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Scope

This manual applies to students/interns who must complete a placement in order to graduate or become accredited by a professional body and who require supervision by a qualified supervisor.

Students who have unstructured work experience or an attendance requirement, and students who have completed their placements but want to continue are covered by the Volunteer Policy and procedure (as documented in the Volunteer Engagement Management Handbook). For clarification please contact the Volunteer Resources Team.

This handbook has been written for:
• Those who plan to recruit and select students for placement
• Those who are responsible for inducting, supervising and supporting, evaluating and managing the performance of students during placement.

This handbook is to be considered in conjunction with the information and resources on TSA > Volunteer Resources > Volunteer Categories > Student Placements.

This handbook is focused on the engagement and management stages in student placements. The core principles have been taken from ongoing volunteering and then adapted for the unique relationship that students have with The Salvation Army.

This handbook's content will be reviewed and updated annually. Please send your feedback to the Volunteer Resources Team at THQ so we can continue to reflect The Salvation Army's best practices. Contact details at back of manual.

Benefits of Student Placements

Hosting students for placement provides a number of benefits for the TSA network/program/department:
• Opportunity to support quality improvement to programs and processes
• Opportunity to build strong relationships/collaboration with the education sector in order to deliver better services and processes
• Provides TSA workers professional development opportunities for experienced practitioners as they have renewed exposure to theoretical knowledge and experience in management and supervision of students
• Opportunity to shape future workers in the sector and develop awareness of TSA services and client needs
• Opportunity to invest/recruit potential future TSA employees

TSA GUIDELINES FOR STUDENT PLACEMENTS

These guidelines reflect the National Standards for Volunteer Involvement which have been contextualized for student placements within The Salvation Army. They encapsulate best practices for The Salvation Army Student Units.

The guidelines recognise the way that The Salvation Army program/department staff, education provider representatives and student need to work together for all parties to derive the most value from the student's contribution.

The Volunteer Resources Team is here to support you every step of the way.

1. Mission-based approach

TSAs leadership, staff and officers, hosting students for placement provides a number of benefits for the TSA network/program/department.

Each program/department is invited to develop its own local procedures for student placement to ensure that the territorial approach works in their situation.

2. Policies and guidelines

Guided by of Volunteering Australia’s National Standards for Volunteer Involvement as well as legislative requirements and community expectations, the Volunteer Resource Team will develop policies and guidelines that support meaningful student involvement.

The Salvation Army policies and guidelines override any tertiary/higher education provider procedural specifications if they are in conflict. However, if an education provider has documented procedures and supporting forms and templates similar to those referenced in this procedure, TSA workers may use them and not the TSA versions of supporting materials.

The activities for managing student placements have been listed in the following sections under particular roles. Smaller TSA programs or departments may choose to combine roles into a single role or position. Larger TSA programs may distribute the responsibilities/roles across several positions as suggested. Consider when assigning or mixing the responsibilities, the existing organisational chart and capabilities of the individuals involved with students.
3. Roles and responsibilities

**Manager (TSA)**

This role should be held by a TSA worker and may include:
- Corps Officers in Corps based programs
- Program managers in social programs
- Heads of Department directors and managers in headquarters

The manager's role
- Has responsibility for the operations of the program or department and overall authority over resources including head count
- Ensures that the appropriate environment and pre-conditions for a student placement are in place before the student placement commences
- Ensures that the student fills the overall role described in the placement offer and that tasks and outcomes integrate with the overall operation

**Student Placement Coordinator (TSA)**

This role should be held by a TSA worker who:
- Completes the administrative tasks throughout the student placement
- Facilitates interactions with education provider representative(s) at relevant stages of the student placement
- Ensures that the program department (TSA) adequately supports the student's participation in the services offered by the program / department
- Ensures that the program / department teams and the education providers are filling their agreed roles
- Negotiates student placement agreements with education providers, if the program/department decides to formalise an agreement
- Ensures that the documents and tasks that support student placement procedures are in place and understood by those that are involved in the relevant stage of the procedures
- Ensures that all relevant safeguards with respect to student and client safety and privacy are in place and adhered to.

Large TSA networks/programs who have elected to implement a Student Unit may also add the following responsibilities to the student placement coordinator role:
- Liaise with managers to identify appropriate student placement opportunities
- Assess the network/program's ability to manage students in such a way that students achieve their own learning goals and those of the program
- Collate available student placement opportunities throughout the network and make opportunities available to the placement liaison
- Collate exit feedback responses from students and write report for senior management summarizing the feedback and recommending improvement.

Reference: A 'how-to guide' for establishing a Student Unit in a community-based agency.

4. Roles and responsibilities

**Task supervisor (TSA)**

These roles are held by a TSA worker who holds supervisory responsibilities for assigned tasks. The supervisor may or may not be the line manager of the student and is preferably an experienced professional in the same or similar qualification or area of specialisation as defined by the education provider or professional body. In some situations, formal (additional) supervision may be supplied by the education provider.

