

## Griffith Health Placement Guidelines

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## 1.0 Purpose

These guidelines:

- outline Griffith Health's expectations of students' professional behaviour and conduct in WIL / professional practice and directs to the processes that may be used by the University when these are not met;
- outlines the compliance requirements that students must meet for WIL / professional practice; and
- incorporates key principles and guidelines from the *Work Integrated Learning (WIL) Policy*, ensuring that WIL / professional practice activities align with Griffith University's standards for WIL.

## 2.0 Scope

These guidelines apply to all non-award, undergraduate, and postgraduate students of Griffith Health who are undertaking WIL activities.

## 3.0 Guidelines

### 3.1 Requirements of Health Student Professional Conduct

Griffith Health is focused on educating students on professionalism and appropriate professional conduct to prepare them for a career as a health professional. This educational approach builds student professional identity and socialises students to the expectations of their intended profession as well as to interdisciplinary practice. It prepares the student for all types of WIL / professional practice activities, including in their future employment, and protects the student and the public against risks. This education and socialisation process should commence in Orientation Week.

WIL / Professional practice is a critical component of the educational process in Griffith Health programs as it builds student professionalism as well as a well-equipped health workforce of the future. To engage in WIL / professional practice, students are required to understand their compliance obligations in their intended profession as well as the expected conduct of the profession (Appendix 1). They are required to meet Fit for Professional Practice compliance requirements in their first trimester of study and maintain them throughout their enrolment in a program.

Students are required to conduct themselves, before and during WIL / professional practice activities, in a manner that is consistent with the relevant health profession Codes of Conduct, while not breaching relevant student policies such as the *Student Charter*, *Student Conduct, Safety and Wellbeing Policy*, *Student Academic Integrity Policy* and *Sexual Harm Prevention and Response Policy*.

### 3.1.1 Student Responsibilities

<b>Professional Behaviour</b>	Adhere to relevant Codes of Conduct <i>including Student Conduct, Safety and Wellbeing Policy, Student General Conduct Procedure, Sexual Harm Prevention and Response Policy</i> and discipline specific Codes of Professional Conduct (see Appendix 1) and Partner organisations Codes of conduct and Workplace health and safety protocols.
<b>Academic</b>	Meet all pre-requisite academic requirements.
<b>Health and Wellbeing:</b>	Disclose any relevant health concerns in line with the <i>Students with a Disability Policy, Student Conduct, Safety and Wellbeing Policy, Support for Students Policy</i> and associated Accrediting bodies self-reporting requirements which could impact on the WIL activity (See Appendix 1).
<b>Compliance Requirements:</b>	<p>Fulfill and maintain currency of all fit for professional practice requirements by the end of the first trimester or earlier, as outlined on the <i>Health Placement Support Hub</i> website. These may include but are not limited to:</p> <ul style="list-style-type: none"> <li>▪ National Police Check</li> <li>▪ Queensland Blue Card/Working with Children Check</li> <li>▪ Immunisations and health tests as per applicable Industry standards and <i>Griffith University Guidelines for the Prevention and Control of Communicable and Notifiable Diseases</i>.</li> <li>▪ Online Modules</li> <li>▪ Any additional requirements specified by the Partner organisation such as completing online modules and / or adherence with professional dress standards dress</li> </ul>
<b>Disclosures:</b>	Inform the <i>Program Director or Health Placement Advisor</i> (healthplacementadvisor@griffith.edu.au) of any criminal convictions, inability to obtain a Blue Card, or vaccination issues during the first trimester of study or if there are any changes of status whilst enrolled as a student. Additionally, students undertaking programs that require professional registration are obligated to disclose relevant matters directly to the Accreditation body, as per their professional responsibilities (See Appendix 1).

