



Community Services & Health
Industry Skills Council



WORK PLACEMENT GUIDE FOR CHC COMMUNITY SERVICES AND HLT HEALTH TRAINING PACKAGE

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Modification History

Release number	Release date	Comments
2.0	December 2015	Revised to provide information for newly endorsed Release 3 components in December 2015
1.0	October 2015	Revised to provide information for newly endorsed components in July 2015

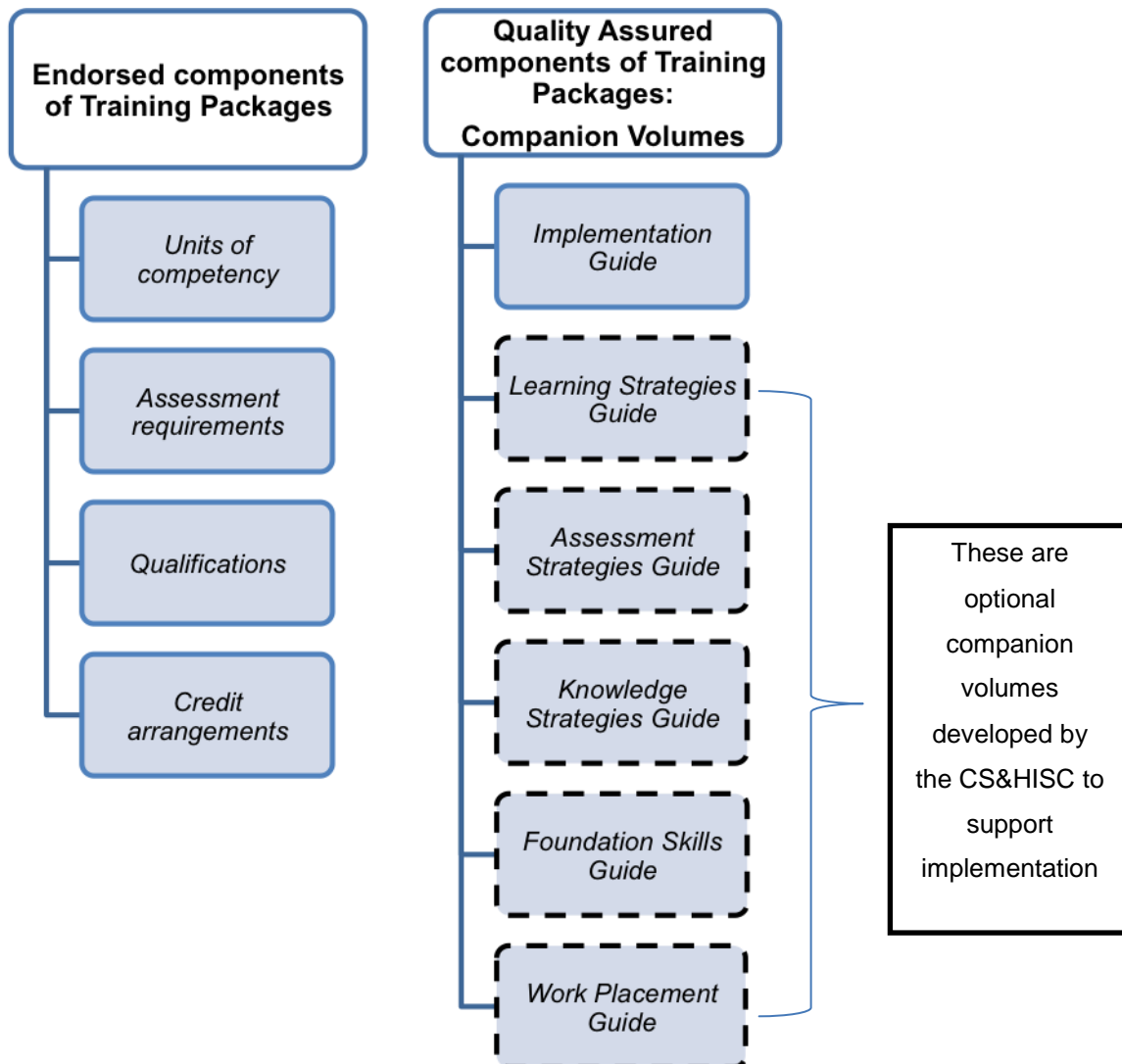
Purpose of this Guide

This *Work placement guide* is one of several guides produced to help with the implementation of the HLT Health and CHC Community Services Training Packages.

CHC and HLT units of competency, assessment requirements, qualifications and skill sets can be found on the national register www.training.gov.au.

In addition, the following non-endorsed Training Package components (companion volumes) have been developed:

- The **Implementation guide** is a mandatory requirement for Industry Skills Councils to develop. It is available at www.cshisc.com.au and contains overview information about the entire Training Package, including a list of all units of competency, skills sets and qualifications. It also contains key implementation advice for use by RTOs.
- Other guides and resources to assist implementation include:
 - A **Learning strategies guide** describes potential strategies for working with a diversity of learners and possible learning strategies.
 - A **Knowledge strategies guide** identifies knowledge requirements of the units of competency, a glossary of terms and provides information about potential resources as well as links to useful information.
 - An **Assessment strategies guide** provides guidance on implementation of the Assessment Requirements as well as general advice about assessment.
 - A **Foundation skills guide** provides guidance about identifying foundation skills and developing them in students in the context of the sector in which they work.
 - This **Work placement guide** provides guidance on how to set up work placements, the roles and responsibilities of RTOs and industry partners, how to ensure that the placements are good learning experiences for students and are run effectively in organisations. .



Feedback and contributions

In time, these companion volumes will provide an opportunity to showcase best practice from RTOs and provide a forum for sharing information and resources. If you have any ideas, resources, case studies or feedback to contribute to the companion volumes, please provide your feedback via the CS&HISC Continuous Improvement Feedback Register.

www.cshisc.com.au/connect/continuous-improvement-register/

Why work placement?

