



Curtin University



# Fieldwork Manual

Consolidated procedures relating to fieldwork at Curtin University





## Contents

1. FIELDWORK AND WORK INTEGRATED LEARNING .....	5
1.1 Purpose of the Fieldwork Manual .....	5
1.2 Definition of Key Terms .....	6
1.3 Curtin’s Vision & Mission .....	7
a. Curtin’s Vision .....	7
b. Curtin’s Mission .....	7
1.4 Curtin’s Graduate Attributes .....	7
1.4 Exceptions .....	7
1.5 Principles of Fieldwork .....	8
1.6 Ensuring Quality Fieldwork Experiences .....	8
1.1 Fieldwork Coordinator Roles and Responsibilities .....	12
a. Definition .....	12
b. Roles and Responsibilities .....	12
1.2 Student Roles and Responsibilities .....	15
a. Definition .....	15
b. Roles and Responsibilities .....	15
1.3 Fieldwork Partner Roles and Responsibilities .....	15
a. Definition .....	15
b. Roles and Responsibilities .....	15
2. RISK IDENTIFICATION AND MANAGEMENT .....	17
2.1 Fieldwork Preliminary Risk Identification .....	17
2.2 Fieldwork Risk Matrix .....	17
2.3 Fieldwork Risk Management procedure .....	17
3. LEGAL AND PROFESSIONAL REQUIREMENTS .....	19
3.1 Fieldwork Agreements .....	19
3.2 Ownership of Intellectual Property Created During Fieldwork .....	19
3.3 Confidentiality Agreements .....	20
3.4 Sharing of Student Information for Fieldwork .....	20
3.5 Legislative Requirements .....	21
3.6 Conscientious Objection .....	21
3.7 Professional Requirements .....	21
4. ACCESS AND PARTICIPATION .....	22
4.1 Disability Access and Inclusion .....	22



4.2	Reasonable Adjustments.....	22
4.3	Professional Accreditation and Recognition.....	23
5.	INSURANCE ARRANGEMENTS.....	24
5.1	Personal Accident Insurance.....	24
5.2	Public Liability Insurance.....	24
5.3	Professional Indemnity Insurance.....	25
6.	TRAVEL ARRANGEMENTS.....	26
6.1	Travel Procedures.....	26
6.2	Travel Insurance.....	27
6.3	Emergency Travel Assistance.....	27
6.4	7.4 Making a Travel Insurance Claim.....	28
6.5	7.5 Motor Vehicle Insurance.....	28
a.	Use of Private Motor Vehicles.....	28
b.	Use of Hire Cars.....	29
7.	HEALTH AND SAFETY.....	30
7.1	Occupational Safety and Health.....	30
7.2	Incident and Hazard Reporting.....	30
7.3	Injuries to Staff or Students.....	30
7.4	Benefits of Reporting.....	31
8.	PREPARATION AND SUPPORT.....	32
8.1	Fieldwork Entry and Ongoing Requirements.....	32
a.	Preclusions to Curricular Fieldwork.....	32
b.	Pre-requisites for Entry to Commence and Continue in Curricular Fieldwork.....	32
8.2	Preparation for Fieldwork.....	32
8.3	Supervision and Support.....	34
a.	Supervision Arrangements.....	34
b.	Support from Curtin Counselling Services.....	34
c.	Support from Curtin Careers and Employment Centre.....	34
8.4	Critical Incidents.....	34
8.5	De-Briefing after Fieldwork.....	35
9.	STUDENT CONDUCT AND EXCLUSION.....	36
9.1	Professional Conduct of Students during Fieldwork.....	36
a.	Privacy and Confidentiality.....	36
b.	Professional Behaviour for Relevant Discipline – Code of Conduct.....	36



c.	Ethical Behaviour .....	36
9.2	Managing Student Exclusion from Fieldwork .....	37
a.	Circumstances Leading to Student Exclusion from Fieldwork.....	37
b.	Time Periods for Exclusion and Determinations.....	37
c.	Procedures for Student Assessment Following Exclusion.....	38
d.	Student Right of Appeal .....	38
e.	Student Misconduct .....	38
10.	FIELDWORK ASSESSMENT AND FEEDBACK .....	40
10.1	The Principles of Assessment in Fieldwork.....	40
10.2	The Requirements for Assessment in Fieldwork.....	42
a.	Assessment Design.....	43
b.	Assessment Communication .....	44
c.	Fieldwork Assessment .....	44
d.	Analysis of Fieldwork Results .....	45
e.	Feedback on Fieldwork Assessment.....	45
f.	Moderation in Fieldwork .....	48
g.	Academic Integrity .....	49
11.	QUALITY ASSURANCE IN FIELDWORK .....	50
11.1	Continuous Management Processes .....	50
11.2	Program Effectiveness: Enhancing Quality in Fieldwork.....	50
12.	REFERENCES .....	51
13.	APPENDICES: FIELDWORK PREPARATION CHECKLISTS .....	53
13.1	APPENDIX 1: Fieldwork Preparation Checklist for All Students.....	54
13.2	APPENDIX 2: Additional Student Checklist for International Fieldwork.....	55
13.3	APPENDIX 3: Fieldwork Checklist for Host Organisations .....	56
13.4	APPENDIX 4: Fieldwork Preparation Checklist for Fieldwork Coordinators .....	57
14.	LEGISLATION, POLICIES AND PROCEDURES .....	58



## **Acknowledgment**

*The Work Integrated Learning (WIL) Strategic Project Team would like to acknowledge the collaborative efforts of Curtin staff from a variety of areas across the University, whose input into this revised version of the Fieldwork Manual ensured that the interests of all stakeholders were considered. Special thanks to Risk Management; Legal and Compliance; Health, Safety and Emergency Management; and the Fieldwork Manual Working Party members.*

## 1. FIELDWORK AND WORK INTEGRATED LEARNING

Curtin values authentic learning and is committed to developing graduate capabilities through embedding work integrated learning (WIL) in all courses. WIL supports the provision of authentic learning in a variety of settings, within curricula and co-curricular programs which enable students to develop and maximise their graduate employability. WIL supports the University's endeavour to strengthen students' capacity to develop work ready skills through an aligned curriculum where the development of Curtin's Graduate Capabilities is scaffolded across courses. Fieldwork provides students with authentic work integrated learning.

Fieldwork allows students to learn through direct implementation of their professional roles in real workplace settings. Fieldwork includes any approved practical work, teaching, study or research activity, usually conducted outside the normal place of University business. Fieldwork may be an integral part of a course (curricular) or a co-curricular activity organised by the university. Fieldwork includes but is not limited to clinical or practical work placements or activities; participation in laboratories; plant visits; industrial premises or site visits; practicums; study tours; field trips; work experience; service industry placements; isolated and remote fieldwork camps and/or excursions and international field trips/placements. Fieldwork does not include activities that have not been approved through the University, such as voluntary and leisure activities, paid employment or unpaid work experience, and site visits that are not part of an award course.

Established partnerships and flexible arrangements with industry enable the development of professional practice to be embedded within industry, promoting reciprocal and mutually beneficial outcomes. For some courses, fieldwork is a professional requirement and some professional accreditation bodies require students to complete a period of approved professional practice experience in their related industry. This requirement may occur within or outside the formal study periods.

### 1.1 Purpose of the Fieldwork Manual

This document is for students, staff and Fieldwork Partners/Host Organisations to guide the quality of fieldwork, ensure policy compliance and manage risk. It replaces the Fieldwork Education Manual published in January 2012. This document supports [Fieldwork Education Policy and Procedures](#) (currently under review) and [Work Integrated Learning Guidelines](#) which describe Curtin's institutional framework for WIL. Please check the Curtin [Find a policy website](#) for revisions to the Fieldwork Policy and other policies referred to in this manual.

The document will facilitate a consistent approach to:

- establishing sustainable partnerships with Host Organisations;
- managing fieldwork and ensuring quality student experiences and outcomes;
- managing risk and compliance.

Each academic area is responsible for preparing, maintaining and providing clear guidelines to students, staff and Fieldwork Partners.



## 1.2 Definition of Key Terms

Academic or Teaching Area	Any teaching, research or service area at Curtin e.g. Faculty, School, Department or Centre
Award Course	A structured combination of units approved by the University Academic Board which when completed qualifies the student for an award from Curtin University.
Curtin Fieldwork Coordinator(FC)	Fieldwork Coordinators (FCs) are staff members responsible for the management and coordination of a fieldwork program which supports high quality student learning experiences.
<a href="#">Fieldwork</a>	Any approved practical work, teaching, study or research activity, usually conducted outside the normal place of University business. Fieldwork may be an integral part of a course (curricular) or a co-curricular <u>activity organised by the university</u> . Fieldwork includes but is not limited to clinical or practical work placements or activities; participation in laboratories; plant visits; industrial premises or site visits; practicums; study tours; field trips; work experience; service industry placements; isolated and remote fieldwork camps and/or excursions and international field trips/placements. Fieldwork does not include activities that have not been approved through the University, such as voluntary and leisure activities, paid employment or unpaid work experience, and site visits that are not part of an award course.
Fieldwork Preparation	Preparation for fieldwork which provides students with essential information on procedures, expectations and requirements to undertake fieldwork activities.
Fieldwork Partner	A Host Organisation that provides structured and supervised practical experience for students.
Fieldwork Partner Supervisor	The contact person in the Host Organisation who is responsible for mentoring and supervising students and providing feedback on their performance.
International Fieldwork Activity	Any fieldwork activity that takes place outside Australia.
<a href="#">Isolated, Regional or Remote Locations</a>	A location separated by time or significant distance from essential emergency and required services such that the location presents a significant increase in risk.
Reasonable Adjustment	The <i>Disability Standards for Education 2005</i> defines a 'reasonable adjustment' as a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students, that: <ul style="list-style-type: none"> <li>• balances the interests of all parties, however the interests of the student are a very significant consideration</li> <li>• maintains the academic integrity of the course/program/assessment</li> <li>• must be made within a reasonable time.</li> </ul>
Student	A person who is enrolled in, a unit, course or program of study approved by Curtin, and which leads to, or is capable of leading to, an academic award of the University.
<a href="#">Work Integrated Learning</a>	An umbrella term used for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum and through specifically designed co-curricular programs where students' graduate capabilities are enhanced through work experience opportunities (Patrick, Peach, Pocknee, Webb, Fletcher, & Preto (2008).

### 1.3 Curtin's Vision & Mission

#### a. Curtin's Vision

To be a recognised international leader in research and education.

Curtin will be a beacon for positive change, embracing the challenges and opportunities of our times to advance understanding and change lives for the better.

We will provide richly interactive and personalised learning experiences for our students, equipping them with leadership skills for the future and valuing them as partners in education and research – and as long-term influencers of change within society.










Through high impact research in areas of strategic importance, we will deliver outcomes of significant value to our communities locally, nationally and globally.

#### b. Curtin's Mission

To change minds, lives and the world through leadership, innovation and excellence in teaching and research.

### 1.4 Curtin's Graduate Attributes

Fieldwork enriches student learning experiences and contributes to the development and practice of [Curtin Graduate Attributes](#):

1.  Apply discipline knowledge, principles and concepts;
2.  Think critically, creatively and reflectively;
3.  Access, evaluate and synthesise information;
4.  Communicate effectively;
5.  Use technologies appropriately;
6.  Utilise lifelong learning skills;
7.  Recognise and apply international perspectives;
8.  Demonstrate intercultural awareness and understanding; and
9.  Apply professional skills.

### 1.4 Exceptions

The policies and procedures in this manual relate to fieldwork activities that form part of an award course, and co-curricular activities facilitated or initiated by the university.



## 1.5 Principles of Fieldwork

Curtin University endorses the following principles of fieldwork:

1. Fieldwork activities are incorporated into the curriculum as a practical, integrated learning activity to enhance student achievement of the graduate attributes and employability skills.
2. Students and staff are advised of their responsibilities and relevant Curtin policies and procedures to minimise risks to health, safety and welfare of all stakeholders involved in fieldwork.
3. Students and staff must participate in required planning, orientation and preparation activities and agree to adhere to all University and Fieldwork Partner's/Host Organisation's workplace policies and procedures relating to fieldwork activities.
4. Students and staff have a responsibility to work safely in the field, taking reasonable care and practical steps to protect their own health and safety in the field, and that of any other people at the fieldwork location.
5. Staff involved in coordinating, supervising and assessing students undertaking fieldwork are provided with appropriate support and resources.
6. Fieldwork Agreements, which outline the roles and responsibilities of all parties, are negotiated with Fieldwork Partners/Host Organisations.
7. Students are informed at the outset of the course of the fieldwork requirements, including when it is necessary for the student to find a suitable fieldwork placement and the costs associated with the placement. Course requirements will be stated in the Curtin Courses Handbook and in unit outlines.

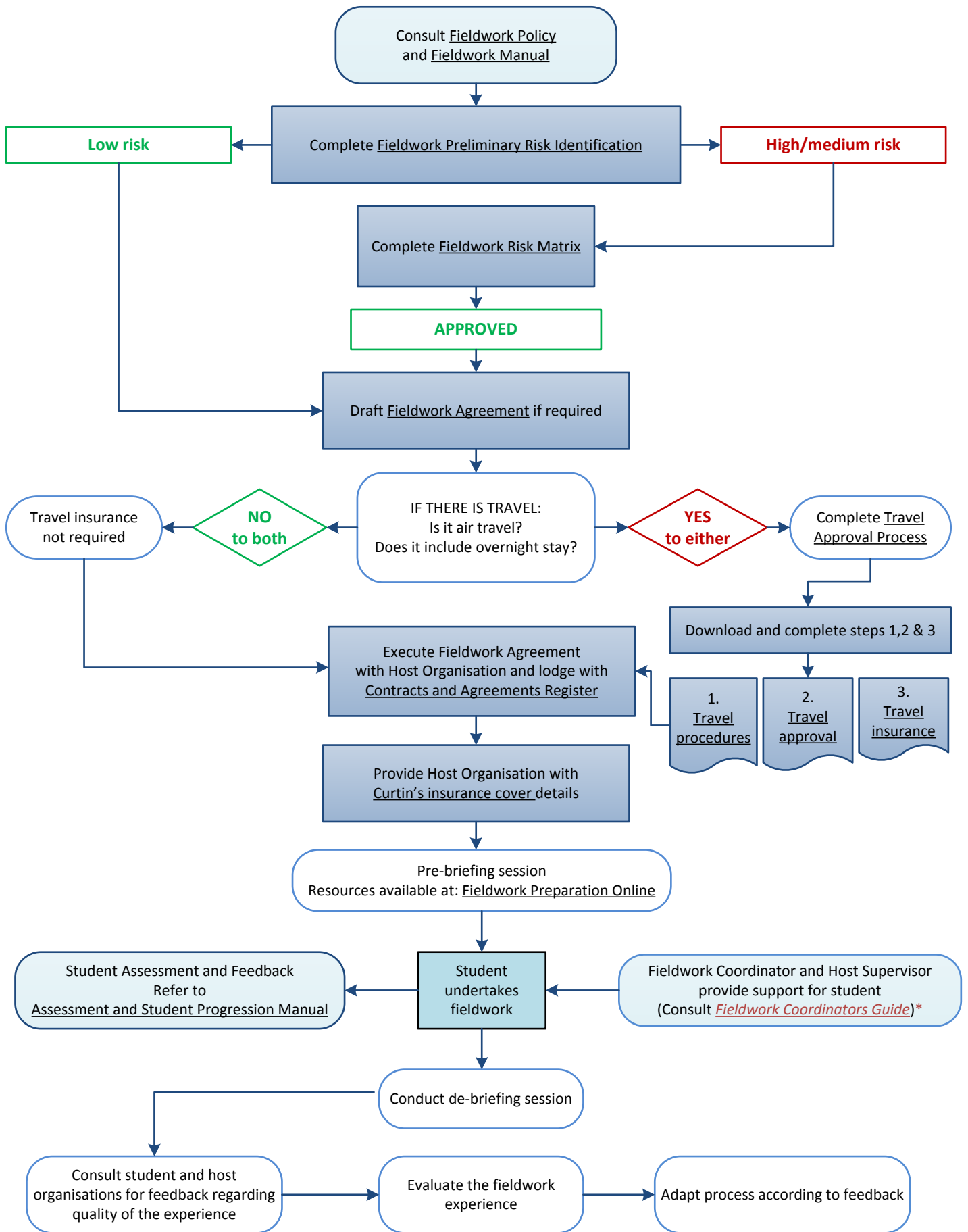
## 1.6 Ensuring Quality Fieldwork Experiences

To ensure that students and staff reap maximum benefit from their fieldwork experience, Curtin University has developed processes that ensure consistent governance of fieldwork activities and quality learning outcomes applicable to fieldwork.

