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| Placeright Student Placement Planning Guide |
| Victorian health and human services |
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#### To receive this publication in an accessible format email [vicworkforce@dhhs.vic.gov.au](mailto:vicworkforce@dhhs.vic.gov.au)

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## Introduction

Each year, Victorian health and human service organisations accommodate thousands of students who are undertaking placements. Placements provide students with an important opportunity to gain practical experience and consolidate theoretical, classroom-based learning. It is also an essential component of many courses and a requirement for registration in many health and human service professions and occupations.

Consequently, the demand for placements is high and coordinating placements places a significant administrative load on both placement providers and education providers involved.

This guide and the model that underpins it has been developed through consultation with stakeholders with the aim of facilitating standard practices that will provide the best outcome for placement providers, education providers and students.

## Principles and guidelines

The student placement planning model adopted in Victoria, including the principles and resources that underpin it, was developed in consultation with stakeholders and was first trialled in Victorian health services in 2011. The processes and activities have been evaluated annually since 2011, and the feedback from each evaluation made publicly available and used to refine and update operating processes and resources, including Placeright. Placeright is the Department of Health (the department) online student placement management system that underpins this model.

The Placeright Student Placement Planning Guide (the guide), including standard operating procedures, is underpinned by, and derived from, six key principles.

#### Broad participation and inclusion

* All education providers, who provide courses requiring student placements in Victoria for eligible health and human services disciplines (refer Table 1) have an opportunity to participate in the student placement planning process.
* Placement providers from all sectors are eligible to participate. This includes organisations in public, private, community, aged care, alcohol and other drugs and mental health and not-for-profit sectors.
* All Victorian health and human services placement providers, and education provider that place students in these organisations, have free access to use Placeright for the management of any student placements between partner organisations.

#### Transparency and openness

* To support effective communication, education providers and placement providers will provide accurate information about placement demand, course placement requirements, availability, preferences and pre-existing arrangements, including commitments to place specific numbers of students each year (pre-commitments) with partner organisations.
* Participants are required to record and share accurate relevant information about their organisation and placements in Placeright to ensure accurate information can be generated to inform all parties involved in the planning process. This will include placement terms and conditions and education providers updating their placement demand information (post enrolment census) in the following academic year.
* To assist planning, participants will have access to availability reports via a real-time availability search, which should be reviewed by education providers prior to making requests.

#### Consistent approach

* All student placement planning participants will be engaged in the same process, irrespective of organisation or geographic location.
* All participants are encouraged to undertake placement planning, irrespective of organisation or geographic location.

#### Collaboration and collegiality

* Participants in student placement planning will work collaboratively to achieve positive outcomes for all participants and students, notwithstanding the role of participants to represent the needs of their respective organisations.
* Participants will be responsible for clearly representing the needs of their respective organisations.
* Participants will support efforts to assist other participants where possible, being mindful of others’ placement needs.

#### Facilitation not allocation

* Representatives of the department are not responsible for requesting or allocating placements, advocating on behalf of organisations or representing organisations during any phase of the student placement planning process.
* Placement coordinators (or alternate staff) from placement providers and education providers retain control over, and responsibility, for student placement planning for their organisation (inclusive of the activities in principle 2 above).
* While every effort will be made to achieve positive outcomes for all, the department cannot guarantee that all participants will have their entire placement requirements met.
* At the completion of the student placement planning cycle, where additional placements are required, these will be arranged directly between stakeholders, according to the policies and practices of the respective organisations.

#### Respect for existing relationships

* It is recognised that many organisations have well-established and beneficial relationships with partners which includes primary partners and commitments to place specific numbers of students.
* Relationships, preferences and pre-commitments can be maintained and supported within the Victorian student placement planning model.
* Pre-commitments are placement bookings which exist prior to the commencement of formal planning activities. The details should be known by both parties, requested by education providers, offered by placement providers and confirmed by education providers using Placeright within Phase 1: Pre- committed Placements, prior to Phase 2: Planning in Placeright, by education providers.

