Higher Education Work Placement Procedure

Section 1 - Preamble

(1) Charles Darwin University ('the University', 'CDU') is committed to ensuring that higher education work placements (placements) meet the principles of the Work Integrated Learning Policy.

(2) The University is committed to supporting student wellbeing and learning by providing safe, authentic and purposeful placements that allow students to integrate theoretical knowledge into practice.

(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 quality assure placements to facilitate work integrated learning (WIL).

Section 3 - Scope

(6) This procedure applies to all higher education staff and students enrolled in courses that contain a placement.

(7) This procedure does not apply to vocational education and training (VET) staff and students.

a. For further information, students enrolled in VET courses may refer to the VET Work Placement Procedure.

Section 4 - Procedure

(8) The University upholds the principles of the Work Integrated Learning Policy and facilitating placements through activities before, during, and after placement.

Before placement

Placement design

(9) Placement design will be guided by the principles of best practice in WIL.

a. Placements will be designed as a continuum of practice across the student's learning journey within a course.
b. Placements are documented and reviewed as part of course accreditation processes in line with the Higher Education Course and Unit Accreditation Procedure.
c. Placements are subject to review and quality assurance processes to ensure relevance and alignment to

industry requirements.

(10) Changes to a unit's work integrated learning components, including placement design, are considered a major amendment as per the Higher Education Course and Unit Accreditation Procedure.

(11) Faculty staff will consider the following when designing placements for students:

a. alignment to AQF standards and course accreditation requirements;
b. relevant legislative requirements;
c. professional accreditation requirements and best practice;
d. course inherent requirements and fitness to practise requirements;
e. connection and alignment with prior and future learning and in class teaching, learning and assessment;
f. use of eportfolios, platforms and technology for placements;
g. methods for maintaining academic integrity;
h. feedback from previous placements and during course design; and
i. where relevant, maintaining staff currency of practice.

(12) The University will ensure that assessment of student placements are planned for and managed in line with the Higher Education Coursework Assessment Policy and Procedure.

CDU preparation

(13) The University will assess and quality assure placement hosts to ensure they can meet requirements and provide appropriate learning and wellbeing support to students.

(14) The University will set clear expectations and communicate these to placement hosts, which may include but is not limited to:

a. student safety and wellbeing;
b. intellectual property rights and responsibilities;
c. media and image release permissions;
d. complaints processes;
e. attendance requirements and process for absenteeism;
f. critical incident procedures,
g. use of eportfolios, platforms and technology for placements;
h. access and inclusion accommodations and supports (where requested); and
i. study and learning support.

(15) Expectations will be formalised in written contracts and agreements between the University and the placement host, managed in accordance with the requirements of the Legal Agreements Policy and Procedure and Third-Party Provider for Educational Delivery Procedure.

a. A copy of the CDU Student Placement Deed Poll, completed by the student, will be provided to the placement host.

(16) The University will ensure students are provided with information in a timely manner to allow for adequate preparation. Information will be published on the website and in the course catalogue.

(17) The University will provide information to students including:

a. attendance expectations (including if it is a compulsory component of their course);
b. place in the course and learning continuum;
c. pre-placement requirements and expectations set by:
    i. CDU/faculties;
    ii. Industry and industry regulators;
    iii. placement host e.g. licences, clearances;
d. pastoral care and additional learning and wellbeing support services;
e. how access and inclusion accommodations can be catered for (where required);
f. peer communication process and learning group access;
g. the complaints process;
h. how to contact and communicate with the University and the placement host;
i. expectations including dress standard, social media use; and
j. assessment requirements including assessment methods, the use of eportfolios and technology or platforms used to evidence learning.

(18) The University will ensure that quality assurance processes are planned for and managed in line with the Higher Education Course and Unit Accreditation Procedure.

Student readiness and preparation

(19) Students are responsible for reading and understanding the information regarding placements that is made available to them including:

a. their study plans and requirements to participate in placements;
b. the learning outcomes and competencies of the placements;
c. the scope of practice or work expectations;
d. minimum requirements of the student's practice;
e. record keeping including hours of attendance; and
f. opportunities for self-directed learning and self-reflection practices.

(20) During the admissions process, students are required to read and acknowledge the inherent requirements of the course in which they are enrolled.

a. Inherent requirements and any applicable fitness to practise requirements for each course with a placement will be made available to students in a timely manner.
b. Where a student is unsure or feels they may not be able to fulfill these requirements, they must meet with the course coordinator before placement.

(21) Students are required to provide up to date contact information and 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.

