



TRAINING PACKAGE
COMPANION VOLUME

HLT Health Work Placement



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Publication details

Published by: HumanAbility

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First Published: 21 April 2026

ISBN: 978-1-923605-16-9

Print Version: 1

Release Date: 21 April 2026



HumanAbility is a Jobs and Skills Council funded by the Australian Government Department of Employment and Workplace Relations.

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Introduction

This Companion Volume provides comprehensive guidance on mandatory work placement requirements within selected *HLT Health Training Package* qualifications and units of competency. It is designed to support consistent, compliant, and high-quality delivery of workplace learning that reflects current industry practice and regulatory expectations.

The Companion Volume assists Registered Training Organisations (RTOs), employers, workplace supervisors, and learners by clearly outlining roles, responsibilities, and expectations associated with mandatory work placement. It addresses compliance obligations, assessment integrity, learner safety, and effective supervision, while also providing examples of health qualifications and units that require workplace-based assessment or structured placement hours.

This document supports the delivery of work placement as an integral component of competency-based training, ensuring learners are provided with meaningful opportunities to apply knowledge and skills in authentic workplace environments. It also promotes consistency in how mandatory placement is implemented, monitored, assessed, and documented across the health sector.

The Companion Volume does not replace the requirements of training products or regulatory instruments. Instead, it provides practical guidance to support their implementation and should be read in conjunction with the following key documents:

- the relevant *HLT Health Training Package* companion volumes
- unit of competency assessment requirements and assessment conditions
- the *2025 Standards for Registered Training Organisations (RTOs)*
- applicable state and territory legislation, including work health and safety requirements
- relevant Commonwealth legislation governing vocational education and training, workplace relations, and learner participation.

Together, these documents establish the framework within which mandatory work placement must be planned, delivered, and assessed to ensure learner competence, safety, and regulatory compliance.

1 Definition of mandatory work placement

Mandatory work placement refers to structured, supervised workplace learning that is a non-negotiable requirement of a qualification and/or unit of competency. Where mandatory placement is specified, learners must successfully complete the placement to be deemed competent.

Mandatory work placement is characterised by the following:

- it is explicitly stated in qualification packaging rules and/or unit assessment conditions
- it occurs in a real workplace environment that reflects current industry practices
- it enables learners to apply knowledge and skills with real clients, patients, equipment, and workplace systems
- it is directly assessed against the performance evidence, knowledge evidence, and assessment conditions of the unit(s).

Mandatory work placement may be described in training products and supporting materials using various terms, including but not limited to:

- work placement hours
- clinical placement
- vocational placement
- professional experience placement
- workplace-based assessment.

Where a specific number of placement hours is prescribed, these hours:

- must be completed in full
- cannot be reduced through simulation alone
- cannot be substituted with Recognition of Prior Learning (RPL) unless explicitly permitted by the training product.

Simulation may be used to support learning and assessment preparation; however, it **cannot replace mandatory placement** unless the unit or qualification explicitly allows for this.

Mandatory work placement is distinct from:

- non-mandatory work experience
- simulated workplace activities used solely for learning
- employer-based assessment where no placement requirement exists.

2 Regulatory and compliance considerations

RTOs delivering qualifications or units with mandatory work placement requirements must ensure full compliance with national regulatory standards and relevant legislation.

2.1 Standards for RTOs 2025

In relation to mandatory work placement, RTOs must demonstrate compliance with, but not limited to:

- Quality area 1: training and assessment
- Quality area 2: VET student support.

<https://www.asqa.gov.au/rtos/2025-standards-rtos/practice-guides>

2.2 Workplace arrangements

RTOs must ensure that:

- formal work placement agreements or memoranda of understanding (MOUs) are in place
- placement environments meet unit assessment conditions
- supervisors are suitably qualified, experienced, and available for the duration of placement
- clear roles and responsibilities are documented for all parties.

2.3 Work health and safety (WHS)

RTOs and placement providers share responsibility for ensuring learner safety. This includes:

- conducting WHS risk assessments prior to placement commencement
- ensuring learners receive workplace-specific induction
- confirming learners are competent in foundational WHS practices before placement
- having incident reporting and escalation procedures in place.

2.4 Insurance and legal considerations

Prior to placement commencement, RTOs must confirm:

- student insurance coverage (including public liability and, where required, professional indemnity)
- host employer insurance arrangements
- compliance with relevant state and territory legislation governing vocational placements.

2.5 Learner suitability and preconditions

RTOs must verify that learners meet placement prerequisites, which may include:

- required vaccinations or health checks
- National Police Checks or Working with Children Checks
- language, literacy, numeracy, and digital capability sufficient for safe practice
- completion of prerequisite units or training.

2.6 Evidence retention and audit readiness

RTOs must retain evidence demonstrating:

- completion of mandatory placement hours
- supervisor verification and third-party reports
- assessment decisions made in the workplace
- ongoing monitoring and communication with placement providers.

All records must be maintained in accordance with regulatory retention requirements and be readily available for audit.

3 Placement structure, supervision and assessment

Mandatory placements must:

- occur in environments reflective of current industry practice, ensuring learners encounter authentic client, patient, or workplace scenarios
- provide structured opportunities to demonstrate all performance evidence required by the relevant units
- be supervised by individuals who meet unit, regulatory, and professional requirements
- allow access to appropriate equipment, resources, and clients/patients (as applicable).

3.1 Placement structure

- Placements should be clearly scheduled with defined start and end dates, total hours, and expected tasks.
- Placement activities should progressively increase in complexity, allowing learners to apply theoretical knowledge to practice.
- Learners should receive induction and orientation to the workplace, including familiarisation with policies, procedures, and safety requirements.
- Reflection and feedback sessions should be embedded within the placement to support learning and continuous improvement.

