



WHITEHOUSE
INTERNATIONAL
COLLEGE



FIELD PLACEMENT MANUAL CHC52025



Community
Work Australia

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SECTION 1: WELCOME FROM THE CEO & COURSE COORDINATOR

Welcome to your fieldwork placement journey. As the CEO and Course Coordinator of Whitehouse International College, I am proud to support you as you enter one of the most exciting & meaningful parts of your CHC52025 Diploma of Community Services: your practical placement.



On 11 October 2024, our CHC52025 Diploma of Community Services was officially granted provisional accreditation by Community Work Australia (CWA). This recognition affirms the high quality of our teaching and the strength of our placement partnerships. It means that your qualification exceeds industry expectations and prepares you to work professionally in the community services sector.

Students who commence their studies after this date may be eligible to apply for a skills assessment through CWA. However, Whitehouse International College does not guarantee the outcome of any migration or recognition application. Students must seek their own independent migration advice and ensure they meet all eligibility criteria before applying.

This handbook is your guide to placement success, and it reflects the Whitehouse International College policies, the CWA (Community Work Australia) standards, and the new RTO Standards 2025. You should refer to this document throughout your placement journey and use it as a roadmap to help you navigate all aspects of Placement 1 & Placement 2.

We wish you every success as you begin this important stage of your learning. May your field placement be a time of growth, connection, and meaningful contribution to the community.

Yvonne Wilson



SECTION 2: FACILITATE AND REVIEW CASE MANAGEMENT

Field placement is a requirement for all eligible students in the CHC52025 Diploma of Community Services. It is necessary to complete the full qualification.

It provides the opportunity to apply what you have learned in class to real-world practice and prepares you for employment in the community services sector. Placement supports the development of your professional identity and ensures that you graduate with experience working directly with clients and services.

Placements are aligned to AQF Level 5, meaning they are designed to assess and develop your ability to work with limited supervision, make informed decisions, communicate professionally, and meet the expectations of a skilled community worker.

Students must complete a minimum of 400 hours of supervised placement across two distinctly different placement settings of 200 hours each. These settings should differ in both focus and client population. For example, you might complete one placement with a domestic violence support service and another with a youth support agency.

One of your placements will be linked to the unit of competency CHCDEV005 Analyse impacts of sociological factors on people in community work & services. You will be required to work with two clients and complete tasks aligned with sociological assessment.

The other placement will be linked to the unit of competency CHCCSM017 Facilitate and review case management. There are assessment tasks for each unit that must be completed during your placement. For more information about what is required, please refer to Section 9: Assessment Tasks During Placement.



CWA requires that students leave 12 weeks at least in between placements to ensure that you have time to take on board the learning and to get enough theory to be able to apply this.

Whitehouse requires students to be first screened for eligibility after 6 months of enrolment and ideally students will complete one placement in year 1 and the second in year 2 of their diploma.

The new Standards for RTOs 2025 place increased emphasis on the quality, safety, and supervision of work placements. Providers must ensure that placements are structured, meaningful, and directly linked to the training and assessment of relevant units. Learners must be supported during placement and provided with access to learning resources, guidance, and feedback. RTOs are required to establish clear agreements with host organisations, including supervision arrangements and monitoring processes.

The standards also highlight the importance of industry consultation, requiring providers to involve industry in the planning and evaluation of work placements to ensure relevance and alignment with current community service practices.

Relevant Clauses from the RTO Standards 2025:



You will be required to attend placement for a minimum of two full days per week (7.5 hour days after any lunch break).



Placements are typically Monday-Friday – there are very few level 5 placements being offered at weekends or during the evening so students must be prepared to undertake placement during weekdays 9-5pm.

You may do more than two days if you can balance placement with your studies, work, and wellbeing. You may not work more than 8.5 hours in a single day or undertake more than five days in a week with a maximum of 38 hours a week. Lunch breaks must not be counted toward your placement hours and need to be deducted to be compliant with the overall volume of placement.

It's important that your academic progress is not impacted by Placements – for this reason students can not use the days they are on campus to go to placement unless they have been given express permission from their trainer. This will only be granted for students who have shown that they have very strong academic abilities.

Students are informed at multiple points in their course that **work placement is unpaid**. It's very important that students appreciate this and understand the implications for them as they navigate placement. Preparing for placement financially will be key and we are on hand to support students throughout this process.





SECTION 3: UNDERSTANDING CWA ACCREDITATION STANDARDS & ASQA EXPECTATIONS

Who is Community Work Australia (CWA)?

Community Work Australia (CWA) is the national professional body for community workers and community services education in Australia. CWA sets the standards for what a high-quality community services qualification should include — especially when it comes to field placement, ethics, supervision, & professional readiness. They assess and accredit training providers who meet these standards, & support pathways for skilled migration, professional registration, & workforce development.

Community Work Australia (CWA) provisional accreditation ensures that your qualification meets national benchmarks for quality education & professional preparation. A key focus of CWA's standards is the quality and supervision of work placements. CWA requires all accredited providers to deliver two supervised placements, ensure ethical practice, and offer experiences that reflect the complexity of real-world service delivery.

What does “Provisionally Accredited” mean?

When a course is provisionally accredited by Community Work Australia (CWA), it means the course has met all the key requirements of CWA's national standards & is recognised as providing high-quality community services education — including strong placements, qualified staff, and a clear link to professional practice.

Provisional accreditation is granted for a set period (usually 12–18 months) while the course continues to operate and provide additional evidence of long-term quality through graduate feedback, industry consultation, and outcomes data. Students who begin their course during the provisional period are considered to be studying within an accredited program and may be eligible to apply for a skills assessment through CWA once they graduate. Whitehouse International College was granted provisional accreditation for the CHC52025 Diploma of Community Services on 11 October 2024.



ASQA RTO Standards 2025

Whitehouse International College is also committed to meeting the requirements of the Standards for RTOs 2025. These national standards require all Registered Training Organisations to demonstrate high-quality delivery and assessment, learner wellbeing, strong engagement with industry, and appropriate work placement oversight.

We meet these expectations by conducting structured placement planning, training for supervisors, regular site visits, and gathering industry and student feedback to continuously improve placement outcomes.

The full RTO Standards 2025 can be accessed at:

<https://www.education.gov.au/quality-reforms-vet/resources/standards-rtos-2025>

The current version of the CWA Accreditation Guidelines can be found here:

https://communitywork.org.au/wp-content/uploads/2024/12/0406_CWA-Course-accreditation-guidelines-June-2024.pdf

SECTION 3A: WHO ASSISTS WITH PLACEMENT

Whitehouse International College is committed to ensuring that all students are well-supported before, during, and after placement. The following key people and roles contribute to the success of each placement:

1. Fieldwork Placement Coordinator:

This person is responsible for the overall coordination of placements. They liaise with agencies, conduct site visits, review your documentation, and support you if difficulties arise. They also review your logbook and learning agreement and ensure your placement aligns with CWA standards.

2. Training Coordinator:

The Training Coordinator oversees student eligibility, verifies documentation, & maintains communication with the academic team. They provide approval for students to progress to placement and monitor academic performance. They are your key contact for administrative readiness.

3. Course Coordinator:

The Course Coordinator provides academic leadership and ensures that the course design, including placements, meets regulatory and industry expectations. They collaborate with the Fieldwork Placement Coordinator to ensure placements align with your learning outcomes and reflect the overall goals of the CHC52025 Diploma of Community Services.



4. Agency Supervisor:

Your nominated on-site supervisor at the placement organisation. This person is a qualified and experienced staff member who provides daily direction, feedback, & signs off on your hours and assessments. They meet the qualification & experience criteria as outlined in the CWA guidelines.

5. Task Supervisor (where applicable):

Some agencies also appoint a task-based supervisor who may oversee certain duties or projects. They do not replace the Agency Supervisor but provide practical guidance throughout the day. These staff members must also hold specific qualifications

6. Trainer and Assessor:

This is the person who is guiding your study at Whitehouse International College & is delivering lessons and marking your assessments. They will provide key guidance to the placement process about your readiness, and they may also undertake some of the visits to you whilst on Placement.