The flowcharts below identify tasks to be completed and the order in which they should be undertaken when organising either course-related/curricular fieldwork (Figure 1) or co-curricular fieldwork, such as unpaid work experience, for students (Figure 2). Staff undertaking fieldwork should refer to Figure 3.

Curtin University must comply with the Australian Qualifications Framework and the Higher Education Standards Framework to ensure quality learning outcomes for students undertaking fieldwork, as outlined in the [Course Approval and Quality Manual](#).

# CURRICULAR FIELDWORK



\* The *Fieldwork Coordinators Guide* was developed by the 2009 ALTC funded project: *Building Leadership Capacity for Work Integrated Learning: Developing Fieldwork Coordinators as Academic Leaders*

Figure 1: Flowchart showing tasks to be completed when organising curricular fieldwork for students

## CO-CURRICULAR FIELDWORK

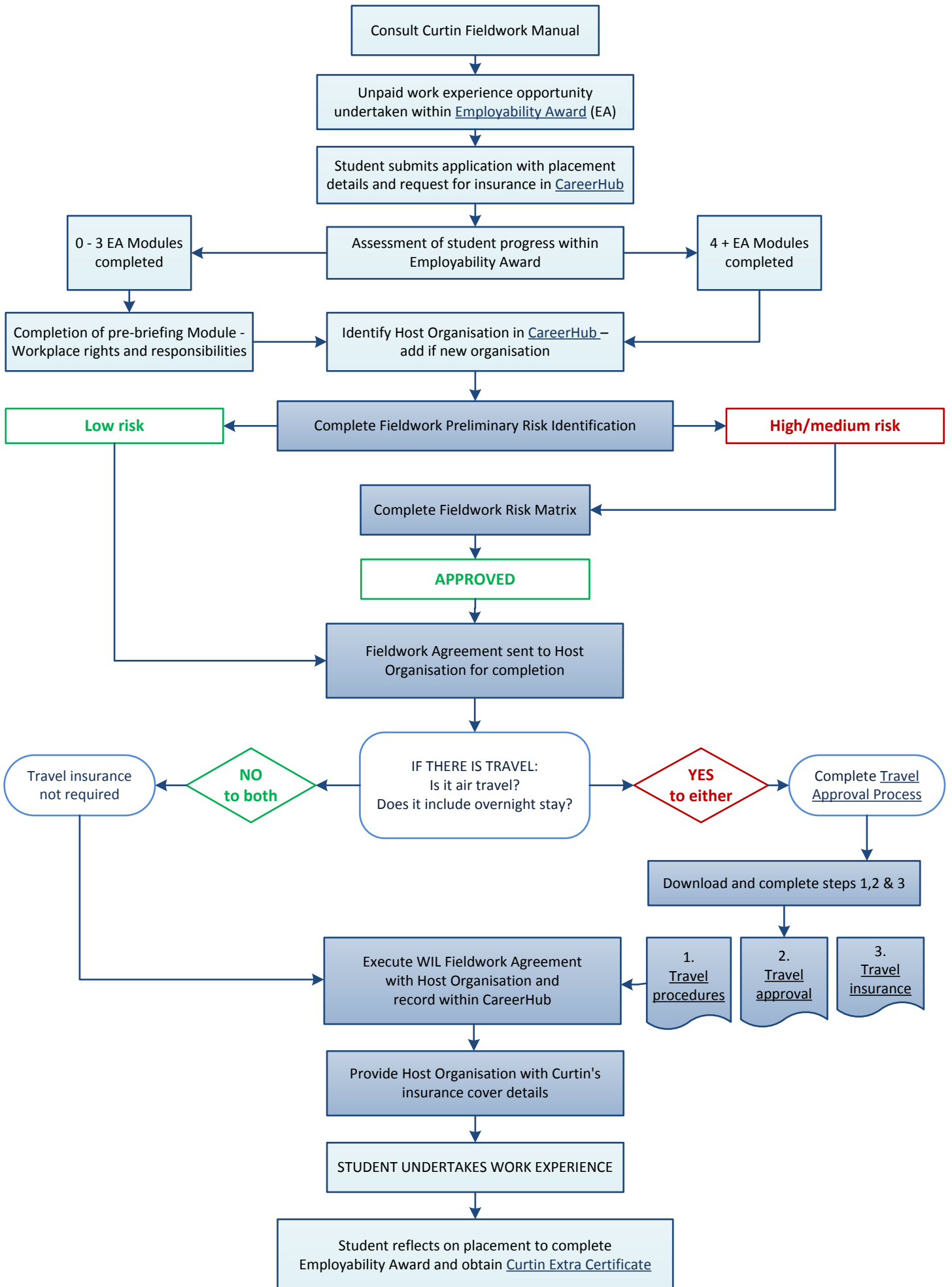


Figure 2: Flowchart showing tasks to be completed when organising co-curricular fieldwork for students

# STAFF FIELDWORK

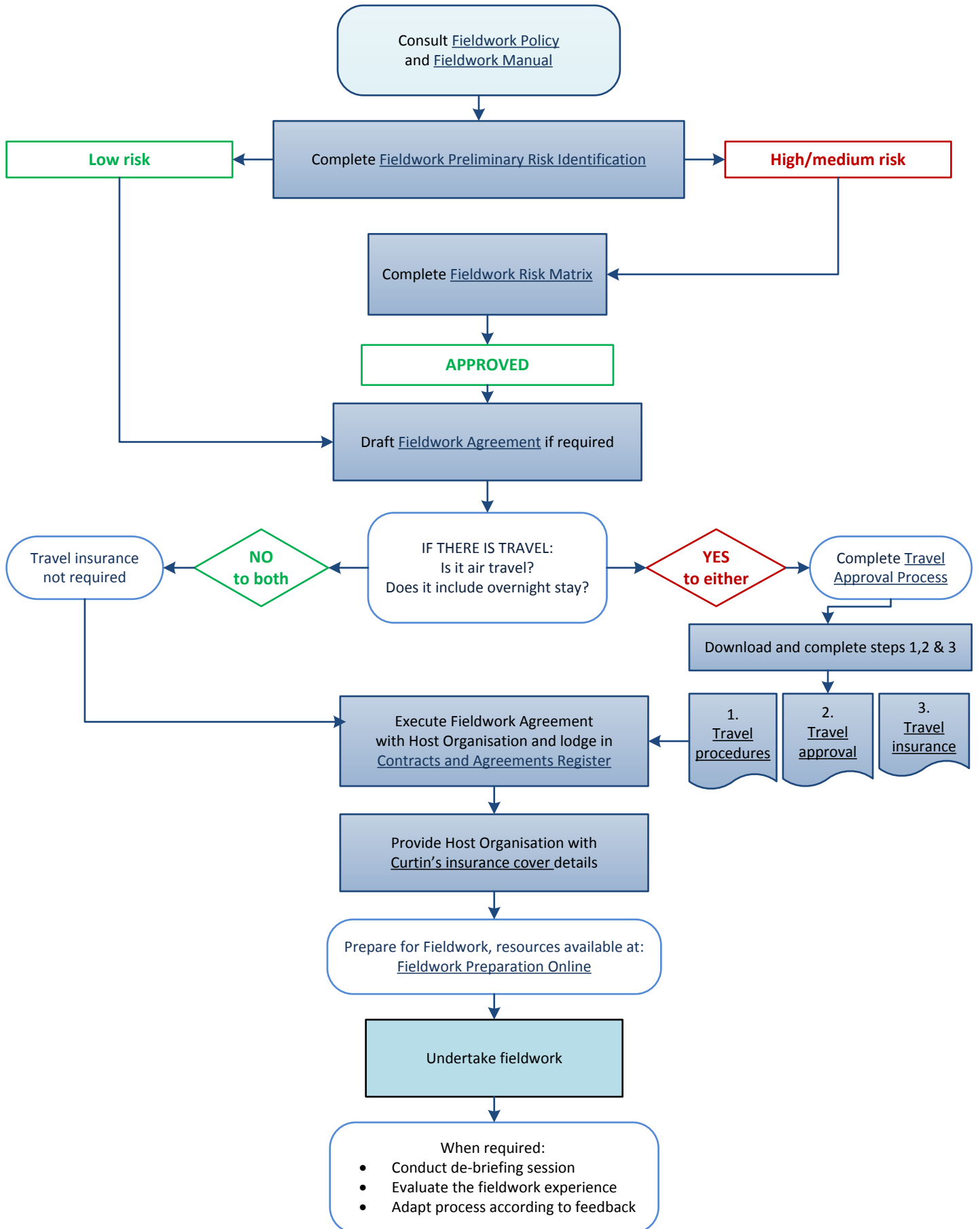


Figure 3: Flowchart showing tasks to be completed when organising fieldwork for staff

## 2. ROLES AND RESPONSIBILITIES

It is important for all fieldwork activities that the roles and responsibilities of Curtin University staff (Fieldwork Coordinators), students and Fieldwork Partners are clearly outlined. The role statements below have been adapted from the Final Report of the Office for Learning and Teaching project: *Leading fieldwork: academic leadership for fieldwork coordinators* (Jones, Ladyshevsky, Smith, Trede, Flavell, & Chapman, 2012).

### 1.1 Fieldwork Coordinator Roles and Responsibilities

#### a. Definition

Fieldwork Coordinators are staff members responsible for the management and coordination of a fieldwork learning program which supports high quality student learning experiences. An important element of fieldwork coordination is fostering productive and reciprocal partnerships between fieldwork learning partners, the University and students. Fieldwork Coordinators ensure that all fieldwork participants (student, mentors, Fieldwork Partners, supervisors, and other staff members) are adequately qualified, trained, inducted and supervised to undertake the proposed fieldwork.

#### b. Roles and Responsibilities

Develop fieldwork curricula and resources that reflect a command of the field

- Provide leadership in fieldwork development, curriculum design, implementation, and evaluation
- Foster innovative fieldwork delivery approaches and creative ways of engaging and working with stakeholders
- Develop and maintain scholarly, evidence based approaches to fieldwork program design in order to:
  - Engage, influence, inspire and motivate students to learn in a fieldwork setting;
  - Ensure best practice in teaching, learning and assessment in fieldwork
  - Prepare students to achieve Curtin's graduate attributes and workforce readiness through Curtin's Triple-i curriculum;
  - Critically evaluate teaching, learning and assessment practice in fieldwork
  - Ensure fieldwork program is contemporary and appropriate for the student

Deliver effective fieldwork programs

- Manage the risks associated with fieldwork programs for students, fieldwork partners, University and clients including:
  - Student engagement with learning opportunities in a fieldwork setting;
  - Health, safety and environment;
  - Values, ethics and institutional reputation;
  - Fieldwork program continuity;
  - Quality of fieldwork program;
  - Financial aspect;
  - Compliance, legal & statutory requirements (including police clearances, Working with Children checks, immunisation requirements etc.);
  - Maintain academic integrity in fieldwork assessment.

- Plan fieldwork experiences required to meet unit and/or course learning outcomes
- Ensure equitable alternatives of the required fieldwork experiences are available for each student
- Ensure students and supervisors are adequately prepared for the fieldwork activity
- Collaborate with other team members and relevant professional staff in the day-to-day management of fieldwork matters such as timetabling, organisation of fieldwork and the allocation and matching of appropriate fieldwork activities and placements
- Monitor fieldwork activities and performance to ensure desired learning outcomes are addressed
- Communicate effectively with fieldwork educators, partners and students to provide support for fieldwork activities
- Manage issues that arise during fieldwork placements
- Evaluate strengths and weaknesses of placements to ensure ongoing quality improvement. Ensure fieldwork experiences are inclusive for students and cater to student diversity by making reasonable adjustments
- Ensure fieldwork stakeholders are aware of their responsibilities in fieldwork
- Represent fieldwork at relevant meetings of the Faculty/School and provide relevant documentation as required
- Ensure fieldwork related information in the Courses Handbook is current
- Liaise with other Schools and relevant faculties on fieldwork course development and reviews in conjunction with the Dean Teaching and Learning
- Ensure that Fieldwork Partners provide 'reasonable adjustments' for students with disabilities and comply with the requirements of Curtin's Disability Access and Inclusion Plan and relevant legislation.
- Ensure that Fieldwork Partners are aware of learning outcomes, assessment requirements, fieldwork expectations and scope of practice specific to the student's unit of study.

#### Manage the quality of fieldwork programs

- Effectively manage communication with internal and external fieldwork stakeholders
- Ensure quality of teaching and learning in the fieldwork program
- Identify and implement appropriate performance outcomes of the fieldwork program
- Ensure fieldwork assessments are designed so that they are clearly linked to the intended learning outcomes.
- Monitor all factors of teaching and learning in fieldwork for quality including:
  - Moderation of fieldwork assessment design, standards and quality
  - The regular review of assessments including their frequency, style, grade profile and student success rates
  - Maintain a record of moderation of results and processes used

#### Provide professional development for fieldwork partners to enhance student learning

- Identify and implement strategies to address fieldwork development needs for students, academic staff and industry partners
- Develop strategies for capacity building in Fieldwork Partner development programs
- Provide training, orientation and induction for mentors and supervisors

- In collaboration with partners, develop and provide high-quality supporting materials for fieldwork
- Develop and implement processes to be followed in the event of poor performance by students or industry partners

#### Create and sustain fieldwork partnerships learning

- Liaise with relevant professional, industry and community bodies with respect to the fieldwork program
- Identify and manage key fieldwork partnership relationships
- Develop an internal and external networking approach and strategy for their role as a Fieldwork Coordinator
- Facilitate strong industry partnerships through community engagement
- Sustain existing partnerships through mutually beneficial arrangements
- Project the growth of fieldwork and develop new networks in the related discipline locally, nationally and internationally
- Promote fieldwork programs through presentations, promotional material and events
- Involve fieldwork stakeholders in the design, implementation and evaluation of fieldwork programs
- Collaborate with fieldwork stakeholders to develop fieldwork innovations and formulate solutions to complex fieldwork issues.

#### Oversee relevant governance of Fieldwork

- Identify risks through conducting a [Risk Assessment](#)
- Negotiate the [Fieldwork Agreement](#)
- Enter the completed Fieldwork Agreement into the [Contracts and Agreements Register](#).
- Ensure students adhere to relevant Curtin Policies, including Curtin's [Fieldwork Policy](#) and [Fieldwork Procedures](#) and [Travel Procedures for Students](#)

## 1.2 Student Roles and Responsibilities

### a. Definition

A student is defined as a person who is enrolled in a unit, course or program of study approved by Curtin, and which leads to, or is capable of leading to, an academic award of the University. Students are a key stakeholder in successful fieldwork partnerships, which facilitate opportunities for students to develop professional skills through authentic and real world learning relevant to each discipline.

### b. Roles and Responsibilities

During all fieldwork students are responsible for their professional conduct, as outlined in the Curtin Student Charter, and are expected to uphold Curtin's Core Values of Integrity, Respect, Courage, Excellence and Impact.

