

# Queensland Health Allied Health Clinical Placement Management

Education Provider Reference Guide



## Queensland Health Allied Health Clinical Placement Management - Education Provider Reference Guide

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### Version control

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1	July 2021	AHPOQ	
2.	August 2023	OCAHO	The amendments include: <ul style="list-style-type: none"><li>• Updating Office of Chief Allied Health Officer Naming convention throughout the document</li><li>• Update contact address for The Student Deeds Office, Workforce Strategy Branch</li><li>• Alignment to most recent Health Service Agreements</li><li>• Addition of HPDO4 2022 additional clinical educator positions</li><li>• Preference for placement update</li><li>• Profession-specific clinical placement governance and process updates for clinical measurements, exercise physiology, nutrition and dietetics, occupational therapy, physiotherapy, psychology and social work</li></ul>

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An electronic version of this document is available at [www.health.qld.gov.au/ahwac](http://www.health.qld.gov.au/ahwac).

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# 1 Purpose and scope

This reference guide outlines the processes undertaken to coordinate and manage allied health pre-entry clinical placements within Queensland Health facilities and services.

The guide provides information to support education providers allocating and coordinating allied health pre-entry student placements within hospital and health services (HHSs), including the:

- Legislative operating environment
- Overarching principles for the distribution of allied health clinical placements
- Resources that support allied health clinical student placements
- Existing Queensland Health, university, and profession-specific governance structures
- Profession specific clinical placement processes and protocols.

The guide was developed in consultation with:

- Deans of Health Sciences of Queensland universities that offer allied health programs
- Other university staff involved in the allocation and coordination of Queensland health allied health pre-entry student placements
- Directors of allied health services and profession specific groups
- Queensland Health allied health clinical education and training program managers
- Other Queensland Health allied health professionals involved in the coordination and management of pre-entry clinical placements.

The following allied health professions have been included in this reference guide:

- Clinical measurements
- Medical radiation professions (medical imaging, nuclear medicine, and radiation therapy)
- Nutrition and dietetics
- Occupational therapy
- Pharmacy
- Physiotherapy
- Psychology
- Social work
- Speech pathology
- Smaller professions (audiology, exercise physiology, medical physics, music therapy, orthotics and prosthetics, podiatry, and rehabilitation engineering).

## 2 Background

Clinical education and training is one of five critical enablers in the [Optimising the allied health workforce for best care and best value: A 10-year Strategy 2019-2029](#). Clinical education and training is a critical component in supporting health services to deliver high quality and efficient healthcare and health improvement by ensuring that the current and future workforce have the capacity and capability to provide effective and safe health services. Queensland Health facilities and services contribute to the education of health professionals through the provision of training placements consistent with and proportionate to health service capacity.

Queensland Health pre-entry clinical placements for allied health students are provided across a wide variety of settings including acute hospital and ambulatory/outpatient services, primary care and community health, subacute services, mental health services, and non-traditional or emerging client groups and services. Clinical placements occur over successive weeks in both full and/or part time capacity.

## 3 Queensland Health resources that support allied health student placements

### 3.1 Legal frameworks

#### 3.1.1 Student Deed Framework

Queensland Health clinical placements are governed by the [Student Placement Deed](#) (the Deed). The Deed is a strategic and overarching legal agreement between Queensland Health (through the Department of Health on behalf of the HHSs) and education providers which covers all legal aspects of clinical placements.

Operationalisation of the Student Placement Deed occurs via the Student Placement Schedule. The schedule is a legal requirement of the Student Placement Deed and is an operational document which must be completed between an education provider and a Queensland Health facility prior to the commencement of a clinical placement.

The Student Deeds Office, Workforce Strategy Branch ([QHclinicalplacements@health.qld.gov.au](mailto:QHclinicalplacements@health.qld.gov.au)) is responsible for the management of the Deed and Student Schedules.

#### 3.1.2 Health Service Agreements

[Service Agreements](#) between the Department of Health and each HHS define the health services, teaching, research, and other services that are to be provided by the HHS and the funding to be provided to the HHS for these services.

The Service agreements contain specific clauses in relation to the teaching training and research programs for which funding is provided to the HHS. For allied health pre-entry clinical education, this includes a HHS commitment to:

- the provision of education and training placements for the pre-entry clinical allied health students consistent with and proportionate to the capacity of the HHS
- support and align with stipulated placement terms governing clinical placements in Queensland Health facilities
- support profession specific and inter-profession statewide allied health clinical education programs.
- Continued implementation and retention of clinical educator positions provided through the *Health Practitioner and Dental Officer (Queensland Health) Certified Agreement*.

## 3.2 Clinical Education Workload Management Initiative (CEWMI)

The *Health Practitioner (Queensland Health) Certified Agreement (No1) 2007*, committed funding for the equivalent of 164 full time equivalent (FTE) allied health and oral health practitioners to be phased in over the life of the Agreement. This funding is known as the Clinical Education Workload Management Initiative (CEWMI).

The distribution of the CEWMI funding was negotiated based on pre-entry and new graduate clinical support requirements across the allied health professions. Each profession that received funding was given the opportunity to design and implement a model of funding utilisation that best suited their needs for placement supply and demand and new graduate support. Most professions used the funding to employ designated clinical educators and/or clinical education coordinators. Other models included backfill for a rotating clinical educator role, and models that specifically focussed on recruiting and supporting new graduates.

In 2012, the allocated CEWMI funding was provided recurrently to the HHSs with the understanding that individual health services are responsible for the ongoing operational management of these resources. This includes decisions regarding the use and reallocation of the FTE associated with these resources.

CEWMI-funded positions are professionally coordinated and supported by the Statewide Clinical Education Program Managers.

The *Health Practitioners and Dental Officers (Queensland Health) Certified Agreement (No.4) 2022*, agreed to the following clinical educator positions:

- Additional 1 FTE at HP6 as a statewide pharmacy clinical education program manager
- Additional 4 FTE at HP5 as rural interprofessional clinical educators
- Additional 3 FTE at HP4 as X-Ray operator statewide training support
- 2 FTE at HP6 medical physics educator temporary positions provided under Health Practitioners and Dental Officers (Queensland Health) Certified Agreement (No. 3) 2019 clause 30.11 will now be converted to permanent positions
- 1 FTE at HP5 sonography clinical educator provided under Health Practitioners and Dental Officers (Queensland Health) Certified Agreement (No. 3) 2019 clause 82.4 will continue.

## 3.3 Statewide Clinical Education Program Managers

The Statewide Allied Health Clinical Education Program Manager positions were created in 2009 to support quality practices and innovative approaches to clinical education for pre-entry students and new graduate allied health professionals, in collaboration with profession leaders in Queensland Health. In 2012, the Program Manager positions were transferred from the Department of Health to the HHSs. Reference to these positions is included in the [Health Service Agreements](#) for the HHSs where these positions are hosted. Program Manager positions exist for medical radiation professions, nutrition and dietetics, occupational therapy, physiotherapy, psychology, social work, speech pathology and clinical measurements and the smaller disciplines.

These positions maintain close links with education providers and profession stakeholders involved in clinical education, and support compliance with the Student Deed framework for allied health student placements.

# 4 General principles for allied health clinical placement management

It is understood that the processes and protocols used to allocate and manage pre-entry clinical placements differs for each of the professions and between some health services.

The appendices to this document provide a summary of these profession-specific processes, however the following sections describe general principles, processes, and protocols that are applicable to all allied health professions.

## 4.1 Guiding principles

There are five guiding principles for the management of allied health pre-entry clinical placements across Queensland Health.

### First right of refusal for growth placements

Where an education provider has invested in additional or growth placements (placements over and above the existing capacity of the profession or health service), the placements will be considered supernumerary to any existing allocation processes and the education provider will have first right of refusal for those placements.

Where education providers do not exercise first right of refusal, unallocated placements will be offered to other providers as part of usual placement allocation processes.

### Agreed and documented processes

All professions should utilise agreed and documented processes for offering, accepting, withdrawing, and cancelling of student placements to optimise clinical placement supply. This includes agreed and documented processes for the re-allocation of unutilised placement offers.

## Transparency and equity

The processes for offering, accepting, withdrawing, and cancelling of student placements should be transparent and equitable and in compliance with the Student Placement Deed Framework. These processes should be known to all parties.

Transparency in instances of partnership and contractual agreement between education providers and facilities and services where the investment is provided for clinical placements and activities is strongly encouraged.

All HHSs are required to report clinical placement activity (CPA) data, at the intervals and in the format agreed between the Parties, to the Department on the pre-entry clinical placements provided under the Student Placement Deed Framework. CPA data is verified by the professions via the Statewide Allied Health Clinical Education Program Managers prior to being finally reviewed for publication by the Office of the Chief Allied Health Officer (OCAHO).

## Flexibility and agility

Clinical placement processes and protocols should be flexible and agile to optimise clinical placement capacity. Flexibility is required from health services and from education providers in changing healthcare environments.

## Preference for placements

Preference for available clinical placements will be provided in the first instance to:

- students from Queensland universities
- students who are Queensland residents but studying at interstate universities
- students studying at interstate universities where equivalent programs of study are not offered in Queensland e.g., music therapy.

Placements for students who are not Queensland residents and are studying at interstate universities will only be offered where a current student deed exists, and residual placement capacity is available to accommodate the placement

# 5 Placement allocation and management

## Placement allocation and management processes

Each allied health profession has agreed protocols and/or processes that guide the management of requesting, accepting, withdrawing, and cancelling of student placements within healthcare services.

Central allocation processes exist for physiotherapy and nutrition and dietetics, jointly determined by the HHSs and by the education providers. Additionally, central offers processes exist for speech pathology and occupational therapy with placement allocation managed by the education providers.

For these professions, placement allocation processes should reflect:

- Different university program structures across the whole year
- Numbers of placements as reflected by demand



- Geographical distribution
- Balance of clinical settings, as reflective of health service and community need
- Placement requirements outlined in the Student Deed Framework (including the provision of Student Placement Schedules / forward calendars of known placement requests).

Allocation and management processes for the allied health professions are shown in [Appendix 1](#).

## Collaborative groups

For some professions, Queensland Health and education provider collaborative groups have been established to support sustainable capacity for quality education placements for allied health students in Queensland Health facilities. These collaboratives enable the development of flexible and responsive communications, innovations, and resource sharing across and between professions.

The role and objectives of these collaborative groups is to:

- Facilitate communication between Queensland Health and education providers in relation to clinical education.
- Ensure that Queensland Health facilities and services work towards providing a sustainable capacity for quality placements for pre-entry students, including to:
  - improve predictability of student placements for the education providers
  - assist Queensland Health facilities and services to build capacity for quality student placements
  - coordinate the distribution of placements from Queensland Health facilities and services to the education providers
  - improve workforce coordination of clinical education within Queensland Health facilities and services.
- Ensure that Queensland Health placements are offered to education providers to support program accreditation requirements:
  - grow clinical education opportunities in a diverse range of practice areas
  - support quality practice education that contributes to sustainability and growth of the allied health professions.
- Ensure placement offers are managed in a fair, efficient way, to optimise clinical education opportunities:
  - develop and refine an equitable system for the ongoing coordination and distribution of available Queensland Health placement opportunities into the future.

The role and contribution of the profession-specific collaborative groups in the allocation and management of student placements is shown in [Appendix 1](#).

## 6 Payment for placements

It is acknowledged that some allied health professions and HHSs accept payment for placements with the explicit intent to release additional capacity to accommodate the growth in student numbers and associated requests for additional placements where placement capacity had been reached.

The determination of payment for placements should occur through a transparent and equitable process and in line with the requirements of the profession-specific agreements. Where required, professions will have an agreed consultative process for determining payments for clinical placements and this will be outlined in the Student Placement Schedule as per section 13 of the Student Placement Deed.

## 7 Related documents

- [Queensland Health Student Placement Deed](#)
- [Queensland Health Student Placement Schedule](#)
- [Service Agreements and Deeds of Amendment](#)

# Appendix 1: Profession-specific clinical placement governance and processes

The process for organising student clinical placements for each of the allied health professions have been described in the following section. Activities and governance groups are colour coded in the figures and flow charts below, with blue representing Queensland Health, green representing education providers and collaborative groups and activities shown in yellow. Additional university governance groups may exist that are not indicated. This information describes the processes and systems at the time of publishing.

# Audiology

Offers for audiology placements are requested once per calendar year through a centrally coordinated offers process managed by the University of Queensland (UQ) Placement Coordinator. The UQ Placement Coordinator is the central point of contact for university and Queensland Health staff regarding audiology clinical placements within Queensland public health facilities.

