



University of  
**Southern  
Queensland**



1 January 2026

# 2026 Social Work Field Education Manual

Bachelor of Social Work  
Bachelor of Social Work (Honours)  
Master of Social Work (Qualifying)

# Contents

<b>Introduction to Placement</b>	<b>4</b>
Introduction to Social Work Placement	4
Contacts	4
Definitions of Key Terms	5
Placement Course Specifications	7
Program Placement Requirements	7
<b>Mandatory Document Requirements and Resources</b>	<b>9</b>
Important Dates	9
Placement Hub	9
Mandatory Document Information	9
<b>InPlace – UniSQ Placement Management System</b>	<b>10</b>
<b>Placement Eligibility</b>	<b>11</b>
Pre-requisite Course and Enrolments	11
Recognition of Prior Learning	11
Inherent Requirements	11
Fitness for Placement	12
Reasonable Placement Adjustments for Academic Progression	12
<b>Before Placement Allocations are available</b>	<b>13</b>
Pre-Placement Interviews	13
Pregnancy	13
Conflict of Interest	13
Working While on Placement	13
Rural and Remote Placements	14
Overseas Placement	14
<b>Placement Allocation Process</b>	<b>15</b>
Placement Allocation Communication	16
Industry Pre-placement Interviews	16
Placement Agreement	16
Placement Acceptance	17
Agency Declines a Student post Interview	17
Declining a Placement	17
Placement at Current Place of Employment (Work-based Placements)	17

<b>After Placement Allocations are Available</b>	<b>18</b>
<hr/>	
Student Responsibilities	18
Accommodation and Travel Expectations	18
Scholarships and Bursaries	18
Southern Queensland Rural Health	19
Orientation Information	19
<b>Attending Placement</b>	<b>20</b>
<hr/>	
Attendance Expectations	20
Hours for Attendance at Placement	20
Timesheets	20
Reasonable Work Hours	20
Absence While on Placement	21
Make Up Hours/Days	21
Public Holidays	21
Reasonable Adjustments to Allocated Placements	21
Student Initiated Placement Withdrawal	22
Agency or Field Educator Initiated Placement Withdrawal	22
Placement Termination and Failing Placement	22
Other Reasons for Failing a Placement Course	23
Feedback, Complaints and Advocacy	23
<b>Teaching and Learning on Placement</b>	<b>24</b>
<hr/>	
<b>Placement Assessment Requirements</b>	<b>25</b>
<hr/>	
<b>Professional Support</b>	<b>26</b>
<hr/>	
<b>Insurance, Health, Safety and Emergencies Management</b>	<b>27</b>
<hr/>	
Risk Management	27
Bullying, Discrimination, Harassment and Sexual Misconduct Concerns	28
Insurance Coverage during Placement	28
Vehicle Use during Placement	29
Injury during Placement	29
Reporting an Incident	29
Support Contacts	30
<b>Student Professional Expectations</b>	<b>31</b>
<hr/>	
Getting the Most out of Your Placement	31
Professional Interactions	31
Code of Conduct	31
Confidentiality	31
Prohibited Use of Substances	32

Mobile Phones and Electronic Devices (Photographs or Recordings)	32
Social Media	32
Media Requests	32
Legal Documentation Requests	32
Managing Student Performance and Behaviour During Placement	32
Related University Policies	34
<b>Roles and Responsibilities for Placement</b>	<b>35</b>
<hr/>	
Work Integrated Learning (WIL) Team	36
Student	37
<b>Orientation for Field Educators</b>	<b>39</b>
<hr/>	
<b>2026 Student Placement Declaration</b>	<b>40</b>
<hr/>	
<b>Placement Preparation Checklist</b>	<b>41</b>
<hr/>	
<b>Appendix A – Pre-Placement Process Flowchart</b>	<b>43</b>
<hr/>	
<b>Appendix B – Recognition of Prior Learning Guidelines</b>	<b>44</b>
<hr/>	

# Introduction to Placement

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

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

## Introduction to Social Work Placement

A placement offers a wide range of agency-based learning opportunities for students to integrate their classroom learning into the real-life work experiences of social work and informed by critical analysis of individual needs within the wider socio-political context. It is experiential and reflective learning using the guidance and supervision of an experienced social work practitioner who provides the foundation for the acquisition of theory, knowledge about people in their systems, and interventions for practice. Regular supervision is a key component of a social work placement.

All UniSQ social work students are required to undertake two placements during their degree. Each placement comprises 500 hours with supervision provided by an experienced social worker. The placements take place in an agency that is identified in consultation with each student. Students are expected to complete each 500-hour placement four days per week. However, less placement days per week may be considered but would need to be negotiated with the DFEN – Social Work and Human Services. It is important to note that no less than two placement days per week will be considered as per accreditation requirements.

## Contacts

### The Work Integrated Learning Team

The Work Integrated Learning Team (WIL) consists of WIL Officers and Support Staff based in Toowoomba, Ipswich, and Springfield. The team is responsible for:

- supporting the Academic Team to source and allocate placements, including liaising with the DFEN to generate and confirm placement offers
- reviewing and verifying mandatory documents for placement
- notifying students of important deadlines and placement information

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

Email: [support@unisq.edu.au](mailto:support@unisq.edu.au)

Chat: [Chat to us](#)

Phone: (07) 4631 2285

## The Academic Team

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

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

Position	Email
Director of Field Education and Networking (Social Work and Human Services)	<a href="mailto:SWHSFieldEducation@unisq.edu.au">SWHSFieldEducation@unisq.edu.au</a>
Program Director (Master of Social Work Qualifying) Program Director (Bachelor of Social Work and Bachelor of Social Work (Honours))	<a href="mailto:Niki.Edwards@unisq.edu.au">Niki.Edwards@unisq.edu.au</a> <a href="mailto:Ros.Darracott@unisq.edu.au">Ros.Darracott@unisq.edu.au</a>
Course Coordinators: <ul style="list-style-type: none"> <li>• SWM5500 Social Work Field Education 1</li> <li>• SWM6550 Social Work Field Education 2</li> <li>• SWK3000 Field Placement 1</li> <li>• SWK4000 Field Placement 2</li> </ul>	See StudyDesk sites for Course Coordinator contact details for your enrolled trimester.

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

## Definitions of Key Terms

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

**Director of Field Education and Networking (Social Work and Human Services) (DFEN):** – The social work qualified academic of UniSQ who is employed to oversee, manage, coordinate, provide leadership and/or supervise professional placement arrangements. The DFEN is also responsible for ensuring program compliance with ASWEAS. This position reports to the Academic Discipline Lead (Social Work and Human Services).

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

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

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

**Field Educator (or onsite Task Field Educator):** A suitably qualified individual who has been nominated by the agency to supervise the student while undertaking professional placement. The Field Educator is either an agency based, qualified social work practitioner with a minimum of two years (FTE) post-qualifying practice experience and eligible for AASW membership; or an agency based, qualified human services professional responsible for setting placement tasks and facilitating student learning experiences.

**External Field Educator:** A suitably qualified employee of the university who is employed to supervise students while undertaking professional placement. An external Field Educator is employed when the agency does not have a qualified social worker to provide the formal, structured supervision to the student as per ASWEAS requirements.

**Liaison:** A suitably qualified professional who is employed by the university to provide support to both the Field Educator(s) and student for the entire placement period. The Liaison will meet with the student and Field Educator at least twice during the placement on-site or via online face to face meeting. The Liaison will be an experienced Social Worker with at least five years of professional experience, eligible for membership with the AASW.

**InPlace:** Online platform for placement-related information (e.g. mandatory documents, placement allocation details, student timesheets, etc.), accessed via [inplace.usq.edu.au](http://inplace.usq.edu.au)

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

**Placement Assessment and Review Tool (PART):** The PART is the key document used to monitor and assess student learning, tasks and progress on placement. It is also where supervisors offer feedback on student placement performance. The following are key aspects of the PART:

- ✦ Learning Agreement: The Learning Plan is the document to record student's progression based on the nine AASW practice standards.
- ✦ Critical Reflections: Evidence of student connecting theoretical knowledge to real-life experiences in the placement context.
- ✦ Review: There are mid and end placement reviews of the student performance on placement using the PART.

**RPL:** Recognition of Prior Learning.

**WBP:** Work-based placement.

## Australian Association of Social Workers (AASW) Accreditation Requirements

The [Australian Association of Social Workers \(AASW\)](#) is the professional body that establishes and maintains standards of professional conduct for social workers educated in Australia. It also manages social workers who are seeking to work in Australia.

One of its functions is to undertake the professional accreditation of Social Work university courses of study to ensure that they equip entry - level social workers to practice safely and effectively; and making them eligible for [membership of the AASW](#).

The requirements that each program must meet are outlined in the [Australian Social Work Education and Accreditation Standards \(ASWEAS\)](#) which are informed by the principles, values and professional competencies outlined in the [AASW Code of Ethics \(2020\)](#) and the [AASW Practice Standards \(2023\)](#). [ASWEAS](#) outlines a detailed list of requirements for field education policies and processes and are described in various sections of this Field Education Manual.

