



A Collaborative Approach to Practice Education in Queensland


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Our Vision

OT Futures strives to integrate professional leadership among universities, professional bodies, major employers and individual occupational therapists to **progress quality and sustainability of occupational therapy practice education in Queensland.**

OT Futures is committed to **sustainable growth and quality** in practice education opportunities.



OT Futures partners with occupational therapy services to help create engaging placements that mutually benefit the provider, our communities, and students as our workforce of the future.



Strategy

Members: Heads of School/Discipline for all OT Futures member programs (Queensland) + Industry Partners

Aim: To promote statewide collaborative leadership amongst affiliated universities to ensure a strategic, innovative, and coordinated approach to the profession's support of practice education across Queensland.

Operations

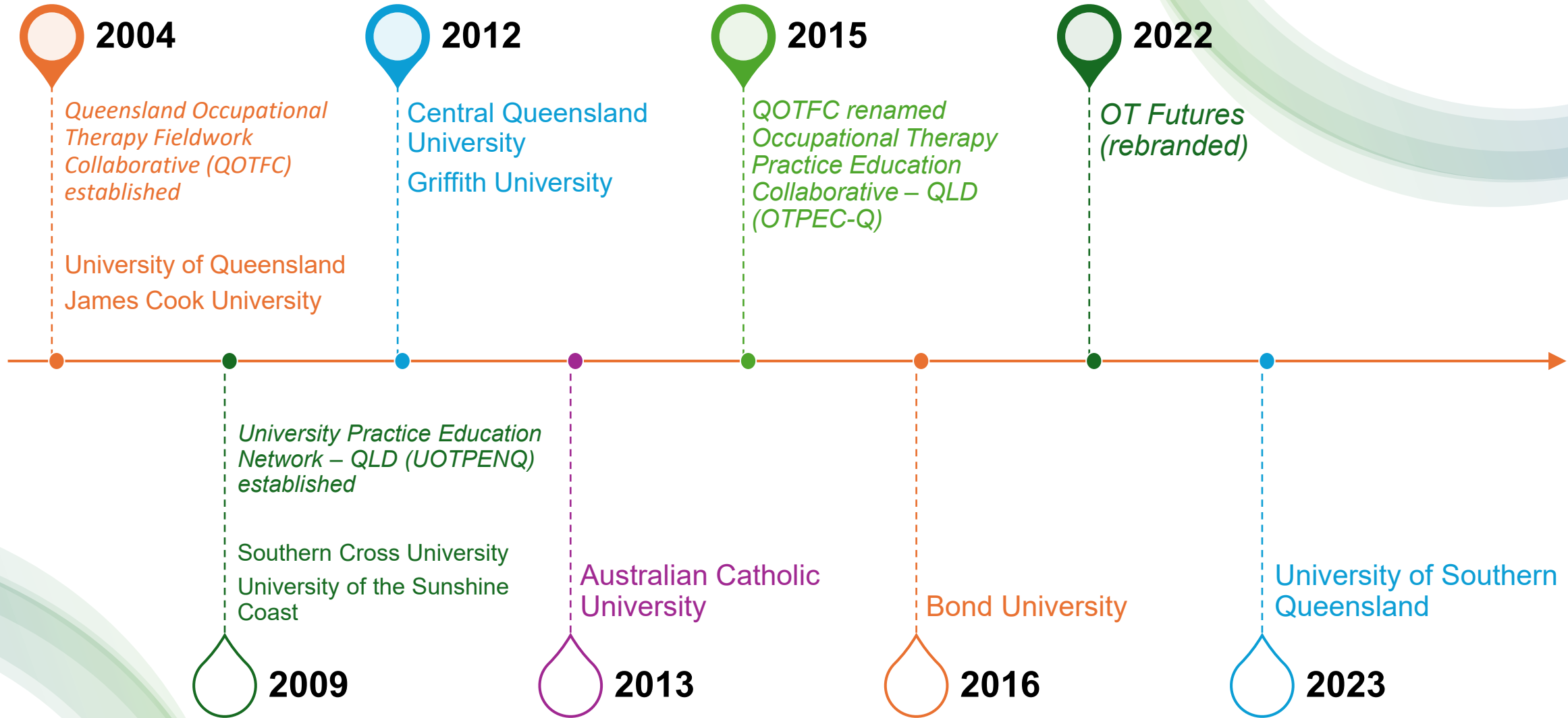
Members: Professional Practice Coordinators for all OT Futures member programs