The task supervisor role:
- Provides formal supervision through setting daily tasks, including any project activities and the general path of the placement
- Ensures that professional standards and legal compliance are met by the student
- Develops and agrees the learning plan in collaboration with student and education provider
- Manages the risks associated with student placement by monitoring the completion of required tasks and recommend improvements or development of specific professional skills as needed

**Informal supervisors (TSA)**

This role is integral to the student placement process but the responsibilities cannot be combined with TSA roles and responsibilities above.

Regardless of whether an education provider is designated as a preferred supplier, they should have the following 2 roles filled by one or more people.

**Student Placement Education officer**
- Matches the placements offered by the program/department and recommends students on behalf of education provider
- Executes the education provider's student placement processes and liaise with the program / department as required
- Conducts necessary integrity check(s) and, if applicable, reports any disclosables to the student placement coordinator. Note: the integrity checks may be re-performed by the student placement coordinator if required to manage risks

These roles are held by TSA workers. The informal supervisor role:
- Includes experienced members of the team that interact with the student day to day. For example, case managers may fill this role for clinical placements
- Provides feedback and suggest developmental opportunities based on their observations of the student's performance of day to day tasks.

5. Roles and responsibilities

**Task supervisor (TSA)**

These roles are held by a designated TSA worker in the program/department who holds supervisory responsibilities for assigned tasks. The supervisor may or may not be the line manager of the student and is preferably an experienced professional in the same or similar qualification or area of specialisation as defined by the education provider or professional body. In some situations, formal (additional) supervision may be supplied by the education provider.

The task supervisor role:
- Provides formal supervision through setting daily tasks, including any project activities and the general path of the placement
- Ensures that professional standards and legal compliance are met by the student
- Develops and agrees the learning plan in collaboration with student and education provider
- Manages the risks associated with student placement by monitoring the completion of required tasks and recommend improvements or development of specific professional skills as needed

6. Roles and responsibilities

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Regardless of whether an education provider is designated as a preferred supplier, they should have the following 2 roles filled by one or more people.

**Student Placement Education officer**
- Matches the placements offered by the program/department and recommends students on behalf of education provider
- Executes the education provider's student placement processes and liaise with the program / department as required
- Conducts necessary integrity check(s) and, if applicable, reports any disclosables to the student placement coordinator. Note: the integrity checks may be re-performed by the student placement coordinator if required to manage risks

In social work, this position may be known as the field education officer.

Reference: A 'how-to guide' for establishing a Student Unit in a community-based agency.

7. Roles and responsibilities

**Education provider representatives (External)**

This role is integral to the student placement process but the responsibilities cannot be combined with TSA roles and responsibilities above.
8. Roles and responsibilities

Student placement liaison:
- Actively supports the student while in placement
- Manages performance issues with students with the student coordinator and supervisor

For the purposes of this handbook, a student:
- Takes the lead in own learning in keeping with adult learning principles
- Documents learning goals in a learning plan that has been developed in conjunction with program / department, student placement coordinator and /or task supervisor and education provider representative and given formal approval by those parties
- Performs tasks as described in the learning plan and as instructed by the members of the program/department team

Some programs/departments may prefer to use the term "intern". However please be aware that the term "intern" frequently applies to graduate intern programs within The Salvation Army.

8. Roles and responsibilities

Student

STUDENT PLACEMENT ENGAGEMENT AND MANAGEMENT

Outlined below are the various stages of engaging and managing students on placement. The first 3 stages, (plan, recruit and select) cover the interactions with both the education provider and the student before commencing the placement, whilst the stages of induct, supervise & support and evaluate relate to the student working at your service/department/site. These stages are recognised as the foundation of sound workforce management.

**ENGAGING THE STUDENT(S)**

**MANAGING THE STUDENT(S)**

**PLAN**

**Pre-conditions:**
Is the environment right for a student placement

The manager(s) of the program/department will include support for student placements within its strategic or operational plan. The management team must assess their interest and capacity for hosting students.

Student placements must not commence unless all pre-conditions in the Student Placement planning checklist are met. See Planning Checklist in Plan Resources. By meeting the pre-conditions the program/department sets up an appropriate environment for the student placement. This ensures the student is provided with a genuine and practical vocational experience. The Salvation Army is committed to supporting mutually beneficial relationships for The Salvation Army and the student.

Please note;
1. For AUS Doorways, student placements must be approved by the relevant Divisional Social Program Secretaries.
2. For Social program, student placements must be approved by a member of the program/department senior management team.

Ask yourself; Can we provide a student with a meaningful vocational learning experience?
The Salvation Army program / department should identify education providers whose academic programs adequately equip the student for challenges that they will encounter in the placement and provide the appropriate level of academic supervision to their students in placement. Please refer to the ‘Plan Resources’ for criteria in assessing education providers.

Each program / department’s student placement coordinator is responsible for establishing the relationship with the education providers by:
- Establishing points of contact with the education provider representative(s)
- Understanding and enforcing the interactions between the program/department and the education provider (and its students)
- Arranging levels of supervision required from them (when the program / department does not have a suitably qualified task supervisor)

Please see the ‘Plan Resources’ (at the end of this section) for a checklist relating to elements of administration, supervision, support, measures to mitigate the risks associated with the students and guidelines around the education providers’ research.