## Clinical placement groups

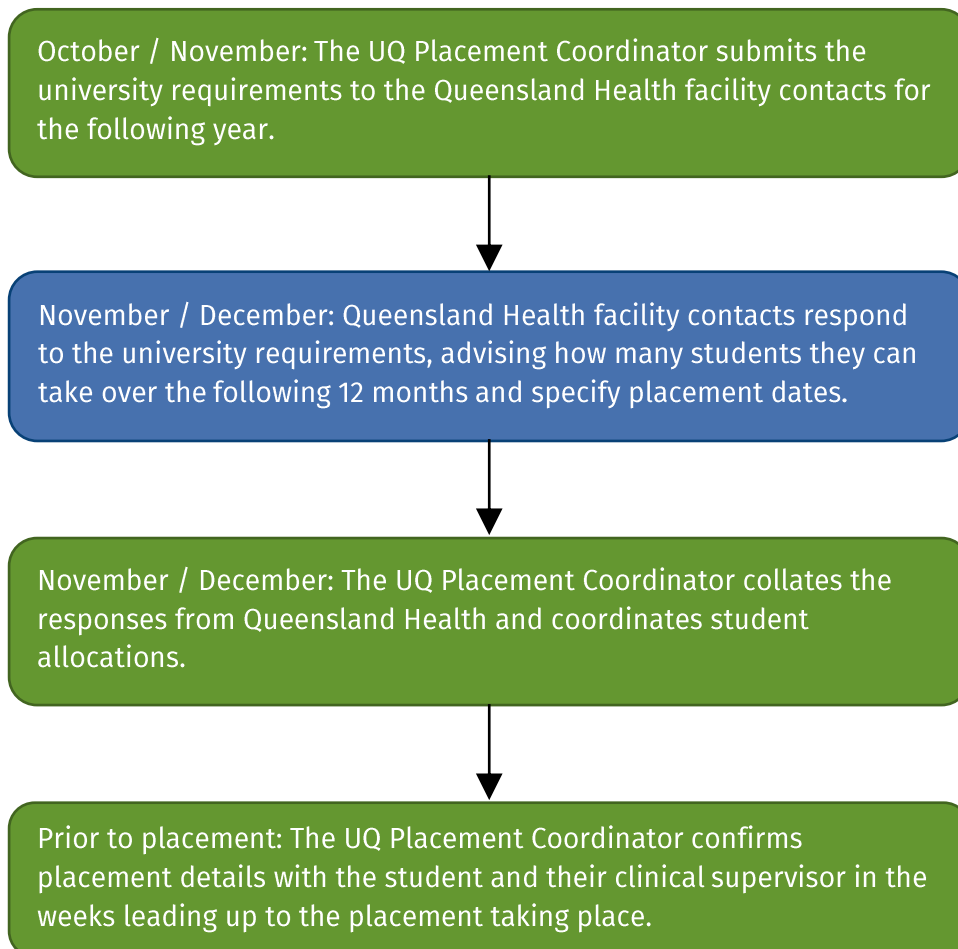
There are no dedicated collaborative groups for the allocation and coordination of audiology clinical placements, however, support is provided by Queensland Health Directors of Audiology, the Audiology Governance Group and the Audiology Clinical Education Working Group.

## Clinical placement allocation process

The University of Queensland is the only university within Queensland with an audiology program, and which requires pre-entry student placements. Placements are allocated and coordinated using the process shown in Figure 1 below.

Universities outside of Queensland may request placements on an ad hoc basis by contacting the Queensland Health facility directly and separately to the process below.

**Figure 1. Queensland Health audiology placement process**



## Clinical measurements

“Clinical measurements” encompasses cardiac sciences, neurophysiology, respiratory sciences, sleep sciences, vascular ultrasound, urodynamics, heart valve bank and critical care science.

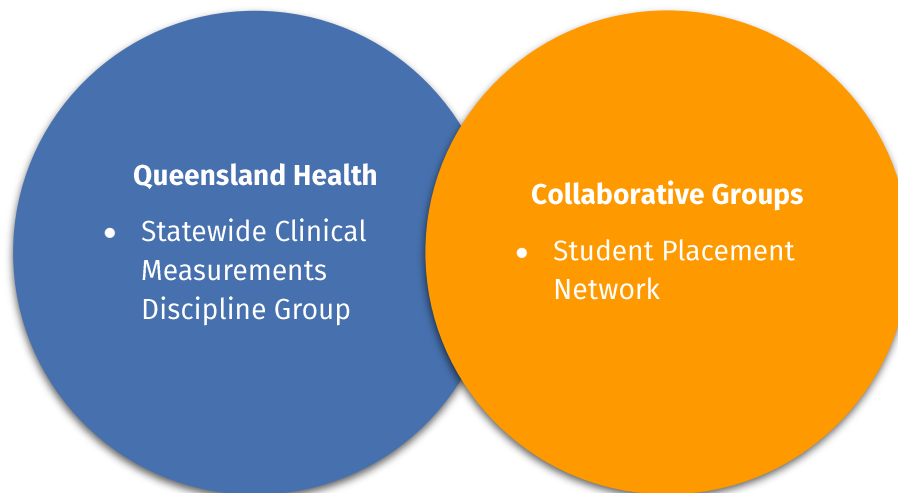
Twice yearly, a centralised process occurs to identify any vacant placement offers. This process is managed by the Chair of the Student Placement Network. The Student Placement Network Chair is the central point of contact for formal communication regarding clinical measurements placements within Queensland public health facilities.

Individual student placement offers are managed directly between the university and Queensland Health facilities.

## Clinical placement groups

The Queensland Health and collaborative groups for clinical measurement student placements are presented in Figure 2 below.

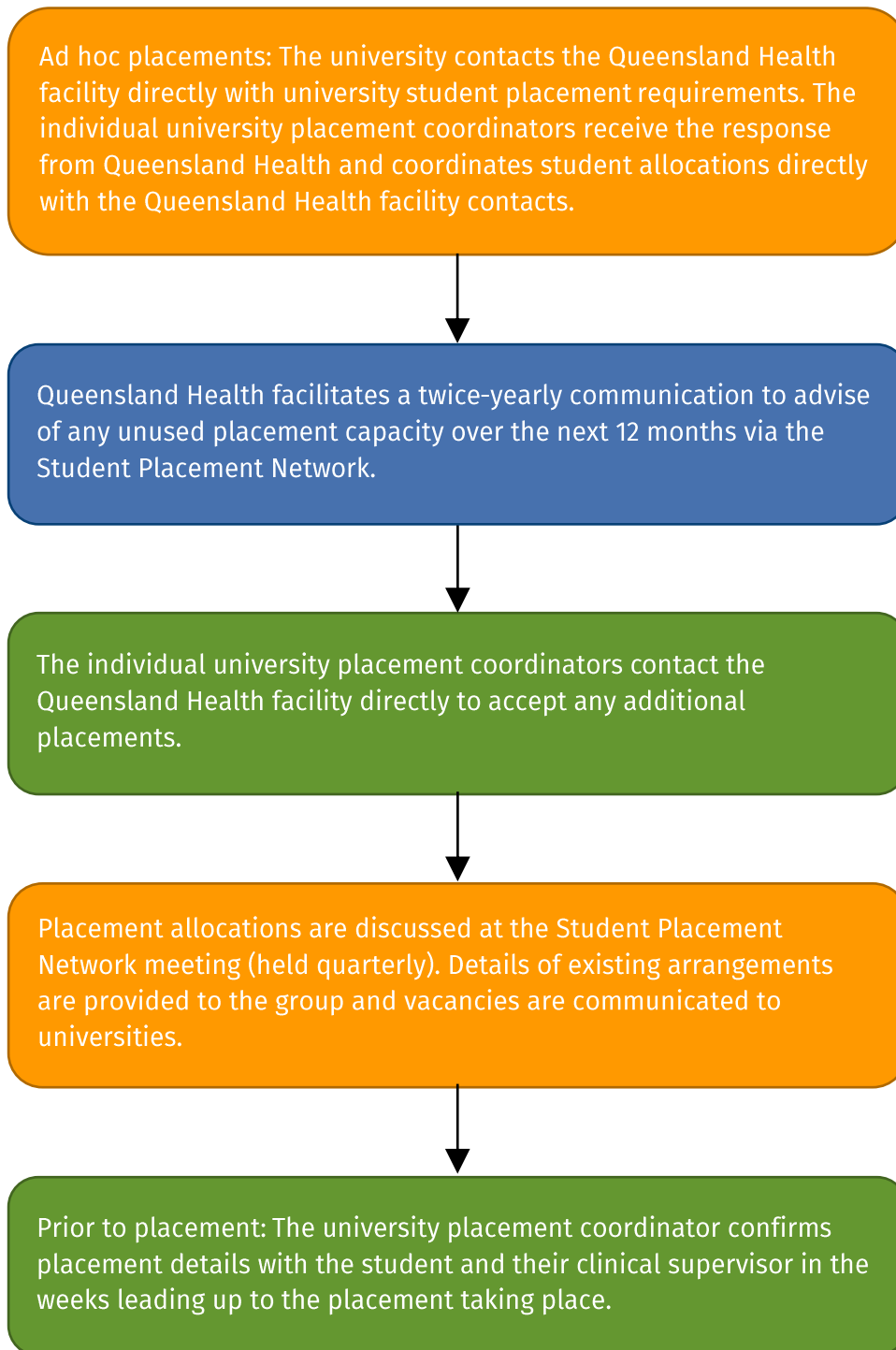
**Figure 2. Queensland Health and collaborative groups for clinical measurements**



## Clinical placement allocation process

The clinical measurement student placement process (Figure 3) continues throughout the year as university requirements and hospital capacity vary.

**Figure 3. Clinical measurements placement process**



## Exercise physiology

At present, full time exercise physiology student placement offers are requested once per calendar year through a centrally coordinated offers process managed by the Clinical Exercise Physiology University Collaborative (CEPUC) and Exercise Physiology Clinical Education Facilitator (EPCEF).

The CEPUC is the point of contact for university staff regarding exercise physiology placements in Queensland. The EPCEF is the central point of contact for Queensland Health staff regarding exercise physiology placements within Queensland public health facilities.

## Clinical placement groups

The CEPUC is the central point of coordination for pre-entry exercise physiology student placements, as shown in Figure 4.

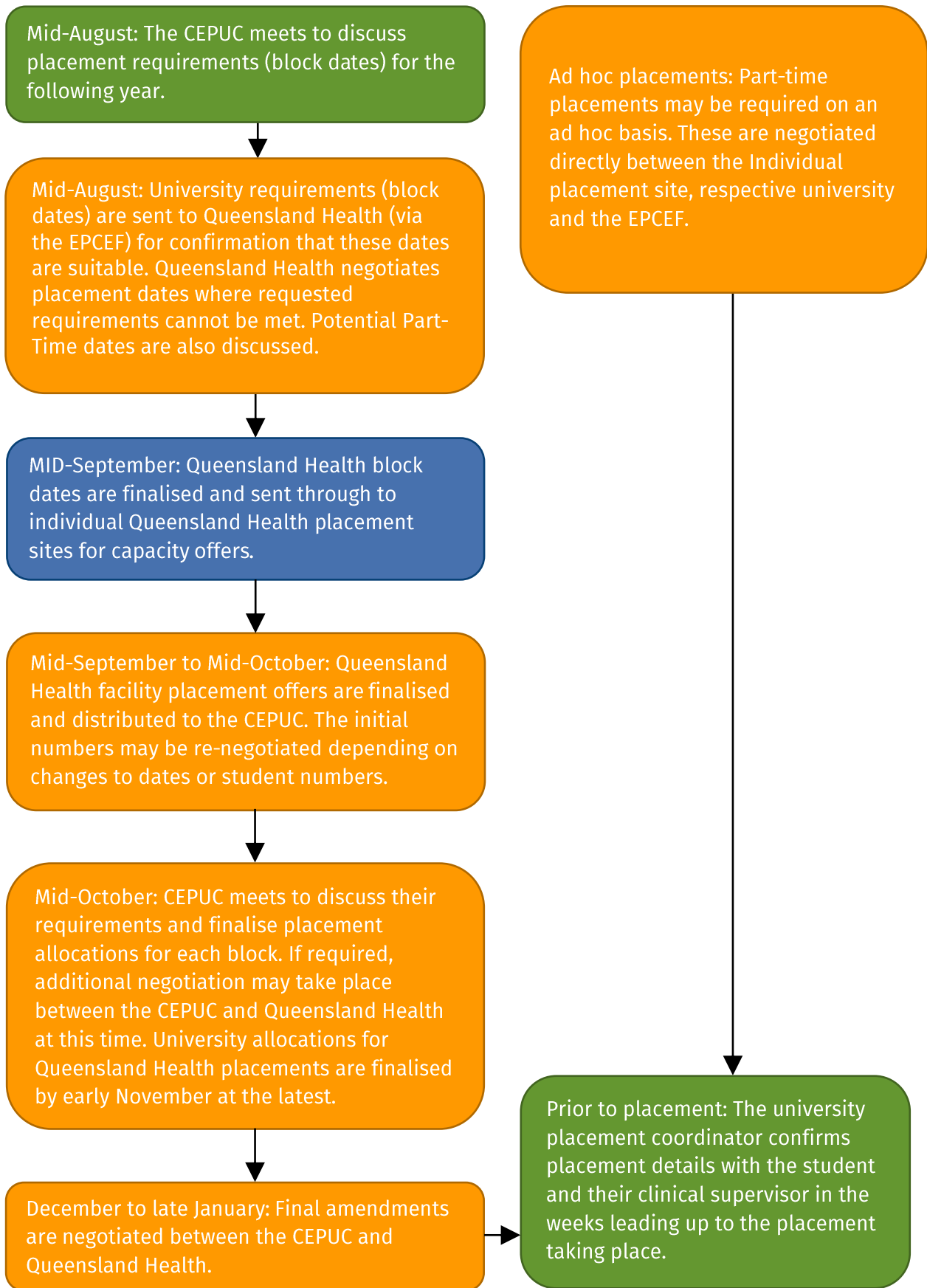
**Figure 4. University sector groups for exercise physiology**



## Clinical placement allocation process

The process for managing exercise physiology placements is shown in Figure 5.

