



Charles Sturt
University

**4426PM01 - Bachelor of Podiatric
Medicine**

**POD329 & POD421
Fourth Year Placement Handbook**

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How to Contact Workplace Learning Staff



Questions or concerns with respect to clinical education may be directed to the following staff.

- **If the issue concerns** student performance or the academic nature of the placement please contact the **Workplace Learning (WPL) Coordinator**.
- **If the issue concerns** the administration of clinical placements please contact the **WPL Officer**.

Name	Position	Phone / Email
Caroline Robinson	Head of Discipline Podiatry	Phone: 02 6051 9242 Email: corobinson@csu.edu.au
Emma Baker	Workplace Learning Coordinator (until March 2026)	Phone: 02 6051 9214 Email: embaker@csu.edu.au
Anna Horn	Workplace Learning Coordinator POD329	Email: ahorn@csu.edu.au
Kirsty Van Grinsven	Workplace Learning Coordinator POD421	Email: kvgrinsven@csu.edu.au
Workplace Learning Admin Team		Email: FOSH-WPL@csu.edu.au
After Hours Emergency	Security Albury Campus Ask to be put through to the Head of the School of Allied Health, Exercise and Sports Science.	Phone: 02 6051 9888
Student Crisis Line		Phone: 1300 572 516

Other Communication Methods

- [Faculty of Science and Health Website](#)

Students are required to establish and maintain email and phone communication during sessions and in session breaks. It is the student's responsibility to regularly check emails and phone messages.

- **Student Brightspace pages for POD329 and POD421** will contain information relating to your placement, any clinical scheduling, clinical compliance requirements, reminders and deadline for placement.

Introduction

This workplace learning manual provides important information for students and supervisors. Workplace learning is the preferred Charles Sturt term for placement, fieldwork or integrated learning.

This workplace learning manual contains information on the processes of assessment to be used, the requirements for successful completion of workplace learning experiences and the processes to be followed if a student is not progressing satisfactorily through a workplace learning experience.

About the Bachelor of Podiatric Medicine

Background

The Bachelor of Podiatric Medicine was founded at Charles Sturt, Albury-Wodonga in 2000 with the first year of graduates finishing their studies in 2004. When introduced, the course was the first degree in podiatry available in regional Australia. The course has an emphasis on rural health and community development that is incorporated into both the curricula and the workplace learning program.

The podiatry program is a discipline within the School of Allied Health, Exercise and Sports Science. This program has an annual intake of approximately 20 students.

Workplace learning is included in all four years of the program and is based on the professional capabilities which are accredited and approved by the Podiatry Board of Australia. At the commencement of fourth year, students will have completed the bulk of their theoretical podiatric knowledge and gained approximately 400 hours of WPL experience.

The final year clinical subjects POD329 and POD421 consolidates theoretical knowledge and prepares students for professional practice. This subject requires students to demonstrate a range of workplace learning competencies against the professional capabilities.

Graduate Attributes

The University aims to produce graduates who:

1. are well-educated in the knowledge, capabilities, practices, attitudes, ethics and dispositions of their discipline or profession;
2. are capable communicators with effective problem-solving, analytical and critical thinking skills and can work well both independently and with others;
3. value diversity and the 'common good' and work constructively, respectfully and effectively with local and global communities and workplaces;
4. engage meaningfully with the culture, experiences, histories and contemporary issues of Indigenous Australian communities;
5. practice ethically and sustainably in ways that demonstrate "yindyamarra winhanga-nha" - translated from the Wiradjuri language as "the wisdom of respectfully knowing how to live well in a world worth living in";
6. are digitally literate citizens, able to harness technologies for professional practice and participate independently in online learning communities; and
7. critically appraise and continue to develop personal and professional capabilities.

<https://policy.csu.edu.au/document/view-current.php?id=257&version=6>

Workplace Learning

Compliance for Workplace Learning



All students must be compliant with NSW Health requirements. There are also discipline specific university requirements that also need to be met before students can attend workplace learning. Information regarding compliance can be found on the [Faculty of Science and Health Website](#).

