

Professional Experience Placement Procedure

Version 2 – Approved 27 June 2023

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Purpose

This Procedure describes the requirements, roles, and responsibilities of staff and students in providing a safe, inclusive, and enriching learning environment for students, staff and placement providers who support students undertaking Professional Experience Placements (PEPs).

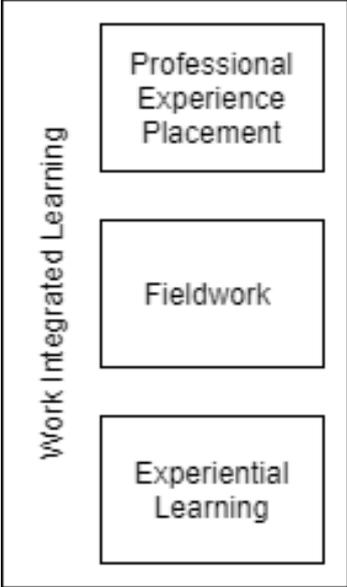
Applicable governance instruments

Instrument	Section	Principles
Higher Education Standards Framework (Threshold Standards), 2021 (Cth)	1.4 Learning Outcomes and Assessment, 2.3 Wellbeing and Safety, 3.1 Course Design, 3.2 Staffing, 3.3 Learning Resources and Educational Support, 5.3 Monitoring and Review, 5.4 Delivery with Other Parties	N/A
<i>Course Design and Delivery Policy</i>	All	All
<i>Professional Experience Placement Policy</i>	All	All
<i>Partnerships Policy</i>	1 Partnerships 3 Educational partnerships	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3
<i>Safety and Wellbeing Policy</i>	All	All
<i>Child Safety Policy</i>	All	All
<i>Child Safety Code of Conduct</i>	All	All
<i>Data and Information Governance Policy</i>	4. Data Information and Management	4.1, 4.2, 4.3, 4.4

Procedure

1. Background

PEPs are a subset of what is broadly known as Work Integrated Learning (WIL). This Procedure concerns only this particular subset of WIL experiences. Other work integrated learning experiences, such as experiential learning and fieldwork are conducted in accordance with standard learning and teaching requirements.

	Definition	Examples
	Students are situated in a workplace with supervision and/or assessment support from a workplace supervisor.	Internships, mandatory professional practicums, clinical placements, optional or paid student placements, local or international placements.
	Students are in a workplace or field setting for a brief period of time and are not supervised or assessed by a workplace supervisor.	Applied research projects, design projects, industry site visits.
	Students are supported to learn in-class, led by academic staff, with embedded hands-on and practical experience opportunities	Guest lectures, simulations, on-campus practical workshops.

PEPs represent an opportunity for students to apply and continue their learning in a workplace environment. PEPs involve a structured environment whereby students are supervised and/or assessed by a third-party (e.g., a workplace supervisor) in a workplace setting. This includes placements where, although no credit is assigned, the placement is a hurdle task for a tertiary qualification.

This Procedure applies to any activity that involves direct supervision and/or assessment of the student's work by a workplace supervisor. This Procedure does not apply to fieldwork or experiential learning as defined in this Procedure.

Accountability for management and quality assurance of PEPs rests with the Colleges. Within the parameters of this Procedure, each College manages and resources PEPs differently, but all must clearly designate responsibilities as required by this Procedure to a staff member(s) within the College, School, or Institute.

2. Preparing for, supporting, and evaluating placement experiences

Students must be equipped with the necessary knowledge, skills, and abilities to succeed *before* a PEP is undertaken. Similarly, students must be supported *during* placement, and provided with feedback, by the Course or Unit Coordinator or University appointed mentors and Professional Experience Leaders, or the workplace supervisor (or both) that will be used *after* their placement experience.

