

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 <small>(Applicable only if onsite field educator is not social work qualified)</small>	Liaison Visitor
<p><i>NB: AASW Accreditation and Education and QUT requirements are 1.5 hours of social work supervision for every 5 days worked.</i></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. <p>Supervision with Onsite Field Educator</p> <ul style="list-style-type: none"> • 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 	<p><i>NB: AASW Accreditation and Education and QUT requirements are 1.5 hours of social work supervision for every 5 days worked.</i></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

<p>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.</p> <ul style="list-style-type: none"> 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 <p>Liaison Visits</p> <ul style="list-style-type: none"> Actively contribute to liaison visitor meetings with student <p>Assessment - Contribute to mid and final placement evaluation</p> <p>Mid placement assessment of learning</p> <ul style="list-style-type: none"> 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). 	<p>related issues, assessment etc. on a weekly basis.</p> <ul style="list-style-type: none"> If applicable – student to negotiate with off-site external social work field educator timing for formal weekly/ fortnightly supervision. <p>Supervision with External Social Work Field Educators</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <p>Assessment - Contribute to mid and final placement evaluation</p> <p>Mid placement assessment of learning</p> <ul style="list-style-type: none"> 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. 	<p>support and any concerns that may arise.</p> <ul style="list-style-type: none"> Provide a written report within one week of liaison visits, providing details of the meeting and progress. <p>Visits</p> <ul style="list-style-type: none"> 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. <p>First Visit</p> <ul style="list-style-type: none"> 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.
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<ul style="list-style-type: none"> It is expected that this will be a collaborative process involving student and field educator, including external social work field educator. Evidence of learning documented by the student in the Learning Plan & Assessment Report (LP&AR), discussed throughout the first half of placement. Student and field educator/s then agree on a rating as per the rating scale outlined in the LP&AR. Where areas are identified as needing further support to achieve a pass, an action plan needs to be developed and documented between student and field educator/s. Support from the QUT Liaison Visitor and /or Field Education Coordinator should be sought to ensure everyone is well supported. Note any issues of concern or that require additional support must be discussed with the QUT Liaison Visitor or Field Education Unit Coordinator. A key principle is that there should be 'no surprises' and that students are offered ongoing 	<p>Supervision responsibilities</p> <ul style="list-style-type: none"> Develop an agenda and actively discuss learnings, issues etc. Documenting actions from supervision and following through. Where there is no onsite social work field educator, plan for a minimum of 3 joint supervision sessions with both onsite and external field educators <p>Liaison Visits</p> <ul style="list-style-type: none"> Make initial contact with Liaison Visitor to negotiate a mutually convenient time between field educator/s and student to complete liaison visits <p>Assessment - Develop mid and final placement evaluation</p> <p>Mid placement assessment of learning review and report</p> <ul style="list-style-type: none"> It is the responsibility of the student to ensure that all evidence of learning has been documented and provided to their field educator/s prior to 	<ul style="list-style-type: none"> Student and field educators then agree on a rating as per the rating scale outlined in the LP&AR. Where areas are identified as needing further support to achieve a pass, an action plan needs to be developed and documented between student and field educators. Support from the QUT Liaison Visitor and /or Field Education Coordinator should be sought to ensure everyone is well supported. Note any issues of concern or that require additional support must be discussed with the QUT Liaison Visitor or Field Education Unit Coordinator. A key principle is that there should be 'no surprises' and that students are offered ongoing feedback about progress to ensure they are afforded every opportunity to learn and develop. <p>Final placement assessment of learning review and report</p> <ul style="list-style-type: none"> The final review and assessment of learning is a crucial point in the placement 	<ul style="list-style-type: none"> Provide feedback on the student's learning goals and strategies/tasks set to achieve the learning outcomes and goals. <p>Second Visit</p> <ul style="list-style-type: none"> Timed for mid-way during the placement following the mid placement evaluation of learning. Provide support and monitor the progress of student's learning. Discuss areas requiring further support to ensure students have the best opportunity possible to successfully complete their placement. Ensure an action plan has been developed and documented by student and field educator/s that is clear and fair. Communicate this with the Field Education Unit team at QUT. Negotiate additional onsite visits where concerns are identified to ensure adequate support for all concerned. Act in accordance with process outlined in Managing Performance on Placement Policy and Procedures.
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<p>feedback about progress to ensure they are afforded every opportunity to learn and develop.</p> <p>Final placement assessment of learning review and report</p> <ul style="list-style-type: none"> • 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 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. 	<p>undertaking the mid placement assessment of learning meeting.</p> <ul style="list-style-type: none"> • 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. <p>Final placement assessment of learning review and report</p> <ul style="list-style-type: none"> • 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 	<p>journey which occurs in the final week of the placement</p> <ul style="list-style-type: none"> • 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 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. 	<p>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.</p>
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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