The major ASWEAS requirements which UniSQ social work programs comply with are:

- ✦ Students will complete 1,000 hours of professional practice learning involving no more than three placements.
- ✦ Students have at least two placements which will involve distinctly different practice learning experiences.
- ✦ At least 500 hours of placement experience must be undertaken in Australia.
- ✦ No placement will be less than 250 hours.
- ✦ 500 hours of placement time will be undertaken in a direct practice role involving the application of professional interpersonal skills.
- ✦ Students will complete at least one placement with an onsite social work Field Educator.
- ✦ Students in employment will not have a placement in their current work role or under their current supervisor.
- ✦ All placements will involve the active involvement of the student in social work roles.

## Placement Course Specifications

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

## Program Placement Requirements

All UniSQ Social Work students are required to complete 1000 hours of professional practice learning across two field education placements during their degree. This is a requirement of the accrediting body, the Australian Association of Social Workers.

### Master of Social Work (Qualifying)

- ✦ SWM5500 Social Work Field Education 1
- ✦ SWM6550 Social Work Field Education 2.

### Bachelor of Social Work and Bachelor of Social Work (Honours)

- ✦ SWK3000 Field Placement 1
- ✦ SWK4000 Field Placement 2

Field education, also termed professional placements seeks to offer students a rich and rewarding learning journey, fostering their professional competence and instilling the confidence needed to enter the field of social work. To achieve this, UniSQ facilitate collaborative field experiences involving students, host organisations, and Field Educators (Industry Supervisors), with a focus on learning outcomes aligned with AASW practice standards.

UniSQ Social Work field education courses consist of:

- ✦ Two 500-hour placements supervised by qualified social workers
- ✦ Please note that these two placements may not be completed consecutively (e.g. one in Trimester 2 and another in Trimester 3).
- ✦ Online, synchronous integration seminars and content to help connect classroom learning with students' practice on placement.
- ✦ Completion of an assessment document that includes: a learning agreement; two critical reflections; mid-review and final review placement reports; and timesheets.

### Important Note about Placement Timeframes and Study Periods

Field Education courses are not like the other courses in the Bachelor's and Master's degrees. While you will enrol into a field education course in a specific trimester period, you will not necessarily start or finish your placement within that trimester period.

Your actual placement dates will depend on a number of factors:

- ✦ **Availability:** Placement opportunities arise at different times throughout the year, based on organisations' capacities to take on a student. This means you could start placement at the beginning, middle or at the end of the trimester. Some organisations like Queensland Health and Child Safety/Youth Justice only have two intakes per year for their placement opportunities. These intakes are aligned with a two-semester academic calendar, but not the UniSQ trimester academic calendar.
- ✦ **Submission of Mandatory Requirements:** You will not be allocated or permitted to commence placement until you have submitted and/or updated all mandatory requirements for placement. Delaying the completion of these mandatory requirements will delay your placement commencement.
- ✦ **Duration:** You are required to complete 500 hours of placement. Given the number of weeks required to complete these hours, placements cannot be contained to a single trimester and will therefore carry-over into a second trimester.

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

# Mandatory Document Requirements and Resources

## Important Dates

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

## Placement Hub

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

## Mandatory Document Information

Submitting accurate and complete mandatory documents is essential for your eligibility to attend placement at UniSQ. These documents ensure compliance with university policy, contractual requirements imposed by placement agencies, and help maintain the safety, quality, and integrity of the placement experience.

As a student, you are responsible for uploading and maintaining current documents via [InPlace](#) before each placement. Failure to meet submission deadlines may result in delays, cancellation of your placement, or removal from the placement course. Submitting fraudulent or misleading documents may lead to misconduct investigations or have serious consequences for your progression in the course.

These mandatory documents you provide will contain your personal information, including your name, date of birth, contact information or unique identification numbers as well as sensitive personal information including health, vaccination or financial information. This information is collected to verify your readiness for placement and is accessed by authorised internal staff including the WIL Team and DFEN and may be disclosed to relevant third parties outside of the University who may also require access to the information such as staff at placement facilities or support providers. If you do not provide this information we may not be able to facilitate your placement. UniSQ will not otherwise use or disclose your mandatory documents, or the personal information contained within them, except where permitted or required by law, or where UniSQ has obtained your consent. UniSQ's Privacy Policy and Procedure contain information about how you may access or correct the personal information we hold about you, and how you can make a privacy complaint, and UniSQ will deal with such complaints in accordance with its applicable policies and procedures.

For more information about how we use, disclose and handle your personal information please consult our Privacy Policy and Procedure. For more information about how personal information is managed, or to raise a privacy concern, please contact [rti-privacy@unisq.edu.au](mailto:rti-privacy@unisq.edu.au).

To support your placement readiness:

- From your commencement in the program begin preparing documents, especially those requiring extended timeframes (e.g. Hepatitis B vaccinations). Please refer to the [mandatory document list](#).
- Upload documents as they are completed or updated to [InPlace](#)
- Refer to the Placement Hub for discipline-specific requirements and guidance.
- Be aware of the important timeframes and deadline to submit mandatory documents
- Monitor expiry dates and update documents as needed.
- Contact the WIL Team promptly if you encounter any issues that may affect your ability to meet document deadlines.

Being proactive with your document submissions is critical to ensuring a smooth and successful placement experience. The WIL Team is available to assist you throughout this process.

# InPlace – UniSQ Placement Management System

## InPlace Overview

**InPlace** is UniSQ's cloud-based system for managing professional placements. Once you enrol in your first-year courses, your InPlace profile is created overnight automatically. You can log in using your UniSQ credentials. [InPlace](#) can also be accessed via a link on your program's Placement Hub.

## What You'll Use InPlace For

- **Upload Mandatory Documents** for verification
- **Submit Personal Information** including placement preferences, special considerations, and facility expressions of interest
- **View Placement Allocations** and confirmation status
  - *Your placement status on InPlace is not linked to your academic results or graduation eligibility so please do not be alarmed if the status is not updated as soon as you complete the placement.*

## Support Resources

A 10-minute video and written instructions are available on the Placement Hub to guide you through uploading documents, submitting personal information, and navigating InPlace.

## Tips for Using InPlace

- **Document Verification:** Upload documents via the 'My Details' page. The WIL Team will be notified to review them.
- **Follow-Up:** Revisit InPlace after a few days to check the verification status or review comments in your To-Do list if documents have been rejected.
- **Document Expiry:** Regularly check the 'My Details' page of your InPlace profile to find out when your documents will expire. Ensure they are kept current for all your placements. The 'traffic light' system only alerts you when a document is very close to expiring and should not be relied upon as your primary notification to renew a document.
- **Browser Compatibility:** InPlace works best with Google Chrome and Mozilla Firefox.
- **Placement Release:** If your placement is not released or has been hidden, you may need to update one or more mandatory documents. Student should not attend placement until the details are confirmed and released on InPlace.

## Placement Eligibility

For students to be eligible to attend placement they must:

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

### Pre-requisite Course and Enrolments

Before enrolling in placement courses, students must review the course specifications to understand the placement requirements set by the University and/or accrediting body. Some placement courses must be completed in sequence and cannot be taken concurrently unless explicitly stated in the program progression.

Students must meet all academic pre-requisite requirements before commencing or continuing placement. Incomplete results for theory courses do not meet pre-requisite requirements. In some disciplines, students may begin placement with an incomplete result for a pre-requisite placement course. However, if a student fails a pre-requisite course after starting placement, they will be withdrawn from placement, and any completed hours will not be counted.

Late enrolment or failure to submit mandatory documents on time may prevent placement from being sourced or allocated within the enrolled study period.

### Support and Enquiries

For questions about course progression or pre-requisites, refer to the UniSQ Pre-Requisite procedures or contact iConnect or the UniSQ Enrolments Team.

### Recognition of Prior Learning

UniSQ supports students by recognising prior formal and informal learning, as well as relevant work experience. Recognition of prior learning assesses whether an individual has met the required learning outcomes, competencies, or standards to justify exemption from a specific course. Note that some programs may limit the number of exemptions granted for placement experience.

The Recognition of Prior Learning (RPL) assessment process requires appropriate evidence and documentation that aligns with [ASWEAS](#) and TEQSA requirements. Only one placement can be work-based. If RPL has been granted for the first placement unit, students are not eligible for a work-based placement for their second/final placement unit. This is so that placements can uphold the AASW requirement that students engage in distinctly different practice learning experiences.

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

### Inherent Requirements

Each degree at UniSQ includes inherent requirements—core skills, knowledge, and capabilities essential to achieving the learning outcomes and maintaining academic integrity. It is assumed that when a student enrolls in a placement course that they meet the program's inherent requirements. Should a student's circumstances change, and they no longer meet inherent requirements, they can expect significant impact to their ability to attend clinical placement or advance in their program.

Inherent requirements specific to your program are listed in the [UniSQ Handbook](#). Please review and understand these requirements before enrolling in a placement course. For support or questions, contact the [Accessibility and Disability Support Team](#).

## Fitness for Placement

Concerns regarding fitness to practice may arise from, but are not limited to:

- A health condition or disability (chronic or temporary) that affects your ability to undertake placement or professional practice.
- Failure to meet, or disregard for, compliance requirements set by UniSQ, the placement agency, or the profession.
- Incomplete or failed pre-requisite courses for the placement course(s).
- Conduct or performance that does not meet professional standards.

If you have a chronic or acute injury, illness, condition, or any other factor that may affect your ability to engage in placement or practice in your profession, you must notify the DFEN as early as possible before placement allocation. Depending on your circumstances you may be required to provide a Fitness for Practice certificate signed by a medical practitioner before commencing placement.

