



**UNSW**

## UNSW Course Outline

# SOCW4018 Social Work Practice Level 4 Placement B - 2024

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## General Course Information

**Course Code :** SOCW4018

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Social Sciences

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 12

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Your final placement allows you to bring together theoretical and skills based learning in a practice setting. You will be 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; it will guide you through a developmental process focusing on knowledge, skills and values relevant to the social work profession. Placement allocation is managed in consultation with you, so that it prioritises your learning goals and professional interests. Placements occur in diverse contexts of practice such as hospitals, state and federal government departments, and non-government community based organisations. Level 4 placements include opportunities in rural and international settings. Social work interventions may include policy, research, counselling, case work and community work. You will develop general social work skills, transferable to all social work contexts.

The placement comprises 47 attendance days (327 hours) and is generally undertaken four days per week in Term 3. The placement is accompanied by a series of Integration Seminars that support and complement your field based learning, with an emphasis on theory-practice integration, critical social work and critical reflection.

This course is Part B of your final Field Education placement, commenced in Term 2 which will continue until you have completed the requisite number of hours in Term 3. Your grade for both courses will be finalized at the completion of this course.

## **Relationship to Other Courses**

This course is Part B of your final Field Education placement, which commenced in Term 2 (as SOCW4017 - Social Work Practice Level 4 Placement, Part A). Your grade for both courses will be finalised at the completion of this course.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Integrate social work knowledge to effectively analyse situations and maximise problem solving strategies in determining suitable methods of assessment, goal setting and interventions with individuals, couples, families, groups and/or communities in diverse fields of practice.
CLO2 : Display skills and systematic use of knowledge in the areas of assessment, goal setting and intervention.
CLO3 : Explain how the placement organisation functions within the broader community of practice.
CLO4 : Articulate and critically analyse the policy context regarding the placement organisation, service users and the student themselves.
CLO5 : Validate developing professional identity through critical reflection and a sound commitment to social work values and ethics in the placement.
CLO6 : Demonstrate initiative and responsibility in their professional practice.
CLO7 : Validate their own practice and learning in order to recognise their own strengths, limitations and individual practice style.
CLO8 : Distinguish between personal and professional relationships and respond accordingly.
CLO9 : Establish collaborative and open relationships within and external to the organisation.
CLO10 : Achieve autonomy and independence in practice and demonstrate accountability for the impact of their conduct on others.
CLO11 : Apply effective communication and interpersonal skills appropriate to audience and situation.

Course Learning Outcomes	Assessment Item
CLO1 : Integrate social work knowledge to effectively analyse situations and maximise problem solving strategies in determining suitable methods of assessment, goal setting and interventions with individuals, couples, families, groups and/or communities in diverse fields of practice.	<ul style="list-style-type: none"> <li>• Mid Placement Report</li> <li>• Mid-Placement Visit</li> <li>• Placement Diary and Journal</li> <li>• End Placement Report</li> </ul>
CLO2 : Display skills and systematic use of knowledge in the areas of assessment, goal setting and intervention.	<ul style="list-style-type: none"> <li>• Mid Placement Report</li> <li>• Mid-Placement Visit</li> <li>• End Placement Report</li> </ul>
CLO3 : Explain how the placement organisation functions within the broader community of practice.	<ul style="list-style-type: none"> <li>• Integration Seminar activities</li> <li>• Mid Placement Report</li> <li>• Mid-Placement Visit</li> </ul>
CLO4 : Articulate and critically analyse the policy context regarding the placement organisation, service users and the student themselves.	<ul style="list-style-type: none"> <li>• Placement Diary and Journal</li> <li>• Mid-Placement Visit</li> </ul>
CLO5 : Validate developing professional identity through critical reflection and a sound commitment to social work values and ethics in the placement.	<ul style="list-style-type: none"> <li>• Timesheet</li> <li>• Integration Seminar activities</li> <li>• Placement Diary and Journal</li> <li>• End Placement Report</li> <li>• Mid Placement Report</li> </ul>
CLO6 : Demonstrate initiative and responsibility in their professional practice.	<ul style="list-style-type: none"> <li>• Timesheet</li> <li>• Placement Diary and Journal</li> <li>• End Placement Report</li> <li>• Mid Placement Report</li> <li>• Mid-Placement Visit</li> </ul>
CLO7 : Validate their own practice and learning in order to recognise their own strengths, limitations and individual practice style.	<ul style="list-style-type: none"> <li>• Integration Seminar activities</li> <li>• Placement Diary and Journal</li> <li>• End Placement Report</li> <li>• Mid Placement Report</li> <li>• Mid-Placement Visit</li> </ul>
CLO8 : Distinguish between personal and professional relationships and respond accordingly.	<ul style="list-style-type: none"> <li>• Integration Seminar activities</li> <li>• Placement Diary and Journal</li> <li>• End Placement Report</li> <li>• Mid Placement Report</li> </ul>
CLO9 : Establish collaborative and open relationships within and external to the organisation.	<ul style="list-style-type: none"> <li>• Integration Seminar activities</li> <li>• End Placement Report</li> <li>• Mid Placement Report</li> </ul>
CLO10 : Achieve autonomy and independence in practice and demonstrate accountability for the impact of their conduct on others.	<ul style="list-style-type: none"> <li>• Integration Seminar activities</li> <li>• End Placement Report</li> <li>• Mid Placement Report</li> </ul>
CLO11 : Apply effective communication and interpersonal skills appropriate to audience and situation.	<ul style="list-style-type: none"> <li>• Mid-Placement Visit</li> <li>• Integration Seminar activities</li> <li>• End Placement Report</li> <li>• Mid Placement Report</li> </ul>

