outlined in the Work Integrated Learning Policy.

(5) This procedure informs students, staff and placement hosts of the measures the University will implement to provide and assure quality placements to facilitate work integrated learning and develop competency.

Section 3 - Scope

(6) This procedure applies to all VET staff and students enrolled in courses that contain a placement (mandatory and non-mandated).

a. This procedure does not apply to VET apprenticeships, traineeships, VET in Schools and School-based apprenticeships.

(7) This procedure does not apply to higher education (HE) staff and students. For further information, students enrolled in HE courses may refer to the Higher Education Work Placement Procedure.

Section 4 - Procedure

(8) Placements and assessment of student placements are managed in line with the VET Course Registration Procedure and are subject to review and quality assurance processes as per the VET Assessment System Policy and Procedure and the Annual VET Course Review Procedure.

(9) CDU and industry partners strongly support the use of placements for students to:

a. strengthen the experience of the workplace and understand workplace expectations;
b. practice skills and apply knowledge to further build competency;

c. provide exposure to real workplace situations and circumstances;
d. meet competencies and prepare for assessment.

(10) To meet performance and assessment criteria, work-based learning in VET courses include (and are not limited to) the following:

a. work placements;
b. non-mandated work placements;
c. simulated work experiences.

Before placement

Placement design

(11) The Training and Assessment Strategy (TAS), developed as per the VET Assessment System Policy and Procedure, informs placement design and will determine the timing, methodology, assessment criteria and evidence requirements for placements.

(12) In addition to the requirements of the VET Assessment System Policy and Procedure, TAFE staff will consider the following when designing placements for students:

a. providing a range of contexts and conditions;
b. placement hours (mandatory and non-mandatory);
c. connection and alignment with prior and future learning, and in class training and assessment;
d. assessment evidence to be collected including (and not limited to):
    i. the use of eportfolios, platforms and technology for placements;
    ii. timesheets, logbooks, meeting minutes or other forms of workplace documentation;
    iii. direct observation checklists and tools;
    iv. methods for ensuring academic integrity can be maintained;
    v. availability and suitability of a host workplace; and
    vi. feedback from previous placements and during course design.

CDU preparation

(13) Expectations will be formalised in written contracts between the University and placement host, managed in accordance with the requirements of the Legal Agreements Policy and Procedure.

a. Where a placement is hosted or assessed by a third-party provider or offsite, it must meet the requirements of the Third-Party Partnerships for Educational Provision Policy and Procedure.

(14) The University is responsible for setting clear expectations and communicating these with students and hosts. Expectations may include but are not limited to:

a. assessment details indicating the:
    i. purpose of the work placement;
    ii. the minimum requirements for training and details of the assessment as specified in the unit/s of competency; and
    iii. the training, monitoring and assessment roles and responsibilities of all parties.
b. pre-placement skill building and assessment;
c. student safety and wellbeing;

d. student reasonable adjustments and Access and Inclusion plan accommodations and supports (where requested);
e. study and learning support;
f. intellectual property rights and responsibilities;
g. media and image release permissions (including where working with children);
h. complaints processes;
i. attendance requirements and process for absenteeism;
j. critical incident procedures; and
k. assessment evidence requirements including the use of eportfolios, direct observation checklists, third party reports, platforms and technology for placements.

Student readiness and preparation

(15) Information for students will be provided by VET Trainers and/or Assessors and through the Student Unit Guide, placement handbooks and other resources.

(16) Students are responsible for reading and understanding information regarding placements in the student unit guide including:

a. requirements to participate in placements;
b. the competencies and assessment relevant to their placement;
c. the scope of practice or work expectations;
d. minimum requirements of the student's practice;
e. workbook; workplace booklet; log book requirements, which may include hours of attendance and work completed;
f. opportunities for self-directed learning and self-reflection practices; and
g. student support available and how to access.

(17) Students are required to:

a. provide up to date contact information;
b. communicate with the University any changes in their circumstances that may impact their ability to attend placement or complete pre-placement requirements, as soon as possible and before placement allocation;
c. report conflicts of interest to the placement team.
d. participate in an induction to the workplace, including an onsite visit
e. complete knowledge assessments and simulations as required by each unit before placement which may include:
    i. a skills test;
    ii. practice hours; and
    iii. equipment training and use.

