



Charles Sturt
University

Psychology

Supervisor Guidebook

Work-integrated learning

Faculty of Business, Justice & Behavioural Sciences
Charles Sturt University

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Welcome to work-integrated learning

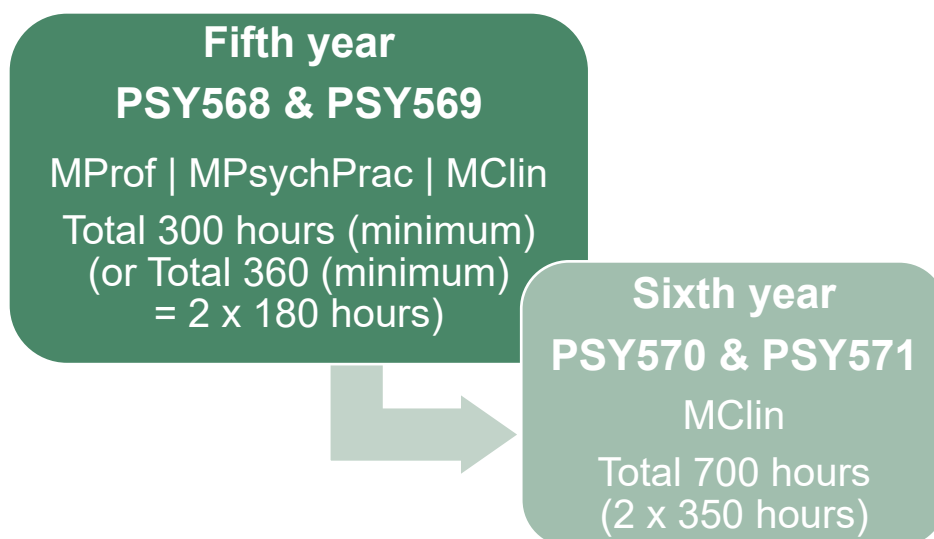
Welcome to the guidebook for psychology placements with Charles Sturt University. If you're reading this you've likely taken on and are working with a student from one of the following postgraduate programs: Master of Clinical Psychology (MClin), Master of Psychological Practice (MPrac) and Master of Professional Psychology (MProf). The success of our work-integrated learning program is made possible by the generosity, expertise and support of industry professionals like you. On behalf of our team and our students, thanks for being part of this journey - we genuinely appreciate your contribution. The work-integrated Learning (WIL) team is dedicated to ensuring your placement experience is smooth, rewarding and impactful. Whether you're hosting for the first time or seeking additional guidance, we're here to help - just reach out!

1. What is work-integrated learning?

Work-integrated learning (WIL) involves students completing placements with host organisations, linking theoretical learning with practical workplace application. This process helps students expand their professional knowledge, enhance employability skills, and reflect on and evaluate their work practices. WIL provides industry with experienced work-ready graduates. As part of their studies, students must complete a placement in a relevant organisation, fulfilling the required hours. Throughout the placement, students engage in structured reflection and goal setting, strengthening their industry practice. WIL subjects blend academic rigour with contemporary industry experience, equipping students with the skills needed to thrive in complex business environments.

2. Our courses

Charles Sturt University offers the [Master of Clinical Psychology \(MClin\)](#), [Master of Professional Psychology \(MProf\)](#), and [Master of Psychological Practice \(MPsychPrac\)](#). These different courses provide pathways toward registration as a psychologist in Australia. All students enrolled will first complete two placement/research subjects in their fifth year (PSY568 and PSY569). The combination of PSY568 and PSY569 subjects consist of a total of 300 hours (minimum) of practical placement, an online research methods assessment, and critical research review task. MProf and MPsychPrac students complete either the standard award or a specialisation in school psychology. MClin students after completing the fifth-year coursework and placement subjects, are required to complete two additional placement units in their sixth year (PSY570 and PSY571). The subjects PSY570 and PSY571 comprise 350 hours of practical placement each (700 hours minimum total). **Placements must be approved by the university before commencement.**



3. Contacts

3.1. Who should I contact if I have any questions?

Charles Sturt placements are managed by the WIL team and overseen by academics called Placement Coordinator (Academic) (PCA). The current contact details can be found on the WIL placement [website](#)

3.2. Work-integrated Learning

The WIL team are staff assigned to managing the infrastructure associated with students attending external agencies and workplace experiences. Within the context of psychology placements, the WIL team processes documents and forms required for placement.

