



Bachelor of Exercise Science and Sport Science
(53J)

Professional Experience in Exercise & Sport Science

Supervisors Guide

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Table of Contents

1. Guide for Supervisors and Section Staff Members	5
1.1 Introduction.....	5
1.2 Purpose of these Guidelines	5
2. Unit Requirements for Students	6
2.1 Requirements of ESSA.....	6
2.2 Examples of Practicum Activities.....	7
2.3 Requirements of University of Tasmania.....	8
2.4 Logbook, Record of Engagement Forms, and Reflection Diary.....	9
2.5 Site Project	10
2.6 Assessments of Student Competencies	10
3. The roles of the academic unit	11
3.1 Contact Schedule	11
3.2 Responsibilities of the Exercise Science PEP unit staff.....	12
4. The Role of a Supervisor.....	13
4.1 Effective Supervision	13
4.2 What you can expect as a Supervisor	13
4.3 Benefits of Supervising Exercise Science Students	15
5. Support with supervising students	16
5.1 Support from the UTAS PEP Unit.....	16
5.2 Supervision Styles.....	17
5.3 Resources for teaching and learning.....	17
5.4 Student and Supervisor Fears and Expectations	17
6. Safety and Risk Management	18
6.1 Risk Management.....	18
6.2 Accidents while on PEP.....	19
6.3 Identifying academically “at risk” students	19
6.4 Dispute resolution and handling grievances	20
6.5 Student absence from practicum	20
6.6 Duty of Care	20
7. What to do during quiet times	21

8. What you may expect of the Students	21
9. Supervisor Checklist.....	24
10. Appendices	25
Appendix 1 - UTAS Insurance cover for students on PEP.....	26
Appendix 2 - Exercise & Sports Science Australia (ESSA) Useful Links.....	27
Appendix 3 – Link to UTAS College of Health and Medicine Student Behaviour Policies	28
Appendix 4 - Link to UTAS Competency Assessment forms.....	29
Appendix 5 - Example ESSA “Record of Engagement” forms.....	30

1. Guide for Supervisors and Section Staff Members

1.1 Introduction

We *sincerely* thank you for making this learning opportunity available to our students and for assisting in the Exercise and Sport Science Professional Experience Placement (PEP) program at the University of Tasmania (UTAS). UTAS greatly values your enthusiasm and hard work in engaging with our students and staff, which ensures our students' learning is authentic, and relevant to workplace needs. We acknowledge the enormous generosity of time and experience you contribute toward our students' education, and the future of the Exercise Science profession.

A student's practicum experiences shapes their development and growth as a health professional and they benefit immensely through being able to contribute to the activities of an organisation. UTAS aims to build sustainable relationships that are based on reciprocity and mutual benefit for our external partners, our students and our staff.

1.2 Purpose of these Guidelines

The information provided here is designed to assist you in understanding what students need around "supervision" and in completing the competency assessments.

The following important documents have been included as appendices or links:

1. UTAS Professional Indemnity Insurance cover for students on placement
2. Exercise & Sports Science Australia (ESSA) useful links
3. Example ESSA "Record of Engagement" forms
4. Link to the UTAS Faculty of Health Science Codes of Conduct
5. Link to UTAS Competency Assessment forms used for evaluating and providing constructive feedback on student skills and behaviours

These documents have been included to provide background information regarding the UTAS Exercise and Sport Science practicum program.

Links to other University forms and further information can be found on the UTAS [Professional Experience Placements](#) website under Support for Supervisors > Exercise Science.

2. Unit Requirements for Students

2.1 Requirements of ESSA

Exercise and Sports Science Australia (ESSA) administers the National membership and accreditation programs for Exercise Scientists and Exercise Physiologists (respectively). The components of the *Practicum in Exercise Science* unit are structured to adhere to ESSA requirements for evidence of “healthy clientele” practicum hours. For membership and accreditation by ESSA, ES students must complete a minimum of 140 hours of industry-based practice in an approved setting across various competency target areas **in accordance with the current ESSA exercise science standards** (see Appendix 2).

Applicants for ES accreditation must provide evidence of:

- **A minimum of 140 hours of practicum** within the scope of an Exercise Scientist (A detailed description of appropriate activities can be found in the **ESSA PRACTICUM GUIDE, Appendix 2**). These hours must encompass:
- **At least 80 hours** demonstrating the attainment of competency in exercise assessment, prescription and delivery. Exercise prescription hours must be with clients who are seen for the purpose of undertaking an exercise intervention to improve their health, fitness, well-being, or performance, and not participating in an exercise intervention for the treatment and/or management of a clinical condition or injury. However, the services can be focused on the prevention of chronic conditions if the programs being delivered were developed by an Accredited Exercise Physiologist or Physiotherapist.

And

- **At least 60 hours** in any area that reflects the Exercise Science Standards.
- **Please be aware that students may be completing placement at 1 or more sites to ensure they attain the required types of hours. We do not expect 1 placement site alone to always be able to cater for the required types/number of hours.**
- Students will log evidence of suitable practicum activities and hours for each category
- Students will complete one ESSA “Record of Student Engagement” form for **each** placement site they attend. Students must complete the first section and you, the **supervisor must complete and sign the second section**. Record of Engagement forms must be completed **within 1 month** of students completing placement hours at each site. This document is approved and co-signed by the Unit Coordinator.