2.1. *Preparing students before placement*

College, School, or Institute Placement teams support student workplace-readiness through compulsory preparatory learning activities, including orientation, and appropriate skills development. At a minimum, these preparatory activities must:

- a. identify and manage placement risks to students including ensuring that the placement provider's workplace is safe and equipped to deliver the desired learning outcomes;
- b. prepare students for working in teams, as appropriate;
- c. build reflective capacity;
- d. set student expectations; and
- e. include information on assessment schedules, progressive study skills support, as well as awareness of this Procedure's requirements and any College-specific requirements.

Compulsory preparatory learning activities must be completed prior to any placement commencing and will be recorded in the University's Learning Management System and included in the expected volume of learning for the unit or course.

Students must be provided with opportunities to engage in cross-disciplinary skill development workshops as appropriate for cross-disciplinary PEPs.

Colleges will, via publication in the Course and Unit Handbook, make all prospective students aware of:

- a. any course participation requirements attached to PEPs;
- b. any additional costs associated with undertaking a placement; and
- c. any pre-placement compliance requirements.

When a student is unable to meet a PEP participation requirement for any reason, for example, due to disability, the College, School, or Institute designated staff must, wherever possible, make reasonable adjustments to the learning experience. Note that any adjustments should not compromise the integrity of the course, the achievement of learning outcomes, and/or course professional accreditation requirements. Assessment variation must align to the University [Assessment and Results Procedure](#).

2.2. *Supporting students during placement*

The College, School, or Institute designated staff will do their best to ensure that:

- Students are inducted into the workplace environment by the placement provider including, at minimum:
 - a. staffing introductions;
 - b. site-specific WHS requirements;
 - c. building evacuation procedures;
 - d. dress code;
 - e. work hours;
 - f. location of placement (e.g., site);
 - g. appropriate communication styles;
 - h. reporting and IT/building access (if appropriate); and
 - i. any relevant site-specific policies.
- Students are provided with clear direction, support, and concurrent feedback on their placement progression by their workplace supervisor. Student learning and wellbeing is supported by accessible University-wide support services and resources.

- Student placements are conducted in learning environments free from discrimination, bullying, and/or harassment.

The College will monitor the wellbeing of students engaged in PEP, and have in place mechanisms to identify responsibilities for, and management of, critical incidents and these processes will be communicated to students.

2.3. Evaluating student experiences after placement

Students must have the opportunity to provide feedback on their learning and teaching experiences during and after each placement experience.

Course and Unit Coordinators, or Professional Experience coordinators, will use student feedback to undertake continuous review and improvement of placements.

3. Designing, delivering, and evaluating placement curriculum

It is critical that the design, delivery, and evaluation of curriculum is consistent across the institution to support high quality student placements, regardless of discipline.

3.1. Designing placement experiences within curriculum before placement

PEP will be part of the deliberate curriculum design of a course. This includes consideration of reasonable student workloads and alignment across concurrent placement and non-placement curriculum.

Placement curriculum design will be informed by contemporary scholarship and discipline knowledge, ongoing placement provider and industry expertise, current and past student feedback, and previous placement deliveries.

PEP units of study must be named as a placement unit and recorded in the University's preferred course approvals system.

Students undertaking PEP will be supported to transition to practice through the provision of WIL opportunities prior to placements. This may include industry panel events, industry lectures, supervised industry site visits, and on-campus simulations.

Curriculum design must be aligned to relevant professional accreditation standards (where appropriate) and the Australian Qualification Framework (AQF) level of the course.

3.2. Evaluating curriculum for improvement after placement

Placements must be appropriately resourced and supported by the relevant College, School, or Institute to ensure high quality learning environments for students.

Data related to placement students' performance, retention, and satisfaction will be reviewed annually by course by the College, School, or Institute designated staff. The Director Curriculum and College-designated lead for PEPs have joint compliance ownership (e.g., Deputy/Associate Dean, PEP/WIL), in line with the [Compliance Policy](#).

A risk register must be maintained, updated, and reviewed for each placement provider. Similar placement providers may have combined risk registers.

Review of PEPs against relevant professional accreditation standards will be completed in accordance with the requirements and timeframes of individual professional bodies, as relevant.