7. Student Services Team:

Student Services staff are available to support your wellbeing during placement. They can assist with referrals to counselling and help you manage any personal challenges that may impact your participation in placement. We encourage all students to reach out early if they are experiencing stress, anxiety, or personal hardship. At the end of placement student services will coordinate with all parties to log your progress and to prepare you for graduation. If a student wishes to go forward for a skill assessment – Student services will assist in preparing the necessary supporting letters that are needed to demonstrate your completion & to summarise the quality of your placement .

These roles work together to ensure your placement is safe, relevant, and contributes to your readiness as a professional community services worker.



SECTION 3B: OUR PLACEMENT PARTNERS

Whitehouse International College works with a growing network of Level 5 quality services, including:

- Wesley Mission
- BaptistCare
- LiveFree Project
- Kwila Community Rehab
- St Vincent de Paul Society
- Survivors R Us
- Uniting Care
- Macquarie Care

We sign an MOU (Memorandum of Understanding) with every partner which details the commitment needed from both sides for placement to be successful.

Whitehouse also provides guidance & mentoring for host organisations, & we go to lengths to confirm all arrangements meet the CWA accreditation standards. It's important that we can maintain quality control over our placement partners which is why they must be within reach of our campus in Newcastle, **For this reason we do not generally approve** placements outside of Newcastle, Hunter Valley, or Central Coast areas. Students are informed of this requirement at their orientation, and we encourage students living far away from campus to consider relocating to the campus catchment area to be able to engage in work placements.

Students must not contact agencies directly. Placement is arranged solely through the college, and communication must always remain professional.

Whitehouse holds full liability insurance for all placement students and provides agencies with certificates of insurance and signs.





SECTION 3C: PLACEMENT OFFERS

If a student meets all the eligibility criteria (discussed in Section 4) and completes all the documentation requirements you will then receive a placement offer. **This offer will be based on your preferences, goals, and agency availability.**

If you decline a suitable offer, you will be moved to the back of the queue for your cohort and reallocated only once all other students are placed. Declining more than one suitable offer may then result in the college not offering you placement again it is important to be flexible and ready to start.

Note – even if you accept an offer – the placement provider may then decline your placement at interview if they do not believe that you are a good candidate. We believe that this is a rare occurrence, but we must stress the importance of being fully prepared at interview so that you can have the best chance at success.

Tip: We recommend students hold casual employment whilst studying their Diploma of Community Services – this allows the maximum flexibility for students to accept a placement without fixed hours or days from their employer getting in the way. Students should budget around placement reflecting on times of the year that they can then earn enough to support themselves through placement. Students should also let their employers know when they start the course that there are placements to offer the best chance at being prepared.

Tip: To best prepare for your work placements we recommend seeking employment or volunteering within the Community Services sector – even just volunteering a few hours a week can vastly improve your understanding of how the sector works and will increase your confidence and English Language skills. For more information on volunteering please speak to student services.

Tip: Interviews can be daunting. If you would like to have a mock interview to prepare for placement, The Field placement coordinator can have a session with you. We recommend that you undertake research about the placement partner using their website and any articles written about them. We recommend that you become familiar with their mission statement and values and reflect on how you can connect to these. We recommend having two questions written down for you to ask the placement provider at interview.



SECTION 4: ELIGIBILITY FOR PLACEMENT

Work placement is a privilege — not a right. As a Diploma of Community Services student at Whitehouse International College, you must meet specific requirements to be considered eligible to begin your fieldwork placement. These requirements exist to protect clients, agencies, and you — and to ensure you are genuinely ready to benefit from the experience.

Just like applying for a real job, you need to show that you are prepared, professional, and capable.

Who Decides Eligibility?

Your readiness for placement is assessed by the overall team and is not a decision made by one party:

- The Training Coordinator
- The Fieldwork Placement Coordinator
- Your Trainers, who provide feedback on your progress & behaviour
- College staff who review your records and conduct

Key Eligibility Requirements

To be eligible for placement, staff must be assured that a student has met the following criteria:

1. Satisfactory Academic Progress

You must have completed and been deemed competent in all theory units for the first 6 units of your course. This will be determined by looking at your results in Moodle and in Meshed.

You must not have repeated failures, missed submissions, or unresolved academic integrity issues. If you have been found guilty of plagiarism, using AI, purchasing assessments or colluding with other students, this will be a major consideration in whether to proceed to placement and it will be decided on a case-by-case basis.

2. Consistent Attendance & Punctuality

You must maintain a high level of attendance in your scheduled classes and demonstrate an adherence to timekeeping. If you are on a student visa (500) you must adhere to the attendance requirements of this visa.



If you have ongoing absences or have missed resubmission deadlines, you will not be considered ready for placement.

You must show that you can follow set start times and finish times – students who are consistently late or leave early from class without permission may be considered not ready for placement – remember *how you conduct yourself during class reflects how we feel you will conduct yourself during placement.*

3. Professional Conduct

You must consistently demonstrate professionalism, punctuality, respect, and accountability in your classes. This is set out in the student code of conduct within the student handbook and students should also refer to the CWA code of ethics which gives insight into how students should be aiming to conduct themselves within the workplace.

Any issues with bullying, discrimination, inappropriate communication, or lack of engagement in activities and exercises during class may result in you not being deemed eligible for placement.

If a student is unable to receive a WWCC due to any concerns or ongoing legal difficulties, they will not be able to proceed to placement – this is a non negotiable legal aspect of all community placements.

If a student has charges or crimes on their criminal record, they will need to have further discussion with the Field Placement Coordinator about whether these charges would directly relate to placement.

4. Fees

Students must be up to date with fees to proceed into the placement phase of their course. This applies to the review for placement 1 and 2. If students owe fees, placement will be delayed until this shortfall has been addressed.

5. English Language skills

We appreciate that all students are starting from different places in terms of their English language skills – however it is an expectation



that students continue to build on their skills and to be eligible for placement staff need to be sure that a student can communicate effectively at a level 5 placement. If there are doubts or concerns, students will be invited to work on their English with a review date to revisit their eligibility normally after 6 months. Student services hold details about low cost and free English lessons in the Newcastle area and these can be provided to students where needed. Students may also consult the student handbook for referral information.

6. Group Placement Orientation Session

Students must have attended a session dedicated to placement to proceed with eligibility or an individual interview with the field placement coordinator. The dates of workshops are announced in advance and are mandatory for students to attend. During these sessions students will learn more about the placement journey and have the chance to ask questions, engage on group activities and complete their placement preferences paperwork which will give the staff vital insights into the unique situation of each student and when they are available to complete placement.





7. Be fit and Healthy for Placement

Whitehouse do not impose any formal medical checks on students ahead of placement however we do stress that students would need to be in good health to complete placement – students who are pregnant should have a confidential meeting with the field placement coordinator to discuss their individual circumstances & whether placement might be delayed. If as a student, you are facing health issues or require surgery or treatment you should raise this with the field placement coordinator who can help you with a plan for when placement might best be completed and what reasonable adjustments might be made to a placement to support you.

Students with recognised disabilities are protected by law – if you have a disability, Whitehouse will work with you to ensure that you have a fair and equitable opportunity to complete placement.

Case studies:

Josiah has been enrolled in the Diploma for 6 months. He has been struggling academically and has needed more support to complete his units. At the date of the Group Orientation, he had passed 5 out of 6 units and was booked for extra support for his 6th unit. Josiah had an attendance rate of 65% and would frequently arrive late due to travelling long distances from campus.

Outcome: **Not eligible for Placement 1** – student given guidance on how to improve attendance and recommendation made to seek accommodation closer to campus with support offered. Review date set for 6 months.

Kareem completed Placement 1, and in line with the guidelines he waited 12 weeks before contacting staff regarding placement 2. A review of his academic progress since Placement 1 showed that Kareem had 3 NYC units outstanding and he was behind with fees for one payment.