2.2 Examples of Practicum Activities

The following are examples of activities that can be undertaken as part of the **80 hours** to demonstrate competency in exercise assessment, prescription and delivery:

- Conduct client assessments
- Exercise prescription
- Conducting warm ups / cool downs
- Delivery of exercise program for clients with a clinical pathology (program MUST be prescribed by an AEP or Physiotherapist)
- Biomechanical assessment/analysis for the purpose of exercise prescription
- Monitor client exercise session
- Strength and conditioning for a team or individual
- Physiological assessment of athlete
- Body composition for individual or team
- Exercise testing
- Fitness appraisals
- Performance testing
- Recruitment fitness testing
- Fitness testing or training for emergency services
- Workplace/corporate health and fitness programs
- Conducting lifestyle management programs

The following are examples of activities that can be used to demonstrate competency toward the remaining **60 hours (known as “Other” hours)** of the practicum to meet Exercise Science Standards:

- Coaching (from grass roots to elite level for both individuals or teams)
- Sports first aid
- Sports trainer
- Match/performance analysis (including GPS tracking or match filming for player review)
- Education/ health promotion
- Sports drug testing

- Anti-doping activities for sport
- Skill development camps (for teams or athletes)
- Laboratory assistant
- Data collection / analysis
- Calibration of equipment
- Haematology / biochemistry
- Urine / sweat analysis
- Occupational injury risk assessment / management
- Blood tests
- Anthropometry

The following examples are activities that are **not suitable** to be claimed as hours for exercise science practicum:

- Physiotherapy (unless exercise prescription and delivery services)
- Chiropractic treatment
- Psychological treatment (for clinical conditions)
- Exercise assessment or prescription for clinical clients (delivery of exercise under allied health supervision is acceptable)
- Massage
- Dry needling
- Research unrelated to the health, exercise & sports science fields
- Dietary intervention
- Child supervision
- Cleaning / maintaining of gym equipment

2.3 Requirements of University of Tasmania

As part of this Practicum unit students must complete and pass the following elements:

1. Completion of a **minimum of 140 hours** of practical experience working within the Scope of Practice of an AES at 2 or more placement sites including 1 internal placement site
2. Completion of daily **Logbook** with details of time and activities undertaken

3. Completion of a weekly **Reflection diary** that records their critical reflection of the learning experiences while on placement
4. Completion of an **ESSA Record of Engagement form** for each placement site
5. Two **Site Projects** that are linked with activities completed at UTAS, and at their primary external placement site
6. Completion of **Interim and Final Competency Assessments** by the primary work site Supervisor

2.4 Logbook, Record of Engagement Forms, and Reflection Diary

The students are required to keep a log of their practicum activities in their *logbook*. Students are supplied with a template which they must use to complete their logbook entries. Students are also required to write a reflection of their experiences at the end of each week in a *reflection diary*. This allows for an opportunity to reflect and learn from their daily experiences – both the positive and the negative aspects. We ask students to consider ways by which they could improve their performance or how they may approach the same situation differently next time. Additionally, we encourage students to ask supervisors for a daily “*debriefing*” session to seek your feedback on their performance, brainstorm new ideas, and discuss their reflections with their Supervisor as appropriate, thus allowing the Supervisor a better understanding of the student’s learning gaps and strengths, and ensuring that the practicum experience assists the student’s development both professionally and personally.

Record of Engagement Form Sign Offs - NOTE: Towards the end of the placement time, your Student/s will ask you to fill in and sign off their ESSA Record of Engagement Form to confirm the accuracy of their placement hours and experiences and a provide a summary of their competencies. Students are required to have their Record of Engagement Forms signed by within **1 month** of finishing hours with you. You are within your rights to refuse to sign a Record of Engagement form older than 2 months (whether you can remember the events and hours worked or not). For accreditation purposes, ESSA requires that students and Supervisors provide **original** hand-written signatures for Record of Engagement forms.

2.5 Site Project

Students are required to complete a **site project** while on placement with you. Students are advised to liaise with their supervisors within the first week of placement to come up with a project that is advantageous to them and your workplace.

An ideal project is one that helps the day-to-day operations of your workplace and provides the student with a tangible document for their employment portfolio.

Examples of appropriate projects include

- Designing educational brochures, handouts, posters, or a short (eg 10-15min), oral in-service presentation on exercise for certain conditions (eg. pregnancy, T1DM, T2DM, hypertension, childhood obesity etc, or on pre-hab/re-hab for common musculoskeletal injuries),
- Designing and entering data into information databases,
- Designing, conducting, and reporting on a small research project of interest to the site,
- Working with a single client throughout their assessment and treatment and establishing a case report for this client (including de-identified case history, goals, needs, the assessment plan, baseline outcomes, treatment plan, regressions/progressions applied over the weeks you worked with them, a final review with outcomes etc)
- Designing and/or initiating a local community health promotion activity such as a walking group classes that benefit the site's clientele, Designing, undertaking, and preparing fitness test results reports for athletes or coaches,
- Working with, and providing a case report (paper and/or oral presentation) on specific athletes in relation to their training goals, exercise assessment, prescription, regressions, and progressions.