The initiative, to include minimum hours of work placement during the completion of a HLT or CHC qualification, responds to long-standing industry concerns, including:

- inconsistent training and assessment outcomes
- varying levels of experience
- workplace exposure provided by RTOs

This was particularly of concern in qualifications that posed risks to students, workers or clients such as children's services, Aboriginal and/or Torres Strait Islander health work, aged care, disabilities, mental health, pastoral care, volunteering, leisure and allied health. In 2013, a major review into aged care training by the Australian Skills Quality Authority (ASQA) found that 15 per cent of RTOs provided less than 60 hours of work placement, including some Certificate III in Aged Care courses that failed to provide any work-based training to students. Strengthening the training packages by specifying minimum work placement hours and workplace assessment requirements was a key recommendation of the ASQA review.

Many qualifications contain the following statement:

To achieve this qualification, the candidate must have completed at least X hours of work as detailed in the Assessment Requirements of the units of competency.

(X is specified in each qualification document)

A number of units of competency in the newly endorsed training packages contain minimum hours of work as part of the evidence requirement to demonstrate competency. Although these requirements may be met by people already in the workforce, in many cases RTOs will need to organise work placements for students who have not had the required experience.

What is work placement?

For the purpose of this guide, the term work placement is used to describe any type of placement or experience in the workplace that formally contributes to the assessment process. This includes the need to collect and use information from the work placement as part of the student's overall assessment. In a sector such as complementary & alternative health, work requirements are expressed as hours in a clinical environment to reflect the practice of using student clinics that are open to the general public as the de facto workplace.

Work placement requirements in Training Packages

In the HLT Health and CHC Community Services Training Packages requirements for specified hours of work have been documented in two places:

- in qualification descriptions
- in assessment requirements of units of competency

Qualification descriptions

The need to complete specified hours of work is noted in the qualification descriptions so that anyone accessing the qualification can be immediately aware of this requirement. However, strictly speaking, the requirement itself is part of the assessment requirements of individual units of competency. Below are several examples of qualification descriptions with the 'hours of work' requirement highlighted.

CHC33015 Certificate III in Individual Support

Qualification Description

This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.

HLT37215 Certificate III in Pathology Collection

Qualification Description

This qualification reflects the role of pathology collectors. Workers in this role follow known routines and procedures, taking responsibility for their own work under general supervision. They combine communication, customer service and technical skills, and use discretion and judgment to adapt and transfer their skills to different situations.

To achieve this qualification, the candidate must have completed at least 35 hours of work as detailed in the Assessment Requirements of units of competency.

HLT52015 Diploma of Remedial Massage

Qualification Description

This qualification reflects the role of remedial massage therapists who work with clients presenting with soft tissue dysfunction, musculoskeletal imbalance or restrictions in range of motion (ROM). Practitioners may be self-employed or work within a larger health service.

To achieve this qualification, the candidate must have completed at least 200 hours of work as detailed in the Assessment Requirements of units of competency.

CHC53315 Diploma of Mental Health

Qualification Description

This qualification reflects the role of workers who provide services to clients in relation to mental health issues. They can provide counselling, referral, advocacy and education/health promotion services. These workers are required to have high level specialist knowledge, skills and competencies especially in regard to laws affecting people with mental health issues, the range of services available to them and health issues related to mental health.

To achieve this qualification, the candidate must have completed at least 160 hours of work as detailed in the Assessment Requirements of the units of competency.

CHC53415 Diploma of Leisure and Health

Qualification Description

This qualification reflects the role of workers with responsibility for designing, implementing and evaluating health and leisure activities, and programs for clients in one or more sector areas. Work may be in residential facilities and/or in community agencies and day centres. Workers

work under supervision or as sole practitioners and may be required to plan, coordinate and evaluate other workers and work teams within broad but generally well-defined guidelines.

To achieve this qualification, the candidate must have completed at least 240 hours of work as detailed in the Assessment Requirements of the units of competency.

Assessment requirements of units of competency

The requirement to undertake a particular number of hours of work is specified in the assessment requirements of units of competency. Not every unit contains the requirement. In some qualifications it is only one core unit of a qualification that includes this requirement, although in others it can be more.

The wording of the assessment requirement for workplace evidence was carefully considered and negotiated through different sector subject matter expert groups. The number of hours is just one of the pieces of performance evidence required in each unit.

The performance evidence always begins with the following statement:

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

This is followed by a list specific to the unit and where the work requirement is present, the additional words are added:

- performed the activities outlined in the performance criteria of this unit **during a period of at least xx hours** .. *(note: the specified number and the words that follow this statement vary - see table below for a full list of units of competency)*

Some examples of the wording in the performance evidence of assessment requirements are given below and the number of hours highlighted:

CHCDIS005 Develop and provide person-centred service responses

There must be evidence that the candidate has:

- followed procedures for person-centred service delivery in line with the organisation's quality system, including:

- developed and implemented at least 3 different person-centred service responses to meet the aspirations, needs, rights and preferences for people with disability, 2 in a simulated environment and 1 in the workplace
- reviewed and monitored at least 3 individual service responses and made changes that are necessary to improve quality service delivery; met changing needs of the person; addressed barriers and responded to legislative changes, 2 in a simulated environment and 1 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work

CHCLAH002 Contribute to leisure and health programming

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- contributed to the planning, delivery and evaluation of 3 leisure and health activities for a client or group of clients
- documented 4 activity modifications/adaptions that have been investigated
- visited a suitable outing venue for a chosen client or group of clients
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

CHCCCS023 Support independence and wellbeing

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- safely supported at least 3 people to enhance independence and wellbeing
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation

CHCVOL002 Lead volunteer teams

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- volunteered as a team leader of at least 2 paid and/or unpaid staff for a period of at least 30 hours in an organisation with a structured volunteer program

CHCPAS002 Provide pastoral and spiritual care

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- provided pastoral and spiritual support to 3 clients or community groups
- documented a log of 20 hours of reflection and review of own performance, values and beliefs
- prepared a Pastoral Care Verbatim Report in collaboration with supervising chaplain or pastoral and spiritual care worker
- performed the activities outlined in the performance criteria of this unit during a period of 100 hours of work in at least 1 organisation or community setting

CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- worked collaboratively with at least two families, including:
 - applying a range of collaborative work practices when working with families, children, young people, colleagues and other agencies
 - adhering to child protection principles and work practices while performing work role
 - applying self-management strategies and safe work principles
 - communicating and responding appropriately to children and families
 - supporting families to ensure that the child or young person is safe
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at child protection service.