**Figure 5. Exercise physiology placement process**





## Medical physicists

Medical physicist offers are managed directly between the university and Queensland Health facilities.

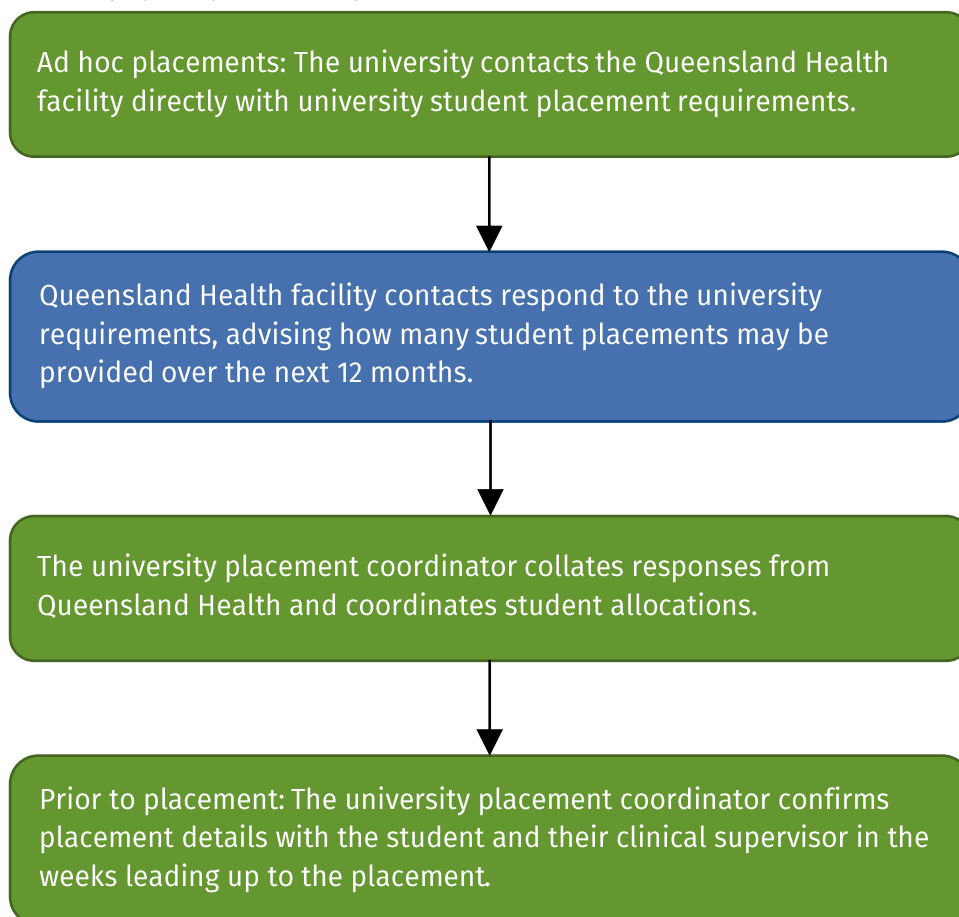
### Clinical placement groups and communication pathways

There are no dedicated Queensland Health, university or collaborative groups for the allocation and coordination of medical physicist placements.

### Clinical placement allocation process

Medical physicist student placement requests are managed on an ad hoc basis as required by the university. This process is shown in Figure 6 below.

**Figure 6. Medical physics placement process**



## Medical radiation professions

“Medical radiation professions” encompasses nuclear medicine, medical imaging, and radiation therapy. Medical radiation profession student placements are managed directly between universities and Queensland Health facilities.

## Clinical placement groups and communication pathways

Two Queensland Health groups support the allocation, coordination, and management of student placements for the medical radiation profession (Figure 7).

Note that there are currently no nuclear medicine courses offered in Queensland. There is only one radiation therapy program of study in Queensland.

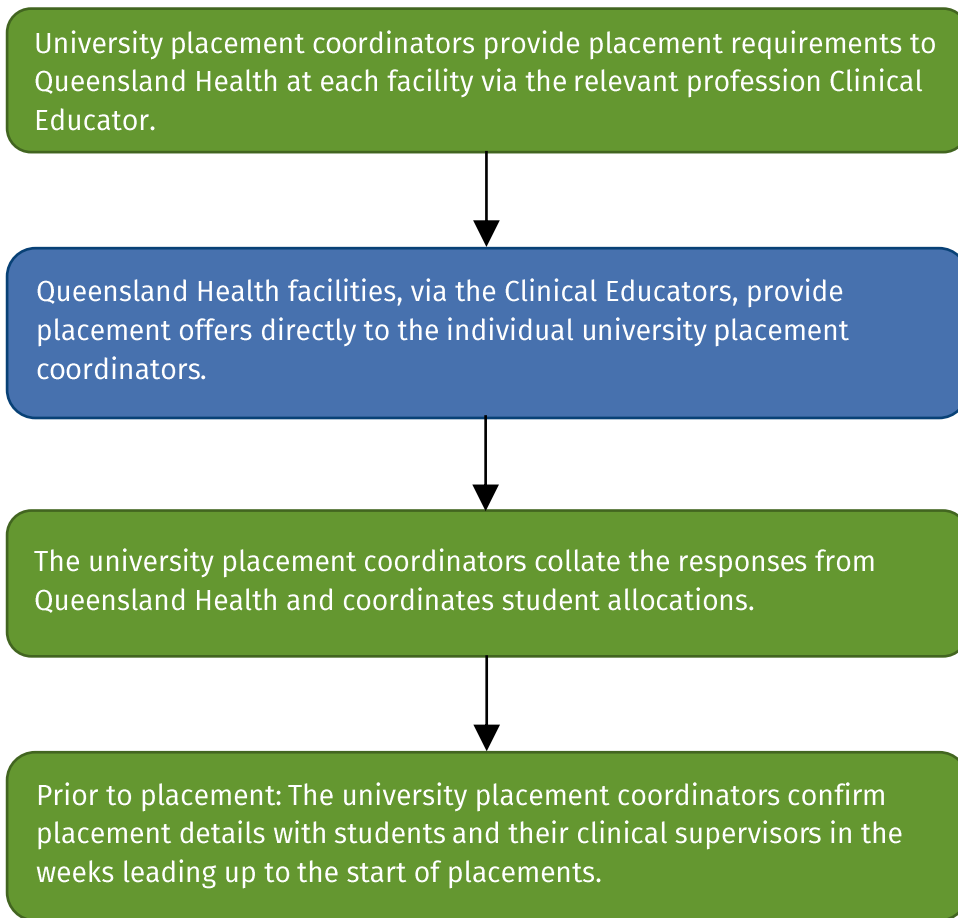
**Figure 7. Queensland Health groups for medical radiation professions**



## Clinical placement allocation process

Clinical placement allocation processes are managed separately for each of the medical radiation professions, as shown in Figure 8 below.

**Figure 8. Medical radiation professions placement process**



## Music therapy

Music therapy offers are requested twice per calendar year through a centrally coordinated offers process managed by the Music Therapy Clinical Educator based at the Princess Alexandra Hospital, Metro South HHS. The Music Therapy Clinical Educator is a central point of contact for university staff and Queensland Health staff regarding music therapy clinical placements within Queensland Health facilities.

## Clinical placement groups and communication pathways

There are no dedicated governance or collaborative groups for the discussion of music therapy clinical placements. All communication regarding music therapy clinical placements is managed by the Music Therapy Clinical Educator. The statewide Music Therapy discipline group provides support to the Music Therapy Clinical Educator.

No Queensland universities offer music therapy. Queensland Health provides music therapy placements for students from:

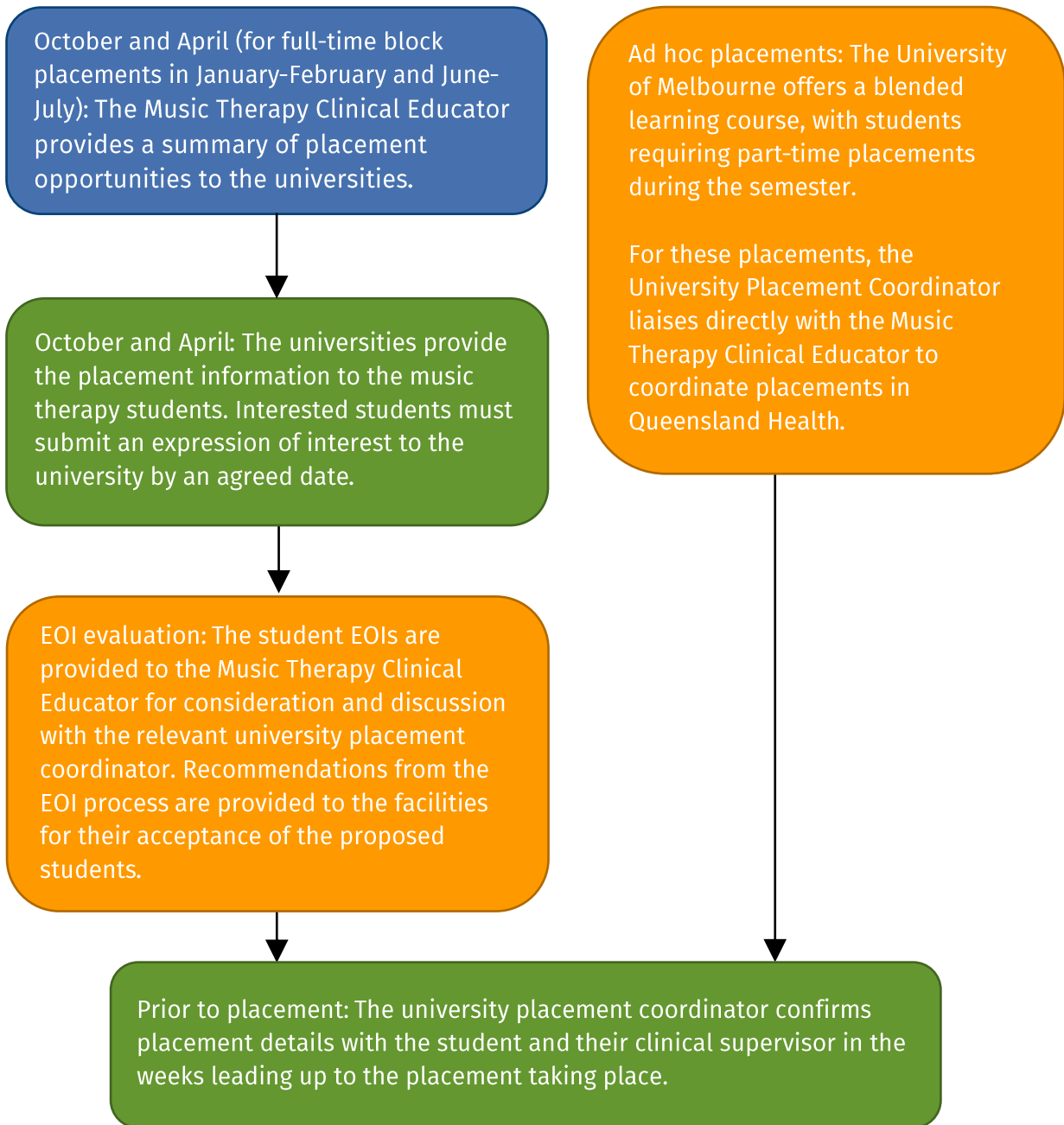
- University of Melbourne
- Western Sydney University

## Clinical placement allocation process

The Music Therapy Clinical Educator is responsible for maintaining a register of potential Queensland Health placement sites. Queensland Health music therapy placement correspondence is managed through a central email address ([Music\\_Therapy\\_Clinical\\_Ed@health.qld.gov.au](mailto:Music_Therapy_Clinical_Ed@health.qld.gov.au)).