2.6 Assessments of Student Competencies

There are two formal assessments undertaken by Supervisors during a student's placement time. The *Interim* and *Final Competency Assessments* act as indicators of the abilities expected of the student while at your work site. Each form has identical assessment criteria, with the first (the *Interim Competency Assessment*) undertaken at ~40 hours of placement. The second assessment, the *Final Competency Assessment* is

undertaken in the final week of the student's time on placement. Students must achieve a minimum "PASS" rating in all relevant criteria in the *Final Competency Assessment* to pass the unit. The responsibility for passing the *Final Competency Assessment* (and thus the unit) is on the **student**, who must work toward achieving minimum safe standards (a "PASS") in all possible criteria listed on the assessment forms.

We ask you, the Supervisor, to assist in this by early identification of any skill or behaviour gaps or deficiencies in certain competencies (often picked up in the *Interim Assessment*) and to guide the students' progress with specific feedback and strategies designed to improve their performance. Specific information on how to complete the assessments is provided in the following documents: the "Competency Assessment Guide A: How to Grade", and "B: Competency Criteria Descriptions". Downloadable versions of these forms are available on the UTAS PEP Website:

https://www.utas.edu.au/_data/assets/pdf_file/0018/1210257/Supervisor-Grading-Guide-Exercise-and-Sport-Science.pdf

3. The roles of the academic unit

3.1 Contact Schedule

- Prior to a placement commencing, all members of the PEP Admin Team and Unit Coordinator will meet with the students to discuss placement options, determine suitable placement sites, supervisors, and activities, and suitable practicum block dates.
- Prior to a placement, the PEP Admin Team will contact the Placement Supervisor (phone, Zoom, email, phone, or face to face site visit as preferred) to: (a) provide placement-related documentation and (b) to ensure that the Supervisor has received details regarding a student's contact details, knowledge, current skills, relevant experience and qualifications, and academic commitments.
- **Early during the placement period, Supervisors and students can expect at least one contact** (phone or email as preferred) from the PEP Fieldwork Coordinator / and or Unit Coordinator to ensure the documentation is meeting their needs and there are no issues that need resolving regarding the student or the placement documentation.

More frequent contact will be negotiated if the student requires further support to meet minimum safe standards.

- Supervisors and students can **expect a minimum of one site visit per placement** from the Fieldwork Coordinator (with a minimum of one site-visit every year for very remote placements, as practicable) to discuss support and other issues relevant to placements. These visits may be conducted face to face or via Zoom/Skype.
- For supervisors that require “Co-supervision” under ESSA’s guidelines (eg. a Cert IV personal trainer, Level 3 or higher sporting coach, Physiotherapist), a UTAS PEP Fieldwork Coordinator will arrange one face to face visit with an AES staff member, or a phone/Zoom meeting to provide oversight supervision, and discuss activities and student competencies.

3.2 Responsibilities of the Exercise Science PEP unit staff

- Liaising with placement sites to secure suitable placement opportunities and administering placement
- Educating students as to their professional role and requirements while on placement, and their legal obligations under the UTAS and ESSA codes of conduct
- Ensuring that students have completed the University’s pre-placement safe-to-practice procedures
- Providing placement Supervisors with education opportunities and support on the education and supervision of Exercise and Sport Science students.
- Providing placement Supervisors the documentation that outlines the expectations for both the placement Supervisor and the student, and also the documentation for assessment
- Assessing needs, and providing materials to Supervisors in order to support ES students on placement
- Problem solving placement situations
- Assessing student’s activities, hours, logbooks, record of engagement forms, reflection diaries and competency assessments.
- Ensuring students know their professional responsibilities and options under the ESSA ES Scope of Practice, Codes of Conduct and Professional Practice, career pathways and ESSA accreditation procedures

4. The Role of a Supervisor

Placement Supervisors play an essential role in the development of pre-service Exercise and Sport Science professionals (students). Effective supervision aims to build respectful and inclusive environments which involve the student as an equal partner. The information presented below is intended to help promote a placement experience that is of benefit to the placement Supervisor, the placement site and the student.

4.1 Effective Supervision

An effective Supervisor typically assists Exercise and Sport Science students' progress by:

- Providing a workplace orientation (as if for a new staff member)
- making them feel welcome
- ensuring students understand what is expected of them
- creating time to discuss the student's expectations, concerns, planning, and progress
- respecting that the student brings their own knowledge base, skills and preferred learning and service delivery styles
- providing ongoing and timely corrective feedback on observed performance which is in line with the criteria listed on the *Competency Assessment* evaluation forms
- balancing corrective feedback with specifically-directed praise to support the student's confidence (recognising that students may be balancing multiple stressful responsibilities throughout the placement)
- involving the student as appropriate, in workplace decision making and problem-solving activities
- assisting the student to monitor their progress towards their expected competencies
- encouraging students to be self-reflective, know their limitations, and seek help and confirmation of ideas as needed

