This Manual has been designed for students and agency based Field Educators (supervisors) of the Bachelor of Social Work (Honours) Programs, School of Social Sciences, Arts and Social Sciences, UNSW Australia. It contains information about Social Work Practice – Level 3 Placement (SOCW3011) and Social Work Practice – Level 4 Placement (SOCW4010), and policies pertaining to these subjects. It is intended to assist students and Field Educators in the planning and implementation of student practice learning.
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1. Overview of Placements in the Bachelor of Social Work (Honours) Program

Objectives of Social Work Placements

This course allows students to apply the theoretical and skills based learning in a practice setting. They are linked with a qualified social worker in a human services agency offering practice based learning, in accordance with the AASW Practice Standards. This learning experience is supported by social work supervision promoting critical reflection guiding students through a developmental process focusing on knowledge, skills and values relevant to the social work profession. The two placement courses are Social Work Practice Level 3 Placement (SOCW3011) and Social Work Practice Level 4 Placement (SOCW4014). Both courses are 18 units of credit.

These two compulsory courses in the Placement Strand are designed to:

1. Enhance student understanding of the concepts, principles and techniques presented in the classroom, through application in practice situations;
2. Develop the ability to use knowledge, values and skills relevant to social work practice in a variety of problem solving tasks involving individuals, groups, organisations and communities;
3. Foster a sense of professional commitment to ethical and responsible practice behaviour;
4. Develop the ability to access service and community networks, and formulate critical analyses of existing welfare arrangements;
5. Promote skill and commitment in influencing welfare/organisational policy on behalf of service users;
6. Facilitate an awareness and respect for ethnic, cultural, sexual orientation and identity, and age differences in interactions with client and service systems;
7. Develop a sense of professional identity.

Learning opportunities in the Social Work Placements are designed to enable a candidate for the BSW Degree to:

• Approach practice tasks in ways that reflect a spirit of inquiry, a grasp of theoretical ideas relevant to different needs/problems and their socio-political context, an ability to transfer to specific situations and settings applicable concepts and skills, and readiness to seek knowledge required to guide professional activity;
• Act in accordance with social work values in different practice contexts;
• Display continuing responsibility for analysing practice activity and professional development;
• Reflect competence, responsibility and autonomy as a practitioner.

Social Work Placement Policy

It is the policy of the Social Work Placement courses:

1. To uphold the Australian Association of Social Workers (AASW) Practice Standards (2013) and the minimum educational requirements for field placements. Specifically:
   a) Students must complete a minimum of 980 hours of supervised instruction. We recommend students complete 70 x 7 “working hour” days in each placement.
   b) Supervision is provided by a Field Educator who is eligible for membership of the AASW and has at least 2 years practice experience.
   c) Students engage in social work learning experiences which address a range of methods of social work intervention including direct and indirect practice.
   d) Students are not normally placed in agencies where they have been in paid employment or given continuous voluntary service, except under certain conditions (detailed later).
2. All students are expected to begin placement at times and dates specified.
3. Students are not to negotiate their own placement. Students are encouraged to offer suggestions of placements for the general student pool.

4. A formal record of placement is maintained for each student. Access to this record is restricted to staff associated with field education.

5. Students, field educators and their agencies are supported by the Work-Integrated Learning Unit through Seminars, Mid Placement Liaison Visits, workshops, courses and additional consultation when necessary.

6. It is the responsibility of the student to inform the Work Integrated Learning Unit of any personal history or current issues such as physical, psychological and behavioural issues, and specific triggers that might impact on their learning experience in a field placement. Specific needs of students are taken into consideration when allocating placements.

7. Students who are close friends or associates will not be placed in the same agency except under exceptional circumstances.

8. Students are not placed in agencies where they have had personal ties or experiences as a client or relative of a client, or have a significant prior relationship with a staff person.

9. Students are placed with different colleagues and Field Educators in each of their placements.

The Social Work Placement

A Social Work Placement involves a student being assigned to a Field Educator in a social welfare, health or community service agency for a specified period of time. In this time they will be expected to undertake work considered appropriate both by the agency and the University. The Field Educator allocates and supervises the work undertaken by the student and provides a supportive environment in which the student can acquire the knowledge, skills and values appropriate to social work practice.

Practice methods in placement

The following recommendations are made in light of the core professional interpersonal skills required of all students whatever method of practice they utilise in their future work.

- Over the course of the Level 3 and Level 4 placements, each student should have experience in micro work i.e. with individual clients via casework, case management or counselling.
- Over the course of the Level 3 and Level 4 placements, each student should have experience in mezzo or macro work i.e. project work, community development, organisational development, research or policy.
- Over the course of the Level 3 and Level 4 placements, group work alone does not constitute enough direct practice experience. One placement must have a significant case work component to satisfy this criterion.

Placements are undertaken by students in the BSW program as separate courses with a Satisfactory/Fail grading. The University provides performance assessment criteria (based on practice standards formulated by the AASW), which prescribe what students are expected to learn and should be able to do in each placement. These assessment criteria are the basis for evaluation of each student's performance.

The Work-Integrated Learning Unit

Prior to each placement, students will communicate with relevant university work-integrated learning unit staff to plan and prepare for the placement. The roles are:

- **Manager Work-Integrated Learning**
  The Manager WIL maintains the overall integrity of the work-integrated learning strand of the Bachelor of Social Work (Hons) program. They liaise with other universities as well as health and welfare organisations. The Manager WIL makes all academic decisions in relation to the overall development and co-ordination of the placement courses, including the corresponding integration seminars. This includes a lead role in managing placement difficulties and the awarding of the final grades for each student.

- **Field Education Officer**
  Coordinates the preparation of the placement including: liaising with both field educators and students in the negotiation of placements; assessing students' individual learning needs prior to placement; allocating students and Liaison Tutors to agencies for placement. The Field Education Officer contributes to the learning and teaching prior to and within the placement, including the Integration Seminars.
• **Academic Field Education Consultant**
  Consults to the Manager of Work-Integrated Learning in matters of students’ progression, teaching and learning in field education.

• **Liaison Tutor**
  Provides support and consultation to student and field educator during the placement, reporting to the Manager Work-Integrated Learning. The Liaison Tutor coordinates contact with both parties early in the placement, conducts the formal Mid Placement Liaison Visit to assess student progress and works with both parties in consultation with the Manager Work-Integrated Learning to resolve any difficulties that may arise.