Aim: To facilitate statewide collaboration amongst affiliated universities to ensure a consistent approach to coordination of quality practice education across Queensland.

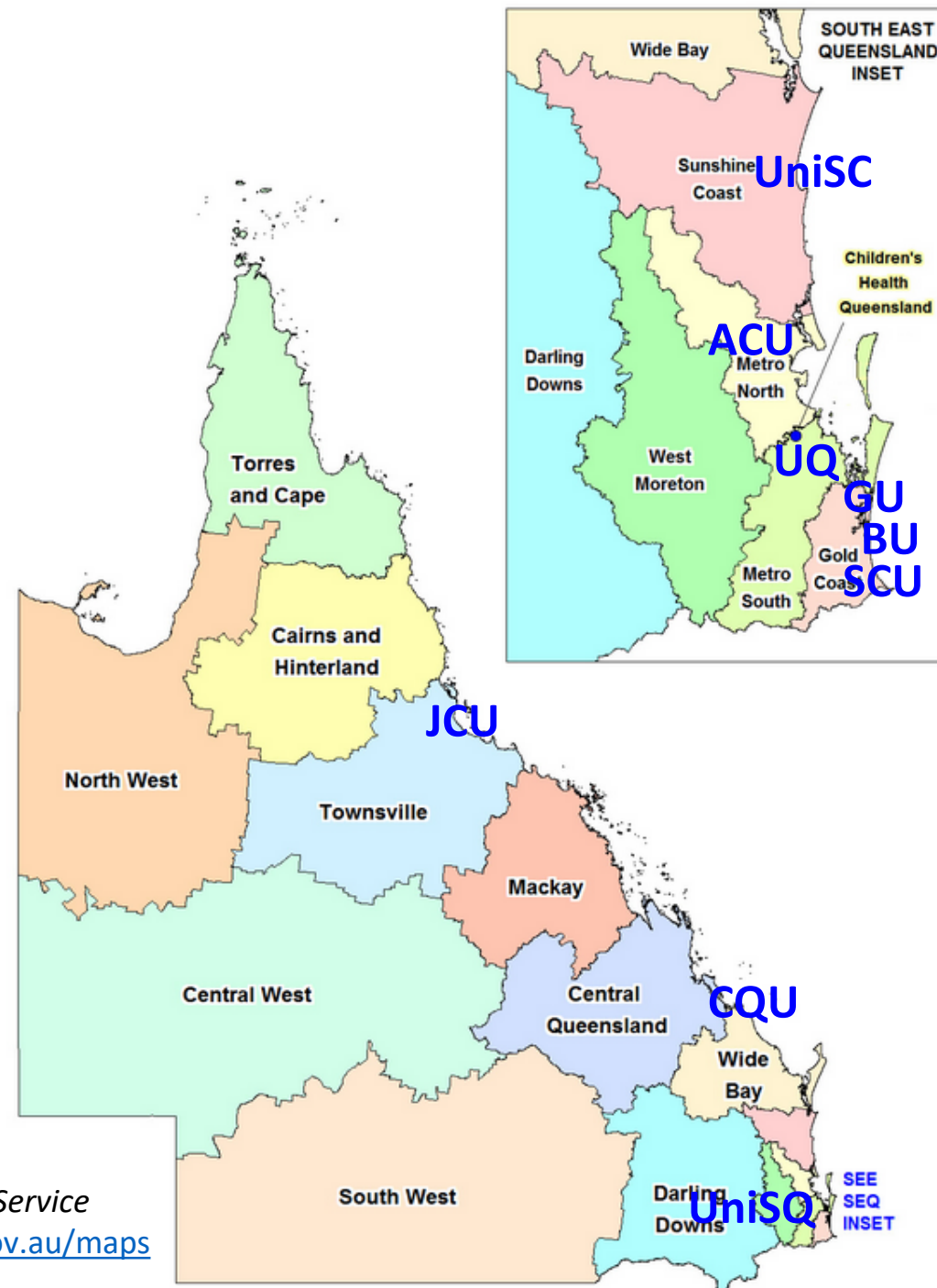
Initial Drivers

- Growth in occupational therapy profession
- Workforce changes - movement to individualised and community services; policy/ funding changes > increase in private practices
- Growth in University OT programs > increased student numbers = increased placement demand
- Desire to drive engagement of the OT profession in practice education
- Shared vision in sustainable growth and quality in practice education
- Commitment to statewide collaboration - shared professional ownership among universities, professional bodies, major employers to advance quality practice education in QLD

Timeline



Universities Across QLD



Adapted from:
Queensland Health. (2025, March 21). *Hospital and Health Service maps*. Queensland Government. <https://www.health.qld.gov.au/maps>

About OT Futures (Strategy)



Actively promote a **shared vision** for the future of occupational therapy practice education

Provide strategic **leadership** for practice education

Meet the demand for **quality** practice education for students

