

11. Student Work Placement Policy and Procedure

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11. Student Work Placement Policy and Procedure

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Policy

Minda Inc t/a South Australian Learning Centre (SALC) is committed to ensuring that all students have access to quality, structured workplace learning experiences where required by the training product. Work placements are designed to enable students to develop and demonstrate practical skills and knowledge in real-world environments, consistent with the requirements of their qualification.

SALC coordinates placements, primarily in partnership with our parent organisation, Minda Inc. Where an external host organisation is used, SALC ensures appropriate agreements are in place, including clear expectations regarding student supervision, learning opportunities and safety. All placements are formally monitored and host employers are supported to provide feedback throughout the placement.

Students are informed of placement requirements during the enrolment process, including any prerequisites (e.g. clearances, immunisation, induction). Placement will only commence once all prerequisites are met. Students unable or unwilling to meet the requirements of a placement sourced by SALC will be required to find their own placement location or may be withdrawn from the course.

Risks associated with under-18s and placement environments are managed in accordance with the National Principles for Child Safe Organisations.

Definitions

Term	Definition
Work Placement	Unpaid structured learning undertaken in a workplace to meet unit or qualification assessment conditions.
Host Employer	The organisation providing the practical work placement opportunity for the student.
Structured Workplace Learning	The term used by the Department for Education for school-based placements involving training and practical work experience.

Procedure

1. Placement Preparation and Communication

1.1. Students are advised of work placement requirements, prerequisites and expectations at enrolment and orientation.

1.2. A one-on-one meeting is held between the student and Training Coordinator to determine preferences, assess readiness and discuss the possibility of RPL or CT.

1.3. Students must apply for all required clearances (e.g. NDIS Worker Check, DHS) and submit documentation prior to placement.

1.3.1 Students are supported to do this by their Training Coordinator typically during Day 1 Orientation for CHC33021 Certificate III Individual Support.

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1.4. Where applicable, support is provided in class to assist students with the clearance process (e.g. NDIS application support to navigate the DHS application process).

2. Approving Placement Readiness

2.1. Training Coordinators will not permit a student to commence placement if they are not ready, for reasons related to not commencing all required learning/ assessment or for other reasons related to job-readiness.

2.2. Students who do not meet the required prerequisites cannot commence placement.

2.3. If a student refuses to meet workplace requirements, they must find their own host employer and seek approval from SALC to proceed.

3. Placement Coordination and Allocation

3.1. Students will be informed approximately six weeks before placement of their placement location and roster.

3.2. Rostered placements are arranged with the host employer and provided to the student. Once confirmed, these rosters cannot be altered unless valid evidence is submitted (see attendance policy).

3.3. All placements outside Minda require a signed Vocational Placement Agreement and provision of placement documents, including:

- General Liability Certificate of Currency
- Placement provider information
- MOU or service agreement (where applicable)

4. Placement Monitoring and Review

4.1. A check-in occurs in the first week of placement via phone, email, or visit to confirm commencement and address early issues.

4.2. A mid-placement visit is conducted by the Training Coordinator with the student and supervisor to review progress and address any gaps.

4.3. Host employers are encouraged to provide formal feedback via survey tools and direct communication.

5. Placement Requirements and Student Conduct

5.1. All students must complete the Student Workplace Agreement prior to placement.

5.2. Where placement involves minors (students under 18), all risks are assessed and managed according to the National Principles for Child Safe Organisations.

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5.3. Workplaces involving children require additional checks (e.g. RAN training, Safe Environments training).

5.4. Specific environments may require extra immunisations or a National Police Clearance.

6. Refusal or Withdrawal from Placement

6.1. If a student fails to meet placement prerequisites or withdraws from placement after commencement without valid reason, they may be withdrawn from the course.

6.2. Appeals or complaints relating to placement decisions are managed through the Complaints and Appeals Policy.

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Extracts from Standards

Standard 1.1 Training is engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product.

P.I.(e) where the training product requires work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment.

Standard 1.8 Facilities, resources and equipment for each training product are fit-for-purpose, safe, accessible and sufficient.

P.I.(a) how it identifies the facilities, resources and equipment required to deliver the training product, including how it identifies which facilities, resources and equipment will be provided by third parties, instead of the organisation;

P.I.(b) where facilities, resources and equipment are provided by the organisation or third parties – how the organisation ensures

i that the facilities, resources and equipment are, and will continue to be suitable and safe for use by VET students; and

ii that VET students have access to the facilities, resources and equipment they need to participate in the training and assessment relevant to the training product; and

P.I.(c) it has documented strategies and procedures in place to identify and manage risks associated with VET students using facilities, resources and equipment when undertaking work-integrated learning, work placements, or other community-based learning as part of their training.

Standard 4.3 Any risks to VET students, staff and the organisation itself are identified and managed.

P.I.(d) where it offers training or assessment to VET students aged under 18 – risks to their safety and wellbeing associated with the organisation's delivery of the training or assessment are identified and managed:

ii in accordance with the National Principles for Child Safe Organisations, as in force from time to time. (Note: Section 191A of the Act permits this instrument to make provision in relation to a matter by applying, adopting or incorporating any matter contained in another instrument or other writing as in force or existing from time to time.)