Students are responsible for ensuring their preparedness for fieldwork in accordance with the specific discipline-related expectations and codes for appropriate behaviour as outlined by their School and Faculty. This includes making relevant staff aware of any issues that might affect fieldwork – e.g. disability, medical condition, existing injury, workers compensation status, or other personal circumstances.

Students should be aware of learning outcomes, assessment requirements, fieldwork expectations and scope of practice specific to their unit of study. The Fieldwork Coordinators are available via email or telephone at any time during fieldwork, should the student require support.

## 1.3 Fieldwork Partner Roles and Responsibilities

### a. Definition

The Fieldwork Partner is an organisation that provides structured and supervised practical experience for students for the purposes of enhancing their work readiness.

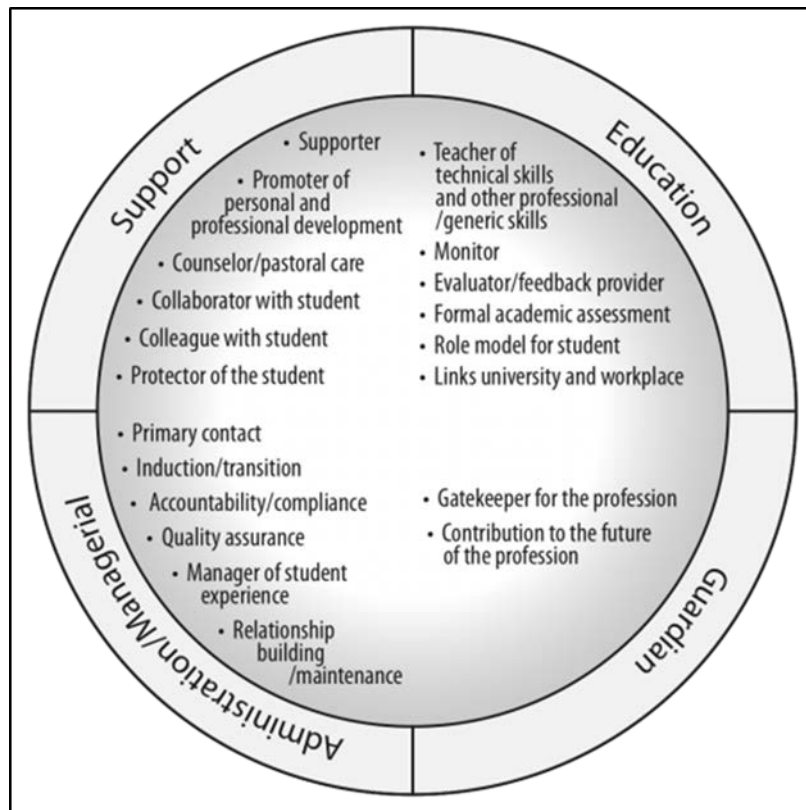
### b. Roles and Responsibilities

The complex nature of the Fieldwork Partner/Host Organisation's role includes support, education, guardian and administration of the student as shown in Figure 4 below (Winchester, Rowe, Mackaway and Winchester-Seto, 2012).

The Fieldwork Partner/Host Organisation completes a Fieldwork Agreement, negotiated with the Fieldwork Supervisor. The agreement outlines procedures in relation to access to the Fieldwork Partner's premises, course content, programs, assessment and student management procedures, supernumerary status of students, and legal and risk management procedures.

The Fieldwork Partner should nominate an appropriate individual/s to supervise, support and mentor the student while in the workplace, and advise the Fieldwork Coordinator who this person will be.





**Figure 4: Multiple aspects of the Fieldwork Partner's role**

This Fieldwork Partner Supervisor is required to:

- Ensure a collaborative learning experience for the student;
- Facilitate a student-centered approach to fieldwork;
- Provide a positive and constructive learning environment
- Provide feedback that facilitates learning;
- Guide the professional development of the student;
- Assign duties that provide a wide variety of experiences;
- Provide opportunities students to apply professional knowledge and skills;
- In consultation with the student, assess their performance in the workplace;
- Ensure a safe working environment for the student.

## 2. RISK IDENTIFICATION AND MANAGEMENT

Institutional risk management of fieldwork requires analysis of activities and processes to minimise risk and maximise opportunities. Fieldwork administrative processes focus on operational risks. Developing clear and structured fieldwork processes allows practitioners to gather and analyse internal fieldwork data to enable ongoing review of operational risk management and risk mitigation plans.

### 2.1 Fieldwork Preliminary Risk Identification

Curtin has a duty of care to ensure the safety of students undertaking fieldwork. A Risk Assessment needs to be conducted before placing a student with a Fieldwork Partner/Host Organisation and prior to completion of the Fieldwork Agreement negotiated between Curtin and the Fieldwork Partner.

The first step in rating the risk of a fieldwork placement is to complete the [Fieldwork Preliminary Risk Identification](#). This is a series of questions that need to be answered to gauge whether the initial rating of the fieldwork is low, medium or high risk. Provided that the fieldwork does not incorporate high risk activities, such as working in a hazardous or remote location, and covers off all mandatory requirements as listed, the fieldwork activity is rated as 'low risk', and safe for a student to undertake. The Risk Assessment process for a Low Risk activity is completed once the Fieldwork Preliminary Risk Identification form has been signed.

### 2.2 Fieldwork Risk Matrix

The [Fieldwork Risk Matrix](#) identifies issues that might impact on the safety of a student undertaking fieldwork, and suggests ways in which these risks may be controlled or mitigated to reduce the overall risk rating to an acceptable level and ensure the safety of students.

The Fieldwork Risk Matrix only needs to be completed for those activities or issues identified in the Preliminary Risk Identification as Medium or High Risk. If a broad range of risk categories in the Preliminary Risk Identification return a Medium or High Risk rating, then the whole Fieldwork Risk Matrix should be completed.

Fieldwork activities that are considered Medium or High Risk may be approved provided mitigation strategies are in place; however any activities that pose an Extreme risk will not be approved, regardless of mitigation or treatment strategies.

Staff and student queries related to the completion of risk forms can be directed to the appropriate [Health and Safety Adviser](#) for the faculty, or by calling 92664900.

### 2.3 Fieldwork Risk Management procedure

Curtin's [Risk Management Procedures](#) require Staff and Students to:

- Apply risk thinking as part of prudent decision making every day; and
- Provide continuous disclosure of areas of concern and opportunities.

In relation to fieldwork, this means using and following the agreed Fieldwork and Travel Risk Processes and ongoing disclosure of any areas of concern.

Knowledge of, and compliance to, pertinent Government legislation and professional standards and requirements is essential for effective fieldwork risk management. The [Fieldwork Preliminary Risk Identification](#) and the [Fieldwork Risk Matrix](#) are now available online. Table 1 below identifies who is responsible for completing and approving each of these forms.

**Table 1: Completion and approval of risk assessment forms**

<b>Step 1: Complete <a href="#">Fieldwork Preliminary Risk Identification</a></b>			
Completed by	Risk Category	Approver	Action required
Student or Supervisor or Fieldwork Coordinator	Low	Supervisor or Fieldwork Coordinator	Risk assessment complete
Student or Supervisor or Fieldwork Coordinator	NOT Low	Head of School	Complete Fieldwork Risk Matrix
<b>Step 2: <a href="#">Fieldwork Risk Matrix</a>: complete only relevant categories</b>			
Completed by	Risk Category*	Action required	Approver
Student or Supervisor or Fieldwork Coordinator	Medium	Complete mitigation / risk treatment for relevant categories on Risk Matrix to manage identified risks and reduce overall risk rating	Head of School, Department or Portfolio
Student or Supervisor or Fieldwork Coordinator	High		Pro Vice-Chancellor of relevant faculty or DVC of relevant Portfolio
Student or Supervisor or Fieldwork Coordinator	Extreme		Vice-Chancellor or Provost as per travel procedure

\*Before risk mitigation strategies have been applied

For more general information around Risk Management at Curtin please see the [Risk Management Website](#).

### 3. LEGAL AND PROFESSIONAL REQUIREMENTS

#### 3.1 Fieldwork Agreements

Curtin University requires a written legal agreement for local, national and international fieldwork experiences where students spend an extended period of time with a Host Organisation and where the Fieldwork Partner plays a role in the student's learning. The Curtin Fieldwork Agreement identifies and describes the responsibilities of the University, the Fieldwork Partner and students in the fieldwork activity. The agreement also outlines information on insurance provisions provided by the University prior to commencing the fieldwork activity.

Alternatively, a Fieldwork Partner may require Curtin University to sign their legal agreement. In this instance, the agreement must be approved by Curtin Legal and Compliance prior to the commencement of fieldwork.

In consultation with the Fieldwork Coordinator, Fieldwork Agreements should be initiated and completed prior to the student commencing fieldwork. The legal agreement should reflect the correct, registered legal title of the Fieldwork Partner and the correct title of the person authorised to sign such an agreement.

The Fieldwork Agreement template, approved by Legal Services, is available on the [WIL website](#), on the [Fieldwork Forms tab](#). The Curtin signatory is the relevant Head of School/Department. The Fieldwork Partner signatory is the person nominated and authorised to sign such an agreement.

A copy of the Agreement is retained by both the Fieldwork Partner and relevant teaching area. In addition, the fully executed original of the Fieldwork Agreement must be registered in the [Contracts & Agreements Register](#) and arrangements made with [Records & Information Management \(RIM\)](#) for collection/delivery of the original for secure storage, in line with the [Contracts and Agreements Registration Procedures](#).

Terms of Fieldwork Agreements may vary, however Legal and Compliance Services require that Fieldwork Agreements be reviewed every two years. This entails a review of the key obligations of the Fieldwork Agreement including responsibilities of each party, student supervision, student performance, policy review and updates, insurance requirements. Fieldwork Agreement templates for each faculty are available here: <https://ctl.curtin.edu.au/wil/fieldwork-forms/index.cfm>

#### 3.2 Ownership of Intellectual Property Created During Fieldwork

Under Curtin's Intellectual Property: Ownership and Commercialisation Policy and Procedures ([link](#)) students normally own the copyright in assignments, reports, theses, etc. that they produce as part of their University course. However, when students undertake fieldwork placements there may be circumstances where the Host Organisation seeks to assume ownership of any Intellectual Property (IP) that is produced in the course of the placement. Materials produced by students during placements might include manuals, brochures, training packages, worksheets, or a variety of other publications or resources.

Host Organisations may claim ownership on the grounds that they generally initiate and provide ongoing support, resources and supervision for work-related projects which students undertake as part of their fieldwork experience.

In most cases the Fieldwork Agreement between Curtin University and the relevant Host Organisation will specify what arrangements will apply to the ownership of IP in materials created by students during their placement. In such cases students will be advised of any specific provisions relating to the ownership of IP before they commence their fieldwork placement.

If students have queries or concerns about their potential rights to claim ownership of materials produced during fieldwork, they should raise these beforehand with their academic supervisor at Curtin. Students may also wish to seek independent legal advice if they believe that they have not received fair treatment with regard to the retention of their IP rights.

Under 'moral rights' provisions of the Copyright Act 1968 students are entitled to be attributed as the creators of original materials that they produce as part of their fieldwork placement. This means that students should receive a credit or acknowledgement, regardless of whether it has been determined that the Host Organisation owns the IP in the work.

### 3.3 Confidentiality Agreements

Some Fieldwork Partners require students to sign a statement of confidentiality before commencing a fieldwork activity. All students agree to Curtin's Code of Conduct upon enrolment, including a statement of confidentiality.

### 3.4 Sharing of Student Information for Fieldwork

Students are advised that the University may provide their personal information to external organisations such as professional bodies, hospitals and schools in order to enable them to undertake a the Fieldwork/clinical component of their course.

#### a. Sharing of student personal information

Curtin University handles all Personal Information in accordance with the Australian Privacy Principles and Curtin University's Privacy Statement. To align with the APPs, and as per the Curtin Privacy Statement, the University can provide personal information to external Fieldwork sites:

*"The University may also disclose the personal information of its students to external organisations such as professional bodies, hospitals and schools in order to enable those students to undertake a practical experience/clinical component of their course. Where personal information is to be provided to contractors or other external organisations, the University will require the recipient (and any contractor engaged by the recipient) to handle the information in a manner consistent with the Australian Privacy Principles".*

- Curtin University Privacy Statement, October 2014

Personal information examples, as taken from the Act, include: 'an individual's name, signature, address, telephone number, date of birth...'

Curtin University provides student personal information to the following organisations:

- AHPRA - immediately upon enrolment in a registered health professional degree
- Fieldwork placement sites - at their request

AHPRA requires the full name and date of birth of all students enrolled in a registered health profession degree (Medicine, Nursing and Midwifery, Occupational therapy, Pharmacy, Physiotherapy and Psychology). In addition, Fieldwork placement sites require access to students' personal information in order to arrange access to information technology systems and facility access cards.

#### b. Transmission of data

Data is transmitted to external organisations in a secure, password protected file to ensure only the intended recipient can access your personal information.

#### c. Retention of data

Curtin University will advise and ensure that the recipient handles the information in a manner consistent with the Australian Privacy Principles.

Whilst Curtin University takes all care as is reasonable to ensure personal information to external parties is collected, used and disclosed (by that external party) in accordance with the Australian Privacy Principles, Curtin University cannot be held responsible / accountable for breaches of personal information once it has been provided to that external party.

### 3.5 Legislative Requirements

The University commits to ensure appropriate preparation for fieldwork activities - that the management of fieldwork supports staff, student and Fieldwork Partner, and is consistent with legislation and relevant Curtin policies, minimum standards and guidelines.

All students and staff undertaking fieldwork activities are required to comply with relevant legislative requirements. Such mandatory requirements may relate but are not limited to: occupational safety and health, criminal record screening, working with children checks, equal opportunity and anti-discrimination provisions, health and immunisation screen checks, disability provisions and privacy.

Schools should outline all such mandatory requirements and associated costs in the Curtin Courses Handbook, the School website, unit outline and at orientation. Students are required to fund the mandatory requirements associated with fieldwork.

Evidence of completion of any mandatory requirements, submitted to the enrolling School, is essential prior to the commencement of any fieldwork program. Schools are to specify the submission date to enable timely fieldwork allocation. The enrolling school is required to register evidence of completed student legislative and mandatory requirements on a University database (e.g. [SONIA](#)). Faculties and Schools should outline processes for students who conscientiously object to the completion of mandatory requirements in relation to safety, access to the fieldwork site and the possible impact on course completion.

### 3.6 Conscientious Objection

Students undertaking clinical/fieldwork placements in some facilities are required to be screened for and/or vaccinated against certain conditions before commencing a placement. For a list of conditions that Health Sciences students commonly need to consider, consult the [Immunisation](#) page on the Health Sciences website. For more information on immunisation, consult the [Australian Immunisation Handbook](#).

Curtin has to advise a placement facility if students refuse, on the basis of conscientious objection, to be screened and/or vaccinated against certain conditions, as per the placement requirements. If there is a risk that patient or staff safety may be compromised, students may be refused access to the facility and so prejudice successful completion of their course of study.

The [Conscientious Objection Policy and Procedures](#) outlines the University-wide approach to conscientious objection, including the principle that students with a conscientious objection to a particular fieldwork activity be offered a comparable opportunity where appropriate, if they provide the relevant area with reasonable notice, as per their school's fieldwork guidelines.

### 3.7 Professional Requirements

To satisfy professional accreditation requirements, some students may be required to complete a specified period of time of approved work experience associated with the specific industry during the period that the student is undertaking studies. The course information will specify this requirement. This specification should be advised in the Handbook, the School website, the unit outline and at orientation.

## 4. ACCESS AND PARTICIPATION

Students are encouraged to disclose any disability, medical or other condition that may affect their capacity to successfully carry out fieldwork activities. This disclosure should be made at the time the fieldwork activity is being planned, or subsequently when the fieldwork activity is in progress if the student finds that his/her capacity is affected.

