

|  |
| --- |
| Child Protection Student Placements  Student tasks |

Students on placement in **Child Protection** are allocated selected tasks and experiences which will provide learning opportunities appropriate to developing their skills, knowledge and competency.

However, many procedural factors linked to the legislation and issues regarding client confidentiality and privacy exist and need to be considered before a student is allocated tasks and duties whilst on placement.

The lists below are a guide as to the type of tasks that **can** and **cannot** be allocated to students undertaking placements in Child Protection:

| Students can: | Students cannot: |
| --- | --- |
| read case notes, court reports and paper files  attend relevant meetings  act as a secondary practitioner (except in cases involving physical/ sexual abuse where criminal charges are a possible outcome)  attend client visits with another employee  complete case notes and assessments  take reasonable care for their own health and safety and for that of others in the workplace by working in accordance with legislative requirements and the department's occupational health and safety (OHS) policies and procedures.  raise issues relating to their health, safety and wellbeing  raise issues or concerns they may have relating to tasks allocated during the placement  seek out support employee assistant and wellbeing program where necessary  complete risk assessments with guidance  transport clients accompanied by another employee  undertake contact visits accompanied by another employee | take a report  investigate a report or take a primary role at a first home visit  take a primary or secondary role in a first home visit involving physical or sexual abuse where criminal charges are a possible outcome  transport clients without supervision[[1]](#footnote-1)  be the applicant for a protection application  physically apprehend a child or take a child in need of protection into emergency care  undertake tasks without supervisor observation and risk assessment plan in place  undertake unsupervised tasks off site, that includes the transportation of clients and supervision of contact  supervise contact unaccompanied by a supervisor either off site or within the office environment  act as a substitute for a qualified practitioner as they are not qualified or able to carry Secreatary delegations  make telephone calls where a specific delegation is required or be the applicant in presenting matters to the Children’s Court  be the allocated worker for a child protection case  spend more than 30 percent of their placement participating in the transport of clients and attending contact visits  work overtime (students can be given the option to stay after hours for their own interest and learning, however there should be no obligation)  ignore direction or advice that protects your health, wellbeing and safety during your placement |

|  |
| --- |
| To receive this publication in an accessible format [email Student Placements](mailto:studentplacements@dhhs.vic.gov.au) <studentplacements@dhhs.vic.gov.au>  Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne. © State of Victoria, Department of Health and Human Services, July 2018. Where the term ‘Aboriginal’ is used it refers to both Aboriginal and Torres Strait Islander people. Indigenous is retained when it is part of the title of a report, program or quotation. If you print and store this document, you may be looking at an obsolete version. Always check the latest version of this document on the intranet. For further information, please contact your local People and Culture Unit. Available at [Student Placements](https://intranet.dhhs.vic.gov.au/student-placements) <https://intranet.dhhs.vic.gov.au/student-placements> |

1. Senior Council of Vocational and Training Providers [↑](#footnote-ref-1)