As a host agency or supervisor, you are likely to be in contact with WIL regarding these forms, in the form of email reminders, and prompts to help manage a student placement. The WIL team can be reached via psychology-wpl@csu.edu.au

3.3. Placement Coordinator (Academic)

The Placement Coordinator (Academic) (PCA) is an academic role that ensures that placements meet the accreditation requirements. Their primary duties involve ensuring placement suitability, approving placement opportunities, providing lectures/tutorials, marking, and supporting students and supervisors. The PCA can be reached directly via SOP-PCA@csu.edu.au

4. Supervision

Students require supervision while on placement. It is the student's responsibility to seek out and establish a supervisor except when progressing through the school-based program (in such cases a DoE supervisor will be typically assigned, see below).

A supervisor is defined by an individual who:

- Holds current registration as a psychologist
- Has completed supervisor training and has **current** Board-approved supervisor status with AHPRA
- Has no conditions on their registration
- Note: For sixth year MCLin placements: Holds an Area of Practice Endorsement (AoPE) in the field of clinical psychology.

4.1. Fifth year placements Department of Education School Psychology

The Department of Education (DoE) will allocate students a supervisor based on the placement site. Students moving through the school psychology pathways, tend to do one combined 300-hour placement in their fifth year. While these placements/supervisors are typically allocated via the DoE, students must still follow all placement procedures and gain approval from the Fifth-Year Placement Coordinator and the university, prior to commencement.

4.2. External supervision

If the supervisor is external to the host organisation, there must be a contact person on site for daily support, safety and wellbeing or equivalent provisions made.

5. How is placement arranged?

In compliance with Australian Psychology Accreditation Council (APAC) regulations, external placements at Charles Sturt occur within post-graduate psychology training programs. While each of these programs have slightly different requirements, we will summarise them here as either fifth year placements or sixth year placements. Please note that it is the student's responsibility to engage and comply with these distinctions and policies, however this information is here for your benefit to understand their typical placement needs.

If the student isn't an employee at the host organisation

Students are responsible for securing their own placement (except for state health facilities). They may approach a host organisation directly to seek a placement opportunity or leverage existing connections. Once an agreement is reached, we encourage host organisations, supervisors and students to discuss the following:

- **Detailed activities/projects:** Outline the tasks and projects the student will undertake during the placement. Refer to the appropriate section for ideas on [suitable](#) placement activities, along with a list of [unsuitable](#) activities.
- **Learning outcomes and competencies:** Define the expected results and deliverables of the student's work.
- **Compliance:** All students are expected to hold and maintain their provisional registration for the duration of all placements. In addition, it is the student's responsibility to check in with their host site to review any other compliance requirements you may wish to set for them. Typical compliance items might include:
 - Working With Children Check (WWCC)
 - Australian Federal Police Check (AFP) Any pre-training modules/E-training your service might consider required prior to placement.
 - Vaccination / Immunisation Status. Note: Students are directed and support by the WIL team to ensure the placement is requested in the relevant systems, such as ClinConnect or PlaceRight., such as ClinConnect or PlaceRight.
 - Medicare. Note: Provisional psychologists in Australia cannot obtain a Medicare provider number and, therefore, cannot provide services under Medicare (MBS). They must have general registration to access Medicare billing. Provisional psychologists are not permitted to practice independently, requiring supervision to finish training, and services are paid privately or at a discount.
- **Workplace Expectations:** Clarify expectations regarding workplace conduct, including dress code and leave policies.
- **Placement hours:** Schedules are designed to be flexible to accommodate both the host organisation and the students. Placements are usually part time and distributed across a set number of hours/days per week. The schedule will be mutually agreed upon and will remain flexible until all required hours are completed.
- **Start and finish dates:** Establish the placement's start and finish dates. (Tip: Make allowances for absences and building up client contact hours).

Once a placement is confirmed, the student must request the host organisation to formalise the arrangement by presenting the supervisor with the Student Placement Agreement (SPA) for signature. This is a legal document that formalises an agreement between the student; host organisation and the university. The WIL team will return a finalised copy to all parties as part of the placement approval.