• **Work-Integrated Learning Administrative Assistant**
  Provides administrative assistance in the systems and processes of social work placements and SRAP and CRIM internships, including administrative support to Staff in the Work-Integrated Learning Unit, Field Educators, Students and Liaison Tutors.

### Roles and responsibilities in the Social Work Placement

An excellent social work placement rests on effective collaboration between Student, Field Educators and the University. The responsibilities of each party are as follows:

#### The University

1. Arranges social work placements in agencies and community groups;
2. Ensures, within the resources available, as wide a variety of placements as possible;
3. Consults agencies, field educators and students about educational and practice needs and standards in field placement;
4. Where necessary supports field educators in relation to their employing organisations and student social work practice;
5. Keeps organisations informed of placement opportunities required and the policies and practices related to social work placement; and where possible provides opportunities for agencies to discuss their role in the education and training of students;
6. Ensures that each placement has university insurance coverage and that each student holds a valid National Police Clearance, Working With Children Check and NSW Health Vaccination Compliance prior to starting placement;
7. Ensures that students are aware of agency specific vaccination requirements for clinical placements;
8. Provides students with opportunities to clarify their learning goals, interests and required adjustments prior to each placement;
9. Sets the learning objectives for each placement;
10. Provides clear guidelines for the planning, management and evaluation of each placement course;
11. Informs Field Educators of current Social Work Program content;
12. Arranges for Liaison Tutors to undertake Mid Placement Liaison Visits to Field Educators and Students during placement;
13. Provides consultation and support to Students, Field Educators, and Liaison Tutors when requested during placement;
14. Provides regular opportunities for training in supervision;
15. Awards the final Satisfactory/Fail grade to students in each placement.

#### Students

**Before the placement students will:**

1. Participate in pre-placement planning arrangements as specified by the Manager Work-Integrated Learning;
2. Ensure that course pre-requisites are completed;
3. Complete all required documentation as specified by the Work-Integrated Learning Unit;
4. Formally disclose any personal history or current issues such as physical, psychological and behavioural issues, and specific triggers that might impact on their learning experience in a field placement;
5. Make contact with the agency once they have been asked to do so;
6. Respond to communications from the university concerning the placement;
7. Complete enrolment in the course before commencing placement;

**During the placement students will:**
1. Conduct themselves in a manner appropriate for a student in a professional setting and in accordance with the AASW and the University’s Code of Conduct;
2. Communicate effectively and promptly about the placement progress and advise the Field Educator, Liaison Tutor and Manager Work-Integrated Learning immediately of any concern regarding their safety or wellbeing during the placement;
3. Comply with all rules, regulations, policies and procedures of the placement agency, including dress code and punctuality;
4. Maintain an appropriate level of confidentiality in relation to their placement experiences and any information they are made privy to;
5. Inform the Field Educator, Liaison Tutor and Manager Work-Integrated Learning promptly of any absences;
6. Provide any required documentation relating to the absence.

**In relation to learning on placement students will:**
1. Attend placement for the required number of days;
2. Attend compulsory university based Integration Seminars and complete associated tasks;
3. Demonstrate a commitment to learning by being actively involved in placement tasks, activities and supervision;
4. Undertake tasks appropriate to the agency and the goals of the placement;
5. Prepare a Learning Contract in consultation with the Field Educator and course guidelines;
6. Inform university Work-Integrated Learning Unit staff of any difficulties in the negotiation of the contract, fulfilment of expectations, or other aspects of the placement;
7. Prepare for the Mid Placement Liaison Visit in consultation with the Field Educator;
8. Participate in the Mid Placement Liaison Visit and any additional visits deemed necessary to assess progress during the placement;
9. Participate in the process of evaluation of their learning and the preparation of the Mid and End Placement Reports;
10. Complete satisfactory quality written work including the Learning Contract, Mid and End Placement Reports;
11. Inform the Manager Work-Integrated Learning if intending to withdraw from placement.

**Field Educators and Agencies**
1. Recognise placement teaching as an integral part of the Field Educator’s workload;
2. Offer space, facilities and travel costs for work undertaken by students in the placement;
3. Participate in pre-placement planning, and orientation sessions for the placement;
4. Identify suitable tasks for student’s level of placement and design an appropriate learning program in consultation with student(s);
5. Locate relevant educational opportunities in the agency setting;
6. Provide the equivalent of at least one hour per week of formal (planned teaching time) supervision with students under their supervision;
7. Inform university Work-Integrated Learning Unit staff of any difficulties that arise in the placement;
8. Assess the student’s performance in accordance with the Social Work Program’s procedures for placement,
9. Provide ongoing feedback to the student,
10. Complete the Learning Contract, Mid and End Placement Reports by the due dates,
11. Contribute to the Mid Placement Liaison Visit,
12. Where possible, attend seminars on student supervision and field education,

13. Discuss with university Work-Integrated Learning Unit staff any proposed variation in placement dates/arrangements;

14. Notify and negotiate with the university as soon as possible if the Field Educator intends to be away during the placement;

15. Replace the Field Educator in the event of illness or inability to continue the placement;

16. Attend additional Placement Liaison Visits and/or special meetings in instances of student difficulties or university appeal;

17. Be willing to provide opportunities and affirmative action for students with differing needs for educational support and supervision;

18. Advise students on Work Health and Safety Policies and Procedures currently in place in their agencies;

19. Inform the University of agency policies relevant to the student placement.

20. Recommend a final grade to the Manager Work-Integrated Learning.
2. Prior to placement starting

**Internal student checks**

**Progression rules**

Students enrolling in Level 3 or Level 4 Placement are required to meet the pre-requisites and co-requisites of these courses. The progression rules outlining the relationship between Social Work Placement and other Social Work Program courses are available in the Social Work Undergraduate Handbook [http://www.handbook.unsw.edu.au](http://www.handbook.unsw.edu.au). Queries on this matter are to be addressed to the FAS Student Advisors and the Manager of Work-Integrated Learning.

**Credit for welfare degree placement**

Students who have completed a three year social welfare degree program may apply for credit for 25% of the Level 3 Placement, or 17 days credit. If granted, the minimum days to complete in the Level 3 Placement are 53 days.