4.2 What you can expect as a Supervisor

- Being firstly observed and progressively assisted by the student in most or all aspects of your work
- Providing opportunities for varied and meaningful working experiences
- Demonstrating and guiding practice in technical skills based on current evidence and industry knowledge

- Providing learning experiences by asking questions about the students clinical reasoning and justifications for their decision making during (or after) workplace activities
- Giving guidance to assist students in adapting to the demands of your working environment
- Encouraging discussion and debriefing of events at end of session, or end of day, to assist student in reflective learning and encourage self-care after stressful or difficult situations
- Advising on workload management and organisation of multiple workplace demands
- Evaluating a student's performance using the *Competency Assessment* forms provided, and discussing any problems and their progress with them
- Consulting with the Fieldwork or Unit Coordinator about the student's progress

The Supervisor has “duty of care” (is ultimately responsible) for the student during their practicum work, therefore, we ask the Supervisor to:

- Ensure that the student undergoes an induction specific to your workplace and is familiar with the organisation's workplace health and safety policies and procedures, including making available copies of relevant worksite rules, regulations, policies, procedures and by-laws of the placement site relevant to the student's placement.
- Ensure that the student is always supervised by an appropriately qualified staff member
- Monitor client and student safety during all activities according to your organisational procedures for the activity's implementation
- Provide access to appropriate dining room/cafeteria facilities (where available) to students during placements.
- Provide access to suitable and adequate facilities and equipment necessary for the student to perform their placement tasks.
- Ask for your clients consent, as appropriate, if they are happy to have a student working with them

4.3 Benefits of Supervising Exercise Science Students

Supervisors often gain substantially from the experience of hosting a student. Working with ES students gives you the opportunity to reflect on your own knowledge and skills and helps you and your staff to grow professionally as you develop your supervisory and professional mentoring skills.

The Supervisory experience is also a way for you to connect to the professional community. Collaborating with UTAS staff and students can increase your professional networks and can bring new thoughts and energy into your worksite.

While on practicum, students provide extra staffing with benefits to clientele from extra face to face support, supervision and coaching. For ESSA accredited professionals, participation in face to face student supervision is also eligible as Professional Development points under Category 2: Self Education / Professional Contributions of ESSA's AES CPD scheme. You will require a letter of proof from the Unit Coordinator to confirm your Clinical Supervision hours. Please email the Unit Coordinator to obtain a proof of supervision letter if this is of interest to you.

Students also develop a product or provide a service for your worksite as part of their placement assessment (the Site Project). By responding to your needs, UTAS aims to provide teaching, learning and research that contribute to the economic, social, cultural and sustainable development of your workplace, and our profession.

Your participation in, and feedback regarding the UTAS placement program ensures that we keep the Exercise and Sport Science course agile, contemporary, appropriate to best practice, and community and industry needs, which enhances the students' readiness for employment. Your feedback on the placement experience will, in turn, help us to design relevant teaching content, and authentic, real-world assessment tasks.

With all of this, the student gains essential real-life work experience where they can expand their skills, networks, and build the confidence to grow as an exercise professional. By welcoming the opportunity to offer placement to UTAS students you directly influence the next generation of Exercise Scientists.

You will be invited to attend student placement and research presentation events and will be invited to social networking events for Exercise and Sport Science students, local Exercise and Sport Science Professionals and other exercise and health professionals which are run jointly by UTAS and ESSA Tasmania Chapter. This is a forum for you to mix informally with students, the PEP unit staff, and other placement Supervisors, to build your professional networks and share your experiences.

In your role as an ongoing placement Supervisor for Exercise Science students, you are invited to [nominate for an honorary \(voluntary\) position with UTAS as a “Clinical Lecturer”](#). If approved, this honorary title lasts for three years is designed to support an active working relationship with specialist clinicians external to UTAS, who support the university or students in a significant capacity. The benefits include use of the title “Clinical Lecturer, University of Tasmania” access to the UTAS library, email and internet, and office space if required. Clinical Lecturers are also entitled to apply for the “Vice-Chancellor's Award for Outstanding Contributions by Adjunct and Clinical Title Holders” which is an annual grant of \$5,000 given for sustained, outstanding contributions made by individuals holding a clinical title. If nomination for a clinical title interests you, please email the Unit Coordinator.

5. Support with supervising students

5.1 Support from the UTAS PEP Unit

Placement Supervisors are trained as practitioners in their field of expertise. However formal training in teaching or mentoring may not have been part of everyone’s training. We understand that having to supervise a student in your work environment adds complexity to your daily work. It is very important to us that you feel we are always accessible and supportive. Our Fieldwork coordinators are on hand to provide face to face or virtual (phone or zoom) educational support and discussions, practicum-related materials, and problem-solving support. For matters relating to ES competencies, skills, and assessments, please do not hesitate to contact the Unit Coordinator with any concerns or questions on the student’s progress, however small.

5.2 Supervision Styles

Finding the right style of supervision can be a daunting task, particularly if you are new to supervision and mentoring. It can also be an exciting process of self-discovery and reflection of your own skills and capacities. There are several supervisory styles that have been described and information on these is provided in the following links. Each student, client and workplace situation may result in supervision styles that need to be varied to be more effective. We encourage you to meet with the student regularly to give constructive feedback on their strengths and limitations, areas of focus, and to discuss their progress according to the Competency Assessment criteria.