##### Table 1: Disciplines/courses included in the Placeright student placement planning process

The following entry-to-practice disciplines, and courses with the course pathways listed, can be included in the Victorian student placement planning process:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Discipline/Course | Certificate III | Certificate IV | Diploma | Undergraduate | Postgraduate | IRON | Notes for Public Health Services |
| Ageing Support | N | Y | N | N | N | N | None |
| Alcohol and Other Drugs | N | Y | Y | Y | N | N | None |
| Allied Health Assistance | Y | Y | N | N | N | N | Restrictions apply\* |
| Art Therapy | N | N | Y | N | Y | N | Restrictions apply\* |
| Audiology | N | N | N | Y | Y | N | Restrictions apply\* |
| Biomedical Science | N | N | N | Y | Y | N | Restrictions apply\* |
| Child Youth and Family Intervention | N | Y | N | N | N | N | None |
| Community Development | N | N | Y | Y | Y | N | None |
| Community Services | Y | Y | Y | Y | N | N | None |
| Counselling | N | N | Y | Y | Y | N | None |
| Dental Assisting | Y | N | N | N | N | N | None |
| Dentistry | N | N | N | Y | Y | N | Restrictions apply\* |
| Dietetics and Nutrition | N | N | N | Y | Y | N | Restrictions apply\* |
| Disability | N | Y | Y | N | N | N | None |
| Early Childhood Education and Care | Y | N | Y | N | N | N | None |
| Education Support | N | Y | N | N | N | N | None |
| Exercise Physiology | N | N | Y | Y | N | N | Restrictions apply\* |
| Financial Counselling | N | N | Y | N | N | N | None |
| Genetic Counselling | N | N | N | N | Y | N | None |
| Health Information Management | N | N | N | Y | Y | N | None |
| Health Services Assistance | Y | N | N | N | N | N | None |
| Individual Support (Ageing) | Y | N | N | N | N | N | None |
| Individual Support (Ageing, Home & Community) | Y | N | N | N | N | N | None |
| Individual Support (Disability) | Y | N | N | N | N | N | None |
| Discipline/Course | Certificate III | Certificate IV | Diploma | Undergraduate | Postgraduate | IRON | Notes for Public Health Services |
| Individual Support (Home & Community) | Y | N | N | N | N | N | None |
| Leisure and Health | N | Y | N | N | N | N | None |
| Medical Laboratory Science | N | N | N | Y | Y | N | Restrictions apply\* |
| Medical Physics | N | N | N | Y | N | N | Restrictions apply\* |
| Medicine | N | N | N | Y | Y | N | Restrictions apply\* |
| Mental Health | N | Y | Y | N | Y | N | None |
| Mental Health Peer Work | N | Y | N | N | N | N | None |
| Midwifery | N | N | N | Y | Y | N | Restrictions apply\* |
| Music Therapy | N | N | Y | N | Y | N | Restrictions apply\* |
| Nuclear Medicine | N | N | N | Y | Y | N | Restrictions apply\* |
| Nursing (Enrolled) | N | N | Y | N | N | N | Restrictions apply\* |
| Nursing (Registered) | N | N | N | Y | Y | Y | Restrictions apply\* |
| Occupational Therapy | N | N | N | Y | Y | N | Restrictions apply\* |
| Optometry | N | N | N | Y | Y | N | Restrictions apply\* |
| Oral Health | N | N | N | Y | N | N | None |
| Orthoptics | N | N | N | N | Y | N | Restrictions apply\* |
| Orthotics & Prosthetics | N | N | N | Y | Y | N | Restrictions apply\* |
| Pathology Collection | Y | N | N | N | N | N | None |
| Paramedicine | N | N | N | Y | Y | N | Restrictions apply\* |
| Patient Transport | N | Y | Y | N | N | N | None |
| Pharmacy | N | N | N | Y | Y | N | Restrictions apply\* |
| Phlebotomy | Y | N | N | N | N | N | None |
| Physiotherapy | N | N | N | Y | Y | N | Restrictions apply\* |
| Podiatry | N | N | N | Y | Y | N | Restrictions apply\* |
| Psychology | N | N | N | N | Y | N | Restrictions apply\* |
| Public Health and Health Promotion | N | N | N | Y | Y | N | None |
| Radiation Therapy | N | N | N | Y | Y | N | Restrictions apply\* |
| Radiography/Medical Imaging | N | N | N | Y | Y | N | Restrictions apply\* |
| Remedial Massage | N | N | Y | N | N | N | None |
| Social Work | N | N | N | Y | Y | N | Restrictions apply\* |
| Discipline/Course | Certificate III | Certificate IV | Diploma | Undergraduate | Postgraduate | IRON | Notes for Public Health Services |
| Sonography | N | N | N | N | Y | N | None |
| Speech Pathology | N | N | N | Y | Y | N | Restrictions apply\* |
| Sterilisation | Y | N | N | N | N | N | None |
| Youth Work | N | Y | Y | Y | N | N | None |

\*This discipline is eligible for the Professional Entry stream of the department’s training and development funding or Dental Health Program funding provided to public health services. As such, at public health services, only placements eligible for this grant can be included in Placeright for the disciplines flagged in the above table. To be eligible for this grant, the student must be completing the placement as part of a course that leads to initial professional entry.