### 3.1.2 Staff Responsibilities

<b>Authentic and Purposeful Activity</b>	Ensure that WIL activities are purposefully designed and align with industry standards, accreditation requirements, emerging professional practices and the <i>Work Integrated Learning (WIL) Policy, Program and Course Policy</i> and other relevant University policies and procedures, and comply with the <i>Higher Education Standards Framework, the Fair Work Act 2009</i> , the <i>Australian Code for the Responsible Conduct of Research</i> .
<b>Professional behaviour</b>	Educate students on relevant Codes of Professional Conduct for their programs and University policies, including educating students on professional behaviours and clinical practice requirements, as detailed on the <a href="#">Health Placement Support Hub website</a> . At all times, staff model the professional behaviour expected of students.
<b>Supervision, monitoring and support</b>	The <i>Work Integrated Learning (WIL) Policy</i> and <i>Work Integrated Learning Procedure</i> outlines that robust supervision and continuous support mechanisms are vital to ensuring a positive experience for students during their WIL activities. The academic lead and/or WIL staff are the primary contact for students during their WIL activity for information regarding suitability, preparedness, accessibility, allocation, and any concerns they may have.
<b>WIL / Professional Practice concerns</b>	Address concerns promptly, following relevant University procedures and relevant policies, including student conduct and wellbeing. This includes ensuring students who do not meet requirements are restricted from WIL / professional practice activities. Student conduct is managed through the <i>Student Conduct, Safety and Wellbeing Policy, Student General Conduct Procedure, Student Academic Integrity Policy, Student Review and Appeals Policy</i> , and <i>Student Review and Appeals Procedure</i> .
<b>External Engagement</b>	When engaging with industry, ensure the high standards of the Griffith brand are upheld, maintaining professionalism and aligning with the University's values and reputation.
<b>Griffith Health Placement Support Hub</b>	<p>Maintaining current information on the <a href="#">Health Placement Support Hub website</a>.</p> <p>Receiving, reviewing, and verifying all Fit for Professional Practice requirements for Griffith Health students.</p> <p>Management and reporting on Fit for Professional Practice requirements for students throughout their program lifecycle in partnership with the Programs / Health Schools.</p>

**Changes to Fit for Professional Practice requirements are required to be endorsed by the Manager, Health Placement Support Hub and approved by the Steering Committee inclusive of the Director of External and Internal Engagement and Dean Teaching and Learning.**

## 3.2 Types of Professional Misconduct

Misconduct in the context of WIL / professional practice includes two categories.

### 1. Behavioural Misconduct is:

1. Conduct that breaches the expectations outlined in *the Student Conduct, Safety and Wellbeing Policy, and Student General Conduct Procedure*; or
2. Conduct that breaches the professional standards expected within health professions and outlined in Griffith's and / or industry partners policies.

Behavioural Misconduct during WIL activities or professional practice will be managed in line with the University's policies, including *Student Conduct, Safety and Wellbeing Policy, Support for Students Policy, Student General Conduct Procedure, Student Complaints Policy, and Student Complaints Procedure*. Any misconduct during WIL / professional practice that impacts accreditation, partner organisations or Griffith brand will be classified as serious misconduct and escalated as specified in the Student General Conduct Procedure.

### 2. Compliance Misconduct: Is failure to meet Fit for Professional Practice requirements such as maintaining necessary documentation (police checks, immunisations), or other obligations stipulated by the partner organisation or the University.

As per *Work Integrated Learning Procedure* 3.2.4 students are obligated to meet their Pre-WIL Activity requirements and maintain compliance. Health Pre-WIL Activity requirements are extensive and essential for students to complete their programs, meet industry requirements and in some instances meet Professional Registration Board standards. To meet ethical obligations, Griffith requires students to submit these requirements in their first trimester of the first year.

WIL staff are responsible for ensuring that all pre-WIL activity requirements have been satisfied in the required timeframe. In the situation where a student is prevented from undertaking or completing a WIL activity due to a factor of a non-academic nature, the *Inability to Complete Required Components of Professional Qualification Policy* will apply where relevant.

### Management of Compliance Misconduct:

Health students are informed of Pre-WIL requirements prior to enrolment and are given a due date in their first trimester. They are required to maintain their compliance throughout their program. An educative approach is taken, with support provided for submission. If the deadline is not met, it is addressed through the following supportive measures.

#### 1. Written Notice:

**Trimester 1 of Year 1-** Issued by the Program Director or delegate to the student, including a request to complete a Declaration form acknowledging responsibility to complete requirements. The Declaration form is designed to mitigate the risk of student non-compliance by ensuring students acknowledge their responsibilities and understanding of the requirements.

