

Field Education Assessment Rubric

(Final Placement – SOAD4007/SOAD7018/SOAD9208)



The UFA will provide a rating at both mid-placement and end-of-placement for each domain related to the ASWEAS Graduate Attributes and topic learning outcomes. The required level for passing a final placement is *Competent* in each domain by the end of the placement, which means that the student is ready for practice as a new graduate.

MID-PLACEMENT	C	BC	DC	NC	NA
END OF PLACEMENT	C	BC	DC	NC	NA

MID PLACEMENT ASSESSMENT

- The Mid-placement Assessment Meeting aims to assess the student's learning against the learning outcomes, highlight the student's achievement, identify any learning needs, and identify the focus for the remainder of the placement.
- A Mid-placement Assessment Meeting is held at approx. 180 - 250 hours of placement, attended by the student, their Placement Field Educator(s) including Agency Field Supervisor (AFS), University Field Supervisor (UFS where allocated for 1:1 supervision) and University Field Assessor (UFA). It will be online unless requested to be face to face.
- Using the Experiential Learning Map, students are required to present evidence of progress toward/s meeting the learning outcomes. In addition, they must prepare a portfolio of evidence of their learning (outlined on FLO) to submit to their UFA and discuss key learning at the mid-placement Assessment.
- The commentary in the ELM and the portfolio evidence must be **submitted by the student** to FLO **five working days** prior to the Mid-placement Assessment meeting.
- The UFA's mid-placement Assessment result and feedback will be recorded and shared with the student and AFS/ UFS, using the Assessment Rubric and be used to shape the remainder of the placement.
- Actions required to achieve the required rating by the end of placement will be identified and recorded in the action section of the rubric under each domain.
- Ratings in **orange** indicate student progress is **below** the expected level at the mid-placement assessment and the student may be at-risk of failing. A Student Learning Development Plan **may** be implemented which will be developed by the Topic Coordinator, in collaboration with the student and Field Educator/s and UFA.
- Ratings in **green** indicate student progress is **at** the level expected at the *mid-placement assessment*.

END OF PLACEMENT ASSESSMENT

- The End of Placement meeting aims to ensure that all placement assessment requirements have been met, including completion of 500 hours, completion of all assessment tasks, satisfactory articulation of learning in relation to the learning outcomes, and to determine whether a student has achieved a minimum rating of *Competent*.
- End of placement ratings may be lower than mid-placement ratings if student performance has deteriorated. The end of placement rating assesses performance across the entire placement.
- Ratings in **orange** indicate student progress has been **insufficient** to achieve the required minimum standard at the end of placement assessment and the student is unable to achieve a passing grade for final placement.
- Ratings in **green** indicate the student has achieved the minimum standard required for final placement at the *end of placement*

Students who achieve the required level of competence will be awarded a Non-Graded Pass (NGP) for the placement component of the Topic. The final grade for the Topic is determined by the Topic Coordinator, with consideration of feedback from the student, UFA/UFS and AFS.

1. AASW Code of Ethics.

Competent (C)	Beginning Competence (BC)	Developing Competence (DC)	Not Competent (NC)	Not Assessable (NA)
Able to conduct themselves according to the values, principles and guidelines of the AASW Code of Ethics 2020. Have a clear sense of accountability for their actions and accept responsibility for the decisions they make and their professional actions. Recognise and take responsibility for what is within their power, control or management. Can articulate the ethical principles underpinning their approach to decisions and actions Able to demonstrate ethical decision making when faced with ethical dilemmas. Can articulate decisions made and who was consulted through this process (including social work supervisor and senior colleagues).	Demonstrates an awareness of the relevance of the AASW Code of Ethics within the placement setting and can identify and articulate aspects of this within own practice. Demonstrates initiative and often is accountable for actions and decision making, and practice is largely aligned to AASW Code of Ethics and is in line with Charter on Professional Conduct for Social Work Students. Actively seeks out appropriate support and information, or refers people on, when professional capabilities are exceeded. Demonstrates an ability to recognise and understand own assumptions/values and their ability to impact on practice. Identifies and responds to ethical issues in accordance with the Code of Ethics but largely led by supervisor (i.e. conflicts between principles of duty of care and dignity of risk, and between individual rights and social responsibility).	Can recall/identify elements of the Code of Ethics but with limited understanding of the relevance to the placement setting. Recalls elements of the Code of Ethics, and Charter on Professional Conduct for Social Work Students but at times, not consistent in demonstrating this in practice. Demonstrates an ability to identify and recognise own values, assumptions and beliefs but limited recognition of how they may impact on practice. Is beginning to take ownership for decision making and actions but largely led by supervisor. Demonstrates an ability to identify general ethical/moral/value issues but limited knowledge/skill in responding to identified issues.	Is unable to recall aspects of the AASW Code of Ethics more than the 3 guiding ethical principles. Does not take ownership for actions and decisions. Has no insight into own values or biases. Is not able to identify boundaries of role within scope of practice nor seek appropriate support when needed. Not able to identify ethical considerations in decision making and practice.	The work has not been undertaken. The student has not had an opportunity to build and demonstrate competence in this area.
C	BC	DC	NC	NA
C	BC	DC	NC	NA

