

Professional Experience Placement Procedure

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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

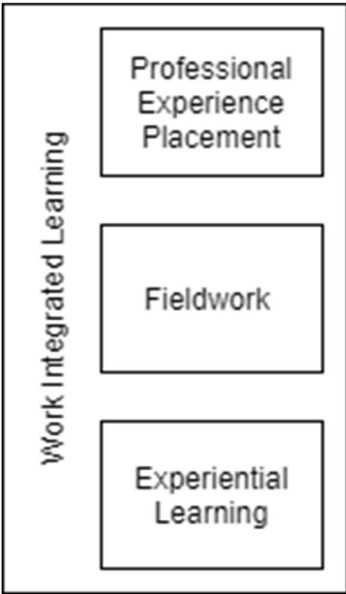
Instrument	Section	Principles
<i>Higher Education Standards Framework (Threshold Standards) 2021 (Cth)</i>	1.4 Learning Outcomes and Assessment, 2.3 Wellbeing and Safety, 3.1 Course Design, 3.2 Staffing, 3.3 Learning Resources and Educational Support, 5.3 Monitoring and Review, 5.4 Delivery with Other 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

Child Safety Code of Conduct	All	All
<i>Data and Information Governance Policy</i>	4. Data Information and Management	4.1, 4.2, 4.3, 4.4
TEQSA Guidance Note: Work-Integrated Learning	All	All

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
 The diagram shows a large box labeled 'Work Integrated Learning' on the left. Inside this box are three smaller boxes stacked vertically: 'Professional Experience Placement' at the top, 'Fieldwork' in the middle, and 'Experiential Learning' at the bottom.	Students are situated in a workplace with supervision and/or assessment support from a workplace supervisor. Students are in a workplace or field setting for a brief period of time and are not supervised or assessed by a workplace supervisor. Students are supported to learn in-class, led by academic staff, with embedded hands-on and practical experience opportunities.	Internships, mandatory professional practicums, clinical placements, optional or paid student placements, local or international placements. Applied research projects, design projects, industry site visits. Guest lectures, client briefs, simulations, on-campus practical workshops, career development learning.

Curriculum may be designed and/or delivered in partnership with a community, government or industry stakeholder.

PEPs represent an opportunity for students to apply and continue their learning in a workplace environment. PEPs involve a structured environment where students are supervised and/or assessed by a third party (e.g., a workplace supervisor) in a workplace setting. PEP can be used for credit and/or form a hurdle task for a tertiary qualification in a professionally accredited course.

Accountability for management and quality assurance of PEPs rests with the responsible Academic Unit. Within the parameters of this procedure, each Academic Unit manages and resources PEPs differently, but all must clearly designate responsibilities as required by this procedure to a staff member(s)

There are responsibilities under this procedure that are assigned to Designated Staff. For the purposes of this procedure, Designated Staff means PEP staff nominated by the Head of Academic Unit (or Portfolio where relevant). Academic Units will maintain records of Designated Staff.

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 Designated Staff or the workplace supervisor (or both) that will be used *after* their placement experience.

2.1 Preparing students before placement

Designated Staff support student workplace-readiness through preparatory learning activities, including general work health and safety (WHS), orientation and appropriate skills development such as career development and employability learning. 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 and building reflective capacity, as appropriate;
- c. ensure students are compliant with specific workplace, Academic Unit or Portfolio pre-PEP requirements;
- 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 discipline-specific requirements.

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.

For cross-disciplinary PEPs, students must be provided with opportunities to engage in cross-disciplinary skill development workshops as appropriate.

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

- a. any course participation and other inherent 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 or other inherent requirement for any reason, for example, due to disability, the 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 or course professional accreditation requirements. Assessment variation must align to the University Assessment and Results Procedure.

2.2 Supporting students during placement

Designated Staff will do their best to ensure that:

- a. Students are inducted into the workplace environment by the placement provider including, at minimum:
 - i. staffing introductions;
 - ii. site-specific WHS requirements;
 - iii. building evacuation procedures;
 - iv. dress code;
 - v. work hours;

- vi. location of placement (e.g., site);
 - vii. appropriate communication styles;
 - viii. reporting and IT/building access (if appropriate); and
 - ix. any relevant site-specific policies.
- b. Students are provided with clear direction, support and concurrent feedback on their placement progression by their workplace supervisor. Student learning and wellbeing are supported by accessible University-wide support services and resources.
 - c. Student placements are conducted in learning environments free from discrimination, bullying or harassment.

