Standardised Student Induction Guidelines

JUNE 2015

E: peopleinhealth@dhhs.vic.gov.au
Customise the following text by inserting the phone number, month and year, webpage address, and printer name and suburb, then delete this red paragraph. Delete the paragraph about images and the printer details if not applicable.

To receive this publication in an accessible format phone <phone number> using the National Relay Service 13 36 77 if required, or email: peopleinhealth@health.vic.gov.au

Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne.

© State of Victoria, <month, 2015>

This work is licensed under a Creative Commons Attribution 3.0 licence (creativecommons.org/licenses/by/3.0/au). It is a condition of this licence that you credit the State of Victoria as author.

Except where otherwise indicated, the images in this publication show models and illustrative settings only, and do not necessarily depict actual services, facilities or recipients of services.

This work is available at: www.health.vic.gov.au/<pagename>

Printed by <printer name, suburb> on sustainable paper
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions</td>
<td>4</td>
</tr>
<tr>
<td><strong>Standardised Student Induction Protocol</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Pre-placement requirements</strong></td>
<td>6</td>
</tr>
<tr>
<td>Student introduction on placement</td>
<td>6</td>
</tr>
<tr>
<td>Police checks</td>
<td>6</td>
</tr>
<tr>
<td>Statutory Declarations for Commonwealth funded Aged Care Services</td>
<td>7</td>
</tr>
<tr>
<td>Working with Children Check</td>
<td>8</td>
</tr>
<tr>
<td>Immunisation for students</td>
<td>9</td>
</tr>
<tr>
<td>National student registration</td>
<td>10</td>
</tr>
<tr>
<td>WorkCover arrangements for VET students</td>
<td>10</td>
</tr>
<tr>
<td>Learning objectives</td>
<td>11</td>
</tr>
<tr>
<td>Orientation to location</td>
<td>11</td>
</tr>
<tr>
<td><strong>On-placement orientation</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>15</td>
</tr>
<tr>
<td>Best Practice Clinical Learning Environment</td>
<td>15</td>
</tr>
<tr>
<td>Website links</td>
<td>15</td>
</tr>
</tbody>
</table>
Definitions

Clinical placement provider (CPP): Any organisation that provides clinical placements to healthcare students. This includes public and private health services, aged care providers, mental health services, including community-managed mental health services, community health services, general practice, private providers and other clinical placement settings. This definition of a CPP also incorporates organisations that deliver fieldwork placements at non-health service sites, for example a community-based setting that provides social work placements.

Education provider (EP): Any institution delivering post-secondary education, in this case, accredited professional-entry healthcare courses. This includes higher EPs and Vocational Education and Training (VET) providers.

Student: An individual enrolled in an entry-level professional course.

Clinical placement: A clinical placement (also referred to variously as “student placement”, “fieldwork placement”, “clinical practicum” or “clinical practice”) is defined as the component of an accredited curriculum conducted under supervision in a clinical environment that assists students to put theoretical knowledge into practice. The placement is usually associated with patient/client interaction but may also involve clinical skills acquisition via observation or simulation consistent with clinical learning objectives.

Best Practice Clinical Learning Environments Framework (BPCLE): The BPCLE is a best practice framework that identifies six key elements which underpin high quality clinical learning environments. In the context of the Standardised Student Induction Protocol BPCLE refers to the companion resources which have been designed to support the implementation of the BPCLE Framework.
Standardised Student Induction Protocol

The health sector participates in the provision of clinical education to health students for the development of a sustainable health workforce. Clinical placements allow students to consolidate their practical skills through exposure to a range of experiences and interactions with patients. This aspect of education is essential to the development of students into competent practitioners.

A variety of different sites and settings are used to ensure that students are suitably prepared and skilled to participate in the workforce upon successful completion of studies. This approach aims to provide a workforce that fulfils future requirements for evolving models of service delivery.

Students are inducted and oriented at each new site to meet appropriate safety standards and to be familiarised with the environment in which their placement will occur. A number of topics and requirements are replicated across sites, and as such, a standardised approach across Victoria may improve the efficiency of this process delivered by education and placement providers. Existing guidelines that have been developed on specific issues using specialist expertise are recommended in this document to guide student induction requirements.

