BSW & MSW(Q) FIELD EDUCATION MANUAL for FIRST/FINAL PLACEMENT

SCHOOL OF PUBLIC HEALTH AND SOCIAL WORK
FACULTY OF HEALTH
KELVIN GROVE CAMPUS
O BLOCK B WING LEVEL 6
VICTORIA PARK ROAD QLD 4059

Contact: Social Work & Human Services Field Education Unit
         QUT School of Public Health and Social Work, Faculty of Health
         Email: health.wils@qut.edu.au Phone: 07 3138 8778 Fax: 07 3138 8550

Updates and other relevant placement documents will be available on Blackboard and Social Work Interactive Supervision Support website: http://www.swiss.qut.edu.au/
For the Education and Accreditation Standards, please refer to the AASW website:
www.aasw.asn.au

For more information, ideas and tips about supervising students visit www.swiss.qut.edu.au
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The Social Work program at QUT is committed to promoting an inclusive society based on principles of social justice, empowerment and human rights. The program combines course work and field education geared to develop effective and ethically responsible professionals who can apply disciplinary knowledge and theory using a variety of intervention processes. The methods that are learnt apply to everyday practice realities and contexts which enhance the rights, worth, wellbeing and dignity of people. Field education is a core and integral part of the social work degree; it is crucial to the development of our graduate social work practitioners. We here, at the QUT Field Education Unit (FEU) believe that it is a transformative and highly significant aspect of the student’s journey to becoming a social work practitioner. The FEU works from the premise that all our graduating students need to demonstrate their ability to be safe, ethical and quality practitioners.

Field education provide students with the opportunity to put the theory they have learnt into practice, as such “Field education is a core component of social work education” (AASW, 2010 p. 7).

A student’s first social work practicum is the beginning of the journey, a time of forming their social work identity and emerging framework for practice. It is often both an exhausting and exhilarating time for students who learn what it is to critically reflect, constantly unpack their assumptions and beliefs, and start to learn the craft and skill of social work. Field Educators (agency supervisors) thus have a huge role to play as mentors and teachers throughout the placement experience. We all remember our Field Educators from our placements, at least I do, the inspiration and guidance and mentorship that was provided to me stays with me forever. Students starting their first placement are often highly anxious about whether they ‘know enough’, if they can ‘cut it’, is ‘this for me’, ‘can I do this?’, ‘what happens if I make a mistake?’ These are common themes for students as they begin their journey. Yet sitting alongside this natural anxiety first placement is also a time of constant light bulb moments for students as they start to make the links, and ‘get it’, and as such is a wonderful time.

For final social work placement students, the practicum is the opportunity to integrate the learning from their first placement, the theory and knowledge amassed during their degree and any other work or voluntary experience. It is a critical opportunity for all students to further develop skills and knowledge, to practice, experiment and try things out, and finally, to demonstrate their ability to practice as ethical, safe and capable social work graduates. Final placement is the time when things should all come together for a student, and a time when students formalise their own unique practice framework, their tool box for accountable practice, which will continue to develop and evolve.

Field education is central to the creation of the student’s professional identity. We are truly very grateful to the agencies, the individuals and teams who provide supervised field education experience to our students.

We look forward to working with our students and Field Educators during this very exciting and important time, thank you!

Fotina Hardy
Coordinator Field Education Unit
SECTION 1: KEY CONTACTS

Field Education Coordinator
Fotina Hardy
Location: O Block, B Wing Rm: B628
Email: fotina.hardy@qut.edu.au
Phone: 0481 008 597 or 07 3138 4614
Fax: 07 3138 0296

Associate Lecturer
Lesley McGregor
Location: O Block, B Wing Rm: B628
Email: l1.mcgregor@qut.edu.au
Phone: 07 3138 1733
Fax: 07 3138 0296

Lecturer
Anna Spencer
Location: O Block, B Wing Rm: B628
Email: a.spencer@qut.edu.au
Phone: 07 3138 2791
Fax: 07 3138 0296

Associate Lecturer
Liz Upham
Location: O Block, B Wing Rm: B628
Email: eleesa.johnstone@qut.edu.au
Phone: 07 3138 4504
Fax: 07 3138 0296

Placement Officer Professional
Della Gonske
Location: O Block, D Wing Rm: B612
Email: health.wils@qut.edu.au
Phone: 07 3138 1793
Fax: 07 3138 8550

Social Work and Human Services Course/Unit queries
If you have any questions about the progression of your course or enrolment or graduation, please contact Student and Teaching Services (SATS)

Student & Teaching Services (SATS) Course Enrolment and Progression
Location: O Block, D Wing Rm: D611
Reception
Email: socialwork@qut.edu.au
Phone: 07 3138 4697 or 07 3138 8550
## Student support for learning

QUT provides a range of support services for students which can be located on the QUT website [https://www.student.qut.edu.au/](https://www.student.qut.edu.au/). These include

<table>
<thead>
<tr>
<th>International Student Services (ISS)</th>
<th>Kelvin Grove</th>
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<tbody>
<tr>
<td>Counsellors and welfare officers at International Student Services provide a professional, confidential and free counselling service to international students. Email: <a href="mailto:issadvice@qut.edu.au">issadvice@qut.edu.au</a></td>
<td>Phone: 3138 3963</td>
</tr>
<tr>
<td></td>
<td>Level 4, C Block, Room C420</td>
</tr>
<tr>
<td></td>
<td>Kelvin Grove</td>
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<tr>
<td></td>
<td>Victoria Park Rd</td>
</tr>
<tr>
<td></td>
<td>Kelvin Grove QLD 4059</td>
</tr>
<tr>
<td><strong>Gardens Point</strong></td>
<td><strong>Level 4, C Block, Room C420</strong></td>
</tr>
<tr>
<td>• Phone: 3138 2019</td>
<td>• Kelvin Grove</td>
</tr>
<tr>
<td>• Level 3, X Block, Room X305</td>
<td>• Victoria Park Rd</td>
</tr>
<tr>
<td>• Gardens Point</td>
<td>• Kelvin Grove QLD 4059</td>
</tr>
<tr>
<td>• 2 George St</td>
<td><strong>Level 3, X Block</strong></td>
</tr>
<tr>
<td>• Brisbane QLD 4000</td>
<td><strong>Phone:</strong> 3138 2383</td>
</tr>
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<tr>
<th>Equity support includes counselling support, disability advisors and more</th>
<th>Kelvin Grove:</th>
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<tbody>
<tr>
<td><strong>Disability support</strong> - <a href="mailto:student.disability@qut.edu.au">student.disability@qut.edu.au</a></td>
<td><strong>Location:</strong> C Block (above cafeteria)</td>
</tr>
<tr>
<td><strong>QUT Counselling Services</strong></td>
<td><strong>Phone:</strong> 07 3138 3488</td>
</tr>
<tr>
<td>Monday – Thursday 9am – 5pm</td>
<td><strong>Gardens Point:</strong></td>
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<tr>
<td>Friday 8am – 4pm</td>
<td><strong>Location:</strong> Level 3, X Block</td>
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<tr>
<td></td>
<td><strong>Phone:</strong> Phone: 3138 2383</td>
</tr>
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<tr>
<th>Support for Aboriginal or Torres Strait Islander students - The Oodgeroo Unit:</th>
<th>Email: <a href="mailto:information.oodgeroo@qut.edu.au">information.oodgeroo@qut.edu.au</a></th>
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<tr>
<td>• helps Aboriginal and Torres Strait Islander people to enter university</td>
<td><strong>Kelvin Grove - Head Office</strong></td>
</tr>
<tr>
<td>• offers students academic, personal and cultural support</td>
<td>• Phone: 3138 3610</td>
</tr>
<tr>
<td>• conducts academic research in Indigenous studies, knowledge and associated areas of interest</td>
<td>• Toll free: 1800 645 513</td>
</tr>
<tr>
<td>• provides an Indigenous perspective to the university through teaching and learning</td>
<td>• Level 2, B Block, Room B205 Kelvin Grove</td>
</tr>
<tr>
<td>• organise events for staff students and the general public.</td>
<td><strong>Gardens Point</strong></td>
</tr>
<tr>
<td></td>
<td>• Phone: 3138 1548</td>
</tr>
<tr>
<td></td>
<td>• Level 5, Y Block, Room 512 Gardens Point</td>
</tr>
<tr>
<td></td>
<td><strong>Caboolture</strong></td>
</tr>
<tr>
<td></td>
<td>• Phone: 5316 7447</td>
</tr>
<tr>
<td></td>
<td>• Level 1, H Block, Room 105 Caboolture</td>
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<td><strong>Kelvin Grove</strong></td>
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</tr>
<tr>
<td>• 2 George St</td>
<td><strong>Level 3, X Block</strong></td>
</tr>
<tr>
<td>• Brisbane QLD 4000</td>
<td><strong>Phone:</strong> 3138 2383</td>
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**QUT Counselling Services**


SECTION 2: KEY INFORMATION

The Placement Dates and Hours

As per AASW (Australian Association of Social Workers) Accreditation and Education requirements, all students are required to complete a total of **1000 hours** over **two** placements of 500 hours each. BSW and MSW students undertaking 500 hour placements receive **14 hours** of credit towards their placement when they attend all of the placement integration workshops. As such, for a BSW or MSW placement of 500 hours, students are required to complete 486 hours at the placement agency. If students do not attend any of the workshops, those hours must be made up on placement.