(18) Students are required to complete and provide evidence of the following prior to the commencement of their placement to CDU and while on placement to the workplace:

a. the Student Placement Deed Poll;
b. prerequisites and/or qualifications including the completion of knowledge assessments and simulations as required by unit (skills test) – hours, skills, equipment etc
c. clearances e.g. Working with Children clearance (Ochre Card), National Police Check;

d. Eligibility to Attend;
e. Fitness to Practice (if applicable);
f. Access and Inclusion plan (if applicable).

Placement host preparation

(19) A VET Trainer and/or Assessor and Host Supervisor must be identified for each educational partnership arrangement and must have adequate time and expertise to serve as supervisor as per the VET Trainer and Assessor Qualifications, Competency and Industry Currency Procedure.

(20) The VET Trainer and/or Assessor is responsible for:

a. working with industry partners and placement hosts;
b. ensuring that responsibilities for working together to conduct training and/or assessment are clear;
c. ensuring alignment of the placement experience and unit competencies;
d. ensuring suitability of workplace and assessment conditions for placement;
e. sharing relevant information regarding Reasonable Adjustments or the student's Access and Inclusion Plan (if required);
f. ensuring processes in place and communicated regarding sharing of student information;
g. monitoring and supervising student progress;
h. managing any concerns related to student performance;
i. making contact with students shortly after the placement commences; and
j. responding to queries, issues or concerns arising throughout the placement.

(21) The VET Trainer and/or Assessor quality assures placement hosts and performs workplace checks e.g. conflicts of interest, assessment conditions. They may perform a site visit to determine the workplace can provide:

a. appropriate supervision and guidance from supervisors to students;
b. appropriately experienced workplace supervisors;
c. appropriate assessment conditions; and
d. opportunities for the student to observe, develop and demonstrate required skills, if required for assessment.

(22) The placement host is responsible for ensuring they understand the requirements of providing placements to students prior to signing agreements/contracts with the University. These include:

a. a structured learning plan
b. supervision requirements;
c. availability of practice requirements (e.g. number of customers and experiences; equipment);
d. support for student learning and wellbeing;
e. limitations to a student's scope of work; and
f. assessment.

Allocation process for mandated placements

(23) The VET Trainer and/or Assessor will provide information to students regarding the placement process and outcomes. Information may include but is not limited to:

a. available placements for students to nominate preferences; and
b. pre-placement requirements to be completed before placement allocation; and

c. student responsibilities such as:
    i. meeting with placement hosts;
    ii. visiting the workplace and conducting an onsite induction;
    iii. presenting any clearances required to the workplace e.g. Working with Children Clearance (Ochre card).

(24) The VET Trainer and/or Assessor will liaise with and collate preferences from placement hosts including what experiences they can provide, the weeks they can provide placement and the placement number in the course.

(25) Students must inform their VET Trainer and/or Assessor, as soon as possible and before placement allocation, of any circumstances that may affect their ability to attend placement or complete pre-placement requirements.

(26) VET Trainers and/or Assessors and/or Placement staff will complete allocations within a timely manner so students have an opportunity to prepare for the experience.

(27) Where the allocation of placements is organised via a VET Work Placement Officer:

a. The VET Trainer and/or Assessor provides a list of students ready for placement to the Placement Officer with the following information:
    i. Working with Children Clearance (Ochre card) expiry;
    ii. placement number in the Course/ weeks of placement;
    iii. placement duration;
    iv. preferred dates of student; and
    v. student placement requirements e.g. context or experience type.
b. The Placement Officer will:
    i. check student pre-requisites are recorded;
    Note: no documents are sent to or collected by the Placement Officer.
    ii. match student to a placement by reviewing student preferences, placement number (in course); and check list from placement hosts regarding their preferences; and
    iii. confirm the placement with the workplace.

(28) Students and VET Trainers and/or Assessors are notified via email and through the University's approved placement management system of the placement allocation including dates and workplace.

(29) Where a student cannot attend an allocated placement or needs to change their allocation or wishes to register a conflict of interest, they must notify the VET Trainer and/or Assessor and Placement Officer to apply for special circumstances, as soon as possible before the placement commencement date, with appropriate evidence.