5.1. If the student is already employed by the host organisation

Students may undertake placement with their current employer, however if they're already employed by the organisation, the activities/tasks assigned must differ from their regular duties. This ensures they gain broader insights into the organisation, develop new skills and demonstrate their capabilities to their employer. Typically, students take on a more advanced responsibilities or work in a different area than their usual role.

Once a placement is confirmed, the student will request the host organisation to formalise the arrangement by presenting the supervisor with the Student Placement Agreement (Stream 2), for signature. This is a legal document that formalises an agreement between the student; host organisation and the university. The WIL team will return a finalised copy to both you and the student before placement can begin.

5.2. What is the deadline for commencing and completing a placement?

WIL subjects offer great flexibility in how placements are undertaken. Ideally, students should begin their placement around three weeks after the start of session. Although the university understands that placement dates can vary significantly between organisations and students. In such cases, the WIL team will collaborate with the student if placement end dates extend beyond the end of session.

6. Payment

6.1. Do I need to pay students?

STUDENTS WHO AREN'T CURRENT EMPLOYEES

No. Students aren't entitled to any remuneration for placement work and shouldn't request the host organisation to make any payments. If some form of payment is agreed upon for placement activities, the arrangement will no longer be considered as 'vocational placement' in accordance with the *Fair Work Act 2009*, but will be classified as an 'employment relationship'. This won't impact the student in terms of meeting placement objectives for the subject however there may be implications for the host organisation, such as insurance and compliance with relevant Awards. If a student does receive payment, there is no need for the university to be informed however the student should ensure that the host organisation is aware of possible implications.

STUDENTS WHO ARE CURRENT EMPLOYEES

The host organisation may agree to make payment to students undertaking placement in their usual workplace, in which case employment terms and conditions would remain the same. It's the host organisation's responsibility to ensure the student is covered by insurance and the organisation complies with relevant Awards and Standards.

7. Insurance

Charles Sturt University provides insurance for students undertaking an approved unpaid placement with external organisations (Stream 1). This coverage, detailed in the university's policies available on the website, applies while students are on approved placement and travelling directly to and from the organisation.

The personal accident insurance coverage is limited, with medical benefits paid only after Medicare and private insurance claims have been made. The university's insurance doesn't cover students undertaking unapproved work experience unrelated to their course, nor does it cover motor vehicle insurance.

Where a student is undertaking their placement with an organisation with which they engaged in paid employment (Stream 2), the employer is required to provide insurance cover. Charles Sturt's insurance policy for students on approved placements does not cover students in paid positions. **Note:** Students who are existing employees will be covered by your organisation's insurance.

Where a student is undertaking their placement with a host organisation as a contractor (Stream 4), the student agrees to obtain their own liability insurance policy, and workers' compensation insurance for the duration of placement. This is required to be submitted to the host organisation prior to the start date of the placement.

For more details on Charles Sturt's insurance policies, please refer to the university's website.

8. Placement requirements

8.1. Fifth year placements

Students conducting their placements within the fifth year study typically break their placements up into two distinct placement locations; or remain at one site for a longer period. It is expected that a student will bring this information to you in early discussions and will seek to negotiate this. Note that if you're a supervisor or site associated with the DoE, they will provide information with the student's placement and duration.

To be eligible to satisfactorily complete the placement requirements of the fifth-year program of study, students must complete, at minimum, the following:

OPTION 1: COMBINED PLACEMENT COVERING PSY568 AND PSY569

- A minimum total of 300 hours (taken across PSY568 and PSY569).
- Within those 300 hours, there must be 120 hours of direct Client Contact (CC).

- Uphold a ratio of 1 hour of Supervision Contact (SC) per every 7.5 hours of placement. This will result in a total of 40 hours.
- The student must allow for six occasions of observation from their supervisor.
- The placement record is administratively recorded under the PSY569 enrolment.