Please note: Education providers generally have more students than placement opportunities which means they are motivated to find suitable opportunities. Therefore, there is no need to compromise the terms if they conflict with The Salvation Army policies or these student guidelines.

Using a separate agreement, the student will confirm their understanding of their role in the placement and their commitment to maintaining confidentiality and protection of The Salvation Army’s intellectual property.

Consider adding the following (or similar) phase to any agreement to protect The Salvation Army’s intellectual property:

“[The student] commits that all intellectual property originated by the student in the course of, or arising out of the placement including all inventions, designs, technology, developments or improvements to equipment and the copyright worldwide in all software, literary and artworks, will be the property of The Salvation Army and the student shall, when requested do all things necessary to secure and protect the organisation’s ownership rights.”

This obligation to protect intellectual property can be modified subject to a specific collaboration agreement with the tertiary/higher education provider. A range of research documents and example agreements can be found at Sarmy> Volunteer Resources> Volunteer Categories > Student Placements.

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**PLAN continued: Consider formalising agreements**

**Legal risks**

**Volunteering or paid?**

Setting clear boundaries

On the rare occasion there is a risk a student may claim a right to become an employee of TSA after finishing their placement. Placements arranged through education provider representatives should be clear on the status of student engagement – i.e. unpaid.

The Student Placement Agreement must clarify that the student is unpaid and there is no obligation on The Salvation Army to provide the student with employment at the end of the placement.

**Insurances**

**Personal Accident – Volunteer Insurance**

Students on placement will be covered by The Salvation Army’s personal accident insurance. Contact the Volunteer Resources team to clarify the parameters of this insurance. Or contact the insurance officer based at THQ in the event of a claim.
Public & Products Liability Insurance
This insurance applies to TSA, its staff and volunteers for their legal liability to third parties for personal injury and/or property damage.

Professional Indemnity Insurance
This insurance applies to skilled volunteers such as lawyers, counsellors, electricians, carpenters, plumbers etc. To engage these volunteers in their area of expertise review and take a copy of their Professional Indemnity insurance.

Car Insurance
All Salvation Army vehicles have full comprehensive insurance and can be driven by volunteers who have a full & current license (kept copy on file) and have undergone a Police Check.

The Salvation Army car insurance covers TSA vehicles only and does not include a volunteer’s personal vehicle. The TSA strongly recommends students using their own vehicles have full comprehensive insurance which is their financial responsibility.

Reporting Accidents, Hazards and Near Misses
Please complete an Accident and Hazard Incident form as soon as possible after any accidents, hazards or near misses where a student is involved. Any incidents must be reported to the student’s placement coordinator at their educational provider as soon as possible.

As mentioned previously, the education provider is also expected to insure the student under the following categories:
- Public liability
- Personal accident and
- Medical malpractice (clinical placement only)

Illegal Activity
If the student is involved in an illegal activity, this must be reported to their coordinator and should involve the police.

Opportunities
Planning provides the opportunity to:
- Explore how the services of the centre can be improved through projects completed by the student. See the Resources section for a list of potential projects
- Lighten the load of their service delivery by delegating specific tasks to students
- Gain access to, and participate in, education providers’ research to further improve service delivery
- Enrich TSA supervisors skills through contact with students’ up to date theories and practice

Recruit
What does recruitment involve?
Recruitment activities and decisions should be based on the need of the programs/departments. Student placement coordinators are responsible for recruiting students through education providers with the most relevant academic programs in keeping with the requirements of their services and clients.

The student placement coordinator will document the available student placement roles using a placement offer form. The education provider may provide a placement offer form. If not, see the Plan Resources (at the end of this section).

Submit the placement offer to the appropriate office at the designated tertiary / higher education provider. Generally, education providers respond to the placement offers with a list of prospective students they believe match the placement offer requirements.

Some education providers offer events (such as placement expos) that enable students to ask questions about the placement(s). This is a good opportunity for TSA to raise the profile of their services.

The placement offer describes the details of the placement including responsibilities and expectations personal qualities and attributes, technical competencies and which integrity checks are required. It is similar to a position description for paid or role profiles for volunteer positions within The Salvation Army.

A placement offer:
- Enables potential students to understand the skills, capability and experience requirements of the role and decide whether it meets their learning goals
- Sets boundaries for the placement in relation to their skills and experience
- Allows the recruitment process to be controlled by The Salvation Army in line with the program / department’s requirements
- Is objective and therefore useful in determining if a student is suitable for the placement they are undertaking
- Provides a guide for both the student and The Salvation Army to refer to in relation to a student’s performance
Occasionally, students will independently approach the program / department, to request a placement. In the first instance, the student placement coordinator or manager should ask students to submit their requests through their education provider. If this is not the usual process for the education provider, they may consider the application directly from the student. A placement offer should be completed between TSA and the student, and then forwarded to the relevant education provider for final approval.

Those programs / departments who wish to recruit students directly, independent from the education provider may advertise for the student using either the TSA website or other external recruitment platform (e.g. Seek Volunteer). However, keep in mind that the education provider is integral to assessing the student’s performance, and therefore must be involved in the process.

