

Community and Social Services Graduate Program

Program requirements

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# Purpose of this document

These program requirements are for participating organisations and graduates in the Community and Social Services Graduate Program (graduate program).

The Department of Families, Fairness and Housing (the department) has designed the program requirements to:

* outline minimum expectations to ensure a high-quality learning and development experience for graduates.
* enable participating organisations to build on existing policies, practices, resources and programs. This enables a unique and tailored graduate program experience for each graduate and organisation.
* provide for continuous improvement within the graduate program over time.

The department is designing and testing the program across 2024 and 2025. Active learning processes will inform refinements to the graduate program and these guidelines as it matures. A formal evaluation will assess and evaluate the outcomes from the program.

Participating employers will have opportunities to provide input into the ongoing development of the program. We will then inform you of any changes.

# Introduction

The [Community and Social Services Graduate Program](https://www.vic.gov.au/community-social-services-graduate-program) is a whole-of-sector graduate program. It aims to develop and keep new starters in the community and social services sector and to build a skilled and experienced workforce. This is the primary and most sustainable way for the sector to grow its workforce.

It can be difficult to support new starters to develop their skills and experience, especially with high demand for services and workforce shortages. The Department of Families, Fairness and Housing (the department) is partnering with and investing in community services organisations and peak bodies to create new capacity to develop early career practitioners.

The graduate program is a 12-month structured professional early career program. It supports recent graduates from a range of community services related courses entering community services. The pilot commenced in mid-2024 and will run for 3 years.

The graduate program expands on the success of earlier programs. This includes the Family Violence and Sexual Assault Graduate Program. It also incorporates the best features of comparable programs in other sectors.

Collaborating with community services organisations and peak bodies, the program:

* provides a rich and supported early career experience
* improves practice, job-readiness and retention of new starters
* includes a simple and attractive recruitment pathway for graduates.

The program helps graduates develop and thrive in their new professional career, including:

* a cross-sector orientation with other graduates
* enhanced supervision and support
* access to high quality learning experiences
* facilitating peer networks of learning and support.

There are 2 pathways for graduates to take part in the program. See ‘[Two entry pathways for graduates to participate in the program](#_Two_entry_pathways)’.

* Pathway 1 - New graduates looking to start a career in community services can apply for roles via the Graduate Resource Centre (see [‘Supported by the Graduate Resource Centre’](#_Supported_by_the)).
* Pathway 2 - Participating organisations can nominate recently employed graduates to participate.

The program is a collaboration between participating community services organisations, peak bodies and the department. The program directly provides professional learning opportunities, including:

* cross-sector orientation
* a professional learning series
* peer learning networks
* other resources.

It also provides funding and support to participating organisations to provide a rich and supportive first year for their graduates. This approach allows graduates and organisations to create a unique and tailored experience for each graduate and helps the program meet the needs of all parts of the sector. Extra supports are available to support graduates in rural areas, including support to relocate to take up a position.

Organisations will benefit from the investment in their future community services workforce. A positive first year experience is a key driver of long-term worker retention and development. Organisations also get a new source of recruits with qualifications and aptitudes suited to community services roles.

# Program objectives

The objectives of the program are to:

* **improve early career retention**. A structured and well-supported graduate year will improve new graduates’ capability, knowledge and wellbeing. This will keep more people in the sector.
* **have more graduates moving into community and social services**. Offering a clear and attractive pathway will mean more graduates transition from study to a career in the sector.

The program strengthens the capacity of community service organisations to attract, keep and develop new entrants to the sector. This is critical to the success of the program.

# Program overview

## A structured 12-month graduate program

The graduate program is a year-long professional graduate program. Graduates participate while employed in a graduate role in the sector.

The program draws on evidence-based practices from leading professional programs. The department has designed the program to meet the needs of the sector.

The program enables graduates and their employers to bring together professional learning and development opportunities across 3 levels:

* cross sector – whole of program
* organisation and sector specific
* on the job.

### Cross sector

The graduate program includes a cross-sector professional development program delivered by the department. It builds graduates’ understanding of the sector and core competencies. These are relevant to all parts of community services. This includes:

* cross-sector orientation
* graduate program learning series
* peer learning networks.

### Organisation and sector-specific

Graduates will also have access to organisational and/or sub-sector specific activities. These vary by organisation and sector and may include:

* sector specific induction or orientation
* specialist sub-sector specific training
* communities of practice.

### On the job

The program recognises that most professional learning occurs on the job.

This includes:

* professional supervision
* reflective practice
* professional learning tailored to individual needs
* guidance by experienced practitioners, for example, mentoring.

Each graduate, with the support of their supervisor, creates an individual learning and development plan (see [Appendix 1](#_Appendix_1:_Graduate)). Using this plan, we encourage you to use the graduate program professional learning framework to create an individualised and integrated program for each graduate.

We also encourage organisations to build on existing policies, resources and programs to create a unique graduate experience that is best for their staff and organisation.

## Attractive pathway for graduates (pathway 1)

Graduates submit a single application to the graduate program. In doing so, they connect with a range of employers and appropriate roles. This streamlined process aims to attract more new graduates into community and social services.

Community services organisations put forward roles to be filled via this centralised recruitment pathway. It provides access to a new source of recruits. It also reduces the administration associated with recruitment.

## Supported by the Graduate Resource Centre (GRC)

The GRC supports graduates to take part in the program by:

* providing a simple and streamlined process to apply for positions in participating organisations (pathway 1)
* coordinating and overseeing the participation of all graduates in the learning and development activities (pathways 1 and 2).

The GRC also supports employers and supervisors to understand the program and how they can best support their graduates.

RMIT’s Workforce Innovation and Development Institute (WIDI) delivers the GRC. More information is available at the [Graduate Resource Centre](https://www.rmit.edu.au/about/governance-management/rmit-structure/policy-strategy-impact/social-innovation-hub/widi#grc) https://www.rmit.edu.au/about/governance-management/rmit-structure/policy-strategy-impact/social-innovation-hub/widi#grc.

## Timing of rounds

The graduate program pilot includes 5 rounds across the 3 years of the program.

| **Graduate round** | **Graduate applications (pathway 1)** | **Program commencement** |
| --- | --- | --- |
| 1 | June – July 2024 | October 2024 |
| 2 | September – October 2024 | February 2025 |
| 3 | April – May 2025 | August 2025 |
| 4 | September – October 2025 | February 2026 |
| 5 | April – May 2026 | August 2026 |

The table above outlines the dates for graduates to apply for new roles through the GRC ([entry pathway 1](#_Entry_Pathway_1)). The department may accept nominated employees ([entry pathway 2](#_Entry_Pathway_2)) up to one month before program commencement.

For specific timelines for each round, visit [Community and Social Services Graduate Program](https://www.vic.gov.au/community-and-social-services-graduate-program-information-employers) https://www.vic.gov.au/community-and-social-services-graduate-program-information-employers.