Personal circumstances such as changes in health, family, financial, or legal situations may affect your ability to meet program requirements. If your situation changes, contact your Program Director to discuss your fitness for placement. All information will be handled discreetly. You may also seek confidential advice from the Accessibility Advisor and Disability Support team via [disabilitysupport@unisq.edu.au](mailto:disabilitysupport@unisq.edu.au).

## Reasonable Placement Adjustments for Academic Progression

UniSQ is dedicated to providing an inclusive learning environment for students with disability, injury, mental health, or medical conditions that may impact their ability to study. This includes making reasonable adjustments to support students in completing their degree. If you have a health condition or disability that may affect your ability to undertake placement, contact the [Equity and Diversity](#) office as early as possible. In some cases, the University may need to share relevant personal information with a placement agency to determine whether a suitable placement can be provided. Any information shared will be handled discreetly and in accordance with [UniSQ's privacy policy](#).

Students with a disability who require alternative academic, or placement arrangements should seek advice from the Director of Field Education and Networking. If you already have a Learning Support Plan, it may need to be reviewed in consultation with the Program Director and/or Academic Team to ensure it aligns with placement requirements. All adjustments are made in accordance with the UniSQ *Students with a Disability Policy and Procedure*, which can be accessed [here](#).

# Before Placement Allocations are available

## Pre-Placement Interviews

Pre-placement interviews are conducted with the DFEN or academic field education team prior to commencing placement. These interviews are individually conducted with each student. Pre-placement interviews are open to students approximately three to four months prior to placement commencement dates and students are required to book an interview time with the DFEN via a calendar booking system link made available through the social work placement hub. The pre-placement interview is a crucial step in preparing students for a successful and supportive placement experience. This interview allows for meaningful dialogue offering a safe and confidential space for students to discuss their individual circumstances, learning goals, and potential accessibility or adjustment needs. It ensures that placements are not only appropriately matched to the student's interests, capabilities, and professional goals, but also consider any personal or structural factors that may impact their experience. By identifying and addressing these issues early, the interview helps promote equitable access to learning opportunities and fosters a placement environment that supports student wellbeing, growth, and professional development. The pre-placement interview is a mandatory pre-placement step and placement sourcing will not occur until the interview has occurred.

## Pregnancy

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

If planning a pregnancy, ensure you have received any required immunisations beforehand. If already pregnant and not immunised, some vaccinations may be delayed or unavailable until after you have given birth. Please contact the WIL Team to discuss your situation and placement readiness.

## Conflict of Interest

You must disclose any real, perceived, or potential conflict of interest (COI) to the Director of Field Education and Networking via [SWHSFieldEducation@unisq.edu.au](mailto:SWHSFieldEducation@unisq.edu.au). This includes, but is not limited to being allocated to a site:

- where you currently work;
- where you currently work and the only suitably qualified field educator available is your current colleague or supervisor.
- where you have a previous or current relationship with the field educator;
- where you are a current or previous service user of the agency where you are being placed.

You must also disclose any COI that may impact your ability to successfully meet academic or practical requirements of the placement, including financial interests, affiliations with organisations, political parties, or religious groups that may influence clinical or academic decisions.

## Working While on Placement

Due to professional and ethical responsibility, you are expected to be well rested and well prepared for placement. Working full or part time hours while on placement may compromise your safety and performance. You may need to consider taking leave from work to achieve placement requirements and comply with work health and safety standards.

## Rural and Remote Placements

Rural and remote placements are exciting and valuable opportunities for students as they provide a chance to work with and understand different cultural groups, and expand knowledge, skills and capabilities resulting in increased confidence. They also provide an opportunity to be involved in the community, and experience tourism opportunities in places students otherwise might not visit.

UniSQ works in partnership with [Southern Queensland Rural Health](#) (SQRH) to source social work placements in regional, rural and remote Southern Queensland locations. Opportunities with SQRH will be promoted on the [Social Work Placement Hub](#).

## Overseas Placement

The AASW makes some provisions for Social Work students to undertake one of their placements in an overseas setting, consistent with ASWEAS. This opportunity allows students to have exposure to fields of practice that are otherwise unavailable in a generic Australian-based placement and to experience different practice contexts that expand socio-cultural understanding and appreciation.

Overseas placements, particularly those located in the Global South, require specific types of arrangements and careful consideration. If students are considering an international placement, they should organise a meeting with the Director of Field Education and Networking. International placements will be decided on a case-by-case basis. The Social Work Field Educator must meet the same requirements and qualifications as a local Field Educator (with a minimum of two years practice experience, eligible for membership either of the AASW or the equivalent professional association).

Many countries require payment for supervising a student, and the agency's activities may not constitute appropriate social work tasks that meet the learning objectives of each placement course.

Further, the ASWEAS requires the onsite international placement will be managed in conjunction with an appropriate in-country auspice such as an in-country accredited social work education program. The program provider must appoint a staff member to liaise directly with their international counterpart.

# Placement Allocation Process

The organisation of placements is coordinated by the academic field education team, overseen by the DFEN. The WIL team make contact with students prior to placement processes commencing. The DFEN will facilitate and oversee the placement matching process. Students will receive emails alerting students to placement requirements and the process involved in organisation of each student's agency-based placement.

Placements are matched to students by the academic field education team and DFEN. This occurs through a pre-placement interview conducted individually with each student. Pre-placement interviews are opened approximately four months prior to placement commencement dates and students are required to book an interview time with the DFEN via a calendar booking system link made available through the social work placement hub. Following, allocations are based on accessibility, availability of appropriate tasks and, in the case of the final placement, diversity from the student's previous placement. Students may indicate their interest in a field of practice or a specific agency, but they do not have the option to propose preferences. The DFEN team will keep students informed of the progress of the negotiations of their placement via email.

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

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

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

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

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

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

**Students are not permitted to find or arrange their own placements.** UniSQ supports many placement relationships and have established agreements and contracts with agencies that provide quality learning opportunities as per the ASWEAS. If students are aware of a placement opportunity within an agency or have placement site suggestions, they can provide this information to the WIL team or DFEN, and appropriate procedures will be then followed. **You are not permitted to contact a site unless you receive written approval from the Director of Field Education and Networking to do so.**

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

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

## Placement Allocation Communication

All email communication between UniSQ students and agency staff must be conducted via your UniSQ email account. It is your responsibility to regularly check your UniSQ email, StudyDesk, and [InPlace](#) to stay informed, ensure you are up to date with your placement allocation and to meet all related responsibilities promptly.

For placement-related queries, contact the DFEN or email [WIL@unisq.edu.au](mailto:WIL@unisq.edu.au).

## Industry Pre-placement Interviews

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

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

**Students must inform the WIL Officer about the outcome of the interview by emailing [WIL@unisq.edu.au](mailto:WIL@unisq.edu.au)**

The purpose of an industry pre-placement interview encompasses the following:

- To convey to the Field Educator that students are serious about their placement, are interested in the work of the agency and that they have thought about how to best engage with the agency and areas for learning.
- For the Field Educator to introduce themselves to the student. This can include sharing professional background and reasons that have led the student to choose social work as their program of study.
- To gain an understanding of the work of the agency, potential learning opportunities, and activities students will be involved in.
- Identifying any questions students wish to ask the potential Field Educator, which might include how the Field Educator plans to support the student to develop culturally responsive practice in line with the AASW Practice Standards (2023).
- To clarify agency and student expectations about placements including supervision, placement practicalities and student learning goals.

## Interview Readiness

UniSQ provides access to '[Big Interview](#)', an online resource where you can record and review your responses to interview questions. You can also share recordings with the [UniSQ Career Education team](#) for feedback. Register using your UniSQ email address to access this service for free. Additional support is available via the [Application and Interview Support](#) website.

## Placement Agreement

UniSQ requires a formal agreement with any facility hosting student placements, and the WIL Team is responsible for finalising this agreement before the placement begins. If an agency has not hosted a student within the past five years, a new Student

Placement Agreement must be established. This process typically takes 3–4 weeks and must be completed in full before a placement start date can be confirmed. Students will be notified via their UniSQ email once the agreement is complete and the commencement date is set.

In addition, each placement site is assessed using UniSQ's Risk Assessment Tool to ensure it meets program accreditation standards and provides a safe and suitable learning environment.

## Placement Acceptance

Students are expected to attend any reasonable placement offer post interview. A student's failure to attend, withdraw, or cancel a placement without sufficient notice may result in administrative withdrawal from the placement course. You will then need to re-enrol in the next available offering. Late withdrawals or cancellations may incur academic or financial penalties. Refer to the UniSQ Academic Calendar for key dates, including Census Date.

## Agency Declines a Student post Interview

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

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

## Declining a Placement

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

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

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

It may be possible for students to complete one placement in their workplace but there are strict guidelines outlined by [ASWEAS \(2024\)](#) that must be met. Before such an arrangement is considered, students should discuss the possibility with the Director of Field Education and Networking. The ASWEAS (2024) requirements for work-based placements are:

- Student must undertake a different role to their current work role and their Field Educator must not be their usual line manager or supervisor.
- Students must have agreement from their workplace supervisor or manager that they are willing to support a work-based placement and can meet all of the learning requirements of a placement.
- The Director of Field Education and Networking will assess each application. Further, the employer must agree to these conditions and that the student role will be protected from their normal work commitments. A work-based placement can be paid or unpaid, as negotiated by the student and their employer, and UniSQ informed in the student application for a work-based placement.