2. Working Alongside Aboriginal and Torres Strait Islander peoples.

Competent (C)	Beginning Competence (BC)	Developing Competence (DC)	Not Competent (NC)	Not Assessable (NA)
Practice in partnership with Aboriginal and Torres Strait Islander Peoples to support their priorities and aspirations. Aware of the diversity among, and differences between, Aboriginal and Torres Strait Islander cultures throughout Australia. Respects the knowledge and lived experiences of Aboriginal and Torres Strait Islander peoples and privileges their voices. Can recognise and draw upon the cultural knowledge, experience, and wisdom provided by Aboriginal and Torres Strait Islander peoples to guide approaches to practice. Adopt appropriate cultural and communication protocols.	In conjunction with others, creates safe, accessible and sensitive support at all levels of intervention. Demonstrates some knowledge and understanding of Aboriginal and Torres Strait Islander people (different and distinct cultures, history, traditions, customs, language and beliefs). Demonstrates an understanding of the historical and continuing disadvantage and oppression of Aboriginal and Torres Strait Islander peoples and the impact this has on practice. Where appropriate consults with community members to ensure respectful interactions.	Seeks out support to identify culturally safe, sensitive and accessible support within interventions. Has limited knowledge and understanding of distinct cultures, history, and traditions of Aboriginal and Torres Strait Islander people across different regions in Australia. Is developing an awareness of inappropriate and discriminatory practices impacting our First Nations people.	Has not yet demonstrated knowledge or understanding of Aboriginal and Torres Strait Islander People. Is not able to identify inappropriate and discriminatory practices impacting our First Nations people. Has limited ability to recognise racism and how this might be perceived by service users, and other stakeholders. Is not able to identify culturally safe, sensitive and accessible support within interventions.	The work has not been undertaken. The student has not had an opportunity to build and demonstrate competence in this area.
C	BC	DC	NC	NA
C	BC	DC	NC	NA

3. Human Rights and Social Justice.

Competent (C)	Beginning Competence (BC)	Developing Competence (DC)	Not Competent (NC)	Not Assessable (NA)
Advocates for human rights and practice in ways that aim to achieve access, equity, participation and legal protection for all. Ensures that the rights of the people they work with are promoted, protected, and upheld. Supports actions to enable people to live a life free of abuse, neglect, exploitation and violence. Promotes public policy initiatives aimed at eliminating structural and systemic inequities experienced by people.	Demonstrates an awareness of identified client rights and worker responsibilities within the practice context Identifies and reflects on policy and practice that aims at achieving access, equity, participation and legal protection for service users. Identifies and critiques practices that are oppressive Is able to identify and consider appropriate avenues for promoting and advocating public policy initiatives aimed at eliminating structural and systemic inequalities experienced by people.	Basic understanding of general client rights, unable to apply or articulate to the placement context. With help from supervisor is able to identify and articulate policy and practice that aims at achieving fair and equitable allocation of resources. Is able to tune into practices that are oppressive. With help from supervisor is able to identify and consider appropriate avenues for promoting public policy initiatives aimed at eliminating structural and systemic inequalities experienced by people.	Shows no understanding of client rights or worker responsibilities. Is unable to identify and discuss policy and practice that aims at achieving fair and equitable allocation of social resources. Is unable to identify practices that are oppressive. Is unable to identify and consider appropriate avenues for promoting public policy initiatives aimed at eliminating structural and systemic inequalities experienced by people.	The work has not been undertaken. The student has not had an opportunity to build and demonstrate competence in this area.
C	BC	DC	NC	NA
C	BC	DC	NC	NA