Students must disclose to University Disability Services or the relevant Curtin Fieldwork Coordinator any disability, medical or other condition if they are seeking a 'reasonable adjustment' in a fieldwork activity. Students must also provide appropriate supporting documentation regarding the reasonable adjustment during the planning process for the fieldwork activity prior to fieldwork activities commencing or, if fieldwork has commenced, as soon as the situation arises.

Disclosure of pre-existing medical or other conditions that may impact on a student's participation in fieldwork activities will be required for insurance coverage purposes.

### 4.1 Disability Access and Inclusion

The University is committed to providing equitable access for students with disabilities and medical conditions as outlined in its Disability Access and Inclusion Plan (DAIP) (available at <http://life.curtin.edu.au/health-and-wellbeing/DAIP.htm>). The University is liable for the acts of its agents (i.e. Fieldwork Partner) in upholding the principles of the DAIP.

It is the University's responsibility to inform Fieldwork Partners about its DAIP and to inform them of the Disability Services Commission's reporting requirements.

People with a disability who meet essential entry requirements to the University cannot be prevented from enrolling in a course because of their disability; however it is important to seek out information about course requirements before enrolling in order to make realistic course choices.

### 4.2 Reasonable Adjustments

It is the University's responsibility to make 'reasonable adjustments' for students with a disability or medical condition to undertake fieldwork activities. This includes ensuring that appropriate adjustments are arranged by Fieldwork Partners. Confidential disclosure of a disability or medical condition to the University is required to action this (see Section 12).

Where it is not possible for a student to participate in fieldwork activities because of a disability or medical condition, the University will endeavour to provide alternative experiences that will allow for the learning outcomes of the unit or course to be met. It is understood that students must meet the inherent requirements of fieldwork activities, and in some situations suitable alternatives may not be available. In some circumstances this may mean that students are unable to meet accreditation or registration standards for practice in that discipline.

Students with disabilities who require reasonable adjustments for fieldwork placements should initiate discussion with the Fieldwork Coordinator and provide their Curtin Access Plan or other acceptable documentation. If a Curtin Access Plan is required this must be negotiated with a [Disability Advisor](#). Students must provide their information to the School or Department with reasonable notice, as per their School's fieldwork guidelines.

Fieldwork preparation and on campus fieldwork could also require reasonable adjustments including access to information, teaching venues and equipment. For more information see the Disability Services Commission website at <http://www.disability.wa.gov.au/> or the relevant local provider.

To ensure students are aware of their right to reasonable adjustments, Schools should ensure that students are advised of these rights during orientation and at the commencement of each semester when fieldwork is undertaken. Schools are also encouraged to include a statement in the unit outline supporting the rights of the student with disability or medical conditions. Such a statement could be modelled on:

### **Disability**

*Students with disability or medical conditions (e.g. mental health condition, chronic illness, physical or sensory disability, learning disability) are encouraged to seek advice from Disability Services (see [http://life.curtin.edu.au/health-and-wellbeing/disability\\_services.htm](http://life.curtin.edu.au/health-and-wellbeing/disability_services.htm)). A Disability Advisor will work with students and liaise with staff to identify strategies to assist in addressing unit (including fieldwork) and course requirements, where possible. It is important to note that staff may not be able to meet student needs if not informed of individual circumstances.*

### **4.3 Professional Accreditation and Recognition**

Many courses at Curtin undergo rigorous professional accreditation to ensure a quality learning experience for students and work-ready graduates. Some of these professional bodies also have regulatory requirements for students. For example, the Health Practitioner Regulation National Law (2009) requires Health Science students in some courses to be registered with The Australian Health Practitioner Regulation Agency (AHPRA) (<http://www.ahpra.gov.au/>) in the category of 'student registration'.

An education provider is required under the National Law to notify AHPRA if they reasonably believe that a student enrolled in a program of study provided by the education provider has an impairment that, in the course of the student undertaking clinical training as part of the program of study, may place the public at substantial risk of harm.

Relevant Faculties will attend to mandatory reporting procedures as required by APHRA. Students should also be advised where mandatory reporting is required.



## 5. INSURANCE ARRANGEMENTS

Curtin staff and students are covered by the University's insurance policies for approved fieldwork activities. It is an imperative that Legal Agreements between the Fieldwork Partner and Curtin are arranged prior to students or staff commencing fieldwork to ensure that all responsibilities in relation to insurance are finalised prior to the commencement of fieldwork.

Information on insurance provisions shall be provided to all parties prior to commencing the fieldwork activity. These insurances include: Student Personal Accident, Workers Compensation, Corporate Travel, Public Liability and Professional Indemnity. The Risk Management Office is responsible for administering the Insurance Program for the University.

Should a Fieldwork Partner request evidence of insurance coverage, the [Certificates of Currency](#) may be downloaded from the [Risk Management website](#). Please note that access to the documentation is secure, and staff and students will need to enter their OASIS login details in order to access the Certificates of Currency. For issues with access or if further evidence is required, please contact the Risk Management Office on 9266 3748, or via email at [riskmanagement@curtin.edu.au](mailto:riskmanagement@curtin.edu.au)

### 5.1 Personal Accident Insurance

Enrolled students of the University undertaking approved fieldwork activities, may be covered under the University's Personal Accident Insurance Policy, in the event of injuries/illness sustained whilst involved in these activities. The cover is set up to reimburse out of pocket medical expenses, after first claiming from Medicare and/or Private Health Insurance, and also a limited amount of weekly benefits should a student become incapacitated. Please see the [Student Personal Accident Information Sheet](#) for more details on coverage – available from the documents resources on the [Risk Management website](#).

Should a student sustain injuries/illness whilst undertaking approved fieldwork activities, this may entitle the student to a claim under the Student Personal Accident Insurance Policy. A claim form should be completed by the student and returned to Risk Management ([riskmanagement@curtin.edu.au](mailto:riskmanagement@curtin.edu.au)) together with any supporting certificates or documentation. The [Student Personal Accident Claim Form](#) can be downloaded from the documents resources on the Risk Management website. The Risk Management office can be contacted on 9266 3748 in regards to any queries before submitting a claim form.

Staff and students are reminded that if a student is involved in an incident of any kind during fieldwork, it is imperative that it is reported via the [Curtin University Online Reporting System](#) (see Section 8).

### 5.2 Public Liability Insurance

The University has Public Liability Insurance for all approved fieldwork activities. Public Liability protects Curtin staff and students against damages and legal costs incurred as the result of negligence which creates a legal liability to third parties for bodily injury or death and/or loss of damage to property arising from University activities. Third parties include any individual (including students, but excluding staff members in the course of their employment), or corporations or entities of every description.

Any incident which appears to have resulted in injury to any third party (including students), or which has resulted in damage to third party property, or any claim made by a third party, whether verbally or in writing should be reported to the Risk Management office immediately. The third party is to be advised, without admission of liability (direct or inferred), that the matter is being referred to the University's Insurer for attention.

### 5.3 Professional Indemnity Insurance

The University has Professional Indemnity insurance for all approved fieldwork activities. Professional Indemnity indemnifies any staff member, student or research fellow including visiting academics, while acting on behalf of Curtin against any claim made against them for breach of professional duty by reason of any act, error or omission. The indemnity extends to claims for libel, slander and copyright, provided that any breach or infringement of copyright was not intentional.

Any claim made by a third party, whether it is verbally or in writing in some form, should be reported immediately to Risk Management without admission (direct or inferred) of liability, and the third party advised the matter is being referred to the University's Insurer.

## 6. TRAVEL ARRANGEMENTS

### 6.1 Travel Procedures

The Travel Procedures, Resources and Insurance Policies relevant to fieldwork are summarised in Table 2 below.

**Table 2: Travel Quick Guide**

Domestic Fieldwork Travel	International Fieldwork Travel
<p><b>The following Internal Procedures apply:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Student - Travel Procedures</a></li> <li>• <a href="#">Staff – Travel Procedures</a></li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student - Travel Approval Form (<a href="http://travel.curtin.edu.au">http://travel.curtin.edu.au</a>)</li> <li>• Staff - Travel Approval System (<a href="http://tas.curtin.edu.au">http://tas.curtin.edu.au</a>)</li> <li>• <a href="#">Fieldwork Preliminary Risk Identification</a></li> <li>• <a href="#">Fieldwork Risk Matrix</a></li> <li>• <a href="#">Risk Management Website – Travel Risk Tab</a></li> <li>• <a href="#">Travel Insurance Brochure</a></li> <li>• <a href="#">Student Personal Accident Information Sheet</a></li> </ul>	<p><b>The following Internal Procedures apply:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Student - Travel Procedures</a></li> <li>• <a href="#">Staff – Travel Procedures</a></li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Student - Travel Approval Form (<a href="http://travel.curtin.edu.au">http://travel.curtin.edu.au</a>)</li> <li>• Staff - Travel Approval System (<a href="http://tas.curtin.edu.au">http://tas.curtin.edu.au</a>)</li> <li>• <a href="#">Fieldwork Preliminary Risk Identification</a></li> <li>• <a href="#">Fieldwork Risk Matrix</a></li> <li>• <a href="#">Risk Management Website – Travel Risk Tab</a></li> <li>• <a href="#">Travel Insurance Brochure</a></li> <li>• <a href="#">Student Personal Accident Information Sheet</a></li> <li>• <a href="#">Customer Care Wallet Card</a></li> <li>• <a href="#">Customer Care Member Brochure</a></li> <li>• <a href="#">Autonomous Sanctions – DFAT Website</a></li> <li>• <a href="#">Autonomous Sanctions – Curtin International Website</a></li> <li>• <a href="#">Smartraveller Website – DFAT Ratings</a></li> <li>• <a href="#">DFAT 3 Travel Risk Assessment Form</a></li> <li>• DFAT 4 Travel – Please consult with <a href="#">Risk Management</a></li> </ul>
<p><b>The following Insurance Policies apply:</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Corporate Travel Insurance</a> - covering cancellation/additional expenses, baggage etc. whilst on Curtin Business;</li> <li>▪ <a href="#">Student Personal Accident</a> - for Student medical expenses associated with domestic travel whilst on Curtin Business;</li> <li>▪ <a href="#">Workers Compensation Insurance</a> - for Staff medical expenses associated with domestic travel whilst on Curtin Business;</li> <li>▪ <a href="#">Public Liability</a>- covering the Student/Staff Member’s negligence;</li> <li>▪ <a href="#">Professional Indemnity</a> - for advice based work only;</li> <li>▪ <a href="#">Medical Treatment Liability</a> - for treatment based work only.</li> </ul>	<p><b>The following Insurance Policies apply:</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Corporate Travel Insurance</a> - covering medical costs, cancellation/additional expenses, baggage etc. whilst on Curtin Business;</li> <li>▪ <a href="#">Public Liability</a>- covering the Student/Staff Member’s negligence;</li> <li>▪ <a href="#">Professional Indemnity</a> - for advice based work only;</li> <li>▪ <a href="#">Medical Treatment Liability</a> - for treatment based work only.</li> </ul>

## 6.2 Travel Insurance

The University has a Corporate Travel Insurance Policy covering staff and students whilst they are travelling domestically and internationally on approved fieldwork activities. For details of coverage please see the [Travel Insurance Brochure](#) available on the [Travel Insurance Policy Tab](#) of the Risk Management Website or via the following link: <https://riskmanagement.curtin.edu.au/travel/TravelInsurancePolicy.cfm> Staff and students undertaking approved domestic or international fieldwork activities are to comply with the University [Travel Procedures](#). The Travel Procedures specify the conditions and processes for approval of travel, booking and travel risk management provisions for staff and students. Should your fieldwork involve air travel, overnight accommodation or if it is an activity undertaken off-campus that may potentially involve a high level of risk to the health and safety of the participants, you must obtain approval for the placement/activity prior to booking travel arrangements. The Student Travel Approval Form and access to the Travel Approval System for Staff is available via the <http://travel.curtin.edu.au> website.

Please note that you may not be covered under the University's Corporate Travel Insurance if:

- You change your mind and decide not to travel or arrive late for your designated flight, as this may be considered "Disinclination to travel" under the Policy, if you do not have a valid reason that is outside of your control.
- If you do not disclose that you have a Pre-existing Medical Condition, and fly without the consent of your treating physician, any costs associated with treatment of your condition or evacuation etc. will not be claimable and may be at your own cost.
- If you book travel to a destination that [Smartraveller](#) rates as a high risk, or that already has a known issue, and wish to make a claim for additional/cancellation expenses etc. due to these issues, your claim may be rejected as this is seen as a "Foreseeable Event".

Staff and students must also note that in accordance with the University Travel Procedures (3.2.6), travellers must comply with all plans and directives made by the University to alter travel plans, should the security profile of the planned destination/s change, and your fieldwork destination become untenable. This may include staff and students being asked to return home, being asked to undertake fieldwork activities in a shorter time period, or to conduct fieldwork activities in a safer destination.

## 6.3 Emergency Travel Assistance

The University has a membership with Customer Care that provides Emergency Travel Assistance, and offers you peace of mind when travelling overseas. Customer Care is available 24/7 to provide expert advice and assistance before you travel, whilst abroad or in an emergency. Services include travel assistance, medical assistance and security assistance.

To contact Customer Care proceed as follows:

- Reverse Charge +(61) (2) 8907 5686
- Quote Membership No: CC110CUR

Please contact your Travel Facilitator or Risk Management to obtain a Customer Care Wallet Card prior to departing on an overseas journey. It is important to keep this card with you at all times. In the event you are unable to obtain a card before your departure, please print the wallet card available on the Risk Management website via the following link: [https://riskmanagement.curtin.edu.au/local/docs/docs\\_forms/Curtin\\_Customer\\_Care\\_Wallet\\_Card.pdf](https://riskmanagement.curtin.edu.au/local/docs/docs_forms/Curtin_Customer_Care_Wallet_Card.pdf).

The 24 hour International Emergency Assistance call centre includes the following range of services:

- Emergency, 24/7 travel and medical assistance
- Access to Customer Care's extensive global network of clinics, hospitals, air ambulances, travel and transport providers
- Urgent evacuation for medical or political reasons, including war or terrorism
- Up-to-the-minute global security information whilst travelling - online or sent by email or SMS
- Online resources to prepare Curtin Employees for travel, reducing their risk of illness or injury whilst overseas
- Telephone counselling services for personal crises.

#### **6.4 7.4 Making a Travel Insurance Claim**

To make a Travel Insurance Claim, please print and complete the Corporate Travel Claim Form available under the [Forms/Docs Tab](#) of the [Risk Management Website](#). When completed please forward the Claim Form, along with your supporting documentation, to the Insurance Advisor in Risk Management via email at [riskmanagement@curtin.edu.au](mailto:riskmanagement@curtin.edu.au)

Note that there may be a Policy Excess applicable to claims made under the Travel Insurance Policy. Please see the Travel Brochure for further details around applicable excesses.

All further insurance queries for domestic and international fieldwork can be directed to the Risk Management office on 9266 3748.

#### **6.5 7.5 Motor Vehicle Insurance**

##### **a. Use of Private Motor Vehicles**

Following approval to commence fieldwork and completion of a Fieldwork Risk Assessment, it is at the discretion of students and staff Members to utilise their own private motor vehicle for travel to and from their Fieldwork Placement/Site, however it is important to note that this is their own decision and the University does not provide coverage for damage to the private motor vehicle during this use.

All students and staff members who wish to utilise their own private motor vehicle must ensure the following:

- That they have Comprehensive Motor Vehicle Insurance covering their private motor vehicle for material damage and third party liability;
- In the event that a student or staff member suffer injury as a result of a motor vehicle accident travelling to or from a Fieldwork Placement/Site, an incident report is lodged with the Insurance Commission of WA (ICWA) via the following link: <https://www.crashreport.com.au/> and contact is made with them to determine if out of pocket expenses can be claimed via the Third Party Liability Insurance, which is paid as part of the vehicle licensing fees;
- An Incident Report must also be lodged with the University via the [Online Incident Reporting Form](#).