Designated Staff 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, evaluating and governing placement curriculum

It is critical that the design, delivery, evaluation and governance 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 unit and 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 and/or tagged as a placement unit and recorded in the University's approved curriculum and placement management systems, respectively.

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 Qualifications Framework (AQF) level of the course, as well as the [TEQSA Guidance note for Work-integrated learning](#).

3.2 Placement governance and compliance

PEPs must be appropriately resourced and supported by the relevant Academic Unit 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 Designated Staff.

PEP Leads are staff who have expertise in PEP design, governance and/or management nominated by Portfolio leads to represent academic disciplines. PEP Leads are appointed to the University's Placement Governance Group by the Pro Vice-Chancellor (PVC) Learning and Teaching Performance, with a chair nominated by the PVC Learning and Teaching Performance. The Terms of Reference of the group are reviewed annually.

The Placement Governance Group is responsible for ensuring placement activities are compliant in line with the University's *Professional Experience Placement Policy* and relevant procedures. With support from the Academic Division, the Placement Governance Group have joint compliance ownership in line with the Compliance Policy.

The PEP Leads collaborate with the Portfolio and Academic Unit staff that represent the discipline interest and report institutionally to the PVC Learning and Teaching.

The PEP InPlace System User Reference Group (SURG) includes representation from each Academic Unit and reports to the PEP Governance Group. The SURG gives input into the student placement management system and associated monitoring and reporting functions.

3.3 Evaluating curriculum for improvement after placement

Academic Units remain responsible for the development of their curriculum and PEPs, supported by educational designers and/or communities of practice.

Review of PEPs against relevant professional accreditation standards will be completed in accordance with the requirements and timeframes of individual professional bodies, as relevant by the Designated Staff in consultation with the Placement Governance Group.

In addition to PEP governance under this Procedure, the Placement Governance Group will advise on quality assurance and strategic development of PEPs and broader WIL initiatives. This includes activities aligned with sector best practices and national WIL frameworks such as student and partner experience surveys.

4. Establishing and maintaining placement provider arrangements

Academic Units are responsible for ensuring that students have a high-quality placement that aligns to the learning goals of their unit and/or 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 arrangements before placement

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

A legal agreement (contract) will be entered into between the University and the placement provider. The University's template agreement forms approved by Legal Services are available on the [Legal Services intranet site \(Student Placement Agreements\)](#). The agreement will set out the parties' roles and responsibilities in relation to the placement and allocate risk between the parties.

The University's approved student placement templates should be used wherever possible. Alternative placement agreements, including any supplied by placement providers, must be approved for use by Legal Services prior to execution. Any variation to the University's template agreements must be reviewed by Legal Services to ensure suitability for the specific work-integrated or other learning context.

Student placement agreements must be formally reviewed by the 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 the future.

Before commencement of any placement, the Designated Staff will ensure that:

- a. the appropriate delegate has approved the PEP arrangements with the placement provider in accordance with Schedule E - RASCI Matrix Roles and Functions
- b. the student placement agreement has been executed by the appropriate delegate under the *General Delegations Ordinance*.

All placement agreements will be stored in the University's record management system and/or the preferred student placement management system.

A Placement Plan (see [Schedule C for a Sample Placement Plan](#)) must be completed and communicated prior to a placement commencing. Placement provider roles, responsibilities and expected qualifications and/or experience of supervisors must be communicated, documented and monitored by the Designated Staff.

Placement provider sites must be reviewed for suitability, usually through a site visit (face-to-face or virtual), by Designated Staff for work health and safety compliance and suitability as a learning environment prior to a placement commencing. Refer to Schedule D – Placement Site Risk Profiles and Assessment, and the associated Site Suitability Assessment Form of the Academic Unit.

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*. Any perceived, potential or actual conflict(s) of interest in relation to any party involved in the student placement, e.g. pre-existing relationship, should be recorded in the student placement management system, including a management plan. A conflict of interest will not necessarily preclude a placement.