**External student checks**

**National Criminal Record Check requirements and Working with Children’s Check**

Students are required to produce a valid National Police Certificate (Criminal Record Check) prior to starting placement. It is a condition of university insurance coverage that this check is sighted by staff of the Work-Integrated Learning Unit before the student can begin. The student must apply online and then attend their local police station to pay so that they can receive a National Police Certificate. It is the student’s responsibility to inform staff in the Work-Integrated Learning Unit about any Disclosable Outcomes on their National Police Certificate and engage in a risk management process with any organisations they are likely to be allocated to. As the university has a duty of care to both agencies and members of the public, it is compulsory for all students to undergo this process, including international students undertaking field placement. It is the responsibility of each student to inform the Work-Integrated Learning Unit when their criminal status changes during their candidature.

All students must also produce a Working with Children’s Check number. It is the responsibility of the agency to verify their allocated student’s Working with Children’s Check status on the NSW Office of the Children’s Guardian website. Agencies are also to advise students of and conduct any additional checks they require. Any student who has concerns about these processes should consult with the Work-Integrated Learning Unit.

**Vaccination and infection control**

A student who undertakes placement in a NSW Health funded facility must be verified by a NSW Health staff member and registered with the ClinConnect system. All students are to provide evidence of compliance with screening and vaccination schedules, regardless of their placement preferences, unless they have conscientious objections to vaccines or are physically unable to receive vaccinations. Please see the NSW Health circular, which can be accessed at [http://www.health.nsw.gov.au/careers/student_clearance/pages/default.aspx](http://www.health.nsw.gov.au/careers/student_clearance/pages/default.aspx)

**Negotiation and allocation of placement**

Placements are negotiated by university work-integrated learning staff, primarily the Field Education Officer. Staff members negotiate as wide a range of placement opportunities as possible with agencies and Field Educators interested in participating in field education. They also assist Field Educators to decide on the most appropriate work and level of students suited to the placement offered. Students who have suggestions of potential placements may notify the Field Education Officer who will explore these opportunities. However, students are not to negotiate their own placements. Although students may have a stated specific interest in a placement identified by this process, any formal placement offers made will be placed in the general pool for consideration of all students. In exceptional circumstances, as determined by work-integrated learning staff in consultation with students, placement negotiation will be carried out on an individual basis.
Interviewing at prospective agencies

In order for a placement to be confirmed a student needs to interview at the prospective agency and be accepted for the placement by the agency. If a student is not successful in their first interview at a prospective agency, the circumstances, including mitigating factors, are considered prior to the Unit making a second attempt to locate a suitable placement alternative. If the student is unsuccessful in their second interview, while mitigating circumstances may again be taken into account, consideration of the student's eligibility to continue in the social work placement course occurs. Feedback regarding unsuccessful interviews will always be communicated to the student as soon as possible.

Situations where a student may not be allocated to an agency or a student may be withdrawn from an agency

The University acknowledges the rights of students and its responsibility to them as consumers of educational services. It also recognises the rights of and its responsibilities to placement stakeholders including members of the social work profession, organisations and staff members that offer placements, clients receiving the social work service, and others. Recognition of the rights of the student will be balanced with the University's obligations to all parties involved. Where there is a conflict of interest in this regard it may be that obligations to another party will override the rights of the student as a consumer of education.

If the work-integrated learning unit receive information that indicates that a student may be behaving unprofessionally or acting inappropriately, or that there may be a risk of harm to any party, including the student, the Manager Work-Integrated Learning may decide not to allocate a student to an agency, or may withdraw a student from an agency during the course of the placement.
3. Structure of social work placements

Field placement processes

The university consults concurrently with students about their particular interests and specific learning goals and with human service agencies about their essential criteria and intended projects. The student is then matched by university staff to a human services agency, taking into consideration the special learning needs of each student and the requirements for field education established by the Australian Association of Social Workers (AASW). The Student then visits the agency with the aim of meeting the proposed Field Educator and gaining an understanding of the agency where they will be placed and the possible student tasks available to them. Feedback is then sought from both the Student and the Field Educator before the placement is confirmed. By the end of the Level 3 placement, students are required to have demonstrated a beginning level of competence in an identified range of practice areas. Performance is monitored and assessed by the University, in consultation with the Field Educator and Student. Building on their Level 3 Placement experience, Level 4 students are placed in a different human services agency to develop additional skills and knowledge and further enhance those already mastered at a beginner’s level. By the end of the Level 4 placement, students need to demonstrate competence to the level of a beginning graduate in the full range of required practice areas.

Social Work Practice Level 3 Placement (SOCW3011) - Year 3, Semester 1

490 hours (70 x 7 hour days) plus university-based integration seminars throughout the placement. Placement pattern is 4 days per week (Mon-Thurs) in the agency, as students will be undertaking a co-requisite academic course at university on the Friday until the end of the semester in June.

Social Work Practice Level 4 Placement (SOCW4010) - Year 4, Semester 2

490 hours (70 x 7 hour days) plus university based integration seminars throughout the duration of the placement. Placement pattern is 4 days per week in the agency from mid-July to November. Students undertake a co-requisite (Honours) Component with attendance at University required throughout Semester 2 or during Summer Semester.

External Supervision

External Supervision occurs when the University provides intensive support for social work students whose day to day supervisor is not a social worker (or whose qualifications are not yet recognised by the AASW). External Supervision is provided fortnightly in a combined individual and group setting. Supervision may be provided remotely. The UNSW External Supervisor is in regular contact with the Manager Work-Integrated Learning and the Field Education Officer, as well as the relevant Liaison Tutor who monitors the student's progress at the agency.

External Supervision is intended to complement and not replace the regular 1 hour per week supervision students receive in their placement agency. Attendance at external supervision is mandatory and ensures that the student experience meets AASW placement standards. The hours dedicated to External Supervision accrue towards the minimum number of hours in placement. Where External Supervision occurs on a regular placement day, students may also accrue a reasonable allowance for their travel time. This accrual is to be explicitly negotiated with the Agency Field Educator and outlined in the Learning Contract.

