



SOWK13009 *Fieldwork Education 1*

Term 1 - 2021

Profile information current as at 24/04/2024 05:17 am

All details in this unit profile for SOWK13009 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This is the first of 2 fieldwork placements that students are required to complete. As a student you will complete 63 days x 7 hours (440 hours) of onsite, agency based interactions and learning tasks in a practice context supervised by an approved agency worker. Students will participate in the range of activities, tasks and processes that the agency encompasses by negotiation with the supervisor and subject to agency rules and procedures. During the first placement students are invited to consolidate and apply their learning from the first two years of study within an agency placement context. Students will observe other workers, participate in the operations of the agency and should be able to critically analyse and articulate their developing professional practice framework within the context of the field placement. Students will be required to attend and participate in assessable tasks in the relevant residential to complete the requirements of this unit. The residential SOWK13010 is a pre-requisite for fieldwork placement, as is all units from year one and two of the BSW Honours course. The students will be contacted once their application has been received and a pre placement consultation will be offered. Eligible students, who have passed all of the pre required units within the BSW Honours Course, will participate in a compulsory seminar in the final residential of their second year of the course, whereby they will also be offered a private consultation. Students who for whatever reason are not attending this residential shall request an interview with the field education coordinator if required or the field education coordinator will request an interview with the student if previous experiences and feedback need to be discussed in regards to placement readiness.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *18*

Student Contribution Band: *10*

Fraction of Full-Time Student Load: *0.375*

Pre-requisites or Co-requisites

Prerequisites: (SOWK12010 and SOWK12012 and SOWK12014) or (SOWK11010 and SOWK11011 and SOWK19014 and SOWK19015 and SOWK13006) or Approval of Appropriate Head of Program Co-requisite: SOWK13010 Integrating theory and practice 1

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2021

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 18-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 37.5 hours of study per week, making a total of 450 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: Pass/Fail

2. **Written Assessment**

Weighting: Pass/Fail

3. **Practical Assessment**

Weighting: Pass/Fail

4. **Written Assessment**

Weighting: Pass/Fail

5. **Group Discussion**

Weighting: Pass/Fail

6. **Written Assessment**

Weighting: Pass/Fail

7. **Written Assessment**

Weighting: 100%

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from From SUTE- - I like that all assessment pieces can easily be located on Moodle. The set up of having the relevant info for the assessment right under the submission point is so great. Its all in the same place which minimises confusion. - Assessment tasks were field placement relevant. Having the opportunity to develop and present my emerging professional practice framework (PPF) was daunting but appreciated. PPF group presentations further enhanced this learning. - This unit felt very personalised, students had the opportunity to develop their own social work practice but within the safety of being guided closely by staff and supervisors.

Feedback

Assessment

Recommendation

From the feedback from students it is clear that whilst there are many assessments they are there to scaffold the students learning experience and this appears to be a positive aspect of the unit.

Feedback from From SUTE- - A little more feedback (prompts) exploring my critical reflective style would have been beneficial in the early stages. I also had transparency concerns related to sharing my reflective process with the entire student unit. While I recognise the potential learning benefits, I often felt compelled to explore less meaningful and relevant topics because of these transparency concerns. - Feedback on our weekly supervision records and fortnightly reflections would be helpful to ensure I had understood the requirements of the assessment and had been completing the assessment correctly. Without feedback I was not sure whether I was meeting the criteria and was passing the assessment. After the first few submissions if I received some feedback it would be good in case I was doing it wrong to enable me an opportunity to improve. - There was also minimal feedback on assessment pieces that we were told we would get back additional feedback. - I would have appreciated feedback on supervision records and the fortnightly reflection posts. It felt pointless submitting mandatory reflections which I feel did not help my learning, as I am a reflective observer and naturally and constantly reflect. - I also would have liked for the reflective posts to be private. Writing a reflection that the whole cohort could see meant that I filtered my reflections as the space was definitely not "safe". - The feedback was very minimal and the response time was really unsatisfactory. - Minimal feedback provided on assessment tasks - would have liked to see more detailed feedback around reflection posts for some guidance.

Feedback

Feedback

Recommendation

Clearly there is a need for improvement on the way feedback is managed. Therefore adjustments will be incorporated to allow for ongoing and improved feedback.