4.2 Managing diverse stakeholders during placement

Designated Staff will ensure:

- a. appropriate discipline-specific guidelines, as relevant, are in place in extension of this procedure to support any specific quality assurance processes;
- b. appropriate, timely and comprehensive communication with placement providers, workplace supervisors and students undertaking placement;
- c. student supervision in the workplace includes guidance, mentoring and consultation with Academic Units where student performance is not being met (any response will align with the *Academic Progress Policy*);
- d. course and unit specific leadership roles and contact details are clearly identified and communicated to PEP participants, including students and workplace supervisors;
- e. University academic and professional staff are 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

Academic Units must have clear and transparent leadership, processes and designated roles for managing PEPs that are aligned with the requirements of this procedure.

The University's 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, any particular conflicts or risks, 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:

- a. 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. 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.
- b. 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 during the placement.

5.2 Ensuring that students are safe to practise before and during placement

Designated Staff will ensure all students submit a Student Placement and Safe to Practise Agreement form prior to a placement commencing 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. The sample in Schedule A can be extended 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 an Academic Unit rather than be dependent on disclosure of a medical condition and is required prior to a placement commencing. Schedule B (or equivalent) may also be used to request an independent medical assessment, either prior to or during the placement where a Head of Academic Unit has a concern that a student may have a condition that has a bearing on that student's safety in practice.

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 or wellbeing risk to themselves, the placement provider (or their clients, students or customers) and/or the University.

Reasonable adjustments to support students to complete their PEP safely should be considered if students do not meet the Portfolio or Academic Unit'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 Academic Unit to enable and facilitate quality student placements.

An accessible central repository will be maintained by the Academic Unit, with key placement documentation including local guidelines, agreement templates, site suitability assessment forms, 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 Learning Management System. Where a student is not progressing satisfactorily, early intervention must be provided by Designated Staff 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*.

Hazards, near misses or injuries during a placement should be reported in MySafety. Notifications of harassment or wellbeing or behavioural concerns for staff or students can be made confidentially through Student Safety and Wellbeing.

Related procedures

Behaviour Procedure

Conflicts of Interest and Gifts and Benefits Declarations Procedure

Course Advisory Committee Procedure

Course Inherent Requirements Procedure

Student Complaints Procedure

Versions

Currency of procedures is confirmed annually from the date of last amendment. For the details of when this procedure was last confirmed as current, visit the [version history page](#).

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
3	Approved	Deputy Vice-Chancellor (Academic)	Director Curriculum Design and Innovation	18 December 2025

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, the 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 3 – 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 4 – 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 5 – 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 6 – 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 Registration to Work with Vulnerable People)
- (any requirements for compulsory immunisation/vaccination)

Student placement declaration

In signing the below, I declare that I:

- have disclosed any perceived, potential or actual conflict(s) of interest in relation to my placement, e.g. pre-existing relationship, for management in the student placement management system;
- 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.

Given name:

Family name:

Signed: Date:

Schedule B – Sample Medical Check Form**Student to complete**

I Student ID hereby give consent for
 (Practitioner's 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 or continue to participate in a professional experience 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:

- (insert functions and/or activities)
- other issues raised during the health assessment (e.g., injury involving return to work cover)
- any concerns raised by the University or the placement provider.

Please contact (insert Academic Unit 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 and Student ID:

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's 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 system.

Name of UTAS staff member completing Plan:

Role:

Signature:

Date:

Note: Individual student placement plans should be checked and signed by the Unit Coordinator or delegate in accordance with the Academic Unit process.

Schedule D – Placement Site Risk Profiles and Assessment

This schedule must be used to assess the Risk Profile of a Placement Provider site.

Three key principles underpin this assessment which are aligned to the University's obligation to safeguard student experience, safety and welfare:

1. The placement site (physical or virtual) facilitates student achievement of the relevant Intended Learning Outcomes (ILOs) in the unit of study.
2. The placement site is verified by a University staff member (physically or virtually) as having work health and safety mechanisms.
3. Any specific risks related to the student or site are recorded and managed as far as possible, particularly in relation to student learning, support and wellbeing.