For concerns or questions about preclinical compliance students should email FOSH-WPL@csu.edu.au



It is the student's responsibility to ensure that police checks, Working With Children checks and CPR/anaphylaxis qualifications are up-to-date.

Students will not be permitted to take part in any workplace learning activities if they do not meet Charles Sturt, NSW Health and specific site requirements.

Allocation and Organisation of Workplace Learning

Placements are sourced and confirmed by the workplace learning officer (admin) in consultation with the workplace learning subject coordinator. Placements are negotiated at an organisational level, between the university and healthcare facilities.



Students, family members, friends and any other person not affiliated with the workplace learning team are NOT permitted to source their own placements. Placements will be allocated by the workplace learning officer in conjunction with the workplace learning subject coordinators.

- Students are required to contact their site supervisor at least three (3) weeks prior to placement. If students cannot contact their supervisor, they are asked to contact the WPL Coordinator or WPL Officer to assist.
- Some sites have additional requirements that must be completed before placement commences. Students will be advised of additional requirements where appropriate.
- Students are expected to behave in a manner that is professional. This includes being punctual, academically and physically prepared and enthusiastic about learning.
- Students are required to wear full CSU uniform with a CSU name badge.
- Students cannot use personal electronic devices during clinical sessions. There is sufficient time before and after clinic for this purpose.
- Students must interact with staff and patients in a positive and professional manner.
- Students must seek verbal patient consent prior to communication and treatment.

Costs Associated with Workplace Learning

Students are responsible for all costs associated with WPL. These costs will include:



- Uniforms (shirt, pants and shoes)
- Travel and Accommodation
- Preclinical compliance expenses (such as immunisations and National Police Checks, Working with Children Checks)

Students are advised to budget for the costs of WPL in advance.

Scholarships and Grants

Scholarships and grants are available to assist with the costs of accommodation, travel and meals. Please refer to the [Faculty of Science and Health Website](#), the [Charles Sturt Website](#) and the [Three Rivers Department of Rural Health](#) for more information.



It is important to seek information regarding scholarships as early in the academic year as possible; the number of scholarships is limited and may have short application deadlines.

Travel



You are advised to purchase travel insurance if you are booking flights in case your placement is suddenly cancelled or you become unwell and not able to travel.

Accommodation

The university is not responsible for providing or sourcing accommodation. It is the responsibility of the student to source their own accommodation.



Accommodation is usually in high demand; students are encouraged to seek accommodation as soon as they have been allocated a placement.

Allocation of Workplace Learning Sites

Students are provided with the opportunity to nominate a preference for locations of WPL sites. Whilst every effort will be made to ensure that students are allocated at least one preference, we cannot guarantee this.



Placement sites are non-negotiable once they have been allocated.

If students need to change their allocated placement site or timing of the placement this must be submitted via a special consideration application with supporting evidence.

Special Consideration

If workplace learning is seriously disrupted by illness or misadventure, students may apply for special consideration to have their circumstances taken into account when their work is assessed. The circumstances must have been beyond their control and impeded their capacity to study effectively or to meet subject requirements.

For guidelines and more information about special consideration please refer to the [Charles Sturt website](#)

If students are unable to complete all of their WPL placement due to unforeseen circumstances students must contact their site supervisor and WPL Office via email FOSHH-WPL@csu.edu.au

In the case of illness, students need to provide the site supervisor and WPL Officer with a medical certificate within 48 hours.

Objectives and Assessment of Workplace Learning

Community Placement

Aims

- To equip students with the skills, knowledge, and professional capabilities to allow them to work safely and effectively as a new graduate (entry level practitioner) in this environment.
- To provide students with the experience of working in and managing a “community” podiatry caseload and an understanding of the value of assessment and screening in primary healthcare.