Support **innovation and research** ensuring professional practice education reflects contemporary occupational therapy practice



Queensland Health



Education



OT Futures Strategic Group: Key Functions

- Governance, financial membership, links with industry partners, education and resources
- Linkage between curriculum, practicum, and clinical practice
- Management of bursaries
- Maintenance of website and web presence
- Practice Educator Commendations - launched 2008
- Position on Paid Placements



OT Futures (Strategy): How we operate

- (Online) meetings held every two months
- Annual (face-to-face) planning meeting
- Rotating executive roles (two-year term)
- Maintain a budget to fund key initiatives
- Membership includes all QLD Heads of Program, industry representatives, plus a representative from OT Futures Operations.

About OT Futures (Operations)



State-wide **collaboration** to ensure a consistent approach to coordination of practice education

Contribute to **capacity** development, distribution and equity in practice education

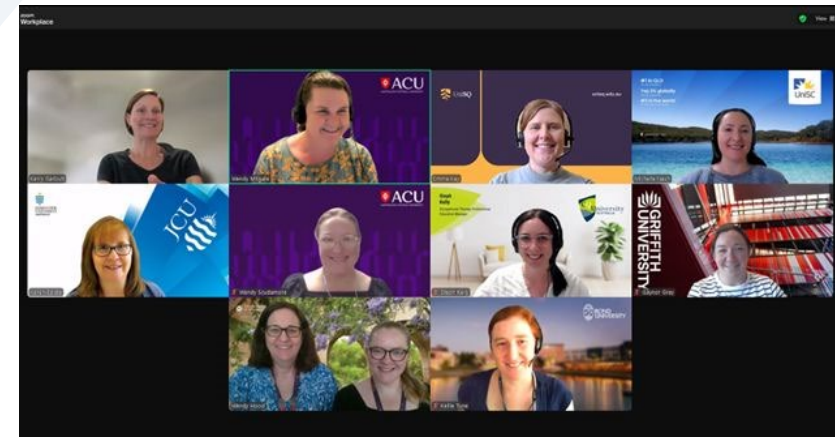
Meet the demand for **sustainability** and **quality** practice education for students

Support professional practice educators to reflect **contemporary practice** in occupational therapy