5.3 Resources for teaching and learning

The following links have educational information for Supervisors regarding effective workplace supervision, communication, supervisory and learning styles, how to give effective feedback, and how to create positive learning environments:

- **Online training resources on hosting health students:** <http://supportingstudents.org.au/>
- **Learning Styles and Cultural Competency:**
<http://www.utas.edu.au/health/professional-experience-placement/supervisors/online-learning-modules/jack-and-the-beanstalk/learning-styles>

For specific advice or any questions on supervising or teaching, please contact the Unit Coordinator.

5.4 Student and Supervisor Fears and Expectations

When embarking on a new supervisor/student relationship both the supervisors and students may have fears and expectations. Respect and empathy on both sides are crucial to a productive teaching and learning environment while on placement.

Common Supervisor Fears

- That students have all the latest knowledge and the Supervisor themselves are expected to know everything
- They may have forgotten a lot of the information they learned at university
- They must always be available to the students
- The time demands of having a student will be unmanageable

Common Supervisor Hopes or Expectations

- They will be respected for their experience and knowledge

- Students will be enthusiastic and proactive
- Students will be honest about their abilities and be to accept constructive criticism
- Students will implement Supervisor recommendations to improve performance.

Common Student Fears

- They will be asked to do too much
- The Supervisor will expect them to be perfect
- They are expected to recall all of the information which they have learned so far
- They will be a burden
- They will hurt a client

Common Student Hopes or Expectations

- They will be challenged and learn
- They will be allowed to make mistakes
- They will be treated with respect and acknowledged for their current knowledge and experience level
- That the Supervisor will empathise with their nervousness and excitement
- They will have an active role in the workplace setting

6. Safety and Risk Management

6.1 Risk Management

The University manages risk during PEP placements through the identification of roles and allocation of responsibilities for PEP Unit staff, students and Supervisors. All students enrolling in Faculty of Health programs which include a PEP component, laboratory and/or field activity are required to establish and maintain their capacity to practice safely via [Safety in Practice Requirements](#) compliance documentation. Before being allowed to begin external PEP, students must submit the Safety in Practice compliance documentation to the university and have their risk assessed.

The Faculty, in accordance with [Safety in Practice Compliance and Risk Assessment Procedure](#), then assesses student compliance with the Safety in Practice Requirements, which include:

- national criminal history and working with children/vulnerable people registration;

- medical, physical and psychological capacity to safely undertake the Faculty of Health [Mandatory Functional Requirements](#); and
- Infectious disease and immunisation status.
- Completion of a COVID-safe module
- Current first aid and CPR certification

6.2 Accidents while on Placement

If a student has an accident, injury, or reportable near-miss whilst on placement, they are required to contact the Unit or Fieldwork Coordinator as soon as possible to determine if a UTAS incident report form needs to be submitted. Please note, students are **insured** by the university to undertake PEP (see Appendix 1), and are thus **not** covered under any workers compensation insurance schemes held by the PEP site. More information can be found in the "[PEP Risk Management Procedure](#)".

6.3 Identifying academically "at risk" students

Students require a minimum rating of "PASS" on the *Final Competency Assessment* form to pass the practicum unit. A "FAIL" rating is equal to a "fail" grade in the final assessment form. If you feel that a student is struggling on a placement, for either personal or academic reasons, and is at risk of failing, please contact the Unit Coordinator early in the placement to discuss your concerns. When problems arise on placement, it is important that they are recognised **early** and discussed with the Unit Coordinator so that both you and the student can receive the required support for the situation. UTAS has procedures for implementing a "*Student Communication and Support Plan*" for students who are at risk of failing units. If required, this plan will be implemented in consultation with you, the Site Supervisor, and the student, and will detail areas of concern, how these will be addressed, and the consequences of the student not meeting the plan's requirements.

If there are early concerns regarding client or athlete safety or comfort in the presence of the student, or the performance/skills of your student, please do not wait until the first formal assessment (the *Interim Assessment* form which is to be filled in at ~40 hours of placement time).

If you have early concerns, please feel free to discuss them with us at any point along the way. It is of importance to:

- provide constructive guidance and solid strategies to the student on how they can improve.
- inform the Unit Coordinator about student performance, especially where you have any concerns about client or athlete safety, student appearance or grooming, practical skills, knowledge, or professional behaviour.

6.4 Dispute resolution and handling grievances

6.4.1 Supervisor Complaints

- If there is a dispute between Supervisor and student, we encourage the Supervisor to first use their best endeavours to resolve the dispute amicably, if this fails, or the Supervisor requires assistance, they should contact the Unit Coordinator as soon as possible.
- If a Supervisor reasonably believes that a student may require disciplinary action, the Supervisor must, as soon as practicable, notify the Unit Coordinator of the matter and the grounds of any proposed disciplinary action. The Supervisor retains the right to immediately remove any student from their workplace particularly with regard for the duty of care to their clients, staff and visitors. If a student is removed for disciplinary reasons, we ask you to inform the Unit Coordinator of such removal and the reasons for doing so by close of business the next working day.
- If the parties fail to settle the dispute within 14 days of it first arising, the dispute will be settled according to the University's [Policy](#) for complaint resolution. Please contact the Unit Coordinator if you require more information on dispute resolution.