Interviews

Whilst the education provider may make recommendations for placement, programs / departments must not accept students for placement without conducting their own independent assessment of student’s suitability (interests, capability or other attributes that are likely to impact their placement performance) through direct communication with the student. This should generally happen via interview.

After deciding on one or more suitable students put forward by the education provider, the interview can be held with the assigned task supervisor along with the student placement coordinator.

If you are new to interviewing students, we have brought together some student selection interview questions used by experienced student placement coordinators. See the ‘Recruit’ Resources (at the end of this section).

Legal considerations

There is a variety of commonwealth and state anti-discrimination laws that can apply to the recruitment of volunteers of any kind (including students). Even where it may not directly apply, the following is still important from an ethical and reputational perspective.

Discrimination is treating, or proposing to treat, someone unfavorably because of a personal attribute protected by law. Discrimination is not unlawful in certain circumstances. For example, where the provision of welfare services would be most effectively be provided by a person of particular gender, this may be acceptable selection criteria.

To minimise the risk of discrimination:

• Use a placement offer when recruiting and selecting student, stating the required skills and experience and without references to personal attributes (for example, gender identity, disability, race, sexual orientation etc.)
• Prepare interview questions that relate directly to the placement requirements. The same or similar questions should be asked of all students for the placement interviewed.

Opportunities

When you and your staff have settled on the attributes a student needs to have to be successful in the placement, hold firm to those attributes when assessing the list of students presented by the education provider. As the experienced professional, you have every right to find the best student for the placement and your service. Do not yield to pressure being exerted by the education provider.

Recruitment checklist

Have you:

- Documented all roles for student placement in a placement offer?
- Submitted the placement offer to the education provider?
- Nominated the students that you think are most suitable from those recommended by the education provider?
- Prepared and made your independent assessment (usually through interviews)?

RECRUIT Resources

Student selection interview questions used by experienced student placement coordinators.
Learning plan template (also see the resources section of the Induct phase)

Check SARMY Volunteer Resources > Volunteer Categories > Student Placements!
SELECT

What is selection?

Student responses to the placement offers should include high level learning goals. The program / department may request a draft learning plan at this stage or wait until the induct stage to formally document a detailed learning plan.

The program/department will look to fill the placement opportunity with the most appropriate, available student. If there is not a suitable student, we recommend that you postpone engaging a student until there is a suitable match. This will ensure mutual value is gained from the placement.

Unsolicited applications

Applications received independent of the education provider may only be accepted by the Student Placement Coordinator or Manager.

Suitable students will be interviewed and assessed as per the process for students who apply through their education provider.

Students cannot be accepted unless all the pre-conditions from the Plan section are met. Students who are seeking experience not tied to their education provider’s requirements, are subject to the Volunteer Policy and not the Student Placement Policy.

Selection criteria

Selection criteria must be in keeping with all relevant legislation as well as The Salvation Army policies. Programs/departments may add additional selection criteria relating to the services they deliver; however the following minimum selection criteria must apply:

- Program / department has sufficient capacity to administer and supervise a student placement
- The student's course-work is relevant to the work the student would be undertaking in the placement
- The student has demonstrated:
  - An interest in learning about the work of The Salvation Army
  - An appropriate level of maturity and aptitude for working in their selected area of specialisation
  - An ability to cope with complexities and challenges of placement in the program / department
  - An ability to apply adult learning principles and take the lead in their own learning
  - Proficiency in spoken and written communications in line with the requirements of the student placement

Overall, the interview should assess whether the placement is likely to have a net positive benefit to both the program / department and the student.

Onboarding

Students’ details will be entered into VMS in line with the Volunteer Policy. In order to manage risk, The Salvation Army needs to have a basic record of the student stored centrally. The student coordinator may wish to collect additional details. A Student Details form may be used and filed as a hard copy.

Upon selection, the student placement coordinator will negotiate commencement dates with the student and, (where applicable) with the education provider representative. A student unit may negotiate the commencement dates of the student in the planning stage in keeping with the education provider’s schedule.

Students will be allocated an appropriate supervisor prior to induction.

The student placement coordinator will organise a meeting with the students and placement liaison to discuss the details of the placement, supervision needs of the student and the reporting criteria required from the program / department to the education provider.

Informing an unsuccessful applicant

The program / department will advise all unsuccessful applicants that they have not been successful and the key reasons for this decision.

Integrity checks

An integrity check such as a Police Check or Working With Children Check will be required for students undertaking placement and must be issued within 3 months of commencement. Generally, the education provider facilitates the integrity checks. However, if you have any doubt about the authenticity of the check you should do your own. Details as to required integrity checks will be stated on the placement offer or can be clarified by the Integrity Checking Policy.