HLTAHA001 Assist with an allied health program

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- assisted with 3 allied health programs, 1 in a simulated environment and 2 in the workplace

- performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours of work

HLTAYV003 Provide Ayurvedic bodywork therapies

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- performed the activities outlined in the performance criteria of this unit during a period of at least 200 hours of Ayurvedic client consultation work
- prepared for and managed at least 25 different Ayurvedic bodywork sessions. Clients must include males and females from different stages of life
- provided Ayurvedic therapeutic treatment according to the Ayurvedic framework:
 - obtained required client information prior to treatment
 - evaluated and responded appropriately to any contraindications
 - selected and used herbalised oils appropriate to the client
 - selected and used techniques and sequences according to established Ayurvedic practice, including:
 - abhyanga
 - shirodhara
 - kati basti

HLTOPD002 Dispense optical appliances

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours of direct client contact work
- dispensed optical appliances to at least 5 different clients

HLTAMB007 Assess patient and deliver basic clinical

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- performed the activities outlined in the performance criteria of this unit during a period of at least 80 hours under clinical supervision in the workplace

- performed a clinical assessment and implemented basic care in an pre-hospital/out-of-hospital context on 3 different patients for an illness or trauma impacting health status including:
 - performing primary survey
 - performing secondary survey – systematic head to toe physical body examination including vital signs and level of consciousness
 - planning and implementing basic clinical care based on assessment and time-criticality
 - monitoring patient
 - safely delivering patient to receiving facility or service
- performed basic life support on an adult, child and infant simulation manikin according to established clinical guidelines and protocols.
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Work placement hours in CHC & HLT Training Package qualifications

Based on advice from industry, work requirement hours are included in selected units of competency in the following qualifications:

CHC Community Services Training Package

Qualification		Mandatory work placement hours
CHC14015	Certificate I in Active Volunteering	20 hours
CHC24015	Certificate II in Active Volunteering	20 hours
CHC30113	Certificate III in Early Childhood Education and Care	120 hours
CHC30213	Certificate III in Education Support	100 hours
CHC34015	Certificate III in Active Volunteering	20 hours
CHC33015	Certificate III in Individual Support <i>Note: this includes any specialisation or combination of specialisations</i>	120 hours
CHC40113	Certificate IV in School Age Education and Care	120 hours
CHC40213	Certificate IV in Education Support	100 hours

CHC40313	Certificate IV in Child, Youth and Family Intervention	120 hours
CHC42315	Certificate IV in Chaplaincy and Pastoral Care	100 hours
CHC43015	Certificate IV in Ageing Support	120 hours
CHC43115	Certificate IV in Disability	120 hours
CHC43315	Certificate IV in Mental Health	80 hours
CHC43415	Certificate IV in Leisure and Health	120 hours
CHC43515	Certificate IV in Mental Health Peer Work	80 hours
CHC50113	Diploma of Early Childhood Education and Care	240 hours
CHC50213	Diploma of School Age Education and Care	240 hours
CHC52015	Diploma of Community Services	100 hours
CHC53315	Diploma of Mental Health	160 hours
CHC53415	Diploma of Leisure and Health	240 hours

Unit Code	Unit Title	Mandatory work placement hours
CHCCCS023	Support independence and wellbeing	120 hours
CHCCCS028	Provide client centred support to people in crisis	50 hours
CHCDEV002	Analyse impacts of sociological factors on clients in community work and services	100 hours
CHCDIS005	Develop and provide person-centred service responses	120 hours
CHCDSP001	Facilitate dispute resolution in the family law context	50 hours
CHCDSP002	Adhere to ethical standards in family dispute resolution	50 hours
CHCDSP003	Support the safety of vulnerable parties in family dispute resolution	50 hours
CHCECE003	Provide care for children	120 hours
CHCECE005	Provide care for babies and toddlers	120 hours
CHCECE007	Develop positive and respectful relationships with children	120 hours

Unit Code	Unit Title	Mandatory work placement hours
CHCECE010	Support the holistic development of children in early childhood	120 hours
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood	240 hours
CHCECE019	Facilitate compliance in an education and care services	120 hours
CHCECE024	Design and implement the curriculum to foster children's learning and development	240 hours
CHCEDS002	Assist in implementation of planned educational programs	100 hours
CHCEDS003	Contribute to student education in all developmental domains	100 hours
CHCEDS021	Assist in facilitation of student learning	100 hours
CHCFCS001	Facilitate the family counselling process	50 hours
CHCFCS002	Provide relationship counselling	50 hours
CHCFCS003	Provide counselling to children and young people	50 hours
CHCFIN001	Facilitate the financial counselling process	220 hours
CHCFIN002	Identify and apply technical information to assist clients with financial issues	220 hours
CHCFIN003	Develop and use financial counselling tools and techniques	220 hours
CHCLAH002	Contribute to leisure and health programming	120 hours
CHCLAH003	Participate in the planning, implementation and monitoring of individual leisure and health programs	120 hours
CHCLAH004	Participate in planning leisure and health programs for clients with complex needs	120 hours
CHCLAH006	Coordinate planning, implementation and monitoring of leisure and health programs	240 hours
CHCLAH008	Provide leisure education	240 hours
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people	120 hours
CHCPWK003	Apply lived experience in mental health peer work	80 hours