The process for the allocation of music therapy placements is shown in Figure 9.

**Figure 10. Music therapy placement process**



## Nutrition and dietetics

The [Nutrition & Dietetics Clinical Placement Arrangement \(the Arrangement\)](#) outlines the expectations of Queensland Health and Queensland universities with regards to their commitment to support nutrition and dietetics clinical education placements within Queensland Health facilities. The content of the Arrangement was agreed upon by representatives of the five Queensland universities that offer Dietetics programs and Queensland Health Directors of Dietetic services. The Arrangement is included as an appendix to all nutrition and dietetics student schedules. All HHSs are to support the provision of placements for dietetics pre-entry students as per the terms of the Arrangement.

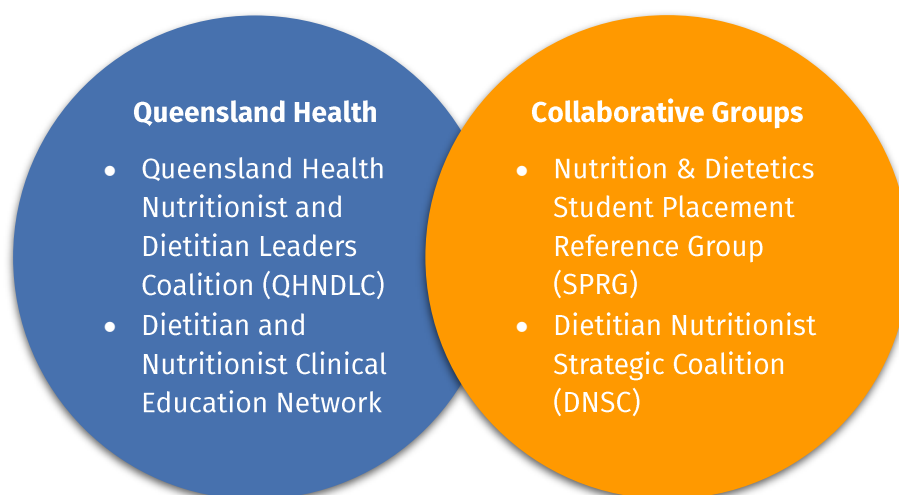
Dietetic students are required to complete placements in three domains to meet university accreditation requirements: medical nutrition therapy, food services management and community and public health nutrition.

As per the Arrangement, Queensland universities have agreed to provide financial support for each student who attends placements at Queensland Health facilities. The primary objective of this financial support is to improve the education of nutrition and dietetic students and increase the capacity for nutrition and dietetics clinical education placements within HHS facilities and services under the Student Placement Deed Framework.

### Clinical placement groups and communication pathways

The Queensland Health Nutrition and Dietitian Leaders Coalition (QHNDLC) and Dietitian Nutritionist Strategic Coalition (DNSC) both provide a statewide forum to network, share information on key issues and implement collaborative projects, including issues relating to clinical education, training and workforce development (Figure 11)

**Figure 11. Queensland Health and collaborative groups for nutrition and dietetics placements**



## Clinical placement allocation process

All nutrition and dietetic placements are coordinated through a centralised allocation process (CAP) which is managed by the Statewide Clinical Education Program Manager (Nutrition and Dietetics). Placements are allocated using a defined and collaborative process with input from Queensland Health and university representatives via the Queensland Health Nutrition and Dietetics Leaders Coalition (QHNDLC) and the Student Placement Reference Group (SPRG). (Figure 12).

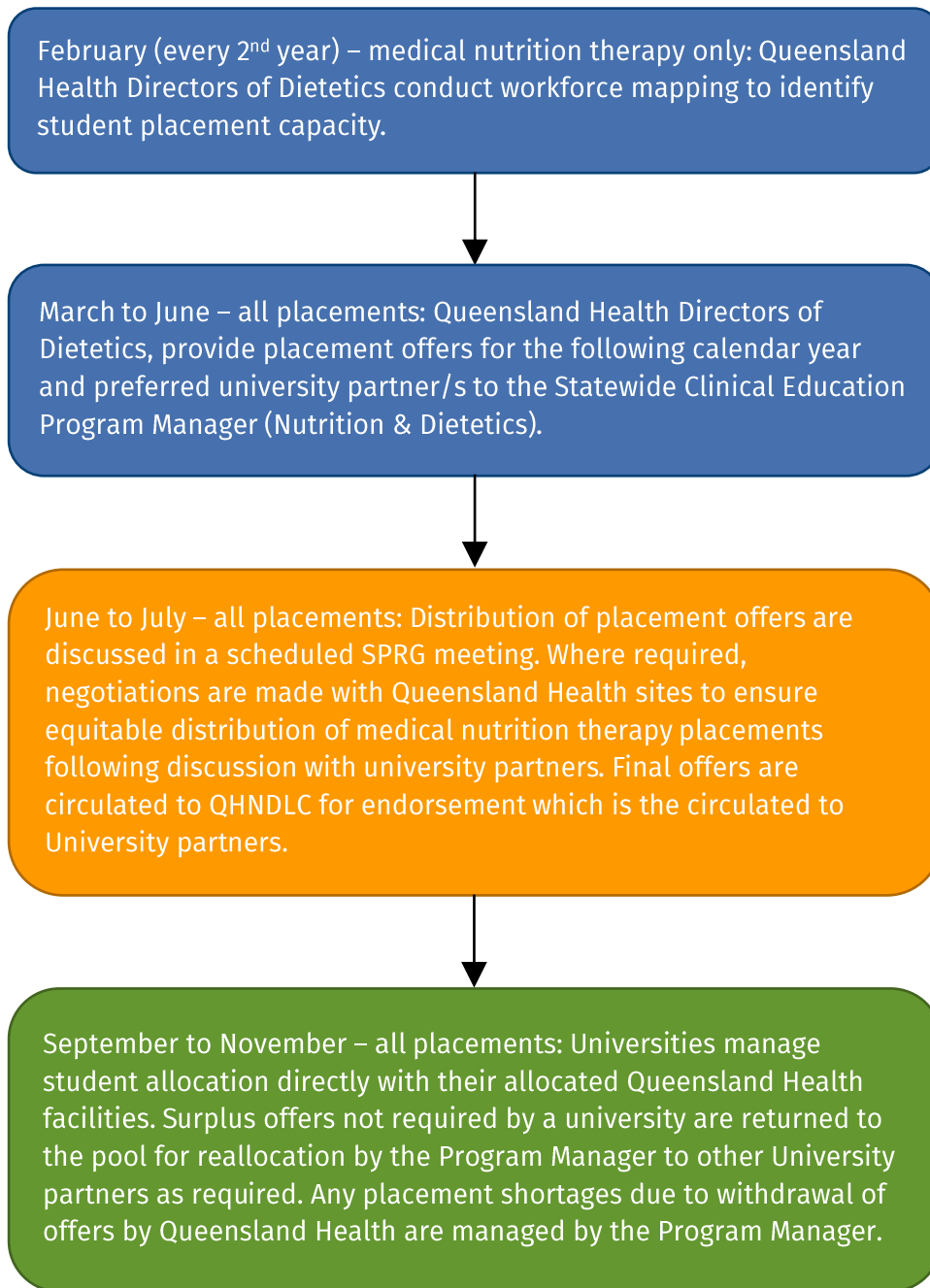
### Medical nutrition therapy

Medical nutrition therapy placements contribute the most nutrition and dietetic student placement days within Queensland Health facilities. The central allocation process allows for the equal allocation of student placements across the five Queensland university partners, taking into consideration the geographical spread of student placement offers across the state. For each university, 30% of placements must be made at a non-local Queensland Health facility.

### Food services management and community & public health nutrition placements

Food services management and community and public health nutrition placements are offered by each site based on workforce capacity and availability to supervise these placements from year to year. These offers are collected using the same process as medical nutrition therapy (see Step 2 in Figure 12 below) but are not subject to the process of ensuring an equal split across university partners.

**Figure 12. Nutrition and dietetics placement process**





## Occupational therapy

For occupational therapy student placements the placement offers and allocation for longer block student placements (5 weeks or more) is managed by OT Futures through a collaborative and standardised process. This process is coordinated twice a year and managed by university placement staff. This process allows for the management of supply and demand and supports building the capacity of the Queensland based OT workforce for clinical education activities. Whilst there is a schedule of dates and associated action for each 6month time due to the need to accommodate changes in student needs and university OT program progression universities will accept or call for placement offers at any time.

University requests for shorter clinical placements (less than 5 weeks) are made separately by each individual university program or placement staff as the need for these clinical education learning experiences varies due to the nature of each university's practice education curriculum. These placements are arranged outside of the centralized process and communications occur directly between the university partner and occupational therapy Queensland Health Clinical Education Support Officers (CESO) within each HHS.

## Clinical placement groups

The occupational therapy profession has a long-standing (since 2005) placement collaborative (now known as OT Futures) with each of the 9 universities offering Occupational Therapy Programs partnering to drive placement provision and quality across all industry sectors. This partnership approach aims to ensure consistency, collaboration for, and the quality of clinical/practice education placements for occupational therapy students. This in turn contributes to sustaining and growing the occupational therapy profession.

The OT Futures membership consists of OT University Program Heads and employing industry representatives (including the Queensland Health Statewide Clinical Education Program Manager (Occupational Therapy) and representative of the OT National professional association (OT Australia). Representatives of the OT Futures placement staff sub-committee are also members of OT Futures.

The Occupational Therapy Clinical Education Advisory and Reference Group (CEARG) is the overarching advisory and reference group for OT clinical education in Queensland Health. A representative of OT Futures is a member of the Queensland Health CEARG for OT. Queensland Health, university, and collaborative groups are shown in Figure 13 below.