# Learning and Teaching Technologies

Moodle - Learning Management System

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Mid Placement Report Assessment Format: Individual Short Extension: Yes (3 days)	25%	Start Date: Day 25 of your placement Due Date: Day 35 of your placement Post Date: 28/09/2024 11:30 PM
Mid-Placement Visit Assessment Format: Individual	15%	Start Date: Not Applicable Due Date: To be confirmed with Liaison Tutor and Field Educator
Placement Diary and Journal Assessment Format: Individual	5%	Start Date: Day 1 of your placement Due Date: Last day of your placement
Integration Seminar activities Assessment Format: Individual Short Extension: Yes (3 days)	10%	Start Date: Not Applicable Due Date: Not Applicable
End Placement Report Assessment Format: Individual Short Extension: Yes (3 days)	40%	Start Date: Day 55 of your placement Due Date: Last day of your placement
Timesheet Assessment Format: Individual Short Extension: Yes (3 days)	5%	Start Date: First day of your placement Due Date: Last day of your placement

### Assessment Details

#### Mid Placement Report

##### Assessment Overview

The Mid-Placement Report is completed using the specified template available on Moodle. When preparing the Mid-Placement Report, the student should draft content and then discuss with their Field Educator in advance of the due date. In preparing this document, student's earlier placement documentation should be referenced. The Field Educator also drafts a section of the report which forms part of the student's feedback on placement progress. The Mid-Placement Report is reviewed by the Liaison Tutor within two weeks of submission. If determined to be of satisfactory quality a 'satisfactory' grade is entered in Moodle and brief comments are entered by the Tutor. If determined to be incomplete or unsatisfactory the grade is withheld and the student is contacted by the Liaison Tutor and the student is requested to revise and resubmit.

All pieces of work in SOCW4018 are hurdle requirements due to the professional practice

requirements of the Bachelor of Social Work (Hons) program. If the Mid Placement Report is not determined by the Course Convenor to be of a satisfactory standard, students will have one opportunity to revise and resubmit the assessment task in consultation with the Course Convenor and, where appropriate, the Liaison Tutor and Field Educator. Resubmission must be supported by the Course Convenor. Unless there are compelling grounds, the student will not have the opportunity to resubmit where the ratings and comments from the Field Educator indicate the student's performance is unsatisfactory. The deadline for resubmission will be agreed upon by the Course Convenor, the Liaison Tutor and the Field Educator. This opportunity is available to all students enrolled in SOCW4018. The opportunity for re-submission will not have an effect on WAM as SOCW4018 is graded satisfactory/unsatisfactory only.