Unit Code	Unit Title	Mandatory work placement hours
CHCSAC001	Support children to participate in school age care	120 hours
CHCSAC003	Work collaboratively and respectfully with children in school age care	120 hours
CHCSAC004	Support the holistic development of children in school age care	120 hours
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care	240 hours

HLT Health Training Package

Qualification	Mandatory work placement hours
HLT33015 Certificate III in Allied Health Assistance	80 hours
HLT33115 Certificate III in Health Services Assistance (for the specialisation <i>Assisting in nursing work in acute care</i>)	80 hours
HLT35015 Certificate III in Dental Assisting	250 hours
HLT37215 Certificate III in Pathology Collection	35 hours
HLT41115 Certificate IV in Health Care	80 hours
HLT43015 Certificate IV in Allied Health Assistance	120 hours
HLT45015 Certificate IV in Dental Assisting	250 hours
HLT47815 Certificate IV in Optical Dispensing	100 hours
HLT42015 Certificate IV in Massage Therapy	80 clinic hours
HLT51015 Diploma of Paramedical Science	160 hours
HLT52015 Diploma of Remedial Massage	200 clinic hours
HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage	200 clinic hours
HLT52215 Diploma of Shiatsu and Oriental Therapies	200 clinic hours
HLT52315 Diploma of Clinical Aromatherapy	120 clinic hours
HLT52415 Diploma of Kinesiology	200 clinic hours
HLT52515 Diploma of Reflexology	120 clinic hours
HLT52615 Diploma of Ayurvedic Lifestyle Consultation	200 clinic hours
HLT62615 Advanced Diploma of Ayurveda	400 clinic hours

HLT65015 Advanced Diploma of Dental prosthetics	240 hours
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Unit code	Unit title	Mandatory work placement hours
HLTAHA001	Assist with an allied health program	80 hours
HLTAHA002	Assist with the application and removal of casts	120 hours
HLTAHA003	Deliver and monitor client-specific physiotherapy programs	120 hours
HLTAHA004	Support client independence and community participation	120 hours
HLTAHA005	Support the delivery and monitoring of physiotherapy programs for mobility	120 hours
HLTAHA006	Assist with basic foot hygiene	120 hours
HLTAHA007	Assist with podiatric procedures	120 hours
HLTAHA008	Assist with podiatry assessment and exercise	120 hours
HLTAHA009	Assist with the rehabilitation of clients	120 hours
HLTAHA010	Assist with the development and maintenance of client functional status	120 hours
HLTAHA011	Conduct group sessions for individual client outcomes	120 hours
HLTAHA012	Support the development of speech and communication skills	120 hours
HLTAHA013	Provide support in dysphagia management	120 hours
HLTAHA014	Assist and support the use of augmentative and alternative communication systems	120 hours
HLTAHA015	Deliver and monitor a hydrotherapy program	120 hours
HLTAHA016	Support the fitting of assistive equipment	120 hours
HLTAHA017	Assist with social work	120 hours
HLTAHA018	Assist with planning and evaluating meals and menus to meet recommended dietary guidelines	120 hours
HLTAHA019	Assist with the monitoring and modification of meals and menus according to individualised plans	120 hours
HLTAHA020	Support food services in menu and meal order processing	120 hours
HLTAHA021	Assist with screening and implementation of therapeutic diets	120 hours
HLTAHA022	Prepare infant formulas	120 hours

HLTAHA023	Support the provision of basic nutrition advice and education	120 hours
HLTAHA024	Work within a community rehabilitation environment	120 hours
HLTAIN001	Assist with nursing care in an acute care environment	80 hours
HLTAMB004	Conduct advanced clinical	80 hours
HLTAMB007	Assess and deliver basic clinical care	80 hours
HLTAMB008	Assess and deliver standard clinical care	160 hours
HLTARO003	Perform aromatherapy health assessments	120 hours
HLTARO004	Provide therapeutic aromatherapy treatments	120 hours
HLTARO005	Provide aromatherapy massage treatments	120 hours
HLTARO006	Adapt aromatherapy treatments to specific needs	120 hours
HLTARO007	Monitor and evaluate aromatherapy treatments	120 hours
HLTAYV003	Provide Ayurvedic bodywork therapies	200 hours
HLTAYV004	Provide Ayurvedic lifestyle advice	200 hours
HLTAYV005	Provide advice on Ayurvedic nutrition	200 hours
HLTAYV006	Take cases within Ayurvedic framework	200 hours
HLTAYV007	Diagnose conditions within an Ayurvedic framework	200 hours
HLTAYV008	Provide Ayurvedic remedial therapies	200 hours
HLTAYV009	Provide therapeutic Ayurvedic nutritional advice	200 hours
HLTAYV010	Select and advise on Ayurvedic medicines - dravyaguna	200 hours
HLTAYV011	Prepare and dispense Ayurvedic medicines - dravyaguna	200 hours
HLTDEN001	Prepare for and assist with oral health care procedures	250 hours
HLTDEP001	Identify, select and prepare instruments, equipment, materials	240 hours
HLTDEP002	Gather data, conduct dental prosthetic examination and develop treatment plan	240 hours
HLTDEP003	Take impressions	240 hours
HLTDEP004	Establish and record jaw relationships and select artificial teeth	240 hours

