

Expectations of Students

What to expect from students while they are on placement



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Developing tomorrow's NDIS Allied Health professionals

Expectations of students

What to expect from students

Students bring different skill sets to each work placement. Their skills will depend on the year and stage of the course they are studying. Each allied health discipline and each university will have a slightly different pattern and rate of skills development through their program. However, all professional preparation courses work towards attaining the discipline specific accreditation requirements and undergraduate do so at an Australian Qualifications Framework (AQF) Level 7, undergraduate honours programs at AQF level 8 and masters level programs at AQF level 9.



Expectations of students

Expectations of the graduate

The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. (Australian Government: Department of Education and Training, 2018).



Australian
Qualifications
Framework

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Expectations of the graduate

By the conclusion of their studies, students are expected to have a comprehensive understanding of their relevant discipline's professional knowledge and skills appropriate to their award in order to gain professional accreditation.

This should be complemented by the ability to:

- apply this knowledge in the workplace
- learn to work both independently and collaboratively;
- work in interdisciplinary teams
- write and speak effectively;
- exercise reflective and critical judgement;
- use appropriate information and communication technologies effectively;
- demonstrate a national and international perspective



Expectations of students

Expectations of the graduate

Each allied health discipline has specific clinical skill requirements for professional entry. If you are unsure of these, please contact your professional association or the university for more information.



Student knowledge, skills and attributes - Professor Emerita Lindy McAllister, Faculty of Health Sciences at the University of Sydney – Project Team Lead Investigator.

<https://youtu.be/UHwHQAt6fl>



Expectations of students

Placement – provider expectations of students

Student preparation for placement requires discipline specific and generic knowledge skills and attributes. The ultimate goal of placement is for the allied health student to attain the graduate standards but over the duration of their studies there are three generic goals for professional development:

1. Continuous development of clinical knowledge and skills
2. Development of personal and interpersonal knowledge and skills
3. Development of cognitive skills

(McAllister & Lincoln, 2004)



Expectations of students

What to expect at each year of study – generic skills

Throughout their degree programs and with each placement experience, the students are building to the graduate standards. Consider what might this look like for the students who will shortly arrive on placement with you. Use the student assessment tools and placement expectations provide by the university to further understand where the students' skills are likely to be at the beginning of their placement with you and what skills need to be developed.

Junior students will need support to plan, carry out and report on their work with participants. Senior students should be developing independence in all of their professional activity



Expectations of students

How to evaluate a student's clinical practice

Universities will have a tool to assess student performance on placement that should be used in all performance communication between the educator, provider, student and the university. Physiotherapy, occupational therapy and speech pathology have nationally recognised assessment tools.

Physiotherapy: <http://www.appeducation.com.au/>

Occupational Therapy: <https://spefronline.com/>

Speech Pathology: <https://compass.speechpathologyaustralia.org.au/>



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Reference List

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