Feedback from From SUTE- -All of the Sonia medical and other certificates was quite confusing. I would have been better off just fronting up to the GPs and having a full immunisation screen of my levels to the various diseases, and then completing the required shots from there. Doing bits and pieces and then finding that my Hep A & B didn't hold immunity from having them early in my childhood caused a great deal of issues once I realised that I needed to have immunity and didn't (even though I had previously had the shots). I would have been better off knowing that I should go & get a full immunity screen 8 months out from placement/Sonia deadlines & then following up after that. - maybe a more smoother way to do SONIA, maybe have more people on hand to assist, especially in

the early stages. - I really struggled with SONIA and I know its got a lot of checks and balances and does a massive job - I am just reflecting that it did cause me a lot of stress.

Feedback

SONIA

Recommendation

Based on this feedback it is clear that more guidance is required around SONIA so this will be improved within the residential and ongoingly.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Determine placement preferences, learning contract and post placement learning needs
2. Select and apply appropriate use of self and problem solving skills as a worker within an organisation
3. Select and apply appropriate self care strategies within the professional context
4. Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice
5. Analyse and articulate client's needs using social work theories and evaluate intervention strategies
6. Work within the AASW code of ethics, practice standards, and organisational policies and procedures
7. Evaluate elements of an emerging professional practice framework

All of the learning outcomes are linked to the AASW Practice Standards

Textbooks and Resources

Textbooks

SOWK13009

Prescribed

Making the Most of Field Placement

Edition: 4th (2019)

Authors: Helen Cleak and Jill Wilson

Cengage

Melbourne , Victoria , Australia

ISBN: 9780170417006

Binding: Paperback

SOWK13009

Prescribed

The Reflective Journal

Edition: 3rd (2020)

Authors: Barbara Bassot

MacMillan Education UK

London , United Kingdom

ISBN: 9781352010299

Binding: Paperback

Additional Textbook Information

These prescribed text are important for third and fourth years in your social work degree and beyond into practice.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer with microphone
- Microsoft Word
- SONIA
- Telephone
- Zoom app on your smart phone or access to Zoom on your laptop

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Robyn Kemble Unit Coordinator

r.kemble@cqu.edu.au

Jan Pascal Unit Coordinator

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Schedule

Week 1 - Learning Agreement, Orientation and Risk assessment - 08 Mar 2021

Module/Topic

Chapter

Events and Submissions/Topic

Getting Started:
 What is a Learning Agreement?
 Placement orientation and induction
 Risk Assessment of Placement
 Work Readiness - Time Management

1. Cleak and Wilson 4th Edition
 - Part 1: Pre placement planning
2. Review the Field Education Manual, CQU, 2016 and watch "What is a Field Education Manual?"
3. In the work ready series tile - Watch Week 1 - Time Management

DUE:

- Assessment 2 - Supervision feedback record: Your first supervision session will occur in week 1 or 2 of placement. You will commence recording and feedback in your chosen proforma area as per the course profile after each weekly supervision session.
- Placement Risk Assessment Form DUE

Week 2 - Supervision, Critically reflective practice, and Learning plan - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Establishing a supervisory relationship What is critically reflective practice? Work readiness - Effective communication	1. Cleak and Wilson 4th Edition; Part 2: Beginning placement 2. Review the Field Education Manual (CQU, 2016) 3. In the work ready series tile - Watch Week 2 - Effective Communication	Due: • A2 - Supervision Record and action plan

Week 3 - Learning plan meeting - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Learning Plan meeting Facilitated by: Field Education Liaison Officer Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor Purpose: Present and have approved Part A and Part B - Field Education Package	1. Review the Field Education Manual, (CQU, 2016). 2. In the work ready series tile - Watch Week 3 - Learning Styles	Week 3 of placement, Learning Agreement due for submission via Moodle. Due: • A2 - Supervision Record and action plan • A3 - Reflective posting online group forum and emailed to your FELO for feedback. Reflective Practice - Online Reflective Postings and Summary Due: Week 3 Monday (22 Mar 2021) 11:45 pm AEST

Week 4 - Learning Plan Meeting - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
	1. Cleak and Wilson 4th Edition; Part 2: Beginning placement - Chapter 5: Charting the course for placement - contracts and agreements	Due: • A2 - Supervision Record and action plan

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
	1. Cleak and Wilson 4th Edition; Part 3: Teaching and Learning on placement	• Organisation of Mid Placement Review - Check moodle for posts from Course Coordinator Due: • A2 - Supervision Record and action plan

Preparing for your Mid Placement Review - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Preparing for your Mid Placement Review	1. Cleak and Wilson 4th Edition; Part 6: Evaluation, assessing and finishing placement - Chapter 16: Assessment and evaluation - student and supervisors 2. In the Mid Placement Review tile - Read "What is a Mid Placement Review"	Due: • A2 - Supervision Record and action plan