4. Culture, Identity and Intersectionality.

Competent (C)	Beginning Competence (BC)	Developing Competence (DC)	Not Competent (NC)	Not Assessable (NA)
Conducts their approach to practice respectfully and inclusively with regard to culture and diversity. Applies an intersectional lens in their approach to complexities around culture and diversity. Respectfully engages with people who have culturally diverse backgrounds. Adapts and modifies their practice on the basis of a critical awareness of how their personal values, cultures and beliefs impact on their interactions with people.	Demonstrates knowledge of diversity between and within different cultures (e.g., ethnicity, disability, economic status, age, sexuality, gender and transgender, faiths and beliefs). Beginning to form an intersectional lens in relation to culture and diversity. Consults and collaborates with people from diverse identities and backgrounds. Critically reflects on personal values, cultures and beliefs and how these impact on interactions with others.	Demonstrates ability to identify diversity between and within cultures (e.g., ethnicity, disability, economic status, age, sexuality, gender and transgender, faiths and beliefs). Is aware of intersectionality but not able to articulate what this means for their practice. Is able to identify personal values, cultures and beliefs and demonstrates a beginning understanding of how these impact on interactions with others.	Has limited ability to identify diversity between different cultures (e.g., ethnicity, disability, economic status, age, sexuality, gender and transgender, faiths and beliefs). Has not yet demonstrated personal awareness and/or insight re values, cultures and beliefs. Has no understanding of intersectionality.	The work has not been undertaken. The student has not had an opportunity to build and demonstrate competence in this area.
C	BC	DC	NC	NA
C	BC	DC	NC	NA

5. Critical Thinking in Practice.

Competent (C)	Beginning Competence (BC)	Developing Competence (DC)	Not Competent (NC)	Not Assessable (NA)
Practices within a professional knowledge framework informed by a critical understanding of contemporary social work theory and research. Works from a clearly articulated framework for reflective practice. Contribute their critical perspectives in interactions with other professions in a positive and constructive manner. Practice within the limits of their professional scope, knowledge and skills and, where necessary, direct people to alternative sources of professional advice.	Is able to identify a range of social work theories and research relevant to the practice setting and their use in assessments and interventions and practice. Engages in regular reflective practice, which is evident in articulation of learnings from this. Is developing critical perspectives and beginning to share these. Has a sound awareness of limitations of professional scope, skills knowledge and experience. Seeks support and information or refers people when professional capabilities are exceeded.	Can identify and discuss a small number of core social work theories and/or research relevant to the practice setting and their practice. Undertakes reflections often and displays basic reflective capacity. At times demonstrates a developing critical perspective. Is starting to develop an understanding of limitations to scope of practice, skills and knowledge. Demonstrates a basic understanding of the Social Work profession in the placement context but has some difficulty distinguishing how it differs to other disciplines.	Has limited ability to reflect on/evaluate practice. Has demonstrated limited critical reflective thought. Limited ability to articulate scope of practice, skills or knowledge developing.	The work has not been undertaken. The student has not had an opportunity to build and demonstrate competence in this area.
C	BC	DC	NC	NA
C	BC	DC	NC	NA

6. Exercising Professional Judgement.

Competent (C)	Beginning Competence (BC)	Developing Competence (DC)	Not Competent (NC)	Not Assessable (NA)
Makes professional decisions on the basis of a holistic assessment of the needs, strengths, goals and preferences of people. Recognises, and uses responsibly, the power and authority they have when exercising professional judgement affecting people. Critically assess the quality and veracity of all relevant information to support their decisions. Makes decisions aimed primarily at achieving the best possible outcomes for people. Assess the nature and level of risk to people and incorporate that into the overall assessment. Makes assessments and decides courses of action informed and guided by the lived experience, wishes and preferences of service users to the fullest extent possible. Consults with other professional practitioners who are contributing to the wellbeing of the people they serve or work with.	Uses professional judgement at times and reflects in supervision on professional decision making and what informs this. Demonstrates an awareness that the role of the social worker has power and makes steps to constructively work within this. Undertakes assessments by gathering and analysing current information appropriate to the person/organisation and practice context. Identifies and demonstrates effective social work skills in their practice and the practices of others. Supports people to decide what service/s they want to assist in meeting their needs, considering any limitations to their capability, voluntary/involuntary status and the choices available. Engages and includes people in decision making processes. Engages with other professionals to contribute to the wellbeing of people they are working with.	Is developing awareness of the power inherent in the role of the social worker but unable to articulate what this means in own or others practice. Demonstrates some understanding of the importance of professional boundaries and is beginning to develop an understanding of the social work role and scope within the placement context. Demonstrates an understanding of the purpose of assessment and can identify relevant skills. Takes more of a practitioner lead/expert approach to determining what service/s are in the best interest of clients. At times, engages and includes people in decision making processes. Consults with other professionals but does not implement in their practice.	Has limited awareness of social work role and power inherent within it. Has not yet demonstrated an understanding of the importance of developing and maintaining professional/personal boundaries and/or has demonstrated behaviour which breaches professional/personal boundaries. Has not yet demonstrated an understanding of the purpose of assessment and is not yet able to recognise the skills used. Does not yet demonstrate the ability to involve and/or consider the role of individuals, groups and communities in decision making and other aspects of service delivery.	The work has not been undertaken. The student has not had an opportunity to build and demonstrate competence in this area.
C	BC	DC	NC	NA
C	BC	DC	NC	NA