3.2 Work-placement models

Work placements offered in Australia and internationally can be divided into 3 models based on the stages or intervals in which the work placement is delivered:

- block placements
- distributed placement
- distributed/integrated placements.

Block placement

The block placement is the standard model in Australia. It allocates students to one workplace for an extended consecutive period. Block placements commonly use a preceptorship style of supervision where one student is assigned to one worker for most of their work-based training. In Australia, this is commonly a block of placement in the final month/s of training, however, blocks may be allocated at any time during a program.

Distributed placement

Distributed placement models have placement days distributed throughout classroom training periods. Students may spend 1-2 days per week with an employer and the rest of the week in a classroom learning

environment. This model provides students with fewer consecutive placement hours in a row, but they are typically involved in a particular workplace for a longer period.

Integrated-distributed placement

An integrated-distributed placement has placement days spread throughout the duration of the training program (reflective of the distributed work placement model) but are notable in that classroom-based learning takes place on-site at the healthcare organisation. This is done to further integrate theory and practice.

Flexibility in placement models

Flexibility in placement models helps to ensure that student placements can work well for different student and industry needs when factors such as hours, size, location or type of organisation may impact optimal placement formats.

3.3 Supervision and support

- Supervisors should provide guidance, mentoring, and constructive feedback.
- Direct observation and assessment should occur throughout the placement.
- Supervisors should be accessible for consultation regarding learner performance, issues, and safety concerns.
- In larger settings, a designated placement coordinator may oversee learner integration and assessment consistency.

3.4 Assessment integration

- Performance in the workplace should directly contribute to the learner's assessment outcomes.
- Structured tools, such as checklists, observation guides, and reflective journals, should be utilised to record learner competence.
- Workplace assessments must align with unit performance criteria and be validated for reliability and consistency.

3.5 Gathering evidence

An RTO assessor cannot be present the whole time a learner is on a work placement. They need to know what the student has learned, as well as what they have done. This will contribute to better learning outcomes for the student and provide evidence for formal assessment. They must rely on the evidence gathered by those in the workplace. One way to do this is using a placement logbook.

Essential features of a logbook should include:

- details of the student, their supervisor, the location, time and length of practical placement
- ability to record day to day activities on specific days of work activities broken into specific steps

- space for sign off and comments/feedback from the supervisor or manager observing the workplace activities.

The practical logbook can be used to capture 3 types of evidence: direct, indirect and supplementary.

- **Direct evidence** refers to the activities (demonstration of skills and knowledge) the assessor witnesses the learner completing. For example, the assessor visits the workplace and directly observes the learner undertaking the tasks.
- **Indirect evidence** refers to the activities completed by the learner that are witnessed by a third-party. For example, the logbook is completed by the learner's direct supervisor or manager, describing the actions learners have undertaken in the workplace and the competencies they have been able to demonstrate under changing circumstances.
- **Supplementary evidence** refers to the evidence of competency found in written assessments, audio/video recordings, questioning and documented past performances. For example, the logbook may have room for the candidate to reflect their specific feelings and experiences of the workplace and activities they've completed – what do they feel confident about; what do they think they could improve; what interests them?

A logbook is not by itself an assessment tool. It may contribute to the collection of evidence for assessment, but the RTO will need to develop assessment tools for single units and/or clusters of units of competency, as the hours requirement is written in the form of:

- performed the activities outlined in the performance criteria of this unit during a period of at least x hours of work

It will be necessary to document the performance criteria for those units of competency and relate it to the hours of work.

4 Roles and responsibilities

Mandatory placements are successful when roles and responsibilities are clearly defined and understood by all parties. This ensures learner safety, regulatory compliance, and effective learning outcomes.

4.1 RTO responsibilities

RTOs are required to:

- identify, approve, and maintain suitable placement sites that meet unit and qualification requirements
- provide learners and workplace supervisors with clear placement guidelines, policies, and procedures
- supply assessment tools and guidance for workplace-based assessment
- monitor learner progress and intervene if issues arise, including escalation to workplace supervisors
- ensure that all placement documentation and evidence are complete and retained for audit purposes
- offer pre-placement briefings, covering safety, conduct, learning objectives, and expectations.

4.2 Learner responsibilities

Learners are expected to:

- attend placements as scheduled and complete all required hours and tasks
- comply with workplace policies, procedures, and safety requirements
- demonstrate professional and ethical conduct in all placement activities
- actively engage with supervisors, seeking guidance and feedback
- maintain accurate records of activities, including logbooks, journals, or other documentation
- report any incidents, risks, or issues immediately to supervisors or the RTO.

4.3 Workplace responsibilities

The workplace is required to:

- provide a safe, supportive, and inclusive learning environment
- offer supervision, mentoring, and constructive feedback to learners
- facilitate opportunities for learners to practice and demonstrate required skills
- participate in workplace-based assessment and verification of learner competence
- communicate promptly with the RTO regarding learner progress, concerns, or changes to placement arrangements
- ensure compliance with legal, professional, and regulatory obligations regarding learner participation.

4.4 Collaboration and communication

It is important for the RTO and workplace to:

- maintain open, regular communication between the learner, RTO, and workplace supervisor
- share feedback on learner performance and placement processes to support continuous improvement
- address issues promptly and collaboratively to ensure learning objectives and assessment requirements are met
- encourage reflective practice and learner self-assessment as part of the placement experience.

4.5 Feedback, reflection, and learning culture

A positive placement experience depends on structured feedback, reflection, and the development of a learning culture. RTOs and placement providers share responsibility for ensuring learners can actively engage, receive constructive guidance, and consolidate learning.