Initial record keeping

Before the student commences their placement, the following initial documentation will be collected and filed, (in keeping with applicable privacy legislation):

- Placement offer
- Police Check and Working With Children Check completed by the education provider (as required by the network program / service and / or the Volunteer Integrity Check Matrix)
- Signed copy of the education provider’s pre-placement agreement form

Existing TSA employees undertaking higher education may seek paid placement within their place of work. This will be considered if the placement is proven to be mutually beneficial.
SELECT continued:

- Signed copy of the relevant program / department's code of practice / ethical agreement
- Confirmation of placement (see the Resources section for Welcome to Placement letter and TSA Student placement agreement)
- Copy of valid driver's license (if relevant)
- Signed copy of Volunteer Authority to Drive Form (if relevant)

Student files will be stored in a locked cabinet or secure electronic files while in placement. At the end of the placement, the file will be turned over to the line manager to be archived and disposed of in keeping with HR policy.

Legal considerations

The process for reducing many legal risks begins with selection.

**Risk: someone could take legal action against The Salvation Army because of the actions of a student**

<table>
<thead>
<tr>
<th>The risks are...</th>
<th>So to minimise or avoid the risks...</th>
<th>Use the territorial resources...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A client, member of the public, employee or volunteer is injured by the negligent action/inaction of a student</td>
<td>Screen students to ensure they are suitable and competent for the role</td>
<td>Volunteer Management System (online database)</td>
</tr>
<tr>
<td>A student in a client facing role is assaulted by a client, member of the public, employee or another volunteer</td>
<td>Induct, supervise and support students</td>
<td>Volunteer Integrity Check Matrix</td>
</tr>
<tr>
<td>TSA discloses or misuses a student’s personal information</td>
<td>Students are covered by both TSA Volunteer insurance and the education provider insurance</td>
<td></td>
</tr>
<tr>
<td>Student or potential student alleges discrimination by someone from TSA</td>
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</tbody>
</table>

**Risk: a student could take legal action against The Salvation Army**

<table>
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<th>Use the territorial resources...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student in a client facing role is assaulted by a client, member of the public, employee or another volunteer</td>
<td>Consider special needs and supervisory requirements of students</td>
<td>Volunteer Handbook</td>
</tr>
<tr>
<td>TSA discloses or misuses a student’s personal information</td>
<td>Implement actions and precautions (such as working in pairs) to minimise the likelihood of risk</td>
<td>Volunteer Agreement Form (includes privacy notice)</td>
</tr>
<tr>
<td>Student or potential student alleges discrimination by someone from TSA</td>
<td>Be aware of TSA’s privacy policy</td>
<td>Placement offer and learning goals (link recruitment to inherent requirements of role)</td>
</tr>
<tr>
<td></td>
<td>Implement secure record keeping procedures (locked cabinets)</td>
<td></td>
</tr>
</tbody>
</table>

Opportunities

Adopting a clear selection process and selection criteria allows you to:

- Find the most suitable student for a placement role
- Help you feel confident when selecting or declining a student for a placement

Selection checklist

- Notified the education provider as to your preferred student(s) for placement?
- Undertaken integrity checks and assessed risk of any disclosable offense?
- Reviewed the high level learning goals of preferred students to ensure you are able to provide the student with a valid vocational experience?
- Provided the student with the Student Placement Agreement Form and ensured they have read and signed it?
- Added the recruited student to the Volunteer Management System (VMS)?
- Contacted unsuccessful applicants to inform them they were not accepted for placement? (Communicate via education providers where applicable and directly for independent applications)

**SELECT Resources**

- Student details form
- Welcome to placement letter
- Welcome and Student Placement Agreement (includes insurance arrangement and privacy notice)
- VMS ‘How to’ Guide
- Integrity Check Minute and Volunteer Integrity Check Matrix
- Volunteer Authority to Drive form
- Volunteer Handbook
- Volunteer Agreement Form (includes privacy notice)
- Placement offer and learning goals (link recruitment to inherent requirements of role)

Check SARMY Volunteer Resources > Volunteer Categories > Student Placements!
All students must be inducted to the program / department in the first week of placement except in extraordinary circumstances approved by the senior manager(s). All programs / departments will prepare an induction plan and checklist tailored to the specific student placement. See the Resources section for a generic student induction plan checklist that covers all aspects of the induction. A student placement induction outline is also available.

The student placement coordinator, supervisor and WHS representatives (when available) may facilitate in the induction.

The student will be provided with:
- Training to operate systems, equipment and / or machinery
- Access to facilities as required for the placement
- Access to IT equipment, electronic files and communication devices as required for the placement
- Work health and safety information
- Any mandatory Salvation Army policies relevant to the student's role.

Students must read, understand and adhere to these.

The student may be provided with the following depending on the program / department:
- Protective clothing and equipment
- The Salvation Army branded clothing

Task supervisors and managers must ensure that students are made aware of any risks likely to be encountered during placement, and put controls in place for managing these risks.

The following documents should be added to each student's file throughout the Induct phase (as outlined earlier):
- Student details form
- A detailed learning plan signed by the student, student placement coordinator and education provider representative. The education provider's own form or the TSA learning plan template may be used. A learning plan summary may be used in place of lengthy learning plans. This should include all agreed goals and actions.
- Signed student induction plan and checklist
- Police Check and Working with Children Check completed by the program / department (as required by the Integrity Check Policy) or a record of the identification numbers. Note: Copies of Police Checks must be destroyed 12 months after date of issue
- Signed Salvation Army student placement agreement to indicate the student understands and intends to comply with the policies relevant to their role
- Signed 'Authority to Drive' form for students who may be required to drive any Salvation Army vehicle.