For more information about eligibility, please refer to the [Training and development funding](https://www.health.vic.gov.au/education-and-training/training-and-development-funding) page on the Health.vic website <https://www.health.vic.gov.au/education-and-training/training-and-development-funding> or the Question and Answer section for examples

If you have any queries regarding which placements should or should not be included in Placeright, please contact [vicworkforce@dhhs.vic.gov.au](mailto:vicworkforce@dhhs.vic.gov.au)

#### Diagram 1: Placeright student placement planning phases and timeframes

Placeright student placement planning phases and timeframes.
Prelimiary Activities: March to May
Phase 1: Precommitted placements June to August
Phase 2: Planning in Placeright: September to November
Supplementary Activities: December onwards

## Preliminary activities

### **Preparing for the student placement planning**

##### Placement providers will complete the following activities by the end of May:

* Acquire access to Placeright for the organisation (if required)
* Set up (or update):
  + User access including:
  1. granting access to all participants that require access
  2. ensuring all user details are correct
  3. ensuring that all inactive users have their access deactivated
  + organisational structure
  + capacity
  + partnerships including:

1. creating any new partnerships required
2. de-activating any partnerships no longer used
3. adding/removing users to each active partnership
4. uploading placement terms and conditions

##### Education providers will complete the following activities in Placeright by the end of May:

* Acquire access to Placeright for the organisation (if required)
* Grant participants access to Placeright
* Set up (or update):
  + User access including:

1. granting access to all participants that require access
2. ensuring all user details are correct
3. ensuring that all inactive users have their access deactivated
   * organisational structure
   * demand
   * partnerships including:
4. creating any new partnerships required
5. de-activating any partnerships no longer used
6. adding/removing users to each active partnership
7. uploading placement terms and conditions

### **Placeright access and support**

Participants can request training and support with Placeright setup and use to prepare for student placement planning and management through the online Placeright Help Desk. Additionally, information and training resources designed to assist with using Placeright are available within Placeright.

##### Organisations without access to Placeright

If your organisation does not currently have access to Placeright, please request access for your organisation via [Placeright Feedback and Helpdesk](https://placeright.net.au/FeedbackAndHelpDesk) on the Placeright website <https://www.placeright.net.au>

##### Organisations with access to Placeright

If your organisation already has access to Placeright, an organisation administrator will be able to grant you access. If you are unsure who the organisation administrator/s at your organisation are or your administrator requires assistance to give you access, please contact the Placeright Help Desk via [Placeright Feedback and Helpdesk](https://placeright.net.au/FeedbackAndHelpDesk). on the Placeright website <https://www.placeright.net.au>

## Phase 1: Pre-committed student placements

The aim of this phase is for participants to work together to ensure pre-committed placements are arranged and entered on Placeright. This will entail education providers specifically requesting only genuine ***pre-committed*** placements from partners and confirming offers for these placements when received.

During this phase, participants are able to generate reports which can be used for planning purposes or shared with partners via the Placeright Document Library. Education providers can generate a demand report showing their placement requirements in Placeright once enrolment and placement requirements have been entered.

Once registered in Placeright, education providers will be able to utilise the Availability Search function to review capacity at existing partners by discipline/course and placement type at the time the search is conducted. This search will assist education providers to ascertain whether there are available placements before making placement requests and is intended to assist education providers to strategically make placement requests and maximise their chances of receiving placement offers.

Placement providers should note that their education provider partners will be able to search for available placements in real time via the Availability Search function (as detailed above), which makes it vital for capacity and booking information to be kept up to date.

## Phase 2: Planning in Placeright

During this phase participants will use Placeright to plan their remaining student placements. Education providers will verify new/existing partnerships and then request further placements. Through Placeright, placement providers will consider all requests and make placement offers to their partners. Education providers will then confirm (accept), decline or request changes to the offer. Once all modifications to the placements are confirmed, the planning cycle is completed.