High Risk Placement

Aims

- To equip students with the skills, knowledge and professional capabilities to allow them to work safely and effectively as a new graduate (entry level practitioner) in this environment.
- To provide students with the experience of working in and managing a “high risk” podiatry caseload and an understanding of the value of assessment and screening in high-risk practice.

Objectives

These objectives are to be applied to the context of the placement.

- Uses a range of strategies to effectively communicate and record information relating to a patient's health status and podiatric management, including the processes of obtaining informed consent;
- Understands, acknowledges, and respects the skills, roles and responsibilities of members of the patient's healthcare team, and works effectively and collaboratively in the interests of shared patient care.
- Demonstrates culturally appropriate, safe, empathetic and sensitive practice that facilitates trust and the building of respectful relationships, including with Aboriginal and Torres Strait Islander Peoples and those from culturally and linguistically diverse backgrounds;
- Presents a range of management options to the patient when appropriate, discussing the benefits and material risks relevant to each option;
- Works with the patient and other members of the healthcare team to co-develop appropriate, evidence-based management plans.

Students need to meet the professional capabilities relevant to the capstone clinical podiatry subject POD421 by the completion of the workplace learning experience.

Skill Base of Students

In their **first year**, students gain skills in the assessment of clients. Students should be able to collect demographic information from clients, undertake medical history and collect information about the presenting problems. They should be competent in the areas of vascular and neurological assessment. Orthopaedic and musculoskeletal examination knowledge is rudimentary. Students will gain clinical knowledge in the areas of hyperkeratosis, nail disorders, Tinea pedis and verrucae. They are introduced to skills in reduction of nails and debridement of lesions. Theoretical knowledge includes anatomy, physiology and psychology. Students also develop an understanding of the Australian healthcare system, health communication and culturally responsive practice. Students complete 24 hours of workplace learning at the end of first year to prepare them for clinical practice in second year.

During their **second year**, students undertake studies in microbiology, pathophysiology, immunology, pharmacology, and biomechanics. They also focus on early childhood development and paediatric pathology. In clinic, students continue to consolidate skills in subjective and objective assessment. They increase skills in the management of general foot and skin pathology. Students complete 119 hours of workplace learning during the year.

Third year students accumulate over 287 hours of workplace learning. Their theoretical studies focus on diabetes, wound management, pharmacology, chronic disease and mental health in the first session. In the second session the focus is on local anaesthesia, podiatric surgery, physical activity and exercise for chronic disease management, and neurological and vascular pathology. Students are expected to assess new clients, prepare management plans and to develop skills in biomechanical assessment and orthotic prescription. The acquisition of surgical skills is initiated in the second session of third year in order to prepare students for surgical practice in their final year of the program.

The students should have skills in all of the following areas:

- Skills in nail reduction and debridement of hyperkeratotic tissue should be at/or approaching entry level.
- Skills in general diagnosis and assessment should be at/or approaching entry level.
- Surgical skills (commensurate with entry-level practice) should be at/or approaching entry level.
- Biomechanical skills should be at/or approaching entry level.
- Communication skills/client interaction skills should be at graduate-entry level.



The students have limited knowledge of the practical management of wounds, however, they do have theoretical knowledge of the principles of wound care.

Administration, Policies and Standards for Workplace Learning

To assist **supervisors** in providing a quality workplace learning experience, we have developed the following criteria to assist in planning.

Absences from Workplace Learning

Late for Workplace Learning:

Students must ring the clinic and speak with staff or leave a message on the phone.

- If the student is less than 10 minutes late, a warning should be given.
- If the student is late a second time, supervisors are advised to record an unsatisfactory mark and document why.
- If the student is more than 30 minutes late and has not appropriately notified the workplace learning site within 30 minutes of clinic starting, supervisors are advised to enter an unsatisfactory grade. Students must provide an adequate reason for their absence. Workplace Learning Supervisor absence

Workplace Learning Supervisor Absence

In the event of the workplace learning supervisor (Practice Educator) becoming ill, alternative arrangements should be made, if possible, with another podiatrist or team member to supervise the student for a short period. If the illness is prolonged, the workplace learning subject coordinator must be contacted to discuss the options for the workplace learning.