Rural, remote, interstate and international placements

Due to concurrent classroom courses it is not possible to allocate students who are undertaking the Level 3 Placement to remote locations. However, Greater Sydney areas such as Newcastle, Gosford, the Blue Mountains and Wollongong placement locations will be considered.

Placement in rural and remote areas of NSW

Depending on the resources of the Social Work Program, students are permitted to undertake Level 4 Placement in rural and remote areas of NSW. These placements are organised individually with Work-Integrated Learning unit staff as early as possible before the placement start date.
**Interstate placements**

Occasionally, if students are going to move interstate upon graduation, a Level 4 Placement may be arranged through a university in that state. However the Work-Integrated Learning Unit remains mindful that other states have a priority to locate placements for their own students. Students should alert the Field Education Officer early in the semester preceding the placement if they are considering undertaking a rural, regional or interstate placement.

**Overseas placements**

Students are also permitted to undertake their Level 4 Placement overseas. UNSW has regulations that we must comply with in organising overseas placements and the Work-Integrated Learning Unit is required to work with institutions to establish formal agreements prior to sending students on placement to an overseas location. Currently, an agreement exists with the University of Stockholm in Sweden and additionally it is possible to arrange a non-traditional outbound placement in the Madras School of Social Work in India. An agreement with the Regina University in Canada is pending. Students are not permitted to negotiate their own international placement.

When assessing a student’s expression of interest in a rural, remote, interstate or international placement and WIL Unit will seek information about whether:

1. Level 3 placement was completed without any concerns in performance having been identified;
2. The Level 3 placement was completed locally;
3. The student has an approximate credit average WAM in classroom based practice courses;
4. Academic and Work-Integrated Learning Unit staff are confident that the student is able to successfully undertake an International Placement and to conduct themselves in a mature and professional manner.

The Work-Integrated Learning Manager will communicate with the student to confirm the student’s eligibility based on the above expectations, and on the quality of the Expression of Interest (see below for more detail).

In all cases students bear the costs associated with rural, remote, interstate and international placements including travel, accommodation and other expenses or levies. Students may apply for Scholarships and Bursaries at their own discretion by going to [http://www.scholarships.unsw.edu.au/](http://www.scholarships.unsw.edu.au/) and [http://sarrah.org.au/#](http://sarrah.org.au/#)

Students must have a valid travel insurance policy for rural, remote, interstate and international placements that provides appropriate cover for illness and misadventure.

Students will usually enrol in SOCW4014 and SOCW4015 or SOCW4016 and pay the required fees for these courses.

**Procedure for rural, remote, interstate and international placements**

Rural, remote, interstate and international placements require a longer lead time than normal placements to organise. Students must submit an expression of interest and meet benchmarks in order to be eligible for these placements.

Students with an interest in an international placement will be invited to a briefing seminar and must submit an EOI in October/November of the year prior to their Level 4 placement.

Students with an interest in a rural, remote or regional placement will receive information at the pre-placement seminar in February and must submit an EOI in Semester 1 of the year they are undertaking their Level 4 placement.

Their EOI must include:

- A rationale as to the educational benefits of undertaking a placement overseas, or remotely;
- Discussion of resilience factors and challenges that may be anticipated in the context;

A copy of the student’s Level 3 End Placement Report and the student’s academic transcript will be accessed and reviewed by the Work-Integrated Learning Unit when their application is considered. The student will be notified about the outcome of their application by the Work-Integrated Learning Manager.

Students undertaking an international placement will follow the procedures of the UNSW Global Education Office to which they must apply to indicate their intention to undertake an International Placement as an Outbound
Exchange Student. This will entail completing documentation for the Global Education Office and the payment of a fee to cover costs associated with visa arrangements and orientation.

When undertaking an Interstate, Rural, Remote or International Placement students are representing this university and therefore must be conscious of appropriate professional behaviour including awareness of cultural differences. In negotiating these placements, the student’s learning needs and interests are communicated to the host agency or university and a placement is negotiated based on the range of appropriate learning opportunities available through the host institution.

Placement in places of employment

Placements are not usually undertaken in an agency or organisation in which the student is employed, in line with Australian Social Work Education and Accreditation Standards (ASWEAS), (AASW, 2013). However, exceptions can be made if the Work-Integrated Learning Unit staff members are satisfied that the educational goals of the placement can be achieved in the workplace and that the role of the Social Work program in assessing the student’s performance is not jeopardised. Criteria for workplace based placement (WBP) include:

- The student must be allocated tasks different from those they usually undertake;
- The placement must be supervised by a Field Educator who is a qualified social worker who is not the student's usual supervisor;
- For the most part the colleagues are not the student's usual work colleagues;
- Where possible the physical location of the placement should be different to the student's usual employment location.

Students interested in workplace-based field placement must seek approval from the Manager Work-Integrated Learning as early as possible before the commencement date of the placement.
Agencies with internal application procedures

At times, agencies require students to apply through internal agency procedures prior to accepting them for placement. These could involve students being required to send in their resumes or could be more formal internships. In these situations students will firstly have to be accepted by the agency before they can apply for it to be considered as their field placement. The university’s decision as to whether this can be confirmed as a field placement will be determined by:

- Whether the agency can provide appropriate student learning tasks.
- Whether the agency can provide appropriate student supervision.
- Whether the students learning needs can be addressed by this agency.
- Whether the agency can adhere to the University requirements for field placement assessment.

If a student applies directly to an agency in this situation and the student is not successful in their application, the student will then go back into the general pool for field placements.

Variation of placement arrangements

Variation of placement dates

Field placements are integrated with the rest of the BSW (Honours) program, in accordance with pre-requisite and co-requisite requirements detailed in the Social Work Undergraduate Handbook. Variations to the set pattern can therefore only be granted in exceptional circumstances. Students requesting variations will be considered by the Field Education Officer and the Manager Work-Integrated Learning. The following factors need to be considered by the Work-Integrated Learning Unit in reaching a decision to approve a variation of placement dates.

- Reason for request
- Implications for university requirements
- Resource implications for university staff and agency staff
- Placement tasks and supervision needs

Student process for requesting a variation

Students can request a variation by completing a “Request for Variation of Placement Form” and submitting it to the Work-Integrated Learning Unit.

The Work-Integrated Learning Manager’s decision will be conveyed to the student in writing after all of the above have been considered.