As part of student placement planning there are timelines by which each activity in Placeright must be completed (refer Diagram 1: Placeright student placement phases and timeframes). This is to ensure that education providers can review all placement offers they have made, and thereby selectively confirm only those placements they intend to use. Participants must complete the request, offer and confirm cycle in this phase at their own discretion, but in advance deadline for each activity.

Education providers confirm offers before the deadline, and where they receive the desired offers from their preferred partners should confirm as soon as possible. Where education providers make simultaneous duplicate requests to several placement providers, and then receive an offer that they confirm from one of these placement providers, unwanted offers from other placement providers should be declined as soon as possible. It is required that this process will be undertaken expediently for availability to be adjusted accordingly and be as accurate as possible. This will assist placement providers in managing their available placements.

## Supplementary activities

After the student placement planning cycle has been completed, if there are any further placements required, or changes to planned activity, this will need to be arranged directly between stakeholders, according to the policies and practices of the respective organisations. Placeright can be used for supplementary and future placement planning.

It is recognised that the success of student placement planning using Placeright is reliant on the full participation of placement providers and education providers as outlined in this guide. Over time as organisation participate in the planning process, it is expected that activities become standard practice for arranging placements and reduce the need for supplementary activities after the planning period has ended. Irrespective of this, it is expected that placement providers and education providers are flexible in managing unforeseen changes to placement requests and availabilities, and that contingency planning of some degree will continue to be necessary at an organisational level and within partnerships.

# Questions and Answers

##### What placements are planned during student placement planning?

All placements planned during student placement planning process will take place during the following academic year.

##### Which disciplines/courses and qualifications are included in placement planning?

Refer to pages Table 1.

##### Are employed model midwifery placements in scope?

No, employed model midwifery placements are not in scope in placement planning. While students undertaking an ‘employed model’ of clinical training in midwifery are completing a professional entry course, their placements are subject to the organisation’s employment arrangements and should not be booked in Placeright.

##### Are interstate education providers eligible to participate in placement planning?

Yes. All education providers who currently place or intend to place students in Victoria are eligible to participate.

##### What is Placeright and how is it related to placement planning?

Placeright is a secure, web-based information system to assist placement providers to plan and administer placements with partnered education providers. Placeright will be used to plan and manage student placements .

Access to Placeright for new organisations will be provided to a nominated individual who will be set up as an ‘organisation administrator’. This administrator can then grant access to additional Placeright users and participants of Placement planning within their own organisation.

For more information about Placeright, contact the Placeright Help Desk via [Placeright Feedback and Helpdesk](https://placeright.net.au/FeedbackAndHelpDesk) on the Placeright website <https://www.placeright.net.au>

##### What is the relationship between Placeright and the Training and Development Grant (the Grant): professional-entry student placement subsidy?

Victorian public health services receive the funding as a subsidy for student clinical placements to support the cost incurred by the health service. Funding allocations are based on the reported levels of student placement activity as reported via Placeright. As such, public health services can only enter placements eligible for funding on Placeright.