**Figure 13. Queensland Health, university, and collaborative groups for occupational therapy**

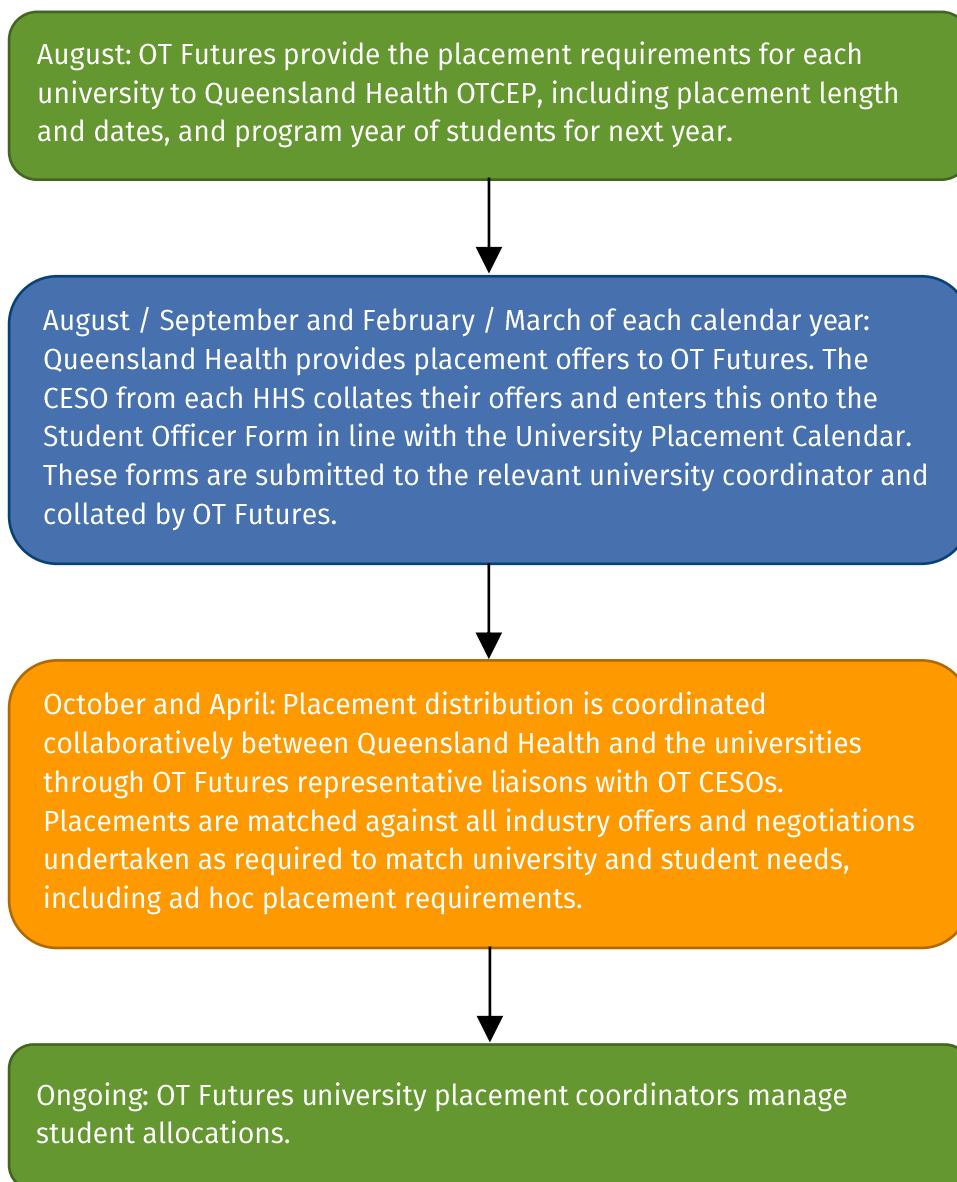


## Clinical placement allocation process

Longer block placements are coordinated centrally through OT Futures who provide an Occupational Therapy Student Offer Form and Placement Calendar biannually.

To support placement management across the state, each university coordinator is allocated specific HHSs to manage and represents all universities when coordinating placements with these sites.

**Figure 14. Occupational therapy placement process for long block placements**



# Orthoptics

Orthoptic placements are managed directly between the university and Queensland Health facilities.

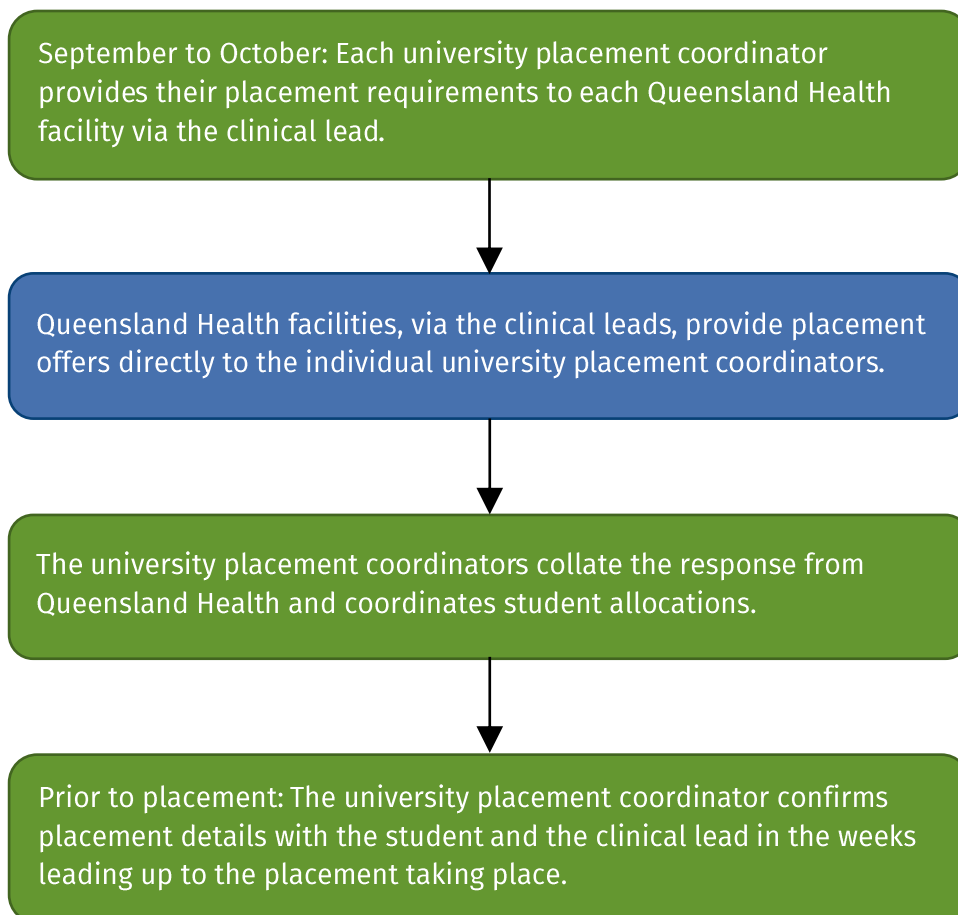
## Clinical placement groups

Orthoptic education providers are located interstate, with a small number of orthoptic student placements provided within Queensland Health. As there are no orthoptic clinical educator positions within HHSs, orthoptist clinical leaders take an active role in the organisation of student placements. Directors of Ophthalmology provide support for orthoptic clinical education.

## Clinical placement allocation process

Allocation of orthoptic student placements is arranged directly each year between university coordinators and clinical leads at each facility, as shown in Figure 15 below.

**Figure 15. Orthoptic placement process**



# Pharmacy

Pharmacy placements are managed directly between the university and Queensland Health facilities.

## Clinical placement groups

There is no Statewide Clinical Education Program Manager position for pharmacy. Clinical Educators take a lead role within Queensland Health in the organisation of student placements. Three Queensland Health groups are involved in and/or provide support for the management of pharmacy student placements (Figure 16).

**Figure 1. Queensland Health groups for pharmacy**

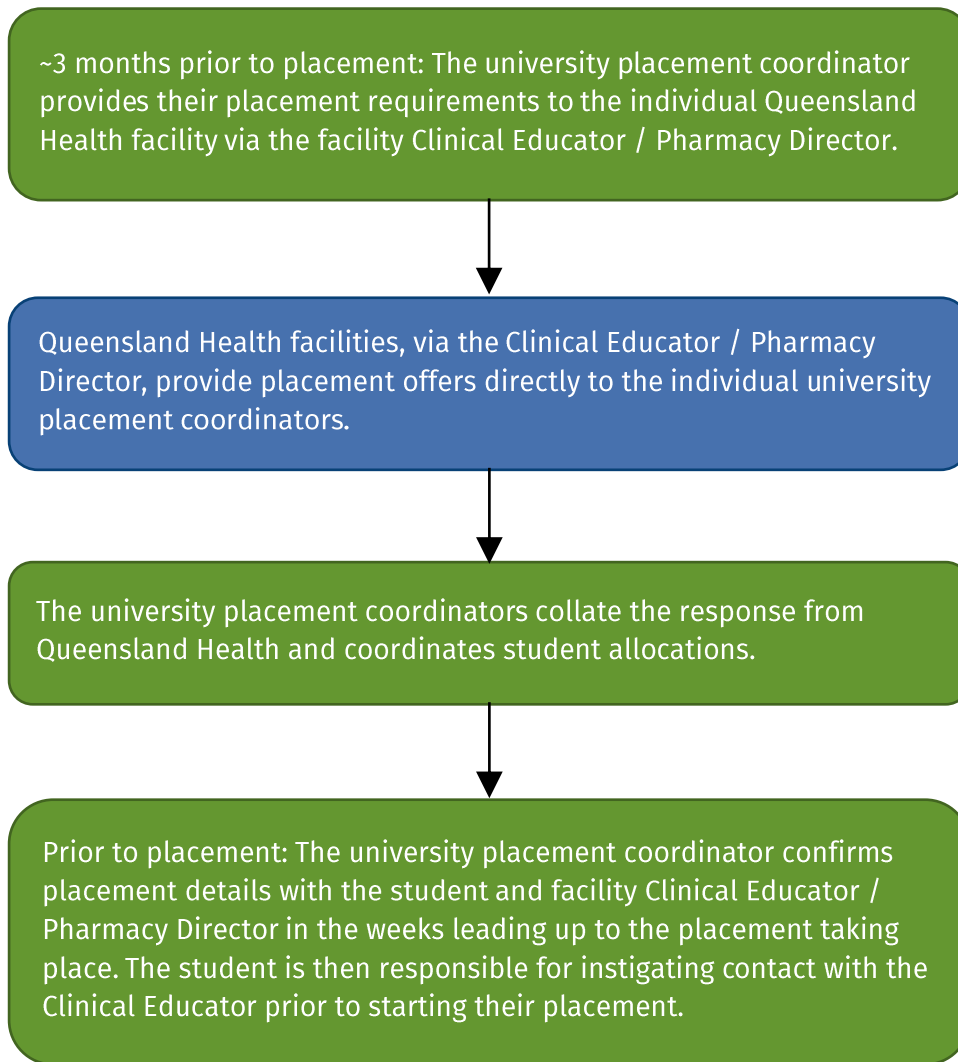


## Clinical placement allocation process

Placements are organised directly between university placement coordinators and Queensland Health facilities and services (Figure 17). Clinical education positions exist at larger Queensland Health sites, whereas the contact for smaller sites is usually the Director of Pharmacy Services.

Placements are arranged as the need arises rather than at specified times throughout the year.

**Figure 17. Pharmacy placement process**



# Physiotherapy

Physiotherapy clinical placements are coordinated by the Queensland Physiotherapy Placement Collaborative (QPPC) through a Central Allocation Process (CAP) which allows for the fair, equitable and transparent management of supply and demand, reporting of quality data in relation to clinical placements, and evaluation of data and processes to build capacity and refine placement methodology.

The [Physiotherapy Pre-registration Clinical Placement Agreement](#) (the Agreement) outlines the expectations of Queensland Health and Queensland university partners with regards to their commitment to support physiotherapy clinical placements within Queensland Health facilities. The content of the Agreement was agreed upon by representatives of Queensland university partners and representatives from Queensland Health. All parties have an in-principle agreement that the content of the Agreement is for three years (the current agreement is from 2023-2025). The Agreement, however, is implemented and executed annually and included as part of the [physiotherapy student schedules](#). All HHSs are to support the provision of placements for physiotherapy pre-entry students by the QPPC via the Physiotherapy Pre-registration Clinical Placement Agreement.

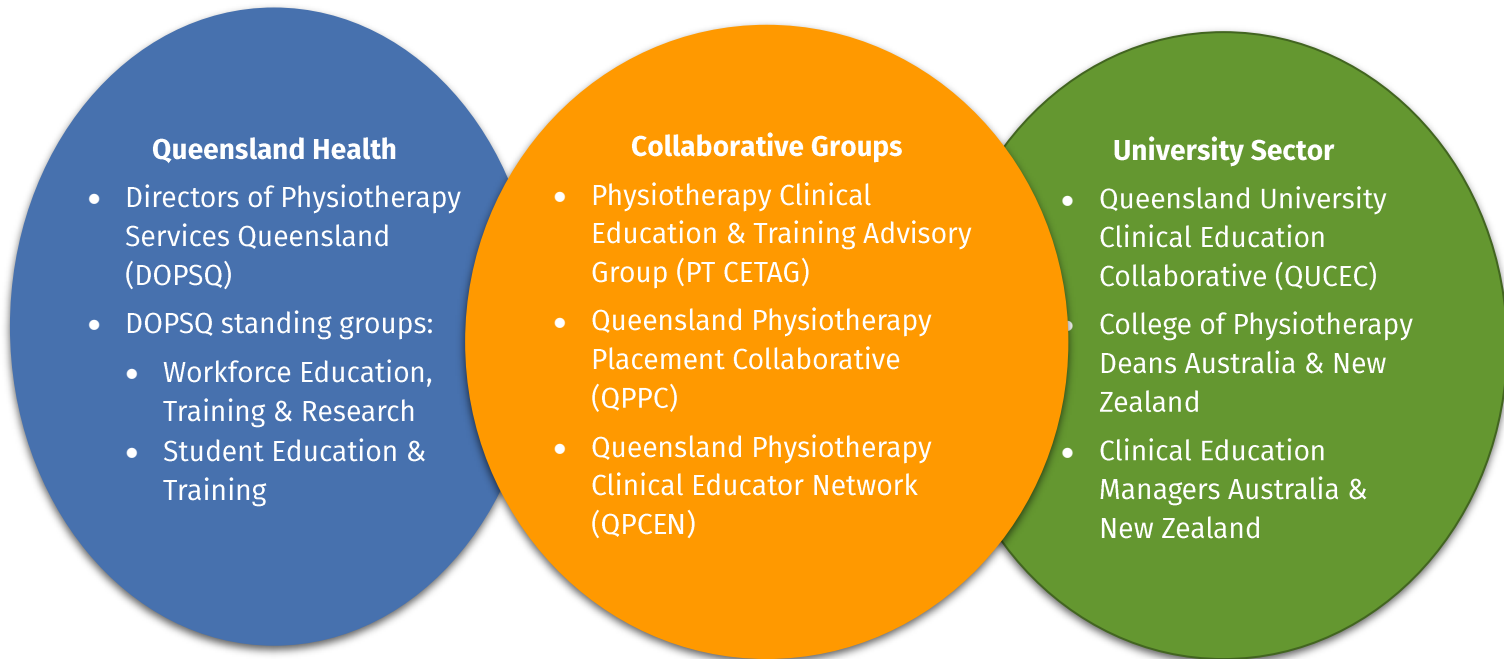
As per the Agreement, all Queensland universities have agreed to provide financial support for each placement that is provided at Queensland Health facilities as well as in-kind support. The primary objective of this financial support is to increase the capacity for, and quality of, physiotherapy clinical education placements within Queensland Health, aligned to the Student Placement Deed Framework. This funding provides for a dedicated coordinator to manage Queensland Health physiotherapy placements, additional clinical educator positions in the HHSs to build placement capacity, and a range of quality initiatives including supporting resources, professional development, clinical education research and quality improvement projects.

