Fieldwork Manual

Consolidated procedures relating to fieldwork at Curtin University

March 2019

Contents

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 & Assurance; 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 Attributes is scaffolded across courses.

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 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 where professional accreditation bodies require students to complete a period of approved professional practice experience in a related industry 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 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.
Fieldwork	Applies worldwide to staff, students and volunteers on any practical work, teaching, study, research or voluntary activity conducted away from the usual place of business or study. 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; industry-based projects; isolated and remote fieldwork camps; excursions; international field trips/placements; in-bound and out-bound mobility; other curricular or co-curricular activities
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 experiences 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.
Isolated, Regional or Remote Locations	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 *Disability Standards for Education 2005* 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: • balances the interests of all parties, however the interests of the student are a very significant consideration • maintains the academic integrity of the course/program/assessment • must be made within a reasonable time.
Work Integrated Learning	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 and community engagement opportunities (Patrick, Peach, Pocknee, Webb, Fletcher, & Pretto, 2008).

1.3 Curtin's Vision & Mission

a. Curtin's Vision

Our vision is to become a recognised global leader in research, education and engagement. To achieve this, our strategic plan for 2017-2020 will ensure that we:

- strengthen our capacity to be future looking
- maintain a focus on excellence in everything we do
- strive to be both industry-facing and industry-embedded
- deepen our well-established culture of innovation
- build life-long connections with an engaged alumni
- above all, be led by our values as we support our staff, promote Indigenous reconciliation and contribute to a fairer and more just society for all.

b. Curtin's Mission

To transform lives and communities through education and research.

1.4 Curtin's Graduate Capabilities

Fieldwork enriches student learning experiences and contributes to the development and practice of Curtin's Graduate Capabilities:

1. Apply discipline knowledge, principles and concepts;

2. Culturally competent to engage respectfully with local First Peoples and other diverse cultures;

3. Innovative, creative and entrepreneurial;

4. Globally engaged and responsive;

5. Effective communicators with digital competence; and

6. Industry-connected and career-capable;

1.5 Exceptions

The Fieldwork Policy and Procedures outline exceptions relevant to student and staff fieldwork activities.

1.6 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 graduate attributes and employability skills.

2. Students and staff adhere to relevant Curtin policies and procedures to minimise risks to health, safety and welfare of all stakeholders involved in fieldwork.

3. Students and staff participate in planning, orientation and preparation activities and agree to adhere to all University and Fieldwork Partner's/Host Organisation's workplace policies and procedures.

4. Students and staff 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, outlining the roles and responsibilities of all parties, are negotiated with Fieldwork Partners/Host Organisations.

7. Students are informed of fieldwork requirements at the outset of the course. Fieldwork requirements and student responsibilities will be stated in the Curtin Courses Handbook and unit outlines.

1.7 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 on the following pages 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

Consult Fieldwork Policy and Fieldwork Manual

Complete Fieldwork Preliminary Risk Identification

Low risk

High/medium risk

Complete Fieldwork Risk Matrix

APPROVED

Draft Fieldwork Agreement if required

Travel insurance not required

NO to both

IF THERE IS TRAVEL:
Is it air travel?
Does it include overnight stay?

YES to either

Complete Travel Approval Process

Download and complete steps 1,2 & 3

1. Travel procedures

2. Travel approval

3. Travel insurance

Execute Fieldwork Agreement with Host Organisation and lodge with Contracts and Agreements Register

Provide Host Organisation with Curtin's insurance cover details

Pre-briefing session
Resources available at: Fieldwork Preparation Online

Student Assessment and Feedback
Refer to
Assessment and Student Progression Manual

Student undertakes fieldwork

Fieldwork Coordinator and Host Supervisor provide support for student
(Consult Fieldwork Coordinators Guide)*

Conduct de-briefing session

Consult student and host organisations for feedback regarding quality of the experience

Evaluate the fieldwork experience

Adapt process according to feedback

* 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

Consult Curtin Fieldwork Manual

↓

Unpaid work experience opportunity undertaken within Employability Award (EA)

↓

Student submits application with placement details and request for insurance in CareerHub

↓

Assessment of student progress within Employability Award

← 0 - 3 EA Modules completed

→ 4 + EA Modules completed

0 - 3 EA Modules completed ↓

Completion of pre-briefing Module - Workplace rights and responsibilities → Identify Host Organisation in CareerHub – add if new organisation ← 4 + EA Modules completed

↓

Complete Fieldwork Preliminary Risk Identification

← Low risk

→ High/medium risk

High/medium risk ↓

Complete Fieldwork Risk Matrix

↓

APPROVED

↓

Low risk → Fieldwork Agreement sent to Host Organisation for completion

↓

IF THERE IS TRAVEL:
Is it air travel?
Does it include overnight stay?