- **Structured feedback:** Supervisors should provide timely, specific, and actionable feedback on learner performance, aligned with unit and competency requirements.
- **Reflective practice:** Learners should be encouraged to reflect on their experiences, challenges, and learning outcomes through journals, discussions, or debrief sessions.
- **Learning opportunities:** Placement providers should facilitate observation, participation, and exposure to a variety of relevant tasks within the learner's scope of practice.
- **Safe learning environment:** Learners should feel confident to ask questions, seek clarification, and acknowledge mistakes without fear of reprisal.
- **Integration with assessment:** Feedback and reflection should directly support the collection of evidence required for competency assessment and RTO documentation.
- **Continuous improvement:** Supervisors and RTOs should use learner feedback to improve future placement experiences, practices, and policies.

Embedding a reflective, feedback-driven culture supports learner growth, professional development, and demonstrable compliance with training package outcomes.

5 Simulation vs workplace

Simulation may be used to prepare learners for workplace experiences and to allow practice of low-risk or rarely occurring scenarios. However, simulation cannot replace mandatory work placement hours unless explicitly allowed by the training product.

Key points for simulation versus workplace placement:

- **Purpose:** Simulation supports learning; workplace placement demonstrates competence in real-world settings.
- **Limitations:** Skills assessed solely in simulation may not meet unit requirements for mandatory placement.
- **Integration:** Simulation should be progressively applied; learners practice in simulated scenarios before performing tasks in a real workplace under supervision.
- **Evidence:** Simulation may be used as supplementary evidence but must be clearly documented and aligned with unit assessment requirements.
- **Risk management:** Simulation is appropriate for high-risk or rarely occurring procedures to ensure safety before workplace application.
- **Regulatory compliance:** RTOs must adhere to standards for RTOs and the assessment requirements of units and qualifications when integrating simulation into training and assessment.
- **Examples:** CPR practice on manikins, infection control procedures, use of PPE, communication scenarios with clients.

By combining simulation and workplace placement strategically, learners are better prepared to meet performance expectations, reduce risk, and demonstrate competence in authentic industry environments.

6 Learner support

Providing robust learner support ensures mandatory placements are accessible, safe, and effective for all learners.

6.1 Mentoring and coaching

- Learners should have access to mentors or supervisors who can provide guidance, feedback, and skill development.
- Structured coaching sessions should focus on building competence, confidence, and professional behaviour.
- Mentoring may include demonstration of tasks, observation, and reflective discussion.

6.2 Remediation

- If a learner is struggling to meet performance requirements, RTOs should provide targeted support to address gaps.
- Remediation plans may include additional simulation, workplace practice, or supplementary learning resources.
- Clear documentation of remediation efforts should be maintained for audit and assessment validation.

6.3 Attendance, absence, and make-up hours

Attendance is essential to achieve the required hours and outcomes of mandatory placement. Clear procedures ensure consistency, fairness, and compliance with training package requirements.

Key considerations include:

- **Notification of absence:** Learners must notify the placement provider and RTO as soon as possible when unable to attend, including reasons for absence.
- **Documentation:** Evidence of absences may be required (medical certificates, statutory obligations, etc.).
- **Make-up arrangements:** Procedures for completing missed hours should be documented and agreed upon before placement commences.
- **Consequences of non-compliance:** Clear policies should outline the impact of excessive absences, including implications for competency completion.
- **Monitoring attendance:** RTOs should maintain accurate records of hours attended and verify them with placement providers.

Consistent attendance management ensures equitable treatment of learners and supports regulatory compliance.

6.4 Re-scheduling placement hours or re-assessment

- Procedures must be in place to allow learners to re-schedule placement hours due to illness, personal circumstances, or other legitimate reasons.
- Re-assessment should be conducted under supervised conditions to ensure learner competence and alignment with unit requirements.
- Learners should be provided with clear timelines, expectations, and support during re-assessment.

6.5 Support for learners with disabilities or additional needs

- RTOs and placement providers must ensure reasonable adjustments are made in compliance with disability legislation.
- Support may include additional supervision, modified tasks, assistive technology, or workplace adjustments.
- adjustments must maintain the integrity of assessment and meet the performance evidence requirements of the relevant unit or qualification.
- All adjustments should be documented and communicated to the learner, supervisor, and RTO.

6.6 Communication and feedback

- Regular check-ins between the learner, supervisor, and RTO are essential to identify support needs early.
- Learners should be encouraged to provide feedback on placement experiences, challenges, and support effectiveness.
- Continuous improvement should be applied to learner support strategies based on feedback and outcomes.

6.7 Social media, confidentiality, and digital conduct

The digital environment introduces risks to privacy, professional conduct, and organisational reputation. Learners, RTOs, and placement providers share responsibility for safe, ethical digital practice.

Key considerations include:

- **Privacy and confidentiality:** Learners must not share client, patient, or workplace information via social media or other digital platforms.
- **Photography and recording:** Taking photos or recordings in the workplace is prohibited unless expressly authorised and consent is obtained.
- **Professional online behaviour:** Learners must maintain professional boundaries online, including avoiding commentary that may reflect negatively on themselves, the host organisation, or clients.

- **Use of devices:** Policies regarding personal device use in the workplace must be communicated and observed.

Clear guidance mitigates reputational and legal risk, reinforcing professional standards.

7 Risk management

Effective risk management ensures the safety of learners, supervisors, clients, and the workplace during mandatory placements.

7.1 Workplace health and safety (WHS) requirements

- RTOs and placement providers must comply with all applicable WHS legislation, regulations, and codes of practice.
- Learners should receive a WHS induction before commencing placement, including information on hazards, emergency procedures, and reporting requirements.
- Supervisors are responsible for monitoring learners' adherence to safety procedures and providing guidance on safe practices.
- Regular workplace inspections should be conducted to identify and mitigate risks that could affect learners.