This document clarifies responsibilities and protocols, and also suggests resources to assist where appropriate. These protocols can be broadly applied to a range of settings and placement types and the intention is that these become a standard tool which will streamline administration for all parties. There may be, however, situations where amendment to these protocols is necessary. In such an instance, these should be agreed between the clinical placement provider (CPP) and education provider (EP) prior to commencement of student placement.

The document is presented in three sections:

- Pre-placement requirements
- On-placement orientation
- Resources
Pre-placement requirements

Student introduction on placement

Rationale
Patients have a right to safe and high quality care under the Australian Charter of Healthcare Rights, which applies to all Australian healthcare settings\(^1\). To ensure these rights are upheld, students require appropriately supervised access to patients. This will ensure that students develop excellent clinical skills to become part of a well-trained future health workforce, capable of providing safe and high quality care.

Protocol
Patients are to be made aware of the presence, and purpose, of students in the healthcare setting as suggested in Table 1.

Table 1: Student interaction on placements – division of responsibilities

<table>
<thead>
<tr>
<th>Education Provider</th>
<th>Clinical Placement Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPs should ensure students are familiar with the Australian Charter of Healthcare Rights before clinical placement commences.</td>
<td>To have protocols in place that: • Clearly indicate to patients that the site is a clinical teaching site and students are present to learn to become competent practitioners (e.g. through signs or admission paperwork) • Introduces each person involved in the patient’s care and identifies their qualification (registered professional/student etc) and level of involvement in the care provided • Affords opportunity for patients to decline the involvement of students in their care prior to students being present.</td>
</tr>
</tbody>
</table>

Resources
The Australian Charter of Healthcare Rights in Victoria
BPCLE Patient information flyer template
BPCLE Patient consent template

Police checks

*Police check requirements for funded agencies are currently under review by the Department of Health and Human Services and this section will be updated accordingly.*

Rationale
A national police records check is a standard requirement for any person working in a ‘position of trust’ with individuals in the community, particularly those classified as ‘vulnerable populations’ (such as children, elderly or those with a disability). The police check provides a list of offences a person has committed at a given point in time, and is designed to reduce the risk of abuse by an individual undertaking a student placement.

Undergoing a police check is a legal requirement for all workers, volunteers and students in the aged care sector.\(^1\)

Protocols

Best practice requires that all students are required to undergo a police check prior to commencing placement. A protocol for completing this is provided in Table 2. The following conditions apply to these police checks:

- All students obtain a national police records check annually. These are considered valid for student placements for 12 months from the date of issue.
- Students who have resided overseas for more than 12 months in the past 10 years should have a police check from their country of residence (including an English translation) and/or complete a statutory declaration stating that they have never, in Australia or another country, been convicted of murder or sexual assault, or convicted of, and sentenced to imprisonment for, any other form of assault.
- EPs and CPPs must have an agreed protocol in place to resolve the issue of any disclosable outcomes that may arise during the police check process, with due consideration to student confidentiality.

Table 2: Police checks – division of responsibilities

<table>
<thead>
<tr>
<th>Education Provider</th>
<th>Clinical Placement Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPs are to sight and record each student’s police record check including the date of issue. Confirmation that this has been completed is to be provided to the CPPs 4-6 weeks prior to placement. The EP should alert the CPP of any students with a disclosable outcome. The disclosable outcome will be discussed with the CPP by the student and/or the EP (with student consent). The EP must require its students to notify it if there are any changes to the status of the police check, such as being investigated for, charged with, or found guilty of, a criminal offence.</td>
<td>CPPs are to ensure that they are provided with confirmation by EPs that they have sighted a current police check for each student through an agreed process 4-6 weeks prior to placement. For example, the EP may sign a statutory declaration confirming that police checks have been sighted for the students on the placement. The CPP will be notified of whether there are any disclosable outcomes by the education provider. These will be discussed with the CPP by the student and/or the EP prior to confirming the student for any given placement.</td>
</tr>
</tbody>
</table>

Note: The department aims to facilitate this process in vicPlace, however further development is required to enable implementation.