Outcome: **Not eligible for placement 2** – student given a plan to catch up on units and a financial plan with student services for



What Happens If You Are Not Eligible?

If you do not meet the eligibility requirements:

- You will not be placed for that round of placements
- You may be asked to focus on improving your attendance, coursework, or conduct
- You will be reviewed again at the next opportunity, once concerns have been addressed

What happens after I am found to be Eligible?

There are some key steps that will come after you are given the green light for eligibility and before you will start at placement.

- 1. Enrolment in Moodle Unit for Work placement**-This is a dedicated part of Moodle that has all of the templates that students need along their placement journey as well as some great examples of fictional logbooks, assessment tasks and final paperwork
- 2. Reading the Field Placement Manual** (this document) - students will also be asked to declare that they have read this and agree to follow all of the terms of this
- 3. Submitting all accurate and completed documentation** to the training coordinator (note for placement two there will be a process of updating your documents to reflect your position as you approach placement 2) See note below:
- 4. Being offered a placement and formally accepting this offer**
- 5. Attending an interview with a placement provider** – This is an important step and replicates what happens in the field for employment – we want students to get as much experience as possible, and an interview provides a perfect setting to get to know each other and be sure that this is the right placement for you.
- 6. Subject to the provider's acceptance** – agreeing a start date for placement
- 7. Collecting your logbook and name badge** from the training coordinator and confirming your first day of placement.



Work placement Documentation

Different placement providers will have unique requirements for their student placements and Whitehouse will be clear in communicating these to students. However, as a general guide the following can be expected to be required

Whitehouse CV –students must use the Whitehouse College CV template which they can find within Moodle – it's important that you download this template and insert accurate information – there are drop down menus that can guide this process. You must list all of the units that you have been found Competent in since orientation. If you have completed any updated English Language testing please include the results in the English Language section – if you are unsure what your level might be, contact your trainer for guidance.

National Police Check (AFP Check – Australian Federal Police) - This may vary in terms of age and what is acceptable to different providers however we recommend that your check is no more than 12 months old at the time you are being considered for Eligibility. This is a paid check, and students should be careful to go through the correct channels to get this as there are many brokers and agencies charging higher fees to apply. The best place to start is the AFP website:
<https://www.afp.gov.au/our-services/national-police-checks>

Working With Children Check (WWCC – volunteer)- This is a free check but does require students to apply through the Service NSW website or App on their phone and you will need to visit a Service NSW office. More information can be found here
<https://www.service.nsw.gov.au/transaction/apply-for-a-working-with-children-check>





NDIS Worker Screening Check(if required by your placement)- If an organisation is connected to the disability field you may be asked to complete this screening check. You will be given guidance on how to do this as the application must be connected to the work placement organisation.

Note – some work placements may also require an **International Police Check** – this is a more costly check and can take longer to be processed. Some work placements may also require some additional health checks or vaccinations to proceed.

Important note: *Students are required and responsible for meeting the individual costs and time associated with documentation for work placement. This is an area all students must budget for when they start the course.*





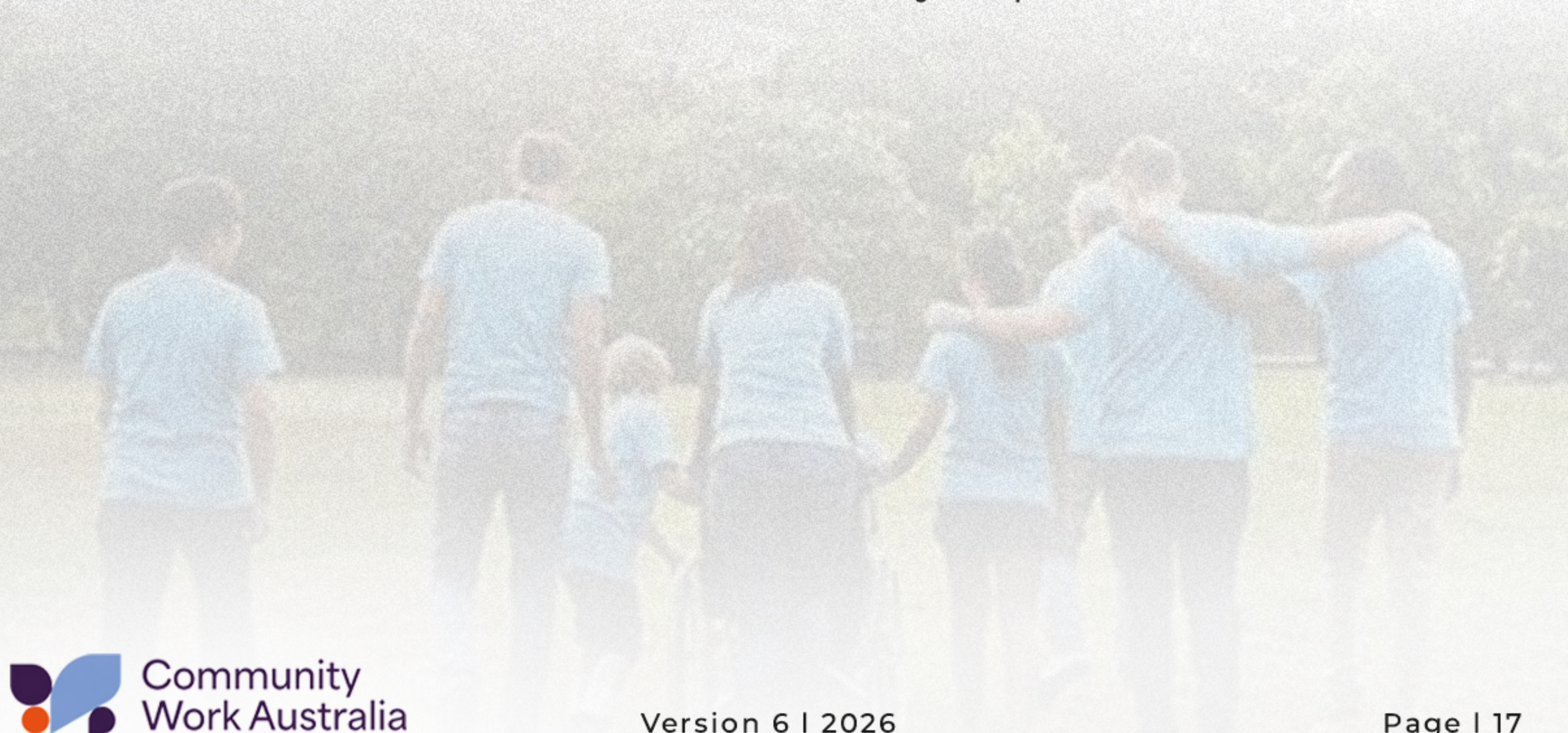
SECTION 5: WHAT TO KNOW BEFORE YOU START

Before you go out to each placement you should ensure that you are fully prepared and use this checklist as a guide

- Do I have the correct logbook in hard copy?
- Do I have a way to keep this logbook safe in case it rains?
- Do I have my name badge which displays my full name and course code?
- Do I know how to get to my placement - have I checked the public transport options or the driving route and confirmed whether there is parking available
- Do I have the contact details for my supervisor at work placement stored in my phone in case I need to call?



Have I calculated an estimate of when I should finish placement based on the agreed hours and my start date? Students should add a contingency of 4 days into this to account for sickness or unforeseeable delays to placement.



Example:



Let's say your placement begins on 1st July, and you plan to attend placement two full days per week, completing 7.5 hours each day (excluding lunch), your total placement requirement is 200 hours.



