



Safety in Practice Compliance and Risk Assessment Procedure

May, 2018

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Responsible Officer	Associate Dean, Learning and Teaching
Approved by	College of Health and Medicine Learning and Teaching Committee
Approved and commenced	June, 2014
Reviewed	May, 2018
Review by	May, 2021
Relevant Policy or Procedure the Guideline supports	University Work Integrated Learning Policy University Safe to Practice Policy University Disability Policy Health Practitioner Regulation National Law Act 2009
Responsible Organisational Unit	College of Health and Medicine

1 Objectives

- a. To ensure that all College of Health and Medicine (CHM) students, who undertake professional experience placement (PEP) as part of their program, establish and maintain their capacity to practice safely in compliance with legislative, University [Safe to Practice Policy](#) and professional body requirements.
- b. To assist CHM Program personnel to administer student Safety in Practice documentation and risk assessment of student medical, physical and psychological capacity to safely undertake the CHM PEP [Mandatory Functional Requirements](#) (Appendix 1).
- c. To inform CHM students and prospective students to enable timely decisions as to their program choice.

2 Scope

All students enrolled in CHM programs that include a PEP component, laboratory and/or field activity and Faculty personnel with associated duties. Students not meeting these procedural requirements may be deemed ineligible to participate in such programs.

3 Safety in Practice Compliance and Risk Assessment Procedure

- 3.1 The CHM Safety in Practice Compliance and Risk Assessment Procedure enables fair and equitable assessment of student capacity to legally and safely undertake the CHM PEP Mandatory Functional Requirements.
- 3.2 The CHM Manager, PEP Safety in Practice assesses student capacity to practice safely via CHM PEP [Guidelines and Procedures](#).

Student Safety in Practice compliance requirements include risk assessment of:

- national criminal history;
- working with children registration;
- medical, physical and psychological capacity to safely undertake the CHM Mandatory Functional Requirements; and
- infectious disease and immunisation status.

[Safety in Practice Requirements](#) procedures and forms are located on the CHM PEP website.

- 3.4 The Safety in Practice compliance process has implications for student participation in the program:
 - National criminal history and medical, physical and psychological disclosures, which are subsequently risk assessed for student capacity to practice safely, may inhibit student eligibility to participate in courses. Risk assessment must therefore, be completed prior to enrolment census date.

NOTE: **Learning Access Plan** applications cannot be approved until this compliance process is completed.
 - **Newly enrolled students** documentation checks and risk assessments must be completed by:
 - **semester one census date; or**
 - **in case of late enrolment, prior to beginning study.**

The **Working with Children Registration Card** and **Immunisation Record Form/Card** must be **completed**, (with Hep B vaccination begun), and **submitted by week 1 of semester 2**.

- **Continuing students** documentation checks and risk assessments must be completed by:
 - **census date of semester one; or**
 - **earlier as per any individual Program requirements** (Program to advise).

4 Student Responsibility

4.1 Student accesses the [Safety in Practice Requirements](#) page on the CHM PEP website and downloads a Safety in Practice Agreement Form and completes the requirements as specified (associated forms are hyperlinked).

4.2 If a medical, physical or psychological disclosure is made in Section 9 of the Safety in Practice Agreement, the student downloads a CHM Safe to Practice [Health Assessment Form](#) or CHM and University Disability Service [Combined Health Practitioner Report and Health Assessment Forms - Students with Disabilities](#) for completion by their health practitioner.

Note: The Head of Program, in conjunction with the Manager, PEP Safety in Practice, can also request a health assessment from an independent health practitioner in cases where a student has been withdrawn from PEP or additional information is received.

4.3 Student completes the following documentation and submission process:

4.3.1 Safety in Practice Agreement – **upload** into **InPlace**;

4.3.2 National Police Certificate – **submit** to the **PEP Administrator/Coordinator** for their Program;

4.3.3 If a disclosure is made in Section 9 of the Safety in Practice Agreement - **upload** the Safe to Practice Health Assessment Form into **InPlace**; and

4.3.4 Students with disabilities/health conditions also seeking a Learning Access Plan – **upload** the Combined Health Practitioner Report and Health Assessment Forms - Students with Disabilities or Educational Psychologist Report (learning disability) into **InPlace**.

Timelines:

- **Newly enrolled student** before end of week 2 of semester 1 or in case of late enrolment, prior to beginning study.
- **Continuing student** by census date of semester one or earlier as per any individual Program requirements (Program to advise).