HLTDEP005	Evaluate a removable dental prosthesis at try-in stage	240 hours
HLTDEP006	Insert and issue a completed removable dental prosthesis	240 hours
HLTDEP007	Perform maintenance treatment for clients with removable dental prostheses	240 hours
HLTDEP008	Construct and insert an implant retained overdenture	240 hours
HLTKIN003	Perform kinesiology assessments	200 hours
HLTKIN004	Provide kinesiology balances	200 hours
HLTKIN005	Monitor and evaluate client progress	200 hours
HLTPAT002	Perform venous blood collection	120 hours
HLTREF003	Perform reflexology health assessments	120 hours
HLTREF004	Provide therapeutic reflexology treatments	120 hours
HLTREF006	Monitor and evaluate reflexology treatments	120 hours
HLTMSG002	Assess client massage needs	80 hours
HLTMSG003	Perform remedial massage musculoskeletal assessments	80 hours
HLTMSG004	Provide massage treatments	80 hours
HLTMSG005	Provide remedial massage treatments	200 hours
HLTMSG006	Adapt remedial massage practice to meet specific needs	200 hours
HLTMSG007	Adapt remedial massage practice for athletes	200 hours
HLTMSG008	Monitor and evaluate remedial massage treatments	200 hours
HLTSHU004	Perform Shiatsu therapy health assessments	200 hours
HLTSHU005	Perform oriental therapies health assessments	200 hours
HLTSHU006	Provide Shiatsu therapy treatments	200 hours
HLTSHU007	Provide oriental therapies treatments	200 hours
HLTSHU008	Adapt Shiatsu and oriental therapies practice to meet specific needs	200 hours
HLTTTCM002	Perform Traditional Chinese Medicine (TCM) remedial massage health assessments	200 hours
HLTTTCM003	Provide Traditional Chinese Medicine (TCM) remedial massage treatments	200 hours

Opportunities and challenges

Opportunities

For students, work placements (practical placements, clinical placements) are an opportunity to:

- learn in a workplace relevant to their future career
- talk, listen and learn from experienced workers who will help students put theoretical learning into practice, and answer questions about wider areas of work and future opportunities in the industry
- practice skills over a period of time in real life situations, in different contexts and with different individual clients
- have access to real work technologies, equipment, clients and procedures
- have exposure to both normal operating procedures and unplanned contingencies

For RTOs, work placements enable individual trainers and assessors to:

- keep up to date and tailor training and assessments to current industry practices
- develop networks and professional relationships with industry staff which increases the value and quality of the education provided to students
- engage industry and work with them to interpret and translate VET assessment requirements

For 'host employers' or individual organisations there are opportunities to:

- have more control over the quality of training and assessment outcomes
- provide the opportunity to make a positive contribution to the education and development of candidates
- improve consistency of learning outcome and skills of new entrants to the industry
- develop skills of internal staff in management – supervision, mentoring, training and assessment
- create opportunities for building employer/RTO partnerships for staff training purposes
- promotion of the sector and influencing career choices – dispelling unwarranted stereotypical views
- support good training & development outcomes – increased completion rates and productivity improvements

- increase of staff morale – increase motivation of employees

Challenges

Partnership arrangements rely on a clear understanding of each party's role and responsibilities. The lack of a coordinated and planned approach between the employer and the RTO assessor may lead to students having difficulty in being assessed as competent.

Problems can emerge when:

Employers:

- do not understand that competency based assessment processes are evidence based and relate to the requirements of a unit of competency
- do not provide adequate time or opportunities for students to practise their skills in the workplace
- do not have staff who are competent themselves to review the student's work practices
- are unclear about their role in the assessment process

RTOs:

- do not organise enough opportunities or time in work placement for employers to make confident reports about the skills of the students
- do not have assessors with current vocational competency
- do not maintain the relationship with the employer to check and monitor the student's progress
- do not sufficiently plan for on-site assessment and cause disruption to work procedures.

Organising work placements

Depending on the size of the RTO, the number of students who require placements and the number of available host organisations it may be advisable for the RTO to create a Placement Coordinator role within the RTO. Even if no one holds this role in a formal sense, someone needs to be delegated the following responsibilities;

- identifying potential organisations and specific worksites for placements relevant to the requirements of the training package. This means going beyond just identifying an organisation in the industry that is close to the RTO and willing to take students. The

organisation must have all the resources and equipment in place that will allow the student the full range of opportunities to learn to develop the skills outlined in the performance criteria in the specified units of competency.

- negotiating times, dates and learning outcomes for each placement with the host and match these with students
- set up initial meetings between the host organisation, student and coordinator (or RTO trainer/assessor)
- providing initial and ongoing support to the host organisation / employer

A similar role is required within each host organisation, a contact person who will be responsible for

- negotiating times, dates and required learning outcomes for each placement with the RTO and match these with available supervisors/mentors
- assigning a supervisor/mentor to each student and ensuring that the person is aware of their responsibilities

Work placement agreements

Work placement agreements should be signed by the RTO, host organisation and student for each placement. There is a list of resources at the end of this guide that provide sample documents.

Workplace health and safety

Workplace Health and Safety Requirements in relation to work placements and the agreements between training providers and work placement providers vary across jurisdictions. The RTO will need to make sure that the workplace chosen provides a safe environment for its students, that relevant workplace health and safety training has taken place before the work placement and that the worksite provides a safety induction for the student and appropriate supervision during the entire placement. RTOs should ensure they meet the insurance obligations of their registration against the RTO standards and seek advice from their RTO regulator and/or their workcover insurance provider.

Work placements checks

Across the varied Health and Community services work environments students undertaking

work placement may require specific checks to gain admission to particular work environments.

The following checks maybe required prior to work placement by Health and Community services and RTO's should ensure that students have obtained all necessary checks.