A form to apply for a work-based placement is accessible from the Placement Hub and must be submitted to the WIL team as part of pre-placement preparation and compliance.

# After Placement Allocations are Available

## Student Responsibilities

Students are responsible for all aspects of attending their placement. This includes:

- Requesting a placement swap or submitting a placement appeal if necessary
- Making arrangements to attend the allocated placement, if changes cannot be made
- Organising childcare
- Covering costs for travel, parking, and accommodation
- Adjusting personal work commitments to prioritise placement
- Submitting bursary or funding applications if applicable
- Contacting the International Office to confirm visa conditions (for international students)

## Accommodation and Travel Expectations

Accommodation during placement is limited and varies by location. Most facilities do not provide accommodation, so students must arrange and fund their own. If your placement requires travel or accommodation, funding support may be available (see below).

Students are responsible for all travel costs associated with placement. Public transport options should be reviewed before submitting placement preferences and considered after placement allocation. Consider your vehicle's reliability and your comfort with long-distance or remote travel.

## Scholarships and Bursaries

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

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

## Commonwealth Prac Payment Scheme

Eligible students can receive \$338.60 per week to help with living costs for the duration of their placement. This amount is based on the single Austudy rate and is means-tested.

### Commonwealth Prac Payment (CPP) Details:

- **Who's Eligible:** Domestic students in Bachelor or Master's degrees in Teaching, Nursing, Midwifery, or Social Work, enrolled in a Commonwealth Supported Place (CSP).
- **When:** For mandatory placements of at least 30 hours per week.
- **How Much:** A set weekly amount (around \$338.60, though rates change).
- **Means Test:** You must either receive a Centrelink income support payment (like Austudy, JobSeeker) or meet the "Need to Work Test" (worked 60 hours in the 4 weeks before applying/placement).
- **Your Responsibilities:** Report the payment to Services Australia if you receive income support and include it as taxable income.

For more information on the initiative or eligibility criteria, please refer to UniSQ [Commonwealth Prac Payment](#) website. All enquiries can be directed to the CPP Support Team.

## Southern Queensland Rural Health

UniSQ partners with **Southern Queensland Rural Health (SQRH)** to support students on rural placements. SQRH provides free accommodation for Commonwealth supported students placed in South West Hospital and Health Service or Darling Downs Health facilities..

Accommodation is available in locations such as Toowoomba, Kingaroy, Chinchilla, Roma, Goondiwindi, St George, and Charleville. It is fully furnished and designed to offer a comfortable living environment. Non-Commonwealth supported students may apply for accommodation at a cost.

Students can register and apply for accommodation via <https://www.sqrh.com.au/accommodation> by clicking on the 'Apply Now' button.

SQRH can provide subsidy for students to travel to and from their placement. Application are considered on a case by case basis. They also provide additional interprofessional learning opportunities, networking and activities to maximise your rural and remote placement. Please check the [SQRH website](#) for more information and to see what other support opportunities are available.

Other support available from SQRH includes the opportunity to apply for funding via a bursary to help with costs for students on an extended placement (of 8 consecutive weeks or more). These bursaries are only available to Commonwealth supported students. SQRH also provide additional interprofessional learning opportunities, networking and activities to maximise your rural and remote placement.

Further information can be found through their [website](#)

## Orientation Information

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

- Placement start and end dates
- Physical address, supervisor name, and contact information
- Time and location of your first meeting
- Any pre-placement paperwork or reading requirements
- Daily schedule, including start/end times and break periods (may be confirmed on your first day)
- Expected duties, responsibilities, and learning opportunities (may also be discussed on your first day)
- Dress code requirements specific to the site
- Confirmation that the supervisor will complete an evaluation form to be shared with you and the DFEN
- Please notify the WIL team if you do not receive an induction or orientation on your first day of placement

# Attending Placement

## Attendance Expectations

Students must attend 100% of their scheduled placement hours, as determined by the placement provider, in accordance with their operating hours. Failure to comply may result in removal from the placement. Students are exempt from attending placement on regular public holidays, weekends (except where this is a norm) and other times when the Agency is officially closed.

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

## Hours for Attendance at Placement

To meet accreditation requirements, social work students must attend placement for a minimum of 4 days per week (unless negotiated otherwise with the DFEN). Minimum hours for a standard placement day are 7 hours and 15 minutes.

Most students attend the placement setting four days a week, typically from Monday to Thursday. A minimum of three days per week or other special placement days/hours arrangements may be negotiated if a student has exceptional circumstances. This will need to be communicated to the WIL Team and approved by the Director of Field Education and Networking prior to the placement allocation. If the days of attendance need to be re-negotiated after the commencement of the placement, students will need to discuss this with their Field Educator and communicate with the WIL Team and DFEN.

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

## Timesheets

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

## Requesting a Work Schedule Change

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

## Agency Requests that you change your Placement Work Schedule

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

## Reasonable Work Hours

The placement experience is intended to reflect the reality of the agency workplace and students will attend the typical work hours for the placement agency. In general, students will attend a minimum of a 7 hour and 15-minute workday. These may vary in different agency settings, where some require weekend or evening work as part of placement.

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

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

## Absence While on Placement

Student health and wellbeing are a priority. If you are unwell or not fit to practice, you must stay home and follow the agency's absence procedures, including notifying your supervisor via email, phone, or text.

Absences are only accepted for illness or extenuating personal circumstances. If you are absent during placement, you must immediately notify:

- The Field Educator and/or placement agency via their preferred communication channel
- Director of Field Education and Networking
- The UniSQ WIL Team ([WIL@unisq.edu.au](mailto:WIL@unisq.edu.au))

### Absence Requirements:

- Absences of three days or more require a medical certificate or statutory declaration (whichever is appropriate) be submitted to the WIL Team within 10 working days of the absence via email ([WIL@unisq.edu.au](mailto:WIL@unisq.edu.au)).
- Failure to meet these requirements may result in a **Fail – Not Participate** grade, unless approved by the Placement Course Coordinator under extenuating circumstances.

### Prolonged Absence

If you experience a prolonged absence for valid reasons (such as illness or injury) you must provide a medical certificate confirming you are fit to return before resuming placement. You will receive an IDM (Incomplete) grade until the placement is completed, which may affect your progression and graduation timeline.

## Make Up Hours/Days

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

## Public Holidays

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

## Reasonable Adjustments to Allocated Placements

Requests for placement extensions or flexible arrangements must be discussed with and approved by the Director of Field Education and Networking. If your circumstances change during placement, notify the Director of Field Education and Networking immediately to develop an appropriate action plan.

Placement reallocation will only be considered if deemed necessary by the Director of Field Education and Networking for valid reasons.

## Student Initiated Placement Withdrawal

If you need to withdraw from a placement due to exceptional circumstances, you must first consult with the Field Educator and Director of Field Education and Networking. Formal confirmation is required before withdrawing, as consultation with the agency and UniSQ staff may be necessary to determine appropriate academic or placement adjustments. Withdrawing without prior approval may result in a **Fail** grade for the course.

Please note that academic or financial penalties may apply depending on the timing of your withdrawal within the study period. Students should refer to the university calendar showing important dates such as Census Date before withdrawing from a course.

## Agency or Field Educator Initiated Placement Withdrawal

Agencies may request termination of a placement due to operational changes, such as staffing issues, supervisor illness, or lack of appropriate learning opportunities to offer.

A placement may also be terminated by an agency or supervisor if a student:

- Consistently performs unsatisfactorily despite supervision
- Negatively impacts the learning experience of others, or the safe workplace culture of the agency
- Breaches legal, ethical, or professional standards
- Demonstrates gross negligence in assigned duties
- Engages in misconduct or gross misconduct
- Fails to disclose relevant information that affects their ability to meet duty of care requirements to themselves and agency clients or staff.

## Placement Termination and Failing Placement

A placement may be terminated if the agency is no longer able to support the placement agreement due to operational constraints. If this occurs before the required hours are completed and is unrelated to student performance, UniSQ will make every reasonable effort to reallocate the student in a timely manner. However, this may result in delays to course or program completion.

Students are expected to maintain a professional demeanour throughout their placement. In cases where a student fails to meet expected performance standards or engages in unprofessional conduct, the placement may be suspended or permanently terminated. Reasons include but are not limited to:

- Breach of relevant Codes of Conduct or workplace procedures
- Acting outside the scope of practice
- Behaviour that may cause harm or is considered discriminatory, offensive, or inappropriate
- Withdrawal from placement without valid documentation or explanation

Decisions regarding suspension or termination may be made by the placement site or appointed UniSQ staff members in consultation with relevant academic leaders. The rationale for termination will be communicated to the student, and a follow-up meeting will be held to discuss the incident and develop a plan or behavioural contract for future placements.

If a student cancels or fails to attend a placement without valid explanation or supporting evidence, they will receive a Fail – Not Participate (FNP) grade or be withdrawn from the course. Reallocation within the same semester will not occur without appropriate documentation.

Students have the right to appeal any placement withdrawal decisions through standard university procedures.