##### Examples of healthcare courses and eligibility for inclusion in planning activities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number | Qualification (prior to study) | Registration status (prior to study) | Qualification (on completion of current study) | Registration (where applicable)/ professional entry status (post study) | Eligibility for clinical placement planning |
| 1 | No healthcare qualification | No registration | Bachelor of Physiotherapy | Physiotherapist | Eligible |
| 2 | No healthcare qualification | No registration | Bachelor of Speech Pathology | Speech Pathologist | Eligible |
| 3 | Bachelor of Exercise & Sports Science | No registration | Master of Clinical Exercise Physiology | Exercise physiologist | Eligible (initial entry to discipline) |
| 4 | Bachelor of Psychology (Hons) | No registration | Doctor of Psychology (Clinical psychology) | Psychologist | Eligible (initial registration) |
| 5 | No healthcare qualification | No registration | Bachelor of Psychological Science (Years 1-3) | Not psychologist at end of course | Not eligible (do not enter profession) |
| 6  (See example 7 below) | No healthcare qualification | No registration | Bachelor of Applied Science (Medical Radiation Years 1-3) | Provisional registration as a Medical Radiation Practitioner | Eligible (initial provisional registration and entry to discipline) |
| 7  (See example 6 above) | Bachelor of Applied Science (Medical Radiation Years 1-3) | Provisional registration (This is required to complete internship) | Internship must be completed to be eligible for full registration | Full registration Medical Radiation Practitioner | Not eligible (This is an **internship**; already provisionally registered) |
| 8 | No healthcare qualification | No registration | Bachelor of Paramedicine | Paramedic | Eligible |
| 9 | Bachelor of Nursing | Registered Nurse | Bachelor of Paramedicine | Paramedic | Eligible (initial entry to new discipline) |
| 10 | No healthcare qualification | No registration | Diploma of Nursing | Enrolled Nurse | Eligible |
| 11 | No healthcare qualification | No registration | Bachelor of Nursing | Registered Nurse | Eligible |
| 12 | No healthcare qualification | No registration | Master of Nursing Science | Registered Nurse | Eligible |
| 13 | Certificate IV | Enrolled Nurse | Diploma of Nursing | Enrolled Nurse | Not eligible (up skilling only) |
| 14 | Certificate IV or Diploma of Nursing | Enrolled Nurse | Bachelor of Nursing | Registered Nurse | Eligible (changed registration status) |
| 15 | Overseas Registered Nurse | Not registered in Australia | IRON | Registered Nurse | Eligible |
| 16 | No healthcare qualification | No registration | Bachelor of Midwifery | Registered Midwife | Eligible |
| 17 | Bachelor of Nursing | Registered Nurse | Graduate Diploma of Midwifery  \*1 (placement  model) | Registered Midwife | Eligible (initial registration in new discipline) |

1 \* While students undertaking an ‘employed model’ of clinical training in midwifery are completing a professional entry course, their placements are subject to the organisation’s employment arrangements and do not need to be booked in Placeright.

##### How is the Standardised Schedule of Fees for Clinical Placement of Students in Victorian Public Health Services related to Placement?

The Standardised Schedule of Fees for Clinical Placement of Students in Victorian Public Health Services provides guidance and direction for public health services and partner education providers in establishing fees by setting maximum chargeable fees for student placements.

Contact [VICWorkforce@dhhs.vic.gov.au.](mailto:VICWorkforce@dhhs.vic.gov.au)

## Registration

##### What is the registration process to participate in placement planning?

There is no longer a registration process for participating in placement planning.

## Placeright

##### Do I have to use Placeright to participate in placement planning?

Yes. Participants will use Placeright during the planning process. For more information on Placeright, visit the [About Placeright](https://www.placeright.net.au/About) page on the Placeright website <https://www.placeright.net.au>

##### How do I register for Placeright access?

If your organisation already has access to Placeright, an organisation administrator will be able to grant you access. If you are unsure who the organisation administrator/s at your organisation are or your administrator requires assistance to give you access, please contact the Placeright Help Desk via [Placeright Feedback and Helpdesk](https://placeright.net.au/FeedbackAndHelpDesk) on the Placeright website <https://www.placeright.net.au>

If your organisation is not an existing Placeright user, please request access for your organisation via [Placeright Feedback and Helpdesk](https://placeright.net.au/FeedbackAndHelpDesk) on the Placeright website <https://www.placeright.net.au>

##### What are the responsibilities of a Placeright organisation administrator?

This person will be responsible for providing user access to other people within their organisation (including those taking part in the placement planning process).

It is the responsibility of the Placeright administrators to ensure user emails represent current and active users, with inactive users removed.

##### Can I obtain access to Placeright if I am not participating the placement planning?

All organisations that have access to Placeright are expected to participate in placement planning.

##### Will I have to set up capacity for my service next year in Placeright or will my existing capacity automatically roll over into the new year?

You will need to set your capacity by the end of May in Placeright as per the student placement planning phases and timeframes (refer Diagram 1).

##### Where can I seek assistance to participate in placement planning?

Contact [Placeright Feedback and Helpdesk](https://placeright.net.au/FeedbackAndHelpDesk) on the Placeright website <https://www.placeright.net.au>

## Process

##### What happens if an education provider is not able to arrange all the placements they require as part of the process?

Education providers can continue to negotiate with placement providers if required after the placement planning phases are completed. The department cannot arrange partnerships or allocate placements.