National Criminal History Record Check or National Police Certificate

Students can apply for the National Police Check through their local police station or via the National Crime Check website:

www.nationalcrimecheck.com.au/police-checks-individuals/

www.policecheckexpress.com.au/order-now/?gclid=CJ20o-2bh8kCFQQAodVBwNUQ

ACT

www.afp.gov.au/what-we-do/police-checks/national-police-checks.aspx

SA

www.police.sa.gov.au/services-and-events/apply-for-a-police-record-check

TAS

www.police.tas.gov.au/services-online/police-history-record-checks/

VIC

www.police.vic.gov.au/content.asp?Document_ID=274

WA

www.police.wa.gov.au/ABOUTUS/OurServices/ClearanceCertificates/tabid/1202/Default.aspx

Working with children check

NSW

www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check

NT

www.workingwithchildren.nt.gov.au/

ACT

www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804

QLD

bluecard.qld.gov.au/index.html

SA

www.dcsi.sa.gov.au/services/screening

TAS

www.justice.tas.gov.au/working_with_children

VIC

www.workingwithchildren.vic.gov.au/

WA

www.checkwwc.wa.gov.au/checkwwc

Vaccination record check

NSW

Occupational Assessment, Screening and Vaccination Against Specified Infectious Diseases (PD2011_005)

Code of Conduct check

Some State or Territory health services require a student to sign a code of conduct form

Student registration with Australian Health Practitioner Regulation Agency (AHPRA)

www.nursingmidwiferyboard.gov.au/Registration-and-Endorsement/Student-Registration.aspx

Work placements and payment

FairWork Australia has a factsheet available referring to 'Vocational Placement' which makes it clear that under the FairWork Act there are conditions which must be met for a person to be recognised as on a vocational placement. These conditions can be summarised as:

- must be a placement, arranged by the training provider or student as a course requirement
- must be no entitlement to pay
- placement must be done as a requirement of an education or training course
- placement must be approved (all RTOs that are implementing the requirements of units of competency will meet this as they are 'approved' by their regulator to deliver the program)

See www.fairwork.gov.au/about-us/policies-and-guides/fact-sheets/unpaid-work/student-placements

Insurances

Legal and insurance requirements vary between organisations, states and territories. RTOs must undertake their own research to ensure local requirements are met. Typical roles and responsibilities in work placement

Work Placement Coordinator at the RTO

- Organises placement with students and employers
- Works with the employer to plan a work program for the student
- Keeps in contact with students and employers during the placement
- De-briefs student and employer at the end of the placement
- Takes responsibility for documentation required by the training organisation including signed work placement agreement with an employer and student
- Follows the procedural requirements of the training organisation in relation to insurance and legal considerations
- Ensure all necessary student work placement checks have been obtained by students and workplace employers have confirmed the student will be allowed admission into the workplace

Employer/Workplace Supervisor

- Gives the student an introduction and induction on workplace policies and procedures
Takes responsibility for the direction of the student during the placement
- Provides a safe workplace, free from bullying and verbal, physical, racial and sexual abuse
- Provides opportunities to develop knowledge and skills
- Fills in relevant sections of the student's workbook, including a student evaluation
- De-briefs the student at the end of the placement
- Follows legal and insurance requirements during the placement

Student

- Obtains consent for work placement from a parent or guardian, if under 18 years of age
- Acts in a professional and courteous way and respects the rights of other people in the workplace
- Follows the policies and procedures of the host workplace
- Keeps information about the host business confidential unless agreed to by the employer
- Pro-actively seeks to develop skills and knowledge during the placement to ensure readiness for workplace assessments
- Completes student workbook or other documentation required by the training

organisation

- Participates in a de-brief with the employer and work placement coordinator

RTO responsibilities

A robust placement program is one mark of a quality training organisation. Good work placement can be used as a very effective marketing tool both with industry and prospective students.

Establishing the program

A first step in establishing and maintaining a successful work placement program is to develop clear systems, procedures and documentation to support it.

Each RTO needs to consider:

- Program objectives and priorities
- Roles and responsibilities in the RTO
- Step-by-step process of managing work placement
- Documentation and recording systems to support the program

For more detailed advice, see *Sample Checklist: Developing a Work Placement Program*

Organising placements

Once systems and procedures are in place, organising placements can begin.

Industry networks

Probably, the most important factor that will impact your success in finding student placements is the quality of your industry networks. RTOs build these networks in many ways – some are personal, others are more systematic. Relationships with industry across all areas of the RTO operation will affect industry willingness to host your students.

For more information, see *Sample Checklist: Building and Maintaining Industry Networks*

Clinical placement systems

Many State health services use a system e.g. ClinConnect or viCPlace to coordinate placements within large health facilities for Nursing & Midwifery and Allied Health students.

RTO's should check if they need to plan ahead for clinical placement positions to be available within the timeframe of their course delivery.

Getting the timing right

To make sure your students are providing the best possible value to employers, it makes sense for practical placements to happen towards the end of a course rather than at the beginning. At a minimum, you should be confident that students going on work placement are able to:

- Interact positively with others, both colleagues and clients
- Work safely
- Show an understanding of the sector of work
- Behave in a professional manner

Timing also needs to be considered from the employer perspective. It is important to be aware of the seasonal factors that impact host organisations. And it cuts two ways – busy periods may mean it is impossible for some organisations to host students, but for some businesses peak times may mean they have lots of work that students can assist with.

Matching workplaces and students

Not all students are suited to all workplaces. Here are a few things to consider when placing individual students:

- What does the employer need?
- What are the employer's expectations?
- What is the level of risk involved in the proposed work activities?
- How ready is the individual student to undertake the activities?
- How much preparation is needed for the student and the employer prior to the placement?
- What are the practical issues to consider:
 - travelling times
 - hours of work

Planning student work programs

It is the RTOs job to work with the employer to agree what the student will do. The closer the work activities mirror the competencies being developed in the student's course the better. But of course, this is not always possible and will vary from sector to sector.

Knowing the skills profile of individual students will allow you to confidently work with employers to tailor programs to meet specific needs

Each student should have a workbook where they can record the types of work they've done, where the employer is able to make comments and complete an evaluation at the end of the placement.