Agency initiated variation in placement hours

From time to time agencies request alterations to the placement start or finish date. The student will be consulted before a decision is made about such requests. In all cases the overarching consideration is the viability of the placement and the likelihood that the request can facilitate the student's successful and timely completion of placement.
4. Assessment in Field Education

Assessment is ongoing in the placement and draws upon the AASW Practice Standards (2013). A formal assessment of the student’s performance is made both at the mid and end points of the placement. The final grade may be Satisfactory (SY) or Fail (FL) and is determined by the Course Coordinator (Manager Work Integrated Learning) on completion of the placement, based on whether placement performance criteria based on the AASW Practice Standards (2013) have been met. In reaching their decision, the Manager Work Integrated Learning consults fully with the student concerned, the Field Educator, the UNSW External Supervisor and the Liaison Tutor. As with all other courses, placement results are reviewed by the School Assessment Committee before being transmitted to the university administration.

The Mid Placement Liaison Visit

The Manager Work-Integrated Learning is responsible for ensuring that each placement is allocated a Liaison Tutor and that Liaison Tutors liaise with both Student/s and Field Educator/s during the placement. The Liaison Tutor conducts individual discussions, telephone contacts, email contacts, and a placement visit, and integrates their support with the regular Placement Integration Seminars. All students are visited at least once by the Liaison Tutor during the placement and may be visited more if required by either or both parties. The purpose of a visit is to:

- Enhance communication between the university and the agency
- Review learning in the placement
- Explore ways of expanding and consolidating this learning
- Contribute to the ongoing assessment of the placement
- Assist with difficulties arising in the placement

The topics students are expected to cover in a presentation format within the mid-placement visit are:

- The purpose of the agency and the social issues and clients/stakeholders the agency addresses
- How the agency is funded
- Minimum of 2 key policies that guide their work
- The broad organisational structure of the organisation and where social work fits in
- The main resources and constraints to social work practice in the organisation.

With respect to the Learning Contract prepared by student and Field Educator,

- Tasks in which the student has been involved
- The student’s progress during the placement
- Theoretical ideas the student has been drawing on and how they have influenced their work
- How the student is thinking conceptually about the work they are doing by giving at least one example of their own application of theory to practice
- At least one example of how their university courses, including practice, research and policy subjects influence their work
- Supervision arrangements and how this is progressing, including any changes that you think may need to be made
- Difficulties or areas of concern that have arisen during the first half of the placement, which should already have been flagged with the Liaison Tutor, and strategies that are in place to manage these difficulties or areas of concern
- Tasks and areas for the learning yet to be achieved by the end of the placement and thoughts on how the agency context may promote or constrain this learning
- Feedback to the university on the BSW (Hons) Program and placement policy and procedures

Field Educators and Students are expected to refer to the section in the Course Outline on the structure and preparation required for the visit. Field educators or students may request an early visit or consultation to discuss any matter arising from the placement. A brief report of topics discussed and courses of action recommended is written at the end of each visit and signed by all parties.
Mid and End Placement Reports

In all placements, Field Educators and Students are asked to provide written Mid and End Placement Reports on individual student performance. These reports are expected to be a collaborative effort between the Student and Field Educator with reference to the Learning Contract, the Assessment Criteria in the Mid and End Placement Reports and the objectives provided in the Course Outline. If the student disagrees with the Field Educator’s comments they can state this in their comments. They may also write a separate document if they so wish. The Report is a confidential written communication between the Field Educator, the Student and the University. The Report is read only by university staff and field educators involved in the current and subsequent placement. It is not intended to be used as a placement or job reference. All such reports must be submitted to the Work-Integrated Learning Unit at the completion of the placement. Each completed Mid and End Placement Report includes a recommended grade of the student’s performance by the Field Educator indicating whether it is ‘satisfactory’ or ‘fail’. The Manager Work-Integrated Learning assigns the final grade for the placement and takes into consideration the recommended grade by the Field Educator and the Mid Placement Liaison Visit Report by the Liaison Tutor.

For the Level 4 Placement, a copy of the student's Level 3 End Placement Report is usually forwarded to the next Field Educator to assist in setting placement goals and negotiating the Learning Contract. If a student has a concern about the forwarding of the End Placement Report to the next placement, this should be discussed with the Manager of Work-Integrated Learning.

The final assessment of a student’s performance in placement may follow three paths:

1. A student’s performance may be assessed to be ‘Satisfactory’ (SY).
2. A student may be given a ‘withheld’ result and be required to undertake an extended placement. This decision is implemented when the student has made progress but there is uncertainty about the adequacy of performance in a specific area(s). The extension of the placement is regarded as ‘supplementary’ work to resolve doubt about the student’s performance, or to provide consolidation of recent learning.
3. A student’s performance may be assessed to be a ‘Fail’ (FL). Where a fail grade is allocated a student is required to make a plan to address the issues identified and enrol with the University to undertake a repeat placement in a different agency with new learning goals.

Student attendance requirements at placement

Students are to complete the minimum number of hours in each placement. In some rare instances, students may need lost time due to illness or misadventure. In order to satisfy the AASW requirements for field placement the student is expected to make up all of the hours they are absent, regardless of the reason. However, when an offer to take a student is made, it is on the understanding that the placement will finish on a particular date. Therefore there are limits on the ability of agencies and Field Educators to accommodate extensions. Should an unforeseen situation arise, placement dates will be re-negotiated with Field Educators as soon as possible. If a student’s absence is likely to be lengthy, this may affect the viability of the placement and should be discussed with the Field Educator and the Manager Work-Integrated Learning as soon as possible.

Accrual of time in lieu

Some placement students accrue hours more quickly. This may be due to out-of-hours projects, one-off or rare emergency situations or the regular accrual of more than the recommended daily number of hours. The approach to time-in-lieu should be established at the beginning of placement and described in the Learning Contract. In order to maximise self-care and student learning, UNSW recommends that students arrange to take time in lieu as soon as possible following the accrual of additional hours (one hour worked equals one hour time-in-lieu). Alternatively, the Social Work Placement may be completed up to one week early, but not more than this, if students accrue hours more quickly. Student learning and wellbeing can be compromised by regular accrual of time-in-lieu, and accumulating hours in order to complete placement more than one week early is not permitted.