## Clinical placement groups

As outlined in the [Physiotherapy Pre-registration Clinical Placement Agreement](#), Queensland Health provides a minimum of 1,350 physiotherapy pre-entry placements per year (6,750 student weeks). These placements are allocated using a defined and collaborative process, co-designed by Queensland Health and university representatives via the Queensland Physiotherapy Placement Collaborative.

Other collaborative groups include the Physiotherapy Clinical Education and Training Advisory Group and the Queensland Physiotherapy Clinical Educator Network.

**Figure 18. Queensland Health, university, and collaborative groups for physiotherapy**



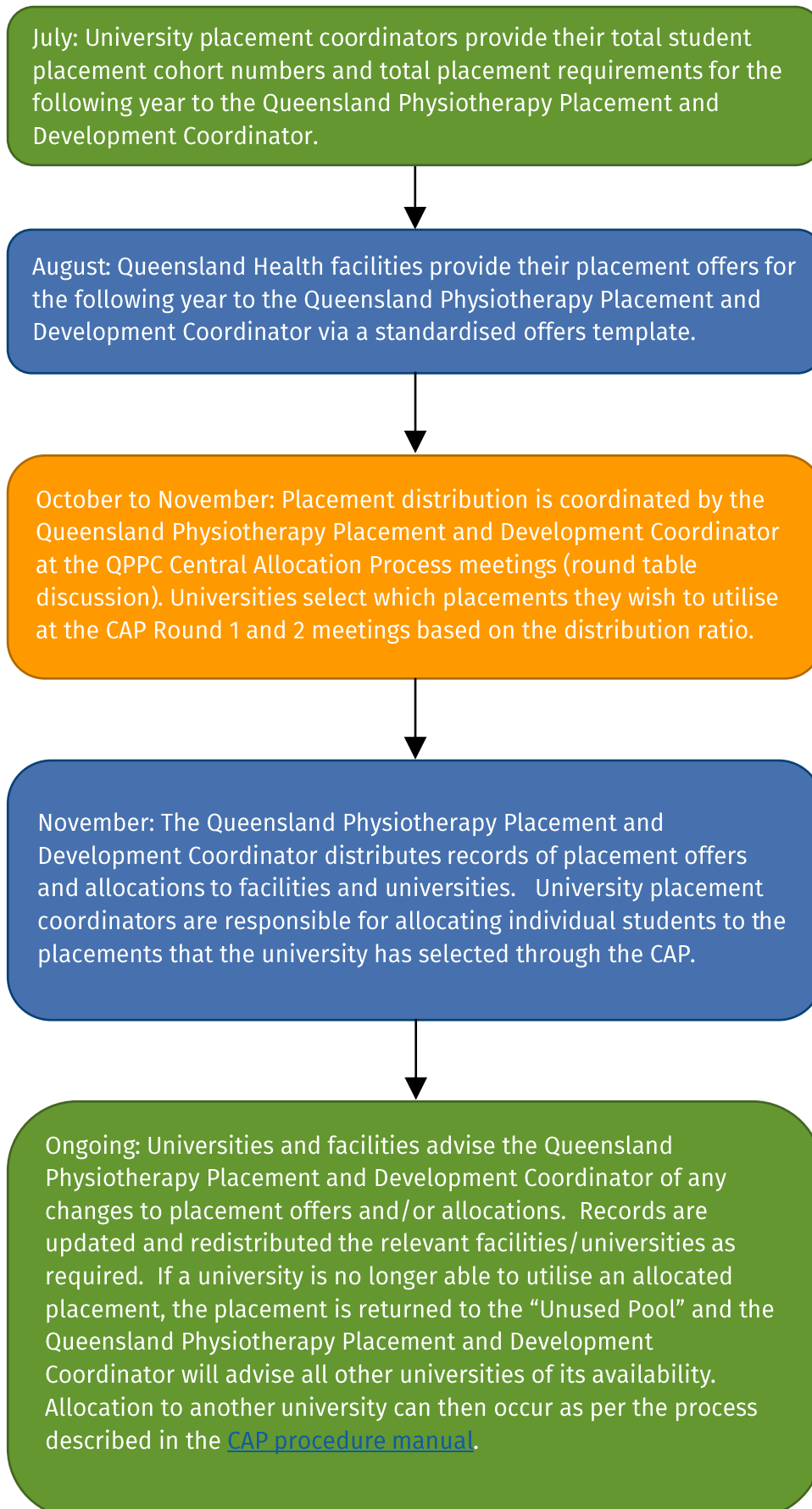
## Clinical placement allocation process

All Queensland Health physiotherapy clinical placements are offered and allocated centrally through the CAP via the QPPC (Figure 19). There is agreement between parties to a uniform placement length, uniform clinical placement starting dates, a standardised assessment instrument, continuation/refinement of the CAP, reporting and evaluation of data and quality processes.

The CAP allows for the fair, equitable and transparent allocation of physiotherapy clinical placements to all Queensland universities offering physiotherapy programs, negating competition for placements. During negotiations, the number of placements each university is eligible to select is calculated using a distribution ratio to ensure equitable distribution of placements for each clinical area.

The information provided by Queensland Health facilities regarding their placement offers includes the placement demographics including the expected primary case mix, clinical area, life span and setting to allow universities to select the placements they would like to utilise within their program; and map clinical placement experiences to the accreditation requirements identified by the Australian Physiotherapy Council.

**Figure 19. Physiotherapy placement process**





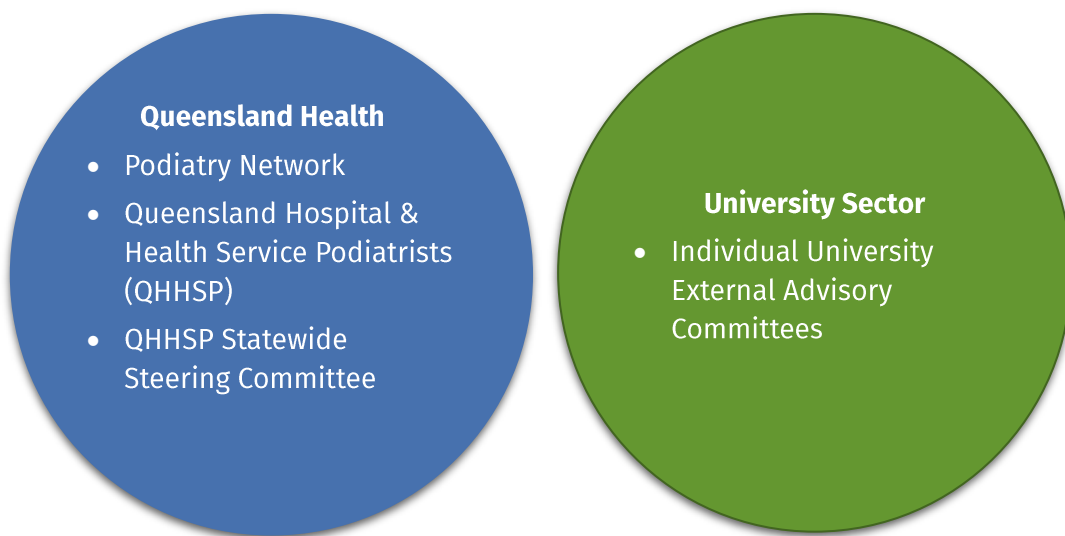
# Podiatry

Podiatry clinical placements are managed in collaboration between Queensland Health Podiatry Clinical Educators and university placement coordinators.

## Clinical placement groups

Currently, there are no formal collaborative groups between the university sector and Queensland Hospital and Health Services to address student placements (Figure 20). However, informal discussions are currently taking place to establish a collaborative group to monitor student placement activities including the equity of placements, uniform evaluation forms and consistency of placement administration.

**Figure 2. Queensland Health and university groups for podiatry**

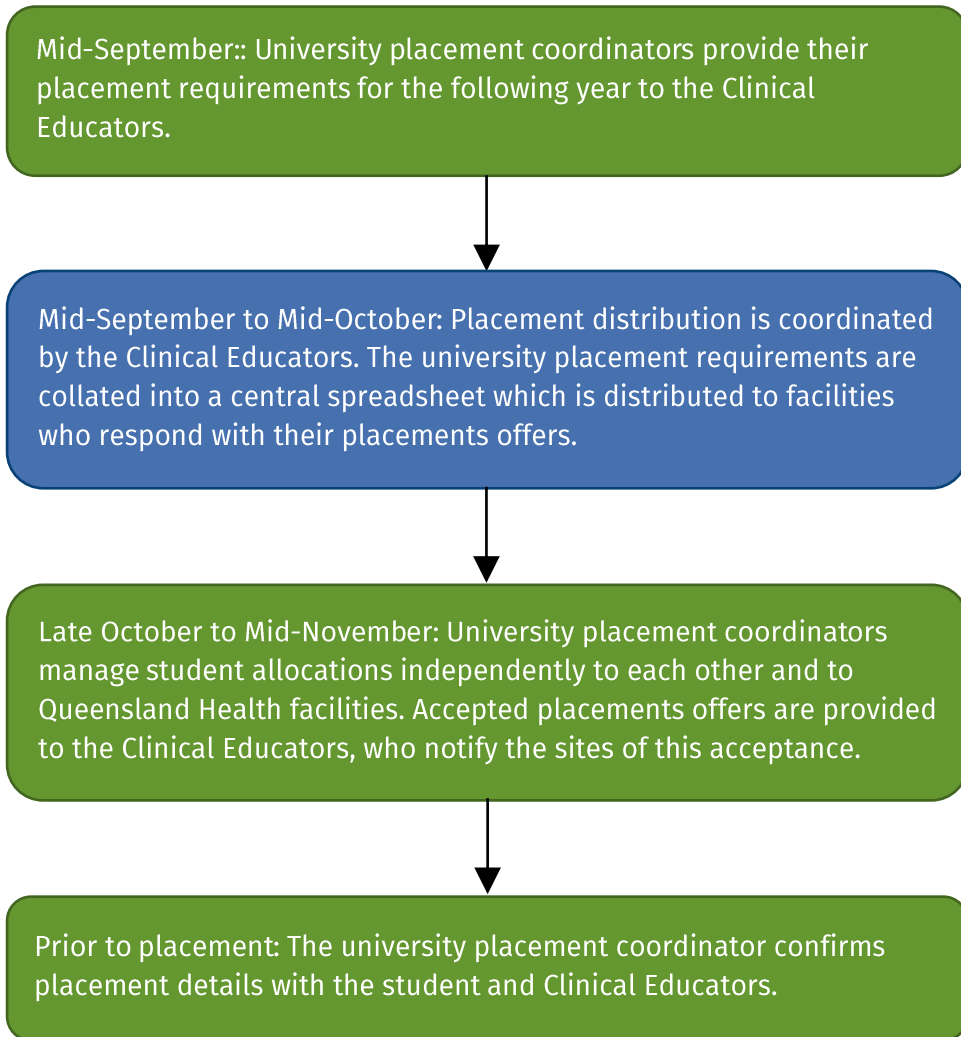


## Clinical placement allocation process

All placement requests and offers are documented centrally by the Clinical Educators based at Metro North and Central Queensland Hospital and Health Services.