The approved [Site Suitability Assessment Form](#) and risk assessments in accordance with the University's [Risk Management Framework](#) must be completed applying the following Placement Site Risk Profiles:

Site Profile	Level Description	Risk Assessment	Repeat Risk Assessment Frequency	Who should conduct risk assessment
Outside of Appetite	Sites which are outside the University's Risk Appetite have a high or extreme level of residual risk¹ for staff and students, e.g.: • High or extreme risk using the University WHS Risk Rating Matrix The following are examples that may indicate high-risk workplaces: • Significant departures from the University's values, resulting in unacceptable risk to reputation • High or unmanaged risk of exposure to physical harm • High or unmanaged risk of psychological injury or exposure to psychological distress • Agencies where work is undertaken in the following conditions, without evidence of appropriate risk management (as identified through the Site Suitability Assessment): ○ Use of hazardous equipment or substances	• Where a risk assessment identifies that high-risk activities are undertaken without adequate controls or mitigation strategies, do not proceed with placement and refer to the relevant PEP Lead in the Academic Unit for further advice • Face-to-face or virtual risk assessment using the Site Suitability Assessment Form is required to assess risk	• All new Student Placement Agreements • For multi-year Student Placement Agreements, re-assess annually	• Initial assessment: Unit Coordinator or nominee

	○ Risk of falls that could result in serious injury ○ Hazardous forms of work such as working in confined spaces, welding, demolition, electrical work, etc. ○ Working in extreme heat or cold ○ Geographically isolated or remote sites ○ Jurisdictional risks (reconsider need for placement and follow travel abroad advice) ○ Sites where activities being undertaken would be assessed using the University WHS Risk Rating Matrix as high or extreme risk			
Level 1 Site	Level 1 Placement Sites have a moderate¹ residual risk for staff and students, e.g.: • Moderate residual risk using the University WHS Risk Rating Matrix • Site may have high inherent risk, but demonstrates robust and effective risk management strategies, which reduce the residual risk to 'medium' • Site is certified by an accrediting/auditing body as having met industry-relevant WH&S and governance requirements The following are examples of moderate-risk sites: • Moderate- to high-risk activities are carried out, but with a recognised and effective risk management plan monitored by an internal or external body, e.g.: ○ Site has been accredited as providing safe and quality services by a recognised professional body (e.g. hospitals, schools) ○ Site has a risk management team in place with regular monitoring and audit of WH&S strategies ○ Site where the risk is moderate as determined against the frequency and impact in the University WHS Risk Rating Matrix	• Face-to-face, virtual or survey assessment is required prior to commencement of Student Placement Agreement • Upload completed Site Suitability Assessment Form to InPlace under 'Agency' • Select the Level 1 Site Attribute within the Agency Record in InPlace	• All new Student Placement Agreements • For multi-year or ongoing agreements, Level 1 sites are re-assessed at least every (3) year(s) and more often if there are significant changes within the agency's governance, structure or placement experience, or reports of compliance or safety incidents have been received • Level 1 Sites may require greater ongoing monitoring than Level 2 sites	• Initial assessment: Unit Coordinator or nominee • Subsequent assessment: Placement Officers may arrange for collection of survey and endorsement by a Unit Coordinator or nominee

	Individual International Placements (excludes group programs which are already covered by a specific risk assessment)			
Level 2 Site	Level 2 Placement Sites have a low residual risk for students and staff. The following are examples of low-risk sites: - Workplaces such as offices, shops or libraries, where workers are not exposed to hazards that could result in serious injury or illness - Where potential work-related injuries and illnesses requiring first aid would likely be minor in nature - A site where the activities being undertaken would be assessed as low risk using the University WHS Risk Rating Matrix	- Upload completed Site Suitability Assessment Form to InPlace under 'Agency' - Select the Level 2 Site Attribute within the Agency Record in InPlace	- All new Student Placement Agreements or as determined by the Academic Unit - Where a safety or compliance incident has been reported at a placement site, a Site Suitability Assessment should be undertaken as part of reviewing ongoing placement risks	Unit Coordinator, Placement Officer or Designated Staff member

¹ Residual risk is the risk that remains after implementation of mitigation strategies and controls as a result of either removing the risk source, modifying the consequences, changing probabilities, or transferring or accepting the risk ([University Risk Management Framework](#)).