Upon the accrual of time-in-lieu, the Field Educator should verify the timesheet and assist the student to plan how to take the time-in-lieu. The student should ensure the Liaison Tutor is kept informed about time-in-lieu accrued.
Intellectual property and confidentiality

With regard to intellectual property, students should be aware that:

Human service agencies make placements available to social work students on condition that the agency has a claim to the intellectual property created by the student where the intellectual property:

a. has been created utilising substantial resources of the Agency;

b. is created as a result of pre-existing Intellectual Property owned by the Agency;

c. has been created by a team of the Agency, of which the student is a member; or

d. has been created as a result of funding provided by, or obtained by, the Agency.

Students often contribute to research, policy analysis, program development and other written or creative work while on placement. Students are entitled to be listed as a co-author on such works, and may cite co-authored works achievements within their CV, and in the mid or End Placement Report.

If there is a possibility that the placement may result in students having a more pressing claim to intellectual property to which the agency may also make a claim, the student should explicitly discuss their concerns with the agency and try to reach an agreement with their supervisors as to how the intellectual property rights will be dealt with. If necessary they may wish to seek independent legal advice. Students should advise the Manager Work-Integrated Learning as soon as possible if they think this may apply to them. In addition, both the student and the Liaison Tutor may be asked to sign a non-disclosure form or confidentiality agreement.

Use of mobile phones and social media whilst on placement

Students are advised not to use their mobile phones for personal reasons whilst accruing placement hours. If the student has a personal emergency which requires them to be in contact with significant others via their personal mobile phone, the process for this should be explicitly negotiated with their Field Educator. Under no circumstances is content regarding the Social Work Placement from a student’s personal mobile phone (e.g. photos, text) to be uploaded to social media as this could potentially breach the confidentiality of the agency and the clients of the agency with which the student is placed. If a student is found to be breaching confidentiality by their actions, consideration will be given as to whether the student is permitted to continue in the Social Work Placement course. In addition, students are to follow the agency’s policy on use of mobile phones in the workplace. For more information students should review the UNSW Student Code Policy found at https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf.
5. Scholarships and awards

**Brenda Smith Scholarship (Level 3 Placement)**

Brenda Smith was a teacher and researcher in the Social Work Practice strand of the BSW who died in 1989. During her decade of teaching - which she came to from social work practice in women’s health – she inspired students through acceptance, encouragement and energy for action. She was an excellent teacher who was flexible enough to change the agenda if something wasn’t working or if a particular area needed more attention. Brenda wrote: *The ideal of a ‘well society’ is one where men and women have equal access to the positive aspects of family, work and leisure. This can only become the case if patriarchal power to assume for women positions in society that they would not choose for themselves is exposed and challenged.*

Brenda left a legacy of thought, humanity, kindness, warmth and generosity for staff and students of the BSW.

The Brenda Smith Scholarship is available at [http://scholarships.online.unsw.edu.au](http://scholarships.online.unsw.edu.au) and is open during the Semester before Level 3 Placement each year (i.e. Semester 2). The selection criteria is:

- The applicant must be proposing to undertake the third year of the Bachelor of Social Work ((Honours)) degree or a Bachelor of Social Work ((Honours)) dual degree at UNSW;
- Each applicant will be assessed on the basis of their Level 1 and Level 2 results and must have achieved a credit average or higher;
- To be eligible for the scholarship, a student must be suffering significant financial hardship that may hinder their successful completion of the program at UNSW;
- Applicants must provide a statement detailing their financial situation.

**The Sinja Kusljic Certificate of Merit in Field Education in Social Work (Level 3 Placement)**

This certificate was established in 2010 following the death of Sinja Kusljic, who was a Level 3 social work student. Sinja died shortly after completing her Level 3 Placement. For those who taught her and for her student peers, the loss of Sinja was profound because of the personal characteristics that she displayed including her enthusiasm and dedication to her study and to her placement. They believed that Sinja would have made a significant contribution to social work in the broader community if she had gone on to practice.

Sinja’s example was so inspiring that it was deemed appropriate to establish a lasting commemoration of her in the form of a Certificate of Merit. This is awarded on a yearly basis to a Level 3 Placement student who like Sinja, demonstrated the personal characteristics of professionalism, a passion for social work and social justice issues, determination, and strength.

**The Barry Bell Memorial Award for Excellence in Field Education Practice Learning (Level 4 Placement)**

Barry Bell was a Liaison Tutor for the Placement Program in the Social Work Discipline who died in September 2013. In this role Barry worked with many students whilst they were on placement developing their professional identity and professional competence. Prior to this role Barry was a veteran social worker who had a long history working in corrective services, with Aboriginal communities, and with the GLBTI population. Throughout his professional career and even in his retirement, Barry continued to contribute towards social justice on all levels, embodying the dual identities of the personal member of humankind and the professional social worker.

At all times Barry was an example to UNSW Social Work students of professionalism, empathy, intuition and a deep regard for the marginalised populations. This Award recognises Level 4 students who demonstrate similar traits of professionalism and a regard for marginalised populations during their Level 4 Placement.

Occupational Health and Safety

The university has a responsibility to safeguard the health, safety and welfare of its students during their placement. Agencies offering placements are required to orientate students to Work Health and Safety Policies and Procedures currently in place in their agencies and to complete a Risk Assessment Sheet regarding their agency prior to the placement commencing. In the event of any incident or concern regarding student safety or well-being, students or field educators should contact the Work-Integrated Learning Unit immediately. Information on relevant Work Health and Safety policies and expectations can be found at [http://safety.unsw.edu.au/](http://safety.unsw.edu.au/)

Insurance coverage for students on placement

UNSW has a wide range of Insurance Policies to help protect the people and assets of UNSW.

We can help you understand the conditions of coverage, how to make a claim, as well as obtain confirmation of insurance coverage for your particular situation. If a student sustains an injury on placement, they should contact the Manager Work-Integrated Learning as soon as possible.

The UNSW Personal Accident Policy provides a range of benefits in the event of accidental death or accidental bodily injury whilst undertaking UNSW authorised activities. It does not cover claims arising from sickness, illness or disease. For more information about what is covered and how to make a claim please go to the UNSW webpage [https://www.fin.unsw.edu.au/services/insurance/personal-accident](https://www.fin.unsw.edu.au/services/insurance/personal-accident).