(22) Students are required to complete and provide evidence of the following prior to the deadline set by the faculty:

a. the CDU Student Placement Deed Poll;
b. prerequisite learning and/or qualifications;
c. clearances e.g. working with children clearance, National Police Check;
d. Eligibility to Attend;

e. Fitness to Practise (if applicable);
f. Access and Inclusion plan (if applicable).

Placement host preparation

(23) 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. supervision requirements;
b. support for student learning and wellbeing;
c. limitations to a student's scope of work.

(24) The placement host will provide the student with workplace specific information and training, including but not limited to:

a. critical incident procedures;
b. absenteeism and appropriate means of contacting the placement host;
c. workplace expectations (dress; code of conduct);
d. worksite access arrangements;
e. WHS induction and other induction processes;
f. additional requirements, policies and procedures as necessary.

(25) The placement host must update the University of any changes to circumstances, ability to provide placements and conditions of the agreement/contract.

Allocation of placements

(26) The faculty will provide information to students regarding the placement process and outcomes.

(27) Students must:

a. inform the faculty, as soon as possible and before placement allocation, of any circumstances that may affect their ability to attend placement or complete pre-placement requirements; and
b. upload evidence of pre-placement requirements to the University-approved placement management system by the deadline set by the faculty.

(28) Faculty placement staff will complete allocations within a timely manner so students have an opportunity to prepare for the experience.

(29) Allocation process:

a. Placement staff verify student evidence;
b. Placement staff allocate placements to students using the following guidelines:
    i. matching student to workplace;
    ii. location (in accordance with any policies that inform reasonable expectations of placement location and travel);
    iii. needs of student;
    iv. availability of industry offerings;
    v. level of learning, course point in time and assessment requirements;
    vi. Access and Inclusion Plan accommodations; and

vii. student preferences (if relevant).

c. Students are notified via email and through the University's approved placement management system of their placement allocation.

(30) Where a student cannot attend an allocated placement or needs to change their allocation, they must notify the Unit Coordinator and Placement Office to apply for special circumstances, as soon as possible before the placement commencement date, with appropriate evidence.

a. Faculties will follow faculty processes and escalate as necessary to the appropriate faculty staff.

(31) Where a student cannot complete the allocated placement or wants to seek advice about continuing in a placement, they must contact the Unit Coordinator and Placement Office as soon as possible.

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

During placement

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

a. monitor student wellbeing and safety;
b. supervise and monitor student learning;
c. assess learning outcomes and provide feedback;
d. provide support for students; and
e. 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 requirements will be made explicit to the student by the University. These will include:

a. scope of practice;
b. expected duration of placement; and
c. learning outcomes and competency-based requirements.

(37) The University, in partnership with placement hosts, will plan for assessment activities that meet course learning outcomes and industry requirements.

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

a. assessment tools;
b. eportfolios and technology platforms;
c. observation records;
d. visit/s from a CDU assessor; and
e. student self-reflection and reflective practice.

(39) The University will provide outcomes and feedback to students as per the Grading Policy, usually by Grade Release of the study period in which they are enrolled.

After placement

Feedback on placement

(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 the following:

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 learning experience.

(41) Feedback will be assessed and analysed to inform course design, future allocations and placement hosts, and as part of course review and accreditation procedures.

Complaints

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

Monitoring and Reporting

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

(44) Concerns about a student's fitness to practise can be raised in accordance with the Fitness to Practise Policy and Procedure.

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	24th November 2026
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Approval Authority	Academic Board
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Expiry Date	Not Applicable
Responsible Executive	Louise King Provost
Implementation Officer	Laura Fairbrother Associate Director Curriculum Assessment and Teaching Development
Enquiries Contact	Laura Fairbrother Associate Director Curriculum Assessment and Teaching Development --- Teaching and Learning Connect

Glossary Terms and Definitions

"Work integrated learning" - Defined by the Tertiary Education Quality and Standards Agency where structured and purposefully designed learning and assessment activities integrate theory with the practice of work. Work-integrated learning includes service learning, and activities normally involve students interacting with industry and community within a work context or similar situation. This may be simulated and generally allows students to learn, and apply/demonstrate skills and knowledge applicable to the course of study being undertaken (Adapted from ALTC, The WIL (Work Integrated Learning) Report, Patrick, et al, 2009).

"Inherent Requirements" - The abilities, knowledge, and standards of conduct and performance that are essential for a student to achieve the learning outcomes of a course or unit. These may include compulsory standards set by professional registration, or accreditation bodies.

"Faculty" - An organisational and academic unit in the University that delivers courses and conducts research.

"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’.

"Study period" - In reference to an academic period, ‘study period’ means a period of time: aligned to the University’s academic calendar; in which students enrol in one or more units; for which students are usually charged fees; and including semesters, higher education intensive periods, and vocational education and training (VET) teaching periods.