7.2 Risk assessments

- Prior to placement, a risk assessment must be conducted to identify potential hazards, including physical, chemical, biological, and psychosocial risks.
- The risk assessment should document control measures, responsible personnel, and review dates.
- Risk assessments should be revisited if placement conditions change or incidents occur.

7.3 Infectious disease and COVID-19 precautions

- Learners and supervisors must follow current public health guidance, including vaccination requirements, PPE usage, and infection control procedures.
- Specific protocols for COVID-19, influenza, or other infectious diseases must be communicated to learners before placement.
- Hand hygiene, isolation procedures, and reporting of symptoms or exposure should be clearly outlined and enforced.

7.4 Emergency procedures

- Learners must be familiar with emergency procedures, including fire, evacuation, medical emergencies, and hazardous material incidents.
- Supervisors must ensure learners understand their role during emergencies and provide appropriate support.
- Placement sites should have clearly displayed emergency contact information and access to first aid equipment.

- Incident reporting procedures must be followed promptly, with documentation retained by both the RTO and the workplace.

7.5 Psychological safety and wellbeing

Learners may experience physical, emotional, or cognitive challenges during mandatory placement. RTOs and placement providers have a shared responsibility to create an environment that supports learner wellbeing while maintaining safe, effective practice.

Key considerations include:

- **Monitoring learner stress and fatigue:** Supervisors and RTOs should observe signs of stress or distress and provide timely support.
- **Debriefing opportunities:** Structured reflection or debrief sessions should be available, particularly following exposure to complex, sensitive, or distressing situations.
- **Access to support services:** Learners must be informed about and able to access wellbeing support, including counselling, mentoring, or student support services.
- **Proactive communication:** Encourage learners to raise concerns early, including about workloads, emotional wellbeing, or exposure to challenging situations.
- **Reasonable adjustments:** Adjustments may be required to support safe participation, including scheduling, task allocation, or supervision enhancements.

Embedding wellbeing considerations demonstrates compliance with duty-of-care obligations and supports learner engagement and success.

7.6 Supervisory responsibilities

- Supervisors are responsible for enforcing risk management procedures, providing immediate assistance during incidents, and supporting learners in understanding WHS obligations.
- Supervisors should monitor for signs of learner fatigue, stress, or unsafe practices, and intervene as needed.
- Ongoing communication with the RTO is essential for documenting incidents, reviewing risk mitigation strategies, and ensuring compliance.

7.7 Boundaries and ethical practice

Students may encounter situations that challenge their professional judgement, ethical awareness, or scope of practice. Clear guidance and expectations support safe, competent, and ethical behaviour.

Key considerations include:

- **Scope of practice:** Learners must only perform tasks they are authorised and competent to undertake.
- **Dual relationships:** Learners must avoid conflicts of interest, including relationships that compromise professional boundaries.
- **Gifts and incentives:** Learners should not accept gifts or benefits that may influence decision-making or breach workplace policy.
- **Unsupervised work:** Learners should not perform tasks unsupervised outside agreed scope or without RTO approval.
- **Reporting unsafe or unethical practice:** Learners must know how to escalate concerns or report incidents in line with RTO and host organisation policies.

Embedding ethical practice ensures learners demonstrate professional conduct and supports regulatory compliance in real-world contexts.

7.8 Complaints, escalation, and whistleblowing

Clear procedures for complaints and escalation are critical to ensure learner safety, professional conduct, and regulatory compliance. RTOs and placement providers must provide accessible pathways for learners to raise concerns without fear of reprisal.

- **Accessible escalation pathways:** Learners must be informed of how to report concerns, including inappropriate behaviour, unsafe practices, or breaches of policy.
- **Stepwise process:** Outline steps for addressing concerns, for example first discussing with supervisor, then notifying the RTO, and finally lodging a formal complaint if unresolved.
- **Confidentiality:** All reports and complaints should be managed confidentially, with information shared strictly on a need-to-know basis.
- **Whistleblowing protection:** Learners must be assured that raising genuine concerns will not negatively affect their placement outcome, assessment, or relationship with the RTO or host.
- **Incident documentation:** RTOs and providers should record and monitor complaints, resolutions, and follow-up actions to support continuous improvement and audit requirements.
- **Support for learners:** Learners should be informed of available support services during the escalation process, including counselling, mentoring, or advocacy.

A clear complaints and escalation framework ensures accountability, maintains professional standards, and demonstrates duty-of-care obligations.

8 The benefits of high-quality work placements

While work placements are mandatory for some qualifications, investing time and effort in doing them well can lead to numerous benefits for service providers, clients, RTOs and learners. Many service providers recognise that investment in learner work placements is a cost-effective means of building a pipeline of future workers.

8.1 Benefits for services providers

Workplace provides a number of benefits to service providers, including:

- an opportunity to meet and assess a diverse pool of potential future employees and increase workforce diversity to reflect your client profile
- positioning of your service to attract high-quality future workers well-suited for employment in your organisation
- relationships with RTOs that may lead to job referrals in the future
- a reduction in workforce attrition rates and recruitments costs
- an opportunity to influence training delivery by articulating expectations of workplace performance
- improvements in the quality of graduates by helping learners to translate theoretical learning to practical skills that are relevant to the workplace
- job variety, management training, mentoring opportunities and career progression for existing staff.

8.2 Benefits for clients

Clients benefit by having:

- better prepared and skilled workers to provide quality care and support
- exposure to new people, including younger learners
- an opportunity to contribute to learning and quality of care and support for the wider community.

8.3 Benefits for RTOs

RTOs benefit by having:

- the chance to expose their learners to professional learning environments
- improved learners' completion rates and employment outcomes
- exposure to current industry practice and equipment that helps to keep their training and assessment up to date
- the chance to engage with service providers, which can inform their self-assurance and continuous improvement processes
- relationships with service providers who may want additional training to upskill their staff.