### **Course Learning Outcomes**

- CLO1 : Integrate social work knowledge to effectively analyse situations and maximise problem solving strategies in determining suitable methods of assessment, goal setting and interventions with individuals, couples, families, groups and/or communities in diverse fields of practice.
- CLO2 : Display skills and systematic use of knowledge in the areas of assessment, goal setting and intervention.
- CLO3 : Explain how the placement organisation functions within the broader community of practice.
- CLO5 : Validate developing professional identity through critical reflection and a sound commitment to social work values and ethics in the placement.
- CLO6 : Demonstrate initiative and responsibility in their professional practice.
- CLO7 : Validate their own practice and learning in order to recognise their own strengths, limitations and individual practice style.
- CLO8 : Distinguish between personal and professional relationships and respond accordingly.
- CLO9 : Establish collaborative and open relationships within and external to the organisation.
- CLO10 : Achieve autonomy and independence in practice and demonstrate accountability for the impact of their conduct on others.
- CLO11 : Apply effective communication and interpersonal skills appropriate to audience and situation.

### **Detailed Assessment Description**

The Mid-Placement Report is mandatory and a hurdle requirement. The Mid-Placement Report is to be completed using the specified template available on Moodle.

This Report takes time to develop so preparation should begin well in advance of the due date.

The completion of the Report should occur in steps:

- An initial discussion between the Student and Field Educator about the Learning Contract, the AASW Practice Standards, Supervision records, reflections the student feels comfortable to share from the Reflective Journal, feedback from colleagues who have observed the student's

work, and the evidence gathered by the Field Educator and the Student.

- Drafting of the document, where student and Field Educator separately prepare their sections of the Report.
- Review and collation of the report by Student and Field Educator.
- Revision of evidence and/or ratings where the review has identified gaps, error or inaccuracies.
- Student completion of comments on feedback (optional).
- Verification of the Report by signature of the Student and Field Educator.
- Submission of the Report to Moodle. Instructions for submission are provided on the template.

**Please note:** irrespective of the professional background of the Field Educator, there is an expectation that they will, in good faith, complete ratings for each and every component of practice.

The Mid-Placement Report and Liaison Visit are opportunities to adjust the direction, pace and mode of the placement teaching and learning process. It is appropriate to revise student goals and strategies, as well as the mode and style of supervision at this time.

#### **Assessment Length**

Approximately 2500 words (approx 200 words per section)

#### **Submission notes**

The mid-placement report is due on Day 35 of your placement.

#### **Assessment information**

##### **Assignment submission Turnitin type**

This is not a Turnitin assignment

#### **Hurdle rules**

See 'Requirements to pass course' section.

#### **Generative AI Permission Level**

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media

that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## Mid-Placement Visit

### Assessment Overview

A presentation and discussion with the field educator and liaison tutor that occurs at the agency at a time that is close to the placement mid-point (Day 35). This is a formal meeting in which the liaison tutor will take notes and prepare a report that forms the feedback for this assessment task. Students are asked to ensure this is signed and uploaded to the Moodle page as soon as possible after the visit. If the preparation and/or presentation is unsatisfactory, the Liaison Tutor will reschedule the meeting and/or ask the student to submit further written analysis.

### Course Learning Outcomes

- CLO1 : Integrate social work knowledge to effectively analyse situations and maximise problem solving strategies in determining suitable methods of assessment, goal setting and interventions with individuals, couples, families, groups and/or communities in diverse fields of practice.
- CLO2 : Display skills and systematic use of knowledge in the areas of assessment, goal setting and intervention.
- CLO3 : Explain how the placement organisation functions within the broader community of practice.
- CLO4 : Articulate and critically analyse the policy context regarding the placement organisation, service users and the student themselves.
- CLO6 : Demonstrate initiative and responsibility in their professional practice.
- CLO7 : Validate their own practice and learning in order to recognise their own strengths, limitations and individual practice style.
- CLO11 : Apply effective communication and interpersonal skills appropriate to audience and situation.

### Detailed Assessment Description

The Mid Placement Visit involves a three way meeting of student, Field Educator and Liaison Tutor, initiated by the Liaison Tutor. The purpose is to review learning in the placement, support assessment and evaluation processes, assist with any difficulties arising and facilitate links between university and placement learning. In the first four weeks of placement the Liaison Tutor will have contacted you and your Field Educator to introduce themselves, make a time for the

visit and if necessary, assist in the clarification of expectations and the formulation of the Learning Contract.