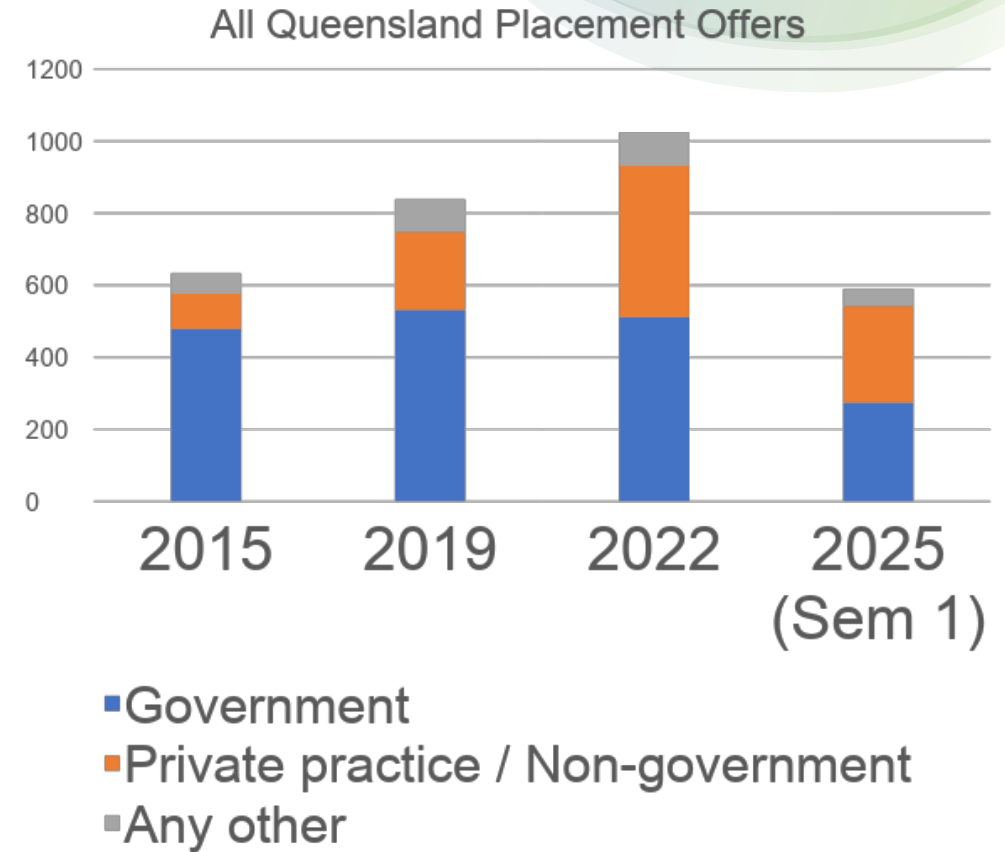
Operating principles and practices

- A commitment to open and authentic statewide collaboration and engagement
- Recognition of a commonality of purpose, passion, and commitment to professional practice placements
- A desire to grow the occupational therapy profession by ensuring quality practice education
- Sharing knowledge & insights
- Rotating co-chair roles (2-year term)
- Clear, regular, consistent communication
 - Monthly online meetings
 - 2 x full day online allocation meetings (April & October)
 - 2 x face-to-face planning meetings (April & October)
 - Shared documents and resources via Google drive
 - Scheduled, statewide process for placement requests



Collaborative Placement Allocation

- Long block placements (5-12 weeks)
 - ~ 600 placements per round / semester
- Coordinated biannual mailout for offer requests via:
 - Centralised OT Futures mailing list
 - University allocated regions for statewide placement providers
 - Individual university database contacts
- Centralised, online documents and templates
 - Contacts List, Placement Calendar, CPD calendar, email templates
 - Offer Forms: Spreadsheet & online form
 - Centralised/ shared offers document



Universities		Date Claimers - Call for Offers Call for offers for placements occurring in January to July 2025 (Sem 1, 2025) will occur week of 19th Aug and are requested to be submitted by 20th Sept 2024 Call for offers for placements occurring in July to December 2025 (Sem 2, 2025) will occur week of 10th Feb and are requested to be submitted by 28th March 2025
UQ	University of Qld	
JCU	James Cook University	
UniSC	University of Sunshine Coast	
SCU	Southern Cross University	
CQU	Central Queensland University	
ACU	Australian Catholic University	
GU	Griffith University	
UniSQ	University of Southern Queensland	
BU	Bond University	Queensland School Holidays