Schedule E – RASCI Matrix description of roles and functions

Role titles and their responsibilities vary between Academic Units. For the purposes of the RASCI, roles for Designated Staff (DS) are grouped into DS PO and DS UC.

DS PO – Placement operations staff, Field Officers, Placement Coordinators (or other AU nominated role)
DS UC – Unit Coordinator, PEP Manager, Director Health Partnerships (or other AU nominated role)
HAU – Head of Academic Unit or Health Academic Unit L&T / Curriculum Leads
IP – InPlace team, SURG (System User Reference Group) leads
PG – Placement Governance Group
PVC – Pro Vice-Chancellor Learning and Teaching Performance (Deputy Vice-Chancellor Health - denoted)
LA – Legal and Audit (Legal Services, Governance or Risk)
GDO – Appropriate delegate in accordance with the <i>General Delegations Ordinance</i>

Actions	DS PO	DS UC	HAU	IP	PG	PVC	LA	GDO
Governance								
Implement and monitor PEP governance (joint responsibility) (3.2)	C	C	C	C	R	A	C	
Management of InPlace System data and compliance function (3.1, 3.2)	S			R	A			
Create reporting including dashboards on exceptions and quality (from InPlace) (3.2, 3.3)	S		A	R	C			
Before Placement								
Create PEP that aligns to curriculum design and delivery standards, and any professional accreditation requirements (3.1)	S	R	A	S	C			
Approve PEP arrangement with standard requirements (i.e. Student Placement Agreement) (4.1)	S	R	A*		C			
Approve PEP arrangements for PEP involving multiple sites or multi-year arrangements (4.1) - Health arrangements	S	C	C		R	A* A (DVCH)*		
Approve PEP arrangement with <u>non-standard</u> requirements (i.e. amended Student Placement Agreement or partner provided) (4.1)	S	C	A*		R		C	
Execute student placement agreement			R					A
Monitoring Placement Partner agreement expiry/renewals (4.1)	R	C	A	S	S			
Assess Placement Site Risk Profile and Assessment (Schedule D) Complete Site Suitability using Academic Unit approved form (5.2)	S	R	A	S	S			

Professional Experience Placement Procedure

Prepare students for placement and onboarding to PEP, including Work Health and Safety and any adjustments (2.1)	S	R	A		S			
Assign students to placement partner	S	R	A		S			
Ensure student compliance actions undertaken, forms and documentation completed and stored in InPlace (5.2)	R	S	A	S	S			
During Placement								
Monitor student compliance requirements in InPlace and related reporting (5.1)	R	S	A	S	S			
Support Student and/or Placement Partner throughout placement and monitor progress (5.3)	S	R	A	S	S			
Escalate Student and/or Placement Partner concerns, i.e. complaints and safety matters (5.3)	S	R	A		S		C	
After Placement								
Assess and evaluate student and partner experience feedback (2.3)		R	A	S	S	C		
Document and report quality improvement plans and outcomes (3.3)	S	R	A					
Review curriculum outcomes and adjust placement design (3.3)	S	R	A		C			

Schedule F – Description of RASCI matrix roles and functions

Responsible (R)	• Individual or group who leads the activities required to initiate, implement and/or govern the PEP initiative or task. • Ensures the development process is effective and meets quality standards. • Collaborates closely with others to support the delivery of outcomes. • Only one individual or group is responsible for each requirement.
Accountable (A)	• Individual or group who owns a step within a process. • Provides strategic leadership to ensure alignment with institutional priorities, sector trends, quality expectations, and regulatory and policy requirements.
Supportive (S)	• Individuals or groups who are available to provide expertise, resources or operational support to enable PEP activity, without holding decision-making authority. • Support is typically task-specific, targeted, time-bound and focused on execution (e.g. facilitating student Expressions of Interest, system implementation, reporting). • Supporters are actively involved in delivering part of the process, but do not determine the overall direction or outcome.
Consulted (C)	• Individuals or groups who offer advisory input that informs PEP process, governance and outcomes. • Contributions are typically strategic, contextual or stakeholder-driven, rather than operational. • Consulted parties typically include internal Legal, Risk and Governance expertise. • Consultation is informative, not directive.
Informed (I)	• Individuals or groups who receive updates on initiatives.