Please note: it is not always possible for all visits to be scheduled exactly at the midpoint. Visits may be scheduled either before or after the midpoint of the placement. Learning Goals reviewed and discussed at the Mid-Placement Point should be refined as appropriate between yourself, your Field Educator and your Liaison Tutor at your Mid-Placement Visit.

At the conclusion of the Visit the Liaison Tutor completes a report given to the student and Field Educator which forms the feedback for this assessment task and forms part of the basis for final assessment. If the Liaison Tutor assesses their preparation and/or presentation as unsatisfactory, students are asked to reschedule the meeting and/or submit further written analysis. See Guidelines available on Moodle.

#### **Purpose of the Visit:**

- Contribute to the ongoing assessment on the placement.
- Review learning in the placement and explore ways of expanding and consolidating this learning.
- Facilitate links between university classroom work and placement learning.
- Ensure that the student is using the Reflective Journal as a teaching and learning tool.
- Maintain communication between the university and the placement.
- Assist with difficulties arising in the placement.

#### **Content of the Visit: (see Guideline on Moodle and below for more information)**

- Student Presentation
- Discussion of the Learning Contract goals, timeframes and potential outcomes.
- Exploration of the nature and level of tasks undertaken.
- Review of student progress during placement.
- Analysis of skill development.
- Application of theory to practice.
- Discussion of the model and quality of supervision experienced.
- Assessment of student's progress by Field Educator and Liaison Tutor.
- Additional issues, including personal issues, identified by student, Field Educator and/or Liaison Tutor.
- Feedback to the university.

#### **Field Educator's role in the visit:**

The Field Educator is expected to take an active role in the Liaison Visit through clarification of the student's participation in the organisation, the nature and significance of the tasks

undertaken, the student's responses to supervision, general appraisal of the student's performance and constraints in the organisation and directions for the rest of the placement.

#### Assessment Length

1 - 1.5 hours

#### Assessment information

##### **Structure of Mid Placement Liaison Visit:**

The Mid-Placement Visit occurs in two parts.

- The first part is a 5-10 minute meeting between Student and Liaison Tutor. This brief meeting provides the opportunity for building trust between the Student and Liaison Tutor and for checking-in about the student experience of the placement before the formal Visit occurs. Students and Field Educators are advised to contact the Liaison Tutor well in advance of this meeting if there are concerns that they need to discuss at the Mid-Placement Visit, and not to leave it until this brief meeting to raise.
- The second part is a 40-50-minute three-way discussion between student, Field Educator and Liaison Tutor. Students must demonstrate in the Visit that they have prepared their thoughts so that they are able to take responsibility for leading a discussion about their progress, and able to present a satisfactory analysis of their experience on placement. Students are expected to make written notes to which they should refer in their presentation and in the ensuing discussion.

**The points below should be addressed thoroughly by the student in their written notes, and at the Visit:**

1. Demonstrate your understanding of the agency context and client group (10 mins). Include material about:

- The purpose of the agency and the needs of clients/stakeholders the agency addresses in its service delivery
- How the agency is funded
- Minimum of 2 key policies that guide your 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.

2. Discuss your learning to date, by using the Learning Contract as a basis (20 mins):

- Outline the tasks you have been involved in and the skills you have been developing
- Outline the theoretical ideas you have been drawing on and how they have influenced your work - identify concepts from your university courses, (including practice, research and policy subjects) that inform your work
- Demonstrate how you are thinking conceptually about the work you are doing by giving at

- least one example of your own application of theory to practice
- Give at least one example of how your university courses, including practice, research and policy subjects influence your work
  - Outline the supervision arrangements and discuss how this is progressing, including any changes that you think may need to be made.
3. Review 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 describe what strategies are in place to manage these difficulties or areas of concern (5-10 mins). Prior discussion with your Liaison Tutor could help in raising these issues in your meeting.
4. Identify the tasks and areas for the learning yet to be achieved by the end of the placement. Include comments on how the agency context may promote or constrain this learning (5 mins).
5. At the conclusion of the Liaison Visit the Liaison Tutor will complete a Mid-Placement Liaison Visit Report where they will aim to summarise the discussion and decisions taken. The student and Field Educator will be shown the Report and asked to sign it to verify the contents. This Report is kept on the student's file in the Work-Integrated Learning Unit and forms part of the basis for final assessment (5 mins).