Unless specified by the placement agency, lunch breaks do not count towards placement hours. Where a student is required to work through their lunch break this can be negotiated with the placement Field Educator, however it is essential that students practice self-care, which involves taking time out for a break. Students are able to count all hours worked towards their placement hours, unless the agency has specific requirements and expectations regarding work hours. Students and Field Educators need to **negotiate and clarify the hours of work at the outset of the placement**. Students are entitled to the seasonal public holidays but these do not count as placement hours, thus students must make up these hours. Students are encouraged to speak with their Field Educator about hours of work as required by the agency and expectations.

In the case of illness...

Students must complete the full 500 hours of placement (excluding the placement workshop allowance), the AASW stipulates this. **Any sick leave must therefore be made up.**

Where a student is ill for three or more consecutive days, a medical certificate is required. Notification of each absence due to illness (or any other absences) should be made to the agency supervisor on the day of absence, as well as to QUT by email: health.wils@qut.edu.au.

Insurance

The University's student insurance policy (**Appendix 1**) specifically covers the normal range of activities included in SW Field Education.

Training and support for Field Educators

Training/orientation events are held during each semester, QUT FEU provides two workshops during each semester. The first is offered at the beginning of each semester and includes discussion of University requirements, assessment, learning strategies, supervision, and self-care.

The second workshop is held mid-way to review and discuss assessment, strategies and provide ongoing support. In addition, QUT provides a specifically focused training workshop on supervising students where English is an additional language that focuses on cultural needs and tools. Field Educators will be advised as they are organised.

In addition, QUT has developed the SWISS website which provides a range of tools and resources online to support Field Educators **SWISS**.
Field Education Integration Classes for students

Integration classes are scheduled throughout the semester to support students to link theory with their practice experience. It is expected that students attend all classes.

All students MUST attend the Pre Placement lecture – scheduled on the Monday prior to the commencement of placement.

For FIRST placement students this is a full day, for FINAL placement students it is half a day until 1:30pm. This provides a crucial opportunity for students to be oriented into the expectations of placement and the learning outcomes of the relevant units, expectations regarding assessments, supervision, conduct, ethical practice and self-care.

For FINAL placement students, this also provides an opportunity to reflect on their learning achievements from their first placement and identify strategies for how to build on the knowledge and experience gained thus far.

Placement commences in either O Week or Pre O week so students must make themselves available to commence at this time. Failure to do so will result in the student not being able to undertake their placement.

All subsequent placement integration workshops are all scheduled for Fridays to provide minimal disruption to the placement experience as it is expected that students typically attend placement Monday to Thursday. These classes provide the opportunity for students to unpack learning, debrief, link theory and practice, and further develop their critical reflection and ethical practice skills and sense of self. Underpinning these classes is a focus on assisting and supporting students with the development of their professional identity and emerging framework for practice.

In addition, the relevant BlackBoard sites are regularly updated with resources and information throughout the semester and it is recommended that students refer to their BB site and fully explore the resources available. In line with professional conduct it is expected that if students are unable to attend any of the classes that they advise the Unit Coordinator prior to the class.

Details of the classes (i.e. dates, times, rooms) are available on Blackboard.

Professional conduct while on placement

Students on placement represent QUT and are bound by the QUT Code of Conduct at all times. Furthermore students are also bound by the organisational code of conduct and privacy and confidentiality requirements. Any breach of these can result in the student’s placement being terminated, resulting in a grade of fail. The student code of conduct can be found at: http://www.mopp.qut.edu.au/E/E_02_01.jsp.
SECTION 3: THE FIELD EDUCATION PLACEMENT

Before the Field Education Placement begins…

The following is a diagrammatical representation of the placement process

![Diagram of placement process]

Prior to commencing placement it is expected that students have communicated with their Field Educator about starting times, and any reading or preparation or orientation that may be required. Further that students have reviewed the relevant unit BB site to ensure they have all documentation and are aware of assessment expectations.

In undertaking placement, students are explicitly agreeing to follow the QUT Code of Conduct.

The First Fortnight of the Placement

It is anticipated that the student and the agency Field Educator will need a short period in which to settle into the day to day realities of the placement. For the agency Field Educator this period will involve negotiating an orientation program with the student, beginning the process of supervision, initial observations of the student, clarification of the student’s learning processes and style, and reality testing the student’s self-identified strengths and learning interest areas. It is recommended that the first two weeks are used for students to settle in, immerse themselves and become familiar with the context and framework and organisational requirements.

For the student this orientation will include meeting staff, adjusting to the work routine, beginning the process of supervision, identifying potential tasks and activities that can be used to support their learning (activities – the how) to
enable them to achieve their learning goals in developing their Professional Learning Tool, introduction to the service user group relevant to the organisation, observation of workers, and orientation to administrative tasks and protocols. During this time specific site Work Health and Safety Induction must occur and introduction to the code of conduct of the organisation. It will also involve the student starting to identify their strengths and learning interest areas in the light of experience of the particular placement setting.

**Key Roles in Field Education Placement**

Field Education is a collaborative endeavour involving four or more key players:

<table>
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<tr>
<th>Role</th>
<th>Description</th>
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<tr>
<td>Student</td>
<td>A first/final placement student practitioner in training</td>
</tr>
<tr>
<td>Agency Field Educator</td>
<td>A social work professional with at least two years practice experience associated with the placement agency who assumes responsibility for the facilitation of learning via regular formal and informal supervision. Where the Field Educator possesses another degree or has not yet reached the two years post qualification, an external social work supervisor will also be allocated to support the student and Field Educator.</td>
</tr>
<tr>
<td>QUT Field Education Liaison Visitor</td>
<td>A QUT Social Work qualified professional who provides support and quality assurance to students and Field Educators</td>
</tr>
<tr>
<td>External Social Work Supervisor</td>
<td>Only where required and agreed in advance</td>
</tr>
<tr>
<td>Coordinator Field Education</td>
<td>Who oversees and coordinates the program</td>
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These key players work together towards the same aim: facilitating the student’s transition from trainee or ‘novice’ to social work practitioner.

**The role of the Student**

While on Field Education placement students perform the following roles:

- a *practitioner-in-training role* in which they are bound by the same ethical obligations towards the agency, consumers and colleagues that apply to all practitioners;
- a *reflective, participant-observer role* obliging students to be active within and sensitive to the placement context. They are expected to reflect on the links between what they see, how they react, what they do and what they know about social work practice; and
- an *adult learner role* in which they are expected to participate as fully and independently as possible in all aspects of placement. With regards to the University there is an expectation that the student will use their initiative in meeting University requirements for liaison, written work and attendance at classes. With regards to the agency there is an expectation that the student will participate fully in the supervision relationship and agency life including complying with agency rules, (especially confidentiality), procedures, roles and responsibilities for staff.