OPTION 2. TWO SEPARATE SITES, DISTINCTLY SEPARATE PLACEMENT FOR PSY568 AND PSY569

- Each placement must be a minimum of 180 hours.
- After completion of the two separate placements a minimum total of 360 hours is completed.
- Across those 360 hours, there must be 120 hours of direct Client Contact (CC) in total. For example, approximately 60 hours for each site (with the first site occurring in PSY568 and the second in PSY569).
- Uphold a ratio of 1 hour of Supervision Contact (SC) per every 7.5 hours of placement. This will result in a total of 48 hours.
- The student must allow for three occasions of observations from their supervisor, per site (six in total).

Regardless of the approach, the remainder of placement hours can be comprised of Client-Related (CR) activities, Supervision-Related (SR) or Other (O) activities specified below.

These hours equate to approximately 40 days of placement activity. It is important to note that as a host site or supervisor, you may provide input or determine that the student may need to go beyond those minimum hours at a placement location. When possible, please do have these conversations with your students so they can be included within their placement agreements. The students in turn will communicate this back to their PCA.

8.2. Sixth year placement

To be eligible to satisfactorily complete the placement requirements of the sixth-year program of study, students must complete, at minimum, the following:

- Two individual placements of 350 hours each for PSY570 and PSY571
- Of those 350 hours, a minimum 150 hours must be client contact hours
- Supervision contact (SC) must occur at a ratio of 1 hour per 15 hours of psychological practice and be maintained for the duration of the placement (minimum 24 hours of SC for 350 hours of placement).
- The remainder of placement hours can be comprised of Client-Related (CR) activities, Supervision-Related (SR) or Other (O) activities specified below.

These hours equate to approximately 93 days of placement activity. It is important to note that as a host site or supervisor, you may provide input or determine that the student may need to go beyond those minimum hours at a placement location. When possible, please do have these conversations with your students so they can be included within their placement agreements. The students in turn will communicate this back to their PCAs.

8.3. Travel, lunch and sick time

Time spent travelling to/from the host organisation doesn't count toward required placement hours. Lunch and tea breaks at the host organisation don't count toward placement hours. Working lunches may be included however only if formal business is conducted. Sick, flexitime or recreational leave days don't count toward placement hours. If unforeseen leave is taken, students may need to extend the end date.

9. Placement Hour Definition

9.1. Client Contact (CC) Hours

The Psychology Board of Australia (PsyBA) uses the term client to refer to “a party or parties to a psychological service provided by the provisional psychologist. Clients may be individuals, couples, dyads, families, groups of people, organisations, communities, facilitators, sponsors, or those commissioning or paying for the professional activity.” ‘Direct client contact’ refers to providing psychological services to clients using this broad definition.

Direct client contact activities might include the following:

- Face-to-face and/or videoconference contact with clients for the purposes of intake, interview, assessment, psychoeducation, therapy.

- Telephone or videoconference contact with clients where issues relevant to the provision of psychological services are discussed.
- Observation and/or sitting in with sessions conducted by other professionals while they are engaged in direct client contact (e.g. observing assessment or therapy sessions, intake interviews).
- In some contexts, the “client” will be defined broadly. For example, working in some settings may require contact with referrers, parents, siblings, spouses, or teachers of the primary client. This contact should be included in the client contact hours, as these people are also usually considered “clients” of the service.
- Psychological services delivered to a group should be recorded in relation to the duration of contact with the group (as if an individual client), not in relation to the number of people in the group.

9.2. Client Related (CR) hours

According to APAC (2019, p28): “*Client-Related (CR) activities are those activities that do not involve direct contact with the client, but are activities undertaken in the normal course of providing psychological services to clients*”. Additional activities which may be identified as CR include:

- Scoring and interpretation of psychological tests.
- Writing case notes, progress reports, discharge summaries, etc.
- Liaison with other professionals in the organisation regarding client issues.
- Team meetings.
- Professional development activities.
- Activities undertaken in preparation for client contact, such as:
 - Reading relevant literature on the problem area or intervention.
 - Becoming familiar with psychological tests or procedures before administration.
 - Reading case files, reports or other records.
- Preparing formulations and treatment plans, psychoeducational material, etc.
- Travel for the purposes of client care - this should comprise no more than 20% of client-related activity hours.