4. Establishing and maintaining placement provider arrangements

Colleges are responsible for ensuring that students have a high-quality placement that aligns to the learning goals of their course and is based on strong relationships with high-quality placement provider organisations. All formal communication with placement providers should be planned, documented, and monitored.

4.1. Establishing placement provider relationships before placement

Placement providers will be provided with information about PEPs, University expectations, and their responsibilities.

A legal agreement will be entered into between the University and the placement provider. The University's template agreement is approved by Legal Services and available on the [Legal Services intranet website](#). The agreement will set out the parties' roles and responsibilities in relation to the placement and allocate risk between the parties. Alternative placement agreements, including any supplied by placement providers, must be approved for use by Legal Services prior to execution.

Placement provider agreements must be formally reviewed by the College, School or Institute designated staff before the expiry of the term outlined in the agreement and prior to any new agreement with that provider being entered into, in order to identify any material changes and ensure the provider can deliver high quality student placement experiences in future.

In line with section 11.3 of the *Schedule of Academic Delegations* (Educational Partnerships), the College, School or Institute designated staff will ensure the appropriately executed placement provider agreements are in place prior to placement commencement. All placement agreements will be stored in the University's record management system, and/or the preferred student placement management system, and will use the University's templates where possible.

A Placement Plan (see [Schedule C for Sample Placement Plan](#)) must be communicated by the placement team to workplace supervisor(s) and the student before placement. Placement provider roles, responsibilities, and expected qualifications and/or experience of supervisors must be communicated, documented, and monitored by the College, School, or Institute designated staff.

Placement provider sites must be reviewed, usually through a site visit (face-to-face or virtual), by College, School, or Institute designated staff for workplace health and safety compliance and suitability as a learning environment prior to placements.

Workplace supervisors with responsibilities to supervise and/or assess student learning must be appropriately qualified and have been appropriately trained and supported by the University. Evidence of the training and support provided will be acknowledged in the placement provider review process.

Conflicts of interest arising from the student placement and workplace supervision arrangements must be declared and managed in accordance with the [Conflicts of Interest and Gifts and Benefits Declarations Procedure](#).

4.2. Managing diverse stakeholders during placement

College, School, or Institute designated staff will ensure:

- Appropriate discipline-specific guidelines, as relevant, are in place in extension of this Procedure to support specific quality assurance processes.
- Appropriate, timely and comprehensive communication with placement providers, workplace supervisors and students undertaking placement.
- Student supervision in the workplace includes guidance, mentoring, and consultation with Colleges, Schools, or Institutes where student performance is not being met. Any response will align with the [Academic Progress Policy](#).
- Course and unit-specific leadership roles and contact details are clearly identified and communicated to PEP participants including students and workplace supervisors.
- University academic and professional staff will be appropriately trained and resourced to lead, manage, and enable quality PEPs.

5. Administering and supporting placements

This Procedure and the *Professional Experience Placement Policy* provide a consistent set of institutional principles and values that are applied to PEPs across the institution.

5.1. Administration and preparation before placement

The Colleges must have clear, and transparent leadership and governance structures for managing PEPs that are aligned with the requirements of this Procedure.

The University's preferred student placement management system will be used for secure, transparent, and effective institutional data storage and administrative management of PEPs. This includes monitoring of real-time student placement information that is visible to students and the University, managing student placement allocation, placement periods, tracking, and future needs planning.

Liability insurance and personal accident insurance coverage is provided by the University to *all* students participating in placements, except in the following circumstances:

- International jurisdictions – each jurisdiction must be notified to the insurer and insurance is only provided for 180 days. Some jurisdictions require a local Admitted Insurer. College, School, or Institute designated staff must ensure appropriate liability protection and personal accident insurance coverage for international placements and should seek advice from the University Insurance Officer for all international placements via finance.insurance@utas.edu.au or through the Service Portal.
- Where a student is remunerated for their placement, it is expected that the placement provider's workers compensation or liability insurance policy will cover any liability arising whilst on placement.