Should students encounter any difficulty with the claims process via ICWA, or if they have any further queries, they should contact the Risk Management Department on 9266 3748, or via [riskmanagement@curtin.edu.au](mailto:riskmanagement@curtin.edu.au). Should a staff member encounter issues with this process; they may contact the Injury Management Team on 9266 4900 or [injurymanagement@curtin.edu.au](mailto:injurymanagement@curtin.edu.au).

**b. Use of Hire Cars**

Curtin University Travel Insurance does not provide cover for Motor Vehicle Insurance. If you choose to rent a vehicle when undertaking approved fieldwork, you must purchase Comprehensive Motor Vehicle Insurance from the hirer, incorporating Property Damage and Third Party Liability Cover.

Under Curtin University Travel Insurance Policy, the insured traveller will be reimbursed the excess up to AUD10,000 if, during a journey, the hired motor vehicle is involved in a collision, stolen or damaged whilst under the control of the insured traveller.

## 7. HEALTH AND SAFETY

The [Fieldwork Policy](#) (also available at: <http://policies.curtin.edu.au/findapolicy/>) outlines compliance requirements for fieldwork activities. These include:

### 7.1 Occupational Safety and Health

The Health, Safety and Emergency Management (HSEM) Department provides guidance on safety and health matters for all persons participating in fieldwork including students, staff and Fieldwork Partners. Please refer to the [HSEM website](#), where a number of [Health and Safety Policies, Procedures and Guidelines](#) are available.

During fieldwork students should ensure they are aware of safety and health requirements and provisions, and who and where to contact should there be a concern or incident.

The [Occupational Safety and Health Act 1984 S19. \(1\)\(b\)](#) places a general duty of care on an employer to 'provide such information, instruction and training to, and supervision of, the employees as is necessary to enable them to perform their work in such a manner that they are not exposed to hazards'.

As a basic guide it is important for staff and students to know:

- Key elements of the [Occupational Safety and Health Act 1984](#)
- University Health and Safety policies, minimum standards and guidelines
- How to identify hazards in the workplace
- Effects of specific hazards
- Safe work procedures for the use of machinery, plant and equipment relevant to their employment
- How to report hazards, incidents and injuries
- How to have a say in safe work practices and procedures
- How to recognise and seek support to address bullying.

### 7.2 Incident and Hazard Reporting

Students and staff must report any incident or hazard that arises during a fieldwork activity as soon as possible, to both the Fieldwork Partner and Curtin University, including:

- All injuries/illnesses (events that cause an illness or injury requiring medical attention).
- All near-misses (events that do not cause injury but have the potential to do so).
- All hazards (anything that has the potential to cause ill health or injury).
- All other incidents including environmental, property damage, spills etc.

Reporting to the Fieldwork Partner should take place in line with their safe workplace procedures.

Reporting to Curtin should be via the [Curtin University Online Reporting System](#). If you have any difficulties accessing the online reporting system, please complete the [Printable Form](#) or contact the Health and Safety team on 9266 4900.

### 7.3 Injuries to Staff or Students

If injured, a student or staff member **MUST**:

- Seek first aid/medical assistance
- Inform their supervisor and relevant fieldwork staff immediately;
- Formally report the incident, as soon as possible, to both:

- The Fieldwork Partner using the Fieldwork Partner's reporting procedures and documentation methods
- Curtin University using the online incident reporting at [http://healthandsafety.curtin.edu.au/event\\_and\\_hazard/index.cfm](http://healthandsafety.curtin.edu.au/event_and_hazard/index.cfm)

Supervisors and/or eye witnesses may assist the injured person when appropriate or necessary by completing the form on their behalf.

If required, the student or staff member can attend [Counselling](#) and [Disability Services](#) for additional support.

#### **7.4 Benefits of Reporting**

The benefits of reporting all accidents, incidents, near-misses and hazards:

- Investigations (where appropriate) can be performed, and action taken to prevent a recurrence of the incident.
- Trend analyses of the collected information can be performed, allowing the organisation to focus preventative efforts on areas of most concern.
- A formal record is kept for the University, staff member and/or student should it be required at a later date as evidence that the event took place.
- To ensure legal compliance with injury and workers' compensation reporting requirements.



## 8. PREPARATION AND SUPPORT

Appropriate preparation and support for students has been identified as critical to achieving the learning outcomes that fieldwork strives to facilitate (Smith, Ferns, Russell & Cretchley, 2014). This includes pre-briefing and de-briefing sessions as well as support during all phases of fieldwork, as shown in Table 3.

### 8.1 Fieldwork Entry and Ongoing Requirements

The Fieldwork Policy outlines compliance requirements for fieldwork activities. These include:

#### a. Preclusions to Curricular Fieldwork

A student's history, background and/or conduct, either prior to commencing or during the fieldwork placement may lead to them being precluded from a placement.

#### b. Pre-requisites for Entry to Commence and Continue in Curricular Fieldwork

Students must:

- Be enrolled in the relevant fieldwork unit or admitted to a Curtin award course;
- Have passed all pre-requisite units and/or requirements and/or be enrolled in the required co-requisite unit;
- Have completed all critical components of any required screening and health checks;
- Be free from communicable disease and be mentally, medically and physically capable of meeting the inherent requirements of the tasks required for the fieldwork activity unless reasonable adjustments have been sought, approved and provided;
- Demonstrate professionalism before, during and after the fieldwork activity;
- Be available to undertake any required mandatory fieldwork hours.

### 8.2 Preparation for Fieldwork

Before commencing fieldwork, all students must complete mandatory fieldwork orientation or pre-briefing (including any online and/or site requirement), preparation sessions and [Fieldwork Preparation Online](#) as required by the academic area and Fieldwork Partner prior to commencement of the fieldwork activity.

Fieldwork Preparation Online is a set of resources available to Curtin staff and students online, to assist in preparation for fieldwork. To self-enrol in Fieldwork Preparation Online, follow the instructions on the [Fieldwork tab of the WIL website](#), or available at:

[https://ctl.curtin.edu.au/wil/local/docs/secure\\_docs/Fieldwork\\_Preparation\\_Online.pdf](https://ctl.curtin.edu.au/wil/local/docs/secure_docs/Fieldwork_Preparation_Online.pdf)

See Appendix 1 of this manual for checklists that can be adapted for fieldwork orientation.

**Table 3: Work Integrated Learning (WIL) Resource: Support available to students**

Support	Before starting work integrated learning experience	During work integrated learning experience	After work integrated learning experience
Student support	<p>Explain expectations, goals, assessments, and institution and workplace protocols</p> <p>Outline and negotiate special accommodations for students with disabilities</p> <p>Prepare students for workplace learning and supervision of practice</p> <p>Resume writing, work literacy skills interviewing skills, career planning*</p>	<p>Assist students to make sense of experience</p> <p>Assist students to deal with tensions, difficulties and health issues</p> <p>Ensure student learning goals are specified and achieved</p> <p>Problem solve difficulties between students and practitioners in workplace</p> <p>Formative and summative assessment</p> <p>Guide and support students in ethical behaviour</p>	<p>Reflect on learning</p> <p>Manage positive and negative feelings associated with learning</p> <p>Evaluate the learning experience for future students</p> <p>Enable student to use these experiences in subsequent employment or work integrated learning experiences</p> <p>Provide access to complaint and appeal processes</p>
Workplace support	<p>Prepare workplace for students by providing relevant information about academy policies and procedures</p> <p>Provide orientation programmes for students in workplace</p> <p>Prepare organisations for students from diverse background</p>	<p>Manage contracts and learning</p> <p>Help workplaces work with students from diverse backgrounds to assist maximize learning</p> <p>Assist workplace coordinators in maximizing student learning</p> <p>Act as a sounding board for issues or difficulties in the workplace</p> <p>Connect workplace coordinators with other coordinators undertaking similar tasks</p>	<p>Debrief workplace supervisors and coordinators</p> <p>Connect workplace coordinators for support</p> <p>Resolve any difficulties as a result of student learning</p> <p>Encourage evaluation of student workplace experiences</p> <p>Prepare workplace for next group of students</p>

Cooper, Orell & Bowden, 2010, p97

\* Curtin Careers & Employment Centre can provide support with all job application and career related services. Visit Building 303, Level 2, or contact 08 9266 7802 or their website: <http://life.curtin.edu.au/careers.htm>

## 8.3 Supervision and Support

### a. Supervision Arrangements

The quality of supervision and support provided for students while on fieldwork directly impacts on the learning outcomes resulting from the experience. For optimum benefits, both the Host Organisation and the learning institution should provide supervision and support for students. Quality supervision facilitates:

- Constructive feedback on performance and helps to identify strengths and gaps in development
- Explicit linking of theory and practice
- Reflective practice and transformative learning
- Clarity of expectations
- Identification and mitigation of potential risks
- Maintenance of partnerships
- Student engagement and motivation
- Scaffolding the learning experience
- Evidencing skill development

### b. Support from Curtin Counselling Services

[Curtin Health & Wellbeing](#) offers a range of services that are designed to help with a query or a concern before it becomes a problem. This includes the [Counselling Service](#) with experienced staff to help you deal with any issues affecting your study. Curtin Counselling has developed the [Counselling YouTube Channel](#) containing resources such as the three videos on *Developing Resilience: A Guide for Students on Prac*:

1. [Resilience on Prac Part 1](#): Manage your stress or anxiety
2. [Resilience on Prac Part 2](#): Self-care and how to stay positive during your prac
3. [Resilience on Prac Part 3](#): Effective communication and benefiting from feedback

### c. Support from Curtin Careers and Employment Centre

The Curtin Careers & Employment Centre (CCEC) provides services and resources to support student's professional development and transition into the workplace. Services focus on two primary areas essential to employability and career success:

**Career Management Skills:** Clarifying where students want to go and how to get there by accessing support on job search strategies and job application resources.

**Connecting with Employers and Industry:** Increasing students' access to a broad range of employment opportunities through networking with employers and learning from industry professionals.

Students can access support either online or face to face. For more information, visit CCEC website <http://life.curtin.edu.au/careers.htm> or call 08 9266 7802.

## 8.4 Critical Incidents

A critical incident is an unusual situation which causes a person distress and often involves a perceived threat to physical safety or personal integrity. Critical incidents during fieldwork may include incidents involving individual conflict, criticism, confrontation or discomfort; incidents that question knowledge, assumptions or beliefs; medical emergencies or natural disasters. Critical incidents can undermine a person's sense of safety and competency and generate strong emotions which may interfere with their ability to function either at the scene or later.

It is essential to debrief after critical incidents, and to clarify student learning parameters and to continue goal setting.

The School and the University outline procedures for the management of critical incidents involving students in fieldwork.

It is possible that further debriefing may be required on a student's return to the University.

### **8.5 De-Briefing after Fieldwork**

Debriefing is an essential ongoing process carried out during fieldwork between the student and the supervisor. It is a learning process whereby the supervisor explores the student's learning and learning processes in order to scaffold their future learning.

Fieldwork Supervisors are encouraged to debrief with students during and at completion of fieldwork whilst on site, at regular intervals or as per the Schools fieldwork guidelines.



## 9. STUDENT CONDUCT AND EXCLUSION

### 9.1 Professional Conduct of Students during Fieldwork

Curtin students involved in fieldwork are representing the University and their conduct reflects on the University's reputation. In interactions with fellow students, Curtin staff, Fieldwork Partner employees and members of the public, students are seen to be responsible for their professional conduct as outlined in the [Curtin Student Charter](#) and expected to uphold [Curtin's Core Values](#) of Integrity, Respect, Courage, Excellence and Impact. The University has also produced a brochure called [Own Your Behaviour](#) to guide students.

The workplace is subject to legislative and ethical accountability which may impact on a Fieldwork Partner and students are required to comply with relevant legislative requirements regarding:

- Privacy of client information;
- Professional standards and codes of conduct that apply to your area of practice;
- Ethical behaviour that applies to fieldwork education activity;
- Confidentiality of information related to the Fieldwork Partner's workplace and clients.

#### a. Privacy and Confidentiality

Curtin is committed to complying with the [Australian Privacy Principles](#) contained in the Privacy Act 1988 (Commonwealth) when handling the personal information of students, staff and other people the University deals with. In addition, members of the University community are responsible for respecting an individual's right to privacy, in accordance with the University's [Values and Signature Behaviours](#).

Students must be aware of the importance of maintaining appropriate confidentiality during fieldwork activities, especially involving clients, patients and their information and comply with a Fieldwork Partner's protocols. This may involve completing and signing a Confidentiality Agreement. Students will need to take all reasonable measures to adhere to the directions of the Fieldwork Partner and abide with their rules, regulations and protocols.

The Student Misconduct provisions allow for breaches of privacy to be dealt with under either Academic or General Misconduct. Any breaches in confidentiality or instances of professional or ethical misconduct before, during or after fieldwork will be investigated and if deemed to have occurred will be referred to the Student Disciplinary Panel. This may result in a variety of penalties including reduced or zero grades, annulled units or termination from the course. An appeal process is available.

#### b. Professional Behaviour for Relevant Discipline – Code of Conduct

Students need to be aware of professional behaviour that governs the provision of services and products in the area of their fieldwork activity. This includes presenting themselves in a professional manner, adequate preparation and planning, dressing appropriately, being punctual, appropriate use of mobile phones, courtesy, respect, and reflecting on student practice with their supervisor.

Workplace expectations are often in the form of a Code of Conduct. Fieldwork exclusions will apply to a student who is in breach of a relevant Code of Conduct during their fieldwork activity. Students will be advised by their School and/or Faculty of the relevant professional standards or codes of conduct.

#### c. Ethical Behaviour

Professional ethics represent a public declaration of commitment and obligation to conduct – the profession's core values and principles. Many professions have a code of ethics or conduct that staff and students are expected to comply with. Principles of ethical behaviour apply to such activities as communication, personal conduct and behaviour, and use of workplace resources. Workplace resources (including the internet) must

be used for authorised fieldwork activities. It is important for students to think critically about any practice issues and seek advice if an ethical dilemma arises. Students should also be familiar with the [Curtin Values and Signature Behaviours](#).

## 9.2 Managing Student Exclusion from Fieldwork

Students are responsible for ensuring that they are not excluded from fieldwork for any of the reasons listed below; as failure to successfully complete a required fieldwork activity may jeopardise successful completion of their course. Management of exclusion from, and return to, fieldwork is shown in Figure 5, including remediation and appeal processes.

### a. Circumstances Leading to Student Exclusion from Fieldwork

On advice from the relevant Unit Coordinator, Course Coordinator or Fieldwork Coordinator, a student may be excluded or deferred from a fieldwork activity by the Head of School or Department if the student:

- Has not satisfactorily completed units which constitute prerequisites for such an activity and cannot demonstrate the appropriate pre-requisite knowledge, skills or behaviour; or
- Has committed an act of misconduct as defined under Statute 10 – Student Discipline; or
- Has behaved in such a way as to have breached the professional conduct expectations of the Fieldwork Partner or is in breach of a relevant Code of Conduct during the fieldwork activity; or
- Is consistently unable, after due instruction and guidance, to perform the skills required at an appropriate standard attainable through supervision by University staff or on-site supervisory staff;
- Does not have the appropriate screening checks or certificates or refuses to undertake the required screening checks; or
- Is reasonably considered to be in a state of health, whether mental or physical, which makes the student unfit to undertake the placement; or
- Cannot demonstrate the specified fitness requirements to undertake the required fieldwork activity with appropriate agreed reasonable adjustments; or
- Does not complete required fieldwork orientation or preparation activities; or
- Is considered by the School to have breached guidelines for placement and/or is performing significantly below a pass standard and is disrupting the progress of students in his/her class; or
- A student who has a pre-existing medical condition which affects the student's functioning for the tasks required during the fieldwork activity may be excluded from that activity if there is a risk to the health and safety of the student or others despite the implementation of reasonable adjustments where appropriate.

