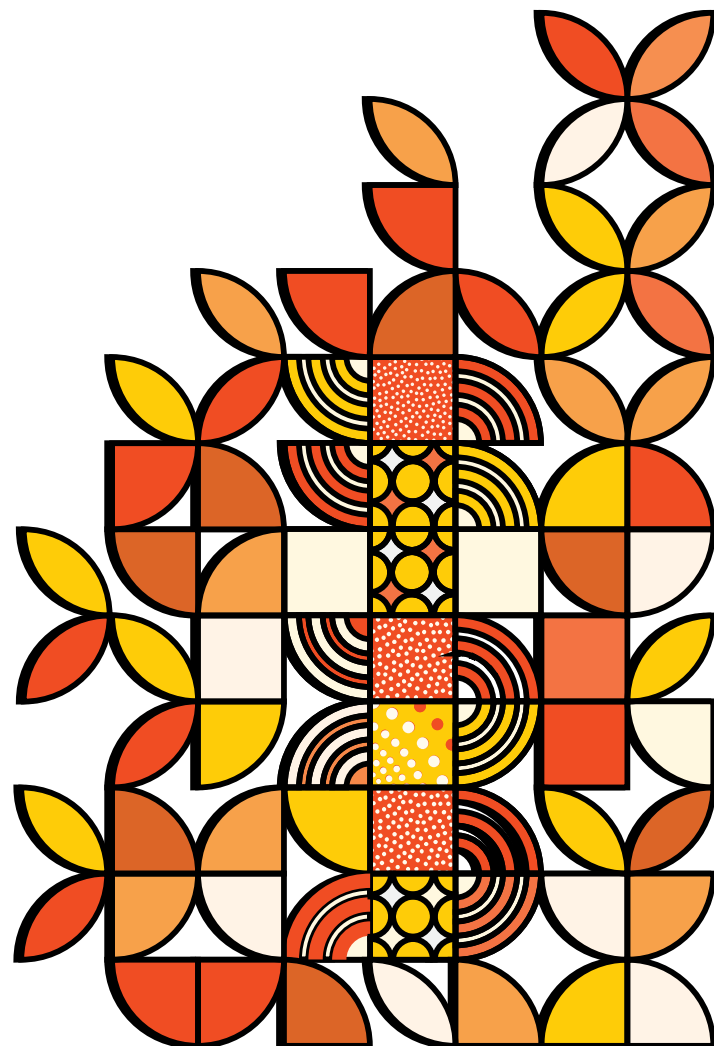


Professional Experience Placement (PEP) Procedure



SECTION 1

Purpose

1. The purpose of this document is to set out the procedures that the Institute of Health & Management (IHM) will follow and use to ensure governing the Professional Experience Placement (PEP) components are in accordance with the IHM PEP Policy and relevant regulatory standards and frameworks.

Scope

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

Definitions

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

Suite documents

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

SECTION 2

Procedure

5. **Establishing a PEP agreement**
 - 5.1 IHM develops a set of criteria, guided by professional accreditation requirements, theory, skills and competency learning outcomes of the associated course of study and health and safety considerations.
 - 5.2 IHM assesses each placement facility against the criteria.
 - 5.3 IHM develops a draft PEP Agreement, which includes financial arrangements between IHM and the placement facility. The PEP facility may request amendments that are reviewed by IHM.
 - 5.4 There is a clear expectation that the facility will provide relevant induction to students prior to PEP activities.
 - 5.5 The Placement Coordinator oversees the signing of the PEP Agreement by both parties.
 - 5.6 The Placement Coordinator then stores the agreement documents securely in IHM Knowledge Hub for future reference, remaining only accessible to relevant IHM staff, and stored according to Records Management Policy.