**The role of the Agency Field Educator**

The agency Field Educator is usually an employee of the Agency where the placement occurs and facilitates student learning through performance of the following roles:

- an *administrative role* in which they organise “a place” for the student within the agency. This includes a “physical” place such as a desk (and access to agency resources such as a car, photocopier, stationary) and a “role” place as defined by the tasks the student is allocated while on placement;
School of Public Health and Social Work  
Social Work Field Education Unit Manual  

- a **student support** role in which they look to establish an emotionally safe environment conducive for student learning and field education practice; and  
- an **educational role** in offering the student constructive and purposeful guidance, feedback and opportunities for the development of practitioner skills and insights.

Strategies to support these roles include formal weekly supervision, informal supervision, debriefing, shadowing and observation of student practice, guidance and modelling of professional conduct. **AASW Standards require that a student receives a total of 1.5 hours of supervision for every five days worked.**

The Field Educator assesses student performance against their Professional Learning Tool and the AASW Practice Standards and Code of Ethics. The key tools to support the assessment include: the mid-placement assessment report; critical reflections, process recordings; evidence of achievement as documented by the student in their PLT and final assessment of learning report. The Field Educator will make a recommendation in the final assessment of learning report regarding whether the student has satisfactorily met all the learning goals on placement. These reports are drafted collaboratively between the student and supervisor and it is the student’s responsibility to upload these onto the relevant BlackBoard site.

After receiving the reports the Unit Coordinator reviews all documentation and assigns an overall assessment for the unit of either a Satisfactory (S) or Unsatisfactory (U) grade. Where an Unsatisfactory grade is awarded, the student is subject to the usual University appeal mechanisms where necessary. If the final assessment is that there are “no surprises” by the final assessment stage, and that any issues or concerns that have been identified are communicated with the FEU team immediately to ensure appropriate support and strategies are established. This again underscores the significance of the mid assessment review process and regular review of evidence documented by the student in their PLT (See Appendix 2 for the QUT Policy and on managing Placement Performance).

**The role of the QUT Field Education Liaison Visitor (LV)**

The Field Education Liaison Visitor (LV) is an educator assigned by QUT and plays a pivotal role as the point of contact between the student, Field Educator/s and the university FEU in providing support, guidance and initial trouble shooting around any particular issues. The LV communicates with the Field Education Unit about the progress of each student.

The first face to face Liaison Visit occurs in week 3-4; the LV will contact the student and Field Educator to make a time for the first liaison visit. The purpose of this meeting is to discuss student learning and expectations regarding the placement, ensure all parties have access to support, that the student with the support of their Field Supervisor is on track to developing a workable Professional Learning Tool (PLT) and that workplace health and safety procedures have been explained and followed. The student is expected to have emailed the draft PLT to the LV 3 days prior to the meeting, and will provide feedback about the development of this. The LV prepares a first LV report that documents the discussion and this is provided to the FEU Coordinator.

LVs perform the following roles:
- a **consultancy role** in which they consult with the agency Field Educator and the student regarding teaching and learning strategies appropriate to the placement;  
- a **mediation/problem-solving role** in which they support the agency Field Educator and student in the management and resolution of difficulties and or unexpected situations that arise on placement; and  
- a **quality assurance role** in which they monitor the placement context and student progress to ensure these fall within the guidelines of the University.

Ongoing contact following that first meeting will then be negotiated between the Liaison Visitor, Agency Field Educator and Student in response to identified needs. Contact may be over the phone, email and additional face to face meetings.

Generally a second LV will occur around mid-placement, which is a time to review progress and discuss any additional support required. This is a crucial time to also identify any concerns or issues to ensure that the student and field
educator are well supported and the Field Education Unit is aware of any issues. Additional LV meetings can occur as required, particularly where additional support is required. Importantly, the student and Field Educator is able to communicate with the LV throughout the placement about any issues, questions or concerns via telephone or email and this is the first point of contact for all matters.

The role of the Coordinator of Field Education
The Coordinator of Field Education is responsible for the coordination of the unit including the development and maintenance of productive and professional relationships with all interested parties (i.e. agency Field Educators, External Social Work Supervisors, Liaison Visitors and students).

If issues are identified through the placement it is imperative that the appointed Liaison Visitor is contacted immediately, if this is not possible please contact the Coordinator of Field Education by email to: fotina.hardy@qut.edu.au or via health.wils@qut.edu.au
SECTION 4: ASSESSMENT OF FIELD EDUCATION

Assessment requirements during field education comprises the following:

- Completion of 500 hours of field education (or 280 for Advanced Standing students).
- Satisfactory demonstration of performance which is assessed according to grading schema below. First placement – highly capable, capable; Final placement – capable or beginning capable.
- Completion of necessary field education requirements as specified below.
- Regular formal and informal social work supervision with a qualified social work educator.

All assessment documents are on the student’s BlackBoard sites under assessments and Field Educators can access these from the SWISS website.

Framework for assessment

Assessment of first/final placement in the BSW and MSW(Q) is explicitly based on the AASW Code of Ethics and the 8 AASW Standards for Main Areas of Social Work Practice and the associated sub-standards and indicators:

1. Values and Ethics
2. Professionalism
3. Culturally Responsive and Inclusive Practice
4. Knowledge for Practice
5. Applying Knowledge to Practice
6. Communication and Interpersonal Skills
7. Information Recording and Sharing
8. Professional Development and Supervision

Assessment requirements

<table>
<thead>
<tr>
<th>Assessment Document</th>
<th>Rationale</th>
<th>Mode of Submission &amp; Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time sheet</td>
<td>All placement hours completed should be recorded in the timesheet as evidence of completing either 280hrs (students with advanced standing) or 500hrs. A signed off record of the placement hours completed is required. It is expected students will have these signed off weekly – NOT at the end of placement.</td>
<td>The final copy of the timesheet, signed off by the Field Educator, is submitted by the student on the Unit’s BB site at the conclusion of placement.</td>
</tr>
<tr>
<td>Professional Learning Tool (PLT)</td>
<td>The Professional Learning Tool is a critical document in assisting the Field Educator and FEU to assess the student’s performance on placement. It is a guide for tasks and activities the student can undertake on placement which will support their learning goals. Please note this should be completed throughout placement and form the basis of supervision and support assessments.</td>
<td>Students submit the draft to their Liaison Visitor prior to the first Liaison Visitor. Students submit the final copy to the Unit Blackboard site, under the Assessment link, at the conclusion of placement – within one week of finishing placement.</td>
</tr>
</tbody>
</table>
### Three Reflections & Two Process Recordings

Reflections and Process Recordings are key learning tools to assist with the development of self-reflective practice, and thus enable students to integrate the theory and research with real life practice experiences on placement. They also act as in-depth ‘Evidence of your Learning’ against a number of practice areas.

Students submit to the Agency Field Educator/External Supervisor and discuss in supervision. The Agency/External Supervisor will confirm the completion of these in the Final Assessment of Learning Report. It is recommended that these are undertaken throughout the course of the placement with timeframes negotiated between student and Field Educator/External Social Work Supervisor.

### Mid Placement Assessment of Learning Report

The Mid Placement Report builds in a review process for both the student and Field Educator/s to assess how the student's learning is tracking against their learning goals and practice standards. Students must record their evidence of learning and achievements against the practice standards and personal goals developed. The timing of this is critical, so that any gaps or issues identified can be resolved with a plan of action to ensure the student meets all requirements by the end of the placement.

Students submit Report on the Unit Blackboard site following the completion of this report at the mid-way part of placement (i.e. around 140hrs or 250hrs). It is imperative that this be completed and uploaded onto BB at mid-point in the placement as it will be marked by the FEU.

### Final Assessment of Learning Report

The Final Assessment of Learning report provides the final summary of the student’s key learning achievements, as well as the supervisor/s assessment of the student's capabilities against the practice standards. Again, the student must record their evidence of learning and achievements against the practice standards.

Students submit Report on the Unit Blackboard site at the conclusion of placement.

### Emerging Practice Framework Presentation (First and Final Placement Masters students only)

A critical skill for all Social Workers is the articulation of a practice framework – that is, being able to explain your approach to practice (i.e. Why you do the things you do in the way you do)

The timing of these presentations will be negotiated with students, but often coincide with the final Placement Integrated workshop.