← NO to both → Travel insurance not required

→ YES to either → Complete Travel Approval Process

↓

Download and complete steps 1,2 & 3

| 1. Travel procedures | 2. Travel approval | 3. Travel insurance |

Travel insurance not required → Execute WIL Fieldwork Agreement with Host Organisation and record within CareerHub ← (from steps)

↓

Provide Host Organisation with Curtin's insurance cover details

↓

STUDENT UNDERTAKES WORK EXPERIENCE

↓

Student reflects on placement to complete Employability Award and obtain Curtin Extra Certificate
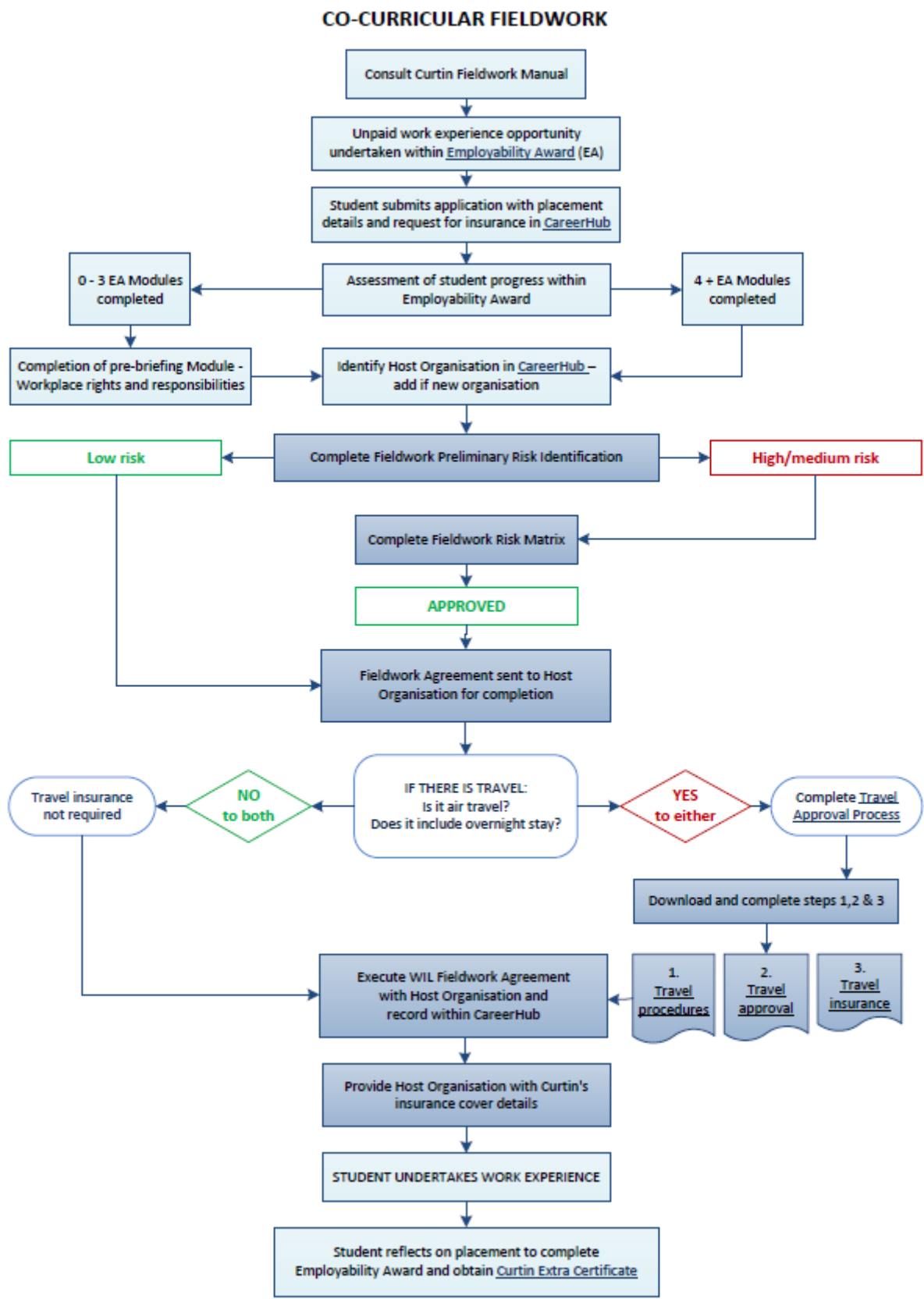
Figure 2: Flowchart showing tasks to be completed when organising co-curricular fieldwork for students
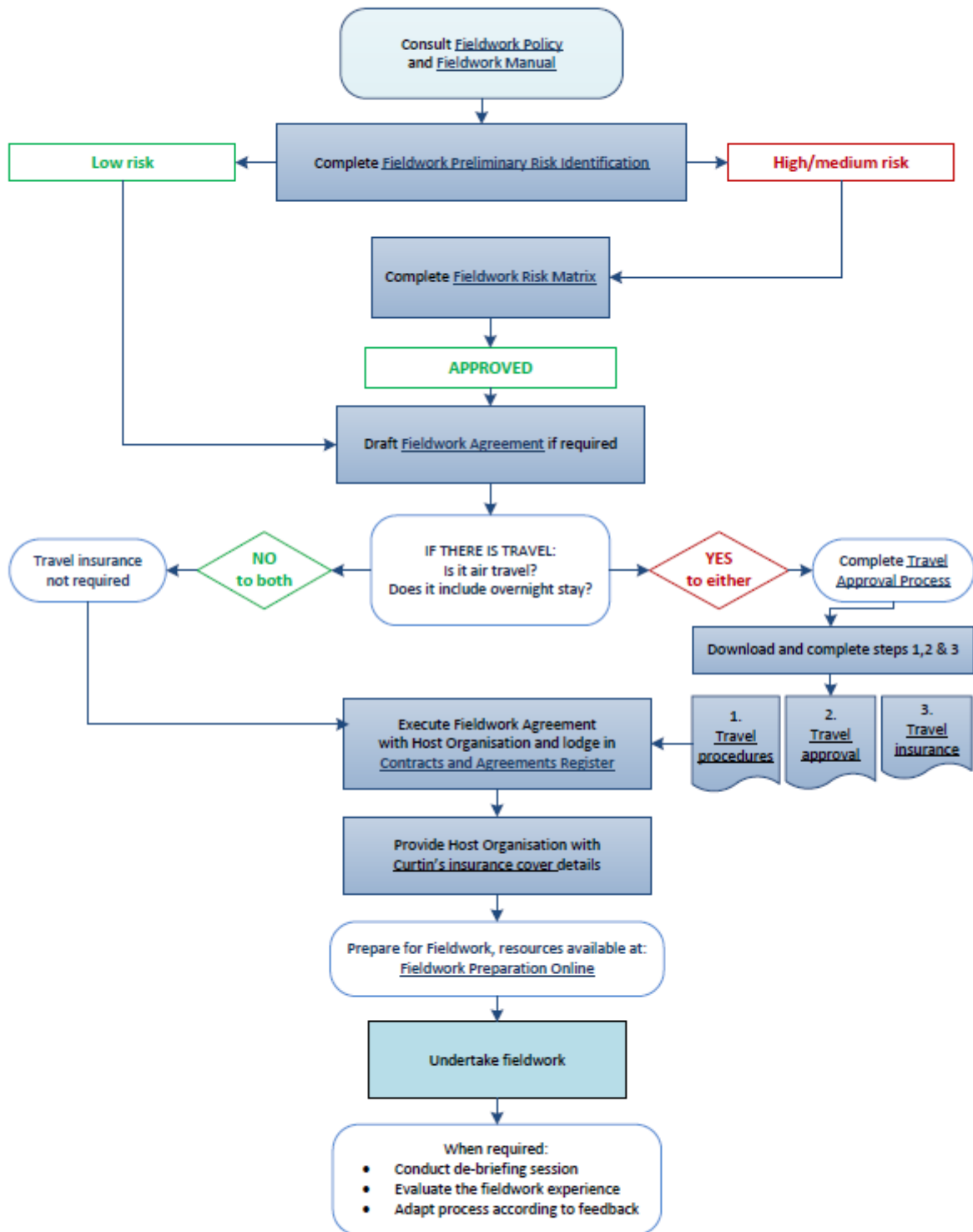
STAFF FIELDWORK