9.3. Supervision Contact (SC) Hours

Supervision contact hours can be accumulated through group and individual supervision. However, no more than 50% of total supervision time can be accumulated in a group supervisory context, and a minimum of 50% of supervision must be individual with the primary supervisor. Time spent by the supervisor reviewing and providing feedback on audio-visual recordings of the student engaged in client-related activities, and in reviewing notes, reports and other correspondence generated by the student, is also considered supervision time.

Supervision Contact hours might therefore include the following:

- Face-to-face, telephone or videoconference supervision meetings between the student and the supervisor where cases and professional issues are discussed.
- Activities where the student and supervisor are both involved in providing psychological services (e.g. co-therapy with individuals or groups). These types of activity can be counted as direct client contact OR supervisory activity, not both.
- Clinical activities where the supervisor is only present in an observer capacity (i.e. the supervisor is not actually participating in the assessment or therapy session but is observing the student’s work).
Supervision must include at least three occasions of observation of the student’s practice with clients (in the room, or via audio or video recording) per fifth year placements. As a result, if a student takes fifth year placements via two separate sites, they will need to conduct 3 observations per site (accumulating in six by the end of the year). If they conduct their fifth year placement in one longer 300 hour placement, the six need to be spread out throughout their placement. Sixth year student placements also require six observations of their practice across their placements, with each placement requiring three.
- Time spent by the supervisor independently (i.e. not in your presence) reviewing video or audio recordings of your professional work or reviewing your written work.
- Work-related meetings, such as case conferences or reviews, service development meetings, professional development activities and so on, where a nominated supervisor is present and able to observe your professional skills or practice (maximum two hours per day).

It is expected that the activities described in points 1 to 3 will account for at least half of required Supervision Contact hours, with the proportional contribution decreasing as one moves down the list. In other words, the largest number of supervision hours should be accrued through activities in points 1 and 2. Hours accrued through activities described in points 4 or 5 should never exceed the number of hours accrued in any other logged type of supervisory activity. The maximum number of logged hours per placement for item 5 is two (2) hours.

9.4. Supervision Related (SR) Hours

When recording Supervision-Related (SR) activities, it is suggested that the following types of activity be included:

- Time spent with other professionals who are not the nominated and approved supervisors for the placement, but who are providing guidance or feedback on clinical practice (i.e. taking a supervisory role for a specific activity).
- Group supervision meetings where the nominated supervisor is not present.
- Activities undertaken in preparation for supervision, such as:
 - Preparing an agenda for a supervision meeting.
 - Preparing a case summary for presentation in supervision (group or individual).
 - Reading and consulting resources recommended by your supervisor for discussion in supervision.

9.5. Other Placement (O) Hours

Placement hours that are not classified in any of the preceding categories can be classified as “Other” (O). Other professional activities also occur in addition to direct client contact and supervision hours, and these activities occur routinely within every professional placement setting. Such activities might include the following:

- Time devoted to becoming familiar with organisational/agency procedures, services, policies, e.g. orientation activities.
- Agency-related meetings where the supervisor is not present, nor is there any other professional attending in a supervisory role.
- Professional development activities that are relevant to the placement setting, but where the supervisor is not attending, nor is there any other professional attending in a supervisory role.

10. Supervisor and or host organisation requirements

Charles Sturt University students are informed of the following elements that typically occur while on placement. We have included these here to help structure and scaffold their learning experiences:

10.1. Providing an Induction for the Supervisee

Students can expect their supervisor or other appropriate person to provide an induction when they start their placement. Regardless of the level of experience of the student, a placement typically involves unfamiliar surroundings, and possibly an unfamiliar organisational structure. Some workplaces may require participation in occupational health and safety training, CPR or first aid training, or aggression management training, prior to commencing placement.

Supervisors might consider the following inductions steps. The applicability of each point will vary with the nature of the work setting.

1. In addition to an oral induction, provide the student with a written description of the organisation, services provided, population served, and so on.
2. From the first day, ensure that the student is always wearing visible identification (if this is standard practice in the agency). This should include their name, affiliation, and status (e.g. Tom Black, Charles Sturt University, clinical psychology student).
3. Ensure that the student is in possession of keys or codes that will assist them as they move around the setting (as appropriate).
4. Familiarise the student with contact procedures within the organisation (e.g. provide an internal phone directory and directions on using the paging system or organisational teleconferencing platforms).