6. Preparation and undertaking a PEP

- 6.1 Students are provided written information about conditions of, requirement and potential costs for student to participate in PEP activities relevant to the IHM course (for example, security checks, immunisations, Working with Children check, NDIS worker safety check, uniform, etc.)
- 6.2 IHM course information will clearly indicate if successful completion of PEP activities is required for course completion.
- 6.3 Students are required to participate in PEP preparation activities; completion of security checks, immunisation and other pre-PEP checks to meet eligibility for PEP, as outlined in a course/unit handbook. Determinations as to whether a student meets the requirements of PEP eligibility is carried out by the placement coordinator in consultation with course coordinator and the placement facility as required.
- 6.4 The placement coordinator allocates eligible students to placements, ensuring the student, facility, and course coordinator are informed prior to commencement of PEP. Special consideration options are detailed in the student handbook and should be actioned as per advice therein.
- 6.5 Any pre-PEP preparation requirements of the facility, e.g., facility specific paperwork and onboarding, are managed by the facility, in line with the information provided to students in the handbook.
- 6.6 The placement supervisor will conduct an orientation to the facility and PEP at the commencement of PEP.
- 6.7 Any requests to change, defer or withdraw from PEP should be communicated to the placement and course coordinator as early as possible, in line with the advice in the student handbook.
- 6.8 Students will be expected to meet their learning objectives/ outcomes and undertake structured activities under the guidance of the Placement Supervisor, as detailed in their handbook.
- 6.9 Students will be requested to provide feedback on their PEP experience, either by survey or interview upon completion of the PEP as indicated in the handbook.
- 6.10 Students are expected to uphold the IHM Student Code of Conduct when representing IHM on placement. Any instances of suspected breach of code of conduct communicated to the IHM faculty should be reviewed and if deemed appropriate to do so, report the incident internally for investigation as per Student Misconduct Policy and Procedure.

7. Selection, training, and induction of Placement Supervisors

- 7.1 The Placement Coordinator liaises with the approved facility and provides a set of requirements for the Placement Supervisor.
- 7.2 The requirements include a clearly defined description of the knowledge, skills and attributes required of Placement Supervisors to deliver quality clinical supervision. The criteria may also include regulatory body defined requirements as outlined in the PEP handbook.
- 7.3 The Placement Supervisor is provided with:
 - a) Learning objectives/ outcomes and structured activities to be undertaken by students during their PEP, as per the course curriculum
 - b) The evaluation tool to be used to assess students' competence.

- c) A copy of a supervisor or Unit Handbook.

7.4 The Placement Coordinator organises an orientation session for facility/placement supervisors' students which will include:

- a) The learning objectives/ outcomes and structured activities to be undertaken during the PEP in accordance with a PEP Handbook
- b) Any other requirements and responsibilities that may apply (for example, immunisation, Working with Children check, uniform, etc.)
- c) Key contact details

8. Placement Supervision, assessment and evaluation

8.1 During the PEP, the Placement Supervisor consults regularly with the Placement Coordinator about any issues or concerns that may arise.

8.2 The Placement Supervisor evaluates the student's competence, (both formative and summative) using the IHM PEP Evaluation Tool as advised in the handbook provided, to be reviewed by the Course Coordinator.

8.3 The Placement Supervisor is requested to complete a post-PEP evaluation questionnaire, used for quality enhancement purposes.

9. Quality Assurance and Evaluation

9.1 Analysis of PEP related data and stakeholder feedback by Placement and Course Coordinators is used to inform quality assurance processes and initiatives in the following ways:

- a) Unit review cycles pertaining to PEP
- b) Course Review cycles pertaining to courses containing PEP
- c) Post-PEP survey/feedback cycles;

9.2 All data collected via activities outlined in 9.1 is to be utilized in review reports and reported to the course coordinator, Head of School and CDAC for consideration of operational, strategic, accreditation and registration.

SECTION 3

Associated Information

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| 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> |
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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 • Definitions moved to IHM Glossary • General review and update of policy to ensure alignment and relevance to placements in both nursing and social work fields. • Inclusion of Quality Assurance and Evaluation section • Updates to ensure coverage of HESF 2021 • Clarification of roles and responsibilities • Minor editorial changes |