Communicating with students and employers

It is the RTO's role to manage all communication with students and employers. In essence, this breaks down into three components:

- Before the placement begins:
 - Finding the placement
 - Preparing students and employers and managing expectations
- During the placement:
 - Visiting the workplace (may not always be possible)
 - Communicating by email or phone
 - Providing support and troubleshooting
- At the end of the placement:
 - Organising a de-briefing

Assessment in the workplace

Trainers and assessors in this sector often need to be very flexible in response to workplace demands – shiftwork, and the day-to-day demands of a busy work environment can make it hard for managers and supervisors to find time to contribute to supervising students on placement, or by contributing to assessment processes. However trainers and assessors should involve workplace representatives by:

- making sure that they are clear about their role in contributing to staff development
- explaining the assessment process, the assessment tasks and the timeframes in the assessment plan, including when the assessor will be at the workplace to carry out any required direct observations
- requesting feedback in the form of written or oral third party reports.

Partnership arrangements

Assessment arrangements can take many forms in the health and community services sector, and good assessment practice will often require a partnership arrangement. For example:

- the employer might take responsibility for skill development through learning on the job, and the RTO might provide assessment only services
- employers might enter into agreements with RTOs to provide coordinated approaches to assessment

- there might be an auspicing arrangement, where the employer delivers training and assessment and the RTO signs off and awards the qualifications and statements of attainment see www.asqa.gov.au/news/2080/partnering-and-auspicing-arrangements-reminder.html
- students might be enrolled in full-time study programs with work placements that require the employer to provide third party reports.

A project conducted by the National Quality Council (NQC) in 2008, *Investigation into industry expectations of VET assessment*¹ identified a growing requirement from industry for training providers to reflect a closer client focused approach in the design and contextualisation of training programs and assessment to reflect enterprise needs. Tools which can assist the collaboration between RTOs and industry (including private enterprise, business, community organisations and other workplaces) can be found in the resource “*Industry Enterprise and RTO Partnership: A guide for RTOs, enterprises and industry groups*”².

The project report highlighted that satisfaction with assessment processes and outcomes were highest when there was a strong partnership between the enterprise and the RTO, and when training and assessment was directly linked to the workplace.

Gathering evidence

An RTO trainer or assessor cannot be present the whole time a learner is on a work placement. They need to know what the student has learned, as well as what they have done. This will contribute to better learning outcomes for the student and also provide evidence for formal assessment. They must rely on the evidence gathered by those in the workplace. One way to do this is through the use of a placement log book.

Essential features of a log book should include:

¹ “*Investigation into Industry expectations of vocational education and training assessment, Final Report*”, TVET Australia, June 2008 at

http://www.nssc.natese.gov.au/_data/assets/pdf_file/0007/46177/NQC_VET_Assessment_Report_-_V8_ONLINE.pdf

² “*Industry Enterprise and RTO Partnership: A guide for RTOs, enterprises and industry groups*” TVET Australia, December 2010 at

http://www.nssc.natese.gov.au/_data/assets/pdf_file/0010/55000/Working_in_Partnership_Guide_2010.pdf

- details of the student, their supervisor, the location, time and length of practical placement
- ability to record day to day activities on specific days
- work activities broken into specific steps
- space for sign off and comments/feedback from the supervisor or manager observing the workplace activities.

The practical log book can be used to capture three types of evidence: direct, indirect and supplementary.

- **Direct evidence** refers to the activities (demonstration of skills and knowledge) the assessor witnesses the learner completing e.g. the assessor visits the workplace and directly observes the candidate undertaking the tasks.
- **Indirect evidence** refers to the activities completed by the learner that are witnessed by a third-party e.g. the log book is completed by the learner's direct supervisor or manager, describes the actions learners have undertaken in the workplace and the competencies they have been able to demonstrate under changing circumstances.
- **Supplementary evidence** refers to the evidence of competency found in written assessments, audio/video recordings, questioning and documented past performances e.g. the log book may have room for the candidate to reflect their specific feelings and experiences of the workplace and activities they've completed – what do they feel confident about; what do they think they could improve; what interests them?

A log book is not by itself an assessment tool. It may contribute to the collection of evidence for assessment but the RTO will need to develop assessment tools for single units and/or clusters of units of competency. As the hours requirement is written in the form of:

- *performed the activities outlined in the performance criteria of this unit during a period of at least x hours of work*

It will be necessary to document the performance criteria for those units of competency and relate it to the hours of work. See the companion volume: *Assessment strategies guide* for more information about assessment.

Sample Checklists and Documentation

This section includes a number of sample checklists and other documentation that may be used and tailored by an RTO to support work placement.

- Sample checklist: developing a work placement program
- Sample checklist: building and maintaining industry networks
- Sample checklist: pre-placement
- Sample information sheet for employers
- Sample employer checklist: introducing a student to the workplace

Sample checklist: developing a work placement program

The checklist below is presented as a possible table of contents for work placement policy and procedures manual

Key Headings	Action Required
Vision and objectives: <ul style="list-style-type: none">• Overall goals• Which courses?• Which sectors?• Which skills?• Duration of placements?	
Roles and responsibilities: <ul style="list-style-type: none">• Work placement coordinator• Individual teachers• College administration• Marketing staff	
Step-by step process: <ul style="list-style-type: none">• Organising placements• Preparing students:<ul style="list-style-type: none">○ developing work programs○ managing expectations• Preparing employers:<ul style="list-style-type: none">○ developing work programs○ managing expectations• Coordinating documentation• Ongoing contact during placement with:<ul style="list-style-type: none">○ students○ employers• De-briefing processes:<ul style="list-style-type: none">○ students○ employers• Management of student workbooks:<ul style="list-style-type: none">○ evaluation and competency mapping○ integration into overall course	

assessments

- Contingency measures:
 - student illness
 - cancellation by employers
- Continuous improvement actions