5. Try to provide a reasonably private or quiet workspace for the student. Even if this workspace is shared with other students on placement, provision of a designated desk would be appreciated.
6. Take the student on a tour of the facility and introduce them to all encountered staff. If the site is a large one (e.g. a hospital setting), consider providing the student with a map of the facility which can be followed as they are being shown around. Familiarise them with staff refreshment facilities, lunch rooms, tea rooms.
7. If possible, provide the student with a list of the names and designations of key staff in the agency, including a flow chart showing lines of accountability.
8. Introduce the student to administrative and reception staff and put in place any procedures that will enable the student to use equipment such as computers and photocopiers, and to receive and make telephone calls.
9. Consider using a single sheet timetable (electronic or hardcopy) to schedule the student's daily activities. This might include the time and location of regular meetings, case conferences, professional development opportunities, in addition to staff break periods (such as lunch and morning tea).
10. Ensure that the student is familiar with any procedures for accessing or removing patient files, and that they have been introduced to any staff responsible for maintaining the files.
11. To familiarise the student with the nature of the work undertaken in the setting, it can be helpful initially to provide them with de-identified samples of written professional work, such as case notes, formulations, treatment plans, reports, and so on.
12. It may also be helpful to prepare a reading list for the student, either before they commence placement, or shortly after commencement. This might include relevant professional literature, policies and procedures documents, the clinical paperwork used by the organisation, and so on.
13. Students might also be asked to familiarise themselves with specific testing or assessment procedures before commencing placement.

10.2. Professional and Legal Responsibilities of Supervisors

All direct supervision of the student's professional and administrative work while on placement is the responsibility of the supervisor. University staff function is to administer the placement and its written requirements, to provide general support to the student, and to be available to discuss issues with the supervisor if the need arises.

10.3. Professional Reports and Communication

Communication with other members of professional teams involves both written and oral reports. Since the relative importance of oral and written communication is likely to vary between host organisations, supervisors will need to identify the most important channels of communication in their setting, and to inform the student of the effective and efficient use of these channels. Training in effective communication will involve both observation of the supervisor's behaviour, and practice by the student with ample opportunity for feedback. In placements involving outreach activity in other professional host organisations (e.g. general practice or legal host organisations) communication and liaison with other professionals needs to be a key focus of supervision.

10.4. Quantity of Client Work

Supervisors should ensure that students do an appropriate quantity of client work. Students who are receiving limited amounts of professional experience have little opportunity for learning. On the other hand, it is unhelpful for students to be allowed to become so overburdened that they cannot give adequate time to planning their work. Supervisors should keep in mind the necessity for gradual development of conceptual frameworks and systems as prerequisite for later efficient treatment decisions with a heavier and more realistic workload.

10.5. Adapting Supervision to the Student's Experience

Supervisors may need to adapt their style of supervision to the stage of the course a student has reached. While all students begin placement in their fifth year of study, students on their first placement are likely to require more support from their supervisor when compared with students undertaking their third or fourth placement. Students on their first placement in a professional setting are likely to feel somewhat unsure of their knowledge and skills. It may be necessary to describe basic procedures in detail, to ensure that students have an adequate grasp of techniques they are asked to use. Although they should be encouraged to work with increasing independence, supervision should continue to have an educational, not merely a monitoring function.

10.6. Adapting Supervision to the Student's Needs

Students and supervisors may find that they have different interests and orientations. Where this happens, tolerance should be shown on both sides. Students should be helped to see that they may learn much that is valuable from a supervisor whose approach they may not ultimately wish to adopt.

Supervisors should see it as one of their functions to help students develop their own interests in an appropriate way. Where supervisors decide that they must overrule the way the student wishes to work, they should explain their reason with care. If students can present sound reasons for adopting a different approach, the supervisor should be prepared to support this unless they have serious doubts about its effectiveness or the possibility of harm to the clients.

10.7. Use of Academic and Theoretical Knowledge

Supervisors have a critical role in contributing to the integration of theoretical and practical aspects to the professional post-graduate degree programs. The limitations of the academic setting in this process are clear. Supervisors can assist by discussing literature relevant to the professional work at hand and suggest suitable reading to the student. In general, it is hoped that they will help students to develop a scholarly, critical, and reflective approach to their professional work.