### b. Time Periods for Exclusion and Determinations

On advice from the relevant Unit Coordinator, Course Coordinator or Fieldwork Coordinator, the Head of School may withdraw or defer a student from a fieldwork activity as per the following time periods and seek appropriate determinations:

#### Initial Exclusion for Up to 24 hours

*The initial determination to exclude a student may be made by the Fieldwork Coordinator for an immediate exclusion for a period of up to 24 hours. The Fieldwork Coordinator must provide the details and reason for the decision to exclude the student to the Head of School.*

#### Further Exclusion for Up to two weeks

*If required, the Head of School may immediately exclude the student from attending the fieldwork activity for a further continuous period not exceeding two weeks. This decision must not be made without first giving the student an opportunity to state why the exclusion should not be put into effect. The Head of School must provide the details and reasons for the decision to exclude the student to the Pro Vice-Chancellor.*

### **c. Procedures for Student Assessment Following Exclusion**

Schools should specify procedures and processes to determine whether it is safe and appropriate to re-enter the student to the fieldwork setting. Where possible such assessment strategies should reflect simulated and authentic learning environments.

Students participating in simulated and authentic learning assessments should be assessed using marking guides with performance criteria (rubric), and video recorded, if possible, to enable student self-assessment. The overall assessment should be conducted by an independent assessor who has not previously been involved with the student's learning program.

Upon acceptance of re-entry to the fieldwork setting, the student must comply with the School remediation processes.

Regular communication, regarding the excluded student, with the relevant Fieldwork Partner is necessary.

### **d. Student Right of Appeal**

A student who is excluded from a fieldwork activity by the Head of School may:

- Appeal to the relevant Pro Vice-Chancellor (or their nominee) and must
- Lodge the appeal in writing within five working days of being advised of the exclusion.

### **e. Student Misconduct**

If a student is excluded from a fieldwork activity and then subsequently reported for suspected misconduct under [Statute 10 and Associated Rules](#), the relevant Student Discipline Rules immediately apply and any further exclusion and investigation must be undertaken in accordance with these provisions.

## MANAGING STUDENT EXCLUSION DURING FIELDWORK

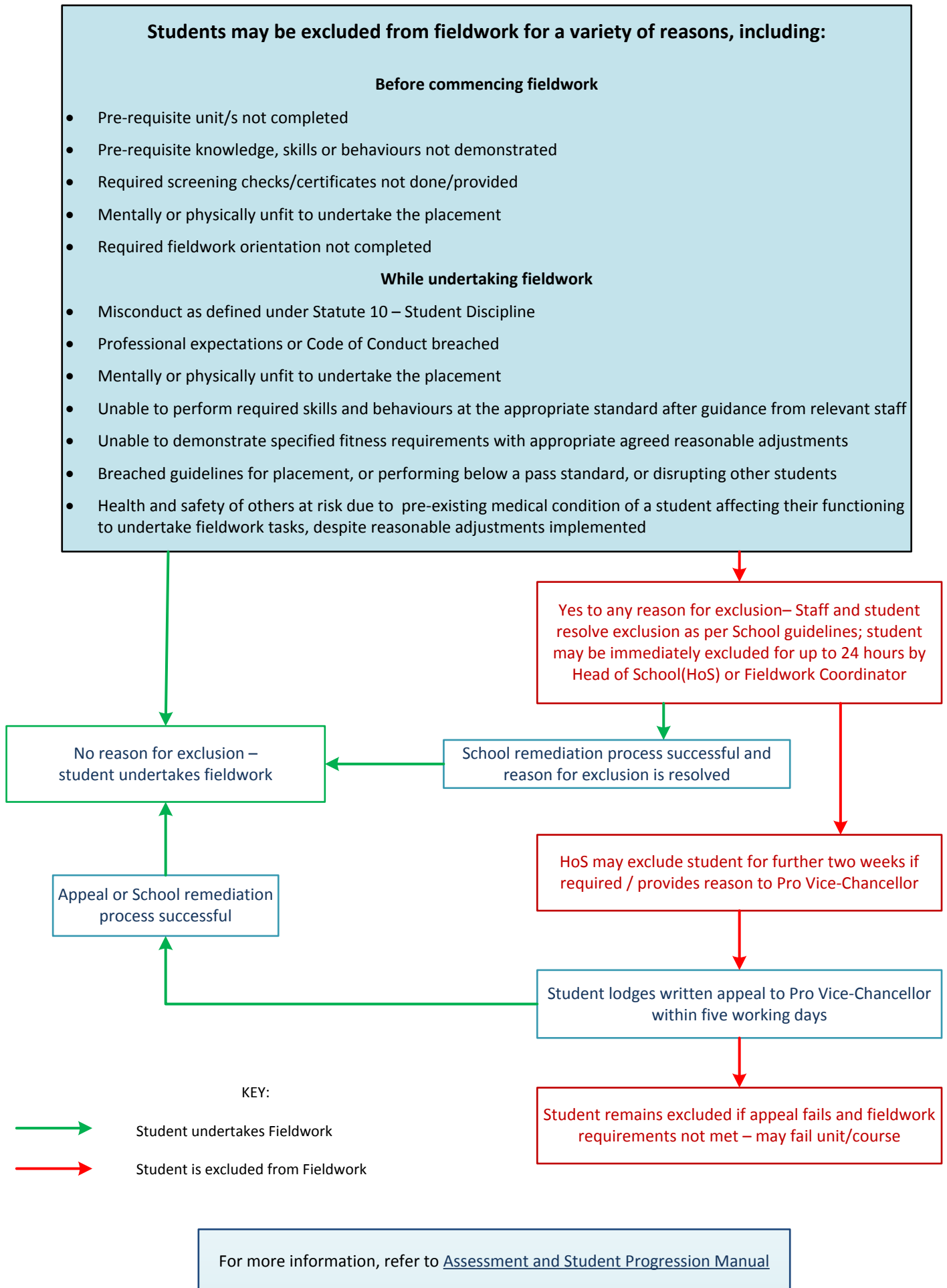


Figure 5: Managing Student Exclusion During Fieldwork





## 10. FIELDWORK ASSESSMENT AND FEEDBACK

The assessment of fieldwork may be accomplished in a variety of ways and should integrate both theory and practice. The approaches for specific fieldwork activities must be documented in course curricula and may require approval by relevant accreditation bodies. For a number of courses, external accreditation of competence is required. Therefore, prescribed standards of professional achievement are to be met. In the majority, the student demonstrates achievement on a pass/fail basis.

In some settings Fieldwork Partners may contribute, wholly or partially, to student fieldwork assessment. In this situation the assessor's role in fieldwork is distinct from the mentor role. In fieldwork settings where the partner is responsible for assessing student fieldwork performance, the School will provide assessment procedures, which outline the structures, assessment criteria and parameters of fieldwork.

### 10.1 The Principles of Assessment in Fieldwork

The principles of assessment in fieldwork have been adapted from, and complement, the Assessment Policies and Procedures described in the [Assessment and Student Progression Manual](#) available on Curtin's Policy resource page <http://policies.curtin.edu.au/findapolicy/>

Principle 1: Assessment practices will be subject to quality processes

Fieldwork assessment practices will be subject to quality processes to ensure that practices are in accordance with the requirements set out in this document. Schools should develop processes for a consistent application of student assessment and moderation in fieldwork across sites.

Fieldwork Quality management is the responsibility of fieldwork staff associated with assessment although the scope of that responsibility will vary according to the role they play. For example, Fieldwork Unit Coordinators have responsibilities that assessment within a unit comply with the requirements set out in this manual. Fieldwork Coordinators must also ensure that assessments are coordinated across the course. Heads of School have overall responsibility for assessments within their School.

Principle 2: Assessment aligns with intended learning outcomes

Fieldwork assessment will be made on the basis of performance defined by pre-specified criteria, rather than norm-referenced approaches where assessment is made on the basis of performance relative to that of other members of the class or cohort. (In criterion referenced assessment, practices such as scaling marks and grading students to fit a normal distribution curve are not appropriate). Assessment tasks and criteria must be aligned to the intended learning outcomes, and supported by appropriate fieldwork teaching and learning activities.

Principle 3: Assessment addresses Curtin graduate attributes

Fieldwork assessment tasks primarily focus on the discipline; but they will also ensure that students have opportunities to develop a wide range of capabilities. Assessment within a course or major should be designed to ensure incremental achievement of the course learning outcomes which are derived from [Curtin's Graduate Attributes](#). Assessment across a course should provide evidence of students' development of higher order thinking skills such as analysis, synthesis and evaluation.



Principle 4: Assessment practices have a substantial impact on student learning

Good assessment practice will focus on authentic and engaging tasks designed to encourage deep approaches to learning. Assessment tasks will also educate students with respect to appropriate academic and professional practice and promote ethical professional conduct. Rubrics, support matrices and exemplars are various tools for articulating levels of competence and achievement in fieldwork programs. These are useful because they give scope and sequence of student learning. Where possible rubrics should scaffold learning across the course. Examples are provided at the end of this section.

Principle 5: Assessment provides high quality and timely feedback to students

Informative and encouraging feedback from a range of sources (self, peer, Fieldwork Partner mentor, fieldwork supervisor) will support learning. Feedback should promote a positive attitude to professional development. Good feedback will appraise the student performance against the assessment criteria, providing advice on how to improve in work performance. Student reflection and self-assessment is an important component of fieldwork, the outcomes of which contribute to student learning in a formative sense. These outcomes may also be used to demonstrating achievement of graduate attributes through portfolio based summative assessment.

Principle 6: Courses and units include a variety of assessment types

Fieldwork will endeavour to provide a variety of experiences in order to develop work skills and knowledge. The unit outline should specify the type, quantity, and criteria of fieldwork assessments. They should give student specific examples of how WIL assessments are to be applied in specific units. Specific programs will direct the type of fieldwork evidence to be included in the unit outline and could include but is not limited to:

- Reflection
- Case studies (written or video recorded)
- Simulated learning
- Fieldwork Project analysis
- Professional Competency Frameworks
- Post practice reflection
- Blogs or WIKI's

Principle 7: Assessment is inclusive and equitable

Assessment in fieldwork education is framed around professional work standards and will be equitable across different fieldwork locations and different modes of study.

Reasonable adjustment (such as the modification of fieldwork assessment or processes) may be made for students with a verified disability, medical or other condition in accordance with the Disability Standards for Education

([http://docs.education.gov.au/system/files/doc/other/disability\\_standards\\_for\\_education\\_2005\\_plus\\_guidance\\_notes.pdf](http://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf))



Principle 8: Assessment is valid and reliable

Valid assessment will support the learning experience and clearly appraise student attainment of the intended learning outcomes. Learning outcomes must be clearly stated, demonstrable, achievable and measurable. Reliable assessment is accurate, consistent and repeatable. This requires clearly defined processes for the design, grading and analysis of assessments. Validity and reliability will be enhanced by moderation procedures to ensure professional judgement is informed by workplace performance and workplace colleagues. At Curtin, moderation relates to all stages of the assessment as shown below. It is a process directed at ensuring that assessments are designed and implemented with accuracy, consistency and fairness. Moderation is encouraged in fieldwork assessment tasks

Student self-assessment is an important component of reflection in fieldwork. Programs may direct student generated learning outcomes in order to foster a critical approach to best practice in fieldwork. Such student generated learning is independent of assessments used to identify students at risk of unsatisfactory performance.

Programs may require objectively structured simulation as a means of assessing and moderating student technical and decision-making performance prior to fieldwork. These assessments can also be used to assess complex WIL problems to measure student knowledge and practice in capstone units.

Principle 9: Information about assessment is readily available

Clear, accurate, consistent and timely information on workplace assessment tasks and procedures will be made available to students, staff and workplace colleagues. Assessment criteria will include sufficient detail to explain clearly to the student what is required.

Principle 10: The amount of assessed work is manageable

The effort involved in an assessment task should be appropriate to the credit awarded for that task. The amount and scheduling of assessed work required is designed to provide a reliable and valid profile of achievement in the workplace.

## 10.2 The Requirements for Assessment in Fieldwork

At Curtin assessment is considered an integral element of the students' learning experience. The assessment model illustrates the workflow around assessment that comprises five interrelated events, all underpinned by practices to enhance the quality and integrity of assessment. The following sections set out the requirements for assessment under subheadings as described in the assessment cycle shown in Figure 6 below, sourced from the [Curtin Learning and Teaching](#) website.



**Figure 6: The Assessment Cycle showing workflow around assessment**

These requirements acknowledge and represent currently accepted practices across the higher education sector. However, it is recognised that there may, on occasion, be exceptional cases where a high quality assessment may not comply fully with the requirements listed in this section. Under such circumstances an exemption may be permitted, providing that the proposed assessment is not in conflict with the general principles of assessment outlined earlier. Such exemptions as outlined in Exemptions to Assessment Requirements.

The role of the unit coordinator in managing assessment is outlined in the [Unit Coordinator Handbook](#).

#### **a. Assessment Design**

Designing quality assessment tasks involves multiple considerations if it is to be fit for purpose. The suite of assessments in a unit should be planned to provide students with the opportunity to learn as they engage with formative tasks as well as the opportunity to demonstrate their learning through summative tasks. There is a range of assessment formats in current use and others emerging as eTechnologies provides different possibilities. Energising the learner through the use of realistic, authentic experiences is an exciting challenge for the unit teaching team, who are responsible for the review and quality enhancements to assessments practices.

Assessment tasks and marking criteria will be designed to directly assess the learning outcomes. Assessment within a unit will be appraised on the basis of performance criteria defined and communicated to students in advance. Feedback appropriate to each fieldwork assessment should provide developmental support to student learning.

Assessment tasks will be equivalent when the unit is offered on more than one campus or in more than one mode of study. Equivalence does not mean the task must be identical; assessment tasks may be adapted to suit the needs of campuses or modes of study, but they must be of similar complexity and nature, and they must always directly assess the learning outcomes.

Assessments will be subjected to review prior to their release to the student to ensure that they reflect professional practice. Reviews of assessment tasks, conducted by the unit coordinator, will invite comment from colleagues within the institution or those external to it. A review would typically cover the following points to ensure that each assessment is:

- Aligned with the intended learning outcomes
- Consistent with the scope and level of the unit
- Clearly and unambiguously described in terms of the task and assessment criteria
- Equivalent when offered in multiple locations
- Designed to avoid the inadvertent encouragement of plagiarism; and
- Appropriately weighted and scheduled across the study period

Assessment loads within a unit will be manageable and broadly consistent across units. The assessment load is determined as whatever is reasonable to assess students' achievement of the learning outcomes.

Design of assessment within a unit will ensure that students receive feedback at an early stage as appropriate to the course and unit.

Assessment marks will represent individual achievement. Assessment tasks are course specific. Fieldwork practice is a necessary component of assessment where fieldwork activities are undertaken as part of a course or unit required by the University.

#### **b. Assessment Communication**

Communication occurs throughout the assessment workflow phases, however in the communication phase the communication of assessment requirements to students and the teaching team is stressed. Students should be made aware of assessment practices undertaken in the unit, for example plagiarism detection and management procedures, marking rubrics and moderation practices.

Details of the assessment task (including required due dates and assessment criteria) will be specified and made available to students in the unit outline. The unit outline must be made available to students no later than one week prior to the commencement of the study period.

Students will be informed of assessment details, including description of tasks, weighting, marking criteria and when and how they will receive feedback on each fieldwork assessment task.

Students will be notified in writing of any changes to the fieldwork assessment, should this be required. Assessments may be changed after publication of the unit outline, providing that such changes do not disadvantage any student and that the change has majority approval from the students currently enrolled in the unit.

#### **c. Fieldwork Assessment**

Marking practices are probably considered one of the challenging aspects of academic work. Efficiency and effectiveness in marking processes are needed; the use of hardcopy or electronic marking guides/rubrics can help as well as eTechnologies. Marking is not just about providing a mark or grade to the student. For example, techniques to involve students and peers in the marking process can assist students to understand the assessment task and inform further learning.