Resources

More information can be accessed from Victoria Police or through an authorised service or agency accredited by CrimTrac. CrimTrac is the national information sharing service for Australia’s police, law enforcement and national security agencies. There are a number of agencies accredited for the purposes of national police checks by CrimTrac.

The department has a policy on security screening for funded agencies.

Statutory Declarations for Commonwealth funded Aged Care Services

Rationale

The Aged Care Act 1997 (in particular, 3.4 of the Accountability Principles 1998) states that all people with access to care recipients are required to have a valid Australian national police records check. When a person has been a permanent resident or a citizen of another country a police records check is also required from that country. It is noted that it is not always possible to obtain a police records check from other countries and in this instance a statutory declaration may be used to meet this requirement.

Protocol

A statutory declaration is required, in addition to a national police records check, for students completing a placement in an aged care setting when students have:

- Applied for a police certificate, but not yet received it.
- Been a citizen or permanent resident of a country other than Australia after the age of 16.
The responsibilities of each party are detailed in Table 3.

### Table 3: Statutory Declarations – division of responsibilities

<table>
<thead>
<tr>
<th>Education Provider</th>
<th>Clinical Placement Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPs will sight each student’s statutory declaration, where necessary, and notify CPPs if any students have made adverse statements. These will be raised for discussion with CPPs by the student and/or the EP. Sighting of the statutory declaration for each student should be completed and confirmed with CPPs 4-6 weeks prior to placement. EPs should ensure that students take their statutory declaration with them on the first day of placement. The EP must require its students to notify it if there are any changes to the content of the statutory declaration, such as being investigated for, charged with, or found guilty of, a criminal offence.</td>
<td>Where a statutory declaration is required it should be presented to the CPP prior to the beginning of, or on the first day of, the placement. CPPs are to record the statutory declaration.</td>
</tr>
</tbody>
</table>

Note: The department aims to facilitate this process in viCPlace, however further development is required to enable implementation.

### Resources

Commonwealth Department of Social Services [police check guidelines](#).

Commonwealth [statutory declaration forms](#).

### Working with Children Check

#### Rationale

The Working with Children Check (WWCC) is mandated under the [Working with Children Act 2005](#) (the Act) to assess a person’s suitability to work with children, aiming to protect children from sexual and physical harm. Individual organisations need to determine which staff or volunteers require the WWCC as only people who engage in paid or voluntary child-related work need a WWCC. Child-related work is paid or unpaid work involving direct and unsupervised contact with a child when working with, or caring for, children in any of the occupational categories listed in the Act. Criminal records continue to be monitored for the life of a WWCC, which is for a five year period. Staff and volunteers, including students, must present a valid card and should not commence working or volunteering before the WWCC is completed.

#### Protocol

The protocol for WWCC of students is provided in Table 4. Please note the following information:

- Students obtain a WWCC as appropriate, according to the legislation and CPP requirements. Table 4 indicates the division of responsibilities for sighting and recording the WWCC.
- Interstate students do not need a Victorian WWCC if they are working with children in Victoria for a period of up to 30 days and hold a valid WWCC in another jurisdiction.

### Table 4: Working with Children Checks – division of responsibilities

<table>
<thead>
<tr>
<th>Education Provider</th>
<th>Clinical Placement Provider</th>
</tr>
</thead>
</table>
EPs are to sight each student’s WWCC prior to sending students on placement where a WWCC is required, and notify students of their obligation to list the EP as an organisation that engages the student in child-related work. Should the EP be notified of a negative notice, this will be communicated to the CPP immediately. Sighting of the WWCC for each student will be recorded, along with the expiry date, card number, and card type for the purposes of sharing with CPPs 4-6 weeks prior to commencement of placement.

CPPs are to sight the WWCC and record the card number, expiry date and card type on the first day of the placement.

Note: The department aims to facilitate this process in viCPlace, however further development is required to enable implementation.

Resources
There are specific requirements for the Working with Children Check in Victoria. There have been amendments to the legislation and these have been active since October 2014.

There are national guidelines for people who work with children in another jurisdiction to the one in which they have undergone a WWCC.

Immunisation for students

Rationale
Transmission of vaccine preventable disease in healthcare settings has the potential to cause serious illness and avoidable death in patients, staff, students, and the community. From an employer’s perspective, there are occupational health and safety (OH&S) obligations to ensure that staff are protected from vaccine preventable disease.