**Please Note:** Students will be asked to reschedule the meeting and/or submit a written analysis of the above, if the Liaison Tutor assesses their preparation and/or presentation of their work as unsatisfactory.

**Assignment submission Turnitin type**

This is not a Turnitin assignment

**Generative AI Permission Level**

**No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

**Placement Diary and Journal**

**Assessment Overview**

A record of the student's daily activities and their development as a practitioner during the

placement. The Diary and Journal may be viewed by the Field Educator and the Liaison Tutor for the purposes of teaching and learning.

### **Course Learning Outcomes**

- CLO1 : Integrate social work knowledge to effectively analyse situations and maximise problem solving strategies in determining suitable methods of assessment, goal setting and interventions with individuals, couples, families, groups and/or communities in diverse fields of practice.
- CLO4 : Articulate and critically analyse the policy context regarding the placement organisation, service users and the student themselves.
- CLO5 : Validate developing professional identity through critical reflection and a sound commitment to social work values and ethics in the placement.
- CLO6 : Demonstrate initiative and responsibility in their professional practice.
- CLO7 : Validate their own practice and learning in order to recognise their own strengths, limitations and individual practice style.
- CLO8 : Distinguish between personal and professional relationships and respond accordingly.

### **Detailed Assessment Description**

The Reflective Journal is a hurdle requirement and a mandatory piece of work throughout the placement. The Reflective Journal allows the student to reflect on their daily activities and to map their development as a practitioner during the placement. Entries in the Diary and Journal are to be stored by the student and may be viewed by the Field Educator and the Liaison Tutor for the purposes of teaching and learning.

Reflective Journal entries are to be written daily in the first two weeks of placement and then at least twice a week until after mid placement point. Towards the end of the placement students are expected to complete journal entries once a week. Journal entries are to be written in placement time, with each entry to be at least 100 words.

**In order to facilitate reflection the following areas should be addressed:**

- Student's personal reactions to events or experiences on placement.
- Identification of personal and organisational values e.g. What values lie behind what happened? Whose values are these? How do they align or conflict with your values?
- Anxieties and dilemmas experienced whilst undertaking placement
- A critical examination of the broader issues raised for the student by placement tasks e.g. What does this event say about the agency or government priorities? What does this event say about society's or organisational values
- Progress as a student worker in the agency, including: skills used and developed, theoretical knowledge applied, further development to be achieved.
- The dynamics of working relationships where the student has had interactions (with both staff and clients).

- Student's self-evaluation of performance on placement.

The Reflective Journal allows the student to reflect on their placement experiences and to map their development as a practitioner during the placement. It can also be useful as a learning tool in supervision preparation and discussion, in preparation for the Liaison Visit, as well as in preparation of Mid and End-Placement Reports. Entries in the Reflective Journal are to be kept by the student and excerpts can be requested to be viewed by the Field Educator and/ or Liaison Tutor for the purposes of teaching and learning.

#### Assessment Length

At least 100 words per entry

#### Submission notes

The Liaison Tutor will request to see excerpts of the Journal at the Mid-Placement Visit

#### Assignment submission Turnitin type

This is not a Turnitin assignment

#### Hurdle rules

See 'Requirements to pass course' section.

#### Generative AI Permission Level

#### **No Assistance**

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For more information on Generative AI and permitted use please see [here](#).

#### **Integration Seminar activities**

#### Assessment Overview

A range of interactive and written class activities receive that verbal feedback in class from the tutor, and are rated overall satisfactory or unsatisfactory.

#### Course Learning Outcomes

- CLO3 : Explain how the placement organisation functions within the broader community of practice.
- CLO5 : Validate developing professional identity through critical reflection and a sound commitment to social work values and ethics in the placement.
- CLO7 : Validate their own practice and learning in order to recognise their own strengths,

limitations and individual practice style.