## Other Reasons for Failing a Placement Course

Reasons for failing a placement include, but are not limited to:

- Failure to upload mandatory documents to [InPlace](#) by the deadline, resulting in ineligibility for placement
- Withdrawal from placement without valid documentation or explanation
- Non-attendance due to illness or injury without notifying the DFEN, and without providing a medical certificate or requesting an extension. Failure to complete the prescribed placement hours constitutes non-fulfilment of course requirements.
- Lack of progress or unsatisfactory performance despite feedback
- Breach of UniSQ or professional codes of conduct, laws, or workplace procedures
- Unprofessional behaviour, acting outside scope of practice, or engaging in conduct that may cause harm or be considered discriminatory, offensive, or inappropriate
- Failure to complete placement assessments and paperwork within the required timeframe

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

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

A decision is made to terminate the placement and fail the student.

## Feedback, Complaints and Advocacy

UniSQ provides a fair and transparent process for resolving concerns, complaints, and appeals. Students can submit feedback, lodge a formal grievance, request a review of a decision, or appeal an outcome through the procedures outlined on the [Feedback, Complaints and Advocacy](#) page. The site also explains informal resolution options, timelines, and available support services, including advocacy and student wellbeing resources.

# Teaching and Learning on Placement

## Pre-placement workshops, Integrative Online Seminars, and Peer Practice Groups

Before each placement, students undertake a compulsory, face to face pre- placement workshop (for undergraduate social workers these workshops are positioned in SWK3100: Professional Practice 1: Building Relationships and for the Master of Social Work this features in SWM5200 Practice in Action: Building Relationships). These workshops provide detailed information and knowledge building around the following topics:

- Structuring Learning on Placement
- Adults and learning Styles
- Emphasising critically reflective learning
- Evidence-Informed practice
- The supervisory relationships in placement
- Use of supervision
- When things go wrong

There are three integrative seminars offered in both first and final placements and participation in all of these integration workshops is compulsory for all students. The workshops and peer practice groups are structured so students can share their experiences with their peers as well as to undertake specific learning activities, such as critical reflections and presentations related to their placement.

Seminar topics cover:

- The perils of becoming an expert
- On being a supervisor and supervisee
- Planning for employment

Peer Practice Groups are an additional learning activity that students engage with while on placement. Peer Practice Groups provides students an opportunity to engage in peer supervision to:

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

Time spent participating in peer practice groups and integrative seminars will contribute to the overall placement hour total. Students complete their timesheets in the ordinary way, indicating hours spend participating in the peer practice group. Students will need to directly communicate and negotiate with their Field Educator their attendance of peer practice groups and integrative seminars, so that it doesn't impact other pre-planned agency-based learning activities.

## Constructing a Learning Plan for Placement

The field education courses are progressive throughout the placement; adopting a model of continuous assessment using a learning plan that maps and assesses the agreed student progress at various points. The focus is on the personal learning goals of the student, which align with the AASW Practice Standards. The learning activities and tasks for each goal, need to be reflective of the agency where the student is placed.

For all social work placement courses, the course specifications provide more details of the requirements for each placement (available online).

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

# Placement Assessment Requirements

## Placement Assessment Review Tool

Assessment is built upon a learning plan which addresses the learning outcomes of the course.

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

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

Please see the SWK3000, SWK4000, SWM5500 and SWM6550 course sites for detailed information on how to use the PART, and expectations of students and Field Educators within the placement assessment lifecycle.

## Differences Between Field Placement 1 and Field Placement 2

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

- ✧ A first-year student will demonstrate Beginning Capability across all practice standards, in both knowledge and skill by the end of the placement and,
- ✧ A final year student will demonstrate a minimum level of Capable across all practice standards as a graduate Social Worker.

## Information For Use of Student Portfolio

Students are encouraged to maintain a portfolio that documents evidence of their work, including journaling, diaries, reflections, case studies, presentations, project work, literature reviews, assessment pieces and importantly, their emerging practice framework. There are numerous activities and assessments throughout the social work degrees that involves students locating these types of learning evidence.

Students can choose to share and show their portfolio contents with their Field Educator and Field Liaison. The portfolio may be very helpful when completing the mid and final placement learning plan reviews. The portfolio does not need to be submitted, nor will it be given an individual mark. However, it can be very helpful if there are any questions about students' satisfactory attainment of learning.

For students close to graduation, the portfolio houses documentation of their journey through their Social Work degree and importantly the final version of their practice framework. This is therefore of considerable utility for completing job applications and securement of employment interviews.

# Professional Support

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

UniSQ is committed to supporting the wellbeing and academic success of all students, with tailored services available for both International and First Nations students:

- **International students** can access dedicated wellbeing resources, counselling, and academic support to help navigate life and study in Australia.
- **First Nations students** are supported through the College for First Nations, which offers personalised assistance via First Nations Student Success Officers, the 'Ask Aunty' support hub, and culturally informed academic guidance through First Nations Learning Advisors. These services foster a culturally safe and inclusive environment, empowering students to thrive throughout their educational journey.

## Support Contacts:

- Support for International Students – [UniSQ International](#)
- Support for First Nations Students – [College for First Nations](#)
- 1300YARN – A First Nations Lifeline support service providing 24/7 confidential assistance.

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

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

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

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

[Support for Students Policy](#)  
[Student Discrimination, Bullying, Harassment and Sexual Misconduct Response Procedure](#)  
[Student General Misconduct Policy](#)  
[Student General Misconduct Procedure](#)  
[Assessment of Special Circumstances Procedure](#)  
[Students with a Disability Policy and Procedure](#)

# Insurance, Health, Safety and Emergencies Management

If an injury or adverse incident occurs during placement, you must follow the agency's Work Health & Safety (WH&S) procedures in the first instance. Any incidents are then to be communicated to UniSQ and reported in SafeTrak. Refer to the 'Reporting an Incident' section for guidance.

## Risk Management

Students are responsible for identifying and managing risks during placement. If you feel unsafe or encounter a hazard, notify the Field Educator immediately and Director of Field Education and Networking as soon as possible thereafter. Stay informed by reviewing safety communications and procedures.

## Student Travel

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

**Safety During Late or Night Shifts:** For late or night shifts, familiarise yourself with the security officers and relevant contact numbers for the agency. Park in well-lit areas and stay vigilant in your surroundings when walking to and from your transport. Security officers may be available to escort you to your car or public transport.

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

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

## Paid Employment and Fatigue Management during Placement

While UniSQ recognises that students may need to undertake paid employment, it is essential that work commitments do not compromise placement responsibilities or breach fatigue management policies. Students must not work full-time while attending placement, as this contravenes health facility safety standards and poses risks to patient care.

You must not complete a paid shift immediately before or after a placement shift. For example, finishing a night shift in your employed role and then attending a morning placement shift is strictly prohibited. This practice violates Queensland Health and private facility WH&S policies. If you are unsure about these requirements, contact the WIL Team for clarification.

Placement obligations take precedence over paid employment. Please notify your employer in advance to ensure work does not interfere with your placement schedule.

## Disaster Management

In the event of a disaster or emergency at your placement site (e.g. flood, fire, utility failure, ward closure, or violent incident), follow the instructions of the supervisor or agency contact and adhere to the agency's disaster management protocols.

If you feel unsafe or encounter a risk during placement, immediately notify the Director of Field Education and Networking using the contact details provided in the *Placement Contacts – Who to Contact and When* section.

## Bullying, Discrimination, Harassment and Sexual Misconduct Concerns

Most students have a positive experience on placement, though occasionally situations arise that can cause concern. If you believe you are experiencing bullying, discrimination, harassment or are a victim of sexual misconduct while on placement, refer to [Student Discrimination, Bullying, Harassment and Sexual Misconduct Response Procedure - University of Southern Queensland \(usq.edu.au\)](https://www.usq.edu.au/students/safer-communities/sexual-misconduct-response-procedure) to explore how you might handle the situation. Depending on the nature of the circumstances, you might feel comfortable to raise your concern directly with the person involved or speak to your Placement Supervisor. If you feel unsafe or are not comfortable addressing the situation yourself, please contact the DFEN and/or UniSQ Safer Communities to discuss the matter further and seek appropriate support.

Safer Communities and the Wellbeing Team can provide you with free support and guidance while a risk management plan is developed. All students can use the [Share a Concern | UniSQ Share a Concern \(symplicity.com\)](https://www.usq.edu.au/students/safer-communities/share-a-concern) online form to seek confidential support from Safer Communities at any stage of their studies, including during placement.

### Psychological Risk

Psychological risks, also known as psychosocial hazards, are recognised workplace and placement-related concerns that organisations actively seek to mitigate through established strategies. When a student on placement encounters such risks, they should have access to appropriate support services—either through the placement provider or UniSQ Safer Communities via the Director of Field Education and Networking. For example, a student may be exposed to a traumatic event such as a serious injury or the death of a patient. While such experiences can be psychologically impactful, they are inherent to the nature of the role and do not necessarily indicate wrongdoing by any party.