5 CHM Manager, PEP Safety in Practice Responsibility

5.1 Receives and reviews student Safety in Practice documentation with disclosure/s and conducts risk assessment, which may include interview with student. This risk assessment includes a student PEP support 'needs assessment' component for students with disabilities/health conditions.

5.2 Advises the student and PEP Administrator/Coordinator of risk assessment outcome:

- a) Clear to attend PEP.
- b) Clear to attend PEP with condition/s.
- c) Ineligible to attend PEP.

5.3 Identifies support requirements, in consultation with the Disability Adviser where required, and refers the student to Program PEP support personnel - 5.2 b).

5.4 Counsels the student as to alternative program choices - 5.2 c).

6 Disability Adviser Responsibility

6.1 When meeting with the student to develop a Learning Access Plan, the Disability Adviser (DA) includes discussion of CHM Safety in Practice mandatory functional requirements and ensures that the student has submitted the CHM Safe to Practice Health Assessment Report and Disability Services Health Practitioner Report **or** Educational Psychologist Report (learning disability).

6.2 If the implications of student's disability/health condition **are not likely** to impact on mandatory functional requirements, the DA forwards the LAP Application to the CHM Manager, PEP Safety in Practice.

6.3 If the implications of student's disability/health condition **are likely** to impact on mandatory functional requirements, the DA can:

- seek advice from CHM Manager, PEP Safety in Practice and proceed; or
- refer the student, with their health/disability documentation, to the CHM Manager, PEP Safety in Practice for risk assessment, with the student:
 - clear to attend PEP – DA notified to forward the LAP Application;
 - or**
 - ineligible to participate in PEP - Student is counselled as to alternative program choices and the DA is notified that the LAP Application is not required.

7 More information

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8 Glossary

Term/Acronym	Definition
DA	Disability Adviser
CHM	College of Health and Medicine
InPlace	CHM student PEP management system.

LAP	Learning Access Plan- a formal agreement setting out academic support provisions for students with a disability or health condition that may have an impact on their ability to fulfil the requirements of the program of study or to demonstrate what they have learned in assessment.
Mandatory Functional Requirements	The compulsory, not negotiable, components specific to an educational program being undertaken by all students. Mandatory functional requirements are termed ‘inherent requirements’ under University Disability Policy.
PEP	Professional Experience Placement is the CHM’s terminology for Work Integrated Learning (WIL) components in a program.
Program	CHM course (e.g. medicine, nursing, pharmacy)
Risk Assessment	Measure of criminal offences and health impairments against Safety in Practice eligibility criteria.
Safe to Practice Policy	University Policy to ensure that: <ul style="list-style-type: none"> • functions and activities relating to the inherent requirements of PEP may be undertaken by students without risk to the health and safety of self and others; and • students who undertake PEP establish, declare and maintain their capacity to practice safely.
WIL	Work integrated learning is a purposeful, organised, supervised and assessed educational activity that integrates theoretical learning with its applications in the workplace.

9 Versioning

Version	Version 1	Approved June 2014; by College of Health and Medicine Learning and Teaching Committee
	Version 2	Amended October, 2015
	Version 3	Amended March, 2016
	Version 4	Reviewed May, 2018

Appendix 1 College of Health and Medicine Mandatory Functional Requirements

1. Capacity to read and write to enable the student to:

- read and understand patient/client records, charts and/or medication labels and dosages; and
- accurately record patient/client notes.

2. Capacity to undertake critical thinking and reflective analysis to:

- self-evaluate and reflect upon one's own practice, feelings and beliefs and the consequences of these for individuals and groups.

3. Capacity to communicate to enable the student to:

- interact with patients/clients and health practitioners in a professional setting;
- accept instruction and professional criticism;
- question directions and decisions which are unclear; and
- resolve conflict and negotiate with staff and patients/clients.

4. Psychological capacity to:

- understand the importance of and demonstrate the professional attributes of honesty, integrity, critical judgement, insight and empathy;
- interact with patients/clients, carers and others in a caring, respectful manner to provide emotional support and health education; and
- maintain self-control in professional situations.

5. Physical capacity to: *(5. N/A for Postgraduate Counselling and Psychology students)*

- use technical equipment, which includes having the dexterity to undertake clinical procedures and handle, maintain and program equipment;
- apply clinical procedures (e.g. physical examination, wound management), support patients/clients and perform cardiopulmonary resuscitation (CPR); and
- manage essential equipment and materials.