Step 1: Calculate how many hours you will complete each week

2 days x 7.5 hours = 15 hours per week



Step 2: Calculate how many weeks you'll need

200 hours / 15 hours/week = 13.33 weeks (just over 13" weeks)



Step 3: Add a contingency for sickness or delays

Add 4 extra days to allow for:

- Public holidays
- Supervisor unavailability
- Personal illness
- Natural disruptions (e.g. transport strikes)

So now your plan becomes: 13.33 weeks / 2 weeks = approximately 15.5 weeks



Step 4: Estimate your end date

Start Date: Monday 1st July weeks later): Around Friday 18th October

Tip: Round up to the nearest week to be safe. Always confirm your intended end date with your supervisor and update the Placement Coordinator if things change.





SECTION 5: CODE OF CONDUCT FOR FIELD PLACEMENT

When you attend placement, you are not just representing yourself — you are also representing **Whitehouse International College**, your profession, and your future career. This Code of Conduct outlines the behaviour and responsibilities expected of all students during placement.

You are expected to act professionally, respectfully, and safely always. Failure to follow these expectations may result in your placement being paused or terminated.

Placement Code of Conduct

1. Maintain Professional Boundaries

Do not share personal details with clients or develop friendships with clients or their families. You are in a professional role, not a personal one.

2. Respect Confidentiality

Never share client information or agency matters outside the workplace. Do not post anything about your placement or agency on social media, even without names.

3. Accurately record working hours

If a student deliberately overstates hours or fraudulently creates log book entries they will fail the placement

4. Maintain Academic Progress

You must continue submitting classwork and assessments during placement. Poor academic performance can affect your eligibility for current or future placements.

5. Dress Appropriately

You are expected to follow the dress code of your agency. Clothing should be modest, clean, and safe for the workplace. No ripped jeans, offensive slogans, or revealing clothing.



6. Be Fit for Placement

You must not attend placement if:

- You are under the influence of drugs or alcohol
- You have worked a **night shift** beforehand
- You feel unwell or have an **infectious illness**

If you are sick, contact your supervisor and the College before your shift. You may be asked to provide a medical certificate for absences longer than three days.

7. Communicate Any Changes

You must notify the Field Placement Coordinator if:

- You need to change your placement day(s)
- You want to take leave or pause placement
- Your supervisor changes
- Your agency asks you to take on a new role or task

8. Complete All Assessments

Your placement is an assessed component of the course. You must complete your logbook, reflections, and assessment tasks fully and on time. These are marked like any other assessment and must meet the standards of the unit.

9. Cover Your Own Costs

You are responsible for transport, uniforms, and food while attending placement. Plan ahead and create a budget.

10. Act with Integrity and Respect

Speak professionally, show up on time, and follow instructions. If you're not sure what to do, ask respectfully. Be open to feedback and stay curious.

11. Uphold the Reputation of the College

Remember that you represent Whitehouse International College while on placement. Do not behave in any way that could damage our relationships with providers or bring the College into disrepute. This includes any misconduct, dishonesty, or unethical actions.

By attending placement, you agree to uphold this Code of Conduct. If you are ever unsure about something — ask. We are here to support you, but your professionalism is your responsibility.



SECTION 6: YOUR LEARNING AGREEMENT

Your Learning Agreement is like a personalised placement roadmap. It helps you think about your learning goals, communicate clearly with your supervisor, and stay focused throughout your time in the agency. It gives you a document to discuss and monitor and the aim is for you to grow and learn in ways that most benefit you.

What Is the Learning Agreement?

The Learning Agreement is a mandatory goal-setting tool completed with your Agency Supervisor in the first 30 hours of your placement.

It ensures that:

- You're clear on what you want to learn and achieve
- Your supervisor understands how to support you
- Your placement links directly to your coursework and future professional role

This document is not a formality — it's a conversation starter and a planning tool. It will be reviewed **in your first Field Placement Visit** by the **Field Placement Coordinator**, who will discuss your goals with you and your supervisor. This gives everyone a shared understanding of your intended learning.

The same document is revisited again at **mid-placement** and at the **final visit**, allowing you to track your progress and adjust if needed.

During your final exit interview, you will discuss these learning goals with your supervisor & the Field placement Coordinator and how you feel you have achieved them.





How to Set Great Learning Goals

You are required to create three learning goals. These must be:

- Relevant to your placement role and environment
- Connected to your units of competency
- Realistic to achieve within the 200-hour timeframe
- Written clearly in a way that allows you (and your supervisor) to evaluate progress

You'll record your goals and the strategies you'll use to meet them in the Learning Agreement template inside your logbook.

Placement 1 vs Placement 2 Goals

Your learning goals should evolve over time and will be different for your two placements.

In Placement 1, your goals may focus on:

You must notify the Field Placement Coordinator if:

- Understanding basic service delivery and processes
- Observing and gradually participating in tasks
- Building professional confidence
- Beginning to apply theory to practice (e.g. power, inequality, identity)

In Placement 2, your goals should show progression:

- Responding to feedback from your first placement and may be based on areas that were raised as points of weakness or areas to develop
- Taking on more responsibility (under supervision)
- Demonstrating higher-level problem solving
- Linking more complex tasks to your coursework (e.g. case coordination, service improvement, ethical dilemmas)



Examples of Learning Goals

Placement	Example Goal	Strategy
Placement 1	I want to develop confidence conducting intake interviews with new clients.	Observe a staff member, practise role plays, & conduct 2 interviews under supervision.
Placement 2	I want to manage a small caseload and document all interactions using the agency's case notes system.	Work closely with my Task Supervisor to take on 2–3 clients and complete all documentation independently with feedback.

Submission & Use

- You must **complete and sign** the Learning Agreement with your Agency Supervisor by **30 hours into placement**. This gives you time to get familiar with the service and to agree on goals.
- This document is within the logbook and will be touched on at each visit.
- This document is also used as part of your final placement assessment.

Sample Learning Agreement Template (from your logbook)

Learning Goals and Strategies

Learning Goals	Strategy to Achieve Goals
1.	
2.	
3.	

Example: "I want to learn how to complete a referral process for a housing service."

Strategy: "Observe my supervisor doing a referral, then complete at least one referral myself by mid-placement and get feedback."





Remember:

- Your goals should be **achievable, meaningful, and measurable**.
- Please take the time to reflect on this and prepare your learning agreement during the early days of your placement
- The Field Placement Coordinator will discuss your agreement with you and your supervisor during the **first site visit**.
- If your Learning Agreement is irrelevant, incomplete or unclear, you will be asked to make revisions.

Strategies to Achieve Your Learning Goals

Your learning goals are only as effective as the strategies you use to achieve them.

A strategy is **how you plan to learn** or develop a particular skill — not just completing a task, but the steps you'll take to build toward that goal.

You can use a combination of **on-site activities, classroom support, and independent development** to meet your goals.

Here are some examples to get you started:

On Placement – Real World Practice

Strategy	Description
Shadowing	Observe your supervisor or team members perform tasks (e.g. interviews, case notes, intakes)
Taking on low-risk tasks	Start with small, manageable tasks like writing a short summary, answering phones, or assisting in a group
Asking questions	Make space to ask “why” something is done a certain way — take initiative in learning from staff
Seeking feedback	Regularly ask your supervisor how you're going and where you can improve
Participating in meetings	Attend case discussions or client briefings and write down what you notice or contribute
Debriefing and reflecting	Use supervision time to reflect on your progress and talk through complex cases



In the Classroom – Bridging Theory and Practice

Strategy	Description
Role play or simulation	Practise intakes, client interviews, or ethical scenarios in class before applying them at placement
Linking to units	Revisit content from relevant units (e.g. CHCDIV001 for cultural safety, or CHCLEG001 for legal frameworks) & connect them to what you see in the field
Peer learning	Discuss challenges and ideas with your classmates — many of them are placed in different services and can give you insight
Trainer feedback	Bring tricky questions or placement scenarios to your trainer to discuss during workshops or tutorials

Independent Learning – Your Professional Growth

Strategy	Description
Reading	Explore journal articles, textbooks, or community services blogs about relevant client issues (e.g. homelessness, DV, youth justice)
PD courses	Attend free or low-cost professional development webinars or community events (e.g. trauma-informed care, NDIS systems)
Templates & tools	Ask to review intake forms, case note templates, or organisational tools (with permission) and learn how to use them properly

TIP: Good strategies show that you're taking ownership of your learning. If your goal is "I want to improve my note writing," a good strategy isn't just "write more notes." It's:

- "Read three sample case notes from my workplace"
- "Practise with fictional scenarios and show to supervisor"
- "Request feedback on notes weekly"
- "Review CHCCOM005 unit resources about documentation"

SECTION 7 LOGBOOK



Your placement logbook is one of the most important documents you will use during your course. It provides a record of your learning, the hours you complete, your reflections, and your assessor visits. It is also the document that your workplace supervisor will use to sign off your time. This provides evidence that allows you to complete the Work placement units and to complete the Diploma qualification.