Solid outlined placements organised through OT Futures

OT Futures Placement Offer Form

OT Futures Occupational Therapy Student Offer Form: July - December 2025

Please return this form to the university email contact details below:

Organisation / Service / Health District	Address	Contact Person / Student Coordinator	Telephone	Email
XXX University	(name)	(email)		

SECTION A - Semester 2 2025 Placements: Any time / any length/ full-time or part-time hours

(Use this section for offering any placements between 7th July and 19th December 2025)

DATES	University	Year Level	Placement Length (specify number or range of weeks, full-time or part-time hrs, e.g. 12 wks@4 days/wk)	Number of Students	Placement (e.g. Facility, Unit, Team)	Specific placement address	Clinical Educator Name	CE phone number	CE email	Setting	Age/Client Group	Practice Area	Caseload description (additional information)	Placement model (i.e. type of supervision/ placement structure)	COVID vaccination required (yes/no; min no. of doses)	Flu vaccination required (yes/no)	NDIS Worker Screen required (yes/no)	Any additional checks (e.g. interstate requirements/ checks)	Additional comments & requirements (e.g. uniform, work-from-home, BYOD)	Transport	Accommodation
Any dates b/w 7 Jul & 19 Dec Any length, Full-time or Part-time Hours Indicate the date range you are available: xx/xx - xx/xx/2025	Any	Any		▼						▼	▼	▼		▼	▼	▼	▼			▼	▼
				▼						▼	▼	▼		▼	▼	▼	▼			▼	▼

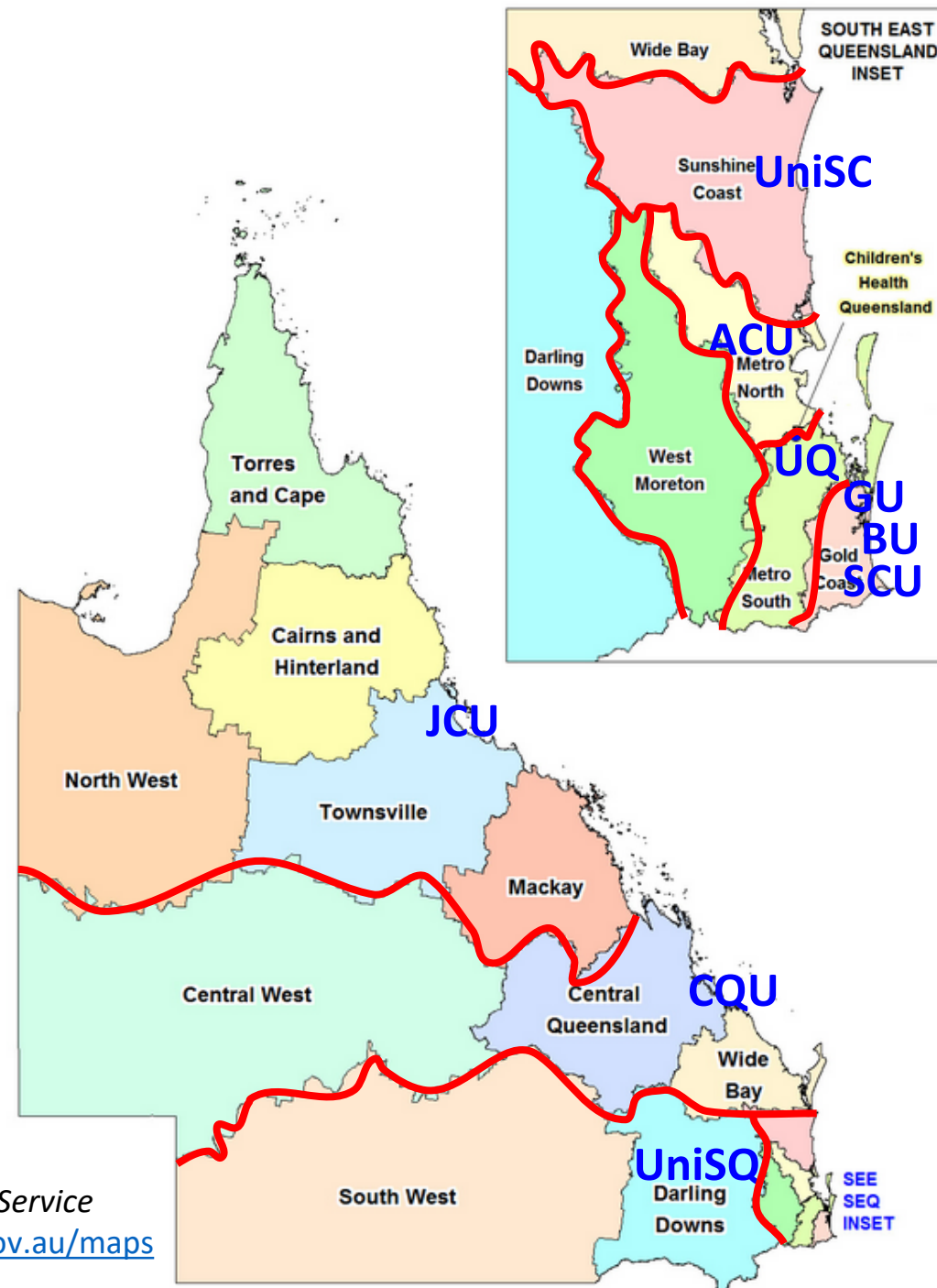
SECTION B - Semester 2 2025 Placements: Fourth Year Undergraduates/ Final Placement GEMS