- Awareness of the requirements
- Accountability for submitting the requirements.
- Understanding that non-compliance may restrict program completion and registration

**Lifecycle:** Issued by the Program Director or delegate to the student noting that continued noncompliance could result in process 2 and 3.

2. **WIL / Placement Preparation processes:** Prior to a placement, students are required to demonstrate compliance with Pre-WIL requirements and can be excluded from preparation processes if they do not meet them. Natural consequence of noncompliance including ineligibility to provide preferencing, attend preparation interview, etc. These strategies ensure students are eligible to meet placement requirements and mitigate risk of noncompliance as per legal requirements.
3. **WIL / Placement Exclusion:** To meet legal and partner organisation requirements, students must demonstrate compliance before commencing any WIL activity and maintain compliance throughout the WIL activity. Failure to comply may result in an inability to commence the WIL activity and any associated assessments.

If a student is unable to complete a WIL activity due to their inability to comply with non-academic requirements, the *Inability to Complete Required Components of Professional Qualification Policy* may apply.

Additionally, students undertaking programs that require professional Accreditation are obligated to disclose relevant matters directly to the Accreditation body, as per their professional responsibilities (See Appendix 1).

### 3.3 Emergency decision to restrict a student from undertaking or completing WIL / professional practice

Under the *Student General Conduct Procedure* staff may formally report a safety and well-being concern. In the event that a staff member, other than the Program Director, receives information about the conduct of a student and form a view that there are reasonable grounds that:

- People, including clients of WIL / professional practice providers, the community or other students, University staff, professionals and other colleagues may be at risk, or
- The responsible staff member believes the actions of the student are of such seriousness as to present a risk to the reputation of the University and /or its WIL / professional practice providers, or
- The Placement Organisation has sanctioned that the student is to be removed from the organisation.

In these circumstances, the Deputy Registrar, on advice from the Responsible Staff Member, may impose Interim Suspension / Measures on the student which includes the preclusion from engaging in or completing WIL / professional practice. The Responsible Staff Member should:

- Where reasonably possible, notify and receive advice from the Program Director and dependent upon seriousness the report to Dean (Learning and Teaching), Head of School, Placement Officer, and Manager, Health Placement Support Hub.
- Recommend that a student be immediately removed from a WIL / professional practice setting; and/or
- Once the Deputy Registrar has issued the Interim Measure, take all reasonable steps to ensure that the student is immediately removed from a WIL / professional practice setting.

Following the removal of the student from the WIL / professional practice setting, the matter is addressed under the *Student General Conduct Procedure* and the concern is then referred to and managed by the Manager, Student Integrity. The Responsible Staff Member will inform the Dean (Learning and Teaching), Program Director, and other relevant School staff, such as the Head of School, Deputy Head of School (Learning and Teaching), and Director of Internal and External Engagement (where brand and reputation are a concern), of the student issue. This team will work collaboratively to manage the University's relationship with the professional Placement Organisation.

Students may have the right to a review as per *Student Review and Appeals Policy* and *Student Review and Appeals Procedure*.

### 3.4 Australian Health Practitioner Regulation Agency notification

Aphra, in affiliation with 15 National Boards, ensures public safety by regulating registered health practitioners and health students in Australia. Under Section 143 of the National Law (2009), *an educational provider must notify the National Agency if the provider reasonably believes:*

- (a) a student enrolled in a program of study provided by the provider has an impairment that, in the course of the student undertaking clinical training as part of the program of study, may place the public at substantial risk of harm; or*
- (b) a student for whom the education provider has arranged clinical training has an impairment that, in the course of the student undertaking the clinical training, may place the public at substantial risk of harm.*

Guidelines: Mandatory notifications about registered students

Health Practitioner Regulation National Law Act 2009

### 3.5 Reviews, Appeals and Student Support

The *Student Review and Appeals Policy* provides students with a formal mechanism to request a review or appeal of university decisions, ensuring access to appropriate support throughout the process. This policy works in conjunction with related procedures, including the *Student Conduct, Safety and Wellbeing Policy*, *Student Academic Integrity Policy*, and the *Student Complaints Policy*.