# Program requirements for graduates

This section is for graduates who intend to, or are participating in, the graduate program.

In this context ‘graduate’ refers to any individual who has recently completed a relevant qualification.

Graduates may include people:

* entering the workforce for the first time
* who have had a career change
* returned from leave
* who have completed a qualification as part of upskilling/professional development.

## Eligibility

### Qualifications

To apply for the graduate program, applicants must have graduated from a qualification related to community and social services in the last 2 years. This may be at a Diploma (AQF level 5) to Master (AQF level 9) level.

Relevant qualifications provide pathways into client-facing roles in community and social services.

In-scope qualifications include, but are not limited to:

* Diploma of Community Services
* Diploma of Youth Work
* Diploma of Alcohol and Other Drugs (community services stream)
* Bachelor of Social Work
* Bachelor of Human Services
* Bachelor of Psychological Science
* Bachelor of Criminology
* Bachelor of Youth Work
* Bachelor of Arts (with major in community services related fields)
* Bachelor of Social Science (with major in community services related fields)
* Graduate Certificate in Family Violence
* Graduate Certificate in Social and Community Services
* Graduate Certificate in Health and Human Services
* Graduate Certificate in Client Assessment and Case Management
* Master of Social Work.
* Master of Counselling.

There is some flexibility in the qualification requirements. To check eligibility, please contact the GRC at [graduateresourcecentre@rmit.edu.au](mailto:graduateresourcecentre@rmit.edu.au).

Graduates who have completed an international qualification may also be eligible. Either the Australian Association of Social Workers (AASW) or Australian Community Workers Association (ACWA) will need to confirm recognition of qualification.

### Entitlement to work

Graduates must be either:

* an Australian/New Zealand citizen
* an Australian permanent resident
* a temporary resident who holds a visa that gives them the right to work in Australia.

Graduates must not be on a temporary graduate visa (subclass 485). For more information see the [Department of Home Affairs immigration and citizenship webpage](https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/temporary-graduate-485) https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/temporary-graduate-485.

## Two entry pathways for graduates to participate in the program

Graduates can access the program via one of two pathways.

### Entry pathway 1 - Graduate application process

Graduates looking to start a new role in the sector can apply via the [Graduate Resource Centre](#_Supported_by_the) (GRC). Organisations participating submit appropriate roles to the GRC.

The GRC will then:

* **assess applicant eligibility**. The GRC assesses the information provided on the application form and via a phone call with the graduate.
* **select applicants to attend an assessment centre**. This is a half day of group activities to assess core competencies. Assessment centres take place in-person or online.
* **shortlist applicants for roles**. The GRC shortlists applicants for roles based on their performance at the assessment centre. As well as the availability of roles suited to them.

Following the assessment process, employers may invite applicants to an interview.

The department will confirm the graduate for the program once the applicant has received and accepted an employment offer.

**This application process may take up to 3 months**.

For more information on how to apply, visit [Community and Social Services Graduate Program](https://www.vic.gov.au/community-social-services-graduate-program) https://www.vic.gov.au/community-social-services-graduate-program.

### Entry pathway 2 - Graduate nomination process

Organisations can nominate recently employed graduates[[1]](#footnote-2) to participate. If you are currently employed, you can speak to your employer about them nominating you for the program.

See ‘[Program requirements for organisations (employers)](#_Program_requirements_for)’ for more information.

## Expectations of graduates

Below we have outlined the expectations on graduates participating in the graduate program.

### Participation

Graduates must engage in the cross-sector professional development program. And the learning and development opportunities provided by employing organisations.

The GRC monitors graduates’ participation in the program. If a graduate’s participation is below expected levels, the GRC will re-confirm with the graduate and their supervisor that they intend to continue in the program.

### Monitoring and program improvement

Graduates take part in the coordination, monitoring, ongoing improvement and evaluation of the program.

This includes:

* reporting to the GRC on participation in learning and development activities
* providing feedback on learning and development activities and the program as a whole
* providing information on employment outcomes.

We may contact graduates to provide information for other activities relating to the administration and improvement of the graduate program. This may include:

* completing surveys
* interviews
* case studies.

### Leaving the role or graduate program

Graduates must tell the GRC if they are leaving their role or the program as soon as they become aware. If graduates are moving to another role in community and social services, it is possible they can continue participating in the program. Please discuss this with the GRC.

### Relocating for a rural or regional role

Information on supports for graduates relocating to a role in a rural or regional location is in the ‘[Funding Contributions](#_Funding_contributions)’ section.

# Program requirements for organisations (employers)

This section refers to organisations (employers) who intend to, or are participating in, the graduate program.

## Eligibility

Organisations providing community and social services in Victoria are eligible for the program. This includes organisations that also deliver services in border cities/towns.

To be eligible, an organisation must deliver one or more of the following services, and the graduate role must be in one of these services:

* family violence services
* sexual assault services
* child and family services
* child protection
* home-based or residential out-of-home care services
* disability services
* social or community housing
* homelessness services
* alcohol and other drug (AOD) services in integrated programs within organisations also delivering community services (excludes clinical AOD services or those embedded in health settings)
* any of the above services provided by an Aboriginal community-controlled organisation
* other community services funded by government.

The funding sources of the services can be diverse. Services may be funded by:

* the department
* other Victorian government departments
* the Commonwealth Government
* services users and/or donations.

Organisations must also meet the following requirements:

* deliver social and community services that are in scope of the department and monitored through a service agreement with the department or in other ways. For example, registration with the Victorian Housing Registrar
* for disability services providers, registration with the National Disability Insurance Scheme
* for organisations delivering services within a legislative framework (for example, Children Youth and Families Act, Housing Act), meet all legislative requirements
* follow relevant industrial arrangements specific to their relevant industry/sector
* have a service agreement with the department to take part. If you do not have a service agreement, you will need to apply for one to receive funding.

## How organisations can participate in the program

To participate in the graduate program, employers need to complete the following steps.

### Step 1: Register the organisation for participation in the program.

Organisations must register via the online graduate program employer portal. This step confirms the organisation’s eligibility to take part in the program.

You only need to complete registration once. Program participation does not commit an organisation to take part in any or every round.

We will confirm participation in each round, and the number of graduates supported by an organisation, in Step 2.

### Step 2: Submit job vacancies and/or nominate existing employees for the upcoming round.

Before each round of the program, organisations use the employer portal to:

* submit job vacancies for new graduates ([program entry pathway 1](#_Entry_Pathway_1))
* provide nominations of eligible roles held by existing employees for participation in the program ([program entry pathway 2](#_Entry_Pathway_2)).