### Naming Convention Requirement for Students

Before submitting your work on Blackboard, please

SAVE your document as follows:

**Document Type + Surname + First Name**

**Example:** Mid Placement Report_Downing Ray

### Criteria used during the Mid and Final Assessment of Learning Report

The Mid and Final Assessment of Learning Reports are completed using the evidence (STARL examples) students have documented in their PLT as the basis for discussion and final evaluation of a student’s progress. This
emphasises the importance for students to update their **PLT regularly (weekly)** with demonstrated evidence of achievement; and the importance for students and Agency Field Educators and external Social Work supervisors to discuss progress and learnings regularly in supervision and to document these regularly as they occur.

Both Mid and Final assessments of learning reports need to be **collaboratively** completed by the student, agency Field Educator and External Social Work Supervisor where relevant. It is the student’s responsibility to ensure the reports are completed on time, supported by the agency Field Educator.

Students are assessed in relation to their achievement of each of the AASW practice standards, underpinned by an assessment of a student’s ability to practice ethically, in their role as an emerging social work practitioner. Agency Field Educators and External Social Work Supervisors jointly make the assessment and a recommendation as to whether the student has satisfactorily passed their placement. The final assessment grade is allocated by the Coordinator Field Education Unit.

The **Mid-Placement Report** and **Final Placement Assessment of Learning Report** are submitted by the Student on Blackboard. It is highly recommended that copies are made, and the student and Supervisors each keep a copy.

**Levels of Achievement**

**For Social Work students undertaking their First placement:**

To achieve an overall **satisfactory** grade for first placement, students need to demonstrate that they are either ‘**Capable**’ or have ‘**Beginning Capability**’ across the eight Practice Standards. Anything less than that in the final assessment of learning report constitutes a fail. The PLT is therefore a crucial document that demonstrates the evidence of achievement in meeting each of the Practice Standards.

### Assessment grades and definition for first placement

<table>
<thead>
<tr>
<th>Capable – (C)</th>
<th>Beginning Capability - (BC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The student demonstrates sound knowledge base for ethical practice; and demonstrates 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Limited Capability – (LC)</th>
<th>Not Capable – (NC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and skills demonstrated indicates limited level of capability, and the student still requires ongoing support and guidance from supervisor/s. Further work needed to demonstrate beginning level of, 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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unable to be Assessed – (UA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work has either not been undertaken or the supervisor has not had an opportunity to assess capability in this area.</td>
</tr>
</tbody>
</table>
For Social Work Students undertaking their Final Placement:

To achieve an overall satisfactory grade for final placement, students need to demonstrate that they are either ‘Highly Capable’ or ‘Capable’ across the eight Practice Standards. When evaluating the student's performance, you need to consider the questions under each Practice Standard. Anything less than that in the final assessment of learning report constitutes a fail. The PLT is therefore a crucial document that demonstrates the evidence of achievement in meeting each of the Practice Standards.

**Assessment grades and definition for final placement**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Capable – (HC)</strong></td>
<td>Knowledge and skill demonstrated is of a high standard including ability to undertake work independently, high level of critical awareness, self-reflective and reflexive practice, where integration of theory to practice is clearly evident. Articulates a strong emerging practice framework and social work identity. Safe, ethical and quality practitioner.</td>
</tr>
<tr>
<td><strong>Capable – (C)</strong></td>
<td>Knowledge and skill demonstrated is what would be expected of a newly graduated practitioner. Can work independently as appropriate. Engages in reflective practice, where integration of theory to practice is evident. Articulates a clear emerging practice framework. Safe, ethical and quality practitioner.</td>
</tr>
<tr>
<td><strong>Beginning Capability - (BC)</strong></td>
<td>Knowledge and skill demonstrated is at a beginning level, performs with a developing level of skill in critical analysis and reflection, self-awareness, and/or understanding of how theory integrates into practice. Articulates an emerging practice framework with limited capacity for flexibility and adaptability. The student is not able to demonstrate safe, ethical or quality practice as yet, requiring ongoing support.</td>
</tr>
<tr>
<td><strong>Limited Capability – (LC)</strong></td>
<td>Knowledge and skill demonstrates indicates limited levels of capability, and student still requires constant support and guidance from supervisor. Further work needed to demonstrate beginning level of skill in critical analysis, reflection, use of self, and/or understanding of how theory integrates into practice. Student able to articulate some elements of their emerging practice framework and has an awareness of the need and importance of this, however this is inconsistent and lacks depth and understanding.</td>
</tr>
<tr>
<td><strong>Not Capable – (NC)</strong></td>
<td>Performance not at basic level expected of a critically reflective and ethical practitioner. Poor understanding of requirements of social work practice, of practice standards, codes of ethics, the organisational framework etc. Practice is potentially unsafe or inappropriate. Knowledge or skills undeveloped. Attitude to learning is poor or inconsistent. No emotional intelligence demonstrated or this is inconsistent.</td>
</tr>
<tr>
<td><strong>Unable to be Assessed – (UA)</strong></td>
<td>The work has either not been undertaken or the supervisor has not had an opportunity to assess capability in this area.</td>
</tr>
</tbody>
</table>

**Demonstrated Abilities for First and Final Placement**

The following requirements have been developed by the QUT Field Education Unit. They are adapted from the College of Social Work (UK), drawing on the ASWEAS guidelines and core curriculum requirements, the QUT Social Work degree teaching and learning outcomes, QUT Blueprint and Graduate Attributes, and Australian Qualifications Framework (AQF). These requirements recognise the difference between a first and final placement.
For Social Work students undertaking their First placement:

By the end of their first placement, all students must demonstrate a combination of attributes, skills and knowledge to allow them to successfully undertake their final placement. By the end of their first placement students are required to demonstrate the following:

- 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 show 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).

For Social Work Students undertaking their Final Placement:

Students undertaking their final placement have 500 hours to demonstrate their capability as a safe, ethical and quality social work graduate. It is expected that students will build on the knowledge and skills developed in their first placement, along with their theoretical content, to be able to practice with and deal with higher levels of complexity. Students have to meet the specific requirements as again specified by the AASW, QUT and AQF. This includes:

- Students can confidently articulate and demonstrate an ethical framework for practice that aligns with social work values and knowledge base.
- Students will have demonstrated that they understand and can articulate their use of self and how this influences and impacts on their practice.
- Students can demonstrate knowledge and skills to work with a range of user groups, and ability to undertake a range of social work tasks at a foundation level.
- Students can demonstrate their ability to work with complex situations.
- Students demonstrate the ability to work independently.
- Students demonstrate they can seek appropriate support and supervision as required, showing they are aware of the limits to their capability.
- Students demonstrate the ability to critically reflect on their own practice, and systems and structures that can lead to inequity and oppression.
- Students will have demonstrated their ability to communicate appropriately and clearly with service users, colleagues and other stakeholders within their practice context.
SECTION 5: SUPERVISION & STUDENT PERFORMANCE

Check out the Social Work Integrated Supervision Support website, especially designed to support Agency Supervisors, supervising a QUT student on placement.

Supervision is essentially a matter of establishing and maintaining a relationship that is open, honest, purposeful and conducive to student learning (Humphrey 2011). That relationship provides for the following functions (Cleak and Wilson 2007):

- **administrative**: ensuring the student is working within agency guidelines;
- **supportive**: providing encouragement and feedback to the student; and
- **educational**: offering feedback, learning opportunities and on the job training.

While many supervisors do adopt “the model” of sitting down with the student once a week for a supervision session of approximately one hour or an hour and a half, we recognise that supervision in the field takes many shapes and forms. In fact most supervisors offer a variety of types of supervision to their students including: debriefing, impromptu feedback, peer, shared, group and mentor arrangements, and meeting at the student’s initiative. In considering the style of supervision you would like to adopt with a particular student, you may think about:

- the way supervision of workers generally occurs in your agency;
- the learning needs of the student;
- the amount of initiative and autonomy the student demonstrates;
- the routine of the agency and the rhythm of your work;
- the student’s preferred learning style; and
- the complexity of the tasks, duties and responsibilities in which the student is involved.

Whichever style you adopt, it is important that you recognise that your relationship with the student is a crucial determinant of how the placement goes. That relationship warrants careful consideration and nurturing in order to be optimally productive.