Week 6 - Preparing for your Mid Placement Review - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Mid Placement Review Meeting (Commences) Facilitated by: Field Education Liaison Officer Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor Purpose: Review Part A and Part B - Field Education Package Complete: Part C - Field Education Package - Mid Placement Review	1. Cleak and Wilson 4th Edition; Chapter 16: Assessment and evaluation - students and supervisors 2. In the Mid Placement Review tile - Read "What is a Mid Placement Review"	Due: • A2 - Supervision Record and action plan • A3 - Reflective posting online forum and emailed to your FELO for feedback

Week 7 - Mid Placement Reviews - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Mid Placement Review Meeting Facilitated by: Field Education Liaison Officer Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor Purpose: Review Part A and Part B - Field Education Package Complete: Part C - Field Education Package - Mid Placement Review	1. Cleak and Wilson, 4th Edition; Part 5: Keeping on Course	Due: • A2 - Supervision Record and action plan - SUBMIT ALL SUPERVISION RECORDS AT MID PLACEMENT

Week 8 - Mid Placement Reviews - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Mid Placement Review Meeting Facilitated by: Field Education Liaison Officer Attended by: Students, Field Educator or Onsite Supervisor and External Supervisor Purpose: Review Part A and Part B - Field Education Package Complete: Part C - Field Education Package - Mid Placement Review	1. Cleak and Wilson, 4th Edition; Part 4: Methods and Contexts of Practice.	Due: • A2 - Supervision Record and action plan

Week 9 - Reviewing your self care plan - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Working with Difference Self Care Ethical Issues	1. Cleak and Wilson 4th Edition • Chapter 9: Linking learning and practice in placement • Chapter 14: Working with cultural and power differences 2. In the Self Care tile - Watch - Self Care with Kate.	Due: • A2 - Supervision Record and action plan • A3 - Reflective posting online forum and emailed to your FELO for feedback

Week 10 - Reviewing your self care plan - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
	1. Review your self care goal/plan with supervisor. 2. In the Self Care tile - Review "Managing Stress"	Due: • A2 - Supervision Record and action plan • A3 - Reflective posting online forum • A5 - Professional Practice Framework presentation sessions commence. Professional Practice Framework (PPF) Presentation Due: Week 10 Monday (17 May 2021) 11:45 pm AEST

Week 11 - Preparing for placement ending - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

1. Cleak and Wilson, 4th Edition: Chapter 17: Finishing well
2. In the Self Care tile - explore the Self Care starter kit.

Due:

- A2 - Supervision Record and action plan

Week 12 - Preparing for placement ending - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ending placement well	Cleak and Wilson, 4th Edition; Chapter 17: Finishing Well	Due: • A2 - Supervision Record and action plan - SUBMIT ALL SUPERVISION RECORDS FOR SECOND HALF OF PLACEMENT • A3 - Reflective posting online forum - SUMMARY DUE IN LAST WEEK OF YOUR PLACEMENT

Finalising placement - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Completed SONIA LOG OF HOURS due at the completion of your placement. Final Assessment - Field Educators Report due within 2 weeks after completion of placement.

Assessment Tasks

1 Learning Agreement - Field Education Package Part A and B

Assessment Type

Written Assessment

Task Description

Assessment 1 - Learning Agreement

Type: Written

Due date: End of Week 3 of the placement timeline

Weighting: pass/fail

Length: Use template supplied

Unit Coordinator: Robyn Kemble

Learning Outcomes Assessed

- 1. Determine placement preferences, learning contract and post placement learning needs.**
- 2. Select and apply appropriate use of self and problem-solving skills as a worker within an organisation.**
- 3. Select and apply appropriate self-care strategies within the professional context.**
- 4. Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice.**
- 5. Analyse and articulate client's needs using social work theories and evaluate intervention strategies.**
- 6. Work within the AASW code of ethics, practice standards, and organisational policies and procedures**
- 7. Evaluate elements of an emerging professional practice framework.**

All of the learning outcomes are linked to the AASW Practice Standards

Aim

The aim of this assessment is to develop a learning agreement which is a commitment by you and the agency where you are placed with CQUniversity to ensure that the AASW Graduate Attributes will be met by the completion of Field Education 1. The learning agreement is the cornerstone of your placement experience and learning journey; shaping the educational relationships with field educators (supervisors) who offer to guide your learning journey into the human services sector. This document provides a framework for determining whether the AASW practice standards, competencies and student attributes have been accomplished during Field Education 1. It is imperative that you achieve the deadlines stated in this submission as the Learning Agreement clarifies and articulates roles, goals, objectives, tasks and strategies, methods of evaluation that will drive your field education experience. Consolidating these agreements by the due dates is an important milestone and failure to do so may see the placement terminated.