For entry pathway 1 (job vacancies), organisations must submit a position description that includes:

* role accountabilities
* applicable award and conditions
* qualification requirements
* employment type (full-time, part-time) and length
* location
* role specific information to inform shortlisting of applicants.

After a role is submitted, the GRC contacts employers to confirm the eligibility of the role for the program and to understand the organisation’s hiring needs.

For entry pathway 2 (nominated employees), organisations must submit the employee’s position description and details about the recently employed nominee[[2]](#footnote-3):

* qualification and completion date
* length of time in current role and employment type (full-time, part-time).

The graduate program employer portal does not collect and store personal or sensitive information about the nominated graduate. The GRC collects information about the nominated employee, such as:

* name
* date of birth
* demographic information
* qualification details.

The GRC will verify eligibility and confirm acceptance of the nominated graduate in the program.

### Step 3 (pathway 1 only) – finalise graduate recruitment.

**The GRC assesses and shortlists applicants for job vacancies.** They will:

* **run assessment centres for selected applicants**. This is a half day of group activities to assess core competencies, in-person or online. Employing organisations can attend an assessment centre and observe applicants.
* **shortlists applicants for roles**. The GRC provides organisations with profiles of shortlisted applicants suited to their vacancy.

Employing organisations will:

* **select applicants to consider.** Employers review shortlisted applicants and undertake interviews or other assessment activities as necessary.
* **conduct extra pre-employment checks.** This includes referee checks and other checks as required, e.g., police record check, working with children check.
* **tell the GRC of the recruitment outcome.** This includes which applicant(s) interviewed and providing feedback given to the applicant(s) on time. It also includes when there is an accepted offer of employment.

If employing organisations recruit an applicant from the shortlist, the graduate has a guaranteed place in the graduate program.

Graduates should start employment in the month the program commences. This enables the graduate to participate in the cross-sector orientation at the beginning of the second month.

The GRC will be in contact throughout this process via phone and email to ensure a smooth, efficient process. The entire process, from advising the GRC of a vacant position to appointing a graduate, may take up to 3 months.

### Step 4 – Confirm participation

The department notifies organisations of their confirmed number of graduate positions in the program for each entry pathway. There are no limitations on the number of graduates organisations can put forward.

In most cases, all eligible nominees will be accepted into the program. However, if the program is over-subscribed, we will consider how to spread positions across the sector. This will include prioritising:

* wide participation of organisations in the program
* positions in regional areas and organisations serving priority cohorts (e.g., First Peoples).

Once we have confirmed graduate numbers, organisations must sign an agreement. The agreement will commit organisations to participating in the program in line with these program requirements.

## Expectations of employers

### Graduate positions

Participating organisations must ensure that graduate positions within the program are:

* in a program area delivering community services
* suitable for recent graduates of the qualification/s specified and without much prior experience
* roles that are:
  + direct service delivery (that is, client-facing)
  + include a large component of direct service delivery
  + or provide direct support for client facing services (e.g. program coordination in disability services)
* not roles in senior leadership/management
* not roles focused on policy, primary prevention, administration or corporate support
* employed for a minimum of 12 months (see below for more detail)
* employed under arrangements that are consistent with the employer’s industrial arrangements and all applicable industrial and workplace laws.

Employers can offer part-time roles. The minimum part-time hours should be 0.6 Full Time Equivalent (FTE) or above. This is in recognition that the graduate program requires professional learning and development across the year.

The minimum contract length accepted is 12-months. This should line up with the timing of the graduate program. There is some flexibility around this requirement. We encourage employers to offer longer or ongoing employment contracts where possible. We also encourage employers to discuss specific circumstances with the GRC at [graduateresourcecentre@rmit.edu.au](mailto:graduateresourcecentre@rmit.edu.au).

The term ‘graduate position’ does not prevent other roles or position titles used in the sector to be part of the program.

Participating organisations should consider increasing visibility of roles that are suitable for graduates. For example:

* ‘Graduate Intake Officer – Community and Social Services Graduate Program’
* or you could highlight within the position description that the role is suitable for a graduate.

If organisations are unsure on the type of positions suitable for the program, contact the department at [cassgraduateprogram@dffh.vic.gov.au](mailto:cassgraduateprogram@dffh.vic.gov.au).

### Time release, reduced workload and flexibility

Participating organisations must provide graduates with enough time to participate in the learning and development activities.

Over the course of the graduate program, organisations are expected to provide an average of one day per week (or 7.6 hours) for professional development and support activities. Organisations can provide a pro rata equivalent for part-time employees.

This time allowance is the total time available to cover all professional learning opportunities across the week. It is not a ‘day off’ per week or a day of training per week. Some weeks there may be professional learning and development activities totalling more than one workday and other weeks there may be less. Time could be taken all together (e.g. in a dedicated day of professional development) or spread over the course of a week.

This time can include:

* induction and/or orientation
* professional supervision (including cultural supervision if applicable)
* mentoring or other support by experienced professionals
* peer learning networks
* professional learning activities provided by the graduate program
* learning and development activities provided by the employing organisation
* individual activities (e.g. self-reflection, applying learning)
* other learning opportunities (e.g. training, shadowing or observation).

Graduates, with their supervisor and employer, should work together to manage this important time commitment. It will need to balance with the graduate’s work responsibilities. It will also mean:

* a reduced workload that aligns with time release requirements. This will be approximately 80% of ordinary workload for equivalent practitioners
* reasonable flexibility to accommodate participation in professional learning opportunities alongside other work commitments. The program delivers all cross-sector learning opportunities during usual business hours. Some will be in person (orientation day, some peer learning networks) and others online (learning series).

### Supporting graduates’ professional learning and development

We require active participation from organisations to support graduates’ professional learning opportunities during the 12-month program. At a minimum, organisations must meet the expectations outlined in the table below.