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 are adapted from the Final Report of the Office for Learning and Teaching project: *Leading fieldwork: academic leadership for fieldwork coordinators* (Jones, Ladyshewsky, Smith, Trede, Flavell, & Chapman, 2012).

2.1   Fieldwork Coordinator Roles and Responsibilities

a.   Definition

Fieldwork Coordinators are 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 (host organisations), the University and students. Fieldwork Coordinators ensure that all fieldwork participants (students, 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
- Critically evaluate teaching, learning and assessment practices in fieldwork
- Ensure fieldwork programs are contemporary and appropriate for the student

Deliver effective fieldwork programs

- Manage risks for students, fieldwork partners, the 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.);

- o 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 Learning and Teaching
- 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 align to the intended learning outcomes.
- Monitor all factors of teaching and learning in fieldwork for quality including:

  - o Moderation of fieldwork assessment design, standards and quality
  - o The regular review of assessments including their frequency, style, grade profile and student success rates
  - o 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 support materials for fieldwork
- Develop and implement processes to be followed in the event of poor performance by students

Create and sustain fieldwork partnerships

- Liaise with relevant professional, industry and community bodies with respect to the fieldwork program
- Identify and manage fieldwork partnership relationships
- Develop an internal and external networking approach
- Facilitate strong industry and community, both national and international partnerships
- Sustain existing partnerships through mutually beneficial arrangements
- 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

2.2 Student Roles and Responsibilities

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.

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.

2.3 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-Seeto, 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 for 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.

3. 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.

3.1   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.

3.2   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 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 contact healthandsafety@curtin.edu.au for assistance or call 92664900.