## Related departmental initiatives

##### Boosting our healthcare workforce initiative

Please refer to the [Training and Development Funding – Program Guidelines](https://www.health.vic.gov.au/sites/default/files/2021-12/training-and-development-funding-program-guidelines-2021-22.pdf) page on the Health.vic website <https://www.health.vic.gov.au/education-and-training/training-and-development-funding> for more information on this initiative. For enquiries relating to the Boosting our Healthcare Workforce Initiative, please email: [vicworkforce@dhhs.vic.gov.au](mailto:vicworkforce@dhhs.vic.gov.au).

# Tools and Resources

A range of complementary resources within Placeright will be available to support users. Placeright has inbuilt user guide and context sensitive help options.

## Placeright

Placeright helps Victorian placement providers plan and administer placements with their partnered education providers. It is accessible with an internet connection so no downloads or installations are required. Using Placeright can assist placement providers to ensure optimal learning environments for students meet OH&S obligations and inform future staff recruitment. For more information about Placeright, please refer to the [Placeright](https://www.health.vic.gov.au/education-and-training/placeright) page on the health.vic website <https://www.health.vic.gov.au/education-and-training/placeright>

## Best Practice Clinical Learning Environment (BPCLE) Framework and Resources

The BPCLE Framework is a guide for organisations in partnership with education providers, to coordinate and deliver high-quality placements for all levels of learners. Resources are provided to assist organisations to implement the framework.

For more information about BPCLE, please refer to the [Best Practice Clinical Learning Environement (BPCLE) Framework](https://www.health.vic.gov.au/education-and-training/best-practice-clinical-learning-environment-bpcle-framework) page on the Health.vic website <https://www.health.vic.gov.au/education-and-training/best-practice-clinical-learning-environment-bpcle-framework>

## Standardised Student Induction Protocol (SSIP)

The Standardised Student Induction Protocol provides guidance for placement providers and education providers on their roles and responsibilities for inducting students. The SSIP may also assist new education or placement providers to establish standardised student induction procedures. For more information on the SSIP, please refer to the [Standardised Student Induction Protocol (SSIP)](https://www.health.vic.gov.au/education-and-training/standardised-student-induction-protocol) page on the Health.vic website <https://www.health.vic.gov.au/education-and-training/standardised-student-induction-protocol>

## Student Placement Agreement (SPA)

The Student Placement Agreement provides a guide of standardised terms and conditions under which students may be placed whilst undergoing placement as part of their course. It is not mandated by the department to use this document.

The document was reviewed in 2019 by a sector led working group, and a version specially addressing clinical placements in the health sector published.

An alternative version is also published that is more appropriate for use in the non-health sector.

For more information on the SPA, please refer to the [Student Placement Agreement (SPA)](https://www.health.vic.gov.au/education-and-training/student-placement-agreement) page on the Health.vic website <https://www.health.vic.gov.au/education-and-training/student-placement-agreement>

# Glossary

**Education provider (EP):** Any institution delivering post-secondary education that directly leads to entry to practice in the identified health and human services disciplines/occupations. This includes Higher Education, Vocational Education and Training (VET) and Registered Training providers.

**Entry to practice course:** Any course that enables graduates to apply directly for initial registration (where registration is required) and/or employment within their studied profession or occupation.

**Placement coordinator**: a person typically responsible for planning, requesting and/or allocating placements on behalf of an organisation or consortia. The placement coordinator, however named, must have sufficient authority to allocate, request and agree to placements on behalf of the organisation(s) they represent.

**Placement provider (PP):** an organisation that provides placements for health or human service entry to practice course students. This includes not for profit, community, public and private services in the health and human services sector, such as aged care, mental health, disability, child and family services, general medical practice or a variety of private practice settings.

**Placeright:** A secure, web-based information system that manages student placements between placement providers and education providers. It helps Victorian placement providers plan and administer student placements with their partnered education providers. Using Placeright can assist placement providers to ensure optimal learning environments for students, meet OH&S obligations and inform future staff recruitment.

**Pre-committed placements (Pre-commitments):** These are placement bookings that exist prior to the commencement of formal planning activities. The details should be known by both parties and are to be recorded in Placeright prior to the commencement of the formal requesting process by education providers.

**Stakeholder:** For the purposes of this document, a stakeholder is defined as any party with an interest in health or human services workforce training in Victoria. Most specifically, includes representatives from: Higher education, Registered Training and VET providers, interstate educational institutions that place students within Victoria, public and private health and human service organisations, aged care providers, alcohol and other drugs services, mental health service providers, community health services, general practice, private providers and other student placement settings.