8.4 Benefits for learners

Learners have:

- an opportunity to apply knowledge, reflect on practice and learn from experienced workers in a workplace relevant to their future career
- exposure to future job roles and ability to find out about wider areas of work and future opportunities in the industry
- an opportunity to practice skills over a period of time, in real life situations, in different contexts and with different individual clients
- access to real work technologies, equipment, clients and procedures
- exposure to real world work including normal operating procedures and unplanned contingencies.

9 Mandatory work placement hours for qualifications and units

The following *HLT Health Training Package* qualifications include mandatory hours of work placement for the purpose of assessment.

Qualification	Work placement hours
<i>HLT33021 Certificate III in Allied Health Assistance</i>	120 hours
<i>HLT35021 Certificate III in Dental Assisting</i>	350 hours
<i>HLT33126 Certificate III in Health Services Assistance</i>	80 hours for the specialisations: Assisting In Nursing Operating Theatre Technician
<i>HLT37121 Certificate III in Hospital or Health Services Pharmacy Support</i>	240 hours
<i>HLT37525 Certificate III in Pathology</i>	35 hours
<i>HLT43021 Certificate IV in Allied Health Assistance</i>	120 hours
<i>HLT41120 Certificate IV in Health Care</i>	80 hours
<i>HLT47121 Certificate IV in Hospital or Health Services Pharmacy Support</i>	240 hours
<i>HLT42015 Certificate IV in Massage Therapy</i>	80 hours
<i>HLT47526 Certificate IV in Operating Theatre Technical Support</i>	80 hours
<i>HLT47825 Certificate IV in Optical Dispensing</i>	100 hours
<i>HLT57921 Diploma of Anaesthetic Technology and Practice</i>	360 hours
<i>HLT52615 Diploma of Ayurvedic Lifestyle Consultation</i>	200 clinical hours
<i>HLT52315 Diploma of Clinical Aromatherapy</i>	120 clinical hours
<i>HLT51020 Diploma of Emergency Health Care</i>	160 hours
<i>HLT52415 Diploma of Kinesiology</i>	200 clinical hours
<i>HLT54121 Diploma of Nursing</i>	400 clinical hours (required for registration)
<i>HLT57821 Diploma of Orthopaedic Technology</i>	400 hours

Qualification	Work placement hours
<i>HLT52515 Diploma of Reflexology</i>	120 clinical hours
<i>HLT52015 Diploma of Remedial Massage</i>	200 hours
<i>HLT52215 Diploma of Shiatsu and Oriental Therapies</i>	200 clinical hours
<i>HLT52115 Diploma of Traditional Chinese Medicine (TCM) Remedial Massage</i>	200 clinical hours
<i>HLT62615 Advanced Diploma of Ayurveda</i>	400 clinical hours
<i>HLT65015 Advanced Diploma of Dental Prosthetics</i>	240 clinical hours
<i>HLT64121 Advanced Diploma of Nursing</i>	200 clinical hours

Mandatory work placement hours for units of competency

HLT Health Training Package units of competency with mandatory work placement hours are as follows:

Unit Code	Unit title	Work placement hours
<i>HLTAHA027</i>	<i>Assist with an allied health program</i>	120 hours
<i>HLTAHA028</i>	<i>Deliver and monitor physical and manual therapy programs</i>	120 hours
<i>HLTAHA029</i>	<i>Support independence and community participation</i>	120 hours
<i>HLTAHA030</i>	<i>Assist with basic foot Care</i>	120 hours
<i>HLTAHA031</i>	<i>Assist in rehabilitation programs</i>	120 hours
<i>HLTAHA032</i>	<i>Support maintenance of functional status</i>	120 hours
<i>HLTAHA033</i>	<i>Conduct group sessions for individual outcomes</i>	120 hours
<i>HLTAHA034</i>	<i>Support the development of speech and communication skills</i>	120 hours
<i>HLTAHA035</i>	<i>Provide support in dysphagia management</i>	120 hours
<i>HLTAHA036</i>	<i>Assist and support the use of augmentative and alternative communication system</i>	120 hours
<i>HLTAHA037</i>	<i>Deliver and monitor a hydrotherapy program</i>	120 hours
<i>HLTAHA038</i>	<i>Support the use of orthoses or prostheses</i>	120 hours

Unit Code	Unit title	Work placement hours
HLTAHA039	<i>Assist in the development of meals and menus to meet dietary and cultural requirements</i>	120 hours
HLTAHA040	<i>Assist with the monitoring and modification of meals and menus according to individualised plans</i>	120 hours
HLTAHA041	<i>Support food services and dietetics in menu and meal order processing</i>	120 hours
HLTAHA042	<i>Assist with screening and management of nutritional risk</i>	120 hours
HLTAHA043	<i>Support the provision of basic nutritional advice and education</i>	120 hours
HLTAHA044	<i>Work within a community rehabilitation environment</i>	120 hours
HLTAHA047	<i>Engage with clinical supervision and delegation</i>	120 hours
HLTAHA048	<i>Provide allied health assistance in remote and isolated settings</i>	120 hours
HLTAHA049	<i>Recognise impact of health conditions</i>	120 hours
HLTAHA050	<i>Assist with podiatry exercise</i>	120 hours
HLTAHA051	<i>Assist with podiatric procedures</i>	120 hours
HLTAHA052	<i>Assist with social work</i>	120 hours
HLTAHA053	<i>Support and deliver individual hearing rehabilitation program</i>	120 hours
HLTAIN001	<i>Assist with nursing care in an acute care environment</i>	80 hours
HLTANA008	<i>Prepare patients for anaesthesia</i>	360 hours
HLTANA009	<i>Monitor patients during anaesthesia</i>	360 hours
HLTANA010	<i>Assist with airway management</i>	360 hours
HLTANA013	<i>Assist with clinical procedures used in anaesthesia</i>	360 hours
HLTANA014	<i>Monitor medications in the anaesthetic environment</i>	360 hours