3.3   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 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

Step 1: Complete Fieldwork Preliminary Risk Identification			
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
Step 2: Fieldwork Risk Matrix: complete only relevant categories			
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

4. LEGAL AND PROFESSIONAL REQUIREMENTS

4.1   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 (PVC for Health Sciences). 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 at least every 5 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, and insurance requirements. Fieldwork Agreement templates for each faculty are available here: https://ctl.curtin.edu.au/wil/fieldwork-forms/index.cfm

4.2   Ownership of Intellectual Property Created During Fieldwork

Under Curtin's Intellectual Property Policy 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, data 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 with their academic supervisor at Curtin prior to commencing fieldwork. Students may also wish to seek independent legal advice, external to the University, 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.

4.3 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.

4.4 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 student's 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 Principals, Curtin University cannot be held responsible / accountable for breaches of personal information once it has been provided to that external party.

4.5 Legislative Requirements

The University commits to ensuring appropriate preparation for fieldwork activities - that the management of fieldwork supports staff, student and Fieldwork Partners, 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 to 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 SONIA (the University database). 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.

4.6 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 link on the Health Sciences website. For more information on immunisation, consult the Australian Immunisation Handbook.

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

The Conscientious Objection Policy and Procedures outlines the University-wide approach to conscientious objection. 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 fieldwork guidelines.

4.7 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.

5. Disability Access and Inclusion

The University is committed to providing equitable access for students with disability as outlined in its Disability Access and Inclusion Plan (DAIP) (http://life.curtin.edu.au/health-and-wellbeing/DAIP.htm). Disability includes mental health conditions, temporary health conditions, chronic illness, physical or sensory disability, and learning disability.

Students with a disability are eligible for reasonable adjustments in fieldwork experiences. The University is responsible for negotiating these adjustments with fieldwork partners with reference to [Curtin's Disability Access and Inclusion Plan](#) and relevant disability legislation.

Students with disability are encouraged to seek assistance from Disability Services (http://life.curtin.edu.au/health-and-wellbeing/disability_services.htm). A Disability Advisor will work with the student to identify supports and strategies required to successfully manage their studies, including fieldwork experiences.

5.1 Disability Disclosure

Students are strongly encouraged to disclose to the University any disability, medical or other condition that may impact on their capacity to successfully and safely carry out fieldwork activities, or may be impacted on by fieldwork activities. This disclosure should be made as early as possible prior to the fieldwork activity being planned, or when the fieldwork activity is in progress.

During orientation and at the commencement of each semester in which fieldwork is undertaken, staff should ensure that all students are advised of the importance of disability disclosure and their right to reasonable adjustments.

Disclosure of pre-existing medical or other conditions that may impact on a student's participation in fieldwork activities will be required for duty of care and travel insurance coverage. It is important to note that injuries that are linked to a pre-existing medical condition, are excluded under the Student Personal Accident Insurance for domestic fieldwork activities, however Medicare or private health insurance may cover some health related expenses.

Information disclosed to the University, including Curtin Access Plans, will be treated confidentially and not disclosed to a fieldwork partner without the student's consent: Exceptional circumstances may apply where there is risk of serious harm to self or others. Staff are not be able to respond effectively to student needs if not informed of individual circumstances.

5.2 Reasonable Adjustments

Students with disability who require reasonable adjustments for fieldwork placements should initiate discussion with the Fieldwork Coordinator and contact Disability Services to discuss their eligibility for a Curtin Access Plan. Supporting documentation from their treating health professional will also be required.

A Disability Advisor will assess the impact of the students' situation on all aspects of their studies including fieldwork, and develop a Curtin Access Plan which will include reasonable adjustments for fieldwork if applicable. Students must provide their Curtin Access Plan to the School or Department with sufficient notice to facilitate planning and provision for required adjustments. Student with disability who do not seek reasonable adjustments for fieldwork are expected to complete fieldwork under standard conditions.

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 activities or alternatives may not be available. In some circumstances student may not be able to meet accreditation or registration standards for practice in that discipline.

5.3   Professional Accreditation and Recognition

Many courses at Curtin undergo 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.

Teaching areas will ensure professional accreditation requirements are embedded in curriculum and students are aware of professional standards/competencies required for graduation and entry into the profession.

6. INSURANCE ARRANGEMENTS

Curtin staff and students are covered by the University's insurance policies for approved fieldwork activities. It is 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 may include: Student Personal Accident, Workers Compensation, Corporate Travel, Public Liability and Professional Indemnity. The Risk & Assurance 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 & Assurance 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 & Assurance Office on 9266 3748, or via email at riskmanagement@curtin.edu.au

6.1 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 Private Health Insurance, and there is 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 & Assurance 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 & Assurance (riskmanagement@curtin.edu.au) together with any supporting certificates or documentation. The Student Personal Accident Claim Form can be downloaded from the insurance forms tab on the Risk & Assurance website. The Risk & Assurance 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).

6.2 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 & Assurance 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.

6.3 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 & Assurance without admission (direct or inferred) of liability, and the third party advised the matter is being referred to the University's Insurer.