When the TSA program / department does not have a suitable task supervisor on staff, the student placement coordinator may request the education provider supplies their own supervisor. Education Provider's supervisors, as well as TSA task supervisors who are new to formal supervision or the program / department should also receive the appropriate induction to the program / department and the specifics of the student placement.

Have you:
- Worked through the Student Placement induction plan and checklist to make sure the student has a clear understanding of what is expected of them?
- Determined how to access the tools and resources that they need during the placement and to stay safe?

Legal considerations

The risks listed below are ones that could occur while a student is in their role. Successful mitigation of these risks begins with a thorough induction process.

Risk: someone could take legal action against The Salvation Army because of the actions of a student

The risks are...
- The student represents to an external party that they are an employee or have the authority to act on behalf of TSA
- A client's, volunteer's or employee's confidentiality is breached by a student
- Student discriminates against a client, volunteer or employee

So to minimise or avoid the risks...
- Induct, train, supervise and support your students.
- Make sure your student's and education provider are clear on boundaries of practice and interaction.

Use the territorial resources...
- Student Placement Agreement Form (TSA)
- Placement offer and learning plan
- Volunteer Handbook and / or Student Placement Induction Guide
- Student Placement Induction Checklist

Risk: a student could take legal action against TSA

The risks are...
- Student's intellectual property rights are infringed by TSA

So to minimise or avoid the risks...
- Be clear that TSA owns IP that is created by students while in placement (unless written agreement to the contrary)

Use the territorial resources...
- Student Placement Agreement Form (TSA)
- Volunteer Handbook and / or Student Placement Induction Guide
- Agreement for research projects (in development)
INDUCT continued:

Opportunities

An induction provides the opportunity for:

- A student to feel confident starting their placement
- A student to be clear of their boundaries of practice and interactions
- A student to understand how their role fits within the wider team and program/department
- A student to be prepared in case of an emergency
- You to be confident that you have set the student up for success
- You to be confident you have reduced the probability of any legal risks eventuating

Induction checklist

Have you:

- Drawn on the induction planned checklist to discuss the student’s role during placement, TSA, the service, building, and health and safety?
- Provided the student a copy of the Volunteer Handbook or a copy of your Student Placement Induction Guide?
- Ensured the student has signed the student placement induction checklist and that you have filed it correctly?
- Reviewed specifics to your program / department and site necessary for the student to commence, and ensured the student can access all the tools and resources required in their role?

SUPERVISE AND SUPPORT

Supervision

Formal supervision should be provided to every student.

Students must remain under the appropriate level of supervision at all times. Task supervisors must carefully consider when students are ready to undertake tasks involving clients independently.

The appointed supervisor, along with managers, will issue instructions to the students on matters affecting student placement.

Task supervisors and education providers must agree on:

- Parameters and results of the risk assessment surrounding the student’s capability and experience and interaction with clients,
- Appropriate level of supervision for students.

Support during service delivery

Clients must give their consent to have students observe or interact with them in the delivery of services / activities. See the Resources section for a suggested signage which invites clients to opt in or out.

Students should be based in their selected program for the entire placement. Student requests for (substantial) changes to the placement will be subject to a new agreement and the procedure will start from the beginning. Changes must be made in consultation with the student placement coordinator and the education provider.

Professional development should be made available as required.

If professional development has an associated cost, this must be borne by the student, or could be covered at the discretion of the manager. Any costs incurred must be approved prior to the student committing to the cost bearing activity.

Support records

All parties involved in the student placement will complete placement documentation in a timely manner. The student file will be maintained to the standard agreed with the education provider throughout the placement.

Additionally, records will be maintained in keeping with The Salvation Army relevant policies and procedures. This will include creating a record in the Volunteer Management System (VMS) and archived at the end of the placement.

INDUCT Resources

- Student placement induction checklist
- Student placement induction guide outline or Volunteer Handbook
- Learning plan template

Check SARMY Volunteer Resources > Volunteer Categories > Student Placements!
SUPERVISE AND SUPPORT continued:

End of student placement

The student placement coordinator will give each student and supervisor an opportunity to provide feedback on the placement experience. The student's feedback may be gathered through an exit interview, exit survey, focus group facilitated by an independent staff member or via end of placement reports.

The supervisor feedback will be given independently from the student’s feedback. (See the Resources section for a student and supervisor evaluation forms).

The task supervisor will ensure the relevant placement documentation has been completed, and must meet with education provider representative to discuss and sign off the final report where appropriate.

Prospective employment of students

Student placements provide an ideal avenue for a program / department to assess the suitability of students for potential employment with The Salvation Army. However, a student placement does not, in any way, imply the existence of a current or future employment relationship.

Application for employment will be subject to usual standard employment policies and procedures.