UNSW has protection for claims by third parties made against students on placement seeking compensation for negligence in the provision of professional services. For more information about what is covered and how to make a claim please go to the UNSW webpage [https://www.fin.unsw.edu.au/services/insurance/professional-indemnity](https://www.fin.unsw.edu.au/services/insurance/professional-indemnity).

A Letter of Indemnity is included in Placement Confirmation Material sent to Field Educators prior to the commencement of the placement. If a placement commences early or extends beyond the scheduled completion date, the Work-Integrated Learning Unit will review the insurance coverage to ensure appropriate student coverage.

Students undertaking rural, remote or international placements are expected to arrange travel insurance to safeguard them in emergencies, illness, loss or theft of property or misadventure. They are required to submit a copy of their insurance certificate to the Work-Integrated Learning Unit prior to travel.

Transport and travel to placement

Students are generally expected to travel to places beyond their local radius in order to benefit from a range of placement experiences. The student’s placement goals and learning needs will take priority over the distance of placement unless the Work-Integrated Learning Unit is made aware of specific mitigating circumstances.

The cost of travel to and from placement is to be met by students. Travel and sundry items of expenditure connected to the completion of placement tasks are expected to be borne by the agency. Students need to check prior to the commencement of placement whether the agency is willing to meet these costs.
7. The student experience in placement

Student self-care issues

On the whole, students find their social work placements to be rewarding and professionally satisfying. However, at times during placement, students sometimes find that issues arise for them either within the placement itself, for example, stress experienced as a result of the behaviour of agency staff and/or clients or outside the placement, for example, health, family or personal issues. These issues can affect not only a student’s ability to perform during the placement but also a student’s overall wellbeing. If a student becomes aware of a situation that is causing them stress then they should initially seek support from their Liaison Tutor or the Manager Work-Integrated Learning. If an issue has arisen on placement that is causing the stress then the student should be discussing the issue with their Field Educator as well.

Withdrawal from placement courses

If a student intends to withdraw from a placement then they are required to notify the Manager Work Integrated Learning as soon as possible and discuss the reasons for their withdrawal. They must follow SOSS processes in relation to applying for a withdrawal, including processes for informing the placement agency. Students are to consider and discuss the implications of withdrawal from placement on the rest of their program with the WIL Unit, the School Office and/or the FASS Student Centre.

Problems or concerns that arise in placement

Any problems or concerns that arise in the placement are to be addressed as early as possible. If a supervisor has concerns about student performance, the process is as follows:

1. The issue is first raised with the student by the supervisor in a formal meeting and appropriate learning strategies and milestones for review are determined and implemented.

2. The supervisor documents the meeting and ensures the liaison tutor is aware they have concerns. Concerns that are evident before the mid placement point are expected to be clearly documented and the progress of the student rated accordingly by the supervisor in the Mid Placement Report. The liaison tutor informs the Manager Work Integrated Learning about the concerns as early as possible.

3. If the concerns persist the liaison tutor will ask the Manager of Work Integrated Learning to authorise a three-way meeting between the supervisor, student and liaison tutor. If possible, additional learning strategies and milestones for review are determined and implemented. The supervisor prepares a written report about the concerns for the liaison tutor who reports in writing back to the Manager of Work Integrated Learning.

4. If the supervisor and/or liaison tutor determine that additional learning strategies and milestones are unlikely to resolve the concerns, they may recommend the student be removed from the placement. As for (3) the supervisor prepares a written report about the concerns for the liaison tutor who reports in writing back to the Manager of Work Integrated Learning.

5. The Manager Work-Integrated Learning requests documentation from the student, and receives the documentation prepared by the supervisor and liaison tutor. They convene a meeting with the student to discuss the issues, and, if possible at this point, determine the Placement Grade with respect to the AASW practice standards and UNSW assessment policy. The Course Convenor is responsible for determining the placement grade.

Placement appeals and grievance structure

If a student wishes to appeal their Placement Grade, the process is as follows:
1. The student meets with the Manager of Work Integrated Learning in the first instance. In determining a Fail Grade for Placement, the Manager Work-Integrated Learning prepares documentary evidence of their decision which they provide to the student in preparation for the meeting.

2. Should the student wish to take the appeal further, they outline their concerns to the Academic Field Education Consultant in writing. The Academic Field Education Consultant hears the student appeal and either upholds the original grade or makes an alternate determination.

3. The Head of School, Cluster Convenor or the Bachelor of Social Work (Hons) Convener may hear a further student appeal if required and makes a determination on the placement grade in consideration of all evidence provided.

**Other University assistance**

Below are additional resources for students embarking on their placement experience:

- **BSW (Hons) program information:** [www.handbook.unsw.edu.au](http://www.handbook.unsw.edu.au)
- **Equity and student rights at university.** Those students who have a disability that requires some adjustment to their learning environment are encouraged to engage with Disability Services (9385 4734). Early notification is essential to enable any necessary adjustments to be made. For more information go to the disability services page: [https://student.unsw.edu.au/disability-service-overview](https://student.unsw.edu.au/disability-service-overview)
- **Educational Support Advisors** can assist students experiencing personal and health issues which are impacting their studies or attendance at UNSW. Contact 9385 4374 or go to the support page: [https://student.unsw.edu.au/educational-support-advice-personal-and-health-issues](https://student.unsw.edu.au/educational-support-advice-personal-and-health-issues)
- **The UNSW Counselling and Psychological Services Unit (9385 5418)** provides a free and confidential counselling service. For more information go to the counselling page: [https://student.unsw.edu.au/counselling-contacts](https://student.unsw.edu.au/counselling-contacts)
- **The Learning Centre (9385 2060)** provides individual and group tuition for essay writing, and exam anxiety and assistance with a range of other learning opportunities [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
- **Aboriginal and Torres Strait Islander students** are encouraged to link up with Nura Gili which provides pathways to learning opportunities that embrace Indigenous knowledge, culture and histories. For more information contact Nura Gili on 9385 3805 and at [http://www.nuragili.unsw.edu.au](http://www.nuragili.unsw.edu.au)
- **The UNSW Code of Conduct** can be found at [https://student.unsw.edu.au/conduct](https://student.unsw.edu.au/conduct)
8. UNSW Advanced Supervisory Practice Course  
(Previously the Graduate Certificate of Supervision in Field Education in Social Work)

Graduate list 1997-2014

Congratulations to the following Practitioners who have completed the UNSW Graduate Certificate of Supervision in Field Education in Social Work.