What is the Logbook?

Your logbook is a structured tool that records:

- The hours you complete on each placement day.
- What you did, using activity codes (like “CM” for Case Management).
- Who supervised you.
- Key reflections and visits from Whitehouse staff.
- Your learning agreement.
- Any workplace-based assessment tasks.

It is not just a diary—it is a piece of assessment evidence and must be kept up to date, safe, and legible.

You will complete a separate logbook for each of your placements and both must be submitted, marked and scanned into your student records in order to complete the Diploma.

Activity Codes and Their Use

To make your logbook clear and concise, you are expected to use activity codes to summarise your daily tasks. These codes help the placement team, and your supervisor quickly understand how your time was spent and ensure that you are engaging in a broad range of learning experiences. You should use at least one code per entry and are encouraged to use several if your day involved varied tasks.

Here are the codes used across all placement logbooks, and you can find these summarised in your logbook so that you can reference back to them:



- **IGA** stands for *Individual and Group Assessment*. This covers any activity where you are assessing or participating in the assessment of individual clients or groups.
- **EI** refers to *Early Intervention*. This applies to working with clients at an early stage in a support cycle, often with the goal of preventing escalation.
- **CW** means *Casework*. Use this when you are directly involved in supporting an individual client on an ongoing basis.
- **CM** is for *Case Management*. This code applies when you are facilitating a support plan or managing services and supports for a client across multiple domains.
- **CS** stands for *Client Services*. This may include responding to client inquiries, providing information, or directing clients to appropriate support.
- **PD** refers to *Program Planning and Development*. Use this code if you are involved in helping plan group activities, workshops, or services.
- **FW** means *Family Welfare and Support Work*. Use this when working with families, carers, or support networks.
- **ADV** stands for *Advocacy and Support Work*. This applies when you are representing a client's interests or helping them understand their rights.
- **RF** is used for *Reflection, Debriefing, and Supervision*. This code is for activities where you are debriefing with a supervisor or participating in reflective practice.
- **TR** is for *Training and Professional Development*. Use this when you attend in-house training, webinars, or read documents for professional growth.
- **FR** stands for *Fundraising Activities*. Use this if you participate in events or tasks related to raising funds or awareness for the organisation.

If you are ever unsure which code to use, refer to the logbook summary or ask your supervisor or trainer.



Good and Bad Logbook Entry Examples

It can take time for students to develop strong logbook habits, and the staff are all here to provide support. Students should look at the examples on Moodle to help understand the way that a logbook should be completed. Students must showcase the Level 5 AQF nature of the placement and link what they are doing to the units of competency that they have been studying to further strengthen the contents of the log.

Example of a poor logbook entry:

9:00 am – 4:30 pm. Helped with stuff in the office and sat in on a meeting. Not much else happened. Supervisor was busy. Forgot to get signature.

Why it's not acceptable:

- It lacks clear detail.
- It does not explain what learning occurred.
- There are no activity codes.
- There is no link to this being a level 5 placement
- It was not signed by a supervisor.

Example of a strong logbook entry:

*9:00 am – 4:30 pm: Sat in on initial assessment with youth client (IGA, CM). Observed intake procedure and completed secondary notes for review. Supervisor explained risk screening tool and debriefed with me afterwards (RF). Shadowed youth worker during program planning meeting (PD, ADV). Took notes on group safety protocols and discussed with staff the cultural needs of new clients. Completed daily reflection log.
Supervisor: Jordan West. Signature obtained.*

Why it's strong:

- Clearly separated time periods and tasks.
- Includes correct activity codes.
- Shows professional learning.
- Notes reflection and supervision.
- Signed and structured.



Who Signs the Logbook?

Your entries must be signed by:

- Your Agency Supervisor OR
- A Task Supervisor who is directly overseeing your work that day.

Supervisors must sign for days they have directly witnessed. You cannot sign for yourself, nor can a peer.

Placement Visits



In line with the CWA requirements, students will have at least 3 visits during each placement. These may be:

- Face-to-face on site or
- Via video link (normal and acceptable)

You may not always have the same staff member visiting.

Visits are an opportunity to:

- Review your logbook and learning agreement
- Ensure you are on track with the assessment tasks
- Provide feedback to your workplace
- Discuss your goals and any concerns

Visits typically happen at:

1. Week 1–3 (Early Check-in)
2. Mid-placement (~100 hours)
3. End-of-placement (Final review)



Note: These exact times may vary depending on staff availability and student progress. Students will be given details of an expected visit and should aim to be available for this time slot.



If there have been concerns raised about a student's progress, further visits may be scheduled, and these will be documented separately. The logbook contains the templates for the 3 standard visits. If a visit is completed via video link the student will need to put a note in the visit report with the date and a reminder for that visit report to be added to the final document. Staff will keep detailed records of visits and dates.

What happens during each visit?

Visits will generally be structured where the representative from Whitehouse International College spends time with the student, time with the student & the supervisor together and then time alone with the supervisor.

This arrangement allows all parties the chance to air any concerns and for there to be feedback from all sides of the placement. Where there are more than one student at a placement location, group visits may take place.

Visit 1- Initial Visit

Your initial visit will focus on ensuring you are settling into your placement well & that you have completed your learning agreement – time will be taken to review your learning goals and how you plan to meet these and ensuring your supervisor knows about these goals and is willing to support them.

Visit 2 – Mid Placement

This second visit will focus on how much progress you have made with your learning goals and where you are with the assessment tasks in the logbook.

Visit 3 – Final placement

This final visit will focus on reviewing your learning goals and your assessment tasks and ensuring that your logbook is complete and accurate.

Protecting Your Logbook

We want you to keep your logbook safe – it is a physical hard copy document which can be vulnerable and may get lost.

Some ideas for how to achieve this are:

- Keep your logbook **neatly stored** in a **waterproof** folder or protective cover.
- Scan or photograph pages regularly as a backup.
- If you lose your logbook, you will need to **retrace** your steps, and **have all hours re-verified**, which may delay your graduation.



No identifying client information should ever be written in the logbook. Use initials, not names. Do not record addresses, birthdates, or sensitive details.

SECTION 8 ASSESSMENT TASKS

Your field placement is not just a practical experience - it is an assessed component of your course. That means the work you complete during placement, including your assessments in the logbook, will be graded like any other unit task. You will be marked as Competent (COM) or Not Yet Competent (NYC), and all assessment tasks must be completed and submitted to pass your placement.

You will be expected to take initiative in planning how and when to complete these tasks during your 200 hours.

What Are the Tasks?

Each logbook has specific assessment tasks related to one unit of competency:

- In the **CHCDEV005 Sociological Factors** logbook, you will work with **two clients** to complete a sociological analysis. You will also complete tasks involving interviews, community mapping, reflection, and reviewing service responses to social factors.
- In the **CHCCSM013 Case Management** logbook, you are required to work on **three separate cases**. You will analyse the client needs, plan support pathways, document case notes, and reflect on possible next steps in their journey — even if you don't see the full process unfold in your 200 hours.