7. TRAVEL ARRANGEMENTS

7.1 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
The following Internal Procedures apply: • Travel Procedures **Resources:** • Travel Operations Portal (TOP) • Fieldwork Preliminary Risk Identification • Fieldwork Risk Matrix • Risk & Assurance Website – Travel Risk Tab • Curtin Travel Insurance • Student Personal Accident Information Sheet	**The following Internal Procedures apply:** Travel Procedures **Resources:** • Travel Operations Portal (TOP) • Fieldwork Preliminary Risk Identification • Fieldwork Risk Matrix • Risk & Assurance Website – Travel Risk Tab • Curtin Travel Insurance • Student Personal Accident Information Sheet • International SOS Wallet Card • International SOS Member Brochure • Autonomous Sanctions – DFAT Website • Autonomous Sanctions – Curtin International Website • Smartraveller Website – DFAT Ratings • DFAT 3 Travel Risk Assessment Form • DFAT 4 Travel – Please consult with Risk & Assurance
The following Insurance Policies apply: ▪ Corporate Travel Insurance - covering cancellation/additional expenses, baggage etc. whilst on Curtin Business; ▪ Student Personal Accident - for Student medical expenses associated with domestic travel whilst on Curtin Business; ▪ Workers Compensation Insurance - for Staff medical expenses associated with domestic travel whilst on Curtin Business; ▪ Public Liability- covering the Student/Staff Member's negligence; ▪ Professional Indemnity - for advice based work only; ▪ Medical Treatment Liability - for treatment based work only.	**The following Insurance Policies apply:** ▪ Corporate Travel Insurance - covering medical costs, cancellation/additional expenses, baggage etc. whilst on Curtin Business; ▪ Public Liability- covering the Student/Staff Member's negligence; ▪ Professional Indemnity - for advice based work only; ▪ Medical Treatment Liability - for treatment based work only.

7.2 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 Risk & Assurance Website. 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 or overnight accommodation, you must obtain approval for the placement/activity prior to booking travel arrangements. The Student Travel Approval can be obtained here: https://top.curtin.edu.au/Produce/Home

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, 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.

Please note from 09 July 2018 the Private Travel Insurance allowance will only cover a maximum of two (2) days of incidental private travel, when taken in conjunction with Curtin approved travel.

7.3 Emergency Travel Assistance

Curtin's membership with International SOS is intended to provide you with peace of mind when travelling overseas. As a Curtin traveller you will have access to 24/7 worldwide, medical, security, travel assistance. There are multilingual nurses, doctors, logistics and security experts to assist you. The service is unlimited and it is free to call and speak with them. Collect calls are also accepted. To contact International SOS proceed as follows:

Call Dedicated Tel No: + (61) (2) 9372 2468
Quote Membership No: 12AYCA656047

With your membership card, you can also do the following:

1. **LOG ON**
   To internationalsos.com/members to sign up for health and security email alerts using the Membership No above; or

2. **DOWNLOAD**
   The free Assistance App from app.internationalsos.com to contact International SOS and help you make more informed travel decisions based on their online medical and security reports and country travel risk guides.

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 Insurance Forms Tab of the Risk & Assurance Website. When completed please forward the Claim Form, along with your supporting documentation, to the Insurance Advisor in Risk & Assurance via email at 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 & Assurance Office on 9266 3748.

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 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 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) and contact is made with them to determine if out of pocket expenses can be claimed via the Motor Injury 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 & Assurance Office on 9266 3748, or via 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.

b. Use of Hire Cars

If you choose to hire a vehicle whilst on Curtin business (domestic or international), you are taking responsibility for any loss or damage to the vehicle/third party property, and for third party injuries as a result of an accident. Therefore, you must ensure, that you have standard motor vehicle insurance covering these aspects, as part of the reservation/hire. *NOTE: There is no need to purchase Excess Reduction.* Should the hire vehicle then be involved in an accident whilst under the control of the Curtin traveller, or it is stolen or damaged, the insurer will reimburse the excess that is due back to the Hire Car Company up to a maximum of AUD$10,000.

8. HEALTH AND SAFETY

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

8.1 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.

8.2 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 contact the HSEM team on 9266 4900.

8.3 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:

   o The Fieldwork Partner using the Fieldwork Partner's reporting procedures and documentation methods
   o Curtin University using the [Curtin University Online Reporting System](#)

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.

8.4 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, 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.

9. PREPARATION AND SUPPORT

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

9.1   Fieldwork Entry and Ongoing Requirements

The Fieldwork Procedures outline quality and compliance requirements for fieldwork activities. Prior to 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.

9.2   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.