Absences at short notice (student is unwell)

Students are asked if at all possible to attend clinic at the normal time, even if unwell. The workplace learning supervisor may then choose to send the student home sick (approved absence) and the student does not need to provide medical evidence.

If the student is not able to attend clinic, he or she must contact both the WPL Coordinator and the WPL site within 30 minutes of the clinical session starting. Students need to leave a message (with contact details) if they cannot speak to a person. They will need to submit a medical certificate to the WPL site and WPL Officer within two working days. Failure to submit a certificate will lead to an unsatisfactory grade.

Students will be required to make up the missed days at a time agreed by both the supervisor and student. If a student misses more than five days of placement they will be required to undertake another WPL experience which may be scheduled during non-teaching time.

Short (1-2 hours) absences known in advance

Students must request written permission to be absent from the WPL site. At least 24 hours' notice is required and students must supply evidence of the event. It is at the discretion of the supervisor whether to approve the absence. Students may appeal to the WPL Coordinator. Students may be required to make up the time in an additional workplace learning experience.

Approved leave will not usually be granted for work commitments, holidays, social events or sporting events (unless competing at a recognised state or a national event).

Unauthorised absences from workplace learning

This will result in immediate suspension from placement and is grounds for failure in the subject. Supervisors are advised to contact the WPL Coordinator as soon as possible and are asked to document the unapproved absence. The matter will be discussed with the WPL Coordinator. This is considered to be serious misconduct and may lead to a student being deemed professionally unsuitable to continue in their course.

Occupational Health and Safety

Incident Reporting



Reporting of all incidents, accidents and near misses is mandatory.

Sharps Policy

Charles Sturt students may only remove scalpels using the QlickSmart System. If this system is not available in the clinical setting, students are not permitted to remove blades. If a student has been certified as a 'user'

(having been supervised three times and completed paperwork) he/she may only remove blades using the QlickSmart System.

Uniforms

The uniform and personal presentation requirements have been developed to uphold a professional image and meet infection control requirements. Strict adherence to the uniform standards is a requirement of WPL attendance.

If a supervisor deems that a student's uniform or personal presentation does not meet the required standard, the student may be asked to leave the clinic to rectify their appearance. In this situation, students are expected to return to clinic as soon as possible.

Students are expected to be well-presented at all times. Uniform items that are faded, damaged or worn must be replaced. Students who are required to wear specific attire for religious reasons are advised to contact the WPL Coordinator for advice, in advance of the clinical placement.



To purchase replacement uniform items visit [Charlies Store](#).

	<p>Shirt</p> <p>Royal blue/white polo short sleeve shirt with the Charles Sturt logo on the left hand side and School of Allied Health, Exercise and Sport Sciences on the right hand side.</p> <p>Uniform should be cleaned and pressed prior to each clinical session. If the shirt is worn untucked it must be long enough to cover the top of the trousers at all times. Uniform items that do not comply may not be worn.</p> <p><i>Note that we are transitioning to a polo shirt but this will not be compulsory for our 2026 4th year students unless they choose to purchase a new shirt.</i></p>
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Wearing of a tie is **not** permitted on placement.