Planning and Client Selection

You will need to identify clients who are appropriate for these tasks — not all clients will be suitable. Consider factors such as:

- Whether you can follow their journey across multiple interactions
- Whether you can conduct interviews or gather background information
- Whether their case fits the scope of the task (e.g. multiple support needs, interaction with services, relevant sociological context)
- The caring needs of the client – for example if they attend the service with children would it be appropriate to get time alone to interview the client?

You must **seek permission** from your Agency Supervisor before choosing any client for your assessment.



Some tasks will require you to conduct interviews. You will need to:

- Decide where and when these can occur to preserve confidentiality
- Ensure the client is comfortable and able to participate
- Consider whether the interview will be done in **one sitting** or across several
- Find a way to **take notes** during the conversation — or, if appropriate, **seek consent to record** (audio or written)

Can I Type My Work?

Yes. While the logbook has space for handwritten entries, you may choose to complete your assessments electronically. Microsoft Word templates for all placement tasks are available on **Moodle**. If you do choose to word process you will need to email the final assessment tasks to the training coordinator and these will be printed marked and then scanned back into your files.

What to do at the end of Placement?

When you have completed each placement and your log has been signed off & all the assessment tasks are complete, you need to submit the physical original logbook to the front desk at campus for processing. Please not post or ship your logbook and we can't accept a copy – it must be the original.

During this time, your assessment tasks will be reviewed by a trainer and your log will be checked to ensure the hours add to the target and your book will be signed and marked and then scanned into your student files.

If your assessment tasks require further work you will be invited to a meeting in order to go through any shortfalls and you may have to download clean templates for these.





SECTION 10 CWA AND SKILL ASSESSMENT

If you enrolled in the Diploma course after October 11th 2024, you may wish to apply for a skill assessment. To do this you will need to complete the CWA placement report template which you can find here

<https://communitywork.org.au/wp-content/uploads/2020/10/ACWA-Fieldwork-placement-completion-template.pdf>

Your report must reflect the breath and depth of each of your placements, and this would be the main document submitted to CWA so writing this accurately is vital. An example of this report can be found on Moodle.

Staff will cross check your draft report and the college will provide you with the following documents to accompany your assessment

1. A placement completion letter
2. A qualification completion letter

Note – *logbooks are not required for the skill assessment process but they should inform the report your produce – students should rely on the 2 documents above and the*

Please note – for students who commenced their course **before 11th October 2024** – you will not be classed as having completed an accredited course – your qualification however will be viewed as highly relevant, and students will need to explore how they can meet any post qualification work requirements for a skill assessment.

The college **cannot offer any migration advice** and can only act in its capacity as an educational provider. Students should seek advice from a registered migration agent when engaging in any activity that is related to migration and skill assessment. The college offers no certainty of any outcome, employment or visa status.

Tip: Keep an approximate log of how many clients you worked with at each placement as this is an area touched on in the CWA report – it does not need to be completely accurate but approximate.

Tip: Take the time to summarise your major standout moments from each placement – what made your placements unique and different? What projects were you assisting in specifically? This can help you when writing your CWA report.



SECTION 10: WHEN THINGS GO WRONG – CASE STUDIES AND GUIDANCE

Field placement is a real-world experience — and in the real world, things don't always go to plan. Whether it's your health, the agency's circumstances, transport issues, or personal challenges, there may be bumps along the way. What matters most is how you communicate, seek support, and respond to difficulties when they arise. We want students to treat placement like a job and to be responsible for communication up front.

Below are common issues that students face during placement, followed by real-world case studies to show how these situations can be managed.

What If I Fall Ill?

If you are unwell and unable to attend placement, notify your **Agency Supervisor** and **Field Placement Coordinator** before your shift begins – it's important you let both the college and your placement venue know about sickness. You must:

- Let them know you are sick before your shift starts
- Inform if you have a reportable illness like flu or Covid so that they can alert other staff and clients and the college can also take steps to alert students and staff
- Avoid attending placement while sick — especially if working with vulnerable clients
- Seek medical advice about when you would be clear to return to placement

Your health comes first. Please be honest and timely with communication and keep all parties updated

What If I Need to Travel Home?

If a **family emergency** or personal issue arises that requires you to travel, contact the Field Placement Coordinator immediately. We may be able to pause your placement and re-negotiate timeframes with your agency. In some cases, placements can resume later or be transferred if time and conditions allow. However, sometimes it may be that a placement has to be offered to another student, and you may have to start again when you return.

However, we must stress that any unilateral withdrawal from a placement without notice or consultation will result in **termination** of your placement and no further placements being offered. Please note – students will need paperwork to travel overseas and to return to Australia so a permission to travel form will be required which you can download from our website.



What If My Placement Service Closes or Loses Funding?

Sometimes, services face sudden changes such as loss of funding, staff restructuring, or closure. If your agency can no longer provide supervision, Whitehouse will work with you to:

- Document the hours you've already completed- if you have 140 hours or more you can use this. If you have less than 140 hours unfortunately you would not be able to count your experience and you will be supported to find a new placement as soon as possible.
- Find a suitable new agency (this may take time).

You will not be penalised if the issue is out of your control, but flexibility may be required.

What If There's a Transport Strike or Natural Disaster?

If there's a train strike, bushfire, flood, or other crisis that prevents you from safely reaching placement, contact the Field Placement Coordinator and your agency immediately. You will not be expected to risk your safety. Days missed due to natural disasters are not counted but can be made up later. You will need to review your expected finish date and extend this for the length of the interruption.

What If I Don't Like My Placement?

Not every placement will feel like the perfect fit. It's normal to feel out of your depth or unsure in the early stages. Talk to your supervisor, your trainer, or the Placement Coordinator. Many concerns can be resolved with clearer expectations or support.

If you continue to feel that the placement is not aligned with your goals, we will work with you to assess whether adjustments can be made. However, students must not abandon placement or go silent — this will result in failing placement and no further placement offers.

If a placement meets the level 5 requirements students will be asked to pursue the end goal of 200 hours as "preference" alone is not enough to leave a placement.

However, If there is a fundamental problem with the placement such as the tasks not meeting the standard or there being concerns about how students are treated following an investigation – then the placement will be terminated by the college and a student will be offered an alternative placement at the earliest convenience.

What If I Can't Afford to Keep Going?

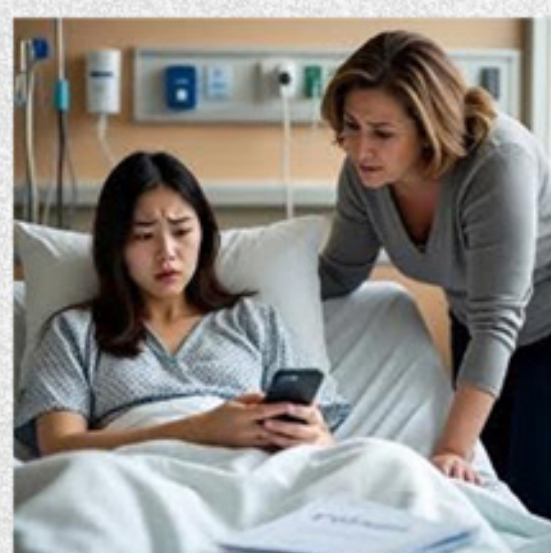
We understand that unpaid placement is a financial burden. However, students are given ample notice about placement and the requirement for this, and a financial concern will not be viewed as a significant enough standpoint to stop a placement unless there is a new angle or hardship to consider. If a student wishes to leave for financial reasons alone and they have not shown evidence of preparing adequately for placement they will be denied any future placement and they will only be able to leave the course with a statement of attainment.

What if I struggled in Placement 1?

If a student had obstacles in placement 1 – the college may decide to offer a conditional second placement. So for example, if timekeeping was not consistent or motivation was lacking – the college may decide to proceed with placement 2 but with a conditional offer and a formal agreement in place.

This means the student will sign in advance recognising that these were the issues from placement 1 and offering assurances that these will not be a concern in Placement 2. Signing this additional paperwork gives accountability and visibility to all parties and we will let the placement partner know what the area of struggle was and how we want to see that change. If there is no progress within the first 100 hours of placement – the student will have placement 2 cancelled and they will not be offered any further placement.