Protocol
Student immunisations are to align with the department’s Immunisation for health care workers guidelines, and information about how this should occur is provided in Table 5. All students are to be immunised according to these guidelines. If there are particular circumstances that cause a CPP to require any additional immunisations, this is required to be communicated to the EP early in the clinical placement planning process, allowing time for students to receive the immunisations.

Table 5: Student immunisation – division of responsibilities

<table>
<thead>
<tr>
<th>Education Provider</th>
<th>Clinical Placement Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPs will notify students of the requirements as per the immunisation for health care worker guidelines at the beginning of their course, and in enough time to complete immunisation requirements prior to undertaking clinical placements. The EP will inform students of the benefits and risks of immunisation. Students who are not immunised (refusal, failure to seroconvert, or because of medical contra-indication) will be subject to CPPs’ organisational policies, which may affect the clinical placement experience. EPs must obtain evidence of student immunisation status and provide confirmation to CPPs that all students to attend have achieved the required immunity 4-6 weeks prior to placement. Further information about each vaccine and recommended requirements for immunity can be found in the Australian Immunisation Handbook.</td>
<td>CPPs are to ensure that they receive confirmation from EPs that students meet the immunisation for health care workers guidelines. If there are additional requirements for their organisational staff, and hence students on placement, this should be communicated to EPs at the time of booking placements along with an explanation as to why this is required. For the purpose of clinical placements, there is no requirement for students to have immunisations in addition to those required for health care staff. It is the responsibility of EPs to notify CPPs where recommended immunisation is not achieved. This should occur 4-6 weeks prior to placement.</td>
</tr>
</tbody>
</table>
Note: The department aims to facilitate this process in viCPlace, however further development is required to enable implementation.

Resources


The *Australian Immunisation handbook* provides information on whether vaccination status or serology is required for each vaccination.

### National student registration

#### Rationale

The *Health Practitioner Regulation National Law (Victoria) Act 2009* states that students enrolled in an approved program of study, or who are undertaking clinical training, must be registered as a student with their respective National Board.

#### Protocol

It is recommended that all students of a registered health profession are registered as students with AHPRA prior to commencing clinical placement. Responsibilities are outlined in Table 6.

#### Table 6: National student registration – division of responsibilities

<table>
<thead>
<tr>
<th>Education Provider</th>
<th>Clinical Placement Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPs are responsible for registering all students with the Australian Health Practitioner Regulation Authority (AHPRA) under legislation and notifying students that registration has been completed. The definition of an EP is broad.</td>
<td>CPPs are to note the AHPRA registration status of students as advised by EPs.</td>
</tr>
<tr>
<td>The EP will confirm with the CPP that all students of a registered health profession attending placement are registered appropriately.</td>
<td></td>
</tr>
</tbody>
</table>

Note: The department aims to facilitate this process in viCPlace, however further development is required to enable implementation.

#### Resources

For further information about student registration please contact AHPRA.

### WorkCover arrangements for VET students

#### Rationale

Under the Education and Training Reform Act 2006 (ETRA, Part 5.4.), a written Practical Placement Agreement (PPA) is a mandatory component of any practical placement to outline the rights, obligations and duties of the employer, the Registered Training Organisation (RTO) and the student. The PPA ensures that students who are injured while undertaking a practical placement with an employer are eligible to make a claim under the WorkCover insurance policy held by the Department of Education and Training.

#### Protocol

All RTOs and placement providers must sign a PPA for each student. The PPA should be in addition to, or part of, any overarching agreements between the education and placement providers. A PPA must be co-signed by the placement provider, the student and the EP prior to the commencement of the placement (Table 7).

#### Table 7: WorkCover arrangements for VET students – division of responsibilities
It is the responsibility of the RTO to ensure that all parties have signed a PPA prior to the commencement of clinical placement, and that the signed PPA is securely filed for future reference.

CPPs are to ensure there is a signed PPA that includes each student attending for clinical placement.

**Resources**

**Practical placement guidelines** are provided by the Department of Education and Early Childhood Development.

The **Education and Training Reform Act 2006** (and amendments) is the relevant legislation.