Fieldwork Preparation Online is available to Curtin staff and students, 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

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
Support for students	Clarity of expectations, goals, assessments, and institutional and workplace protocols Outline and negotiate special accommodations for students with special needs Prepare students for workplace learning and supervision of practice Ensure students are aware of codes of behaviour.	Assist students to make sense of experience Assist students to deal with tensions, difficulties and health issues Ensure student learning goals are specified and achieved Problem solve difficulties between students and practitioners in workplace Formative and summative assessment Guide and support students in ethical behaviour	Reflect on learning Manage positive and negative feelings associated with learning Evaluate the learning experience for future students Enable students to use these experiences in subsequent employment or work integrated learning experiences Provide opportunities to debrief and share experiences
Support in the workplace	Prepare workplace for students by providing relevant information about policies and procedures Provide orientation programmes for students in workplace operations Consider preparing for students from diverse backgrounds	Manage contracts and learning outcomes Help workplaces work with students from diverse backgrounds to assist maximization of learning Assist workplace coordinators in maximising student learning Act as a sounding board for issues or difficulties in the workplace Connect workplace coordinators with other coordinators undertaking similar tasks	Debrief workplace supervisors and coordinators Connect workplace coordinators for support Resolve any difficulties as a result of student learning Evaluate the workplace experience for all stakeholders Prepare workplace for next group of students
			Cooper, Orell & Bowden, 2010, p97

9.3 Supervision and Support

c. 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 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

d. 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 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

e. Support from Curtin Careers and Employment Centre

The Curtin Careers & Employment Centre (CCEC) provides services and resources to support students' 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.

9.4 Critical Incidents

A critical incident is a situation which causes a person distress and may involve a 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, to clarify student learning parameters and to continue goal setting. The University outlines 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 following a critical incident.

9.5 De-Briefing after Fieldwork

Debriefing is an essential process carried out during fieldwork and at the end of the fieldwork. Debrief is the process of having a conversation with the student and industry/community partner (separately or together if appropriate) after the WIL activity. The debrief focuses on reflections on the experience, the learning and/or the design and management of the process. The purpose of debrief is to structure deliberate opportunities for the student and industry/community partner to "download" and examine aspects of the experience and reflect upon these. The purposes are dual. One is for the benefit of the students; and the other is for the improvement and quality assurance of the WIL activity design and process. The student benefits from reflecting on the learning and the opportunity to divulge or explore unexpected feelings that have arisen as a consequence of the experience. Debrief, when thoughtfully planned and organised, can inform both learning and evaluation of the WIL activity.

10. STUDENT CONDUCT AND EXCLUSION

10.1 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 necessary, will be referred to the Student Disciplinary Panel. This may result in a penalty including reduced or zero grades, annulled units or termination from the course. An appeal process is available.

b. Professional Behaviour in a Discipline Context

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.

10.2 Managing Student Exclusion from Fieldwork

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 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;
- Has committed an act of misconduct as defined under Statute 10 – Student Discipline;
- 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;
- Is consistently unable, after due instruction and guidance, to perform the skills required at an appropriate standard;
- Does not have the appropriate screening checks or certificates or refuses to undertake the required screening checks;
- Is reasonably considered to be in a state of health, whether mental or physical, which renders them unfit to undertake the placement;
- Cannot demonstrate the specified fitness requirements to undertake the required fieldwork activity with appropriate agreed reasonable adjustments;
- Does not complete required fieldwork orientation or preparation activities;
- 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;
- Has a pre-existing medical condition which affects their ability to complete tasks required during the fieldwork activity or 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 for the student to re-enter the fieldwork setting. Where possible 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.

11. 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 information. In many cases, prescribed standards of professional achievement need to be met.

In some settings Fieldwork Partners may contribute, wholly or partially, to fieldwork assessment. 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.

11.1 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.

> Principle 2: Assessment aligns with intended learning outcomes

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 Capabilities

Fieldwork assessment tasks will also ensure that students have opportunities to develop a wide range of capabilities. Assessment should be designed to ensure incremental achievement of the course learning outcomes and 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 provide 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. Constructive feedback will appraise the student performance against the assessment criteria and provide 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 demonstrate achievement of the Graduate Capabilities through portfolio based 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. Specific programs will direct the type of fieldwork evidence and include information in the unit outline. This may 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)

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.

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.

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 ensure clarity on requirements.

Principle 10: The amount of assessed work is manageable

The effort involved in an assessment task should be appropriate to the weighting allocated to the task. The required assessed work is designed to provide a reliable and valid profile of achievement in the workplace.

11.2 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

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 to ensure fit for purpose. The suite of assessments in a unit should provide students with the opportunity to learn through formative tasks and demonstrate their learning through summative tasks.

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 may be adapted to suit the needs of different campuses or modes of study, but they must be of similar complexity and nature, and must directly assess the learning outcomes.

Assessments will be subjected to annual review to ensure that they reflect professional practice. A review would typically 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
- Designed to avoid 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.

b. Assessment Communication

Details of the assessment task, including description of tasks, weighting, marking criteria and when and how they will receive feedback on each fieldwork assessment task, will be specified and made available to students in the unit outline.

c. Fieldwork Assessment

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 assessment 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.

d. Feedback on Fieldwork Assessment

Feedback is an integral element of the learning processes. Feedback is informative, analytical, supportive and constructive. 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.