6.4.2 Student Complaints

- According to UTAS policies, students may lodge a complaint without fear of disadvantage via the [Complaints Policy](#). While students are encouraged to attempt to resolve complaints informally with their Supervisor, there are formal procedures for handling disputes and grievances. In the first instance the student is to report the complaint to the Placement Coordinator in writing as soon as possible after the incident and express their wish to have the complaint dealt with formally.
- If a formal complaint is lodged by a student, the Placement Coordinator will provide information to the student and Supervisor on the University's procedures for complaints.

6.5 Student absence from practicum

Any day(s) of absence for compassionate or sickness reasons must be notified to the placement Supervisor or host agency at least one day before the day of absence, or before 9:00 am on the day of absence in cases of illness. Unexplained or unsupported non-attendance at practicum is a breach of professional responsibility by the student and considered a lack of professionalism, which may result in failure of the unit. Please notify the Unit Coordinator if a student has an unexplained absence from your work site.

6.6 Duty of Care

During the placement, Supervisors and students have a legal 'duty of care'. This means they each have a professional and moral obligation to look after those placed in their care. However, it must be recognised by the Supervisor, that students engaged in practicum are *in preparation* for their

working experiences and are under the care of the Supervisor. To this end, the student should always be appropriately supervised. The Supervisor is ultimately responsible for the safety of any clients or athletes the student works with and we encourage you to hold client safety as a major factor in determining student competency. The student, however, is instructed, and required to act with vigilance and caution which places the health, safety and well-being of clients, and all persons at the placement site, as their primary focus.

7. What to do during quiet times

If for whatever reason, a student is restricted for client-contact opportunities in the workplace then students should work on their agreed upon site project or undertake an additional project which relates to exercise service delivery or administration tasks relevant to your facility, for example:

- Research and report on current evidence-based practice into clinical issues/topics relevant to the work site (~ 800 to 1000 words)
- Develop a flyer and generic exercise template specific to a common condition (eg. Hamstring strain, non-specific low back pain)
- Develop a handout, flyer or PowerPoint presentation on a topic of usefulness to the work site.
- Organise with the Supervisor to attend a professional development workshop relevant to their work experience and reflect on the experience with a written report (~800 to 1000 words)
- Collect or analyse data (eg. analysis of assessments before and after exercise interventions)
- Set up or refine referral forms or reporting templates
- Learn about the practice's business management systems (i.e. record keeping, billing methods, auditing requirements, and data entry)

8. What you may expect of the Students

UTAS students are expected to display professional behaviour in line with the [University Behaviour Policy](#) and to abide by the [PEP Policy](#). Breaches of professional or ethical conduct may be grounds for withdrawal from PEP and possible failure of the unit. Please contact the Unit Coordinator if you are concerned about any inappropriate behaviour while a student is on placement with you. However, the following provides a brief outline of what skills and experience you may expect of *Exercise and Sport Science* practicum students.

Bachelor of Exercise and Sport Science (53J)

The degree the students are undertaking is the Bachelor of Exercise and Sport Science (53J). They are in their 3rd and final year and units previously completed are:

Year One

Semester One

- CZZ101 Human Anatomy and Physiology 1A
- CXA171 Foundations of the Human Body

- CXA103 Health: Determinants and Analysis
- Plus 1 x Breadth Unit (a suitable elective of their choice)

Semester Two

- CZZ102 Human Anatomy and Physiology 1B
- CXA125 Introductory Biochemistry
- CXA108 Human Nutrition
- ESP160 Growth and Motor Development Across the Lifespan

Year Two

Semester One

- CXA212 Pathology of Common Diseases
- CXA210 Physical Activity and Health
- CXA237 Exercise Physiology
- CXA232 Functional and Surface Anatomy

Semester Two

- CXA213 Health Promotion: Principles and Planning
- CXA234 Health, Exercise and Sport Assessment
- CXA233 Health, Exercise and Sport Prescription and Delivery
- CXA203 Biomechanics

Year Three

Semester One

- CXA328 Evidence-Based Research in Health Sciences
- CXA329 Exercise for Cardiovascular and Pulmonary Disorders
- ESP368 The Psychology of Sport & Physical Activity
- CXA307 Applied Anatomy and Neurosciences

Semester Two

- CXA327 Professional Experience in Exercise and Sport Science (the placement unit)
- CXA330 Exercise for Musculoskeletal Disorders
- CXA323 Exercise Nutrition
- ESP233 Motor Learning

Knowledge, skills, and competency level expected of graduates of the Bachelor of Exercise and Sport Science (53J)

Graduates of the Bachelor of Exercise and Sports Science will have a broad and coherent body of knowledge in the units studied. Graduates will possess skills in exercise assessment, prescription and delivery for a range of client settings and pathologies. Students will also possess generic skills expected of all University of Tasmania graduates.