- CLO8 : Distinguish between personal and professional relationships and respond accordingly.
- CLO9 : Establish collaborative and open relationships within and external to the organisation.
- CLO10 : Achieve autonomy and independence in practice and demonstrate accountability for the impact of their conduct on others.
- CLO11 : Apply effective communication and interpersonal skills appropriate to audience and situation.

#### Assessment Length

Variable

#### Submission notes

Activities will be completed within Integrative Seminars.

#### Assignment submission Turnitin type

This is not a Turnitin assignment

#### Hurdle rules

See 'Requirements to pass course' section.

#### Generative AI Permission Level

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### **End Placement Report**

#### Assessment Overview

A document developed using the template provided, signed by all parties, that explains the placement learning outcomes using examples of student tasks, achievements, behaviours, and reflections at the conclusion of the placement. The end-placement report provides a discussion of how learning and teaching occurred and demonstrates how the student's progress aligns with the AASW Practice Standards.

#### Course Learning Outcomes

- CLO1 : Integrate social work knowledge to effectively analyse situations and maximise problem solving strategies in determining suitable methods of assessment, goal setting and interventions with individuals, couples, families, groups and/or communities in diverse fields of practice.

- CLO2 : Display skills and systematic use of knowledge in the areas of assessment, goal setting and intervention.
- CLO5 : Validate developing professional identity through critical reflection and a sound commitment to social work values and ethics in the placement.
- CLO6 : Demonstrate initiative and responsibility in their professional practice.
- CLO7 : Validate their own practice and learning in order to recognise their own strengths, limitations and individual practice style.
- CLO8 : Distinguish between personal and professional relationships and respond accordingly.
- CLO9 : Establish collaborative and open relationships within and external to the organisation.
- CLO10 : Achieve autonomy and independence in practice and demonstrate accountability for the impact of their conduct on others.
- CLO11 : Apply effective communication and interpersonal skills appropriate to audience and situation.

#### **Detailed Assessment Description**

The End Placement Report is completed using the specified template available on Moodle. When preparing the Final Placement Report, the student should draft content and then discuss with their Field Educator in advance of the due date. In preparing this document, student's earlier placement documentation should be referenced. The End Placement Report should include both the content from the Mid-Placement Report as well as new information regarding progress made in the second half. If the student's learning goals and/or tasks are altered at the mid-placement point, the End of Placement Report should include a description of how they were subsequently achieved.

The Field Educator also drafts a section of the report which forms part of the student's feedback on placement progress. The End of Placement Report is reviewed by the Liaison Tutor within two weeks of submission. If determined to be of satisfactory quality a 'satisfactory' grade is entered in Moodle and brief comments are entered by the Tutor. If determined to be incomplete or unsatisfactory the grade is withheld and the student is contacted by the Liaison Tutor and the student is requested to revise and resubmit as per the process outlined within the 'Requirements to pass course' section.

#### **Assessment Length**

Approximately 2500 words (approx 200 words per section)

#### **Submission notes**

Submission is via Moodle, using the template available on Moodle.

#### **Assessment information**

The End Placement Report is mandatory and a hurdle requirement in the placement.

The End Placement Report is completed using the template provided on Moodle. The End Placement Report should build on content from the Mid-Placement Report as well as provide an assessment of progress made in the second half of the placement. If the student's learning goals and/or tasks are altered at Mid Placement, the Report should include a description of how they were subsequently achieved.

The End Placement Report takes time to develop so preparation should begin well in advance of the due date. The completion of the Report should occur in steps:

- Insertion into the template of content from the Mid-Placement Report.
- An initial evaluative discussion between the Student and Field Educator about the Learning Contract, Supervision records, the Student's Reflective Journal, feedback from colleagues who have observed the Student's work, selected content from the Mid-Placement Report and the evidence of performance and progress gathered by the Field Educator and the Student.
- Drafting of the document, where Student and Field Educator separately prepare their sections of the Report.
- Review and collation of the report by Student and Field Educator.
- Revision of evidence and/or ratings where the review has identified gaps, error or inaccuracies.
- Student completion of comments on feedback (optional).
- Verification of the Report by signature of the Student and Field Educator.