	<p>Trousers</p> <ul style="list-style-type: none">Trousers should be black dress wasted pants, tailored in style. They should be made of a closely woven fabric that doesn't attract lint.
	<p>Shoes</p> <ul style="list-style-type: none">Should be non-slip, non-marking soled black shoes in a style that reflects professional podiatry standards. Shoes must fit the foot for occupational health and safety reasons. Ideally they will be closed with laces and should be clean and polished. Boat shoes are not acceptable. Shoes are required to have a closed in heel counter.
	<p>Hosiery</p> <ul style="list-style-type: none">Should not contain logos/emblems that may be offensive. Socks should be black in colour. Hosiery may be black or tan.
	<p>Vests</p>

	<ul style="list-style-type: none"> • Semi-waterproof outer with Polarpile lining black uniform zip front vests with embroidered Charles Sturt Podiatry logo may be worn in clinic.
	<p>Underwear</p> <ul style="list-style-type: none"> • Suitable undergarments must be worn during clinical sessions. Wearing no underwear, thong/G-string or see-through underwear is inappropriate. • Underwear should not be visible at any time. Underwear should not contain logos/emblems that are visible through clothing and should be of a light colour.
	<p>Hair</p> <ul style="list-style-type: none"> • Should be off the face and long hair must be tied back. Style/colour should reflect professional standards. • Facial hair should be either full beard or clean shaven. Beard covers may be required.
	<p>Jewellery</p> <ul style="list-style-type: none"> • Must be kept to a minimum. Visible piercing should be small studs. Hand rings of religious significance/wedding rings are the only jewellery permitted on hands/wrists. They should be flat. • Bracelets should not be worn. A wrist-watch may be worn. • If jewellery is worn around the neck it needs to be short and discreet. • Nail polish must not be worn.
	<p>Scent</p> <ul style="list-style-type: none"> • Aftershave or perfume should not be worn. Deodorant should be of a low scent.
	<p>Personal Hygiene</p> <ul style="list-style-type: none"> • It is an expectation that students maintain appropriate personal hygiene at all times. Body odour should not be obvious.

Workplace Learning Structure and Operation

Students should:

- Be provided with an orientation to the facility and staff.
- Be provided with relevant details of the facility's Occupational Health and Safety policy and instructed in emergency procedures.
- Be included in relevant departmental/clinical activities such as in-services training, case conferences and ward rounds.
- Be provided with access to facilities such as library and computer resources where available.
- Attend placement for a minimum of 24 hours per week (three full-time days per week).

Supervisors should:

- Establish ground rules about how they expect students to behave, what times they should attend clinic, and arrangements for meal breaks.

- Be responsible for each student's caseload, commensurate with the availability of clients and student capability.

The actual experiences that a student may have on each placement are dependent on the circumstances at that site. As a priority, students should be provided with the opportunity to demonstrate skills to meet the assessment criteria.

Supervisor Experience

- It is expected that a primary supervisor will have a minimum of two years' post-registration WPL experience.
- If a supervisor has accumulated less than two years' post-registration experience, they must be supported by a senior supervisor with relevant WPL experience.
- The supervisor will discuss their expectations of professional behaviour, patient contact, communication and self-directed learning at the beginning of the placement.
- In locations where there is more than one supervisor, students must be provided with clear and comprehensive instructions on appropriate lines of communication.

Professional Code of Conduct

Students are required to maintain a professional code of conduct whilst on placement.

This includes but is not limited to:

- maintaining professional boundaries with staff and patients/clients;
- maintaining staff and patient/client confidentiality at all times;
- communicating with staff and patients/clients in a professional manner;
- behaving in a professional manner at all times; and
- treating staff and patients/clients with respect.

Learning and Teaching

- Students are provided with a range of learning opportunities from those available.
- The supervisor should discuss the opportunity with the student at the beginning of the placement.
- The supervisor should allocate time for student consultation or direct instruction.
- Students are provided with direction about how to access learning resources.
- The supervisor should promote case discussion as a means of reflective learning.

Assessment

- The assessment is relevant to the level expected of students.
- The supervisor completes the assessment forms (see Appendices).