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

Levels of Attainment

Assessment Attributes	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.	Is mindful of cultural differences and how social and economic privileges are enacted in personal and political empowerment and marginalization. Interrogates their own interpretations and practice choices to identify personal bias and discriminatory behaviour. Works in ways that promotes a culturally safe, inclusive working environment. Encourages social justice and human rights within work practice	Demonstrates a critical understanding of their own cultural history and its influences on their interpretation of privilege and oppression. Works in ways that promotes a culturally safe, inclusive working environment. Encourages social justice and human rights within work practices

Table 4 continued: Generic Work Integrated Learning Assessment Rubric

	Levels of Attainment			
Assessment Attributes	**Developing**	**Functional**	**Proficient**	**Advanced**
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

e. 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 for all students.

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.

12. QUALITY ASSURANCE IN FIELDWORK

Quality enhancement frameworks foster accountability within fieldwork. A quality approach includes clear goals, progress indicators, measures, benchmarking, reporting and scaffolding procedures for continuous improvement (Cooper, Orrell & Bowden, 2010). This approach facilitates the support of students, ensures best fieldwork practice within courses and maintains professional standards for industry.

Aspects to be considered in Quality Assurance are:

- Establishing and maintaining relationships with workplaces;
- Sourcing 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.

12.1 Program Effectiveness: Enhancing Quality in Fieldwork

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

Curtin University has adopted the SONIA platform to manage fieldwork and developing administrative efficiency and effectiveness.

13. LEGISLATION, POLICIES AND PROCEDURES

Policies relating to fieldwork at Curtin, are available at
http://policies.curtin.edu.au/findapolicy/

- Assessment and Student Progression Manual
- Conscientious Objection Procedures
- Contracts and Agreements Registration Procedures
- Course Approval and Quality Manual
- Criminal Records Screening Procedures
- 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
- Illness, Disability and Injury Management Procedures
- Inclusive Language Procedures
- Risk Management Policy
- Risk Management Procedures
- Students with a Disability Policy
- Students with a Disability Procedures
- Travel Procedures
- Travel Procedures for Students
- Working with Children Check Procedures
- Work Integrated Learning Guidelines

Please refer to the Health, Safety and Emergency Management website for policies, procedures and guidelines relating to hazard and risk management

Please refer to the Global Mobility website for information pertaining to global opportunities for students. Include link to website.

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15. 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

Check documents below are the same as the documents on the website.

15.1 APPENDIX 1: Fieldwork Preparation Checklist for All Students

☐	I have read and understood the Curtin University Fieldwork Policy (available online at (https://policies.curtin.edu.au/findapolicy/)
☐	I have read the Fieldwork Manual 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
☐	I agree to follow Faculty/School procedures for fieldwork
☐	I have submitted the Health and Legal requirements stipulated by my Faculty/School at the recommended time prior to the allocation of fieldwork placement
☐	I have read and understood Travel Procedures for Students and completed the required Travel Approval Form (available at http://policies.curtin.edu.au/findapolicy/).
☐	I have recorded the name and contact details of my Curtin Fieldwork Coordinator
☐	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
☐	I have contacted the Fieldwork Partner Supervisor prior to commencing fieldwork if required to do so
☐	I have familiarised myself with the Host Organisation (e.g. core business, unique cultural aspects of the workplace)
☐	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
☐	I have read the Curtin Student Charter 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
☐	I will complete fieldwork orientation, preparation or pre-briefing sessions, including university and site-based inductions, prior to the commencement of fieldwork
☐	I am aware of risks associated with my fieldwork, and strategies to minimise them
☐	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.
☐	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
☐	I will notify my Fieldwork Partner Supervisor and Curtin Fieldwork Coordinator if I am absent from my fieldwork
☐	My family /next of kin have contact details of my host site AND Fieldwork Coordinator in case of emergency
☐	My next of kin details in OASIS are correct and my contact details are up-to-date
☐	I will promptly report incidents and hazards during my fieldwork, to both the host site and Curtin, and am familiar with the procedures to follow in the event of an incident
☐	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
☐	I am aware of the assessment requirements associated with my fieldwork
☐	I am aware that Curtin Counselling Service (08 9266 7850 or 1800 651 878- free call number) provides support during fieldwork if I have issues that affect my fieldwork activity

_____   _____   _____
Student name and student number: Signature: Date:

_____   _____   _____
Curtin Fieldwork Coordinator name and staff number: Signature: Date:

15.2 APPENDIX 2: Additional Student Checklist for International Fieldwork

	Prior to Departure from Perth
☐	I have ensured that flights are booked for correct days and times
☐	I have completed the relevant Visa application
☐	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
☐	I have printed a copy of my passport and itinerary to take with me

☐	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

☐	I have registered my travel with DFAT/Smart Traveller at smartraveller.gov.au (including post placement travel)
☐	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 **AND** informed my Curtin Fieldwork Coordinator
☐	I have obtained a Customer Care Card to take with me and agree to follow the Communication Plan should an emergency arise during my fieldwork placement (see Emergency Assistance)
☐	I have reviewed relevant country specific information, including unique cultural aspects of the placement
☐	I have reviewed Curtin University's Insurance details
☐	I have identified a discipline specific support person to assist me and will inform my Fieldwork Coordinator
☐	I have set up a regular contact schedule with my Fieldwork Coordinator (e.g. phone calls, Skype or emails)
☐	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)
☐	I have a card and/or a small gift to give to my host site to say thank you
☐	International Onshore Higher Degree by Research students must complete the *Application for Offshore Fieldwork or Data Collection Form* before departure. Contact the Student Advisor, International Student Visas, at the Student Service Centre in Building 101 or via email: iovisa@curtin.edu.au
	On arrival at Host site
☐	I will email my family/next of kin AND Fieldwork Coordinator to let them know I have arrived safely
☐	I will give my host site supervisor my emergency contacts details for family/next of kin in Australia
☐	I will set up local internet and phone if my host site is located overseas