Where multiple workplace colleagues are used, assessors are to be provided with sufficient information to ensure comparability of fieldwork assessment. Assessors should be provided with the assessment criteria and relative weightings of the performance task. Where possible, performance rubrics should be available to guide performance. Evidence suggests that the reliability of grading decisions is substantially improved when there is opportunity to:

- discuss the assessment criteria;
- apply the criteria to multiple contexts; and
- compare decisions on how the rubrics will be applied, prior to the commencement of fieldwork.

See Table 4 for a sample rubric that could be adapted and developed for fieldwork.



Grading for fieldwork assessment tasks are entered into the Grade Centre in Blackboard, the University-wide approved repository.

**d. Analysis of Fieldwork Results**

Before marks are released to students the results from marking should be explored. Consistency in marking across a marking team is imperative and any statistical analysis performed at this stage to determine the distribution of scores is an important moderation process.

**e. Feedback on Fieldwork Assessment**

Feedback is an integral element of the learning processes. It should aim to be informative and analytical, supportive and constructive and formative. It should not only provide information to students on how they have performed in the assessment task and towards achieving the learning outcomes, but also provide advice to improve their learning and future performances (known as formative or feed-forward feedback). The challenge for the educator is to provide this information regularly, in a timely fashion and keep the feedback process manageable.

The complexity of feedback on fieldwork performance is considered by Peach, Ruinard & Webb (2014) to be *derived partially from the need to somehow integrate the dual perspectives of the workplace supervisor and the academic mentor upon the student's performance, and in so doing, acknowledge and even celebrate the differences in which learning occurs in the workplace and the classroom.*

**Table 4: Generic Work Integrated Learning Assessment Rubric**

Assessment Attributes	Levels of Attainment			
	Developing	Functional	Proficient	Advanced
Communication skills	Poor verbal communication and active listening skills accompanied by a lack of self-awareness of impact on other.	Communicates ideas and relates sensitively to others. Can listen to the ideas of others and respond to them.	Communicates most effectively and explains ideas clearly. Actively listens to others and responds appropriately, reflecting a personal understanding of the viewpoint expressed.	Balances listening and responding. Synthesizes what has been heard, and responds and evaluates or elaborates on ideas, offering alternative perspectives
Cultural and global literacy	Fails to recognise cultural differences in practice or personal bias in their own culturally embedded values. Takes a fairly 'black and white', ethnocentric view on most issues.	Understands that their own viewpoint is one of a number of competing views and that tacit personal biases influence their opinions and actions. Observes and recognises cultural differences and competing interests.	<p>Is mindful of cultural differences and how social and economic privileges are enacted in personal and political empowerment and marginalization.</p> <p>Interrogates their own interpretations and practice choices to identify personal bias and discriminatory behaviour.</p> <p>Works in ways that promotes a culturally safe, inclusive working environment.</p> <p>Encourages social justice and human rights within work practice</p>	<p>Demonstrates a critical understanding of their own cultural history and its influences on their interpretation of privilege and oppression.</p> <p>Works in ways that promotes a culturally safe, inclusive working environment.</p> <p>Encourages social justice and human rights within work practices</p>

**Table 4 continued: Generic Work Integrated Learning Assessment Rubric**

<b>Levels of Attainment</b>				
<b>Assessment Attributes</b>	<b>Developing</b>	<b>Functional</b>	<b>Proficient</b>	<b>Advanced</b>
Professional and workplace literacy	Fails to notice important information and factors in the workplace. Is not safe, requiring contact supervision and is unable to make independent decisions. Does not relate appropriately to colleagues and clients. Does not seek guidance through sensible questioning. No attempt to integrate theory to practice.	Can practice safely. Carries out most procedures without direct supervision. Notices basic contextual cues and ask questions. Attempts to relate personally with colleagues and clients. Functions largely through imitation, and following protocols and rules rather than through problem solving strategies. Finds little relevance in the workplace for theoretical concepts.	Establishes personal learning goals. Practices safely, balance initiative and independence with seeking guidance and feedback. Uses initiative/critiques in the workplace. Considers and prioritises alternative practices. Relates professionally to colleagues and clients. Makes effective contributions to the workplace. Understands organisational structure, functions and contemporary social contexts and issues that impact on it.	Makes a major contribution to the organisation through judicious use of theoretical learning. Notices important cues in the workplace environment. Can work independently and take initiative as well as co-operating effectively in a team. Investigates the organization and understands the social, political and economic factors that impact on it. Establishes personal learning goals and monitors their own learning

Adapted from Cooper et. al. (2010), p121



Feedback on fieldwork performance requirements:

1. Feedback forms a critical part of fieldwork learning. Feedback can be provided in a number of ways (written, verbal) from a variety of sources (self, peer, work placement mentor, fieldwork supervisor) (Race, 2010; Nicol, 2007). Feedback should aim to be analytical, constructive and empowering. High quality feedback will support learning and will do more than simply justify the grade given.
2. Students should receive feedback on workplace performance as soon as possible, to maximise their opportunity to improve their performance. Research consistently highlights the significant loss of impact to learning when feedback to students is delayed (Boud & Associates, 2010).
3. Assessment tasks and/or feedback must be returned directly to the student concerned, and must never be left unattended for collection. Direct returns may be made electronically, by post or by collection. Where work is collected in person, the identity of the student should be verified: student assessments and/or feedback must not be passed to a third party unless written permission by the student concerned is verified.
4. The original copy of the fieldwork assessment document will be returned to the School and retained in the student file as verified evidence of completion and enable the submission of results. Students should retain a photocopy of the fieldwork assessment document for their portfolio.

#### **f. Moderation in Fieldwork**

Moderation concerns quality assurance processes to ensure that every student receives fair treatment with regard to assessment processes. Pre, intra and post-marking strategies should be considered to ensure equitable arrangements are in place for all students, irrespective of their study location or mode of study. Moderation processes are particularly important to have in place in units with large student cohorts and where multiple markers are involved.

Moderation is likely to work best when it is based on the following principles:

- assessments are designed so that they are clearly linked to the intended learning outcomes;
- assessment criteria are clearly communicated to students, both in the pre - assessment phase and also when providing feedback;
- assessments are subject to regular review: their frequency, style and the relative success rate of students are appraised as a regular part of the improvement cycle, and
- pre - marking, intra – marking and post - marking meetings or related activities are undertaken to ensure that assessors are able to clarify their understanding of the assessment criteria and marking reliability.

In Fieldwork, assessment is complex and challenging, as academic and professional standards are assessed simultaneously within authentic learning opportunities (Ferns & Zegwaard, 2014). Assessment is optimal when authentic learning outcomes reflect a critical thinking and problem-solving approach to real life learning. Authentic learning outcomes refer to the application of learning to real life situations; these cannot always be predicted and reproduced due to their unique and complex circumstances, and also cannot be reduced from a complex to a simple task (Knight & Yorke, 2003; Patrick et al, 2008; Sadler, 2007). For the student the transition to this application of fieldwork is critical as the student demonstrates independent thought and action. Another challenge of fieldwork environments is that multiple assessors exist so that potentially a subjective rather than objective judgement of student performance can occur (Yorke & Vidovich, 2014). Thus, moderation ensures that there is a collaborative and objective assessment process (Adie, Klenowski, & Wyatt-Smith, 2011).

Where student engagement occurs in multiple fieldwork sites, it may not be feasible to moderate in all circumstances. Decisions regarding moderation management processes ought to be made at School level and forms part of the School's accountability practice.

It is the role of the Fieldwork Coordinator to monitor all aspects of teaching and learning for quality processes including:

- Moderation of fieldwork assessment design, standards and quality within a unit;
- That assessments are subjected to regular review and their frequency, style and the relative success rate of students are appraised as a regular part of the improvement cycle; and
- The maintenance of records of moderation of results and processes used.

See the [Curtin Learning and Teaching](#) website for assessment moderation strategies.

#### **g. Academic Integrity**

Academic integrity is essential to the foundation and ongoing viability of an academic community. It involves a commitment to fundamental values such as honesty, trust, fairness, respect and responsibility in academia. As a place of learning and research, Curtin needs the ideals of academic integrity to be upheld and communicated to students throughout the duration of their course of study. If students understand and behave in accordance with the principles underpinning academic integrity, issues of plagiarism arising from lack of knowledge are likely to be fewer. The University provides resources for students and teaching staff to assist in the developing of skills related to academic integrity at <http://academicintegrity.curtin.edu.au/>

## 11. QUALITY ASSURANCE IN FIELDWORK

Quality enhancement frameworks foster accountability within fieldwork. A quality approach includes clear goals, progress indicators, measures, data analysis, reporting and scaffolding procedures for continuous improvement (Yorke, J., & Vidovich, L., 2014, Cooper, Orrell & Bowden, 2010). This approach facilitates the support of students, ensures best fieldwork practice within courses and maintains professional standards for industry. The four dimensions of quality education include accountability, curricular alignment, assessment and student satisfaction (American Society for Quality, nd). Jones et al (2012) recommends the Plan-Do-Check-Act (PDCA) cycle (Langley, Moen, Nolan, Nolan, Norman. & Provost, 2009) as one method of quality enhancement.

### 11.1 Continuous Management Processes

The Fieldwork Coordinator could apply continuous management processes to the following:

- Establishing and maintaining relationships with workplaces;
- Finding fieldwork experience opportunities;
- Preparing students for learning;
- Providing workshops for host workplaces to prepare them to take students;
- Establishing and updating contracts for learning;
- Implementing and updating risk management strategies;
- Facilitating student learning;
- Helping students to maintain and achieve competencies;
- Assessing student performance;
- Evaluating the program.

### 11.2 Program Effectiveness: Enhancing Quality in Fieldwork

Multiple sources of data collection, including students, fieldwork stakeholders and others, should be gathered to determine achievements and improve outcomes for all stakeholders.

Faculties and Schools should adopt a fieldwork management information system as a means of developing administrative efficiency and effectiveness, and evaluating fieldwork programs. School of Nursing Innovation Allocation (SONIA) is one such management system.

The management system should monitor programs including:

- Fieldwork supervision models, trend changes and justification for changes;
- Achievement of student learning outcomes;
- Trend analysis of student risks in fieldwork, including unsatisfactory performance and incident monitoring;
- Analysis of fieldwork environments;
- Student and industry satisfaction surveys;
- Industry feedback questionnaires.

## 12. REFERENCES

- Adie, L. E., Klenowski, V., & Wyatt-Smith, C. (2011). Towards an understanding of teacher judgement in the context of social moderation. *Educational Review*, 64(2), 223 - 240(2011)
- American Society for Quality. *Common quality issues in education (nd)*. Retrieved February 3, 2011, from <http://asq.org/education/why-quality/common-issues.html>
- Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university: What the student does*. Buckingham, UK: McGraw-Hill/Society for Research into Higher Education & Open University Press.
- Bloxham, S. (2009). Marking and moderation in the UK: false assumptions and wasted resources. *Assessment & Evaluation in Higher Education*, 34 (2), 209-220. <http://dx.doi.org/10.1080/02602930801955978>
- Boud, D., & Associates. (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council. Retrieved from [http://www.uts.edu.au/sites/default/files/Assessment-2020\\_propositions\\_final.pdf](http://www.uts.edu.au/sites/default/files/Assessment-2020_propositions_final.pdf)
- Cooper, L., Orell, J., & Bowden, M. (2010). *Work integrated learning a guide to effective practice*. New York, NY: Routledge.
- Ferns, S. (ed.). (2014). *HERDSA Guide: Work Integrated Learning in the Curriculum*. Milperra, N.S.W: Higher Education Research and Development Society of Australasia (HERDSA).
- Ferns, S., & Zegwaard, K. (2014). Critical assessment issues in work-integrated learning. *Asia-Pacific Journal of Cooperative Education*, 15(3), 179-188. [http://www.apjce.org/files/APJCE\\_15\\_3\\_179\\_188.pdf](http://www.apjce.org/files/APJCE_15_3_179_188.pdf)
- Jones, S., Ladyshewsky, R., Smith, M., Trede, F., Flavell, H., & Chapman, R. (2012). *Academic leadership for fieldwork coordinators program: A guide to facilitation and coordination*. Surry Hills, New South Wales: Australian Learning and Teaching Council. Available at: <http://academicleadership.curtin.edu.au/local/docs/fieldwork/FacilitatorsGuide.pdf>
- Knight, P.T., & Yorke, M. (2003). *Assessment, learning and employability*. Maidenhead: Open University Press.
- Langley, G., Moen, R., Nolan, K., Nolan, T., Norman, C., & Provost, L. (2009). *The improvement guide: A practical approach to enhancing organizational performance* (2nd ed). San Francisco: Jossey-Bass.
- Nicol, D. (2007). *Principles of good assessment and feedback: Theory and practice. Proceedings of the REAP International Online Conference on Assessment Design for Learner Responsibility, 29-31 May, 2007*. Retrieved from [http://www.reap.ac.uk/reap/public/papers/Principles\\_of\\_good\\_assessment\\_and\\_feedback.pdf](http://www.reap.ac.uk/reap/public/papers/Principles_of_good_assessment_and_feedback.pdf)
- Patrick, C-J, Peach, D., Pocknee, C., Webb, F., Fletcher, M., & Pretto, G. (2008). *The WIL [Work Integrated Learning] report: A national scoping study* [Australian Learning and Teaching Council (ALTC) Final report]. Brisbane: Queensland University of Technology. Available online at <http://www.olt.gov.au/project-work-integrated-learning-wil-griffith-2007>
- Peach, D., Ruinard, E., & Webb, F. (2015). Feedback on student performance in the workplace: The role of workplace supervisors. *Australian Pacific Journal of Cooperative Education. Special Issue: Critical*



*assessment issues in work-integrated learning*. Retrieved from:

[http://www.apjce.org/files/APJCE\\_15\\_3\\_241\\_252.pdf](http://www.apjce.org/files/APJCE_15_3_241_252.pdf)

Race, P. (2010). *Making learning happen: A guide for post -compulsory education* (2<sup>nd</sup> Ed.). London: Sage Publications.

Rowe, A., Mackaway, J., & Winchester-Seeto, T. (2012). 'But I thought you were doing that' – clarifying the role of the host supervisor in experience based learning. *Asia-Pacific Journal of Cooperative Education* 13(2), 115 – 134.

Sadler, D.R. (2007). Perils in the meticulous specification of goals and assessment criteria. *Assessment in Education*, 14 (3), 387-392. Retrieved from: <http://dx.doi.org/10.1080/09695940701592097>

Sadler, R. (n.d.). *Introduction to the process of moderating assessments*. Retrieved from:

[http://www.griffith.edu.au/\\_data/assets/pdf\\_file/0003/225795/Introduction\\_process\\_of\\_moderating\\_assessments.pdf](http://www.griffith.edu.au/_data/assets/pdf_file/0003/225795/Introduction_process_of_moderating_assessments.pdf)

Smith, C., Ferns, S., & Russell, L. (2014). *The impact of Work Integrated learning on student work-readiness* (Final Report). Sydney, NSW: Office for Learning and Teaching. Retrieved from <http://www.olt.gov.au/resource-impact-work-integrated-learning-student-work-readiness>

Yorke, J., & Vidovich, L. (2014). Quality policy and the role of assessment in work-integrated learning. *Asia-Pacific Journal of Cooperative Education, Special Issue: Critical assessment issues in work-integrated learning*, 15(3), 225-239.