(30) Where a student cannot complete the allocated placement or wants to seek advice about continuing in a placement, they must contact the VET Trainer and/or Assessor and Placement Office as soon as possible.

(31) Records will be kept in the University's approved system to ensure the data is accessible by staff and students.

During placement

(32) The University will advise the student as soon as possible of any changes to their work placement.

(33) The University will partner with the placement host to:

a. monitor student wellbeing and safety;
b. provide guidance and support for students and respond to queries;

c. supervise and monitor student learning;
d. deliver training;
e. collect evidence for assessment;
f. provide feedback ; and
g. provide critical incident advice to students.

(34) Students must adhere to:

a. attendance requirements;
b. communication processes;
c. absenteeism processes;
d. working within their scope of practice;
e. critical incident procedures, work health and safety requirements and other workplace policies and procedures; and
f. complaints procedures (if required).

(35) Students are required to:

a. participate fully in their placement, maintain records of attendance and demonstrate reflective practices;
b. communicate with the University and update any changes in their circumstances that may impact their ability to complete placement requirements; and
c. update their contact information.

Assessment

(36) Assessment forms part of the training package developed and supported by industry and is managed under the VET Assessment System Policy and Procedure.

(37) Placement assessment requirements will be made explicit to the student by the University including:

a. estimated duration,
b. expected modes,
c. evidence collection including the collection of supplementary assessment evidence by third-parties.

(38) Assessment of a student's learning during placement may include the following:

a. assessment tools;
b. student log book;
c. eportfolios and technology platforms;
d. observation records and checklists, including third-party supplementary assessment evidence;
e. a visit from a CDU assessor; and/or
f. student self-reflection and reflective practice.

(39) The University will provide outcomes and feedback to students when final grades are released as per the Grading Policy.

After placement

Feedback on placements

(40) To ensure placements meet the needs of students, placement hosts, industry and the University, feedback will be collected on the experience and may include:

a. administration processes;
b. allocation;
c. preparation of students and placement hosts;
d. support provided to students and placement hosts; and
e. appropriateness of placements as a training and assessment experience.

(41) Feedback will be assessed and analysed to inform the Training and Assessment Strategy, future allocations and placement hosts, and as part of assessment validation, course review and accreditation procedures.

(42) CDU will provide feedback to industry regarding placements to improve future placement experiences, accommodate student placements and broadly inform the development of training packages.

Complaints

(43) A student can submit a complaint in accordance with the Complaints Policy - Students.

Monitoring and Reporting

(44) Placements will be monitored as part of course review and accreditation process and reported as per the Comprehensive Reporting Framework.

Record keeping

(45) Records will be maintained in the University's approved placement management system in accordance with the Records and Information Management Policy and Procedure.

Section 5 - Non-Compliance

(46) Non-compliance with governance documents is considered a breach of the Code of Conduct - Employees or the Code of Conduct - Students, as applicable, and is treated seriously by the University. Reports of concerns about non-compliance will be managed in accordance with the applicable disciplinary procedures outlined in the Charles Darwin University and Union Enterprise Agreement 2025 and the Code of Conduct - Students.

(47) Complaints may be raised in accordance with the Complaints and Grievance Policy and Procedure - Employees and Complaints Policy - Students.

(48) All staff members have an individual responsibility to raise any suspicion, allegation or report of fraud or corruption in accordance with the Fraud and Corruption Control Policy and Whistleblower Reporting (Improper Conduct) Procedure.

Status and Details

Status	Current
Effective Date	1st January 2025
Review Date	1st December 2027
Approval Authority	Academic Board
Approval Date	28th October 2024
Expiry Date	Not Applicable
Responsible Executive	Lisa Papatraianou Deputy Provost
Implementation Officer	Lisa Papatraianou Deputy Provost
Enquiries Contact	Lisa Papatraianou Deputy Provost

Glossary Terms and Definitions

"University" - Charles Darwin University, a body corporate established under section 4 of the Charles Darwin University Act 2003. The University is comprised of the various faculties, CDU TAFE, organisational units, and formal committees, including the governing University Council and Academic Board.

"Governance document" - means policy or procedure published in the Governance Document Library. Policies and procedures are collectively called ‘governance documents’ and are often referred to as ‘policy’ or ‘University policy’.