Professional Experience Placement
Risk Management Procedure

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<tr>
<th><strong>Responsible Officer</strong></th>
<th>Director of Professional Experience</th>
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<tr>
<td><strong>Approved by</strong></td>
<td>Faculty of Health PEP Committee</td>
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<tr>
<td><strong>Approved and commenced</strong></td>
<td>September, 2014</td>
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<tr>
<td><strong>Reviewed</strong></td>
<td>September, 2018</td>
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<tr>
<td><strong>Review by</strong></td>
<td>September, 2021</td>
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| **Relevant Policy or Procedure the Guideline supports** | University Work Health and Safety Policy  
University Work Integrated Learning Policy  
University Safe to Practice Policy  
College of Health and Medicine PEP Code of Professional and Ethical Conduct |

**Responsible Organisational Unit**: College of Health and Medicine
PEP Risk Management Procedure

Rationale
The capacity to maintain public health and safety is fundamental to student participation in all College of Health and Medicine (CHM) courses. Students are subject to University rules, PEP Code of Professional and Ethical Conduct and Safety in Practice Agreement requirements at all times, particularly when undertaking professional experience placement (PEP). In cases where a student breaches these conduct or safety requirements, they can be immediately stood down (removed) from the PEP facility pending investigation under the following procedure.

1. Procedure
This procedure and documentation template is to be applied in instances where it may be necessary for a College of Health and Medicine Course to withdraw a student from their Professional Experience Placement. The following situations identify where a student can be withdrawn from PEP:

Withdrawal from PEP
A student may be withdrawn from PEP and/or have their commencement deferred by the Course Coordinator, in consultation with the relevant Unit Coordinator in situations where:

A. The student has committed an act of misconduct as defined under University Ordinance 9.
B. The student’s behaviour has breached the College of Health and Medicine Code of Professional and Ethical Conduct, professional body conduct standards and/or other rules of the professional experience placement provider.
C. The student is consistently unable, after due guidance and instruction, to perform at the required standard as assessed by supervising university or professional experience facilitators/preceptors.
D. The student has contravened the College of Health and Medicine professional experience placement guidelines and procedures or safety in practice requirements.
E. The student’s application of theory in practice is significantly below the satisfactory standard in relation to their scope of practice.
F. The student’s behaviour is disrupting other students, colleagues or people in the practice setting.
G. There is an increased risk of injury or misadventure involving the student or others.

2. Actions and Documentation
The Unit Coordinator downloads a full copy of this Procedure and Report document and initiates the action and documentation process identified in the table below. The CHM Manager, PEP Safety in Practice is available to provide procedural advice and support to the Unit and Course Coordinators.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Program Responsible Person</th>
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</thead>
<tbody>
<tr>
<td>Section 1  Student PEP Progress Review</td>
<td>Unit Coordinator</td>
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<tr>
<td>Section 2  Risk Assessment</td>
<td>Unit Coordinator</td>
</tr>
<tr>
<td>Section 3  Formal Determination and Action</td>
<td>Course Coordinator</td>
</tr>
<tr>
<td>Section 4  Investigate Withdrawal from PEP (and document)</td>
<td>Course Coordinator</td>
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</tbody>
</table>

Completed Documentation
- Provide a copy of the final report to the student, Course and Unit Coordinators and Student Advisor.
- Locate the final report and associated documentation on the CHM Risk Management database.
Section 1: Student PEP Progress Review

Unit Coordinator to complete

(Insert Name of Course)

(Insert student’s name and ID) progress in the current (insert unit name and code) PEP unit, has been assessed according to the Course’s professional experience placement learning objectives, derived from the professional body practice requirements.

All students undertaking PEP must satisfactorily perform the practice learning objectives of the Unit.

Current placement issues:
List the issues which have led to the student’s unsatisfactory situation/s in the current PEP:

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Support provided to date:
List all support, interventions and associated outcomes provided in the current PEP:

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Collate all related documentation, e.g. Professional Experience Facilitator’s evaluation or progress review, School/Program support plan.

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Section 2: Risk Assessment

Unit Coordinator to complete

Assess Risk:
Review Section 1 and any other relevant documentation to identify relevant PEP issues:

Identify Outcome:

✓ Risk can be managed:
List how the PEP issues are to be resolved:

✓ The student is supported to return to the existing placement.
  or

✓ The student is provided with an alternative placement via request to the Course Coordinator.

Unit Coordinator to Action

✓ Risk is significant:
List the reason/s why the student’s case should be investigated for possible withdrawal from PEP
(relevant situation/s under Withdrawal from PEP – page 1):

Refer the student’s case to the Course Coordinator

Completed by Unit Coordinator: ................................................. Signature: ..........................

Date: ..................................
Section 3: Formal Determination and Action

Course Coordinator to complete

Review Case:

✔ Risk can be managed ☐ Advise Unit Coordinator

List how the PEP issues are to be resolved:

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✔ Investigate possible withdrawal from PEP (via Section 4) ☐ Notify student with a copy of this report attached.

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Completed by Course Coordinator: ................................................................. Signature: .................................................................

Date: .................................
Section 4: Investigate Possible Withdrawal from PEP

Course Coordinator to Complete and Sign

Case Management Meeting

The Course Coordinator convenes this meeting to **discuss and document** the possible withdrawal of *(insert student’s name and ID)* from PEP in *(insert unit name and code)*.

Meeting Date: …………………

**Attendance:**

Course Coordinator (Chair): ………………………………………………………………………

Unit Coordinator: ……………………………………………………………………………………

Student: ……………………………………………………………………………………………

Student advocate (if student chooses): ……………………………………………………………

CHM Manager, PEP Safety in Practice (to ensure procedural fairness): ………………………

**Agenda:**

- Explain the role of the attendees.
- Discuss the student’s PEP Progress Review and Risk Assessment:
  - ………………………………………………………………………………………………………………………………………………………………………………
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- Advise the student of the outcome of the PEP Progress Review and Risk Assessment and, where necessary, the subsequent necessity for their withdrawal from PEP.

- Discuss the implications on the student’s progress in the Unit:
  - May return to PEP after an intervention period:
    - ………………………………………………………………………………………………………………………………………………………………………………
    - ………………………………………………………………………………………………………………………………………………………………………………
    - ………………………………………………………………………………………………………………………………………………………………………………
  - Is unable to re-enter the PEP environment for the current duration of the Unit.
    - The Unit Coordinator notifies the placement provider (via email) of the student’s withdrawal from PEP.

- Advise the student of their right to appeal this outcome via UTAS Student Complaints at:
Support Requirements

☐ Directly refer the student to a UTAS support service: .................................................................

☐ Notify the student they must meet with the Course Coordinator within 2 weeks to:
  • discuss the implications of this report in relation to academic progress; and
  • determine course specific support requirements.

☐ Advise the student of referral to their campus Student Adviser (Health), who will receive a copy of this report.

    The student should meet with their campus Student Adviser, who can:
    • assess and document the student’s broader support requirements and associated actions, including referral to appropriate UTAS central support services as required;
    • report the student’s support requirements and associated actions to the Course Coordinator; and
    • monitor the student’s progress post referral.

Course Coordinator: .................................................................

Signature: .................................................................

Date: .................................................................