UniSQ Safer Communities is available 8.00am – 4.00pm, Monday – Friday:

- 07 4631 2372
- [safercommunities@unisq.edu.au](mailto:safercommunities@unisq.edu.au)

For after-hours support related to gender-based violence, including sexual assault:

- National domestic family and sexual violence counselling service – 1800RESPECT (1800 737 732)

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

## Insurance Coverage during Placement

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

- ✦ Public Liability
- ✦ Professional Indemnity
- ✦ Medical Malpractice
- ✦ Student Personal Accident

To qualify for UniSQ's insurance coverage you must:

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

**Note:** Personal belongings and private vehicles are not covered by the University's insurance policies. Students should ensure their vehicles are registered and comprehensively insured to cover damages to their own vehicle or personal injury or property damage to a third party in the event of an accident.

## Vehicle Use during Placement

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

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

## Injury during Placement

If injured or unwell during placement and Emergency Department consultation is required, follow the below steps:

1. Notify the Agency Supervisor immediately as they will have internal protocols that need to be followed.
2. Contact the WIL Team immediately via (07) 4631 2359 and email the Director of Field Education and Networking.
3. You may be transferred to a public or private Emergency Department (ED). UniSQ recommends attending a public ED to avoid personal costs.
4. If you choose a private hospital ED, the University will **not** be responsible for any costs incurred for consults and treatment.
5. In this instance of leaving the hospital, the University will **not** be responsible for any costs incurred for consults and treatment.
6. Follow all treatment recommendations and consult your GP as needed.

## Reporting an Incident

If you have an injury or an incident while you are on placement, **you must report it to your Placement Field Educator and the health care agency contact immediately. You must also notify the DFEN of the incident via email or phone directly.**

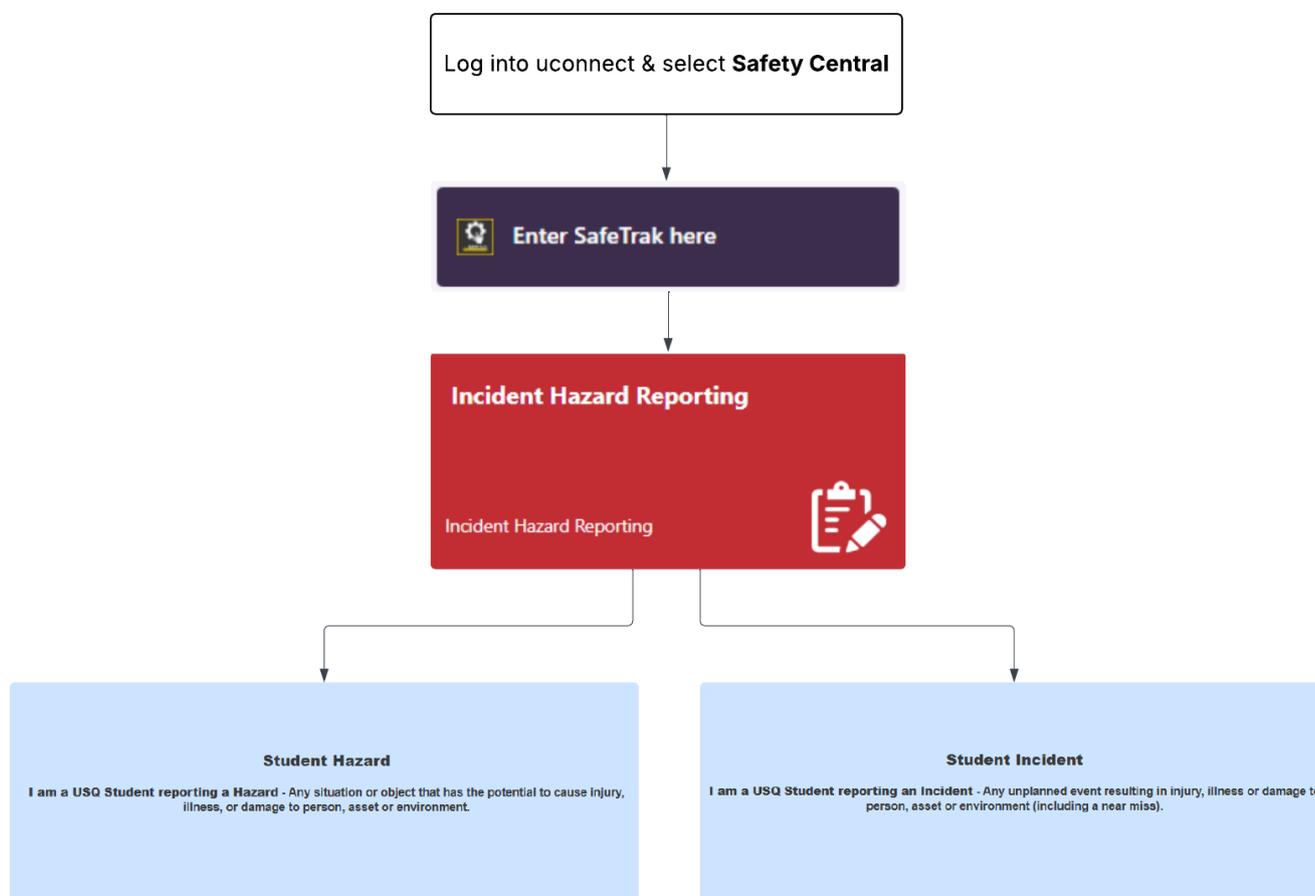
You will be required to complete an incident report for the agency. This must be done as soon as possible after the incident. Once this is completed, please make sure you keep a copy of this report.

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

When submitting a SafeTrak incident please ensure that the below information is included in the "Assign to" section as part of the application:

- Assign incident to Manager/Supervisor – Krystal Schaffer
- Business Unit/Faculty – School of School of Health, Psychological and Medical Sciences

## How To Access SafeTrak to report an incident or hazard



## Support Contacts

Contact Name/Service	Role	Contact Method	Availability
<b>UniSQ Safer Communities</b>	Confidential Support for Safety Concerns	safercommunities@unisq.edu.au / 07 4631 2372	Mon–Fri, 8:00am–4:00pm
<b>UniSQ Wellbeing Team</b>	Counselling and Wellbeing Services	supportforlearning@unisq.edu.au / Book via UConnect	Business Hours
<b>1800RESPECT</b>	National domestic family and sexual violence counselling service	1800 737 732	24/7
<b>Emergency Services</b>	Police/Ambulance	000	24/7

# Student Professional Expectations

These guidelines outline your responsibilities and expected conduct during placements. As a student, you are entrusted to learn in professional environments where client safety and dignity are paramount. You must uphold the highest standards of professionalism at all times.

## Getting the Most out of Your Placement

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

- Introduce yourself to staff in your assigned area or agency.
- Arrive prepared with learning objectives.
- Engage actively in all assigned tasks.
- Be punctual and dress professionally.
- Communicate regularly with your supervisor to align expectations, placements goals and personal strengths.
- Seek feedback after each shift.
- Complete all assessment tasks satisfactorily.
- Attend all scheduled placement hours.
- Bring required documentation (e.g., placement guide, workbook) daily.
- Submit assessments via StudyDesk by the due date.
- Maintain a professional attitude and be open to feedback.

**Student ID** – You have the option to obtain a student identification card suitable to wear while on placements. This is an ID that has less personal information visible and replaces using your normal university identification. Please contact [iConnect](#) to obtain one.

## Professional Interactions

Clients, patients and staff should be treated with the highest level of professionalism and respect. Ensure you use appropriate titles and salutations when addressing staff at the organisation where you are completing practice education (i.e., use 'Dr' for medical staff).

## Code of Conduct

While on placement, you represent the University of Southern Queensland (UniSQ) and must comply with the UniSQ Student Code of Conduct Policy. You are expected to:

- Follow all workplace procedures and reasonable directions from placement field Educator.
- Demonstrate respect, professionalism, and courtesy toward clients, staff, and peers.
- Maintain appropriate behaviour at all times.

All placement sites are encouraged to report both exemplary and concerning student behaviour. Breaches of conduct may result in removal from placement and disciplinary action under UniSQ's [Student Code of Conduct Policy](#), [Student General Misconduct Procedure](#), or [Academic Misconduct Policy](#).

## Confidentiality

Students are entrusted with sensitive information and must uphold strict confidentiality standards equivalent to those expected of healthcare professionals. Any information obtained directly or indirectly during placement—whether related to clients, agency operations, or clinical cases—must be treated as confidential unless explicitly stated otherwise.

Confidential information must not be discussed in any setting outside the placement, including at home, in class, or online (e.g., social media, messaging apps). This includes client identities, agency details, and intellectual property. Breaches may result in removal from placement and potential legal consequences.

All students must comply with the **Information Privacy Act 2009 (Qld) (IP Act)**. Please ensure you are aware of your responsibilities and obligations under this Act.

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

## **Prohibited Use of Substances**

Consumption of alcohol, recreational drugs, or any illicit substances before or during placement is strictly prohibited. Students must ensure a zero-blood alcohol level and avoid any substances that may impair performance. Smoking and vaping are only permitted in designated areas.

## **Mobile Phones and Electronic Devices (Photographs or Recordings)**

Use of mobile phones or electronic devices during placement is not permitted unless explicitly approved by the supervisor for placement-related tasks. If the student must be contactable by mobile phone (emergency only) permission must be gained from the supervisor. Devices must not be used to capture images, video, or audio under any circumstances.

## **Social Media**

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

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

## **Media Requests**

All media inquiries must be directed to the DFEN. Students must not comment publicly on any aspect of their placement, including agency operations, clinical cases, or patient information.