DATES	University	Year Level	Placement length	Number of Students	Placement (e.g. Facility, Unit, Team)	Specific placement address	Clinical Educator Name	CE phone number	CE email	Setting	Age/Client Group	Practice Area	Caseload description (additional information)	Placement model (i.e. type of supervision/ placement structure)	COVID vaccination required (yes/no; min no. of doses)	Flu vaccination required (yes/no)	NDIS Worker Screen required (yes/no)	Any additional checks (e.g. interstate requirements/ checks)	Additional comments & requirements (e.g. uniform, work-from-home, BYOD)	Transport	Accommodation
7 Jul - 12 Sep OR 14 Jul - 19 Sep (please specify dates) xx/xx - xx/xx/2025	GU	4	10 weeks	▼						▼	▼	▼		▼	▼	▼	▼			▼	▼
22 Sep - 28 Nov OR any dates b/w 22 Sep - 12 Dec (please specify dates) xx/xx - xx/xx/2025	BU	GEMS Yr 2	10 weeks	▼						▼	▼	▼		▼	▼	▼	▼			▼	▼
22 Sep - 12 Dec	BU	GEMS Yr 2	12 weeks at 4 days/week	▼						▼	▼	▼		▼	▼	▼	▼			▼	▼

SECTION C - Semester 2 2025 Placements: Third Year Undergraduates

DATES	University	Year Level	Placement Length	Number of Students	Placement (e.g. Facility, Unit, Team)	Specific placement address	Clinical Educator Name	CE phone number	CE email	Setting	Age/Client Group	Practice Area	Caseload description (additional information)	Placement model (i.e. type of supervision/ placement structure)	COVID vaccination required (yes/no; min no. of doses)	Flu vaccination required (yes/no)	NDIS Worker Screen required (yes/no)	Any additional checks (e.g. interstate requirements/ checks)	Additional comments & requirements (e.g. uniform, work-from-home, BYOD)	Transport	Accommodation
Any dates b/w 14 Jul & 19 Dec (please specify dates) xx/xx - xx/xx/2025	CQU	3	7 weeks within these dates	▼						▼	▼	▼		▼	▼	▼	▼			▼	▼
28 Jul - 12 Sep OR any dates b/w 14 Jul & 26 Sep (please specify dates) xx/xx - xx/xx/2025	JCU	3	7 weeks	▼						▼	▼	▼		▼	▼	▼	▼			▼	▼
29 Sep - 14 Nov OR any dates b/w 29 Sep & 19 Dec (please specify dates) xx/xx - xx/xx/2025	JCU	3	7 weeks	▼						▼	▼	▼		▼	▼	▼	▼			▼	▼
28 Jul - 3 Oct OR any dates b/w 14 Jul & 3 Oct (please specify dates) xx/xx - xx/xx/2025	UniSC	3	10 weeks	▼						▼	▼	▼		▼	▼	▼	▼			▼	▼
7 Oct - 12 Dec OR any dates b/w 22 Sep & 19 Dec (please specify dates) xx/xx - xx/xx/2025	UniSC	3	10 weeks	▼						▼	▼	▼		▼	▼	▼	▼			▼	▼
28 Jul - 3 Oct OR any dates b/w 14 Jul & 3 Oct (please specify dates)	UQ	3	10 weeks	▼						▼	▼	▼		▼	▼	▼	▼			▼	▼

QLD Universities - Communication Regions




Adapted from:
Queensland Health. (2025, March 21). *Hospital and Health Service maps*. Queensland Government. <https://www.health.qld.gov.au/maps>