**Learning objectives**

**Rationale**

The purpose of articulating learning objectives prior to each placement is to ensure that students, CPPs and EPs agree on the purpose of each placement. This allows the CPP to coordinate opportunities to meet the learning objective during clinical placement. CPPs may have responsibilities in assessing student performance against these learning objectives, and these should be specified.

**Protocol**

Learning objectives for each placement are to be communicated between EPs, CPPs and students (Table 8) prior to the placement. Documentation associated with learning objectives should also clearly articulate the scope of practice for the student.

**Table 8: Learning objectives – division of responsibilities**

<table>
<thead>
<tr>
<th>Education Provider</th>
<th>Clinical Placement Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning objectives are to be provided to the CPP and the student prior to the commencement of clinical placement. This should be broadly discussed with CPPs at the time of placement planning, and the details should be uploaded in viCPlace (document library) 4-6 weeks prior to placement commencing. EPs will provide associated information and documentation relevant to assessing student performance where applicable, including any assessment tools that will be used.</td>
<td>CPPs will ensure that the clinical placement provided to the student meets the learning objectives required, and that they are familiar with the assessment tools to be used.</td>
</tr>
</tbody>
</table>

**Orientation to location**

**Rationale**

Students may complete a placement away from home which might require an overnight stay or be in remote location. Information about local accommodation, facilities, activities and special considerations will assist students to prepare for their placement in a timely and thorough manner.

**Protocol**

Information about clinical placement locations are to be provided to students prior to clinical placement commencing as suggested in Table 9.
Table 9: Orientation to location – division of responsibilities

<table>
<thead>
<tr>
<th>Education Provider</th>
<th>Clinical Placement Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPs are to ensure that students are provided with location specific information at an appropriate time prior to the commencement of clinical placement.</td>
<td>Information is to be provided by the CPP to each EP for dissemination to students prior to their placement, such that students have any available information that may assist in finding accommodation and other relevant facilities in a timely manner. This information may be provided as part of the organisation’s orientation handbook.</td>
</tr>
</tbody>
</table>

Resources

BPCLE orientation handbook

On-placement orientation

On-placement orientation ensures that students are appropriately equipped to engage in learning activities at a particular placement site. Orientation addresses safety issues, the structure and function of the organisation, quality issues, student support, and other organisational and professional requirements.

The BPCLE Framework provides a guide for health services, in partnership with EPs, to coordinate and deliver high-quality clinical placements for health learners. Templates developed as part of the BPCLE Framework Resource Kit can be used in conjunction with these guidelines to develop an orientation program. Orientation programs across sectors, settings and sites share many of the same components and the templates are suitable for users in all sectors. The templates are able to be adapted to reflect organisational characteristics as required. The orientation handbook and program templates contain a list of headings that require organisation-specific information to be inserted by the user, some of which will be the same as that used for inducting staff. As such, these guidelines do not include recommendations around the content of this section, but does include a checklist of recommended items to be included. This list will be appropriate for the majority of sites, but in some instances may need to be adapted locally.

A brief explanation of each item included in the placement orientation is provided in Table 10. In addition, a list of relevant BPCLE resources is matched to each item. These resources provide templates to facilitate the generation of documents associated with the student induction process.
Table 10: On-placement orientation materials