The University is committed to addressing student concerns promptly, following established procedures and ensuring compliance with relevant policies. Students who fail to meet WIL / professional practice requirements which impacts upon industry requirements and safety will be restricted from participating in WIL / professional practice activities until concerns are resolved.

<i>Decision Type</i>	<i>Decision-Maker</i>	<i>Review</i>	<i>Appeal</i>
Student misconduct in Professional Placement or WIL (excluding cases of sexual harm and other serious misconduct): Non-award, Undergraduate and Postgraduate students	Dean (Learning and Teaching)	Deputy Vice Chancellor (Education)	None

### 3.6 Records Management

Records of compliance concerns and outcomes must be documented in the student's SONIA profile. This is required to ensure that information is available to future decision makers if a student infringes WIL / professional practice standards on more than one occasion, or the student appeals the decision related to their concern. Documentation must comply with the *Information Management Policy*.

## 4.0 Definitions

**Academic lead** refers to academic staff members with delegated responsibility for the design, delivery and quality assurance of WIL courses and/or WIL activities. Examples of roles include HDR supervisors, WIL course coordinators, clinical facilitators.

**Fit for Professional Practice** refers to having the necessary knowledge, skills, and qualifications to perform duties competently, ethically, and safely. It includes adherence to professional standards, legal requirements, and maintaining physical, mental, and emotional well-being. Individuals must meet pre-placement requirements - including vaccinations, health tests, police checks, and online module – while demonstrating professionalism, accountability, and regulatory compliance.

**Fitness to Study** refers to a raised concern when a student's behaviour indicates that their ability to study or engage in university life is significantly impaired and cannot be supported through reasonable adjustments or services. It may also apply if their continued enrolment poses a risk to their own or others' wellbeing and safety or disrupts the ability of others to work or study.

**Interim Suspension** is the barring of a student from any or all of the University's campuses or a field trip or placement location immediately and effectively until a penalty under the Student General Conduct Policy is imposed or the wellbeing and safety assessment process is initiated.

**Student General Misconduct** is unacceptable behaviour, acts or omissions by a student in or on a University Site, using University services or facilities, or while participating in University activities.

**Partner organisation** refers to any for profit or not-for-profit industry, community and/or research organisation, centre, institution, employer, sole trader, agency, enterprise, workplace, government organisation, or body that provides a WIL activity to Griffith students.

**Professional practice placement** under the umbrella of Work Integrated Learning, professional practice placement is a structured, supervised learning experience in a healthcare setting where students apply theoretical knowledge to real-world practice. It provides hands-on training, allowing students to develop clinical skills, professional competencies, and an understanding of workplace expectations. Clinical placements are essential for meeting accreditation requirements and preparing students for professional practice.

**School** refers to an academic organisation that sits within one of the four Academic Groups (the highest and largest element in the academic structure of the University). Schools may also be called Departments

**Responsible Staff** means those undertaking roles that include student support. For example, academic roles such as Course Convenor, HDR Supervisor, Placement Officer or Program Adviser and other roles such as Griffith Accommodation Manager, Griffith International Student Advisers or, more generally, the Registrar.

**WIL** is an umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum and/or program. Examples of these approaches include placements, internships, partnered projects, student consulting, simulations, and embedded HDR research projects.

**WIL activity** a form of work integrated learning whereby a student engages in authentic and purposeful learning experience within a work context. Where the WIL activity is a course and/or program requirement, it is assessed as the principal component of a WIL designated course and/or program

**WIL decision-maker** is a person authorised to decide for their discipline and/or School(s) within an Academic Group, such a Dean, Learning and Teaching and Dean, Research.

**WIL designated course** refers to an undergraduate or postgraduate course that requires students to undertake learning in a work learning context, integrates engagement with partner organisations and that requires students to complete an authentic assessment task that must make up at least 50% of the course assessment weighting.

**WIL senior decision-maker** is a person authorised to make a decision by the Deputy Vice Chancellor (Education) or by the Deputy Vice Chancellor (Research) for HDR matter. Example roles include the Dean, Career Readiness and the Dean, Griffith Graduate Research School.

**WIL staff** refers to administrative staff (and in some instances academic staff) who are responsible for facilitating and assisting partner organisations and students completing a WIL activity. Examples of these roles include Academic or School placement officers, clinical staff, and WIL coordinators or Griffith Graduate Research School staff.