- Where there are multiple supervisors, all supervisors should have input into the completion of assessment forms.
- The supervisor must notify the student and university as soon as any concerns arise regarding the student's ability.
- The student is asked to engage in self-evaluation by completing their own version of the assessment grid prior to formal feedback sessions.
- The supervisor observes the student with a variety of cases and provides timely feedback to the student on their performance throughout the unit.
- The supervisor conducts at least one assessment of the student's performance with a new patient (assessment, treatment, and discussion of reasoning) towards the end of the placement for the purpose of assessing the student's independent performance. During this assessment the supervisor does not contribute to the intervention unless patient safety is threatened.

Assessment Forms

The Assessment Forms are to be completed **by the end of weeks three and seven**. The Assessment Criteria can be found in the Appendices of this handbook.

All assessment forms are completed online. Students will complete their self-assessment of their skills and submit this to you online. An email link will automatically generate to your nominated email, enabling you to complete the online assessment. Once this is submitted, the student is able to view this on Inplace.

The Assessments are based on the Podiatry Board of Australia 'Professional capabilities for podiatrists' and describe the expectations of a registered practitioner. Please use these capabilities to guide your decision making as to the student's level of ability within the context of the placement site.



As part of this assessment we also ask that you document any involvement the student has had, in participating in skin and nail surgery under local anaesthetic (working with supervision).



If supervisors believe that students are not performing to the expected level, they should contact the university as soon as possible, rather than waiting for the formalised assessment schedule.

Feedback sessions are intended to be a positive experience for the student and provide a formal opportunity for reflective learning. You may also wish to have informal meetings with students.

Mid-Point (Week 3) Assessment Meeting

Prior to the meeting the student should individually complete the student self-assessment section of the assessment form online, and this will then be sent to you via your email.

At the meeting the supervisor and student discuss and compare their responses. The areas and strategies for improvement and consolidation should be negotiated and documented on the 'Mid-point assessment form' to meet the end point objectives. It should then be evident that the student will likely achieve a satisfactory result or is 'at risk of failure' at the end of placement. (Please see Unsatisfactory Performance below for more information).

NOTE: A student is **not expected** to be 'meeting expectation' for all sections at the mid-point assessment and a formal meeting will involve the development of strategies to assist the student to meet expectations prior to the End-point assessment

End-Point (Week 7) Assessment Meeting

Prior to the meeting the student should individually complete the student self-assessment section of the assessment form, and this will then be sent to you via your email.

At the meeting the supervisor and student discuss and compare their responses. The supervisor provides students with formal feedback on progress made throughout the placement. The clinical educator will determine one of the following outcomes:

- If a student has received a score of '1' for **all** criteria they have met placement objectives at graduate-entry level
- If a student has received a score of '0' for **any of the criteria**, meaning skills are still emerging, they have not achieved all of the placement objectives, and the student will be required to repeat the placement block at another site.



There is no longer a requirement of placement sites to email any assessment forms. All forms will be submitted online, via a unique email link generated.

Mid Point (Week 3) Assessment Form

Completion of the **Mid Point (Week 3) assessment** needs to commence no later than the beginning of Week 3 and should be submitted to the university **no later than the end of Week 4**.

End Point (Week 7) Assessment

Completion of the **End Point (Week 7)** form needs to commence no later than the end of Week 7 and should be submitted to the university **no later than one week after the placement is completed**.

Unsatisfactory Performance

A student who is identified early in their placement as being likely to be deemed 'not meeting expectation at a 4th year level' needs to be advised of this by the midpoint (Week 4) of the placement so that they have the opportunity to improve. Supervisors should discuss relevant issues and concerns with the student, and also contact the university.

- If a student is identified as being 'at risk of failing' a supported learning plan will be documented in a 'supported learning' form and should include specified tasks and objectives to help facilitate the student's skill acquisition and clinical learning. Refer to *Appendix 6* the 'supported learning' form which should be completed and sent to the WPL or WPL Coordinator.

The Podiatry Staff at Charles Sturt would like to thank you for your valuable contribution to this assessment procedure.