Practice Educator Support & Professional Development

OT Futures Initiatives

- **University Guidelines for Practice Education**
 - Summary of OT programs re: additional coursework; weekly placement hours; public holiday & leave; home visits; students driving agency cars
- **Practice Education: Best Practice Principles**
 - Sourcing & allocation of placements; practice educator expectations; managing performance issues; managing employment & employment offers; interstate placement requests
- **CDP Training Calendar**
 - Face to Face; Online; Self-Paced
 - Sent out biannually / with offers / as required
- **Practice Educator Commendation Awards**
 - Celebrating practice educators who provide high quality learning experiences through placements
- **Professional Practice Contact List - all Programs**
- **OT Futures website & LinkedIn profile**


OT Futures University Guidelines for Practice Education

	ACU	BOND	CQU	GU	JCU	SCU	UNISC	UQ
Course Learning objectives	All universities have specific learning objectives for each practice education course; all objectives are mapped to the graduate attributes and competency standards; all are available to practice educators							
Student learning contract	All universities have student developed learning contracts/plans; completed prior to or within 1-2 weeks of commencement of placement. All are finalised in collaboration with practice educators and are to be reviewed during placement, critically at mid-way and end of placement							
Student Reflection	Recommended	2 assessed	Recommended	Recommended	Recommended	1 assessed	Recommended	Recommended
Additional Course-work	4 th year honours students require 5 days over placement	Yes	Yes	4 th year honours students require 1 day/week off placement	4 th year - reflection on competency development; Group professional project OR research honours	May have coursework; dependent on year and student	Honours students may have coursework	Yes
Work hours	40hrs/week	8hrs/day	38hrs/week	40hrs/week	38hrs/week	40hrs/week	40hrs/week	35hrs/week
Lunch included	✓	✓	✓	✓	✓	✓	✓	✗
Medical certificate	3 consecutive days or more	2 consecutive days or more	3 consecutive days or more	3 consecutive days or more	3 consecutive days or more	2 consecutive days or more	3 consecutive days or more	3 consecutive days or more
Leave	Any requirement for special arrangements (e.g. make-up days) are monitored and agreed by each university or practice educator approval is then required. No make-up. Must.							