| Component | Requirements |
| --- | --- |
| **Induction/ orientation** | * Induction/orientation processes specific to the employer organisation and sub-sector. * Time release, workload reduction and flexibility to participate in cross-sector Graduate Program orientation. |
| **Graduate Learning and Development Plan**  **(see** [**Appendix 1**](#_Appendix_1:_Graduate) **for more detail)** | * Individual graduate learning and development plan developed. This will integrate all graduate learning experiences:   + on-the-job   + through the graduate program   + provided by the organisation.   This is underpinned by the Graduate Program Professional Learning Framework. Graduates may use the Graduate Program Learning and Development Plan template, or a template preferred by the employing organisation.   * Graduates and their supervisor develop their learning plan together and update it regularly. |
| **Professional supervision**  **(see Appendix 2 for more detail)** | * Regular formal/scheduled professional supervision. This is with an experienced practitioner/s who has undertaken supervision training or is on a pathway to complete training. This includes:   + a minimum of one hour of scheduled graduate supervision per week for the first 6 months of practice. Then a minimum of one hour per fortnight in the following 6 months. Where a graduate has worked as a community services practitioner for 6 months or longer before participating in the Graduate Program, one hour of supervision per fortnight applies.   + use of a professional supervision model to guide the approach. This ensures attention to all functions of supervision.   + offering cultural empowerment (supervision) to First Nations graduates.   + a supervision agreement between the graduate and supervisor. * Recording supervision activities and providing this to the Graduate Resource Centre at the mid and end points of the graduate year. |
| **Mentoring or other support by experienced practitioners** | * The incorporation of multiple sources of support and guidance by experienced practitioners. This is in addition to line manager supervision, to provide graduates with broader learning opportunities. * Access to some form of mentoring or other support from an experienced practitioner is strongly encouraged. See [Appendix 3](#_Appendix_3:_Mentoring) for examples. |
| **Professional learning** | * Access to training and other professional learning to build competencies. This will be in accordance with the graduate’s Learning and Development Plan, and specific sub-sector requirements. This learning encompasses both employer-led activity and Graduate Program activities. * Time release, workload reduction and flexibility to access cross-sector learning opportunities provided by the graduate program. * Identify opportunities for other learning experiences. These can be case reviews, shadowing experienced practitioners, group or peer supervision, and reflective practices. * If possible, offer rotations across roles during the year for the graduate within the organisation or with partner organisations. |

### Partnership between employing organisations, the Graduate Resource Centre and the department.

The GRC, employing organisations and the department work together to deliver the graduate program. Together, they ensure a positive experience for graduates that builds their capability, confidence and motivation to remain working in the sector. Collaboration occurs at the key program points outlined below.

#### The recruitment phase

For organisations recruiting graduates via the GRC, this includes:

* responding to information requests about the submitted position descriptions
* active and timely consideration of shortlisted applicants for roles.

For organisations nominating recently employed graduates for the program:

* confirming nominated graduates’ interest and eligibility to take part in the program.

#### Coordination of learning activities

The GRC plays an active role in supporting the graduate and the organisation across the 12-month program. This includes:

* scheduling graduate learning and development activities outside of the employing organisation. This includes peer learning networks and professional learning activities available through the graduate program
* regular ‘check-ins’ with the graduate to ensure they have the information they need and have support through the program
* monitoring the graduate’s participation in the program and their learning and development plan.

The GRC also supports employers and supervisors to understand and fulfil their role in the program. This includes:

* organising ‘check ins’ with supervisors, who are overseeing graduates in the graduate program, to ensure they have the information and support they need
* providing advice as required, to supervisors on developing the graduate’s learning and development plan
* providing opportunities for supervisors to connect and share their experiences.

### Program monitoring and continuous improvement

The department expects organisations to contribute to the ongoing program design and development and to participate in an independent evaluation of the program.

This may involve:

* completing surveys
* interviews or case study development
* providing information on program participation, supervision and workload as requested. This includes:
  + reporting on the progress of the graduate’s learning and development plan to the GRC
  + program reporting to the department.

### Program reporting and financial acquittal

Participating organisations receive funding contributions as part of the graduate program. See ‘[Funding contributions](#_Funding_contributions)’ section for more information. Organisations are responsible for managing this funding contribution.

The department requires organisations to provide a report on each round in which they have participated. ‘End of round’ reporting encompasses information related to the preceding 12 months and will include:

* a summary of activities organisations delivered to support graduate(s)/their organisation
* feedback on program learnings
* graduate retention
* a financial acquittal.

The department will provide a reporting template for participating organisations via email at the start of the program round. This outlines the minimum information needed for financial accountability and program evaluation purposes.

The department also requires organisations to report any changes to their participation in the graduate program (e.g. if a graduate departs the program).

The department may also request feedback or information to inform the evaluation and ongoing improvement of the program. Organisations’ support via the provision of information for these purposes is greatly appreciated.

## Funding contributions

### Employer contribution

The department provides employing organisations with a fixed term allocation of $8,000 (excluding GST) per graduate per round. We provide the same allocation amount for graduates employed part-time, not pro-rata.

Organisations use this funding to support the graduate and organisation during the 12-month program period. It is a contribution and may not cover all costs incurred by the organisation.

You can use this funding for:

* direct support to graduates. Such as:
  + enabling their participation in graduate program professional learning opportunities
  + purchasing training or other professional learning programs and courses for the graduate. This can include contributions to higher education costs
  + purchasing training, professional learning or coaching for the graduate’s manager or other experienced practitioners. This can enable them to perform supervisory, buddying, mentoring or other guidance functions
  + purchasing external supervision for the graduate if organisations cannot provide this
  + purchasing cultural empowerment (supervision) for First Nations graduates
  + attendance at events that relate to graduates’ professional learning opportunities. For example, conferences, networks, communities of practice
  + covering or subsidising costs associated with participating in the graduate program activities. For example, travel expenses, accommodation
* additional staff time or backfilling expenses related to providing time-release for:
  + graduates to undertake the graduate program or other professional learning opportunities
  + managers’ and other experienced practitioners’ time supervising and supporting the graduate
* organisational capability and capacity, including:
  + activities to build organisational capacity to support current and future graduates
  + activities or professional development for supervisors to build their capability to support graduates
  + costs associated with administrative support of graduates. This can include allocation to a dedicated coordinator role to support graduates. For example, central coordination of multiple graduates in an organisation. Or graduates across organisations in an area.

This funding is flexible. You can pool it or combine it with other funds to support graduates. This could include pooling across a partnership of employers. However, each participating organisation will need to acquit the funding.

The department sends the organisation a funding letter confirming the graduates participating in the round and associated funding. Organisations sign and return the funding letter, which includes commitment to these program requirements.

After the organisation has returned the funding letter, the department provides this funding as a lump sum payment via the organisation’s service agreement. This is typically in the next variation after the graduate has commenced employment.

### Rural location support contribution

There can be higher costs for rural and regional employers. This includes costs for:

* recruiting, establishing, supporting and developing staff
* graduates' relocation or re-establishment
* travel and other costs to attend (often metropolitan-based) training and development.

Rural and regional employers of program participants can apply for additional fixed term funding of up to $5,000 (excluding GST) per graduate per round. The same allocation amount is available to support graduates employed part-time. It may include costs associated with:

* relocation and travel to a new rural or regional area[[3]](#footnote-4)
* establishment, settlement, integration and community navigation assistance
* initial rental costs e.g. bond and upfront rent
* access to and attendance at professional development and training
* external supervision
* specialised training
* other relocation and support expenses.

Employers that recruit a graduate via the GRC who needs to move to a rural or regional area to take up the position are eligible for the funding. At the time of recruitment, we will inform you of the availability of any rural location support contribution.

Employers of existing rural and regional employees in the graduate program may also apply for the rural location support contribution.

