

Safety in Practice Compliance and Risk Assessment Process

April, 2023

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Responsible Officer	Director, Professional Experience Placement
Approved by	College of Health and Medicine Learning and Teaching Committee
Approved and commenced	June, 2014
Reviewed	April, 2023
Review by	March, 2024
Relevant Policy or Procedure the Process supports	University Professional Experience Placement Policy and Procedure University Safety and Wellbeing Policy Health Practitioner Regulation National Law Act 2009
Responsible Organisational Unit	College of Health and Medicine

1 Objectives

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

2 Scope

All students enrolled in CoHM programs that include a PEP component, laboratory and/or field activity. Students not meeting these requirements may be deemed ineligible to participate in such programs.

3 Safety in Practice Compliance and Risk Assessment Process

- 3.1 The CoHM Safety in Practice Compliance and Risk Assessment Process enables fair and equitable assessment of student capacity to safely undertake the CoHM PEP Mandatory Functional Requirements.
- 3.2 The CoHM Manager, PEP Safety in Practice assesses student capacity to practise safely via CoHM [PEP Processes](#).

Student Safety in Practice compliance requirements include risk assessment of:

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

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

- 3.3 The Safety in Practice compliance process has implications for student participation in the program:
 - National criminal history, working with vulnerable person registration and medical, physical and psychological disclosures, which are subsequently risk assessed for student capacity to practise safely, may inhibit student eligibility to participate in courses. Risk assessment must therefore be completed prior to enrolment census date.
 - **Newly enrolled students'** documentation checks and risk assessments must be completed by:
 - **Week two (2) of the first semester/study period of your course; or**
 - **in case of late enrolment, prior to beginning study.**

The **Immunisation Record Card/Form** must be completed (with Hepatitis B vaccination commenced) and submitted by census date in the first semester of your course. Please note – evidence may be required sooner in some programs (Program to advise).

- **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 CoHM 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 CoHM Safe to Practice [Health Assessment Form](#) or CoHM 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 (as per guidelines on the PEP website);

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 two (2) of the first semester/study period of your course, or in case of late enrolment, prior to beginning study.
- **Continuing student** by census date of semester/study period one or earlier as per any individual Program requirements (Program to advise).

5 CoHM 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 Identifies support requirements and referral sources where appropriate - 5.2 c).

6 Disability Adviser Responsibility

6.1 When meeting with the student to develop a Learning Access Plan (LAP), the Disability Adviser (DA) includes discussion of CoHM Safety in Practice Mandatory Functional Requirements and ensures the student has submitted the CoHM 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 mandatory functional requirements, the DA forwards the LAP Application to the CoHM Associate Dean Learning and Teaching Performance.

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

- seek advice from CoHM Manager, PEP Safety in Practice and proceed; or
- refer the student, with their health/disability documentation, to the CoHM Manager, PEP Safety in Practice for risk assessment, with the student:
 - clear to attend PEP
 - or**
 - ineligible to participate in PEP - student is supported and referred to appropriate services as required.

7 More information

CoHM Manager, PEP Safety in Practice Michael.Plakalovic@utas.edu.au

8 Glossary

Term/Acronym	Definition
DA	Disability Adviser
CoHM	College of Health and Medicine
InPlace	CoHM student placement 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 a sub-set of 'inherent requirements'.
PEP	Professional Experience Placement is a structured and formal learning experience that enables students to put theory into practice within a workplace setting.
Program	CoHM course (e.g., medicine, nursing, pharmacy)
Risk Assessment	Measure of criminal offences and health impairments against Safety in Practice eligibility criteria.
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; 2021
	Version 4	Reviewed April, 2023

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:

- 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.