10.8. Relationship Issues

Supervisors should be prepared to discuss seriously and sympathetically any general issues of relationships with clients or staff that arise in the course of professional work. They should also be sensitive to any personal issues that arise for the student in relation to their clients and be prepared to raise these issues for discussion in a supportive way when they are considered to affect the student's work.

10.9. Supervisor Support

University staff are committed to continued improvement in the organisation and administration of professional placements. We are mindful of the heavy workload of participating practitioners and are therefore constantly trying to minimise any additional burdens involved in offering placement opportunities. We are working toward finding a realistic balance between meeting the needs of those training in the profession and those already working within it. Suggestions and advice from all those involved, (present and prospective supervisors, students and other interested professionals) would be gratefully received. As always, you may wish to contact PCAs via: SOP-PCA@csu.edu.au

11. Forms

Over the duration of a placement, students are required to complete standard forms for their placement subject. On a few occasions, these will also require input from host services and supervisors. You will be notified of when this occurs via the WIL team, and occasionally by the student's prompt. These include:

11.1. Pre-placement forms

PLACEMENT APPLICATION (PA)

This form requires both the student and host site to review and establish key placement variables (e.g. start dates, end dates). The student then sends this back to the university for processing/approval. We specifically ask students to focus on establishing this approximately three weeks before the proposed start date, to allow for processing time.

STUDENT PLACEMENT AGREEMENT (SPA)

This form requires both the student and host site to review and co-sign to formalise the placement agreement (Stream 1 = unpaid; Stream 2 = the student is a paid employee; and Stream 4 = the student is a contractor). The student then sends this back to the university for processing/approval. We specifically ask students to focus on establishing this approximately three weeks before the proposed start date, to allow for processing time.

STUDENT SUPERVISOR PLAN (SSP)

This form requires both the student and supervisor to review, establish, and co-sign. It reflects the overall plan for their placement's supervision, and which goals/skills/competencies will be targeted. We specifically ask students to focus on establishing this approximately two weeks after the proposed start date.

11.2. Mid-Placement forms

MID-PLACEMENT REVIEW

This form requires both the supervisor and the site supervisor to review their progress and development. Any concerns should be formally documented here. This form is returned to the university and we ask that students complete this form within two weeks of their set mid-placement date outlined in the placement application. For DoE based placements students have to return this form within 1 week of the proposed date.

LOG BOOK AND SUPERVISION SESSIONS

While not specifically a form, students do have the ongoing requirement to record their placement time and activities. Supervisors will routinely (typically weekly) review this and co-sign as they progress through placement.

11.3. Post-placement forms

PLACEMENT EVALUATION

This form requires the supervisor to review and complete. It will be sent to the supervisor via email from the WIL team. It is a chance to provide a final evaluation and sign off for the student's placement and their competency development. It is returned to the university via email.

At this point, the student will provide the university with copies of their Log Book, and a completed Placement Hours Summary document, within four weeks of completing their placement. These are co-signed by the supervisor.

12. Delays and progression difficulties

Understandably, student competency development can depend on many factors both internal and external to the student, setting, and student-supervisor working relationship. If there is ever a concern at any time that student is experiencing challenges at the placement, please do not hesitate to contact the PCA for support.

The Mid-Placement Review meeting and document provides a good early position to flag any development concerns, and the PCA will be in contact to support with any remediation plans, if required. While the final Placement Evaluation form provides insight for the PCA to determine if a student has passed, failed, or requires more time to develop while on placement.

13. Safety and responsibilities

13.1. Safety in the workplace

Charles Sturt University is committed to ensuring the physical and psycho-social safety of its students. As a host, you're expected to establish and maintain a safe workplace - free from discrimination and harassment - while implementing appropriate occupational health and safety measures and equal opportunity safeguards.

13.2. Reporting incidents or hazards

Students and supervisors are responsible for reporting all workplace incidents relating to health, safety and wellbeing. Reporting ensures that these events are investigated, where necessary, and action is taken to prevent recurrence and minimise risk. All accidents, incidents, hazards and near misses must be logged in the *Incident Risk Management System (IRMS)* within 24 hours or as soon as possible after it occurs.