Case Study 1: Unexpected Illness



Mei was in her fifth week of placement when she was hospitalised for appendicitis. She contacted her agency and Placement Coordinator that same day. Her placement was paused for 3 weeks, and upon medical clearance, she resumed & completed her hours. Because of her early communication and medical certificate, no penalties were applied.

Case Study 2: Agency Shutdown



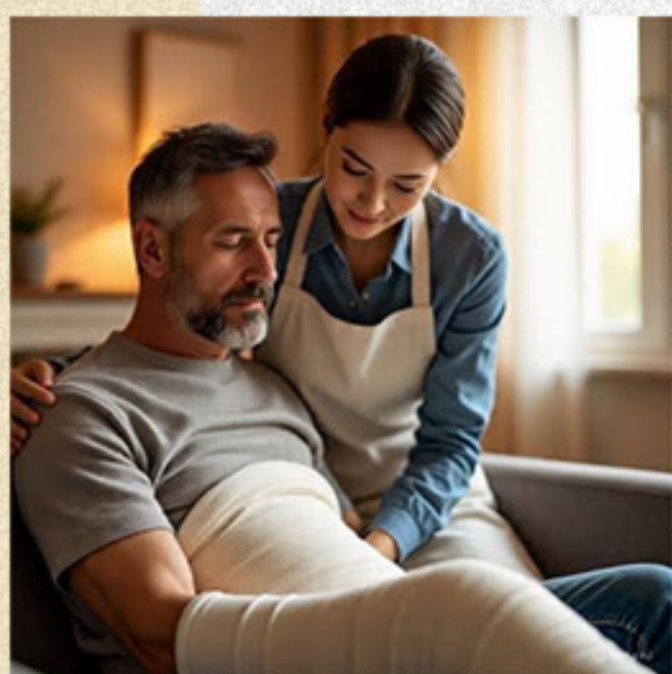
Dinesh was placed at a community centre that suddenly lost funding. After completing 120 hours, the centre closed its doors. Whitehouse was able to source a new agency, and Dinesh completed his remaining hours at a service with a similar client group. His hours were able to be contained as a 3rd placement, but he needed to start the assessments again with new clients.

Case Study 3: Personal Crisis and Travel



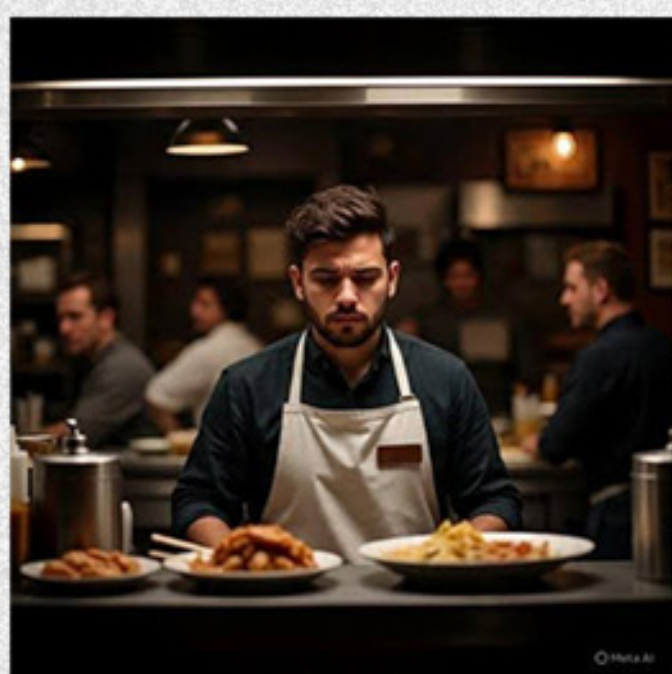
Ana's grandmother passed away overseas during her placement. She contacted the Placement Team and left the country for 10 days. The agency agreed to hold her placement and she resumed on return. Ana had to extend her placement by 1 week but was supported by staff and passed her assessment.

Case Study 4: Sudden Family Crisis – Placement Adjusted



Lina was in her sixth week of placement when her brother was involved in a serious car accident interstate. Lina needed to take immediate time off work and placement to help with his care and assist financially at home. She contacted the Field Placement Coordinator her work placement provider. The college recognised this as a significant change in Lina's circumstances and arranged for her placement to be paused. Lina accessed free counselling through the college and, after four weeks, returned to complete her placement on a part-time basis with a new, more flexible plan. Her placement was extended, but she passed and was supported through the entire process.

Case Study 5: Lack of Planning – Placement Terminated



Amit began placement while continuing to work night shifts at a local restaurant. By the third week, he started missing placement days and explained that he couldn't afford to cut back on work. When contacted by the college, Amit shared that he had not saved in advance or reduced his expenses before starting placement. He also declined suggestions for budgeting support and adjusting his work schedule. Since the financial barrier was not new or unforeseen, and no effort had been made to prepare or communicate early, the college advised that he would be withdrawn from the placement. Amit was informed he would not be offered a future placement and would exit the course with a Statement of Attainment only.



Final Message

Difficulties happen. What's important is that you communicate early, reach out for support, and remain professional. Field placement is not meant to be easy — but you are never expected to do it alone. Students need to be aware and realistic about how long placement will take and the costs involved and be open about their commitment to these from the outset. Students need to be aware of the rules of placement and the expectation of how students will conduct themselves,

SECTION 11: Self Care & Support

Placement is a rewarding and powerful part of your journey to becoming a professional community services worker — but it is also one of the most demanding.

You will be applying what you've learned in real-world situations, working with clients who may be experiencing trauma, distress, or crisis. You may also face challenges in your own life while trying to balance academic deadlines, paid work, and placement commitments.

That's why self-care isn't optional — it's essential.

The Demands of Placement

It's normal to feel overwhelmed or emotionally affected by your placement experience, especially if:

- You're placed in a service that deals with trauma or crisis
- You relate personally to the client group
- You're struggling with transport, financial stress, or time management
- You're navigating cultural or communication differences in the workplace

Even positive placements can feel intense — the fast pace, new learning, and performance pressure can take a toll.

A Shared Responsibility

Looking after your wellbeing is your responsibility, but you are not expected to do this alone. Whitehouse International College and your placement agency are both committed to supporting you.

If you are struggling, reach out early. There is no penalty or judgment for needing help — in fact, recognising stress and taking action is a sign of professional maturity.



SECTION 12: FREQUENTLY ASKED QUESTIONS (FAQS)

This section answers common questions students have about work placement. If you still have questions after reading this, contact the Placement Team or speak to your trainer.

1. Why can't I do all 400 hours at the same place?

CWA accreditation requires that students complete their hours across at least **two distinctly different placement settings**. This means different client groups, service types, or program focus. This ensures well-rounded experience and helps prepare you for the broad field of community work.

2. What if I can't finish placement before my course ends?

You must complete your placement before your enrolment expires. If you run out of time, you may need to re-enrol or extend your studies, which could result in additional fees. Always plan early and allow extra weeks for delays or illness.

3. Can I do my placement at my paid job?

Possibly. This is only allowed if your role, supervision, and activities meet the CWA standards. You must apply for this in advance and complete a suitability checklist. It must be a formal approval — not assumed.

4. Can I be a client where I am placed?

No. You cannot be on placement at an agency where you are currently receiving support. This creates a conflict of interest and may place both you and the service in an ethical dilemma. You may feel a passion or affiliation for an agency but we can not allow you to do placement where you have received help or may need to receive help in the future.

5. What if I enrolled before 11 October 2024

If you began your course before this date, you are not eligible to apply for a CWA skills assessment for an accredited course. Your course must have been accredited for the full duration of your enrolment.

You will still receive a full qualification, but CWA accreditation only applies to students who commenced on or after the date Whitehouse was officially accredited.