**Please note:** Regardless of the the professional background of the Field Educator, there is an expectation that they will complete ratings for each and every component of practice, and make a recommendation of Satisfactory/Unsatisfactory based on overall performance in the placement to the university.

#### Assignment submission Turnitin type

This is not a Turnitin assignment

#### Hurdle rules

See 'Requirements to pass course' section.

#### Generative AI Permission Level

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## Timesheet

### Assessment Overview

A formal record of the placement hours completed by the student over the semester. The timesheet is verified by the Field Educator weekly. Note that the minimum requirement for Part B of the Level 4 placement is 47 days and 327 hours which the timesheet should accurately reflect.

### Course Learning Outcomes

- CLO5 : Validate developing professional identity through critical reflection and a sound commitment to social work values and ethics in the placement.
- CLO6 : Demonstrate initiative and responsibility in their professional practice.

### Detailed Assessment Description

The Timesheet is a formal record of the placement hours that the student completes over the semester. The minimum requirement for the placement is 70 days and 490 hours. The Timesheet should reflect this accurately. The Timesheet is verified by the Field Educator weekly.

### Assessment Length

Not applicable

### Submission notes

Submission via Moodle, using Template available on Moodle.

### Assignment submission Turnitin type

This is not a Turnitin assignment

### Hurdle rules

See 'Requirements to pass course' section.

### Generative AI Permission Level

#### No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## General Assessment Information

Templates for the Learning Contract, Mid and End-Placement Reports are provided to students via Moodle. Students are to use these templates to complete their assessment tasks in consultation with their Field Educator and then upload them electronically through the relevant assessment portal in Moodle by the due dates.

Please ensure that your name and student ID number are on every page of your submission. You are not required to attach a cover sheet to electronically submitted assessments.

### Grading Basis

Satisfactory

### Requirements to pass course

All pieces of work in SOCW4018 are hurdle requirements due to the professional practice requirements of the Bachelor of Social Work (Hons) program. If a submission is not determined to be of a satisfactory standard, students will have the opportunity to revise and resubmit the assessment task in consultation with the Course Convenor and, where appropriate, the Liaison Tutor and Field Educator. Resubmission must be supported by the Course Convenor, and revised work must be resubmitted by a reasonable, mutually agreed deadline, agreed upon by Course Convenor, Liaison Tutor and Field Educator. Where the ratings and comments from the Field Educator indicate the student's performance is unsatisfactory, appropriate strategies will be negotiated, documented and implemented. This opportunity is available to all students enrolled in SOCW4018. The opportunity for re-submission will not have an effect on WAM as SOCW4018 is graded satisfactory/unsatisfactory only.

Students will not receive a Satisfactory (SY) grade until all specified documentation has been submitted to the University complete and of a quality that satisfies the Course Convenor.

The content of all assessment tasks draws upon the Australian Association of Social Workers Practice Standards (2013). The Field Educator and Liaison Tutor recommend a grade to the Course Convenor who also takes into account Integration Seminar engagement and assessment items submitted. In order to complete the course successfully and be awarded a Satisfactory

(SY) grade, students must:

- Attend their placement for a minimum 70 days and 490 hours and undertake negotiated placement tasks
- Conduct themselves professionally and appropriately as a student social worker in the placement agency
- Actively participate in all Integration Seminars and activities
- Complete and submit all assessment items including the Learning Contract, Mid and End of Placement Reports in a timely fashion and at a quality that satisfies the Course Convenor.

Please note that students will be allocated a Fail (FL) grade at the End of Semester Social Work Markers Meeting if they:

- Submit incomplete or unsatisfactory work and do not subsequently respond to emails regarding the quality of the submitted work
- Do not formally request an extension in writing or otherwise communicate with the Course Convenor and therefore without explanation do not meet the submission deadlines for assessable placement tasks at the end of the semester.

Additionally, a student is at risk of failing if their attendance at compulsory Integration Seminars is unsatisfactory if they do not receive the minimum ratings from their Field Educator in the Mid and/or End-Placement Report and/or the recommendation from the Liaison Tutor raises concern about student performance.