☐	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

☐	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
☐	I agree to maintain contact with my Fieldwork Coordinator by Skype and/or email, as arranged
☐	I agree to present a thank you card and/or small gift to the host site
☐	I agree to collect all signed Talent Release forms from people I have photographed or videoed
☐	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
☐	I agree to email my Fieldwork Coordinator once I arrive back in Perth
☐	I agree to submit any assessments as required
☐	I agree to submit all completed Talent Release forms to the relevant department
☐	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:

15.3 APPENDIX 3: Fieldwork Checklist for Host Organisations

☐	Here are some resources you may find useful when hosting a Curtin student: • Fieldwork Policy & Procedures (http://policies.curtin.edu.au/findapolicy/) • Curtin Fieldwork and/or relevant Faculty/School Fieldwork Manual or Guidelines • Work Integrated Learning (WIL) Guide for Host Organisations , accessible at: https://ctl.curtin.edu.au/wil/local/docs/WIL_Guide_for_Host_Organisations_19_Feb_2014_MLC.pdf • WIL website (http://ctl.curtin.edu.au/wil/) • HERDSA WIL Guide (http://www.herdsa.org.au/?page_id=139)
☐	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.
	To establish a collaborative learning experience for the student, when you first meet:
	☐ Commit to a meaningful orientation to familiarise the student with the setting, associated staff and resources;
	☐ Organise to meet regularly with students, monitor learning and provide constructive and timely feedback on performance;
	☐ Discuss the placement requirements: understand what the student is expected to know, understand and attend to for successful unit completion;
	☐ Discuss essential experiences to develop competency: set targets for student to meet Fieldwork outcomes; assist the student to manage Fieldwork caseload.
☐	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.
☐	Maintain communication with the Curtin contact regarding the student's progress.
☐	Complete required formal evaluation and return the signed documents to the student for submission.
☐	Cater for diversity by considering special requirements of individual students.

15.4 APPENDIX 4: Fieldwork Preparation Checklist for Fieldwork Coordinators

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

☐	Read the Curtin University Fieldwork Policy and Procedures (available at http://policies.curtin.edu.au/findapolicy/)
☐	Read the School's Fieldwork Handbook/Guidelines, or refer to the Fieldwork Manual, which outline the roles and responsibilities of all parties involved in Fieldwork.
☐	Establish contact with potential Fieldwork Partner site to determine the suitability of the fieldwork activity offered (*Does the fieldwork activity address unit / course learning outcomes?*).
☐	Complete the Fieldwork Preliminary Risk Assessment to ensure the safety of students undertaking fieldwork. If high or medium risk activities are identified, also complete the Fieldwork Risk Matrix.
☐	Complete a Fieldwork Agreement with the Fieldwork Partner, which outlines the roles and responsibilities of all stakeholders involved in the fieldwork activity.
☐	Lodge the completed Fieldwork Agreement, signed by both the relevant Fieldwork Partner contact and Curtin signatory, in the Contracts and Agreements Register. Contact Records & Information Management (RIM) for collection/delivery of the original for secure storage.
☐	Ensure that students complete the Student Travel Approval form if the fieldwork involves a) air travel, b) overnight stay or c) activity identified as medium or high risk.
☐	Provide Curtin's insurance cover details to Fieldwork Partner once Risk Assessment and Fieldwork Agreements have been completed.
☐	Communicate with and provide support to students undertaking fieldwork: - Prior to fieldwork (deliver orientation or pre-briefing to prepare students) - During fieldwork (maintain regular contact with students throughout) and - After completion of the fieldwork activity (de-briefing/reflection).
☐	Communicate with and support Fieldwork Partners with regard to student performance: - Provide relevant information on expectations of students, including learning outcomes, assessment tasks, and administrative processes. - Address any diversity issues, including whether reasonable adjustments are required. - Discuss fieldwork moderation processes, performance reports and student evaluation processes with supervising staff. - Encourage Fieldwork Partners to provide formative feedback to students. - Emphasise the importance of completing summative assessments in a timely manner and prior to the student leaving the fieldwork site. - Emphasise that all relevant documentation is to be signed by the student and the supervisor and returned to the student for submission at University. - Discuss and implement School remediation processes when unsatisfactory performance is identified in collaboration with the Fieldwork Partner.
☐	In collaboration with the Fieldwork Partner, evaluate the effectiveness of the fieldwork experience and identify areas for improving the placement quality.