Incidents or hazards may include sexual assault or sexual violence.

REPORT AN INCIDENT VIA [IRMS](#)

13.3. Host organisation/supervisor responsibilities

Host organisations/supervisors are expected to provide students with:

- a safe working environment;
- a variety of responsible work tasks;
- adequate and professional supervision;
- regular feedback regarding performance;
- reasonable functional and equipment support;
- sign-off on the Student Placement Agreement;
- sign-off on the Log Book and Supervision Sessions;
- complete the Placement Evaluation.

If any aspect of the placement causes concern, host organisations/supervisors are encouraged to contact the [WIL](#) team to discuss. Any matters raised will be handled with the appropriate discretion.

13.4. Student responsibilities

Students undertaking placement should:

- Attend the workplace, as per agreement with the host organisation regarding work hours.
- Communicate any absences due to illness to the supervisor as soon as practicable.
- Adhere to the workplace dress code and perform to the best of their abilities at all times.
- Abide by confidentiality and privacy policies, respecting the organisation, its activities, and personnel both during and after placement has concluded.
- Not reveal any confidential information about individuals, or commercial and organisational matters.

13.5. Charles Sturt responsibilities

Charles Sturt will be responsible for:

- general administration of the student during placement;
- coordinate completion of the required forms with the student and host organisation;
- provide guidance to the student and host organisation, as required;
- provide teaching component of the work-integrated learning subject;
- arrange appropriate identification for the student, if required;
- liaise between the student and host organisation, as required;
- provide an insurance certificate of currency for students not normally employed by the host organisation.

14. Resources

DESCRIPTION
Adobe: Acrobat Reader - Desktop Version https://rebrand.ly/adodepdf
Charles Sturt: Career Development Service
Charles Sturt: CSU Global
Charles Sturt: Disability Services
Charles Sturt: Insurance Certificate (Domestic)
Charles Sturt: Insurance Certificate (International)
Pathways to Practice - Placement Scholarship
Charles Sturt: Scholarship Opportunities
Charles Sturt: Student Charter
Charles Sturt: Student Misconduct Rule 2020
Charles Sturt: Student Portal
Charles Sturt: Incident Risk Management System (IRMS)
Form: Placement Application
Form: Student Placement Agreement (Stream 1)
Form: Student Placement Agreement (Stream 2)
Form: Log Book
Form: Student Review
Form: Placement Evaluation
WIL: Frequently Asked Questions (Student)
WIL: Guidebook (Student)
WIL: Guidebook (Host)
WIL: Student Information

15. Glossary

Common terminology and acronyms at Charles Sturt that may be referred to in this document:

TERMINOLOGY & ACRONYMS	DESCRIPTION
Brightspace	Online learning management system used to communicate with students regarding subject-related information.
Campus	Location responsible for control of courses and subjects.
Charles Sturt	Charles Sturt University
Course	An approved sequence of subjects leading to an award. For example, Bachelor of Criminal Justice.
Enrolment	Process whereby a student secures a place in one or more subjects each session, including payment of fees, completion of required documents and signing of an agreement to abide by the university's By-law, regulations and rules.
GP	Grade Pending
HECS	Higher Education Contribution Scheme
HECS census	Date in academic calendar by which students must withdraw from a subject to avoid incurring fees.
Host Organisation	Organisation where the student will undertake placement.
I	Internal: mode of study where students attend on-campus classes.
O	Online: mode of study where students study online using university materials and don't attend regular in-person activities, though specific attendance like intensive schools may be required.
RPL	Recognition of Prior Learning (also known as Credit)
Session	Prescribed teaching and assessment period, including Session 1, 2 and 3: <ul style="list-style-type: none"> • 20XX30: Session 1 (February-June) • 20XX60: Session 2 (July-October) • 20XX90: Session 3 (November-February)
SO	Subject Outline
Subject Convenor	Academic staff member responsible for the overall content and structure of a subject.
Subject Lecturer	Academic staff member responsible for delivering a subject to a cohort of students.
Supervisor	Person at the host organisation responsible for the student during placement.
WIL	Work-integrated learning
WPL	Workplace learning
WPLO	Workplace Learning Officer
WPLT	Workplace Learning team