Online Logbooks

For 2026, we have initiated the use of online logbooks, so students can track their attendance, work experience and overall learning. Students will use Inplace logbook system to track their attendance daily, noting their learning experiences and providing an overall reflection of their learning. Students are required to complete a total of 21 days of placement and any missed attendances can be logged by the student using this system.

At the completion of their placement, supervisors will receive an online link to verify the truthfulness of the logbook with reference to attendance and overall learning journey. There is an opportunity to add in specified

feedback however, this is not compulsory to do so. An email link will be generated to your nominated email once the student has successfully submitted a logbook entry. At the conclusion of the placement the Workplace learning academic will complete a total sign off of the log book to ensure accurate tracking and to follow up any missed days of attendance.

This is a new tool used by both students and supervisors. Any issues relating to logbooks, please get in contact with the Workplace Learning Admin Team FOSH-WPL@csu.edu.au

Appendices

Appendix 1: 2026 Bachelor of Podiatric Medicine Course Structure

Honours Subjects in Italics

Pre-requisites in square brackets []

First Year	Second Year	Third Year	Fourth Year
Session 1	Session 1	Session 1	Session 1
POD109 Introduction to Podiatric Medicine	HIP102 Research Foundations for Health, Sport and Exercise Sciences	Pass and Honours Stream POD318 Podiatry for Chronic Disease Management	POD325 Evidence-based Practice in Podiatry Or <i>HRS434</i> <i>Science Honours Research Completion</i>
BMS161 Health and the Human Body: Cells, Immunity & Musculoskeletal System	BMS263 Pharmacology for Allied Health Professionals	Elective Subject or <i>HRS410</i> <i>Science Honours Research Foundations</i>	POD415 Evidence Based Practice in Podiatry Or POD420 Clinical Podiatric Residency
BMS171 Introductory Functional Human Anatomy	POD204 Podiatry and Community Health Practice	POD310 Advanced Clinical Podiatric Practice	Pass and Honours Stream POD328 Advanced Pharmacology and Prescribing
HIP101 Introduction to Australian Society and Health	POD242 Podiatric Biomechanics	POD319 Neurology and Pain	
Session 2	Session 2	Session 2	Session 2
POD112 Introduction to Podiatric Clinical Practice [POD109]	POD213 Consolidating Podiatric Clinical Practice	POD310 Advanced Clinical Podiatric Practice (completed) [POD213 AND (BMS244 or POD246)] <i>HRS427</i> <i>Science Honours Research (Commencement)</i>	<i>HRS451</i> <i>Science Honours Research Dissertation</i> [HRS411, HRS422 and HRS434]
BMS182 Human Anatomy and Physiology 2	POD246 Podiatric Paediatrics and Orthomechanics	Pass and Honours Stream POD320 Wound management and Vascular Pathology	Pass and Honours Stream HIP423 Transition to Allied Health Practice
BMS172 Functional Anatomy of the Vertebral Column, Pelvic Girdle and Lower Limb	Restricted Elective Subject	POD321 Physical Performance across the Lifespan	HLT417 Indigenous Perspectives on Health and Wellbeing
IKC100 Indigenous Health	BMS255 Neuroscience for Health Practice	POD317 Local Anaesthesia and Surgery [POD213, BMS263, BMS255]	POD421 Podiatry Capstone Placement Or POD422 Podiatry Capstone Placement

Appendix 2: Community Health & High Risk Placement Assessment (Mid & End Point)

Mid-Point (Week 3) Placement Assessment



The Mid Point Assessment should be completed in consultation with the student online using the generated assessment link via email

End Point (Week 7) Placement Assessment



The End Point Assessment should be completed in consultation with the student online using the generated assessment link via email

Table 1: Scoring guide.