Unit Code	Unit title	Work placement hours
HLTAR0003	<i>Perform aromatherapy health assessments</i>	120 hours
HLTAR0004	<i>Provide therapeutic aromatherapy treatments</i>	120 hours
HLTAR0005	<i>Provide aromatherapy massage treatments</i>	120 hours
HLTAR0006	<i>Adapt aromatherapy treatments to specific needs</i>	120 hours
HLTAR0007	<i>Monitor and evaluate aromatherapy treatments</i>	120 hours
HLTAYV002	<i>Make Ayurvedic lifestyle assessments</i>	200 hours
HLTAYV003	<i>Provide Ayurvedic bodywork therapies</i>	200 hours
HLTAYV004	<i>Provide Ayurvedic lifestyle advice</i>	200 hours
HLTAYV005	<i>Provide advice on Ayurvedic nutrition</i>	200 hours
HLTAYV006	<i>Take cases within Ayurvedic framework</i>	400 hours
HLTAYV007	<i>Diagnose conditions within an Ayurvedic framework</i>	400 hours
HLTAYV008	<i>Provide Ayurvedic remedial therapies</i>	400 hours
HLTAYV009	<i>Provide therapeutic Ayurvedic nutritional advice</i>	400 hours
HLTAYV010	<i>Select and advise on Ayurvedic medicines - dravyaguna</i>	400 hours
HLTAYV011	<i>Prepare and dispense Ayurvedic medicines - dravyaguna</i>	200 hours
HLTDEN015	<i>Prepare for and assist with dental procedures</i>	350 hours
HLTDEP001	<i>Identify, select and prepare instruments, equipment and materials</i>	240 hours
HLTDEP002	<i>Gather data, conduct dental prosthetic examination and develop treatment plan</i>	240 hours
HLTDEP003	<i>Take impressions</i>	240 hours
HLTDEP004	<i>Establish and record jaw relationships and select artificial teeth</i>	240 hours
HLTDEP005	<i>Evaluate a removable dental prosthesis at try-in stage</i>	240 hours

Unit Code	Unit title	Work placement hours
HLTDEP006	<i>Insert and issue a completed removable dental prosthesis</i>	240 hours
HLTDEP007	<i>Perform maintenance treatment for patients with removable dental prostheses</i>	240 hours
HLTDEP008	<i>Construct and insert an implant retained overdenture</i>	240 hours
HLTENN035	<i>Practise nursing within the Australian health care system</i>	400 hours
HLTENN037	<i>Perform clinical assessment and contribute to planning nursing care</i>	400 hours
HLTENN038	<i>Implement, monitor and evaluate nursing care</i>	400 hours
HLTENN042	<i>Implement and monitor care for a person with mental health conditions</i>	400 hours
HLTENN043	<i>Implement and monitor care for a person with acute health conditions</i>	400 hours
HLTENN044	<i>Implement and monitor care for a person with chronic health conditions</i>	400 hours
HLTENN045	<i>Implement and monitor care of the older person</i>	400 hours
HLTENN068	<i>Provide end of life care and a palliative approach in nursing practice</i>	400 hours
HLTKIN003	<i>Perform kinesiology assessments</i>	200 hours
HLTKIN004	<i>Provide kinesiology balances</i>	200 hours
HLTKIN005	<i>Monitor and evaluate client progress</i>	200 hours
HLTMSG002	<i>Assess client massage needs</i>	80 hours
HLTMSG003	<i>Perform remedial massage musculoskeletal assessments</i>	200 hours
HLTMSG004	<i>Provide massage treatments</i>	80 hours
HLTMSG005	<i>Provide remedial massage treatments</i>	200 hours
HLTMSG006	<i>Adapt remedial massage practice to meet specific needs</i>	200 hours

Unit Code	Unit title	Work placement hours
HLTMSG007	<i>Adapt remedial massage practice for athletes</i>	200 hours
HLTOUT004	<i>Assess and deliver basic clinical care</i>	80 hours
HLTOUT005	<i>Assess and deliver standard clinical care</i>	160 hours
HLTPAT014	<i>Perform venous blood collection</i>	35 hours
HLTPHA010	<i>Maintain pharmaceutical imprest stock</i>	240 hours
HLTPHA011	<i>Pack pharmaceutical products</i>	240 hours
HLTPHA012	<i>Dispense prescriptions and medication orders</i>	240 hours
HLTPHA013	<i>Order, maintain and distribute pharmaceutical stock</i>	240 hours
HLTPHA014	<i>Conduct small-scale compounding and labelling of pharmaceutical products</i>	240 hours
HLTPHA015	<i>Provide assistance in dispensary administration</i>	240 hours
HLTPHA016	<i>Conduct small-scale compounding and labelling of aseptic pharmaceutical products</i>	240 hours
HLTPHA017	<i>Support pharmacist's communication with patients and other health professionals</i>	240 hours
HLTPHA018	<i>Support pharmacists in the collection and presentation of workplace data and information</i>	240 hours
HLTPHA019	<i>Coordinate communication processes in a hospital or health services pharmacy setting</i>	240 hours
HLTPHA022	<i>Apply knowledge of gastrointestinal and nutritional disorders to dispense medication</i>	240 hours
HLTPHA023	<i>Apply knowledge of cardio-respiratory disorders to dispense medication</i>	240 hours
HLTPHA024	<i>Apply knowledge of central nervous system disorders to dispense medication</i>	240 hours
HLTPHA025	<i>Apply knowledge of medications used for infections, immunological products and vaccines</i>	240 hours
HLTPHA026	<i>Apply knowledge of endocrine and genitourinary disorders to dispense medication</i>	240 hours