<table>
<thead>
<tr>
<th>Placement orientation requirement</th>
<th>Recommendation</th>
<th>BPCLE resources</th>
</tr>
</thead>
</table>
| Student orientation: pre-placement requirements | Each clinical placement site should provide an orientation handbook for students, which outlines pre-placement requirements. The standardised student induction guidelines provide information and recommendations for each of these items. Students will require any pre-placement information at an appropriate time to be prepared for their placement. | Guide to orientation handbooks  
Student welcome letter template  
Student support document guide  
Student registration form template |
| On-placement student orientation: at commencement | Clinical placement sites will deliver an orientation program and orientation checklist to enhance students' understanding of placement site services, including information that is specific or unique to that service provider. Students are to be made aware of their role within the workplace, as well as the roles of colleagues. | Guide to orientation handbooks  
Health service-student agreement template  
Orientation program template  
Orientation checklist template |
| Student identification (including photo ID) | Students are to carry their university student ID card whilst on placement (unless otherwise requested) and follow organisational requirements for display. This allows staff and patients to clearly identify students on site, and allows the placement provider to ensure that students are who they purport to be. This is particularly important when validating documents provided by the student (eg. police check, WWCC etc). | Guide to orientation handbooks  
Orientation program template  
Orientation checklist template |
| Occupational Health and Safety (OH&S) | Organisations must have an appropriately documented system to demonstrate compliance with its occupational health and safety obligations as employers under all relevant State and Federal law, including the Occupational Health and Safety Act 2004. During orientation, students should be made aware of organisational OH&S protocols and requirements, and should be checked to ensure they have met appropriate training in any relevant procedures (eg. Manual handling). | Guide to orientation handbooks  
Orientation program template  
Orientation checklist template |
| Introduction to patient | Patients must be made aware of the position/qualification of all people involved in the provision of care, and given the opportunity to decline the presence of a student. Students will be made aware of a protocol for introducing themselves to patients and identifying themselves as students. | Patient information flyer template  
Patient consent template  
Orientation program template  
Orientation checklist template |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infection control</td>
<td>Infection control assists in the elimination and/or minimisation of risk of infection passing between patients and staff. Students are to complete infection control orientation, including hand hygiene. Hand Hygiene Australia provides student specific training, for which students receive a certificate. This certificate can be presented at each clinical placement site. This training should be refreshed every 12 months.</td>
<td>Guide to orientation handbooks Orientation program template Orientation checklist template</td>
</tr>
<tr>
<td>Privacy and confidentiality</td>
<td>The Health Records Act 2001 regulates the collection and handling of health information and students should be aware of their obligations under this legislation. Students must be made aware of their legal obligations regarding privacy and confidentiality, in particular when managing patient information and data.</td>
<td>Guide to orientation handbooks Student confidentiality agreement template Orientation program template Orientation checklist template</td>
</tr>
<tr>
<td>Social media policy</td>
<td>A social media policy is important in relation to patient privacy and confidentiality, as well as the image/reputation of the placement organisation. Students will be made aware of the AHPRA social media policy, in addition to any organisational specific policies.</td>
<td>Guide to orientation handbooks Orientation program template Orientation checklist template Student confidentiality agreement template</td>
</tr>
<tr>
<td>Emergency training</td>
<td>It is important for students to be oriented to emergency procedures within the workplace in which they are located. This knowledge helps students respond safely to emergency incidents, ultimately improving the overall safety practices of a workplace.</td>
<td>Guide to orientation handbooks Orientation program template Orientation checklist template</td>
</tr>
<tr>
<td>Code of conduct</td>
<td>Ensuring students are familiar with the organisational code of conduct assists with clarity around acceptable behaviour within the workplace. Students should also be made aware of any relevant professional codes of conduct.</td>
<td>Student confidentiality agreement template Guide to orientation handbooks Orientation program template Orientation checklist template</td>
</tr>
<tr>
<td>Emergency contact details</td>
<td>Emergency contact details are required in the event that a student is involved in an emergency or becomes unwell. Emergency contact details should be recorded by the placement site for each student on placement.</td>
<td>Student registration form template Orientation program template Orientation checklist template</td>
</tr>
</tbody>
</table>
Resources

Best Practice Clinical Learning Environment

The BPCLE resources are available to all Victorian stakeholders.

The following BPCLE resources are applicable to student induction:

- Guide to orientation handbooks
- Orientation program template
- Orientation checklist template
- Student welcome letter template
- Student support document guide
- Student registration form template
- Patient information flyer template
- Student confidentiality agreement template

Website links


The national guidelines for interstate work with children: http://www.workingwithchildren.vic.gov.au/home/resources/publications/working+across+states+and+territories

Amendments to the Working with Children legislation: http://www.workingwithchildren.vic.gov.au/home/about+the+check/purpose/changes+to+legislation+home/


The Department of Education and Early Childhood Development Practical placement guidelines:

The Education and Training Reform Act 2006 (including amendments):


The Occupational Health and Safety Act 2004:
http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e9200e23be/750e0d9e0b2b387fca256f71001fa7be/$FILE/04-107A.pdf