While on practicum, students are asked to:

- Provide the Supervisor with details of any elective units they have completed during their degree, and units they are currently enrolled in. Provide Supervisors with details of any work experience or qualifications they have that are relevant to the profession.
- Ensure that they have been taken through a thorough induction process at their placement site, including the organisation's specific Workplace Health and Safety practices, including fire and emergency evacuation plans
- Introduce themselves to all staff (e.g. clinicians, cleaners, computer technicians, receptionists etc)
- Attend meetings and off-site activities where appropriate
- Offer assistance in additional duties as appropriate, i.e. demonstrate initiative
- List questions that they would like answered each day, over the course of the placement
- Ensure that they discuss with the Supervisor the expectations the Supervisor has of them and list the goals they mutually want to achieve by the end of the placement and write these in their "PEP Plan" document.

It is expected that students on placement will:

- Be punctual, reliable, professional and respectful in manner
- Be professionally attired, clean and well-groomed, in neat dress appropriate to your workplace (i.e. no board shorts, jeans, thongs, or singlets). Students are directed to wear plain black sports clothing and always wear their University ID and lanyard identifying them as a student. The Supervisor may feel free direct the student in appropriate clothing for their work site
- Abide by the worksite's policies and procedures
- Ensure that any observational work undertaken is "active" rather than "passive" (i.e. during observations, students are encouraged to take notes and list questions to be discussed at a 'de-briefing' session)
- Ensure that any work assigned by the placement Supervisor is completed thoroughly, professionally, and is timely in its delivery
- Be thoroughly aware of the specific requirements and timing of practicum unit assessments (i.e. the exact competencies expected of them as detailed in the *Competency Assessment forms*, and the times they must arrange for these to be completed by the Supervisor
- Prepare in advance for the worksite, session, or client / athlete history, as necessary

9. Supervisor Checklist

- Please ensure that you have signed and returned a **Workplace Integrated Learning Agreement** for the current year with the University of Tasmania

- Please ensure the student has discussed with you their learning goals for the placement and filled in their “PEP Plan”

- Please ensure the student has discussed with you the timelines and requirements for completing the two online assessment forms: **1. Interim and 2. Final Competency assessments**. It is the student’s responsibility to arrange these assessments with your, and to return the completed forms to the Placement Coordinator as soon as possible after completion. There are grade penalties applied to students who return assessment forms late.

- Please contact the Unit Coordinator if you have **any** queries or questions.

Thank you!

***We sincerely appreciate your involvement in our
placement program***

10. Appendices

1. UTAS Indemnity Insurance cover for students on placement
2. Exercise & Sports Science Australia (ESSA) useful links
3. Link to the UTAS College of Health & Medicine Student Behaviour Policies
4. Link to Exercise Science Student Competency Assessment forms
5. Example ESSA “Record of Engagement” forms

Appendix 1 - UTAS Insurance cover for students on PEP

The University of Tasmania's insurance program provides cover for students whilst undertaking unpaid Work Integrated Learning placements approved by the University.

The Work Integrated Learning Insurance letter is updated on the Financial Services Form website annually.

Annual Certificates of Currency can be accessed by contacting Carolyn Bean, Manager PEP at: Carolyn.Bean@utas.edu.au

Click to download a copy of the current insurance certificate:

<https://www.utas.edu.au/finance/insurance/forms>

Appendix 2 - Exercise & Sports Science Australia (ESSA) Useful Links

ESSA Practicum Guide:

https://www.essa.org.au/Public/EDUCATION_PROVIDERS/Practicum.aspx

ESSA Exercise Science Standards:

https://www.essa.org.au/Public/Professional_Standards/The_professional_standards.aspx

ESSA AES Scope of Practice document:

https://www.essa.org.au/Public/Professional_Standards/ESSA_Scope_of_Practice_documents.aspx?WebsiteKey=b4460de9-2eb5-46f1-aeaa-3795ae70c687

ESSA Position statements:

https://www.essa.org.au/Public/Advocacy/Position_Statements/Public/Advocacy/Position_Statements.aspx?hkey=c2c01874-ffdc-4a20-adb9-42e6d3d020a7

Appendix 3 – Link to UTAS College of Health and Medicine Student Behaviour Policies

Use the link below to review the College policies on:

- PEP Policy
- Academic Integrity
- Social Media Guidelines
- Behaviour Policy

<https://www.utas.edu.au/policy/policies>

Appendix 4 - Link to UTAS Competency Assessment forms

We ask you to use these online forms to undertake the Interim and Final Competency Assessments. Your student will remind you when it is time to undertake these assessments. We encourage you to do these assessments with the student present so you can discuss your ratings, feedback, and improvement strategies where relevant.

You may bookmark these links in your web-browser for ease of use if you prefer and the links will also be emailed to you by your student near to the assessment times.

Please see the Interim (40hour) and Final Competency Assessment forms located at this link:

<http://www.utas.edu.au/health/professional-experience-placement/supervisors/exercise-science-practicum-competency-assessment>

For assistance in how to complete these assessments please see the information located at:

<http://www.utas.edu.au/health/professional-experience-placement/supervisors>

Appendix 5 - Example ESSA “Record of Engagement” forms



EXERCISE SCIENCE PRACTICUM

Record of Student Engagement for the Purpose of Meeting

Exercise Science Practicum Requirements

One record must be completed by the student per placement site.