The Australian Association of Social Work (AASW) requirements of Social Work students’ supervisors mean that students must be supervised by a worker with Social Work qualifications who has had a minimum of two years work experience.

We have developed a **supervision agreement** (the template can be found on the SWISS website) which we strongly suggest you use to develop the supervision relationship with your student.

**Managing Performance on Placement Policy**

A student is “at risk” of their work being assessed as unsatisfactory where their performance is consistently unsatisfactory or problematic in significant areas of professional practice. We are committed to working with all involved following the Managing Performance on Placement Policy attached as Appendix 2.

The Managing Performance on Placement Policy outlines the process to be used to assist students and supervisors to resolve significant issues or problems impacting on placement. The guiding principles underpinning this policy include:

- **Respect** – for the viewpoints of involved parties
- **Transparency** – open communication using a collaborative process
- **Professional Integrity** – maintaining a high level of professionalism in all discussions
- **Justice** – provision of opportunity for timely resolution/management of concerns.

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19
Who does this policy apply to?

Addressing any issues or concerns is a collaborative process involving the student, agency supervisor, external social work supervisor where appropriate, university liaison visitor and through them the Field Education Unit (FEU).

The procedure

In the event of performance issues we **strongly recommend that this process commence as early as possible**. There are several options we can explore, including withdrawing the student from the placement where absolutely necessary, or continuing the placement with more supervised support with a specific learning contract, tasks and assessment criteria.

It is **important to address any problematic issues early on with the student and to advise the university liaison visitor**. This maximises opportunities for successfully resolving issues. Our philosophy is that there should be **no surprises** for the student. Because Social Workers are engaged with vulnerable and disadvantaged people, we have a duty of care to students and agency clients. Fortunately that happens only rarely, but when it does, it is usually very stressful for student, supervisor, agency and university staff.
SECTION 6: FACILITATING LEARNING

Learning Styles

Different people learn in different ways, and there is no particular right way to learn. A great deal of literature has emerged that attempts to make sense of the diversity of ways that people learn. The intention of this literature is to find the similarities as well as the differences between people as learners. Understanding learning styles is all about understanding what makes it easiest for the individual to learn.

Students typically respond in three ways when placed in a learning situation

- emotionally (the feeling response to being in a learning situation)
- behaviourally (the learning behaviours they undertake)
- cognitively (the way they think in a learning situation)

All students on placement are adult learners. Adult learners have in common with each other:

- their capacity to draw upon their bank of life experiences as a resource for learning;
- their tendency to be more interested in learning about the real world than in acquiring knowledge for its own sake;
- the tendency of all learners to learn best when the educative process is focussed on what the learner wants to learn rather than what the teacher wants to teach;
- the need of all learners to integrate theory and practice in a learning cycle, that is, to learn from experience.

Students who are adult learners may also demonstrate differences in their learning styles. Students, according to Witkin (1987) may be categorised as field dependent or field independent learners. One style is not better than the other. The “field” that Witkin (1987) refers to is the context for learning. This context may have any number of aspects to it including social, political and historical dimensions.

<table>
<thead>
<tr>
<th>A field dependent student</th>
<th>A field independent student</th>
</tr>
</thead>
<tbody>
<tr>
<td>tends to be sensitive to both their field or context as a learner and sensitive to the field or context of what they are learning about;</td>
<td>tends to be literally less dependent on or less a part of the field in which they operate;</td>
</tr>
<tr>
<td>tends to prefer working with others as people are an important factor in their field;</td>
<td>prefers more autonomy and structure in their learning environment;</td>
</tr>
<tr>
<td>tends to be expansive rather than focussed in their world view;</td>
<td>although they may prefer harmonious social environments they basically seek less social contact.</td>
</tr>
<tr>
<td>prefers more loosely structured learning experiences.</td>
<td></td>
</tr>
</tbody>
</table>

Support for Agency Field Educators

We recognise that supervising students requires a substantial commitment of time, resources and energy from you and your agency. QUT is committed to supporting you in your supervisory role by offering training, orientation, resource materials, and support through liaison visits and telephone contact, and by promptly responding to your requests for our assistance.
Student learning styles preferences may also be categorised using Kolb’s (1984) model of experiential learning. According to Kolb although all learners must master all of the styles listed below, most people have a preferred learning strategy. Students usually prefer to learn by:

- **concrete experience** preferring an environment that emphasises their personal experiences in learning;
- **reflective observation** preferring an environment that emphasises the use of logical thinking;
- **abstract conceptualisation** preferring an environment that as adult learners emphasises mastery of concepts;
- **active experimentation** preferring an environment that emphasises the application of knowledge and skills.

In addition to learning style, the life and work experiences and the professionally relevant skills and abilities that the individual student brings to placement should be considered when drafting the PLT. The goals, learning and assessment strategies of the PLT should be a direct reflection of all that the student brings to the placement.

**The Professional Learning Tool**

With the guidance of the Agency Field Educator, the student is expected to draw up a *Professional Learning Tool* (PLT) outlining the major objectives and activities of their placement, the skills and knowledge they hope to develop, and how these relate to the AASW Practice Standards. It should also detail how they plan to learn and who will be involved in the process. The Professional Learning Tool focuses attention on the placement as a learning experience. It should be a useful, flexible document that can be revised and adjusted as the placement unfolds and changing circumstances dictate.

The Professional Learning Tool is a plan prioritising and making explicit what the student wants to learn during placement (goals and objectives); what work, actions or experiences the student needs to undertake to facilitate learning (strategies), and ways of determining progress towards attaining the goal (outcomes). Developing a Professional Learning Tool is a collaborative venture between the students, the supervisor, and supported by the Liaison Visitor. Each stakeholder has information, knowledge and vision that can inform its design. The ultimate aim is to create learning opportunities and reflection sites that maximise learning during the placement.

The rationale for having a Professional Learning Tool:

- It provides a useful structure for planning and prioritising student activities.
- It is harder for either the student or the supervisor/agency to overlook or dismiss placement learning goals and opportunities.
- It makes stakeholder expectations about student aims and outcomes explicit, thereby reducing ambiguity and the potential for misunderstanding.
- In reflective practice developing a plan is a key part of an action learning cycle - we need to know what it is we want to learn and how we are going to go about learning, before we can assess the level to which we have progressed and reflect on what we might do differently next time.
- It allows students to be appropriately accountable for their learning and enables supervisors to promote the opportunities necessary for learning to occur.
- It allows students to be clear with service users about what you know and what you need to seek confirmation about (i.e. about ethics of interaction with service users).

The Professional Learning Tool provides a framework for the first liaison visit and both the mid and final assessment of the student’s performance because it identifies and qualifies the objectives and expected performance outcomes. It is expected that the Professional Learning Tool will be examined during the first agency liaison visit and the goals identified by the student and supervisor will also form the basis of the final assessment. It is important to note that students must address each of the Practice Standards in both their placements.
The development of a robust Professional Learning Tool (PLT) – First Placement

The Professional Learning Tool (PLT) has been developed to act as a tool to guide the student’s learning goals, providing a structure and road map for what needs to be achieved while on placement as well as personal goals.

While the PLT is based on the AASW Practice Standards, it is also context specific, that is, what can be achieved in one setting will not be achievable in another; which is the nature of social work. Therefore the PLT provides an opportunity for students and Field Educators to identify the learning opportunities and the ‘social work’ role, opportunities and learnings within the particular context.

The PLT is a collaborative tool developed by the student with the input and support of the Field Educator and External Social Work supervisor (where appropriate). Fundamentally it is the student’s responsibility to identify learning goals and the Field Educator has a role of supporting students in identifying realistic goals and actions to enable them to achieve these.

The Liaison Visitor provides additional support by reviewing the PLT and providing feedback or suggestions. This therefore needs to be emailed to the liaison visitor prior to the first liaison meeting - at least 3 days beforehand by the student.

An early step in the development of the PLT is clarification of the tasks and activities the student may undertake within the placement setting, highlighting the importance of a collaborative approach. It is recommended that the first two weeks are used for the students to observe and reflect on the nature of the organisation and in doing so, discuss with their Field Educators the opportunities, possibilities, projects and activities that they can become involved in.

The Integration Classes students attend provide an avenue for expectations to be discussed about what constitutes an appropriate PLT and evidence of learning. These classes also provide students with further opportunities to unpack, reflect and develop their depth of understanding of how to link theory and ethics into practice.

The development of a robust Professional Learning Tool - Final Placement

Final placement students have the benefit of having already developed their first PLT during their first placement and recording their evidence of achievement. This is then summarised in their first Final Assessment Report. It is strongly recommended that students share these two crucial documents with their Field Educator/s as they re-assess what they have already learnt, what their strengths are and what skills and knowledge they still require to develop. The final placement requires that the student will develop greater depth of understanding and knowledge and be able to work with a higher level of complexity and autonomy. There is a section in the PLT where placement students are asked to reflect on and document what skills and knowledge they already bring with them to their final placement. This creates opportunity for student and Field Educator/s to develop targeted learning goals.

Review/Assessment

Professional Learning Tools should have timeframes for action and review. This allows for assessment of progress and for alterations to be made. By regularly evaluating and reviewing what you want to achieve and how you are progressing, goals and strategies can be adjusted and readjusted to best reflect your learning needs. The PLT also needs to specify the desired outcomes and the method of assessment. Clarification and specification can reduce the potential for misunderstandings and disagreements and vague goals.

Students are strongly encouraged to maintain a reflective journal of their learning so that they do not lose the richness of the learning journey, as there will be so many opportunities for learning that by the end of their placement, the student may have forgotten some of the transformational and key learnings they have achieved. The journal can provide an avenue for recording evidence, it can provide a space for students to record areas they want to follow up with in supervision. (Appendix 3 provides more information)
Documenting the evidence of achievement is critical – students are required to document their evidence as they go throughout the placement – this may be through their reflective journal or other documentation. The completion of the three critical reflections and two process recordings – each tools for critically reflective practice – provide further mechanisms through which students can demonstrate their understanding and learning. While these do not need to be submitted to QUT, they must be discussed with their supervisors and can form the basis of their evidence.

The STARL (Situation, Task, Action, Result, and Learning) method of documenting evidence is used for the final examples to demonstrate achievement. Students are required to complete a set number for each practice standard – students can include more STARL examples if they wish but they must complete the minimum number required.

Assessment Strategies
Once the student’s objectives, learning style preference and teaching strategies have been identified, the next step is for the agency supervisor and student to negotiate how the student’s work performance will be assessed.

The process of assessment involves two steps:

- gathering information about student performance on placement, and
- generating either assessment or descriptive feedback by comparing student performance with practice objectives, learning outcomes and standards and required levels of achievement in the AASW Practice Standards.

Possible assessment strategies are listed below and may include:

- assessment of client material prepared by the student e.g. case notes, reports, assessments, on-line reflective journal entries and entries in other journals;
- structured observation of the student in practice situations or co-working with the agency supervisor or other agency personnel in practice situations;
- student oral or process reports of independently executed tasks;
- preparing relevant documentation e.g., a community resource manual, funding submission, program or policy descriptions etc; and/or
- prepared tasks or functions, e.g. verbal presentation to staff preparing and conducting a training session, chairing a public or agency meeting etc.

Specifying the assessment strategies early on prevents possible disagreement later.

Steps in Reviewing the Professional Learning Tool

- Ascertain the extent to which the student has completed the planned tasks and activities during the specified time period.
- Determine the extent to which the student has reached the desired practice standard or has shown significant progress towards these standards over this period using the suggested assessment methods.
- Adjust the Professional Learning Tool to respond to student learning needs and progress. This will involve extending the student who has achieved the planned objectives and building in additional opportunities to facilitate student learning in the desired areas e.g. a student who has reached the desired standard in conducting individual interviews may be “extended” by being required to conduct family interviews.
- The mid-placement report drafting process should identify the student who is having difficulty meeting the required standard for placement. The University liaison visitor should be contacted as soon as possible to assist both parties through a problem solving process if problems arise following the first liaison visit.

Hint: It is strongly recommended that the PLT is reviewed on a regular basis so that there are no surprises for student or Agency Field Educator in relation to progress.
Teaching and learning strategies

The following teaching/learning strategies are of significant benefit in every placement and can be incorporated into every Professional Learning Tool:

- Student reflection on and processing of significant placement experiences in a reflective on-line journal and any other journal kept by the student.
- Formal weekly supervision sessions.
- Direct presentation of information to the student e.g. a supervision session may involve a formal presentation of theory or practice by the supervisor.
- The use of standard professional graphic presentations e.g. a genogram may assist a student to visualise the dynamics of a conflictual family, a flow chart may assist them to see the authority structure of the placement agency, an Eco map may assist a student to visualise the network of services a consumer is currently accessing.
- Use of audio/audio-visual records of student performance for discussion, feedback and review e.g. the student might record an interview with a consumer with their approval and process the interview in a supervision session.
- Teaching from written materials e.g. case notes, reports, assessments, journal entries, research proposals, discussion papers, process recordings written by students (details in Annex B). The agency supervisor may use these to explore with the students, the student’s skills, frameworks and values.
- Role plays that allow students to better prepare for practice situations by alleviating anxiety and building confidence. When using this method of instruction it is vital to de-role and deal with feelings issues that may have arisen in the role.
- Modelling - Students may incidentally or consciously use their agency supervisors as professional role models;
- Structured observation by the student of the agency supervisor or other agency personnel working with consumers. This type of teaching involves setting target areas for observation prior to the observation and reviewing these following the observation.
- Acting as co-worker with the agency supervisor or other agency personnel whereby the student receives immediate feedback regarding their skill, assessment, and intervention in a particular practice situation.
- Use of the one way screen in which the student is observed interviewing by the agency supervisor. The student may either receive direction or feedback from the supervisor during the session or at its conclusion.
- Structured “skill based” reflection whereby the student reflects on their performance in particular practice situations and the skills they demonstrated.
- Literature search and review - whereby an agency supervisor may ask a student to read literature relevant to a particular area of practice focussing the student’s thinking on a formal theory base.
- Pair or group supervision - whereby the student and other members of staff with a similar interest or working on the same case or project meet together with the supervisor for joint supervision.
- Student preparation of research, assessment or client documentation which is then reviewed in conjunction with the supervisor.

Providing constructive feedback

Feedback is an essential part of the field education learning experience. Giving constructive feedback is a task you will perform again and again as a Supervisor, letting students know where they are and where to go next in terms of expectations and learning goals – their own, yours, the university and the organisation’s.
Feedback will be needed when the placement is progressing well and when you need to redirect problem performance. The feedback is to provide information in a useful manner to educate, support improved understanding and/or skills, and get the student back on track with their learning goals.
Six ways to make feedback constructive

Constructive feedback should be used to ‘build the student’, as opposed to ‘breaking them down’. This is achieved by knowing what feedback to give and how it can be relayed so that it has value to the student, as well as demonstrate your support for them.

1. If you can’t think of a constructive purpose for giving feedback, don’t give it at all.
2. Focus on description rather than judgement (i.e. Describe the behaviour observed without using evaluative language such as ‘right or wrong’, ‘good or bad’).
3. Focus on observations rather than assumptions (i.e. describe what you saw and heard, without stating your own assumptions or understanding about why they did or said what they did).
4. Focus on behaviour rather than the person (i.e. Use adverbs to describe behaviour and the action).
5. Provide a balance of positive and negative feedback.
6. Be mindful of feedback overload (too much information will be difficult for the student to process).

Six step method for giving constructive feedback

<table>
<thead>
<tr>
<th>State the constructive purpose of your feedback</th>
<th>Describe what you observed</th>
<th>Describe your reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Briefly state what you’d like to cover and why it is important</td>
<td>• Have a certain event or action in mind and be able to say when and where it happened, who was involved and what the results were.</td>
<td>• Explain the consequences of the student’s behaviour and how you feel about it. Give examples and descriptions of how you and others are affected.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Give the student an opportunity to respond</th>
<th>Offer specific suggestions</th>
<th>Summarise and express support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remain silent and indicate that you are waiting for a response. Prompt with an open question: “what do you think? what is your view of the situation?”</td>
<td>• Provide suggestions focused on how to assist the student to ‘get back on track’, relating back to their learning goals</td>
<td>• Review the major points discussed, summarise the action items and end on a positive note, communicating confidence that the student has ability to improve the situation.</td>
</tr>
</tbody>
</table>
Supporting students where English is an additional language

Hosting a student with English as an additional language on placement requires some considered planning for how to provide a learning context and environment for students that recognise and value cultural differences. These differences need to be explored through multiple lenses - gender, language, values and power. Building a welcoming environment requires the development of a relationship between student and supervisor that recognises these lenses and the interplay between them and allows the development of a relationship based on mutual recognition and respect.

Take the time to really understand your student’s cultural background and be willing to share your own. This is crucial as different cultures impact on the student’s learning style, how they receive feedback, whether they ask questions, critical thinking ability. The following questions may guide this conversation:

Language:
- What language/s does the student speak?
- How confident does the student feel with their verbal and written English and comprehension. What might they need assistance with?
- How do they express themselves – straight to the point or do they take a more indirect way of getting to the point?
- Do they have a preference for receiving instruction or feedback verbally, written or both?
- How would they cope with being yelled at or sworn at by frustrated or agitated clients?

Values & Beliefs:
- How does their culture influence their values and beliefs about disadvantage, poverty, disability, mental health, sexuality, religion, age, status, gender and people from other cultural groupings?
- What are your agency’s values and beliefs about these things and why?
- What are your expectations and bottom lines about how these are managed in the workplace and why?
- Are there any specific cultural, religious or dietary requirements you need to be aware of?
- Are there any cultural or religious conflicts they you need to be aware of between their culture and others?

Gender:
- How does the student’s culture view gender equality?
- How will the student feel about taking instruction and advice from a person from the opposite gender?
- If necessary, how would the student prefer to receive feedback about issues related to dress, hygiene etc?

Power:
- How do they perceive the role of supervisor – teacher, instructor, mentor, coach?
- Would they feel OK to disagree, question, challenge you in your role as supervisor?
- How would you like the student to refer to you?
- When are you available for them for questions, support or advice?
- Who else could they go to in an agency if they were experiencing issues that they cannot discuss with you?

Tips for supporting students where English is an additional language
The following provides tips to support Field Educators, developed in collaboration with Faculty of Health Academic Language and Learning Services. These include:

From the beginning:
- Don’t assume students know.
- Be transparent. Explain your role.
- Provide clear responsibilities
  - List tasks that should be completed in the first few weeks
- Provide clear, strength-based feedback including areas for development (see “Providing Constructive Feedback”)

- Use ‘get to know you’ activities:
  - Ask about their motivations for entering Social Work and share yours
  - Ask about who inspires them
  - Ask what scares them about the placement
  - Ask about their previous learning experiences
  - Ask about their expectations of the supervisor in this context

- Confirm that conversation/directions are mutually understood by taking the lead in communication:
  - “I just want to make sure that we have the same understanding of our conversation. Can you tell me what we’ve discussed? What is important to you?”

- Be aware of power distance and impact on conversation
  - Tell students that they should ask questions – if they are shy or hesitant, ask them to write down 3 questions for your next meeting. Encourage them to think of deeper, critical questions.

- Be aware of cultural ways of processing and presenting information
  - Students may need to be given an example of how they can orally:
    - Analyse and justify what is relevant
    - Link theory to practice
    - Storytelling logic (reflections on events) in different languages/cultures may be different to Western expectations

- Be aware of how feedback is given and received
  - Explain it is your responsibility to identify strengths and areas to work on and to brainstorm strategies to develop the student as a social worker
  - Be direct: “You are on the right track” or “You can be on the right track by doing these xxx steps/strategies.”
SECTION 7: ORGANISATIONAL & ADMINISTRATIVE REQUIREMENTS

Ethical and attitudinal considerations

QUT is committed to a non-discriminatory and inclusive academic work environment and culture. Students should ensure that all written and oral language as well as visual representations do not devalue, demean or exclude individuals or groups on the basis of gender, disability, culture, ethnicity/race, religious, sexuality, age or physical appearance. In order to comply with QUT policy, students are advised to read QUT’s Working with Diversity Policy: A guide to Inclusive Language and Presentation for Staff and Students.

Students are expected to act in a professional and courteous manner whilst at their agency placement, be appropriately and neatly dressed and have prepared well for the field education experience. It is vital that students are aware of the responsibilities involved in the process of working as a student practitioner in the field of social work. The matter of client confidentiality and ethical behaviour is of utmost importance and breaches of client confidentiality may result in exclusion from the course. QUT and the Agency Supervisor have a duty of care to their students and the clients of the agency. The QUT Student Charter is also relevant here at: http://www.mopp.qut.edu.au/E/E_02_01.jsp

Workplace health and safety issues

Social Work and Human Service placement agencies are covered by their own Workplace Health and Safety (WH&S) requirements, policies and procedures. During placement students are required to conduct themselves in a safe and professional manner, avoiding any risk taking behaviours and acting at all times fully in line with the placement agency’s WH&S requirements. The University’s student insurance policy specifically covers the range of activities included in Field Education.

It is the student’s responsibility to be fully conversant and compliant with their placement agency’s WH&S requirements. Students are required to comply with QUT’s H & S requirements relating to placement, in the interests of their own health and safety and also the health and safety of all persons they interact with while on placement. Where there is any divergence between QUT H & S requirements and the placement agency’s WH&S requirements, then this must be discussed with the agency Field Educator and the QUT Liaison Visitor or FEU Coordinator must be notified immediately via email for any issues to be discussed and resolved.

Sexual and gender based harassment

QUT has a policy on sexual and gender-based harassment to reflect its commitment to freedom from all forms of discrimination in education and employment.

Sexual harassment is any form of sexual attention that is uninvited and unwelcome. It can be a single incident or a repeated pattern of unwelcome behaviour. Sexual harassment is illegal under State and Federal legislation. Further information can be found on the Social Work and Human Services website at: www.hlth.qut.edu.au/swhs.

Dress Standards

Students are expected to dress and behave appropriately while on placement to reflect professional standards of the agency and of QUT. Standards of dress in the first instance should be guided by the agency’s policy. It is useful to discuss dress standard requirements at the pre-placement interview.
In general, **appropriate dress standards include:**

- No revealing clothing (low cut shirts / t-shirts, short shorts)
- Clean clothing (no clothes with holes, dirty marks or wrinkles)
- No thongs or other inappropriate footwear (as required by the agency), closed shoes are usually required of most organisations.

**Appropriate appearance includes:**

- Cleanliness (hair, clothing, nails)
- Appropriate hygiene

**Appropriate behaviour standards include:**

- Being courteous at all times
- Curbing the use of swearing
- Being aware of the philosophical stance of the agency and being aware of the use of language in this regard (what is appropriate and what is not within the context of the agency)
- Being aware of, and respecting, the agency’s smoking policy
- Not using social media while on placement or posting information pertaining to the placement on social media.

**Recommended text for students**

Students are encouraged to obtain the following text:

This provides useful strategies, information and activities for students and Field Educators to support the placement experience.
Appendix 1: Insurance Policy

Certificate of Currency
Aon Risk Services Australia Limited
ABN 17 000 434 720 | AFSL 241141

To Whom It May Concern

In our capacity as Insurance Brokers to Queensland University of Technology, we hereby certify that the under mentioned insurance policy is current.

As at Date

1 November 2016

Policy Information

Policy Type
Broadform Public & Products Liability

Insurer
QBE Insurance Limited and Ace Insurance Limited

Policy Number(s)
AQEQ04075PLB

Period of Insurance
From 4.00pm (01/11/2016) to 4.00pm (01/11/2017)

Covering (Summary Only)
Legal Liability to the general public for bodily injury and damage to property arising out of insured’s business.

Limit of Liability
$10,000,000 except Products Liability limited to $2,000,000 in USA/Canada.

Situation
Anywhere in World.

Contact Us

CRM Telephone Email
Olivia Bazzoni (07) 3223 7559 olivia.bazzoni@aon.com

Important notes

• This certificate is a summary of cover only. Please refer to the Policy Wording and Schedule for its full terms and conditions.

• Aon does not guarantee that the insurance outlined in this Certificate will continue to remain in force for the period referred to as the Policy may be cancelled or altered by either party to the contract, at any time, in accordance with the terms of the Policy and the Insurance Contracts Act 1984 (Cth).

• Aon accepts no responsibility or liability to advise any party who may be relying on this Certificate of such alteration to or cancellation of the Policy.

• This Certificate does not:
  o represent an insurance contract or confer rights to the recipient;
  o amend, extend or alter the Policy.
Appendix 2: Managing Performance on Placement Policy

Rationale

Student professional practice placement is a critical component of the training for a Bachelor of Human Services, Bachelor of Social Work and Master of Social Work (Q). As social work and human service professionals engage with vulnerable and disadvantaged people, the University has a duty of care to students and agency clients during the entire placement period. This means it is important to address any problematic issues or concerns identified early on in the placement with the student and agency. Despite efforts to resolve the issues identified, where this is not possible, a student's placement may be terminated, the student may fail or the student may need to withdraw from the placement and unit.

Purpose

This policy outlines the process to be used to assist students and supervisors to resolve significant issues or problems impacting on placement. The guiding principles underpinning this policy include:

- Respect – for the viewpoints of involved parties
- Transparency – open communication using a collaborative process
- Professional Integrity – maintaining a high level of professionalism in all discussions
- Justice – provision of opportunity for timely resolution/management of concerns.

Who does this policy apply to?

Addressing any issues or concerns is a collaborative process involving the student, agency supervisor, external social work supervisor where appropriate, university liaison visitor and through them the Field Education Unit (FEU).

Supporting documentation

Appendix one provides a visual outline of the process in which this policy should be applied and Appendix two is the action plan used to document outcomes of all discussions including action strategies to manage concerns or performance issues. In discussing and reviewing performance issues, the relevant professional associations’ code of ethics will be consulted, along with QUT’s Student Code of Conduct:

- Australian Association of Social Work’s Code of Ethics
- Australian Community Welfare Association’s Code of Ethics
- QUT Student Code of Conduct
School of Public Health and Social Work
Social Work Field Education Unit Manual

Procedural Flow Chart

Student and/or Supervisor/s identify the issues/concerns negatively impacting on the placement experience.

Supervisor/s and Student discuss the identified issues together.

Supervisor/s and Student resolve the issue/s independently. Advise QUT Liaison Visitor (LV) in writing of discussions and outcome.

Supervisor/s and student are unable to satisfactorily resolve the issue/s together.

Student/Supervisor contacts their appointed LV advising of the issue/s. LV through consultation with the FEU considers the complexity of the issue/s.

Issue/s is deemed within the Liaison Visitor’s role and capacity to respond. QUT Liaison Visitor meets with relevant parties to resolve issue/s and enable continuation of the placement. All discussions and actions are documented in the Action Plan and LV report.

LV maintains contact and support throughout the placement

Review meeting/s identifies the student has made necessary improvements and enable the continuation of the placement. A short extension may be negotiated

Delegated Field Education team member maintains contact and support throughout the placement in the event new issues/arrangements are identified.

If no other complications eventuate student is on track to PASS placement.

FEU Coordinator and Unit Coordinator meet with student (student can bring a support person) to discuss recommendation. All Placement documents will be reviewed. Final Decision is made around PASS/FAIL of the unit. In the event of a FAIL grade being confirmed, the student will receive advice around study and future placement options. Once the FAIL grade is finalised in QUT Virtual, then student has right to request a review of grade through QUT. [Note: If a breach of the QUT Student Code of Conduct is identified, the Field Education Unit will follow QUT Management of Student Misconduct processes].
Withdrawal from Placement

The student must not withdraw him or herself from the placement without the written approval from the Field Education Coordinator. Doing so without proper process being followed will constitute a failure in the Placement Unit. A student may be withdrawn from a placement where they have become too ill or have a personal crisis which means the placement is unable to continue.

If the Agency Field Educator becomes too ill, or their role changes, i.e. made redundant, or moves to another position, the placement will only be withdrawn if there are no other suitable supervisory arrangements possible. The FEU needs to be advised of any changes immediately to explore other options for the student within the agency.

Extending placement

Should there be a need to extend a placement this must be discussed with the Field Education Unit Coordinator prior to any decision being made. The FEU policy on extending placements will then be considered and discussed and negotiated.
Appendix 3: Daily Reflective Journal

It is strongly advised that you journal about your learning on a daily basis in addition to the required fortnightly on-line reflective journal.

Reflective journals are similar to process recording (see Annex B) in that they involve the student or practitioner recording the details of events that occur and exploring the emotional and non-verbal components of the interaction. They are particularly useful for students on a time specified placement. Students can use the journal to recall and reflect on interactions with clients and colleagues, the process of learning and the development of awareness and understanding of self. With the passage of time and the shortcomings of memory, it can become difficult to accurately recall the incidents, issues and context of matters which are influential to the professional learning process.

If one is keeping a reflective journal it is most important to have discussed with your supervisor who will, and who will not, have access to it. It is critical that it is kept in a safe and secure location. This is especially important if there are comments which are highly private and personal or which are critical of others. Issues of confidentiality and ethics are to be respected at all times.

The importance of the journal is emphasised when students prepare their major assignment and are required to identify and explore their learning strategies and outcomes. The journal is a useful memory aid and tool for reflecting about the learning process.

Writing a Journal
Whereas the Professional Learning Tool by design is concrete and systematic, the journal is a tool of reflection, a record of events, feelings, insights, quotes, contacts, networks. In short, the story of your placement, ‘the good, the bad, the useful’.

One of the benefits of keeping a journal is that it allows you the opportunity to look back over time and see how your skills, attitudes and knowledge have changed over the placement time. It also provides a wealth of resources, questions and dilemmas that you can reflect on and refer to throughout your academic study.

The journal is a private vehicle for recording events, feelings and insights about your Field Education Placement experience. How you use the journal in your supervision sessions or during the review is a personal decision. Some people provide the supervisor with a summary page of what has happened in between supervision sessions. Others never disclose its contents. It’s up to the individual student to decide what the most appropriate use is.

What do you put in a journal?
- Critical incidents
- Events or dynamic processes which you seek to better understand.
- Dilemmas, particularly ethical dilemmas
- Tracking your insights about your specified learning.
- It is vital you indicate if little or NO useful learning has occurred. This allows you to question whether the objective requires change or whether you need to seek support in reflecting about the connection between your experience and the objective, i.e. ask your supervisor to put it on the supervision session agenda or talk to your University liaison person.
- Unexpected learning: despite trying hard to be concrete and strategic in the My Professional Learning Tool, sometimes the best things we learn have nothing to do with the objectives we predetermine. Always be prepared for surprise learning!

What don’t I put down in the journal?

Be aware of Confidentiality: It is vital that you do not include identifying information in your journal; remember any record you keep in the performance of your professional duty may be subject to Freedom of Information access or
subpoena by a court.

**Structuring your journal**

Like the Professional Learning Tool, there are many ways to design your journal. Common to all should be questions that ask you to reflect or make sense of what you have experienced. Ask yourself such questions as:

**Observation: What happened?**

Describe the event, who was involved, etc. Try to be as factual as possible. Try to avoid judgement statements and making assumptions – leave that for the next section.

**Reflection**

*What worked:* what was positive about the way you/another handled the situation?

*What didn't work:* can you identify any professional/personal/structural issues that impacted on what happened?

*What did you learn (do you need to learn)* from University that you can link to what happened?

*What would you do differently next time:* If you had the same opportunity again what would you do?

By asking these questions you are taking account not only of the events but also your own reactions within those events.

**Frequently asked questions**

*What do I use for a journal?*

Again, use a format that suits your learning style. Some people like to record in a writing book, some use a video or a tape recorder, some people draw. Use whatever aids reflection for you.

*When to make journal entries (once a day, once a week?)*

This is an individual preference. However, as many of us are not socialised to consciously record or reflect on our day-to-day practice, it is easy to forget or overlook, so it is suggested that you pick a time and a place to fill out your journal and rigorously follow that. Students have stated that once you get into recording in a journal it becomes a passion. Remember, if you are having trouble then ask your supervisor or your liaison person for some assistance.

(See further the recommended text for field education: Cleak, H. & Wilson, J. 2007 (2nd edition) Making the Most of Field Placement pages 75-80)
References