You can request the rural location support contribution application form from [cassgraduateprogram@dffh.vic.gov.au](mailto:cassgraduateprogram@dffh.vic.gov.au).

We will ask you to outline the additional support costs that exceed the $8,000 (excluding GST) general employer contribution. You must use the rural location support contribution to support the participating graduate. You cannot use it for other organisational costs.

The department will assess your application. If approved, we will provide the funding to organisations as a lump sum payment via your service agreement.

### Acquittal of employer contributions

The department requires organisations to acquit the employer contribution and rural location support contribution funding at the end of the program round. See ‘[Program reporting and financial acquittal](#_Program_reporting_and)’ section. Organisations must outline how they have used the funds, in line with the guidelines.

The department notes that there may be instances where:

* a graduate withdraws
* unforeseen exceptional circumstances prevent a graduate from completing the graduate program
* a graduate elects to change roles within their employing agency
* a graduate takes up employment elsewhere within or out of the community and social services sector
* employer terminates employment following a probation period or in accordance with their organisational policies.

In these instances, employers must notify the department and GRC in writing, as soon as possible.

With approval from the department, a reallocation of funds may occur in some circumstances. If this is not a feasible or desirable option, The department will recoup the organisation’s unspent funding allocation.

# Appendix 1: Graduate learning and development plan

A graduate learning and development plan outlines the professional learning opportunities for the graduate. This includes:

* supervision
* activities that address the graduate’s current knowledge and skills needs
* planning for the medium and longer-term.

The Graduate Professional Learning Framework:

* will underpin graduate's learning and development plan
* is tailored to their individual learning and competency development needs, career ambitions and organisation and sub-sector requirements.

This framework is available at [Community and Social Services Graduate Program](https://www.vic.gov.au/community-social-services-graduate-program) https://www.vic.gov.au/community-social-services-graduate-program.

Organisations will use the Graduate Professional Learning Framework as a tool for identifying and planning for each graduate’s professional learning needs, as defined by the graduate and their workplace supervisor. We recommend that employers use the framework as part of professional supervision to:

* develop a shared understanding of a graduate’s stage of professional development
* help identify graduates’ existing knowledge and capabilities and their individual learning needs
* inform a graduate’s individual learning and development plan
* identify the training and professional development opportunities that will support the graduate to meet their learning needs. This includes the graduate program cross-sector learning
* provide a structure for continuous learning that builds on the graduate’s pre-service education. Including any previous work experiences and sets the stage for future career development.

Employers may use whichever format they choose for the graduate learning and development plan. This could be an organisational performance development plan. However, organisations should record the dates and lengths of formal/scheduled supervision with the graduate as part of the learning and development plan. Organisations will them report this back to the department as part of annual reporting.

Employers will develop the learning and development plan with their graduates at the beginning of the graduate year. Employers and graduates will review this plan during the graduate year.

A graduate learning and development plan should encompass:

* the graduate’s career goals and possible pathways to achieving these goals
* identifying the knowledge, capabilities and skill requirements to be effective and successful in the graduate’s role
* assessment of the graduate’s knowledge, capabilities and skills alongside the job requirements
* identification of graduate support and wellbeing needs, including cultural safety, and how these will be met over the course of the graduate year
* the graduate’s immediate, short-medium and longer-term learning and development goals. As well as their needs including goals that may be common across all employees in the organisation or program. For example, cultural safety, health, safety and wellbeing accountabilities.
* the professional learning opportunities the graduate will undertake to achieve their goals, sequenced by priority. For example, training, shadowing, group supervision and reflective practices.
* resources and supports that will help the graduate achieve their goals, for example, mentoring, buddying. Refer [Appendix 3](#_Appendix_3:_Mentoring) for more information on possible supports.
* specific, measurable indicators of progress and success for each goal
* the timeframe for the plan and the actions within the plan
* how you will monitor, review and evaluate the plan.

These opportunities should include:

* the activities offered to graduates participating in the program
* organisation-specific professional learning opportunities tailored to the graduate’s learning goals.

We have provided a sample that the supervisor or graduate can maintain. It is available at [Community and Social Services Graduate Program](https://www.vic.gov.au/community-social-services-graduate-program) https://www.vic.gov.au/community-social-services-graduate-program.

# Appendix 2: Professional supervision overview

Unless specifically referenced, content for this appendix is adapted from the Department of Families, Fairness and Housing’s Child Protection Manual[[4]](#footnote-5); the Department’s Best practice supervision information sheets for the family violence, sexual assault and child wellbeing workforces[[5]](#footnote-6), and The Department’s Best practice supervision guidelines – Family violence, sexual assault and child wellbeing 2024[[6]](#footnote-7).

Professional supervision can be described as the: formal, ongoing process that promotes:

* professional competence
* accountable and safe practice
* continuing professional development
* critical reflection
* practitioner wellbeing.[[7]](#footnote-8)

It is an interactive, collaborative, ongoing, supportive and respectful professional relationship and reflective process between a supervisor and a practitioner/supervisee. It provides a structured space for practice guidance and critical reflection, promotes effective service provision, and supports practitioner development and wellbeing.

There is strong academic evidence that regular, high-quality supervision, particularly early in an individual’s career, is critical to workforce retention, attraction and improved client outcomes. The ability to reflect on strengths and practice is linked to job satisfaction, resilience and supports better decision making. Reflection is key to understanding human experience and meaning, recognising context and emotion, which allows practitioners to develop self-awareness and insight, and achieve ongoing practice development, which can lead to improved outcomes for children and families.[[8]](#footnote-9)

Regular formal/scheduled supervision with a supervisor who is an experienced practitioner who has also undertaken supervision training, or is on a pathway to complete training, is particularly important for recent graduates working in direct service roles with service users to develop and refine their practice and ensure their wellbeing and safety, including cultural safety.

Frequency

The minimum expectation is one hour of formal, scheduled supervision per week for graduates in their first six months of practice after achieving their qualification. Then one hour per fortnight in the next six months. Where a graduate has worked as a community services practitioner prior to participating in the graduate program, the frequency of supervision may be less than one hour per week. For example:

* a graduate program participant has been working as a community services practitioner for six months prior to being nominated to participate in the program. One hour of formal, scheduled supervision per fortnight is the minimum requirement
* a graduate program participant has been working as a community services practitioner for three months prior to being nominated to participate in the program. One hour of formal, scheduled supervision per week for three months. Then one hour per fortnight thereafter is the minimum requirement.

Some programs and organisations may elect to provide supervision to new graduates that is above the minimum requirement.

Where a program, organisation or sub-sector has supervision frequency requirements, these should be met in accordance with the specific requirements, providing the frequency is not less than one hour of formal, scheduled supervision per week for graduates in their first six months of community services practice after becoming qualified and one hour per fortnight thereafter.

Employers may also provide informal supervision, peer, group or live supervision opportunities.