**Work learning context** refers to a workplace-like environment or situation in which learning takes place which enables students to practically apply their learning within a work context. Work learning contexts can be on or off campus, face-to-face or online, simulated, work-based, or field-based.

## 5.0 Information

Title	Griffith Health Placement Guidelines
Document number	2024/000002
Purpose	These guidelines establish a standardised process for managing work integrated learning (WIL) activities that form components of Health Griffith programs.
Audience	Staff
Category	Academic, Professional
Subcategory	Learning and Teaching
UN Sustainable Development Goals (SDGs)	This document aligns with Sustainable Development Goal/s: 4: Quality Education 17: Partnerships for the Goals
Approval date	20 March 2025
Effective date	31 March 2025
Review date	Annual
Policy advisor	Director Industry Engagement & Partnerships
Approving authority	Dean Learning and Teaching (Health)

## 6.0 Related Policy Documents and Supporting Documents

Legislation	Corrective Services Act 2006 (Qld)
	Disability Services Act 2006 (Qld)
	Fair Work Act 2009
	Higher Education Standards Framework (Threshold Standards) 2021
	Work Health and Safety Act 2011
	Working with Children (Risk Management and Screening) Act 2000
Policy	Academic Delivery with Other Parties Policy
	Delegations Register (Staff only)
	Inability to Complete Required Components of Professional Qualification Policy
	Information for Griffith University Students undertaking Professional Practice and Other Activities which may come within the ambit of the Working with Children (Risk Management and Screening) Act 2000 (Qld)
	Procurement and Supply Policy
	Program and Course Policy
	Risk and Resilience Management Policy
	Student Academic Integrity Policy
	Student Charter
	Student Critical Incident Management Policy
	Student Conduct, Safety and Wellbeing Policy
	Student Review and Appeals Policy
	Students with Disabilities Policy
	Work Integrated Learning Policy
Procedures	Student Breaches of Academic Integrity Procedure
	Student General Conduct Procedure
	Students with Disabilities Disclosure Procedure
Forms, Templates	WIL Agreement Templates and Guidelines
	WIL Due Diligence and Risk Assessment Checklist
	WIL Guidelines (staff and academic supervisors / partner supervisors)
	WIL Student Guidelines

## APPENDIX 1 – CODES OF CONDUCT OR STANDARDS PUBLISHED BY PROFESSIONAL BODIES

Codes of Conduct or Standards may be accessed via each profession's respective professional or registration body. As of February 2024, Codes of Conduct were identified for the following professions:

Health Profession	URL of codes of conduct
Counselling	<a href="#">Australian Counselling Association: Code of Ethics and Practice (V16)</a>
Dental	<a href="#">Dental Board of Australia (Ahpra)</a>
Dietetics	<a href="#">Dietitians Australia - Code of Conduct for dietitians and nutritionists</a>
Exercise Physiology/ Exercise Science	<a href="#">ESSA: Code of Professional and Ethical Practice</a>
Rehabilitation Counselling	<a href="#">Australian Society of Rehabilitation Counsellors - Code of Ethics</a>
Medical Laboratory Science	<a href="#">Australian Institute of Medical and Clinical Scientists</a>
Medicine	<a href="#">Medical Board Ahpra - Codes, Guidelines and Policies</a>
Midwifery	<a href="#">Nursing and Midwifery Board Ahpra - Guidelines</a>
Nursing	<a href="#">Nursing and Midwifery Board Ahpra - Guidelines</a>
Occupational Therapy	<a href="#">Occupational Therapy Board Ahpra - Codes and Guidelines</a>
Paramedicine	<a href="#">Paramedicine Board Ahpra - Codes, guidelines, and policies</a>
Pharmacy	<a href="#">Pharmacy Board Ahpra- Codes, Guidelines and Policies</a>
Physiotherapy	<a href="#">Physiotherapy Board Ahpra - Codes and Guidelines</a>
Psychology	<a href="#">Psychology Board Ahpra - Guidelines and policies</a>
Social Work	<a href="#">Australian Association of Social Workers</a>
Speech Pathology	<a href="#">Speech Pathology Australia - Code of Ethics</a>