The following assessments are based upon the Podiatry Board of Australia 'Professional capabilities for podiatrists (2022)'. As the professional competencies describe the expectations of a registered practitioner, these capabilities will be interpreted and assessed based upon the following assumptions:

- The student is being assessed at a level where they are consolidating practice towards meeting the threshold of professional capability needed to practice as a podiatrist in Australia;
- These competency criteria should be applied relative to the placement context and any patient who is seen within the clinical environment including: a new patient; musculoskeletal patient; general footcare patient; or a complex client presentation (e.g. wound care; multiple chronic health conditions).

0	1
Not meeting expectation at a 4th year level Required significant prompting, supervision and guidance. Student skills are emerging in this area. Supervisor's note: If a student is scoring a 0 for an item, it indicates that their performance is <i>not yet adequate</i> for a podiatry student at their level. Feedback to the student on specific behaviours that require development must be provided to the student along with some strategies to assist in knowledge and skill development.	Meeting expectation at a 4th year level Completed independently or with minimal prompting, supervision and guidance. Supervisor's note: A score of 1 reflects the student is completing the task <i>in line with expectations</i> for a podiatry student at their level.

Assessment Criteria

The student:

1. Works with the patient and other members of the healthcare team to co-develop appropriate, evidence-based management plans;
2. Provides information about implementation of a proposed management plan in a way the patient and other members of the healthcare team can understand and action;
3. Management plans are evaluated and revised in time frames that are appropriate for the condition(s) being managed;
4. Uses a range of strategies to effectively communicate and record information relating to a patient's health status and podiatric management, including the processes of obtaining informed consent;
5. Understands, acknowledges, and respects the skills, roles and responsibilities of members of the patient's healthcare team, and works effectively and collaboratively in the interests of shared patient care.
6. Demonstrates culturally appropriate, safe, empathetic and sensitive practice that facilitates trust and the building of respectful relationships, including with Aboriginal and Torres Strait Islander Peoples and those from culturally and linguistically diverse backgrounds;
7. Practices in an ethical and professional manner, consistent with relevant legislative and regulatory requirements, including identifying and responding to examples of unsafe or unprofessional practice;
8. Demonstrates skills in reflection, can identify personal strengths and limitations, and seeks input from supervisors to confirm their own learning needs;
9. Demonstrate safe and effective use of pharmaceutical products within own scope of practice;
10. Complies with infection prevention, control, and sterilisation requirements to provide a safe clinical environment.

Appendix 3: Supervisor Survey



The Podiatry team at Charles Sturt continually strive to improve the Workplace Learning (Clinical Placement) experience for our students and their supervisors.

Upon completion of the student placement, you will receive an online link to complete a survey relating to the overall placement experience. We ask kindly, that you take the time to complete these to assist in quality assurance of our student and supervisor experiences.

Appendix 4: Student Survey



In order to ascertain whether our Podiatry Students are getting the best possible workplace learning experience, we would appreciate some feedback regarding your placement.

Please note that the survey is confidential and will only be read by the workplace learning podiatry academic team unless you give us permission to pass your comments on, so please do not hold back on your responses.

Upon completion of the student placement, you will receive an online link to complete a survey relating to the overall placement experience. We ask kindly, that you take the time to complete these to assist in quality assurance of our student and supervisor experiences.

Appendix 5: Supported Learning Form

Faculty of Science - School of Allied Health, Exercise and Sports Science

At risk of not meeting competencies for practice form

Student Name		
Supervisor(s) Name:	Phone:	Email:
	Phone:	Email:
Placement Site Name:		
Placement Site Address		

Please provide a brief summary of your concerns regarding the student's performance:

Proposed strategies to address concerns:

Time lines for review of students performance towards addressing the concerns listed above:

The university will need to be involved in this process; please indicate how we can best contact you:

Has the student been advised that they are at risk of failing workplace learning? Yes No

Has the student been given a copy of the completed supported learning form? Yes No

Signed by:

Supervisor _____ **Date** _____

Student _____ **Date** _____

Note: *The student's signature indicates that they have read this report; it does not imply agreement with the above comments.*



Please complete and email this form to FOSH-WPL@csu.edu.au