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Seminar	Careers Symposium • Friday 13th September • 1.30pm-4.30pm • Patricia O'Shane G04 (K-E19-G04)
Week 5 : 7 October - 13 October	Seminar	Integrative Seminar #4 • Friday 11th October • 10am - 1pm • Patricia O'Shane G04 (K-E19-G04)
Week 10 : 11 November - 17 November	Seminar	Integrative Seminar #5 • Friday 15th November • 10am - 12pm • Patricia O'Shane G04 (K-E19-G04)

## Attendance Requirements

### Attendance at Integrative Seminars

*Students are expected to attend all Integrative Seminars and be punctual in attending these Seminars. All applications for exemption from attendance of any kind must be made in writing to*

*the Course Convenor, accompanied by appropriate supporting documentation. Completion of make-up work for any missed seminars is required.* Failure to provide an explanation or complete make-up work, and/or more than one absence, no matter what the reason, will require formal discussions with the Course Convenor as you will not be meeting attendance requirements for this course. If you arrive more than 15 minutes late, or leave class with more than 15 minutes remaining, you may be recorded as absent. If such a penalty is imposed, you will be advised in writing within 24 hours. Attempts to falsify attendance records will be treated as student misconduct under the Student Misconduct Procedure.

### **Attendance at placement agency**

You are responsible for keeping track of your attendance at placement. You are required to contact the Course Convenor immediately if you are concerned about your attendance record and its impact on your ability to complete your placement successfully. The Bachelor of Social Work (Hons) is accredited by the Australian Association of Social Work which prescribes that all students of social work must complete 1000 placement hours with appropriate social work supervision as part of their degree. If you do not attend placement on a particular day and miss the number of hours which you would normally have accrued towards the required number of hours on placement, you must:

- Provide an explanation of your absence to your field educator (preferably in advance)
- Make up the hours missed.

In the event that an absence extends 2 or more consecutive days you must immediately notify the Course Convenor via email. You may be required to submit evidence, for example a medical certificate or similar, depending on the nature of your circumstances. Absences of 2 or more days require negotiation as making up time often causes the placement to extend beyond the planned end date and cannot always be accommodated by the placement agency. For the purpose of attendance monitoring, timesheets signed by your Field Educator and seminar rolls will be consulted throughout placement by the Course Convenor and your Liaison Tutor. If you do not meet the attendance requirements for this course you will be invited to a meeting to discuss your circumstances and the viability of the placement.

### **For this course, attendance is calculated as follows:**

- Attendance at placement agency = 70 days, 490 hours (monitored via Timesheets, Field Educator comments, Liaison Tutor and Mid-Placement Visit)
- Attendance at Integrative Seminars = as per the course schedule (monitored via sign-on sheet in class)

# Course Resources

## Prescribed Resources

- Cleak H & Wilson J (2019) *Making the Most of Field Placement*, Third Edition. Cengage Learning, Australia.
- Healy K & Mulholland J (2019) *Writing Skills for Social Workers*, Third Edition, Sage Publications, UK

\*Note: Course Outline SOCW4018 should be read in conjunction with Course Outline SOCW4017 - Social Work Practice Level 4 Placement A

It is the responsibility of all students to consult the Placement Manual as needed during their placement (available on Moodle).

## Recommended Resources

A Reading List and additional resources are available on Moodle.

## Course Evaluation and Development

Student feedback is welcomed throughout the term.

In addition, students are surveyed about their experience at the end of the placement about the quality of their experience of supervision and learning. They are also encouraged to complete the MyExperience survey.

Previous student feedback has prompted re-imagining and re-development of placement documents and seminar materials.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator in charge	Phillipa Evans		Room 115, Level 1, Morven Brown Building		By appointment	Yes	No
Convenor	Louise Study				By appointment	No	No
	Eva Benjamin				By appointment	No	Yes

# Other Useful Information

## Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another

university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

### Use of AI for assessments | UNSW Current Students

## Submission of Assessment Tasks

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## School Contact Information

### School of Social Sciences

**Location:** Room 159, Morven Brown Building (C20), Kensington campus

**Opening Hours:** Monday – Friday, 9am – 5pm (except public holidays)

**Telephone:** +61 2 9385 1807

**Email:** [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

**Web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>