

OUT SWHS

Bachelor/Masters of Social Work (Q) and Bachelor of Human Services

Final Placement

Field Education Learning Plan & Assessment Report (LP&AR)

Social Work and Human Services Field Education Unit

Assessment Levels

You will be assigned one of six grades for each of the Learning Areas, both at the Mid-Placement (does not include HC) and End of Placement points. The available grades (explained on the next page) are:

- **HC** (Highly Capable)
- **C** (Capable)
- **BC** (Beginning Capability)
- **LC** (Limited capability)
- **NC** (Not Capable)
- **UA** (Unable to be assessed)

To achieve an overall satisfactory grade, students need to demonstrate that they are either 'Highly Capable' or at 'Capable' across all the Learning Areas by the end of the final placement.

Therefore, any grading of BC or below at the mid assessment stage requires the development of a rigorous action plan, and consultation with the Field Education Unit, to ensure a targeted approach to supporting the student's focus on these areas.

The key on the next page provides specific details about each level of assessment

For more information, ideas and tips about supervising students visit www.swiss.qut.edu.au



Queensland University of Technology
Faculty of Health
School of Public Health and Social Work

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Rating Guide

HC Highly Capable	Knowledge and skill demonstrated is of a very high standard. This includes demonstration of an ability to practise independently, a high level of self-awareness and how it influences their professional identity, critical reflection and reflexivity. The student demonstrates a well-developed ability to integrate theory with practice and articulates a strong emerging practice framework. The student demonstrates safe, ethical and high quality practice.
C Capable	Knowledge and skill demonstrated is of a high standard. The student takes initiative and demonstrates an ability to work independently as appropriate to context. This includes the ability to critically reflect, and demonstrate appropriate self-awareness and its influence on professional identity. The student demonstrates the capacity to integrate theory with practice and is able to articulate an emerging practice framework. The student demonstrates ethical and safe practice.
BC Beginning Capability	A sound level of knowledge and skill is demonstrated that includes ethical practice. The student demonstrates appropriate skills for effective practice within the specific context that includes sound communication and relationship skills. The student is beginning to work independently at times, demonstrating some level of initiative but not always consistently. The student demonstrates some level of self-awareness and its influence on professional identity. The student demonstrates an ability to critically reflect on their practice and to integrate theory with practice, however may still rely on additional support or guidance at times. The student has identified key elements of their emerging practice framework.
LC Limited capability	Knowledge and skills demonstrated indicates a limited level of capability that reflects limited self-awareness and how this influences professional identity and practice. Further work is needed to demonstrate a beginning level of skills in critical analysis and reflection and understanding of how theory integrates with practice, and implications on practice. The student is able to articulate some elements of their emerging practice framework or has awareness about practice frameworks however there are gaps to ethical or safe or accountable practice. Further work is needed to demonstrate beginning capability.
NC Not Capable	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. Feedback from supervisors is not consistently incorporated into the student's practice.
UA Unable to be assessed	The work has either not been undertaken or the field educator has not had an opportunity to assess capability in this area.

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