### **13. APPENDICES: FIELDWORK PREPARATION CHECKLISTS**

Please consult the following fieldwork preparation checklists to ensure all requirements have been addressed prior to each fieldwork experience. The purpose of these documents is to ensure Curtin staff, students' and Fieldwork Partners' understanding of the relevance of the fieldwork process. It also guides legal, health and safety procedures for fieldwork to Curtin staff, students, and Fieldwork Partners:

[APPENDIX 1: Fieldwork Preparation Checklist for All Students](#)

[APPENDIX 2: Additional Student Checklist for International Fieldwork](#)

[APPENDIX 3: Fieldwork Checklist for Host Organisations](#)

[APPENDIX 4: Fieldwork Preparation Checklist for Fieldwork Coordinators](#)



### 13.1 APPENDIX 1: Fieldwork Preparation Checklist for All Students

<input type="checkbox"/>	I have read and understood the Curtin University <a href="http://policies.curtin.edu.au/policies/viewpolicy.cfm">Fieldwork Policy</a> (available online at <a href="http://policies.curtin.edu.au/policies/viewpolicy.cfm">http://policies.curtin.edu.au/policies/viewpolicy.cfm</a> )
<input type="checkbox"/>	I have read the <a href="#">Fieldwork Manual</a> and understand what I can expect to gain from successfully completing this fieldwork activity, as well as the roles and responsibilities of each stakeholder involved in fieldwork
<input type="checkbox"/>	I agree to follow Faculty/School procedures for fieldwork
<input type="checkbox"/>	I have submitted the Health and Legal requirements stipulated by my Faculty/School at the recommended time prior to the allocation of fieldwork placement
<input type="checkbox"/>	I have read and understood <a href="#">Travel Procedures for Students</a> and completed the required Travel Approval Form (available at <a href="http://policies.curtin.edu.au/policies/viewpolicy.cfm">http://policies.curtin.edu.au/policies/viewpolicy.cfm</a> ).
<input type="checkbox"/>	I have recorded the name and contact details of my Curtin Fieldwork Coordinator
<input type="checkbox"/>	I have confirmed the following details of my fieldwork placement : host site address, name and contact details of the Fieldwork Partner Supervisor; and scheduled dates and times I need to attend my fieldwork activity
<input type="checkbox"/>	I have contacted the Fieldwork Partner Supervisor prior to commencing fieldwork if required to do so
<input type="checkbox"/>	I have familiarised myself with the Host Organisation ( e.g. core business, unique cultural aspects of the workplace)
<input type="checkbox"/>	I will comply with clothing, uniform, and personal protective equipment requirements of the fieldwork site, or if none will ensure my dress standard is appropriate to the site’s context
<input type="checkbox"/>	I have read the <a href="#">Curtin Student Charter</a> and the Professional Code of Conduct and/or Standards for my discipline and/or fieldwork setting; and agree to be punctual and behave professionally and ethically during fieldwork
<input type="checkbox"/>	I will complete fieldwork orientation, preparation or pre-briefing sessions, including university and site-based inductions, prior to the commencement of fieldwork
<input type="checkbox"/>	I am aware of risks associated with my fieldwork, and strategies to minimise them
<input type="checkbox"/>	I have discussed the requirement for reasonable adjustments to accommodate my disability or medical condition(s) with a Disability Advisor from Curtin Disability Services. If reasonable adjustments are required, I have provided a copy of my Curtin Access Plan to the Fieldwork Coordinator, with reasonable notice as per the School’s fieldwork guidelines, and have discussed my situation with the Fieldwork Coordinator.
<input type="checkbox"/>	I have arranged family and personal commitments prior to commencing fieldwork and expect to complete all days and hours to enable me to meet the fieldwork requirements of my course
<input type="checkbox"/>	I will notify my Fieldwork Partner Supervisor and Curtin Fieldwork Coordinator if I am absent from my fieldwork
<input type="checkbox"/>	My family /next of kin have contact details of my host site AND Fieldwork Coordinator in case of emergency
<input type="checkbox"/>	My next of kin details in OASIS are correct and my contact details are up-to-date
<input type="checkbox"/>	I will promptly <a href="#">report incidents and hazards</a> during my fieldwork, to both the host site and <a href="#">Curtin</a> , and am familiar with the procedures to follow in the event of an incident
<input type="checkbox"/>	I have identified my own personal learning goals for this fieldwork activity and will discuss them with my Fieldwork Partner Supervisor at the commencement of fieldwork
<input type="checkbox"/>	I am aware of the assessment requirements associated with my fieldwork
<input type="checkbox"/>	I am aware that <a href="#">Curtin Counselling Service</a> (08 9266 7850 or 1800 651 878- free call number) provides support during fieldwork if I have issues that affect my fieldwork activity
<hr/> Student name and student number: _____ Signature: _____ Date: _____	
<hr/> Curtin Fieldwork Coordinator name and staff number: _____ Signature: _____ Date: _____	

### 13.2 APPENDIX 2: Additional Student Checklist for International Fieldwork

Prior to Departure from Perth	
<input type="checkbox"/>	I have ensured that flights are booked for correct days and times
<input type="checkbox"/>	I have completed the relevant Visa application
<input type="checkbox"/>	I have provided my family/next of kin a copy of my itinerary, passport and emergency contact numbers of both host site and Fieldwork Coordinator
<input type="checkbox"/>	I have printed a copy of my passport and itinerary to take with me
<input type="checkbox"/>	I have provided copies of the following documents if they have been requested of me: * Passport * Visa * Current vaccination status * Travel itinerary * Working With Children Check * National Police Clearance
<input type="checkbox"/>	I have registered my travel with DFAT/Smart Traveller at <a href="http://smartraveller.gov.au">smartraveller.gov.au</a> (including post placement travel)
<input type="checkbox"/>	I have declared any post placement travel plans and submitted any non-Voyager Travel booked itinerary to the relevant Faculty Travel Facilitator before departing Perth <b>AND</b> informed my Curtin Fieldwork Coordinator
<input type="checkbox"/>	I have obtained a <a href="#">Customer Care Card to take with me</a> with me and agree to follow the Communication Plan should an emergency arise during my fieldwork placement (see <a href="#">Emergency Assistance</a> )
<input type="checkbox"/>	I have reviewed relevant country specific information, including unique cultural aspects of the placement
<input type="checkbox"/>	I have reviewed Curtin University's <a href="#">Insurance</a> details
<input type="checkbox"/>	I have identified a discipline specific support person to assist me and will inform my Fieldwork Coordinator
<input type="checkbox"/>	I have set up a regular contact schedule with my Fieldwork Coordinator (e.g. phone calls, Skype or emails)
<input type="checkbox"/>	I have access to Talent Release Forms (to gain approval to use photos or videos of people involved in fieldwork from the host site or individuals from host countries)
<input type="checkbox"/>	I have a card and/or a small gift to give to my host site to say thank you
<input type="checkbox"/>	International Onshore Higher Degree by Research students must complete the <i>Application for Offshore Fieldwork or Data Collection Form</i> before departure. Contact the Student Advisor, International Student Visas, at the Student Service Centre in Building 101 or via email: <a href="mailto:iovisa@curtin.edu.au">iovisa@curtin.edu.au</a>
On arrival at Host site	
<input type="checkbox"/>	I will email my family/next of kin AND Fieldwork Coordinator to let them know I have arrived safely
<input type="checkbox"/>	I will give my host site supervisor my emergency contacts details for family/next of kin in Australia
<input type="checkbox"/>	I will set up local internet and phone if my host site is located overseas
<input type="checkbox"/>	I agree to attend the host site induction and cover (or ask about) : * Health and safety policies * Emergency and evacuation procedures * First aid arrangements * Incident reporting * Details of the health and safety representative
<input type="checkbox"/>	I agree to conduct a risk assessment of both my host site and accommodation and return these by email to my Fieldwork Coordinator
Prior to Departure from Host Site	
<input type="checkbox"/>	I agree to maintain contact with my Fieldwork Coordinator by Skype and/or email, as arranged
<input type="checkbox"/>	I agree to present a thank you card and/or small gift to the host site
<input type="checkbox"/>	I agree to collect all signed Talent Release forms from people I have photographed or videoed
<input type="checkbox"/>	I agree to transfer all photos, or relevant documents to a hard drive to give to the relevant department on my return
End of Placement	
<input type="checkbox"/>	I agree to email my Fieldwork Coordinator once I arrive back in Perth
<input type="checkbox"/>	I agree to submit any assessments as required
<input type="checkbox"/>	I agree to submit all completed Talent Release forms to the relevant department
<input type="checkbox"/>	I agree to make an appointment with the counselling sessions for a post-placement debrief (if necessary)
Student name and student number: _____ Signature: _____ Date: _____	
Curtin Fieldwork Coordinator name and staff number: _____ Signature: _____ Date: _____	





### 13.3 APPENDIX 3: Fieldwork Checklist for Host Organisations

<input type="checkbox"/>	<p>Here are some resources you may find useful when hosting a Curtin student:</p> <ul style="list-style-type: none"> <li>• <a href="http://policies.curtin.edu.au/policies/viewpolicy.cfm">Fieldwork Policy</a> &amp; Procedures (<a href="http://policies.curtin.edu.au/policies/viewpolicy.cfm">http://policies.curtin.edu.au/policies/viewpolicy.cfm</a>)</li> <li>• <a href="#">Curtin Fieldwork</a> and/or relevant Faculty/School Fieldwork Manual or Guidelines</li> <li>• Work Integrated Learning (WIL) <a href="#">Guide for Host Organisations</a> , accessible at: <a href="https://ctl.curtin.edu.au/wil/local/docs/WIL_Guide_for_Host_Organisations_19_Feb_2014_MLC.pdf">https://ctl.curtin.edu.au/wil/local/docs/WIL_Guide_for_Host_Organisations_19_Feb_2014_MLC.pdf</a></li> <li>• WIL website (<a href="http://ctl.curtin.edu.au/wil/">http://ctl.curtin.edu.au/wil/</a>)</li> <li>• HERDSA WIL Guide (<a href="http://www.herdsa.org.au/?page_id=139">http://www.herdsa.org.au/?page_id=139</a>)</li> </ul>
<input type="checkbox"/>	<p>The School Fieldwork Experience Handbook, provided by the relevant school, will help to familiarise you with the level of the student, and appreciate the student’s previous and future Fieldwork learning journey.</p>
<p>To establish a collaborative learning experience for the student, when you first meet:</p>	
<input type="checkbox"/>	<p>Commit to a meaningful orientation to familiarise the student with the setting, associated staff and resources;</p>
<input type="checkbox"/>	<p>Organise to meet regularly with students, monitor learning and provide constructive and timely feedback on performance;</p>
<input type="checkbox"/>	<p>Discuss the placement requirements: understand what the student is expected to know, understand and attend to for successful unit completion;</p>
<input type="checkbox"/>	<p>Discuss essential experiences to develop competency: set targets for student to meet Fieldwork outcomes; assist the student to manage Fieldwork caseload.</p>
<input type="checkbox"/>	<p>Identify any matters of student discipline and refer to Curtin staff, who will deal with these matters according to Curtin’s disciplinary policy and procedures. Schools have specific guidelines for the management of their student disciplinary processes and performance issues must be addressed as early as possible.</p>
<input type="checkbox"/>	<p>Maintain communication with the Curtin contact regarding the student’s progress.</p>
<input type="checkbox"/>	<p>Complete required formal evaluation and return the signed documents to the student for submission.</p>
<input type="checkbox"/>	<p>Cater for diversity by considering special requirements of individual students.</p>

### 13.4 APPENDIX 4: Fieldwork Preparation Checklist for Fieldwork Coordinators

The order of items on this checklist follows the processes outlined on the Fieldwork Flowchart

<input type="checkbox"/>	Read the Curtin University Fieldwork Policy and Procedures (available at <a href="http://policies.curtin.edu.au/policies/viewpolicy.cfm">http://policies.curtin.edu.au/policies/viewpolicy.cfm</a> )
<input type="checkbox"/>	Read the School's Fieldwork Handbook/Guidelines, or refer to the <a href="#">Fieldwork Manual</a> , which outline the roles and responsibilities of all parties involved in Fieldwork.
<input type="checkbox"/>	Establish contact with potential Fieldwork Partner site to determine the suitability of the fieldwork activity offered ( <i>Does the fieldwork activity address unit / course learning outcomes?</i> ).
<input type="checkbox"/>	Complete the <a href="#">Fieldwork Preliminary Risk Assessment</a> to ensure the safety of students undertaking fieldwork. If high or medium risk activities are identified, also complete the <a href="#">Fieldwork Risk Matrix</a> .
<input type="checkbox"/>	Complete a <a href="#">Fieldwork Agreement</a> with the Fieldwork Partner, which outlines the roles and responsibilities of all stakeholders involved in the fieldwork activity.
<input type="checkbox"/>	Lodge the completed <a href="#">Fieldwork Agreement</a> , signed by both the relevant Fieldwork Partner contact and Curtin signatory, in the <a href="#">Contracts and Agreements Register</a> . Contact <a href="#">Records &amp; Information Management (RIM)</a> for collection/delivery of the original for secure storage.
<input type="checkbox"/>	Ensure that students complete the <a href="#">Student Travel Approval</a> form if the fieldwork involves a) air travel, b) overnight stay or c) activity identified as medium or high risk.
<input type="checkbox"/>	Provide <a href="#">Curtin's insurance cover</a> details to Fieldwork Partner once Risk Assessment and Fieldwork Agreements have been completed.
<input type="checkbox"/>	Communicate with and provide support to students undertaking fieldwork: <ul style="list-style-type: none"> <li>• Prior to fieldwork ( deliver orientation or pre-briefing to prepare students)</li> <li>• During fieldwork (maintain regular contact with students throughout) and</li> <li>• After completion of the fieldwork activity (de-briefing/reflection).</li> </ul>
<input type="checkbox"/>	Communicate with and support Fieldwork Partners with regard to student performance: <ul style="list-style-type: none"> <li>• Provide relevant information on expectations of students, including learning outcomes, assessment tasks, and administrative processes.</li> <li>• Address any diversity issues, including whether 'reasonable adjustments' are required.</li> <li>• Discuss fieldwork moderation processes, performance reports and student evaluation processes with supervising staff.</li> <li>• Encourage Fieldwork Partners to provide formative feedback to students.</li> <li>• Emphasise the importance of completing summative assessments in a timely manner and prior to the student leaving the fieldwork site.</li> <li>• Emphasise that all relevant documentation is to be signed by the student and the supervisor and returned to the student for submission at University.</li> <li>• Discuss and implement School remediation processes when unsatisfactory performance is identified in collaboration with the Fieldwork Partner.</li> </ul>
<input type="checkbox"/>	In collaboration with the Fieldwork Partner, evaluate the effectiveness of the fieldwork experience and identify areas for improving the placement quality.



## 14. LEGISLATION, POLICIES AND PROCEDURES

Policies relating to fieldwork at Curtin, including fieldwork occurring internally and externally to the University; and relating to the categories of campus life, human resources, information management, strategic management, students, and teaching and learning; are available at <http://policies.curtin.edu.au/home/index.cfm>

### **Policies Applicable On and Off Campus**

- [Assessment and Student Progression Manual](#)
- [Conscientious Objection Policy and Procedures](#)
- [Contracts and Agreements Registration Procedures](#)
- [Course Approval and Quality Manual](#)
- [Disclosure of Personal Information Procedures](#)
- [Diversity in the Workplace Procedures](#)
- [Equity and Diversity Policy](#)
- [Fieldwork Policy](#)
- [Fieldwork Procedures](#)
- [Health and Safety Policy](#)
- [Health and Safety Responsibility Procedures](#)
- [Inclusive Language Procedures](#)
- [Medical Documentation for Students with a Disability Policy and Procedures](#)
- [Risk Management Policy](#)
- [Risk Management Procedures](#)
- [Students with a Disability Policy](#)
- [Students with a Disability Procedures](#)
- [Working with Children Check Procedures](#)

### **Policies Applicable on Campus**

- Please refer to the Health, Safety and Emergency Management [website](#) for policies, procedures and guidelines relating to hazard and risk management

### **Policies Applicable Off Campus**

- [Study Abroad and Student Exchange Policy and Procedures](#)
- [Travel Procedures](#)
- [Travel Procedures for Students](#)

### **Specific Fieldwork Staff Policies**

- [Criminal Records Screening Procedures](#)
- [Illness, Disability and Injury Management Procedures](#)