5.2. Ensuring that students are safe to practise before placement

College, School, or Institute designated staff will ensure all students submit to their College, School or Institute a Student Placement and Safe to Practise Agreement form that meets, as a minimum, the requirements of Schedule A – Sample Student Placement and Safe to Practise Agreement. Students will be considered Safe to Practise when they meet all criteria prior to commencing placement. Colleges can extend this sample agreement to support specific checks as required by professional accreditation bodies, placement providers, or course.

Schedule B – Sample Medical Check Form provides an extended medical check template that is required if students disclose a relevant medical condition in their declaration in the Student Placement and Safe to Practise Agreement (or equivalent). Schedule B (or equivalent form) may be mandated for specific placements by a College rather than be dependent on disclosure of a medical condition.

College, School, or Institute designated staff must assess the information from students provided in the Student Placement and Safe to Practise Agreement (or equivalent form) and determine if the student undertaking the placement poses any unacceptable safety and wellbeing risk to themselves, the placement provider (or their clients, students, or customers), and the University.

Reasonable adjustments to support students to complete their PEP safely should be considered if students do not meet the College, School, or Institute's requirements for being safe to practise. Any adjustments should not compromise the academic integrity of the course, the achievement of learning outcomes, and/or course professional accreditation requirements.

All safe to practise documentation must be recorded and stored in the institutional student placement management system.

5.3. Institutional supports for students during placement

Adequate resourcing and administrative support must be allocated by the College to enable and facilitate quality student placements.

An accessible central repository will be maintained by the College, with key placement documentation including local guidelines, agreement templates, standardised WHS checklists, codes of conduct, intellectual property management, professional accreditation alignment, and course participation requirements.

Student progress and success will be monitored and supported during placements and recorded in the relevant University system. Where a student is not progressing satisfactorily, early intervention must be provided to support student progression.

Placement provider and/or student complaints and grievances will be responded to as appropriate in accordance with the University's [Behaviour Procedure](#) and [Student Complaints Procedure](#).

Related procedures

Behaviour Procedure

Conflicts of Interest and Gifts and Benefits Declarations Procedure

Course Advisory Committee Procedure

Student Complaints Procedure

Versions

Version	Action	Approved By	Business Owner/s	Approval Date
1	Approved	Deputy Vice-Chancellor (Education)	Director, Curriculum	27 June 2022
2	Approved	Pro-Vice Chancellor (Strategic Projects)	Director Curriculum	27 June 2023

Schedule A – Sample Student Placement and Safe to Practise Agreement

Each student must satisfy the requirements of the Student Placement and Safe to Practise Agreement prior to going to placement. Please complete this form and sign the declaration at the end.

Section 1 – Personal Information

I agree that:

- My contact details are up to date in the eStudent portal.
- Some of my personal information (e.g., name, student number and photo, contact details and any special requirements) will be disclosed to the Placement Provider Organisation where I will undertake my professional experience placement.

I understand that:

- Where personal information is provided to the Placement Provider Organisation, Placement Provider has agreed the personal information will be managed in accordance with the Personal Information Protection Act 2004 (Cth).
- My personal information will only be used or disclosed for the primary purpose for which it is collected. Personal information will be managed in accordance with the Personal Information Protection Act 2004, Privacy Act 1988 (Cth), and the University's Privacy Statements.

Section 2 – Medical declaration

I disclose that:

- I do not have any medical, physical or psychological conditions that may affect my capacity to safely undertake professional experience placement.
- I have a medical, physical or psychological condition that may affect my capacity to safely undertake professional experience placement and have completed a Medical Check with a local General Practitioner (GP) and recorded this using the Medical Check Form (Schedule B).

Section 4 – Confidentiality

In relation to my placement, I agree to:

- maintain confidentiality of information, including clients, staff and workplace procedures;
- ensure the anonymity of clients when writing up case notes or any other documentation produced as part of my placement; and
- sign a workplace specific Confidentiality Agreement if required by the Placement Provider.