Unit Code	Unit title	Work placement hours
HLTPHA027	<i>Apply knowledge of malignant diseases and immunosuppressive disorders to dispense medication</i>	240 hours
HLTPHA028	<i>Apply knowledge of eye, ear and nose disorders to dispense medication</i>	240 hours
HLTPHA030	<i>Apply knowledge of musculoskeletal disorders to dispense medication</i>	240 hours
HLTPHA031	<i>Apply knowledge of musculoskeletal disorders to dispense medication</i>	240 hours
HLTPHA032	<i>Apply knowledge of dermatological disorders to dispense medication</i>	240 hours
HLTOPD007	<i>Dispense single vision optical appliances</i>	100 hours
HLTOPD008	<i>Dispense advanced optical appliances</i>	100 hours
HLTOTH001	<i>Apply casts</i>	400 hours
HLTOTH004	<i>Apply orthopaedic devices</i>	400 hours
HLTREF003	<i>Perform reflexology health assessments</i>	120 hours
HLTREF004	<i>Provide therapeutic reflexology treatments</i>	120 hours
HLTREF005	<i>Adapt reflexology approaches to meet specific needs</i>	120 hours
HLTREF006	<i>Monitor and evaluate reflexology treatments</i>	120 hours
HLTSHU004	<i>Perform Shiatsu therapy health assessments</i>	200 hours
HLTSHU005	<i>Perform oriental therapies health assessments</i>	200 hours
HLTSHU006	<i>Provide Shiatsu therapy treatments</i>	200 hours
HLTSHU007	<i>Provide oriental therapies treatments</i>	200 hours
HLTSHU008	<i>Adapt Shiatsu and oriental therapies practice to meet specific needs</i>	200 hours
HLTTCM002	<i>Perform Traditional Chinese Medicine (TCM) remedial massage health assessments.</i>	200 hours
HLTTCM003	<i>Provide Traditional Chinese Medicine (TCM) remedial massage treatments</i>	200 hours

Unit Code	Unit title	Work placement hours
HLTTTCM004	<i>Adapt Traditional Chinese Medicine (TCM) remedial massage practice to meet specific needs</i>	200 hours
HLTTTCM005	<i>Monitor and evaluate Traditional Chinese Medicine (TCM) remedial massage treatments</i>	200 hours
HLTTTHE002M	<i>Assist with preparation of individuals for operative procedures</i>	80 hours

10 Resources: checklists and templates

Before using these checklists and templates, please note the following:

Check whether you're obliged to use a different agreement

Find out whether your organisation or industry association has an existing work placement agreement template that you're obliged to use.

Some issues may not be covered in these templates

These checklists and templates are intended as a starting point only. It may not cover all aspects of work placements, and you might want to add clauses to address issues such as:

- gambling or smoking in the workplace
- whether students may be subject to random drug and alcohol testing on work placements
- the use of protective clothing
- the protection of intellectual property and conflict of interests
- whether the RTO holds personal accident insurance that will cover the student in the event of accidental injury, disability or death where no party is at fault.

Due diligence is required

Service providers and RTOs are advised to do their own due diligence and to seek legal advice before signing agreements.

Best practice checklist for mandatory placement providers

This checklist supports placement providers to meet regulatory, safety, educational, and ethical expectations when hosting learners on mandatory placement. It can be adapted to suit sector, role, and learner cohort.

1. Governance and compliance

- Placement agreement/MOU in place with the RTO/education provider
- Roles and responsibilities of provider, supervisor, and learner clearly defined
- Compliance with relevant legislation and standards (for example WHS, privacy, child safety, NDIS, aged care, health regulations)
- Insurance coverage confirmed (public liability, professional indemnity where required)
- Clear escalation pathways for incidents, complaints, and grievances

2. Learner eligibility and pre-placement checks

- Verification of learner identity and enrolment
- Required checks completed and current (for example National Police Check, Working with Children Check, NDIS Worker Screening Check)
- Immunisation and health clearance requirements met (where applicable)
- Confidentiality agreement signed
- Learner provided with placement expectations and code of conduct

3. Orientation and induction

- Structured workplace induction completed on day one
- WHS orientation provided, including emergency procedures
- Introduction to workplace policies and procedures
- Cultural safety expectations explained (respectful, inclusive, trauma-informed practice)

Best practice checklist for RTOs – mandatory placements

This checklist supports Registered Training Organisations (RTOs) to plan, manage, and quality-assure mandatory placements in line with regulatory requirements, learner wellbeing, and industry best practice.

1. Governance, compliance and quality assurance

- Mandatory placement requirements clearly identified in training products and the training and assessment strategy (TAS)
- Compliance with Standards for RTOs, training package requirements, and companion volumes
- Documented policies and procedures for work placement management
- Placement agreements/MOUs in place with all host organisations
- Insurance arrangements confirmed and documented
- Continuous improvement processes applied to placement delivery

2. Placement planning and suitability

- Placement hours, activities, and supervision requirements defined
- Host organisations vetted for suitability and scope of practice
- Placement environments align with learning outcomes and units of competency
- Capacity and learner-to-supervisor ratios considered
- Cultural safety and inclusive practice capability of hosts considered

3. Learner readiness and eligibility

- Learner enrolment and identity verified
- Pre-placement requirements clearly communicated to learners
- Required checks obtained and validated (for example Police Check, WWCC, NDIS Worker Screening)
- Health, immunisation, and fitness-to-participate requirements addressed where applicable
- Learner briefing completed (rights, responsibilities, conduct, escalation pathways)

4. Orientation and information for hosts

- Hosts provided with clear placement guidelines and expectations
- Supervisor roles, boundaries, and assessment responsibilities clarified

 Qualification and unit requirements explained in plain language

 Cultural safety, equity, and respectful practice expectations communicated

 Contact points and escalation processes provided

5. Supervision, support and wellbeing

 Appropriate supervision model confirmed

 Reasonable adjustment processes in place and applied where required

 Learner wellbeing monitored throughout placement

 Clear mechanisms for learners to raise concerns safely

 Early intervention strategies for placement issues

6. Work health and safety (WHS)

 WHS responsibilities of RTO and host clearly defined

 Learners informed of WHS rights and obligations

 Incident, injury, and near-miss reporting processes established

 Support provided following incidents or critical events

7. Assessment and evidence management

 Assessment methods align with training package requirements

 Clear guidance provided on acceptable workplace evidence

 Assessment decisions retained by qualified RTO assessors

 Third-party reports used appropriately and validated

 Assessment records maintained securely and accurately

8. Communication and monitoring

 Regular contact maintained with hosts and learners

 Attendance and hours tracked and verified

 Progress monitored against placement requirements

 Issues documented and managed in accordance with policy

9. Cultural safety, ethics and professional practice

- Commitment to culturally safe and inclusive placement practices
- Learners supported to work respectfully with diverse individuals and communities
- Ethical practice, privacy, and confidentiality reinforced
- Zero tolerance for bullying, harassment, or discrimination

10. Completion, review and continuous improvement

- Placement completion verified and documented
- Learner and host feedback collected
- Placement outcomes reviewed for quality and compliance
- Improvements identified and implemented
- Host suitability reviewed for future placements

Best practice checklist for students – mandatory placement

This checklist supports students to prepare for, participate in, and complete mandatory placement safely, professionally, and in line with course and workplace expectations.

1. Pre-placement preparation

- Understand placement requirements (hours, activities, supervision)
- Read and understand relevant unit and course information
- Complete all required checks (for example Police Check, WWCC, NDIS Worker Screening)
- Meet health, immunisation, and fitness-to-participate requirements (where applicable)
- Sign required documentation (placement agreement, confidentiality, code of conduct)

2. Professional conduct and expectations

- Understand expected standards of behaviour and professional conduct
- Dress and present appropriately for the workplace
- Maintain confidentiality and privacy at all times
- Use respectful, inclusive, and culturally safe communication
- Follow workplace policies, procedures, and lawful instructions

3. Orientation and induction

- Attend workplace induction and orientation
- Understand work hours, breaks, and attendance requirements
- Know emergency procedures and WHS expectations
- Be introduced to supervisor and key staff
- Ask questions if unsure about tasks or expectations

4. Scope of practice and learning

- Understand your scope of practice as a student
- Only perform tasks you are authorised and trained to do
- Seek supervision and guidance when required
- Take part in learning opportunities (observation, participation, reflection)

-
- Do not represent yourself as a qualified worker

5. Work health and safety (WHS)

- Follow all WHS instructions and safe work practices
- Use PPE correctly where required
- Report hazards, incidents, or injuries immediately
- Stop work and seek help if a task feels unsafe
- Look after your own physical and psychological wellbeing

6. Communication and support

- Maintain regular communication with your supervisor
- Notify the RTO and placement provider of absences or issues promptly
- Know who to contact if concerns arise
- Seek support early if experiencing difficulties

7. Cultural safety and respect

- Show respect for diversity, culture, identity, and lived experience
- Work in a culturally safe, inclusive, and non-judgemental manner
- Be open to feedback and learning from different perspectives
- Reflect on how your own values and assumptions may affect practice

8. Evidence collection and assessment

- Understand what evidence is required for assessment
- Collect evidence ethically and with consent where required
- Complete logbooks, timesheets, or reflective journals accurately
- Submit evidence within required timeframes

9. Managing issues and concerns

- Raise concerns early with your supervisor or RTO
 - Follow escalation pathways if issues are not resolved
 - Understand your rights and responsibilities as a student
-

Know how to access wellbeing or support services

10. Completion and reflection

Confirm placement hours are completed and verified

Obtain supervisor sign-off where required

Participate in feedback or evaluation activities

Reflect on learning, strengths, and areas for improvement

Thank the host organisation and maintain professional relationships

Sample work placement log

Student Name: *Angela Amibright* Student No: *TBC*

Qualification: *HLT43021 Certificate IV in Allied Health Assistance*

Total Hours Required: *120 hrs* Work Placement Venue: *Southeast Rehabilitation*

Date	Start Time/Meal Break/End time	Hours Worked	Details & relationship to units	WP Signature	Student Signature
29/01/2026	9:00am – 12:00pm 12:00pm – 1:00pm 1:00pm – 4:00pm	6	Talked with physio about Client X. Assisted physio with rehab plan for Client X. prepared equipment for use and cleaned up afterwards AHA031 E2, 4 and 5.		
01/02/2026	9:00am – 12:00pm 12:00pm – 1:00pm 1:00pm – 4:00pm	6	Worked with physio going through what needs to be done to accurately record client outcomes in line with policies and procedures. Worked through all the requirements for planning a program. AHA027		

Total hours worked:

Notes: This is a very simplified work placement log. It allows the student to keep the hours but asks for a signature from the workplace and the student to agree that the work was done, and the hours were as indicated. In this example the student is cross referencing what they do, in relation to elements and related PCs within the unit of competency. This could only happen if there was a plan at the start of the placement that the student and the workplace supervisor were going to concentrate on the areas covered by specific units of competency. Alternatively, a more detailed mapping of all units of competency, elements and PCs could be provided with the student ticking those covered.



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