## **Legal Documentation Requests**

### **Police Requests**

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

### **Subpoenas**

If served with a subpoena, notify the DFEN immediately.

### **Placement Agency Requests**

All students are required to contact the DFEN in the first instance before providing a verbal/written statement to the clinical placement agency in response to an incident.

## **Managing Student Performance and Behaviour During Placement**

While most placements proceed without incident, it is essential that any concerns regarding student performance or behaviour are addressed promptly and fairly. UniSQ follows principles of natural justice and procedural fairness in managing placement-related issues.

## General Considerations:

- Some matters may be addressed under the host organisation's own policies (e.g. harassment, discrimination, privacy breaches).
- Students undertake placements at the invitation of the host organisation. The organisation may choose to terminate a placement without following UniSQ's procedures.
- UniSQ may decline to investigate a concern if there is insufficient information or if the matter falls outside the scope of the University's responsibilities.

In accordance with Section 4.2 of the *Work Integrated Learning Activities Procedure*, the following steps outline the process for managing concerns during placement:

### Step 1: Early Identification and Support

If a student is experiencing performance issues or learning difficulties, the agency supervisor should discuss these with the student as early as possible. Together, they should develop and document strategies to support improvement. These strategies should be reviewed regularly during supervision sessions. The Director of Field Education and Networking must be informed promptly to ensure appropriate support is provided and to help facilitate a positive outcome.

### Step 2: Escalation and Formal Meeting

If the issue persists or is more serious (e.g. breach of professional conduct, failure to meet practice standards, or risk of placement termination), a formal meeting should be arranged. This meeting may be initiated by the student, Field Educator, or the Director of Field Education and Networking. The Director of Field Education and Networking should be provided with written details of the concern, including relevant dates, individuals involved, and a description of the issue. Meeting outcomes and agreed strategies should be documented, including review timelines.

### Step 3: Monitoring and Further Action

A follow-up meeting should be held with the student, the Director of Field Education and Networking, and Course Coordinator. The Program Director may also be involved if appropriate. Outcomes should be documented, and further strategies implemented as needed. If additional concerns arise before the scheduled review, an earlier meeting should be convened. In some cases, the placement may be cancelled.

Where student behaviour or conduct is deemed inappropriate or in breach of professional or ethical standards, the following outcomes may apply:

- The placement may be cancelled, and the student may receive a fail grade for the course.
- The student may be awarded an incomplete grade, with the opportunity to undertake a future placement under revised conditions.
- If the behaviour constitutes a breach of UniSQ's Student Code of Conduct or professional standards, the matter may be referred for further review under the University's misconduct procedures.

All decisions must be documented and communicated clearly to the student, including any implications for progression and available review or grievance options.

## Advice for Students

If the placement is cancelled due to student misbehaviour or misconduct, outcomes may include a fail grade or an incomplete grade with future reallocation. Students dissatisfied with the decision may seek a Stage 2 Review of Decision or lodge a Formal Grievance, depending on the outcome. Further information is available via UniSQ's [Feedback, Complaints and Advocacy](#) page.

If a student experiences an issue with their Field Educator or the Director of Field Education and Networking Supervisor, they are encouraged to raise the concern directly with the individual involved where appropriate. If the issue cannot be resolved informally, students should contact their Placement Director for further support and guidance. UniSQ is committed to ensuring students feel safe and supported throughout their placement experience.

## **Related University Policies**

[Student General Conduct Policy](#)

[Student Academic Integrity Policy](#)

[Student Discrimination, Bullying, Harassment and Sexual Misconduct Response Procedure](#)

[Work Health and Safety Policy](#)

[Assessment of Special Circumstances Procedure](#)

[Student General Conduct Policy](#)

[Student Grievance Resolution Policy](#)

[Student Grievance Resolution Procedure](#)

[Privacy Policy](#)

[Privacy Procedure](#)

# Roles and Responsibilities for Placement

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

## Field Educator

Social Work qualified Field Educators determine the scope and parameters of learning opportunities within their setting and support students on a weekly basis to help them reflect on their experiences, make links to theoretical frameworks, and provide a strong mentoring focus. These learning tasks are guided by the AASW Practice Standards and the specific placement course learning objectives as a framework. Consistent with ASWEAS the major areas of responsibility for Field Educators are:

- ✧ providing regular supervision and meeting the AASW standard of 1.5 hours of formal supervision for each 35 hours of placement. Some of this time may be provided in a group format.
- ✧ arranging a suitable working space and resources needed for the student to undertake learning activities.
- ✧ allocating and monitoring appropriate practice tasks.
- ✧ assisting and supporting the student to learn from the learning tasks through regular formal supervision and the use of reflective activities.
- ✧ being available to discuss student's progress with the Field Liaison and to attend any liaison meetings.
- ✧ evaluating student practice.

## Task Field Educator

In agencies where there are no Social Work qualified Field Educators, a suitably qualified task Field Educator will be allocated to the placement. The role of the Task Field Educator within a placement is crucial to facilitating a positive learning experience for the student and provides the day-to-day tasks for the student but does not provide formal social work supervision for the student's placement. The task Field Educator may or may not be a qualified social worker but is equipped with skills and abilities to guide students, providing oversight and task supervision to support learning and progress in the placement. They will share their human services expertise and provide support around engaging in an array of suitable learning tasks on placement. They will work closely with the External Field Educator and the Field Liaison to monitor and review student's progress and skills development.

## External Field Educator

The External Field Educator is allocated to a placement, where there are no available, social work qualified Field Educators to provide the formal supervision to students, as per AASW requirements. The External Field Educator will:

- ✧ arrange and provide at least 1.5 hours of formal supervision for each 35 hours of placement with the student. Some of this time may be provided in a group format.
- ✧ work collaboratively with the task Field Educator and the agency to address the student's progress and learning on placement.
- ✧ engage in discussions with the student on all aspects of their learning and assist them to critically reflect on their practice.
- ✧ engage with the student during the writing of the learning plan, the mid-placement and end of placement reports.
- ✧ meet with the student and the task Field Educator in preparation for the mid-placement visit and at the end of placement.
- ✧ provide constructive written feedback on the student's learning plan, mid and end of placement reports.
- ✧ work with the Field Liaison.

## Field Liaison

Note: Should placement numbers go beyond staff availability in the UniSQ academic team; Sessional Field Liaisons may be recruited.

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

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

## Director of Field Education and Networking

As required by the ASWEAS, the Director of Field Education and Networking at UniSQ has been appointed at academic level C, is a qualified social worker with at least five years post-qualifying experience and eligible for membership of the AASW. This position reports to the Academic Discipline Lead (Social Work and Human Services) and is responsible for:

- ✦ Ensuring students on placement are assigned a Field Educator (Social Work Field Educator).
- ✦ Providing academic leadership to and coordinating the Field Education Program.
- ✦ Designing and delivering placement learning opportunities.
- ✦ Program compliance with ASWEAS.
- ✦ Oversee the Field Education Course Coordinators who support student placements including assessing students' progress and capacity to demonstrate the required knowledge, skills and values within their emerging practice frameworks, along with managing relationships with placement partners.
- ✦ The Director of Field Education and Networking is also responsible for recruiting and training Field Liaisons and Field Educators.

## Work Integrated Learning (WIL) Team

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

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

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

## Student

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

### Responsibilities include:

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

### Be Professional

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

### Complete Assessments

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

**Students will not:**

**Act Outside UniSQ Guidelines**

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

**Be Unprofessional**

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

## Orientation for Field Educators

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

Other support offered to Field Educators include:

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

## Borrowing Library Resources

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

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

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

# 2026 Student Placement Declaration

This document is a mandatory pre-placement requirement for all students enrolled in a placement course at the University of Southern Queensland. It outlines key responsibilities to UniSQ and its partner agencies before, during, and after placement. By signing this declaration, you are acknowledging your understanding and commitment to meeting these obligations.

This signed declaration must be submitted via [InPlace](#).

## Overarching requirements are:

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

To prepare for my placement prior to its release, I will:

- Submit all required mandatory documents by the listed deadlines, ensuring their accuracy and currency for the entire placement period.
- Declare any extenuating circumstances, pre-existing medical conditions including pregnancy that could impact my safety, or perceived, potential or actual conflicts of interest through InPlace by the specified deadlines.
- Ensure I am available to attend placement at any time during my enrolled study period, including breaks and exam periods.
- Prepare to travel over an hour to my placement and acknowledge that preferred locations are not guaranteed.

To prepare after my placement is released, I will:

- Organise personal commitments, leave, uniform, and ID card;
- Review insurance and emergency contact information.
- Provide any additional requirements requested by my Placement Agency promptly.
- Promptly discuss my circumstance with the WIL Team and DFEN if I am unable to attend my allocated placement
- Apply for accommodation and financial bursaries if eligible.

During and after my placement, I will:

- Present professionally in my uniform with my student ID card.
- Adhere to professional expectations, codes, standards and practices for my discipline.
- Promptly inform the DFEN and the UniSQ WIL Team if I do not receive an induction or orientation
- Promptly inform the DFEN and the UniSQ WIL Team if I am absent from placement for any reason and work with the DFEN to organise any required make-up placements.
- Manage my workload to comply with fatigue management policies and ensure personal wellbeing during placement.
- Report any incidents while on placement as per the UniSQ guidelines.
- Retain copies of all placement assessments and timesheets
- Follow the guidelines of the placement agency with respect to Workplace Health and Safety, Infection Control, and disease outbreaks.