For part-time staff, supervision frequency should follow the above guidance on a pro-rata basis.

Supervision models

Supervisors should use a professional supervision model to guide their approach. This ensures the functions of supervision as applicable to their model of choice are attended to. See ‘Supervision functions’ for more information. The community and social services sector use many different supervision models for formal supervision such as PASE[[9]](#footnote-10), 7-eyed[[10]](#footnote-11) and 4x4x4[[11]](#footnote-12). Many employer organisations will have their own supervision policies and approaches. Some programs, including child protection, are guided by the 4x4x4 integrated model of supervision which includes:

* the four functions of supervision (management, development, support, mediation), noting some sub-sectors prefer the term ‘systemic’ over ‘mediation’
* the four stages of Kolb’s learning cycle[[12]](#footnote-13) (experience, reflection, analysis, plan/act) that underpins reflective practice
* the four stakeholders in supervision (worker, user, agency and other agencies).

Some professions have their own standards for supervision, such as in the AASW Practice Standards 2023.

Various parts of the sector also have specific supervision guidelines. For example, best practice supervision guidelines for the family violence, sexual assault and child wellbeing sub-sector were published in 2024.

Where a program, organisation or sub-sector employing a graduate has specific supervision model or approach requirements, these should be met in accordance with requirements. Examples are:

* Switch to Social Work Supervision Model
* evidenced-Based Programs with clinical supervision requirements.

See the ‘Further information’ section for links to more detailed guidance, models and resources.

Supervision types

There are different types of supervision and delivery approaches including:

**Formal/scheduled supervision** – regular, planned, one-to-one, uninterrupted and held in a private setting between the supervisor and supervisee. It provides the consistency and predictability needed to promote a positive relationship between supervisor and supervisee. This type of supervision must be prioritised over other forms of supervision to enhance workforce sustainability and service quality.

**Informal/unscheduled supervision** – ad-hoc consultations on case decision making, delegation, staff and case load management, professional development, meeting support needs, service and resource allocation and policy clarification. Informal supervision capitalises on learning opportunities which risk being missed if the supervisee waits until scheduled supervision.

**Group supervision** – is normally provided within an established team of practitioners. It comprises structured sessions, often involving case presentations to assist discussions. Practitioners may reflect on their experience in working with a service user or family and seek the assistance from the group around a particular aspect of their work. Group supervision involves the responsible supervisor and any decisions arising from the discussions are documented.

**Peer supervision** – often has broader membership than a practitioner’s immediate team. It does not involve the responsible supervisor and is, therefore, not a decision-making forum. It offers peer learning, reflection and a support opportunity for cases, responses and practice. Peer supervision may be self-led by the group of peer practitioners or facilitated by someone designated as the facilitator of the reflective discussions.

**Live supervision** – direct supervision of case practice by a more senior practitioner observing the supervisee in practice or accompanying the supervisee while engaging with service users or other professionals. May include role-modelling by the senior practitioner.

**External supervision** – professional supervision (excluding the managerial/administrative function) delivered by an appropriately qualified professional external to the organisation.

There are also other types of supervision specific to organisations, programs or settings where there are particular needs or requirements. These include:

**Cultural empowerment[[13]](#footnote-14)**– is a reflective, holistic, validating, non-judgemental, two-way learning process provided by a supervisor who is skilled, experienced, caring, respectful and knowledgeable about their local First Nations community.[[14]](#footnote-15) The relationship should empower supervisees by reducing barriers for First Nations supervisees to perform their duties in a culturally safe environment. First Nations workforces in Victoria need culturally safe empowerment[[15]](#footnote-16) which provides cultural context when reflecting on practice. It incorporates a strengths-based and person-centred approach that acknowledges a supervisee’s sense of pride and purpose in being able to impart cultural knowledge to others. It is recommended for First Nations supervisees and non-Aboriginal supervisees who work with First Nations people and communities.

**Clinical supervision** – aims to develop a supervisee’s clinical awareness and skills to recognise and manage personal responses, value clashes, power imbalances and ethical dilemmas.[[16]](#footnote-17) Usually supervisee-led, this type of supervision allows deeper insight to the work using process reflection.[[17]](#footnote-18) This is where conscious and unconscious aspects of practice and supervisory relationships are explored. A clinical supervisor can be from outside of the organisation or be an internal line management supervisor or a supervisor who does not have line management responsibilities. Some programs, such as Evidenced-Based Programs, have clinical supervision requirements.

**Intersectional feminist supervision** – recognises how different aspects of a person’s identity might affect how they experience the world and the related barriers[[18]](#footnote-19). An intersectional feminist lens encourages supervisors and supervisees to question their own experiences and how they might create assumptions about another’s experience. Intersectional feminist supervision is often used in the family violence and sexual assault sub-sectors.

Supervision functions

The three to four similar functions of supervision present in many professional supervision models are outlined below.

| Function | Description | Delivery options |
| --- | --- | --- |
| Managerial / administrative | * Promotes competent, professional and accountable practice, allocates work, monitors workloads[[19]](#footnote-20) and working arrangements. * Checks supervisee understanding and compliance with policies, procedures and legislated requirements. * Helps supervisee understand their role and responsibilities and they have the information and resources they need. * Manages human resource tasks, such as leave requests. | Line manager. |
| Educational / developmental | * Establishes a collaborative and reflective approach for learning and professional development including performance feedback between supervisor and supervisee[[20]](#footnote-21). * Provides coaching and reflective practice. * Focuses on professional development, learning styles and preferences, including professional learning and development needs. * Helps embed relevant frameworks and case practice models. | Line manager.  Alternate professional supervisor – internal or external.  Supplemented by live, informal, peer or group supervision. |
| Supportive / wellbeing | * Creates a safe context for supervisees to talk about the successes, rewards, challenges, uncertainties and the emotional impacts (including vicarious trauma and vicarious resilience) of the work and to monitor supervisee safety and wellbeing[[21]](#footnote-22). * Explores supervisee’s personal experiences, assumptions, beliefs, and values and how these can impact, and be used, in practice with service users as well as how to maintain professional boundaries. * Identifies when external supports may be needed such as an Employee Assistance Program, other types of supervision or a therapeutic response. | Line manager.  Alternate professional supervisor – internal or external. |
| Mediative / systemic | * Engages the practitioner with the organisation, facilitates role clarity and effective multi-agency and relationships across sectors, managing the tensions of the competing demands[[22]](#footnote-23). * Explore power structures and inequalities in the supervisory relationship as well as the experiences of service users. * Ensures the organisation is culturally safe for the supervisee and that culturally safe and informed supervision is available to First Nations practitioners. | Line manager.  Alternate professional supervisor – internal or external. |

Supervisor training, capability and supervisor/supervisee ratio

It is important for supervisors to build the capabilities to provide supervision that meets the needs of their supervisees. Supervision should be provided by experienced practitioners who have relevant experience in the field of practice.