Documentation/resources to support the program:

- Database of industry contacts
- Industry networking plan / marketing plan
- Agreement to be signed by employer, RTO & student
- Accident/incident report form for use by employer
- Customised employer guide/information
- Course information sheet
- Customised student guide/logbooks
- Schedule for liaising with employer during placement
- Schedule for liaising with/visiting the student
- Checklists for key aspects of the program

Sample checklist: building and maintaining industry networks

Does my RTO/Do I....?	Yes/No	Action
Use industry people to help guide our course development and operations?		
Make regular contact with my industry networks?		
Let my industry networks know about the way we train our students?		
Have industry people as guest speakers in our courses?		
Have ongoing conversations with industry as a matter of course?		
Ask industry what they need?		
Have trainers and assessors with current industry experience?		
Have trainers & assessors that actively participate in industry networks?		
Keep contact with graduates once they are out there working in industry?		
Use our graduate pool as a source of work placements?		
Promote the benefits of work placement to our industry networks?		

Sample checklist: pre-placement

Have we:

- ☐ Prepared the employer:
 - ☐ Provided customised employer information
 - ☐ Developed the work program
 - ☐ Managed expectations
- ☐ Prepared the student:
 - ☐ Provided customised student workbook
 - ☐ Developed the work program
 - ☐ Managed expectations
 - ☐ Obtained required mandatory checks
- ☐ Completed and checked relevant documentation:
 - ☐ Agreement to be signed by employer, RTO & student
 - ☐ Confirmed insurance details
 - ☐ Confirmed and acted on any legal requirements
- ☐ Put in place procedures or schedule for:
 - ☐ Monitoring and contact during placement
 - ☐ De-briefing at end with student and employer
 - ☐ Collecting and integrating information from placement into overall student assessment

Sample Information sheet for employers

Thank you for becoming involved in our Work Placement Program. Your involvement will provide students with great exposure to the real world of industry and help them develop the practical skills that industry needs – by putting theory into practice.

For host employers, work placement:

- provides access, without obligation, to potential trained employees
- enhances productivity in your industry by making training programs more relevant
- positions your organisation as one which cares about the industry's future by helping students improve their skills and increase their employment opportunities

How does it work?

Usually a training organisation (TAFE, private college, school etc) has a work placement coordinator whose job it is to match students and employers in terms of skills to be acquired and opportunities for learning in the workplace.

The coordinator will contact you to discuss details of the proposed placement, including:

- any special requirements you have before the students starts at your workplace
- the timing of the placement, including starting and finishing times
- the type of work the student will be doing while at your workplace
- who will act as the student's workplace supervisor

You may also wish to interview the student before the placement starts to make sure that he/she is appropriate for your organisation.

What sort of work can the student do?

This varies greatly depending on the industry sector and your business. What the student does in your organisation really depends on how your business works and what you need. The RTO work placement coordinator will work with you to come up with a work program. Each student will also have a workbook, where they can record the types of work they've done. The student will ask you to confirm these activities by completing relevant sections of their workbook.

By the time the student begins a work placement, he or she should be able to:

- *insert information according to sector*

Of course, they may have only used these skills in a simulated environment, and not in the workplace, so they will need some supervision in the workplace.

Sample employer checklist: Introducing a student to the workplace

Treat a student in your workplace as you would a new employee. An induction session will be of great benefit to both you and the student. You may need to point out things that your experienced staff members take for granted. Take some time to think about this before the student arrives in your workplace.

Student Induction Checklist

<i>Item to be covered</i>	<i>Notes on information to be provided</i>	<i>Complete</i>
Times for starting, finishing and breaks		
Names and roles of key personnel		
Location of facilities		
Work health and safety practices used in your workplace: <ul style="list-style-type: none">• Any risks or hazards• Emergency procedures		
Treatment of confidential information		
Other information about the organisation		
Overview of what the student will be doing		

Sample work placement log

Student Name: Angela Amibright **Student No:** TBC

Qualification: HLT43015 Certificate IV in Allied Health Assistance (Physiotherapy)

Total Hours Required : 120 hrs **Work Placement Venue:** South East Rehabilitation

Date	Start	Meal Break	End	Hours Worked	Details & relationship to units	WP Sig	Student Sig
1/3/16	9am	12-1	4pm	6	Talked with physio about Client X. Assisted physio with rehab plan for Client X. prepared equipment for use and cleaned up afterwards AHA009 E2, 4 and 5.		
2/3/16	9am	12-1	4pm	6	Worked with physio going through what needs to be done to accurately record client outcomes in line with SER policies and procedures. Worked through all the requirements for planning a program. AHA009 E1 and E7		
TOTAL HOURS WORKED :							

Notes: This is a very simplified work placement log. It allows the student to keep the hours, but asks for a signature from the workplace and the student to agree that the work was done and the hours were as indicated. In this example the student is cross referencing what they do to particular elements and related PCs within the unit of competency. This could only happen if there was a plan at the start of the placement that the student and the workplace supervisor were going to concentrate on the areas covered by specific units of competency. Alternatively a more detailed mapping of all units of competency, elements and PCs could be provided with the student ticking those covered.

Resources and links

There are some links below to some useful documents. It should be noted that none of them relate specifically to the qualifications in these training packages, but they provide useful information and ideas about how some of the forms might be structured.

Structured Workplace Learning Arrangement Form

www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/work/swlarranform.pdf (note, refers to secondary school students)

National Guidelines for clinical placement agreements

www.hwa.gov.au/sites/uploads/HWA_National-guidelines-for-clinical-placement-agreements.pdf

- refers to clinical placements in all health related fields, including those in higher education.

Student Work Placements – a health and safety guide

www.safeworkaustralia.gov.au/sites/swa/about/Publications/Documents/229/Student_Work_Placement_Guide_2007_PDF.pdf



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