Ad hoc requests may be made outside of the specified time periods and are managed directly between the Clinical Educators and appropriate university placement coordinator.

**Figure 3. Podiatry placement process**



# Prosthetics and Orthotics

Prosthetics and orthotics placements are managed directly between the university and the placement facilities.

## Clinical placement groups

There are no prosthetic and orthotic clinical educator positions within Queensland Health. The relevant director takes an active role in the organisation of student placements. Directors responsible for prosthetic and orthotics services may be from a different health profession.

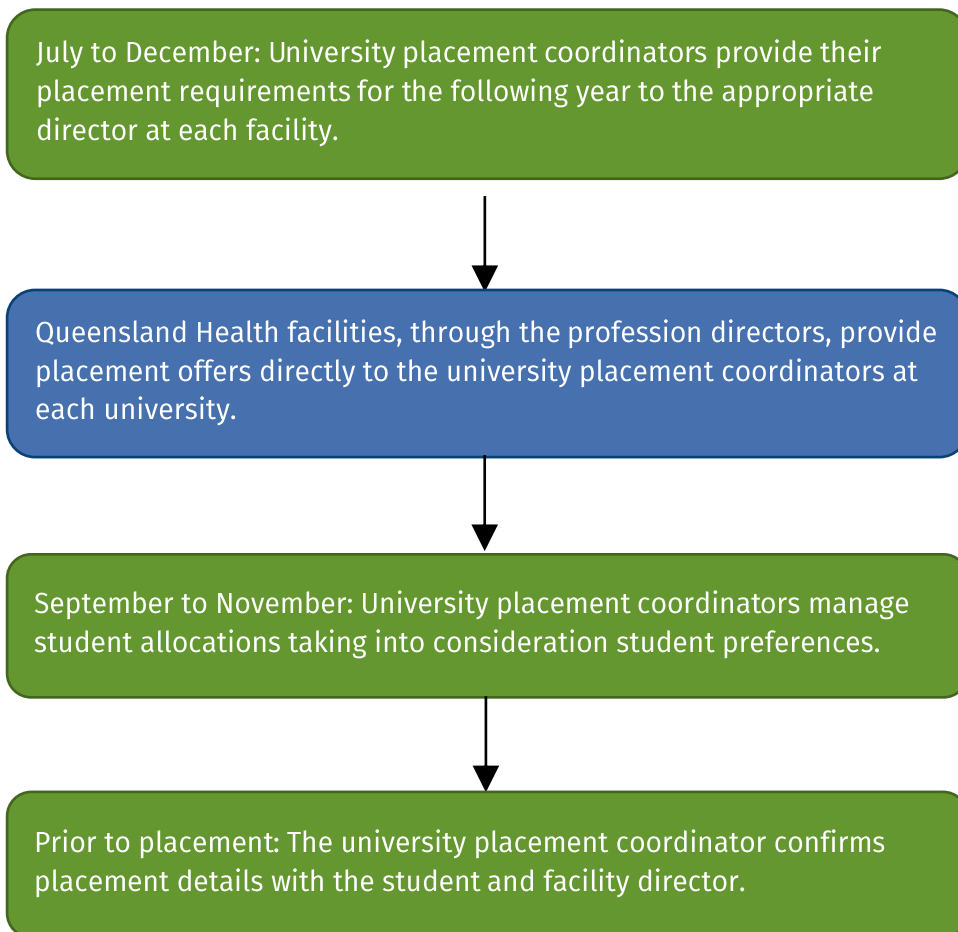
## Clinical placement allocation process

Currently two universities in Australia offer courses of study in Prosthetics and Orthotics, with one of these universities located within Queensland. Four Queensland Health sites offer prosthetic and orthotic student placements.

Due to the small number of student placements, communication regarding student placements takes place directly between the university placement coordinators and the responsible director at each facility.

Recipients of the Queensland Health prosthetics and orthotics scholarship are automatically allocated to their host facility for their final year placement.

**Figure 22. Prosthetic and orthotic placement process**



# Psychology

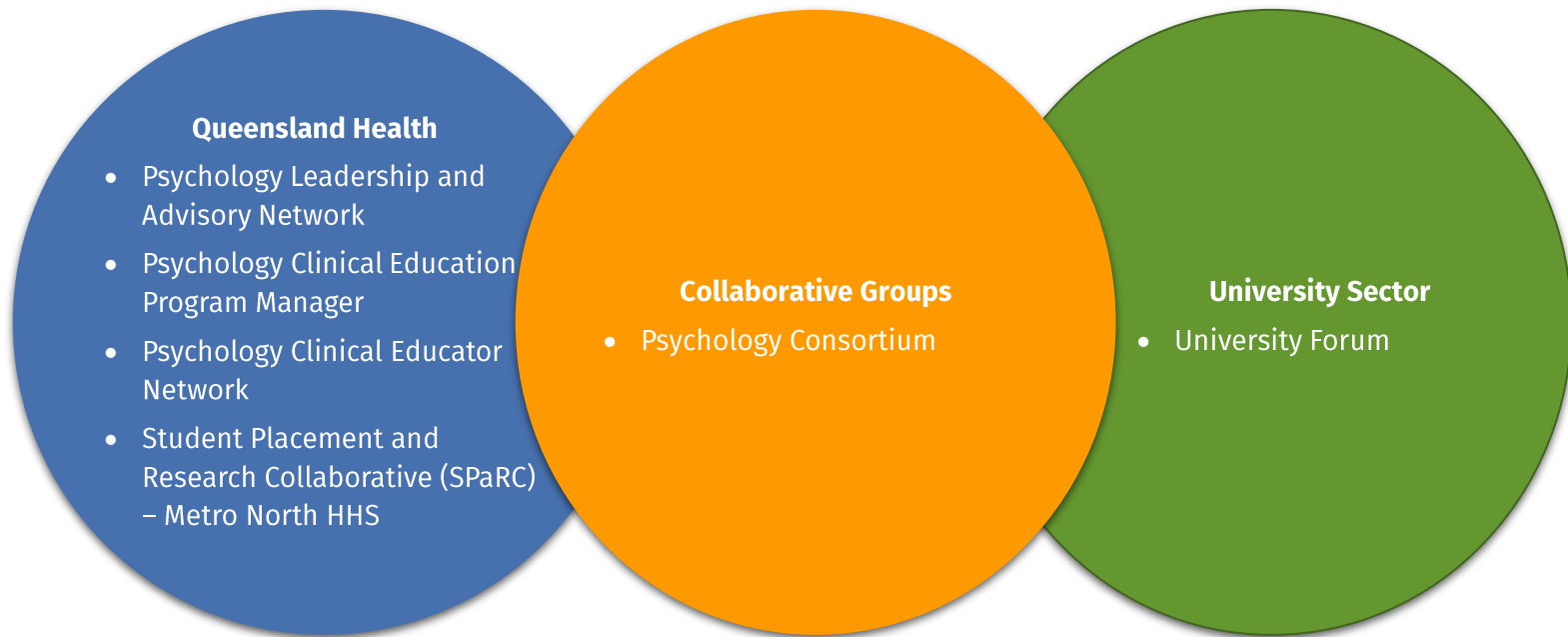
A Consortium has been established between several universities that offer psychology programs HHSs. The Consortium is responsible for the joint coordination of placement offers for the universities and HHSs who have membership of this group. The Consortium process is described below.

Several HHSs and universities have individual processes where placements are managed directly between the university and the Queensland Health facilities outside of the Consortium process.

## Clinical placement governance groups and communication pathways

In general, the Consortium coordinates student placement allocations for Queensland Health partner facilities and consortium partner psychology programs where there are sufficient students to fill available placement opportunities for the programs they offer. The Consortium does not manage placements that are beyond those requirements and does not manage placements for programs and areas of specialised training that they do not provide.

**Figure 23. Queensland Health, university and collaborative groups for psychology**



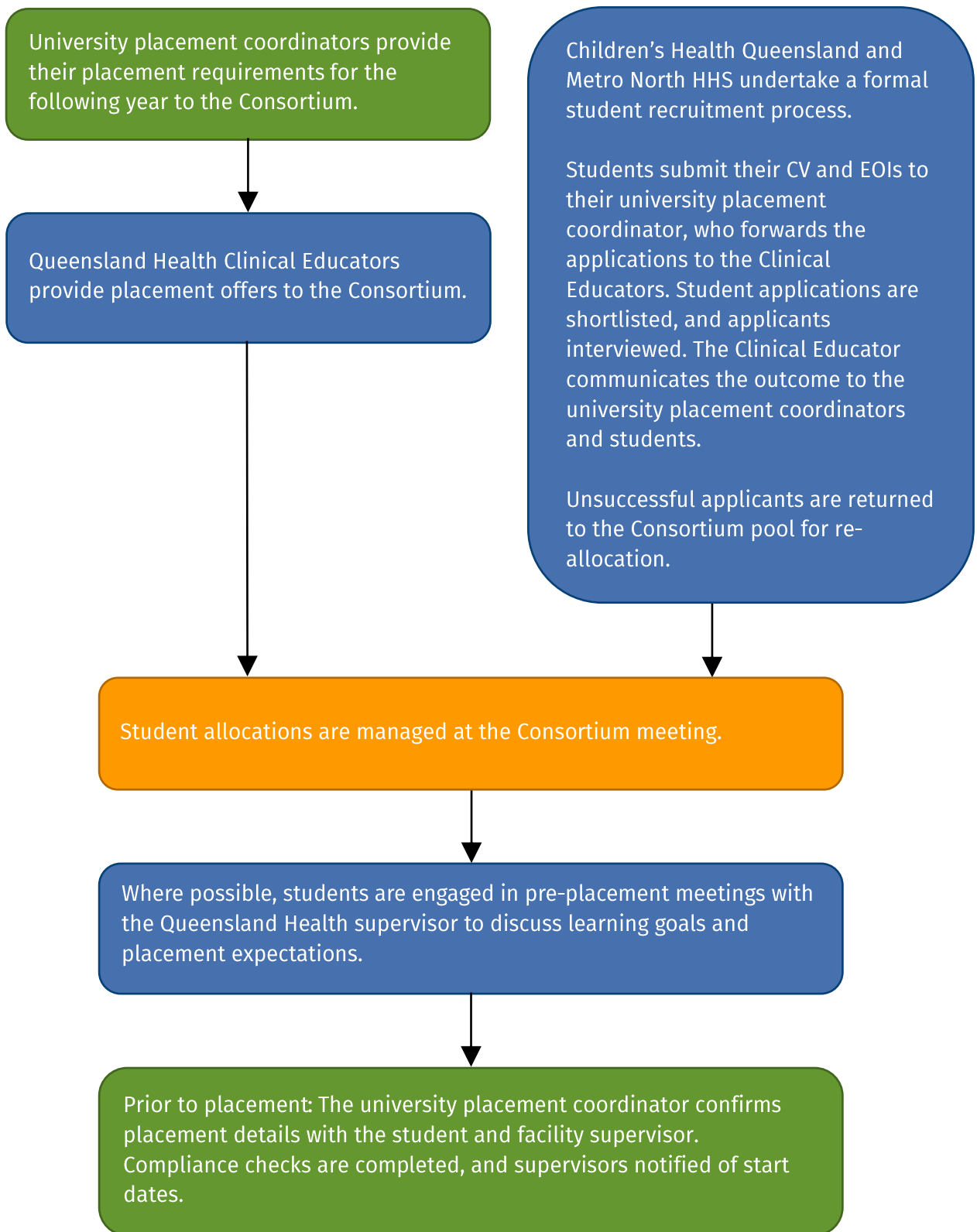
## Clinical placement allocation process

The Psychology Consortium follows the process outlined in Figure 24. Note in that figure that the initial steps for Children’s Health Queensland and Metro North HHS vary from the other Consortium members.

All other placements are managed directly between the university and Queensland Health facility, with each facility / Hospital and Health Service following their own individual process.

**Figure 24. Psychology placement process: Consortium members**

*Note: This figure may not accurately represent all variations of the placement assignment process that may occur.*



# Rehabilitation engineering

Rehabilitation engineering placements are managed directly between the university and the placement facilities.

## Clinical placement groups

The Directors of Rehabilitation Engineering / rehabilitation engineering leads within Queensland Health facilities are responsible for student placements.