Have you:
- Discussed with staff the role of students in placement and their boundaries of practice?
- Taken time to understand the learning goals of your students?
- Actively provided your student with guidance to realise a valid learning experience in line with their learning plan?
- Asked students for their input?
- Included them in team events / activities?
- Met with your student regularly for formal supervision sessions?
- Considered the student as a potential employee?

MANAGING PERFORMANCE

Managing performance

Students must complete work at a satisfactory standard both academically and professionally.

Task supervisors have an obligation to maintain relevant professional standards and service standards of The Salvation Army.

The education provider (not The Salvation Army) is responsible for the discipline of the students. Refer any serious issues involving students to their education provider’s student placement Liaison officer as soon as possible.

Unsatisfactory performance

Task supervisors are encouraged to discuss concerns about the performance of the student with the student directly. The discussion should be documented.

Serious, ongoing concerns about the student’s performance can result in any of the following resolutions:
- Issue Report raised to the education provider
- The task supervisor withholding signing off of the student’s final report
- Termination of the student in the placement. (The program / department manager, in consultation with the supervisor and student placement liaison officer, will determine if the placement will be terminated as a result of unsatisfactory performance.)

Repeat incidents of concern must be reported to the education provider. This should be done both verbally and in writing, as quickly as possible. The task supervisor or manager should note the time and outcomes of the discussion.

The Salvation Army retains the right to remove a student immediately from the premises in the following circumstances:
- Refusal to abide by any rule, regulation, code of conduct, protocol or procedure or reasonable instruction given by the task supervisor.
- If a student behaves in an unsafe or unprofessional manner or performs any allocated tasks incompetently.
**EVALUATE Resources**

In the event of grievance, students may raise issues with the student placement coordinator, manager and/or their education provider liaison.

(Note: The education provider should have their own grievance procedure documented.)

Grievances may be escalated to the senior management of the program / department as required. See the resources section for TSA Procedure: Resolving Workplace Grievances and Complaints.

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**What is evaluation?**

The results of exit interview(s) may be reviewed and analysed by the student placement coordinator and other staff involved in the student placement(s).

The objectives of the review is to determine:

- Whether the placement(s) provided a net benefit to the program / department and assisted the program/department to achieve its strategic and operational goals
- Whether procedures or conditions surrounding the student placement could be improved for future placements.

The student placement coordinator should prepare an evaluation report and distribute it to management before the next student placement.

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**MANAGING PERFORMANCE AND EVALUATE Resources**

Student Evaluation Form
Supervisor Evaluation Form
Procedure Resolving Workplace Grievances and Complaints

Check SARMY Volunteer Resources > Volunteer Categories > Student Placements!

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**SUMMARY**

The development of this Student Placement Management Handbook has been made possible with the generous input of a number of networks and personnel who have tried and tested the processes and guidelines documented here. With this collective wisdom there is an opportunity for networks/services/departments to explore and grow the engagement of students to benefit both the students but also service outputs and forge stronger ties with the education providers. These ties can benefit both TSA worker’s professional development and inform the sector of TSA services and client needs.

The Volunteer Resources team invites feedback on this handbook, so please feel free to contact us with any suggestions for improvement and / or suggestions for resources you think would benefit your and other networks and services departments in engaging tertiary students.

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**APPENDIX: Quick Reference Guide**

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<tr>
<th>PLAN</th>
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<tbody>
<tr>
<td>• Consider whether your program / dept has met the pre-conditions for student placement (see student placement planning checklist) – Collect expressions of interest from other managers if you are a network.</td>
</tr>
<tr>
<td>• Is there an existing relationship with an education provider? (interactions are subject to written agreement).</td>
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<tr>
<td>• OR Do we need to decide on an education provider who will support the program and the student throughout the placement? Consider criteria for assessing education providers.</td>
</tr>
<tr>
<td>• Consider putting an agreement in place to govern the relationship &amp; clarify what each party can expect from the other. Utilise the checklist of contents for a student placement agreement and template to assist.</td>
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<th>RECRUIT</th>
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<tr>
<td>• Document the key aspects of student roles using a Placement Offer form; reflecting network / dept needs.</td>
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<tr>
<td>• Submit the placement offer to the most appropriate education provider(s) with relevant academic programs.</td>
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<td>• Receive a list of possible prospective students from the education provider.</td>
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<tr>
<td>• Interview each student to assess their suitability with the placement offer (required capabilities) and as well as suitability for your existing team.</td>
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<tr>
<td>• Assess the student’s experience, attributes, qualifications and learning goals against the needs of the program / dept, placement offer and the selection criteria (minimum – program / dept specific).</td>
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<tr>
<td>• Direct student applications still need to meet the planning checklist and placement offer.</td>
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<th>SELECT</th>
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<tr>
<td>• Consider if the student meets the selection criteria.</td>
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<tr>
<td>• Finalise offers, dates required.</td>
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<tr>
<td>• Enter student details in VMS and create a student file.</td>
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<tr>
<td>• Allocate an appropriate program and task supervisor. The education provider may supply a task supervisor.</td>
</tr>
<tr>
<td>• Gather evidence of integrity checks and add to VMS student files and signed student agreement.</td>
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<tr>
<td>• Arrange a meeting with education provider and student to discuss the details of the placement.</td>
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<tr>
<th>INDUCT</th>
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<tr>
<td>• Induct the student into your program / department, the placement and the location (student placement induction plan checklist).</td>
</tr>
<tr>
<td>• Train student on relevant IT systems, site specific equipment and procedures (including emergency and WHS).</td>
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<tr>
<td>• Provide the student with branded and protective clothing.</td>
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<tr>
<td>• Complete the Authority to Drive form if required.</td>
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<tr>
<td>• Finalise the detailed learning plan.</td>
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<th>SUPERVISE &amp; SUPPORT</th>
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<td>• Arrange for students to remain under appropriate supervision as determined by risk assessment.</td>
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<td>• Gain client consent for students with direct contact including observation.</td>
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<tr>
<td>• Students should attend relevant professional development and training.</td>
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<tr>
<td>• All parties must contribute to maintaining the records required as part of the placement.</td>
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<tr>
<td>• Unsatisfactory performance is managed by education provider, supervisor &amp; student placement coordinator.</td>
</tr>
<tr>
<td>• Students and supervisors will be given an opportunity to provide feedback on the placement. End of Placement reports, meetings with education provider representatives form part of the evaluation.</td>
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<th>EVALUATE</th>
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<tr>
<td>• The results of the end of placement feedback may be reviewed and analysed.</td>
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<td>• Reports consist of recommendations for improvements.</td>
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GLOSSARY OF TERMS