Supervisors should have undertaken sector-recognised supervision training or be on a pathway to completing training, preferably within three months of commencing their supervisor role.

Supervision can be complex at times. Supervisors support their supervisees through ethical dilemmas, conflicts and practice challenges. Supervision may also bring up personal or emotional issues for the supervisor. All supervisors should receive their own supervision and access to continuous professional development. They should also have access to an employee assistance program, as required.

New supervisors should be supported into the role. Access to a network of peers, shadowing, mentoring and broader support and professional development is important to sustain and retain supervisors.

To ensure supervisors have a manageable workload and adequate support, the recommended maximum ratio of supervisors to supervisees is one supervisor to a maximum of six to eight supervisees including graduates, where supervision is provided internally within the organisation. However, the ratio depends on the complexity of the work and type of role, and as well as the workload of the supervisor. The ratio should be adapted to suit the work context, including the workloads of the supervisees.

Supervision records and agreement

All formal supervision sessions should be recorded via supervision notes. While is the responsibility of the supervisor to ensure supervision notes are kept, the supervisor and supervisee can negotiate who will write and maintain supervision notes with the option of this being a shared responsibility. However, supervision notes should be transparent and made available to the supervisee, so that both the supervisor and supervisee can author and agree to the record.

Establishment of a supervision agreement between the supervisor and graduate is recommended to clarify supervision expectations, confidentiality, roles and communication channels. An example of a supervision agreement is below.

We have provided a sample template for a supervision agreement. It is available at [Community and Social Services Graduate Program](https://www.vic.gov.au/community-social-services-graduate-program) https://www.vic.gov.au/community-social-services-graduate-program.

Further information and resources

Department of Families, Fairness and Housing

* [Best practice supervision guidelines: Family violence, sexual assault and child wellbeing](https://www.vic.gov.au/best-practice-supervision-guidelines) https://www.vic.gov.au/best-practice-supervision-guidelines
* [Best practice supervision information sheets for the family violence, sexual assault and child wellbeing workforces](https://www.vic.gov.au/best-practice-supervision-information-sheets) https://www.vic.gov.au/best-practice-supervision-information-sheets
* [Child Protection Manual ‘Professional supervision’](https://www.cpmanual.vic.gov.au/our-workforce/supervision/professional-supervision) https://www.cpmanual.vic.gov.au/our-workforce/supervision/professional-supervision

Victorian Dual Diagnosis Education and Training Unit

* ‘[Our Healing Ways: supervision: a culturally appropriate model for Aboriginal workers](https://healthinfonet.ecu.edu.au/key-resources/resources/24027/?title=Our+Healing+Ways++supervision++a+culturally+appropriate+model+for+Aboriginal+workers&contenttypeid=1&contentid=24027_1)’ https://healthinfonet.ecu.edu.au/key-resources/resources/24027/?title=Our+Healing+Ways++supervision++a+culturally+appropriate+model+for+Aboriginal+workers&contenttypeid=1&contentid=24027\_1

Australian Association of Social Workers

* [Practice Standards Supplement 2023 [Supervision]](https://www.aasw.asn.au/about-aasw/ethics-standards/practice-standards/) https://www.aasw.asn.au/about-aasw/ethics-standards/practice-standards/

Tony Morrison - 4x4x4 Model

* T Morrison, Staff supervision in social care, Pavilion, Brighton, 2005.
* Nosowska, G, [The 4x4x4 supervision model](https://www.researchinpractice.org.uk/all/content-pages/videos/the-4x4x4-supervision-model/). Dartington Trust, 2022 - https://www.researchinpractice.org.uk/all/content-pages/videos/the-4x4x4-supervision-model/

Amovita International – PASE Model

* [PASE Model of Supervision](https://amovita.com/product/pase-model/) https://amovita.com/product/pase-model/

Peter Hawkins and Robin Shohet - 7-Eyed Model

* Hawkins, P and Shohet, R, Supervision in the helping professions, Open University Press, 2006.
* McMahon, A, Jennings, C and O’Brien, G, [‘A naturalistic, observational study of the Seven-Eyed model of supervision’, The Clinical Supervisor 2022 Vol 41:1](https://doi.org/10.1080/07325223.2021.2022060) https://doi.org/10.1080/07325223.2021.2022060

# Appendix 3: Mentoring and experienced practitioner guidance

Graduates value mentoring or other forms of experienced practitioner guidance and support. This will support their successful transition from study to the workforce. Mentors and experienced practitioners can offer:

* timely support and advice
* insights into career pathways
* introductions to key people and networks
* help overcome challenges.

Incorporating many sources of guidance and support by experienced practitioners will also provide graduates with broader opportunities to learn from and connect with others. This is in addition to guidance from supervisors.

* We encourage providing graduate access to some form of buddying, mentoring or support from an experienced practitioner. Many organisations will already have these models or approaches in place. Examples are:

| Example | Description |
| --- | --- |
| **Buddying** | Allocating an experienced practitioner as a ‘buddy’ to:   * help guide and support a new starter * assist them to navigate the organisation * develop networks.   The experienced practitioner may provide more frequent advice and support in the graduate’s first weeks or months, tapering off over time. |
| **Formal mentoring** | Regular, planned, one-to-one uninterrupted mentoring sessions and held in a private setting between the mentor and mentee. Formal mentoring approaches usually include:   * mentoring agreements * goal setting * reviews of the arrangement.   The mentee usually sets the agenda. A formal mentor can be from within or external to an organisation. |
| **Informal mentoring** | Occurs outside of formal mentoring programs or processes. An informal mentor is an experienced practitioner who offer opportunities to a mentee for:   * discussions * guidance and support * spontaneous learning * networking * career advice. |
| **Peer mentoring or peer support** | A mentoring or peer support relationship between employees at the same or similar level. It involves a more experienced practitioner sharing their knowledge and skills and providing encouragement to the less experienced practitioner. A previous graduate could be an appropriate peer mentor for a graduate. |
| **Small-group mentoring** | Regular, structured meetings between an experienced mentor and a group of mentees in a similar workplace situation. For example, graduates. The focus is on supporting the professional development of group members who can benefit from the experiences and advice of others in the group in addition to the mentor. The group usually has areas or topics of focus rather than on the day-to-day work of mentees. Usually occurs for a short-term period for example, six to twelve months. |
| **Micro or situational mentoring** | A short-term mentoring relationship focused on a single issue, challenge or area of development for the mentee. The mentor is chosen for their expertise or experience in the area of focus. The mentor and mentee meet for a short period to focus on the area of development |
| **Rotational mentoring** | Mentees meet with different mentors over a period. For example, a graduate year, where the multiple mentors share knowledge and advice in their specific area of expertise. This approach allows graduates to develop relationships with multiple experienced practitioners. The mentoring relationship is very short-term. For example, one to two meetings, but the professional relationship and network can endure. |
| **Coaching** | A short-term relationship with a specific outcome in mind. A coach is appointed for their expertise in an area where development or improvement is sought. Meetings reflect on current practices and behaviours, with the aim to solve particular problems or challenges. |
| **Shadowing** | An informal experience over a day or several days where a less experienced practitioner observes an experienced practitioner. This is to gain a better understanding of how they perform their role day-to-day. During the shadowing experience, the experienced practitioner shares insights into:   * their practice approaches * decision-making * ways of working. |

1. For the purposes of the graduate program, recently employed means an eligible graduate who commenced in their position within 12 months before applications opening for the graduate round.