## General

- I confirm that I have read and understand the Placement Guide, Placement Hub, and UniSQ Student Code of Conduct Policy, and agree to uphold all stated expectations.
- I will promptly notify the WIL Office and DFEN of any issues or inability to meet placement obligations at any stage of my program, and understand that not meeting mandatory requirements may result in unenrolment or a fail grade for the course.
- I have read and understood the information provided to me in this document, including in particular how the personal information in my mandatory documents is collected, used and disclosed by the University (including disclosing relevant personal or health information to placement facilities or support providers) and I consent to the University handling my personal information in this way.
- I will inform the DFEN immediately of any written notices from accrediting bodies or associated bodies of my program of study
- I understand and accept my responsibilities as outlined in the Placement Guide.
- I acknowledge that not meeting Inherent Requirements (with reasonable adjustments) may prevent my acceptance for placement and prevent program progression.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

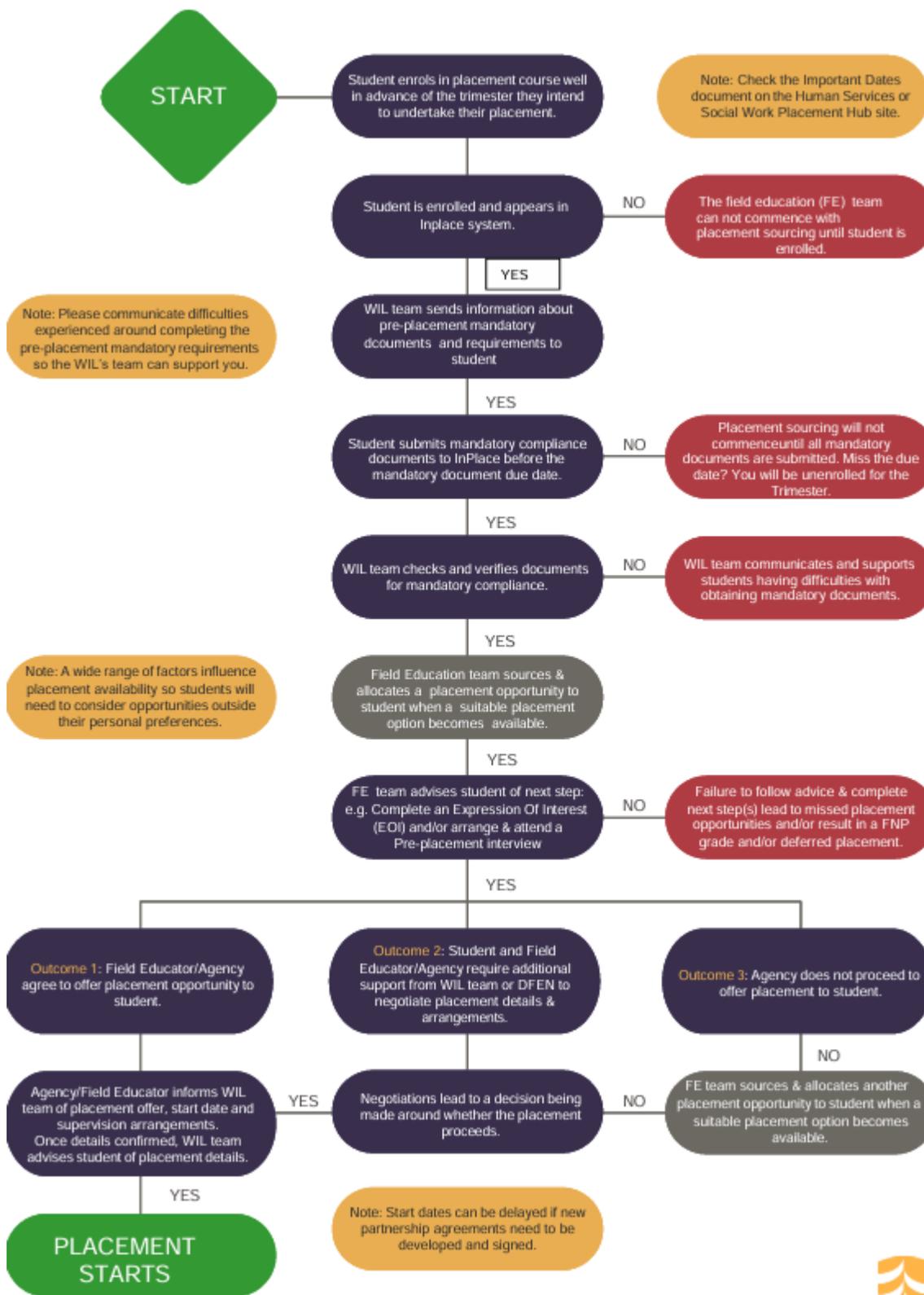
Date: \_\_\_\_\_

## Placement Preparation Checklist

Item	Requirement	Yes
1.	<b>Visit the <a href="#">Placement Hub</a>:</b> Familiarise yourself with all available resources to support your placement journey	<input type="checkbox"/>
2.	<b>Read the <a href="#">Placement Guide</a>:</b> Understand what to expect and how to succeed during your placement	<input type="checkbox"/>
3.	<b>Check Your Student Email Regularly:</b> Important placement updates and notifications will be sent here.	<input type="checkbox"/>
4.	<b>Know Who to Contact:</b> Save the contact details for your Course Coordinator, and the WIL team.	<input type="checkbox"/>
5.	<b>View the Mandatory Documents List:</b> Start gathering the required documentation early.	<input type="checkbox"/>
6.	<b>Log into <a href="#">InPlace</a>:</b> Begin uploading and updating mandatory documentation	<input type="checkbox"/>
7.	<b>Check the Important Dates Document:</b> Find the document deadline for your trimester and mark it in your calendar.	<input type="checkbox"/>
8.	<b>View the Placement Calendar:</b> Take note of the block dates for your placement course to avoid scheduling conflicts.	<input type="checkbox"/>
9.	<b>Plan Travel &amp; Accommodation (if applicable):</b> Start looking into transport and accommodation early, especially for rural or away placements.	<input type="checkbox"/>
10.	<b>Check Bursary Opportunities:</b> Review the Placement Hub or Contact the Scholarships Team to see if you're eligible for financial support.	<input type="checkbox"/>
11.	<b>Set Personal Goals:</b> Think about what you want to learn or improve during your placement.	<input type="checkbox"/>
12.	<b>Maintain Professional Behaviour:</b> Always demonstrate respectful, ethical, and professional behaviour in all interactions.	<input type="checkbox"/>
13.	<b>Safety on Placement:</b> If any issues, concerns, or incidents arise, promptly inform your Field Educator, Course Coordinator, and the WIL Team. For urgent matters, refer to the emergency contact details provided in your placement guide.	<input type="checkbox"/>

# Appendices

## Appendix A – Pre-Placement Process Flowchart



## Appendix B – Recognition of Prior Learning Guidelines

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

The application must include:

- ✧ An **Introductory Statement** which includes personal details, phone contact number, email address and a brief statement outlining why the applicant considers they meet the requirements for RPL.
- ✧ A **Curriculum Vitae** which clearly shows how the applicant meets the AASW work requirement of a minimum of 3 full-time equivalent years of formal practice in a relevant context in the previous seven years. At least the final year of the student's work experience will be within three years of applying for RP, using social work practice skills such as assessment, case management, and methods such as casework, policy work or community work.
- ✧ **Evidence of current enrolment** in the prerequisites Courses or evidence of successful completion of these prerequisites.
- ✧ **Relevant Position Descriptions** or other documentation outlining previous and current positions.
- ✧ Using the **Recognition of Prior Learning Application Template** available on the [Social Work Placement Hub](#) portfolio which addresses key learning objectives for first placement, with reference to the AASW Practice Standards which inform each learning objective. Documentary evidence is required to support the applicant's claims against the learning objectives to ensure that and that students will be able to fully achieve the learning outcomes of the program. Do not use the Credit Application Template for your application.
- ✧ **Names and contact details of 2 referees** who have worked with the student in a professional capacity. At least one of these must be a professional social work practitioner who is eligible for AASW membership, has a minimum of 2 years post-qualifying experience, and can attest to the accuracy of the information provided in the application from a social work practice perspective. Referees will be invited to provide comment on the applicant's progress against each practice standard
- ✧ Students are required to provide documentary **evidence that they have had a minimum of 21 hours of professional supervision with a qualified social work Field Educator in the 24 months preceding their application**. Examples may include a supervision contract, supervision agenda, record of meetings or evidence from the Field Educators.

The assessment of the RPL application involves:

- Consideration of the portfolio of evidence to determine the extent to which the learning objectives of SWM5500 Social Work Field Education 1 have been met
- Confirmation that the applicant is making satisfactory academic progress
- Interviews with and/or consideration of written evidence from nominated referees to discuss their assessment of the students experience and confirm achievement of the learning objectives from a social work perspective

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

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

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

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

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

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

- ✧ [Feedback, complaints and grievance resolution](#)
- ✧ [Student Grievance Resolution Policy](#)
- ✧ [Student Grievance Resolution Procedure](#)
- ✧ [Student Appeals Procedure](#)



University of  
**Southern**  
**Queensland**