Introduction

• Understand the framework that sits behind the teaching and learning outcomes and assessment framework at QUT for the Social Work Degrees
• Understanding the different assessment level definitions
• Understanding the expectations for achieving a successful first and final placement
• Unpacking the different assessment levels
• VIDEO here
Educational & Accreditation frameworks informing Field Education Units

**Australian Qualifying Framework**
Sets the benchmark for each degree type in Australia which influences the design of learning outcomes, BSW sits at Level 7 - MSW(Q) sits at Level 9 - which has particular educational outcomes integrated into the learning outcomes.

**AASW Accreditor of Social Work Degrees in Australia**
ASWEAS the Accreditation and Education requirements. The AASW has particular educational outcomes including for Field Education, the Practice Standards and Code of Ethics.

**QUT Requirements**
Graduate Attributes
Research of best practice

**Learning outcomes and expectations for passing field education - embedded in the Professional Learning Tool and Mid and Final Assessment Reports**
Students should have demonstrated effective use of knowledge, skills and commitment to the core values and ethics of social work in a given setting or context.

Students will have demonstrated ability to manage generally less complex situations, with supervision and support.

Students will have demonstrated capacity to work with people and situations where there may not be clear cut solutions.

Students will have demonstrated their emerging professional identity, this involves being able to articulate their emerging framework for practice, in so doing showing emerging accountable practice.

Students will have demonstrated their ability to communicate appropriately and clearly with service users, colleagues and other stakeholders within their practice context.

Students will have demonstrated that they understand and can articulate their use of self and how this influences and impacts on their practice. However this still needs further development and depth (Adapted from The College of Social Work 2012).
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<thead>
<tr>
<th>Capable</th>
<th>BC</th>
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<tr>
<td></td>
<td>Beginning Capability</td>
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<tr>
<td>SC</td>
<td>NC</td>
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<tr>
<td>Some capability</td>
<td>Not Capable</td>
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<td>UA</td>
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Capable: First Placement

- Knowledge and skill demonstrated is of a high standard including an ability to work independently as appropriate to context, the ability to critically reflect, development of self-awareness and self-identity.

- Student able to demonstrate understanding of integration of theory to practice and able to clearly articulate an emerging practice framework.

- Student demonstrates a clear understanding of ethical practice.
Beginning capability: First Placement

- The student demonstrates sound knowledge base for ethical practice; and demonstrate appropriate skills for effective practice within the specific context. This includes sound communication and relationship skills.
- The student can work semi independently or independently at times, but this is not always consistent.
- The student demonstrates beginning level of skill in critical analysis and reflection; and in their development of self awareness and use of self.
- The student is able to integrate theory into practice, however may still require additional support or guidance at times.
- The student can articulate a sound emerging practice framework.
- The student demonstrates beginning capability of a safe, ethical and quality practitioner.
Some capability: First Placement

- Knowledge and skills demonstrated indicates some level of capability, however the student still requires ongoing support and guidance from supervisor/s. For example, skill in critical analysis and reflection, understanding of how theory integrates with practice.
- Student able to articulate some elements of their emerging practice framework or may have awareness about this, however this is not consistent, which means that there are gaps to ethical or safe or accountable practice.
- Further work needed to demonstrate beginning capability. By end of first placement this constitutes a fail.
Not Capable: First Placement

- Performance not at the basic level expected of an emerging critically reflective and ethical practitioner. Practice is potentially ‘unsafe’, and/or of poor quality.

- Ability to articulate and apply theory to practice and emerging practice framework is undeveloped.
Unable to be Assessed: First Placement

• The work has either not been undertaken or the supervisor has not had an opportunity to assess capability in this area.
• May still constitute pass depending on the area and context.
Final evaluation of assessment: First placement

- Where the student is rated at a BC level in the final assessment report - it is recommended that the student be strongly encouraged to focus on the area/s during their next semester as they prepare for their final placement, this may include recommendations to undertake voluntary work.