Practice Education: Best Practice Principles

OT Futures Vision: OT Futures is committed to sustainable growth and quality in practice education opportunities. For further information and resources: www.otfutures.com

To provide quality learning practice education experiences for any undergraduate / postgraduate occupational therapy student, we recommend the following best practice principles in relation to education placements:

Student Selection and Allocation to Placements

- Universities are required by the World Federation of Occupational Therapists, to ensure students receive a range of practice education experiences which includes a range of ages, health settings etc.
- Universities are therefore responsible for allocating students to placements to ensure they are achieved
- Universities do not allow for pre-placement screening by agencies and hence do not conduct placement interviews or agency screening for allocation purposes

Placement Learning and Assessment

- The accreditation standards (for all university education programs) require practice educators to receive sufficient supervision by an AHPRA registered occupational therapist
- OT Futures recommends that a practice educator has 12-months to 2 years experience as a practice educator
- Occupational therapists may supervise students as a sole practice educator, or in a team, the lead/primary practice educator takes responsibility for learning and evaluation.
- Throughout the placement, students may receive feedback and guidance from the practice educator. However, an occupational therapist may provide practice education experience, providing student supervision and finalising student evaluations.
- A range of models for practice education may be implemented, as summarised in the document

Student learning requirements throughout placement

Within the practice education placement, students should be provided with the following:

- Opportunities to implement aspects of the occupational therapy process (e.g., information gathering, service provision, service evaluation)
- Opportunities to interact with clients/service users/participants to build therapeutic relationships.
- Opportunities for self-directed learning, involving, for example, written reflections, formulating and reviewing their own learning goals, preparing for supervision, participating in service quality improvement activities, etc.

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UNIVERSITY PROGRAM Practice Education Staff Contact List

Professional Practice Training Calendar 2025

Offer and Allocation Process

Stage 1 | Placement Request

- Preparation
- Dissemination - initial request
- Receipt & acknowledgement
- Collation & storage
- Reminders

Stage 2 | Placement Allocation

- Preparation
- Data recording
- University allocations
- Confirmation
- Placement finalisation and follow up - each uni

Stage 3 | Ongoing procurement & implementation

- Sourcing for additional need - each uni
- Cancellations & adjustments
- Ongoing updates to shared docs, team mtgs

Managing Enrolment Variations & Equitable Allocations

- Preparing for Allocation meeting:
 - Cohort numbers
 - Identify priority students
 - Regions/ locations/ areas of practice
- Considerations for allocation:
 - Students with identified individual needs / circumstances
 - Priority partners / clinics / practice areas
 - Access to accommodation and regional connections
 - Past placement outcomes and performance
- Encourage generic offers and flexible offers and not direct to programs
- Aligning starting dates where possible
- Unused allocations are put back to the group
- Unmet need is shared & we help others where we can

Ingredients for Success...

- Sharing of knowledge, expertise and resources to support sustainability, quality, diversity of placements; building capacity to meet changing needs
- Consistency in expectations for quality placement experiences - Best Practice Principles in Practice Education
- Confidential, collegial support within the group > practice education staff development and sustainability
- Clear communication processes for sourcing, sharing, allocating, confirming placement allocations
- Collaborative, statewide approach to practice educator training
- Collective communication and liaison between OT Futures strategic and operations branches, placement providers/partners, state and national OT practice education groups
- Strategic partnerships - recognition of university-specific agreements with some services; agreed communication processes with state government health and education, and state/national organisations
- Position Statement on Payment for Pre-entry Student Placements - OT Futures does NOT support payment for placements



Benefits

- **Universities**
- **Students**
- **Placement Providers**

- Efficiency in placement allocation processes - sharing the load
- Maximising utility of student placement offers
- Consistent, efficient communication with placement providers statewide; minimising burden and multiple requests to stakeholders
- Clarity and consistency of expectations in practice education
- Support to maintain position on non-payment for placements
- Increased capacity in quality student placements
- Access to quality, shared resources and expertise
- Centralised approach to interstate/ international placement requests



Challenges and Future Directions

- Time and capacity and resources for sector support & engagement
- Administrative burden
- Developing/ maintaining online presence - [website](#), [LinkedIn](#)
- Professional support and development for University placement coordinators/managers
- Industry diversity, capacity, skills
- Changing placement landscape, pressures and models of service delivery

Questions & Discussion

- What are the challenges with coordinating placements within your discipline/state?
- What elements of this model may be applied within your own placement management landscape?

E: info@otfutures.com