7. Professional Identity.

Competent (C)	Beginning Competence (BC)	Developing Competence (DC)	Not Competent (NC)	Not Assessable (NA)
Actively contributes to strengthening and promoting the identity and standing of the profession. Articulate and promote the unique scope and contribution of social work to the people they serve, including within interdisciplinary settings. Treats colleagues and all who contribute to the wellbeing of service users with courtesy and demonstrate respect for their individual expertise.	Demonstrates practice that is informed and effective, able to articulate aspects of social work identity. Feedback from supervisors reiterates this. Articulates the values, processes and outcomes of social work and how they apply in the context of the placement. Demonstrates a good awareness of scope of student social work role and purpose, as well as limitations to this. Can identify the social context and barriers for individuals and communities to make change.	Is developing social work identity – able to articulate practice outcomes and some evidence in practice in how this is being achieved. Is developing the ability to articulate the social work role and outcomes within the placement context. Practice is more reactive and is able to talk to what they are doing, but not how they are doing it or why. With help from supervisors reflects on barriers for individuals and communities to make change.	Has not yet demonstrated an understanding of social work as a profession nor the role within the placement context. Is unable to talk to social work identity – i.e. why they came to social work, what informs their social work identity etc. Is not able to identify barriers for individuals and communities to make change.	The work has not been undertaken. The student has not had an opportunity to build and demonstrate competence in this area.
C	BC	DC	NC	NA
C	BC	DC	NC	NA

8. Professional Supervision.

Competent (C)	Beginning Competence (BC)	Developing Competence (DC)	Not Competent (NC)	Not Assessable (NA)
Actively participate in professional supervision to build and strengthen their practice. Undertakes formal supervision, relevant to their area of practice, by an appropriately trained, senior social work qualified supervisor. Maintains a record of supervision for the duration of the supervisory relationship. Uses supervision to examine and critically reflect upon their personal and professional values and the implications for practice. Uses supervision to demonstrate integration of professional knowledge and theoretical approaches to practice.	Proactively negotiates and develops the supervisory relationship. Develops an agenda and records details and actions as a resource for ongoing learning. Often keeps records of supervision, but often provided by supervisor. Demonstrates an awareness of personal feelings, values and experience and how these affect practice. Brings relevant practice examples to supervision and is able to talk to theory, skills and knowledge used to inform practice. Integrates some new knowledge gained from supervision to future practice.	Engages in continuing professional development identified by others. Negotiation and development of the supervisory relationship is predominantly led by the supervisor. Keeps ad hoc records of supervision. Demonstrates some awareness of personal feelings and experience but is not yet able to identify potential impact on practice. Brings practice examples but has limited ability to integrate new learning to practice.	Has not yet demonstrated engagement in continuing professional development. Has not yet demonstrated the ability to negotiate and develop the supervisory relationship. Supervision is supervisor led. Has not yet demonstrated an awareness of personal feelings and experience. Lacks self-awareness and insight. No practice examples are brought to supervision for discussion.	The work has not been undertaken. The student has not had an opportunity to build and demonstrate competence in this area.
C	BC	DC	NC	NA
C	BC	DC	NC	NA

9. Professional Growth.				
Competent (C)	Beginning Competence (BC)	Developing Competence (DC)	Not Competent (NC)	Not Assessable (NA)
Monitors, evaluates and ASSESSMENTS their skills, knowledge and expertise. Identifies their current and future professional learning needs. Active learner, open to new and emerging knowledge, research and evidence which informs their practice.	Actively seeks opportunities for feedback from supervisor/s, colleagues and peers. Demonstrates an ability to assess own behaviour and skill level and identify learning goals. Completes reflection pieces to aid in integrating knowledge to practice from workshops/training. Applies understanding of critical reflection and reflexivity to practice.	Reactively responds to feedback from supervisor/s, colleagues and peers. Demonstrates limited capacity to evaluate their own behaviour and skill level and to establish personal goals. With help of supervision can start to integrate knowledge from professional development activities. Makes some recording of training/workshops and key ideas. Demonstrates understanding of the purpose of critical reflection and reflexivity. Engages in limited reflection on practice.	Has not yet demonstrated the ability to obtain/ is not open to feedback from supervisor/s, colleagues and peers. Has not yet demonstrated capacity to evaluate own behaviour and skill level or to establish personal learning goals. There is no integration from new knowledge gained. No records are taken from development activities. Information from learning activities is not shared. Has not yet demonstrated an understanding of critical reflection and reflexivity.	The work has not been undertaken. The student has not had an opportunity to build and demonstrate competence in this area.
C	BC	DC	NC	NA
C	BC	DC	NC	NA