   There is flexibility around the criteria. Employers can contact the GRC if they believe the program may benefit an existing member of staff who has been employed for longer than 12 months or became qualified more than 2 years ago. Employers can contact the Graduate Resource Centre [graduateresourcecentre@rmit.edu.au](mailto:graduateresourcecentre@rmit.edu.au). [↑](#footnote-ref-2)
2. Definition of recently commenced employment: For the purposes of the graduate program, recently employed means an eligible graduate who commenced in their position within 12 months before applications opening for the graduate round.

   There is flexibility around the criteria. Employers can contact the GRC if they believe the program may benefit an existing member of staff who has been employed for longer than 12 months or became qualified more than 2 years ago. Employers can contact the Graduate Resource Centre [graduateresourcecentre@rmit.edu.au](mailto:graduateresourcecentre@rmit.edu.au).

   There is also flexibility in the qualification requirements for entry pathway 2 where a practitioner may benefit from the program or there are special circumstances. Discuss this with the Graduate Resource Centre at [graduateresourcecentre@rmit.edu.au](mailto:graduateresourcecentre@rmit.edu.au) . [↑](#footnote-ref-3)
3. Rural and regional locations are considered to be areas classified as MM2 to MM7 under the [Modified Monash Model](https://www.health.gov.au/topics/rural-health-workforce/classifications/mmm). More information on this model is available at the [Department of Health and Aged Care - Modified Monash Model](https://www.health.gov.au/topics/rural-health-workforce/classifications/mmm).https://www.health.gov.au/topics/rural-health-workforce/classifications/mmm [↑](#footnote-ref-4)
4. *Professional supervision*, Child Protection Manual, Document ID number 4301, version 5, 20 November 2019, Department of Families, Fairness and Housing, accessed 29 April 2024 at https://www.cpmanual.vic.gov.au/our-workforce/supervision/professional-supervision [↑](#footnote-ref-5)
5. *Family violence, sexual assault and child wellbeing best practice supervision,* Department of Families, Fairness and Housing, 2023, accessed 29 April 2024 at https://www.vic.gov.au/best-practice-supervision-information-sheets [↑](#footnote-ref-6)
6. *Best practice supervision guidelines: Family violence, sexual assault and child wellbeing*, Department of Families, Fairness and Housing, 2024. Available at https://www.vic.gov.au/best-practice-supervision-guidelines [↑](#footnote-ref-7)
7. Professional Supervision: policy and Standards, Ministry for Children, NZ, n.d Oranga Tamariki Ministry for Children (nd). Accessed 29 April 2024 at https://practice.orangatamariki.govt.nz/assets/practice/use- professionalsupervision/professional-supervision-policy-and-standards.pdf [↑](#footnote-ref-8)
8. Switch to Social Work: Supervision Model, Department of Families, Fairness and Housing, 2023 [↑](#footnote-ref-9)
9. PASE Model, Amovita International, n.d, accessed 29 April 2024 at https://amovita.com/product/pase-model/ [↑](#footnote-ref-10)
10. P Hawkins and R Shohet, Supervision in the helping professions, Open University Press, 2006 [↑](#footnote-ref-11)
11. T Morrison, Staff supervision in social care, Pavilion, Brighton, 2005 [↑](#footnote-ref-12)
12. DA Kolb, Experiential learning: experience as the source of learning and development, Prentice Hall, Englewood Cliffs, NJ, 1984 [↑](#footnote-ref-13)
13. Note that the term ‘supervision’ can have negative connotations of control and regulation for the First Nations workforce. Cultural empowerment is often preferred. [↑](#footnote-ref-14)
14. *Our healing ways: a culturally appropriate supervision model for Aboriginal workers,* Victorian Dual Diagnosis Education and Training Unit, Australian Indigenous HealthInfoNet website, 2012, accessed 27 February 2023 at https://healthinfonet.ecu.edu.au/key-resources/resources/24027/?title=Our+Healing+Ways%3A+supervision%3A+a+culturally+appropriate+model+for+Aboriginal+workers&contentid=24027\_1 [↑](#footnote-ref-15)
15. Ibid. [↑](#footnote-ref-16)
16. 2*019–20 census of workforces that intersect with family violence: survey findings report – specialist family violence response workforce,* Victorian Government,2021, accessed 29 April 2024 at https://www.vic.gov.au/2019-20-census-workforces-intersect-family-violence-survey-findings-report-specialist-family [↑](#footnote-ref-17)
17. G Ruch, ‘Relationship-based practice and reflective practice: holistic approaches to contemporary child-care social work’, *Child and Family Social Work*, 2005, 10(2): 111–123, doi:10.1111/j.1365-2206.2005.00359.x. [↑](#footnote-ref-18)
18. *What does intersectional feminism actually mean?*, International Women’s Development Agency, 2018, accessed 27 February 2023 at https://iwda.org.au/what-does-intersectional-feminism-actually-mean/ [↑](#footnote-ref-19)
19. Adapted from *Professional supervision*, Child Protection Manual, Document ID number 4301, version 5, 20 November 2019, Department of Families, Fairness and Housing, accessed 29 April 2024 at https://www.cpmanual.vic.gov.au/our-workforce/supervision/professional-supervision [↑](#footnote-ref-20)
20. *Best practice supervision guidelines: Family violence, sexual assault and child wellbeing*, Department of Families, Fairness and Housing, 2024. Available at https://www.vic.gov.au/best-practice-supervision-guidelines [↑](#footnote-ref-21)
21. *Best practice supervision guidelines: Family violence, sexual assault and child wellbeing*, Department of Families, Fairness and Housing, 2024. Available at https://www.vic.gov.au/best-practice-supervision-guidelines [↑](#footnote-ref-22)
22. Professional Supervision: policy and Standards, Ministry for Children, NZ, n.d Oranga Tamariki Ministry for Children (nd). Accessed 29 April 2024 at https://practice.orangatamariki.govt.nz/assets/practice/use- professionalsupervision/professional-supervision-policy-and-standards.pdf [↑](#footnote-ref-23)