2016
Laura Angelone
Megan Bell
Emma Borg
Rosana Coelho
Quan-Minh Chau
Jaffe Chiu
Christee Chuan
Dimity Cooper
Brian Cooper
Mark Davis
Luke Doherty
Mohamed Dukuly
Lisa Fawkner
Makueta Felila
Rashid Flewellen
Patricia Garcia
Anna Hoyles
Kathy Jones
Bryan Lynch
Jenny Norderyd
Rebecca Parsons
Dalia Pisk
Jade Rogers
Kellie Sanders
Jahnvi Singh
Hamed Turray
Anna Avoledo
Sophie Bell
Paul Roland Bottrill
Katherine Cameron
Laura Carroll
Elizabeth Marie Ceissman
Emily Coote
Pauline Coulton
Alison Crane
Bonita Maree Deighton
Janine Doran
Sarah Eagland
Sarah Firman
Clare Fitzmaurice
Katrina Gersbach
Donna Habak
Nicola Haig
Courtney Hendry
Sonia Hoffmann
Peter John Stuart Hogg
Rachael King
Barbara Sau Ping Lee
Jeannine Lew
Alana Martin
Amy McDiarmid
Nicola McEwen
Deborah Joy McTaggart
Julia Norman
Rachael Owen
Rodney David Painter
Magda Read
Samuel Charles Horder
Deborah Jane Scott
Shelley Liqiong Sha
Yvonne Solomou
Monica Soto Quezada
Jessica Sowden
Nicole Tillotson
Helen Bridget Tonkin
Simon Joseph Tully
Helen Warren
Julie Ann Webster
Diane Maria Wood
Sarina Browne
Clare Ching
Dominica Dalton
Kay De Ridder
Michelle Evans
Najeba Nally Fear
Michele Fraser
Amy Gentle
Michelle Gilad
Claire Frances Gillis
Michelle Gravolín
Laura Hagan
Maria Elisa Hollero
Michael A. Hopkins
Nicole Hraiki
Hanh Hong Huynh (Helen)
Anthony Kearns
Amber Koppi
Lynette Krimmer
Elisabeth Long Rosa Loria
Maria Merle
Tiffany Nahí
Ruth Nemesh
Patricia Nesbit
Rachael Owen

2014
Anna Avoledo
Sophie Bell
Paul Roland Bottrill
Katherine Cameron
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<td>John Edward Payne, Samantha Rennie, Anne Robinson-Cast, Louise Scuderi, Stanya Sharota, Laraine Smith, Danielle Thompson, Samantha Elke Thompson, Dragana Zekanovic</td>
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<td>1975</td>
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<td>1966</td>
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Teresa Callaghan
Roxana Castro
Claudine Lisette Coleman
Angela Cotroneo
Jacqui Cousins
Marcia Cunningham
Joanne Deanne
Jenny Deighton Shapcott
Sandra De Marchi
Patrick Dunn
Melveta Ellwood
Pamela Mary Evans
Tali Foreman
Robyn Frame
Karen Anne Gabriel
Monika Hammerle
Nicole Hair
Rachael Hanning
Baringa Head
Annette Jones
Katrina Knight
Philippa Lam
Kate Lenthen
Laura McBlain
Heather McGillivray
Suzanne Mouwen
Pamela E.K. Nance
Suzi Pagan
Betty Patsalis
Karen Podmore
Ayman Qasem
Fabiola Rafael
Katie Rowell
Sally Simpson
Caitlin Stewart
Lynette Tadros
Ngan Cheung Bridget Tam
Dylan Thompson
Chris Zisopoulos

2001
Lesley Brown
Tania Chahoud
Christene Cole
Kate Daley
Carmel Darcey
Karen Doherty
Amanda Fossey
Keith Godfrey
Gizell Hanna
Michelo Harris
Dianne Hudson
Joanna Iliopoulos
Janice Jones
Sylvia Karan
Angela Lancuba
Siobhan Langford
Su-Lyn Lee
Brenda Lennox
Elizabeth Ann McCabe
Lorraine Merheb
Sarah Morgan
Mary Anne Murphy
Patsy Pynn
Christine Raisin
Edward Reid
Patricia Reid
Julie Robinson
Will Roden
Jennifer Sandbrook
Lisa Shanahan
Michael Synnot
Lydia Trifunov
Diane Turner
Janet Urquhart
Christine Wearing

1999
Heather Aldis
Dianne Maree Atkins
Patricia Bacik
Loreto Bartos
Marian Boorer
Margery Clark
Marnie Elizabeth Coghlan
Elizabeth Colebrook
Belinda Cooley
Makare Costello
Kathryn Crow
Selma Deverimol
Yvonne Dewar
Elena-Betti Gosarevskii
Brett Haddon
Juliette Hannon
Sophia Haramis

1998
Robyn Alexander
Abdul Wahab Anang
Marie Anderson
Bernard Boerma
Kristen Burriel
Richard Byrne
Raema Deent
Eda Devoti
Antonia Dounias
Paul Julian Peter Eyland
Danielle Fisher
Julie Jackson
Stacey Jane Lewis
Katherine Maloney
Janice Nair
Philippa Naivasha
Karen Oxenbury
Mario Viera
Victoria Worledge

1997
Zareena Anantharaman
Naomi Bando
Louise Beat
Linda Brooks
Selena Elizabeth Consandine
Elizabeth Cox
Julia Ivy Crowe
Neeta M Desai
Carmen Gonzalez
Stan Greaves
Karyn Horsley
Maike Kaehler
Jill C Kennedy
Richard Thomas Lewandowski
Marina Lupish
Louise Martello
Christine Murphy
Joan M Normoyle
Connie Pagano
Naomi Polivis
Jane Pool
Vanessa Robb
Lisa Stalker
Carolyn Theresa Tracey
Lynne Tripet
Syliva Vrazalica
Beatrice Woltring