Section 5 – Professional conduct

I agree that, on placement, I will:

- Conduct myself in a professional manner;
- Advise my Workplace Supervisor of any incident, accident or adverse event arising while on-site and complete a University MySafety Incident Report and any relevant placement provider report form;
- Advise the Workplace Supervisor of placement learning objectives;
- Keep in good order any equipment, accommodation, uniforms, learning and other resources made available to and used by me; and
- Comply with any reasonable workplace policies that are provided to me by my Workplace Supervisor.

Section 6 – Placement information

I have received and understand the following:

- The course and unit learning outcomes as they apply to professional experience placement;
- Access to relevant information for pre-placement compliance requirements;

- A Placement Workplan comprising the broad activities I will undertake during my placement; and
- University policies and procedures relevant to professional experience placement in my course.

Section 7 – Requirements for my specific placement (optional to include)

Please complete the following:

- (any specific discipline-based requirements)
- (any course participation requirements)
- (any professional accreditation requirements)
- (any workplace-specific safety requirements)
- (any additional confidentiality or intellectual property requirements)
- (any requirements for a National Police Check, or RWVP)
- (any requirements for compulsory immunisation/vaccination)

Student placement declaration

In signing the below, I declare that I:

- Have completed this form in its entirety and truthfully;
- Have completed the placement preparation activities required of me in MyLO;
- Am aware of who I should seek support from in my Course or Unit if I need additional assistance;
- Will disclose any relevant changes to the information in this form (e.g., medical) that occur prior to or during my placement, and
- To the best of my knowledge, I am safe to practise.

First name:

Last name:

Signed: Date:

Schedule B – Sample Medical Check Form

Student to complete

I ID hereby give authority for (Practitioners name) to release information relating to my medical, physical or psychological capacity to safely undertake a professional experience placement.

Signed: Date: (Student’s Signature)

Medical Practitioner to complete

Dear Practitioner, The University of Tasmania requires all students to declare or establish via a medical check their capacity to safely participate in a professional experience placement. The above student has disclosed to the University that they have a medical, physical or psychological condition which could affect their capacity to safely undertake a placement. Could you please assist by completing the following form? Thank you for your time and consideration.

Name: Email:

Profession: Phone:

Address:

Signature: Date of Medical Check:

Could you please assess the medical, physical or psychological condition which may affect the student’s capacity to safely participate in a professional experience placement, in relation to the following functions or activities which are participation requirements specific to the:

- (insert functions and/or activities)

Please contact (insert College/School/Institute contact person’s name and phone number) if you require clarification.

1. Do you believe this student has the capacity to safely undertake these functions or activities at present? Circle one of the following: Yes No

If No, when do you believe they will have the capacity?

.....

2. Do you have any concerns that this student’s capacity to safely undertake these functions or activities is affected? Circle one of the following: Yes No

If yes, would you please describe these concerns?

.....

3. Would you please describe any recommendations to the University regarding reasonable adjustments that you believe will assist this student to safely undertake these functions or activities?

.....

4. Would you please describe any specialised equipment/resources that may assist this student to safely undertake these functions or activities?

.....

Schedule C – Sample Placement Plan

Placement provider

Name:
ABN:
Primary address:

Workplace supervisor

Name:
Role:
Highest qualification:
Email:
Phone (preferably mobile):

Student on placement

Name:
Email:
Mobile:

Student's emergency contact

Name:
Relationship to student:
Email:
Phone (preferably mobile):

Placement objectives

During the Placement, the student will:

- (add details of work product produced, and activities or tasks undertaken)

Placement duration

The placement will occur between and at:

- The Placement provider primary address above, or
- At this address:

The student will be on placement during the following days and hours, applicable during the above placement dates:

- Monday between am/pm and am/pm
- Tuesday between am/pm and am/pm
- Wednesday between am/pm and am/pm
- Thursday between am/pm and am/pm
- Friday between am/pm and am/pm
- Saturday between am/pm and am/pm
- Sunday between am/pm and am/pm

Declaration of accuracy

I declare that this Placement Plan is accurate and has been uploaded into the University's preferred placement management software.

Name of UTAS staff completing Plan:

Role:

Signature:

Date: