Roles and Responsibilities at a Glance: QUT Field Educators, Students, Liaison Visitors and External Social Work Field Educators

Onsite Field Educator	Student	External Social Work Field Educators	Liaison Visitor
		(Applicable only if onsite field educator is not social work qualified)	
 NB: AASW Accreditation and Education and QUT requirements are 1.5 hours of social work supervision for every 5 days worked. Negotiating a Supervision Contract/Agreement with their student to include times, topics and roles A regular formal supervision time (weekly or fortnightly) to discuss learnings, reflections, ethical issues, challenges, development of professional identity and practice framework, work related issues, assessment etc. It is expected that the onsite non-social work field educator review and offer feedback for critical reflections and other learning tools to enhance student learning. It is expected that the onsite non-social work field educator provide regular task based 	 Negotiation a Supervision Contract/Agreement with onsite field educator and external social work field educator (where applicable). This details formal supervision time (weekly or fortnightly) to discuss learnings, reflections, ethical issues, challenges, development of professional social work identity and framework, work related issues, assessment etc. Supervision with Onsite Field Educator Students are expected to have formal supervision with onsite social work or non-social work field educators to discuss learnings, reflections, ethical issues, challenges, development of professional identity and practice framework, work 	 NB: AASW Accreditation and Education and QUT requirements are 1.5 hours of social work supervision for every 5 days worked. Meet with onsite field educator and student in the first two weeks to establish processes and communication pathways and the development of a Supervision Contract/Agreement Supervision Agreement includes negotiating a regular supervision time with their student (weekly or fortnightly) to discuss learnings, reflections, ethical issues, challenges, development of professional social work identity and framework, work related issues etc. Review Critical Reflections and other tools to enhance student learning and provide feedback. 	 The Liaison Visitor (LV) represents QUT and has a core role in supporting the student and field educator/external social work field educator. Clarifying expectations of all stakeholders, including assessment items, monitoring progress of the student's learning environment and experiences, problem solving and support. Provides feedback into the student's development of their learning goals and strategies to achieve these. Act as first point of contact with any issues, questions or concerns that may arise for either student, field educator or external social work field educator. Report back to the Field Education Unit about progress and any issues, requirements for further

supervision (weekly) to discuss nature of the work, setting tasks or projects and progress, outcomes of pieces of work, feedback on progress to inform assessment of the student throughout the placement period.

 It is expected that the onsite non-social work field educator will participate in a minimum of three supervision sessions with the external social work field educator, one at the beginning, and at mid and final placement assessment points. It is the student's responsibility to plan for meetings and supervision

Liaison Visits

• Actively contribute to liaison visitor meetings with student

Assessment - Contribute to mid and final placement evaluation

Mid placement assessment of learning

 The mid placement assessment offers time to reflect on progress, review achievements and plan what needs to be achieved for remainder of placement (areas for growth and development). related issues, assessment etc. on a weekly basis.

 If applicable – student to negotiate with off-site external social work field educator timing for formal weekly/ fortnightly supervision.

Supervision with External Social Work Field Educators

- Where there is an external Social Work Field Educator the student needs to negotiate a Supervision Contract/Agreement with both onsite field educator and external social work field educator. This details formal supervision time (weekly or fortnightly) to discuss learnings, reflections, ethical issues, challenges, development of professional social work identity and practice framework, work related issues, assessment etc.
- Students must ensure that this happens to meet their responsibilities for accountable and ethical practice.

- Attend Liaison meetings with student, onsite field educator and QUT Liaison Visitor.
- Respond to student and onsite field educator queries and issues
- Develop mid and final assessment reports of the student progress in consultation with internal on site field educator

Assessment - Contribute to mid and final placement evaluation

Mid placement assessment of learning

- The mid placement assessment offers time to reflect on progress and take stock on what has been achieved
- The mid placement assessment offers a time to plan what needs to be achieved for remainder of placement (areas for growth and development)
- It is expected that this will be a collaborative process involving student and field educators
- Evidence of learning documented by the student in the Learning Plan & Assessment Report (LP&AR), discussed throughout the first half of placement.

support and any concerns that may arise.

 Provide a written report within one week of liaison visits, providing details of the meeting and progress.

Visits

 QUT expects a minimum of three contacts with the student and field educator, which includes at least one face-to-face visit, to clarify expectations, support the learning process, monitor the progress of the placement, and mediate any difficulties or issues. Telephone, email and Skype are all acceptable ways to maintain contact and support.

First Visit

- Timing is expected in week 3-4, with initial contact to organize the meeting occurring in weeks 1-2.
- Where there is an external social work field educator, this person is included in any meetings.
- Inform student of requirement to organise the second visit in advance during the first visit.

• It is expected that this will be a	Supervision responsibilities	 Student and field educators 	Provide feedback on the
collaborative process involving	 Develop an agenda and 	then agree on a rating as per	student's learning goals and
student and field educator,	actively discuss learnings,	the rating scale outlined in the	strategies/tasks set to
including external social work	issues etc.	LP&AR.	achieve the learning
field educator.	 Documenting actions from 	 Where areas are identified as 	outcomes and goals.
Evidence of learning	supervision and following	needing further support to	
documented by the student in	through.	achieve a pass, an action plan	Second Visit
the Learning Plan & Assessment	• Where there is no onsite	needs to be developed and	• Timed for mid-way during the
Report (LP&AR), discussed	social work field educator,	documented between student	placement following the mid
throughout the first half of	plan for a minimum of 3	and field educators.	placement evaluation of
placement.	joint supervision sessions	• Support from the QUT Liaison	learning.
• Student and field educator/s	with both onsite and	Visitor and /or Field Education	• Provide support and monitor
then agree on a rating as per the	external field educators	Coordinator should be sought	the progress of student's
rating scale outlined in the		to ensure everyone is well	learning.
LP&AR.	Liaison Visits	supported.	Discuss areas requiring
• Where areas are identified as	Make initial contact with	• Note any issues of concern or	further support to ensure
needing further support to	Liaison Visitor to	that require additional	students have the best
achieve a pass, an action plan	negotiate a mutually	support must be discussed	opportunity possible to
needs to be developed and	convenient time between	with the QUT Liaison Visitor or	successfully complete their
documented between student	field educator/s and	Field Education Unit	placement.
and field educator/s.	student to complete	Coordinator.	• Ensure an action plan has
• Support from the QUT Liaison	liaison visits	• A key principle is that there	been developed and
Visitor and /or Field Education		should be 'no surprises' and	documented by student and
Coordinator should be sought to	Assessment - Develop mid	that students are offered	field educator/s that is clear
ensure everyone is well	and final placement	ongoing feedback about	and fair. Communicate this
supported.	evaluation	progress to ensure they are	with the Field Education Unit
Note any issues of concern or		afforded every opportunity to	team at QUT.
that require additional support	Mid placement assessment of	learn and develop.	Negotiate additional onsite
must be discussed with the QUT	learning review and report		visits where concerns are
Liaison Visitor or Field Education	• It is the responsibility of		identified to ensure adequate
Unit Coordinator.	the student to ensure that	Final placement assessment of	support for all concerned.
	all evidence of learning	learning review and report	Act in accordance with
• A key principle is that there	has been documented and	 The final review and 	process outlined in Managing
should be 'no surprises' and that	provided to their field	assessment of learning is a	Performance on Placement
students are offered ongoing	educator/s prior to	crucial point in the placement	Policy and Procedures.

 feedback about progress to ensure they are afforded every opportunity to learn and develop. Final placement assessment of learning review and report The final review and assessment of learning is a crucial point in the placement journey which occurs in the final week of the placement Following the same collaborative process as with the mid assessment, field educator/s and 	 undertaking the mid placement assessment of learning meeting. See principles for how this should be undertaken under On-site Field Educator Responsibilities Develop mid assessment of placement learning report in collaboration with the field educator/s including the external social work field educator. 	 journey which occurs in the final week of the placement Following the same collaborative process as with the mid assessment, field educators and student review achievements against learning goals and learning areas. Assign ratings based on practice performance of the student, feedback from any relevant colleagues, and documented evidence of learning, which can include any critical reflections, pieces of 	If problems are identified, maintain ongoing contact with field educators and students and maintain frequent communication with the Field Education Unit to report upon the progress of student.
 student review achievements against learning goals and learning areas. Assign ratings based on practice performance of the student, feedback from any relevant colleagues, and documented evidence of learning, which can include any critical reflections, pieces of work undertaken etc. The field educator/s (onsite and external social work field educator where relevant) make a recommendation in completing the grading with the student of an overall pass or fail. 	 of learning review and report Student to ensure evidence of learning has been documented and provided to their field educator/s prior to undertaking the final placement assessment of learning report. See principles for how this should be undertaken under On-Site Field Educator Responsibilities 	 work undertaken etc. The field educators (onsite and external social work field educator where relevant) make a recommendation in completing the grading with the student of an overall pass or fail. 	

Development of the Learning Plan and Assessment Report (LP&AR)

The LP&AR is a tool to capture the student learning goals, the key learning areas that must be achieved satisfactorily and achievement of progress. It is a collaborative document that field educators/external social work field educators and students develop and review, with the support of the liaison visitor.

The context of work environment, areas of work that the student will be able to participate in, the level and depth of work that the student will be able to participate in that is achievable and appropriate and provides evidence to support the student's achievement and demonstration of capability.

PHASES OF FIELD EDUCATION PLACEMENT

Weeks 1 - 4 Induction/orientation:

Immersion and observing and planning:

Inductions - WH&S; understanding organisational context policies and procedures, expectations and communication strategies.

Establishment of supervision agreement.

Exploration, understanding of opportunities for student learning.

Student contacts Liaison Visitor (LV) & organises first meeting to occur between weeks 3-4.

First draft of Learning Plan & Assessment Report tool finalised and shared with field educators and LV.

Supervision agreement developed and regular supervision established.

Weeks 5 - 10

Engagement:

Student starts recording evidence/reflections of what they are learning achieving & review in supervision.

Student engages in particular tasks; activities; projects; direct practice. **Final placement** students are expected to be showing initiative and increasingly taking on more autonous work. **First placement** students expected to be taking more initiative and moving from shadowing to doing.

Weekly supervision

Planning & preparation of mid assessment report.

Contact with LV on progress update

Weeks 11 - 15 Engagement/

Consolidation

Student demonstrates more initiative, taking on more autonomy and responsibility for work and outcomes.

Ongoing recording and reflection on learning achievements.

Student able to confidently articulate how theory is being used in practice, demonstrate increased sophistication in critical reflection and analysis.

Student showing more confidence in articulating rationale for decision making, assessments, etc in line with social work/human services theories, standards and ethics.

Weeks 16 - 18

Consolidation and ending / planning for future:

Review and reflection of learning outcomes achieved.

Preparation of final university assessment reports with field educators.

Planned closure with clients/colleagues.

Final projects/expected work completed and handover organised.

Student is able to articulate their professional identity/ frameworks for practice. Student identifies areas for continued development and plans for how to achieve this.

Student uploads all documentation to university BB site for final review and evaluation by University Field Education Unit.