Support Options

You can access:

- **Free counselling at Whitehouse:** We have a counsellor on site who can assist with free and confidential counselling – this can be booked through student services
- **Counselling via your placement provider:** Many community services agencies offer access to Employee Assistance Programs (EAP) or counselling for volunteers and students.
- **Services via your private health insurance.** All overseas students need to hold health insurance, and these policies come with helplines, extras and services that can assist students through challenging times. please check the fine print of your policy to know what you are entitled to.
- **Student Services support:** Our Student Services team can assist with referrals and connecting you to wider services and for financial tools for budgeting
- **Your Field Placement Coordinator:** You can debrief confidentially & receive guidance on handling difficult experiences or planning a better workload.

If a student has experienced a highly stressful situation at work placement, some time off may be recommended to process what has happened. You may also feel that you can't or don't want to return because of an incident and we will support you in what is best for you in that situation. The key is that there must be open communication and consultation between all parties.

Case Study



Roshan has been on placement for 40 hours – he has put together a set of robust learning goals and has been attending his placement for 2 full days per week. Last Friday a very aggressive client burst passed security staff and tried to assault Roshan. He has been left very shaken by this incident and feels too triggered to return.

Outcome: Roshan was given ongoing counselling by the service and a leave of absence from placement to work through this incident. If he wishes to leave the placement he will be able to do so with the full support of Whitehouse International College



Self-Care Strategies

Here are some ways you can prepare and protect your wellbeing during placement:

Budget & save
in the lead-up to
placement to
reduce financial
stress

**Avoid needing
to work intensively
during placement-**
fatigue is a
major risk
factor

**Track your
calendar**
& allow breathing
room for self-care
activities

**Use your support
network —**
connect with
family, friends,
or peers

You should develop a **self-care plan** at the start of your placement and revisit it regularly.

Please note that students **must not** work a night shift directly before a scheduled day on Placement – this puts you and others at risk and will breach the insurance policy that is in place to protect students.

Learning is only optimal where students are rested and focused – a tired student is not able to learn and grow.

Students must ensure that there is at least 10 hours between any other work shift and placement and that they have adequately rested. Students are required to declare this when they start each placement.

Breaching this requirement will result in your placement being rendered null and void and you will not be offered future placement opportunities.

Statement of Attainment only.





6. What if I don't want to do a skills assessment after I graduate?

That's completely fine. You will still receive your qualification. You don't need to request special reference letters or documents if you're not pursuing a skills assessment. Just complete your course as normal.

7. I wanted to finish placement before my three visits — can I do that?

Field placement is paced deliberately. Visits are spaced out to monitor progress & provide feedback. If you finish early without approval or adequate assessment evidence, you may be marked Not Yet Competent or have hours invalidated. You must ensure you have communicated any changes in hours to the placement team and you may need to slow down on hours to allow for the visits to take place.

8. I need to defer my enrolment — what happens to my placements?

If you defer for up to 12 months, your placement progress will be paused. When you return, your placement eligibility will be reassessed. Hours already completed may still count, but only if they meet current standards and documentation is complete.

9. Can I do placement at the same agency as my friend?

Yes — as long as you both apply independently and have shown no past instances of collusion or academic misconduct. You may still be assessed separately and placed on different days. If you are relying on another party to get to placement i.e. transport we may brief each of you about the risks of doing this and request you consider independent placements

10. Can I work full-time and still do placement?

Yes, but only if you can **demonstrate capacity** to manage study, placement, and work and you hold a visa that allows you to do these things. *You must not work night shifts before placement days, and you must maintain academic progress.*

11. Do I need to do placement to finish my Diploma?

Yes. **CHC52025** includes mandatory fieldwork. If you choose not to complete placement, you will exit with a Statement of Attainment only, not the full qualification.



12. What happens if I decline a placement offer?

If you decline a suitable placement, you will go to the end of the queue for your group. No new offer will be made until all other students are placed. We strongly recommend flexibility and open communication. If a student declines two suitable placements without good merit they may not be offered anything else for the duration of the course.

13. Can I choose where I go for placement?

You can express preferences, but placements are allocated based on availability, learning needs, and quality assurance. Students must not contact agencies directly.

14. What if I get a job offer during placement?

Congratulations! But remember, until you complete all hours and assessments, your placement is still part of your academic course. Speak to the coordinator if your new work may affect your availability.

15. Can I finish placement early if I get all my hours done fast?

You may not finish until all assessment tasks and supervisor evaluations are complete. Even if your hours are logged, you must still complete mid and final visits, learning agreements, and evidence requirements.

16. Can I delay my second placement?

Yes, as long as you remain eligible. Each placement requires a new eligibility check and may be affected by changes in enrolment or performance. Delaying too long may affect your access to partner agencies.

17. What if I'm not learning anything at placement?

Talk to your supervisor and Fieldwork Placement Coordinator early. Sometimes a conversation can improve your experience. Don't wait until the end to raise concerns.

18. Can I withdraw from placement on my own?

No. Unauthorised withdrawal from placement will result in you forfeiting the placement part of your course, and you will not be offered another opportunity. You must always communicate with the Placement Team if you're struggling. The college works tirelessly to build and maintain relationships in the field and when



students abandon a placement it can jeopardise being able to use that placement in the future.

19. Can I fail placement?

Yes. Placement is a formal assessment and not just an hour counting exercise. If you do not complete your hours, submit your assessments, or demonstrate professional behaviour, you may be marked **Not Yet Competent**. Students are expected to show initiative and actively engage in projects and tasks to level 5 – if students shy away from getting involved, miss days and don't show motivation

20. What if I am never eligible for placement and I get to the end of my course?

It's not an outcome anyone would want or plan for, but it may be that students never meet the criteria for placement and therefore do not undertake placement. Students in this case would leave with only a statement of Attainment for the units they have completed.

21. Can I stay at the agency after my placement ends?

Yes, many students are invited to stay on as volunteers — and this can be a great opportunity to gain more experience. However, once your official placement hours end, **you are no longer covered by the College's insurance**. If you stay on, you must register directly with the organisation as a volunteer, and they will need to provide their own coverage and supervision arrangements.

22. Can I ask my placement provider to sponsor me for migration?

No. Students are **not permitted** to raise migration or sponsorship topics during placement. Whitehouse has strict boundaries around this. It is unprofessional and may affect future placement partnerships. If a provider independently approaches you after placement, that is their decision, but you must not initiate any conversations about sponsorship, visas, or residency during placement. We rely on our agencies to remain open to hosting future students, and it is important to respect this

23. I work night shifts, but I feel fine — can I still go to placement?

No. Students are **not permitted** to attend placement after working a night shift — even if you feel okay. Fatigue is a serious workplace health and safety risk, especially in community services where you are supporting vulnerable people. If your supervisor or the college becomes aware that you are attending placement after a night shift, you may be sent home and your placement may be **terminated**.



You will also be required to sign a declaration that you will **not work night shifts before placement days**. There are **no exceptions** to this rule. Your safety — and the safety of clients — must come first.

24. I work in aged care – can I just do my placement here?

If you are working in a supporting role in aged care – doing personal care – then no – this goes against the level 5 nature of CWA – however if you are able to do a case management placement which has no relationship to personal care you may be able to do this in aged care provided this is agreed with the college and there is an MOU in place.

SECTION 13

This handbook is aligned with the following Whitehouse International College policies and procedures and this manual should be read in accordance with these:

- S211 Student Administration Policy and Procedure
- S212 Complaints and Appeals Policy
- S213 Fees and Refunds Policy
- S214 Academic Integrity Policy
- S215 Reasonable Adjustment Procedure
- S216 Training and Assessment Policy
- S217 Marking and Feedback Procedure
- S218 Deferral, Suspension and Cancellation Policy
- S220 Attendance Monitoring Policy and Procedure
- S225 Learning and Assessment Materials Policy
- Student Handbook (current published version)



Excited students preparing for placement – a journey of growth and experience.