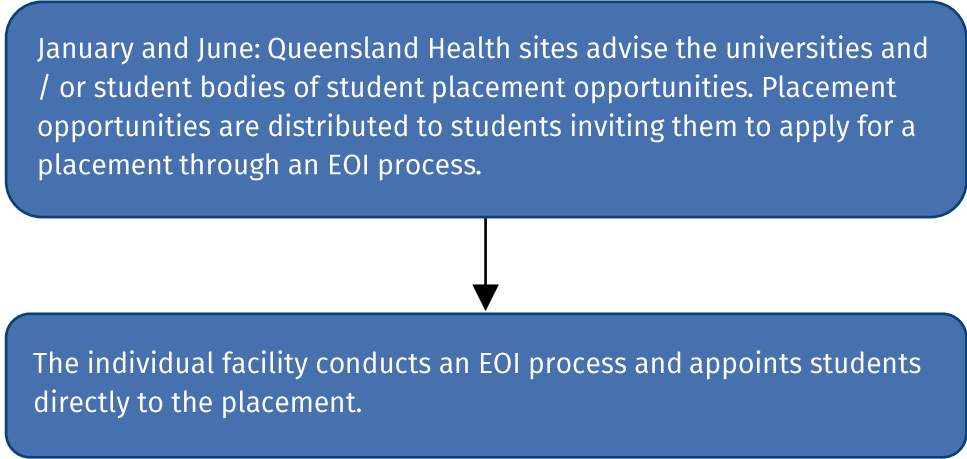
The National Committee on Rehabilitation Engineering (NCRE) is a National Committee within the College of Biomedical Engineering and advocates for the profession. Whilst the NCRE does not have a formal contribution to student placements, they do have a strategic role in defining the role of a Rehabilitation Engineer.

## Clinical placement allocation process

Rehabilitation engineering students are responsible for organising their own student placements.

There is no Queensland Health Clinical Educator position for the profession to manage student placements. As there are only three HHSs that employ rehabilitation engineers, student placement opportunities are limited. The responsible Director in each HHS takes an active role to organise student placements.

**Figure 25. Rehabilitation engineering placement process**



## Social work

Fifteen HHSs follow a defined process for social work student placements, as described below. Two of those health services have direct agreements with universities, although this does not preclude those sites from taking students from other universities.

Placement allocations take place twice a year. Where universities have student placements over the summer semester, intake is aligned with second semester timeframes.

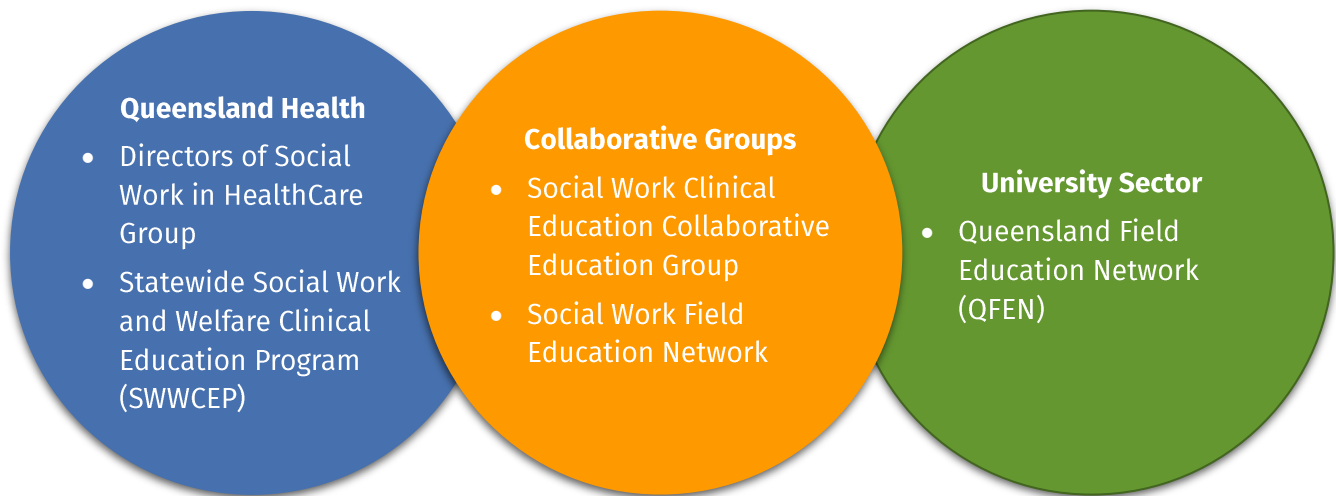
## Clinical placement groups

Queensland Health Clinical Education Support Officers (CESOs) play an active role in local coordination of placement offers, requests and allocation of student placements in discussion with local Directors and Team Leaders.

While the collaborative groups exist formally, the Statewide Social Work and Welfare Clinical Education Program group also meets twice a year with the Queensland Field Education Network.

Social work placements within Queensland are also offered to interstate students who live locally and participate in online learning.

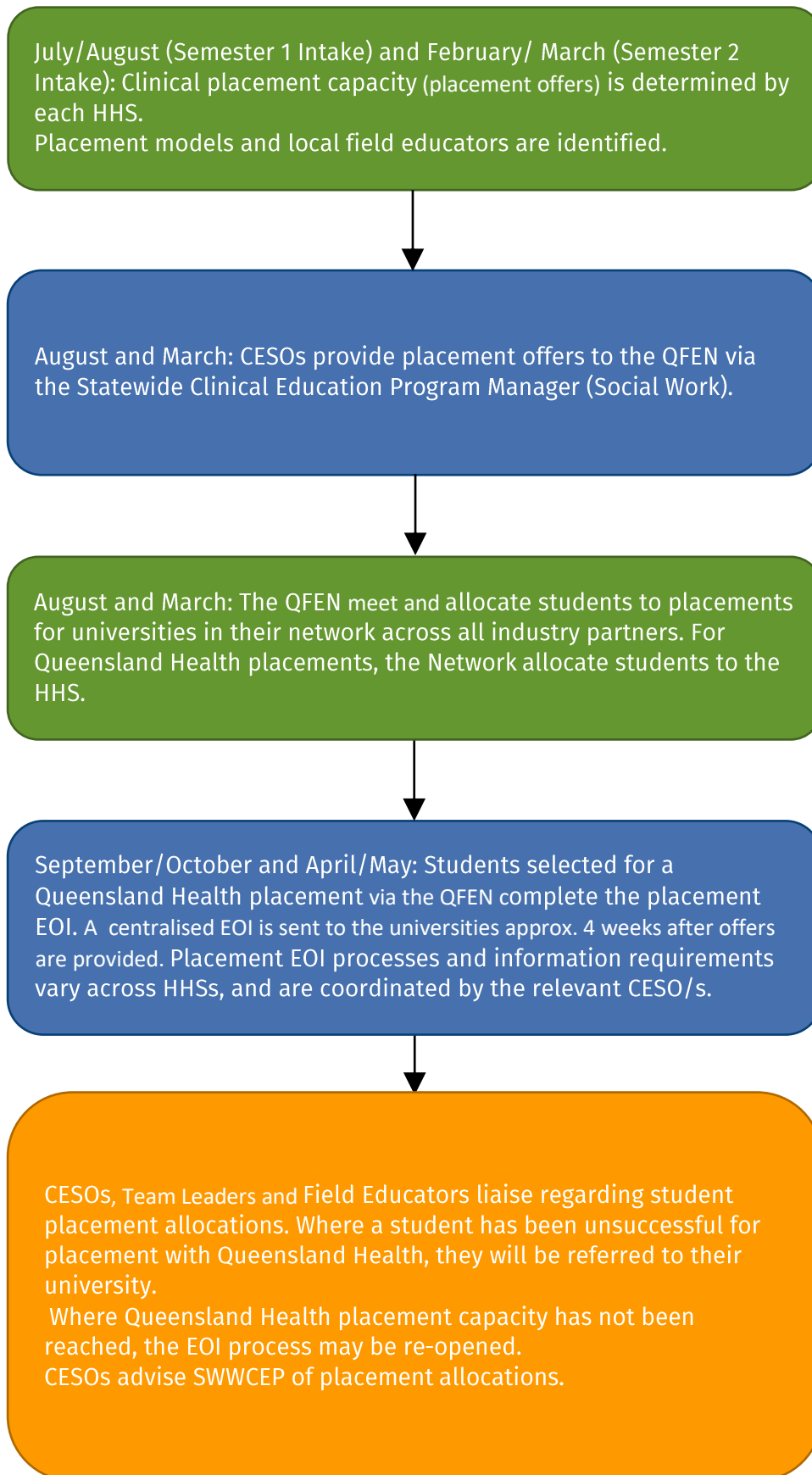
**Figure 26. Queensland Health, university and collaborative groups for social work**



## Clinical placement allocation process

There is no requirement that a health placement be undertaken as part of the social work program of study and students can choose where they wish to be placed in collaboration with the universities. The process for the allocation of social work student placements is shown in Figure 27.

**Figure 27. Social work placement process**





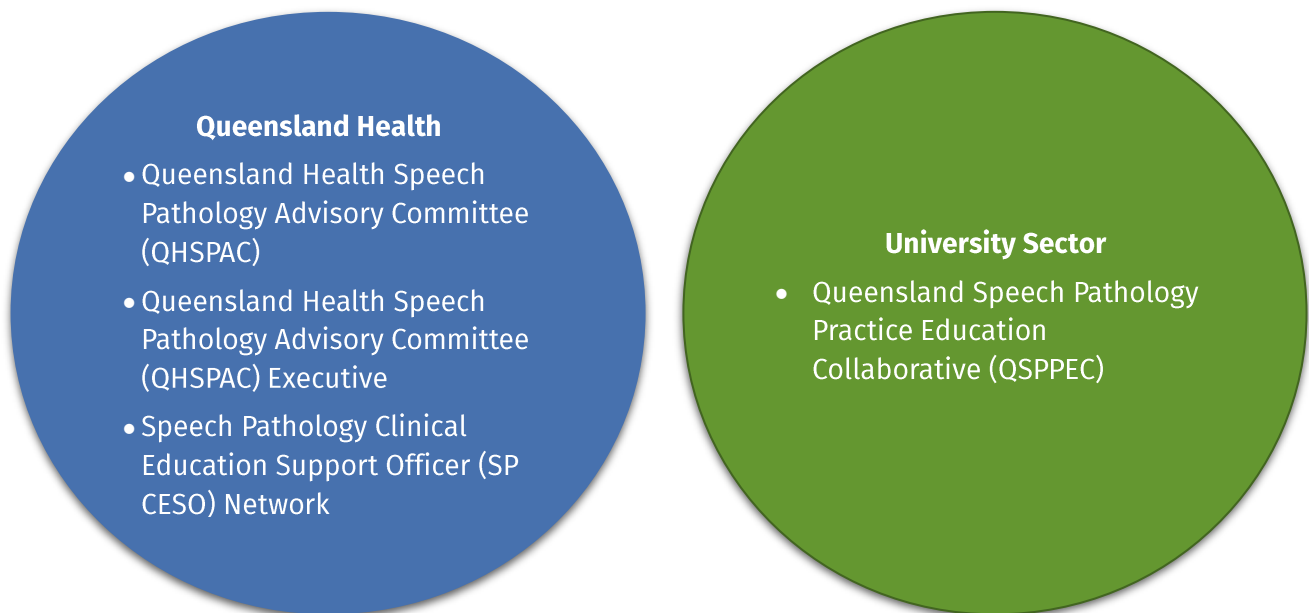
## Speech pathology

Speech pathology offers are requested twice per calendar year through a joint offers process coordinated through the Queensland Speech Pathology Practice Education Collaborative (QSPPEC). This coordinated approach to speech pathology student placements has been agreed to by Queensland Health representatives and Queensland university representatives who are directly involved in the management of speech pathology student placements within Queensland.

### Clinical placement groups

The two main groups that support the coordination of Queensland speech pathology student placements are the Queensland Speech Pathology Practice Education Collaborative (QSPPEC) and the Queensland Health Speech Pathology Advisory Committee (QHSPAC).

**Figure 4. Queensland Health and university groups for speech pathology**



### Clinical placement allocation process

The [Process for Queensland Health Pre-Entry Speech Pathology Student Placement Offers and Schedules](#) was developed in collaboration between QSPPEC and QHSPAC and outlines the agreed process for managing student placement offers and preparation of Student Placement Schedules in compliance with the Student Placement Deed.

Queensland speech pathology placement correspondence is managed through a central QSPPEC email address ([QSPPEC@gmail.com](mailto:QSPPEC@gmail.com)).

**Figure 5. Speech pathology placement process**