Education Institution Student Placement Roles

Education Provider: Refers to post-secondary education, generally provided by universities and by other higher education institutions such as Technical and Further Education (TAFE) institutes and Registered Training Organisations (RTOs) (noting that the Salvation Army will use only reputable RTOs). The Education Provider negotiates and/or mandates their students to undertake a placement as a requirement of a student's course work.

Student: The tertiary student who is required to complete a placement with an organisation/service as a course requirement of their study. The placement must relate to their area of study, ie those completing a marketing degree, are placed in a marketing department/function, or a case worker in a social support service.

Student Placement: A placement arranged by the education provider, or a student may initiate the placement with the TSA directly, in line with the requirements of their course. The placement must be a required component of the education or training course as a whole, or of an individual subject or module of the course; regardless of whether that subject is compulsory or an elective chosen by the student.

The placement must be one that is approved. The education provider delivering the course which provides for the placement must be authorised under an Australian, state or territory law or an administrative arrangement of the Commonwealth or a state or territory to do so.

Student Placement Education Officer: A designated worker from the education provider who matches students to a placement with TSA service/department and completes any administrative requirements, ie integrity checks.

Student Placement Liaison: The education provider's designated worker who actively supports the student whilst on placement and manages performance concerns as they arise during the student's placement.

The Salvation Army Student Placement Roles

TSA Student Units: A large TSA network/program may form a Student Unit in order to centralise all aspects of student placement (including negotiation with education providers, placement coordination and administration).

A Student Unit is a TSA coordinated and systematic program for a group of students who are on placement together in a network/service/department as part of their professional education with an education provider. The students engaged by the Student Unit may or may not be from the same education provider or the same academic discipline. The commencement of the student unit aligns with the schedule of the tertiary/higher education provider.

Reference: "A 'how-to' guide for establishing a Student Unit in a community-based agency" Generally less applicable to smaller networks/programs that have few student placements.

TSA Student Placement Manager: Is the TSA employee who has the overarching responsibility for the service/department including student placement and all other workers.

TSA Student Placement Coordinator: Is the person who is responsible for the administrative tasks throughout the student placement including interactions/negotiations with the education provider.

The role of student placement coordinator should be held by a TSA employee who
- Completes the administrative tasks throughout the student placement
- Facilitates interactions with the education provider representative(s) at relevant stages of the student placement to ensure they adequately support the student's participation in the services offered by the program/department and that the program/department teams and the education providers are filling their agreed roles
- Negotiate student placement agreements with education providers, if the program/department decides to establish and document an agreement
- Ensure that the documents and tasks that support student placement procedures are in place and understood by those that are involved
- Ensure that all relevant safeguards with respect to student and client safety and privacy are being adhered to.
TSA Task Supervisor: TSA worker who develops and confirms learning plan in collaboration with student and education provider and provides formal supervision. The Task Supervisor monitors the student’s completion of required tasks and provides constructive feedback as required.

TSA Informal Supervisors: TSA workers who work alongside the student and provide encouragement and support.

TSA volunteer definition (AUS): A volunteer is anyone who contributes time, service and skills without expectation of financial gain from TSA to assist in accomplishing the organisation’s mission. This would include people who engage in service for spiritual, personal, humanitarian, educational, and/or charitable reasons. This includes but is not limited to:
- Soldiers and corps members including local officers in a specific volunteer role
- Committee / advisory board members
- Community based / court-ordered volunteers
- Ongoing volunteers
- Student placements
- Work-for-the-dole participants
- Corporate volunteers

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