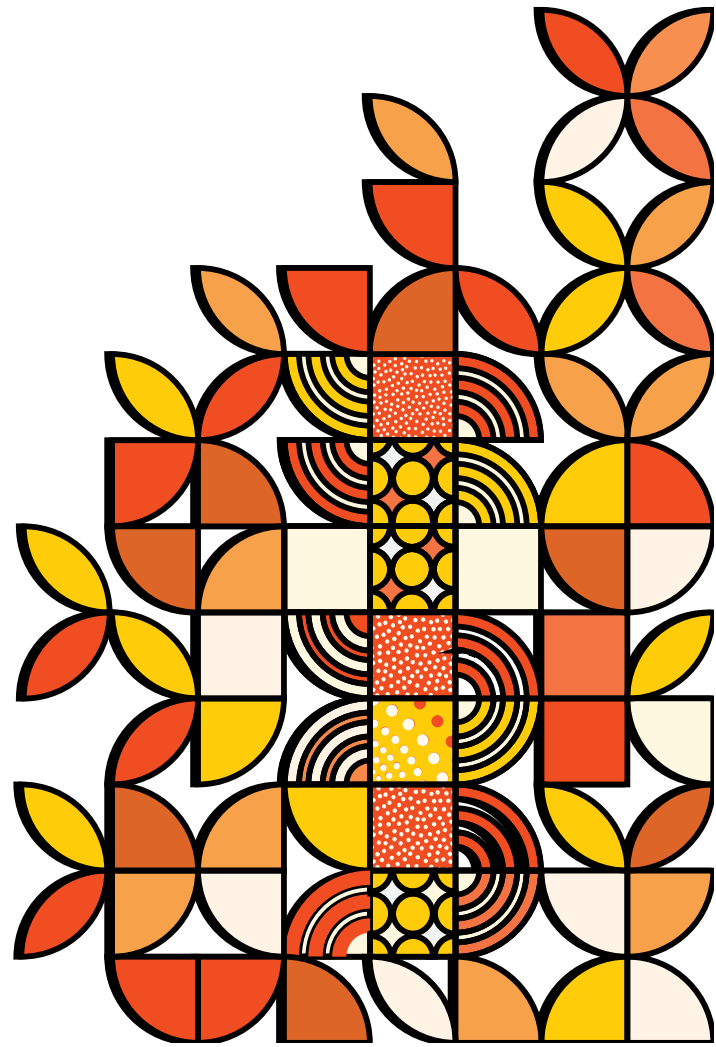


Professional Experience Placement (PEP) Policy



SECTION 1

Purpose

1. This policy describes the Institute of Health & Management's (IHM's) principles governing Professional Experience Placement (PEP) components in courses, which are in accordance with relevant frameworks and standards governing the undertaking of course-related placements.

Scope

2. This policy applies to IHM students that are required to undertake placements as part of their course in addition to teaching staff at IHM.

Definitions

3. Definitions for key terms are presented in the [Glossary of Terms](#).

Suite documents

4. This Policy is linked to the following procedures:
 - a) Professional Experience Placement Procedure
 - b) See also the Associated Information listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Principles

5. PEP aligns with the vision, mission, values and imperatives expressed in IHM's Strategic Plan and with the IHM Learning and Teaching Policy and Procedure, to ensure theory and practice links are integrated into course design.
6. PEP complies with the relevant regulatory frameworks and the requirements of professional bodies and industry regulators regarding accreditation and professional registration.
7. PEP nurtures and protects IHM's reputation, the safety, wellbeing and ongoing success of its students and staff, as well as facilitating mutually beneficial partnerships with industry, government and community stakeholders.
8. Student conduct and behavior while on PEP in IHM uniform are considered to be representing IHM.
9. PEP enhances graduate employability and student readiness for professional practice.
10. The PEP principles underpin the design, conduct & evaluation of PEP. Courses also need to meet relevant external regulatory and accreditation requirements.
11. Principles governing (PEP) align with the relevant external regulatory and accreditation requirements, such as the National Clinical Supervision Support Framework (2011). These principles include:

- a) **Clarity** includes the clear definition and communication of the roles, responsibilities and expectations of supervisors, students and facilities.
 - b) Learning objectives/outcomes of placements will be clearly articulated and communicated to all stakeholders.
 - c) **Quality** includes ensuring that care /services provided during placements be safe, of high quality, appropriate and effective, and the appropriateness and adequacy of the knowledge, skills and attributes of supervisors.
 - d) PEP is integrated as part of a quality course of study that is based on contemporary teaching methods including role modelling and adult learning principles.
 - e) Supervisors must be trained in the core set of knowledge, skills and attributes necessary for quality supervision.
 - f) Students will be provided with adequate orientation to the placement setting.
 - g) **Culture** includes ensuring that IHM placement agreements are established only with facilities that have a strong commitment to education, innovation and improvement.
 - h) Facilities will provide a safe, supportive and well-resourced learning environment. All stakeholders (students, facilities, Supervisors and Course & Unit Coordinators) will ensure there is regular communication and strong collaborative relationships are maintained.
 - i) The facilities relating to workloads of professionals, will give recognition to supervision to improve education capacity.
 - j) Inter-professional learning is encouraged and facilitated throughout the PEP.
 - k) Establishing a PEP agreement takes into consideration the selection of students to undertake PEP, induction of supervisors, supervision requirements, student assessment and evaluation of the experience all which can be located in the PEP Procedure.
12. PEP activities are monitored for quality assurance & enhancement purposes including:
- a) Collating data on PEP activities for reporting at a unit and course level
 - b) Regular gathering of stakeholder feedback from IHM staff, students, supervisors and partners that contributes to PEP evaluation and continuous improvement.
 - c) Where curricular PEP activities involve an external partner, then:
 - i. Formative assessment involves collaboration between academic staff and external supervisors, and
 - ii. External supervisors are supported to conduct formative assessments in accordance with guidelines provided by IHM
 - iii. Summative assessment is primarily conducted by academic staff but may be conducted in conjunction with staff of partner organisations, especially where that is a requirement of a professional association or other accrediting body.
13. **Pre-Placement Requirements (PPR) aka Pre-Placement Compliance Requirements (PPCR):** Before attending placements, students must complete and provide evidence of several mandatory prerequisites usually prescribed

by the host facilities, legislation, Occupational Health and Safety procedures and/or the disciplinary or professional standards. These requirements are in place to ensure the protection of the student and for anyone the student engages with during the professional placement.

SECTION 3

Associated Information

Related Internal Documents	<p>Critical Incident Form Critical Incident Response Policy Critical Incident Response Procedure Health and Safety Policy Health and Safety Procedure IHM Insurance policies for students undertaking PEP Learning and Teaching Policy Learning and Teaching Procedure PEP Evaluation Tool PEP Manual/Handbook Placement Supervisor/Educator Handbook Post-PEP Evaluation Questionnaire Professional Experience Placement (PEP) Procedure Professional Experience Placement Agreements between IHM and facility Records management Policy Records Management Procedure Student Feedback Form</p>
Related Legislation, Standards, and Codes	<p>National Clinical Supervision Support Framework (2011) Tertiary Education and Quality Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 Education Services for Overseas Students Act 2000 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Australian Nursing and Midwifery Accreditation Council Australian Association of Social Workers - Australian Social Work Education and Accreditation Standards (ASWEAS) 2023</p>
Date Approved	07.08.2024
Date of Effect	08.08.2024
Date of Next Review	30.07.2027
Approval Authority	Academic Board Endorsed by Board of Directors
Responsibility for Implementation	Academic Department
Document Custodian	Academic Dean
IHM Doc ID	IHM - PEPPP1 - 3.0

Change History

Version Control		
Change Summary	Date	Short description of change, incl version number, changes, who considered, approved etc
Version 1.0	22/02/2014	<ul style="list-style-type: none"> • New Policy and Procedure approved by Board of Governors
Version 2.0	30/01/2021	<ul style="list-style-type: none"> • Policy and Procedure are separated into two documents • Added version number • Added definitions • Minor editorial changes
Version 2.1	27/11/2023	<ul style="list-style-type: none"> • The definitions have been relocated to the IHM glossary and the template has been updated.
Version 3.0	25/07/2024	<ul style="list-style-type: none"> • Document transferred into new template • General review and update of policy to ensure alignment and relevance to placements in both nursing and social work fields. • Updates to ensure coverage of HESF 2021 • Definitions revised in line with Glossary of Terms • Minor editorial changes