Name of Student:	John Smith		
Name of Placement Site:	Kickstart High Performance Centre		
Total Number of Hours:	70		
Date Commenced:	5/2/2017	Date Completed:	6/3/2017

Please provide a summary (in approximately 300 words) of activities undertaken.

My placement at Kickstart High Performance Centre (KHPC) was conducted for 5 hours per day, 2 days per week across 7 weeks. KHPC focuses on individual and team athletic development with a range of clients from local to national level representation. My first week was a mixture of assisting sessions with clients as well as understanding the organisation’s processes. After that time, my primary responsibility was instructing exercise program written by the lead high performance coach or other strength and conditioning coaches and providing feedback to the client about their performance or technique. Sessions consisted of an extended warm up (approx. ten minutes), some sprinting or acceleration activities, 25-30 minutes of resistance training and a cool down. For the group sessions we travelled to a state rugby league team that was finishing their pre-season and focused on improving the aerobic conditioning of the team using sport specific movements. During the group session when I wasn’t providing direct instruction or feedback to the group I would work on individual conditioning for some of the players completing rehabilitation. These one-on-one (sometimes two-on-one) short sessions were prescribed by the head performance coach or team physiotherapist and I was responsible for monitoring the responses of the athletes during the session. At the end of each session I would collect the data and equipment from the athletes to be analysed back at the centre. Once per week I would prepare a program for an athlete who is entering the next phase of periodisation and my supervisor would provide feedback on the program to make it more effective. Finally, when working with some of the track based athletes (sprinters and long jumper) some video-based biomechanical analysis was completed which was used to inform the exercise programming.

Please provide a summary (in at least 500 words) to reflect on how this placement has assisted you to develop the graduate attributes required for an Accredited Exercise Scientist (AES).

Click [here](#) to access/download the AES graduate attributes, which are contained within the Exercise Standards document.

At the beginning of the placement I discussed with the head performance coach the requirements of the

placement, an overview of the activities and the organisation's code of conduct policy. This included a brief synopsis of some of the athletes and how they typically interact (friendly, positive and ask questions about previous sessions) at the beginning of sessions, attire, session record keeping and communication with the other coaches. This practicum assisted in developing my confidence for implementing programs and working with high calibre athletes. The coaches all took time to explain their methodology of program writing as well as what periodised block of training athlete was at which helped further my knowledge substantially. Whilst I was in the gym helping one athlete through the resistance training, the strength and conditioning coaches were always in the gym, overhearing my exercise instruction and would often provide feedback either during the next set of the exercise or when all of the athletes had left to help make my explanations more concise and to check my understanding. There were several instances where the exercise program that was designed had to be significantly adapted, primarily because the athlete had an acute injury that they had suffered in a weekend competition and hadn't fully recovered. This was an example of how I would use my technical exercise science knowledge and applied it to provide recommendations for their recovery or adapt their exercises to be mindful of the injuries. However, one injury that an athlete presented with was substantial bruising and was struggling with the warm-up activities. After consultation with the head performance coach, he elected to discontinue with the session as he suspected there was further damage to ligaments/tendons. Instead, I assisted in writing a referral to the local physiotherapist as he was no longer able to exercise safely in scope of practice. Finally, when working with the rugby league team I applied the same scientific knowledge in delivering the program as when working with the individual athletes, with the addition of using small team activities to enhance the team chemistry. However, when working with the rehabilitating athletes during the team sessions, I followed the program written by team's physiotherapist and head performance coach and focused on instructing the athlete and monitoring the responses.

Supervisor Declaration and Signature (to be signed within one month of completing placement)

I, **George Simpson** (*please print name*) have read the information contained within this record of engagement and certify that this is a true and accurate reflection of the student's engagement at this placement site.

Relevant Qualification (Year of Completion):	Bachelor of Sport and Exercise Science (2009)
Please provide below a brief summary of experience relevant to the activities you have supervised:	
I have overseen the high-performance unit for the last three years with Kickstart High Performance Centre. I work directly with our team of Strength & Conditioning coaches to monitor the implementation of our athlete training programs.	
Signature:	<i>George Simpson</i>

Supervisor feedback regarding the student's overall performance

Please provide feedback regarding the student's level of performance by the end of the placement, in terms of meeting the overall objectives of the placement. This may include particular strengths that the student demonstrated, and/or areas that the student may need to improve on, such as knowledge, technical or professional skills.

John has been an excellent addition to the Kickstart team, he was enthusiastic to learn and he grew in confidence once he began delivering exercise sessions. He was receptive to feedback provided from the

coaching team and demonstrated the feedback given to him from me into his exercise delivery programs. He demonstrated professionalism by being considerate of individual's needs, excellent communication in explanations and demonstrations, tidiness, physical presentation and consistency in his work. This was evident at all times.

Practicum Coordinator's Signature (to be counter-signed after the record of engagement has been signed by the practicum supervisor).

Coordinator's Name:	Michael Lee
Coordinator's Signature:	<i>Michael B. Lee</i>