Instructions

You will need to complete the proforma forms that are in the Field Education Package.

1. There are two parts to the document that forms your learning plan: [The Field Education Package - Part A and Part B](#).
2. Using these templates draft a learning agreement in the first week of field education in collaboration with the field educator (supervisor).
3. It is essential that all person/s perspectives are included and approved in the final agreement, including field educator and/or task supervisor, and Field Education Liaison Officer (FELO).
4. Learning agreements must be signed, by all of the above.

Part A - Placement Structure

This template is designed to assist you to develop and apply a clear and thorough understanding of the placement structure.

1. Following this template, you will include:
 - a. Key agency information,
 - b. Role of the social worker in the agency,
 - c. The service delivery models of the organisation,
 - d. Person identified as placement support, task monitoring and supervisor,
 - e. The specific responsibilities and roles of each member of the field education team, including you, Field Education Liaison Officer (FELO), Field Educator (supervisor), and (if relevant) task supervisor and external supervisor.

Part B - Learning plan and agreement

This template outlines six (6) key learning areas where for each learning area you must:

1. Construct a goal.
2. Write a learning objective for the goal.

3. Create an action plan.
4. Devise a method of evaluating whether you have met the goal.
5. Link each of the above to the [AASW Practice Standards](#) and [AASW Student Social Work Graduate Attributes](#).
6. Other documents that can be used to create your set of goals include:
 - a. AASW Practice Standards
 - b. [AASW Code of Ethics](#),
 - c. Organisational Codes of conduct,
 - d. [CQUniversity's Student Charter](#)
 - e. [Student Misconduct policy](#), and,
 - f. Any other relevant occupational health and safety policies relating to the placement setting.
7. Once the document is approved by the FELO, Field Educator and you at the *Learning Plan Meeting* there should be no major changes to the document from that point forward.
 - a. The learning plan and agreement can be adjusted once reviewed at a field education visit, in agreement with both the field educator (supervisor) and FELO.
 - b. Field Education Coordinator must be informed of any changes as soon as possible.

Requirements

- Use Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).

Resources

- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

Submission

- The whole learning agreement (Parts A and B) must be completed and signed by; the student, the field educator (internal and/or external) and the FELO, at the Learning Plan Meeting.

Marking Criteria

- Please refer to the marking criteria on the Moodle site for more detail on how grade will be assigned.

Assessment Due Date

PLEASE NOTE: assessments due dates are aligned with the weeks in placement, not term weeks. i.e., once you have completed 15 days in placement this assessment is due.

Return Date to Students

Feedback will be given via MOODLE Two weeks after submission

Weighting

Pass/Fail

Minimum mark or grade

PASS - Must pass each assessment to pass the course.

Assessment Criteria

Criteria no:	Criteria	Pass	Fail
1.	Provide confirmation of: <ul style="list-style-type: none"> the start and finishing dates of field education placement the days per week attended and, the street address of the organisation. 	Provided	Not provided
2.	Assessment of learning needs on entry to Field Education 1	Evidence of reflective and reflexive practice informing the evaluation of learning needs to be addressed.	No evidence of reflective and reflexive practice informing the evaluation of learning needs to be addressed.
3.	Evidence of negotiation about student role in accordance with learning needs and capacity of organisation.	Evidence of personal communications about the student role in organisation, including links between the student role, learning goals and tasks.	No evidence of personal communications about the student role in organisation.
4.	Assessment of learning goals that are clear and achievable, informed by learning needs and linked directly to the Practice Standards/Competencies, and student attributes chosen to be addressed.	Demonstrated analysis of learning goals that are clear and achievable, and informed by learning needs.	Learning goals are unclear, not achievable, and not informed by learning needs.
5.	Analysis of learning objectives informed by learning goals.	Demonstrated analysis of learning objectives informed by learning goals.	Learning objectives not informed by learning goals.
6.	Evaluation of the social work knowledge and skills to be learned in accordance with learning objectives.	Evaluation of the social work or welfare roles to be learned in accordance with learning objectives.	Social work or welfare roles/skills/knowledge has not been identified to be learned.
7.	Methods for evaluating goals, objective roles, tasks and skills accomplished. This must also include clear pathways to receive feedback from the professional supervisor and other members of the agency staff group, and/or service users.	Effective methods, including clear pathways to receive feedback from supervisor and other staff in the agency based on the students development of goals, objectives, roles, tasks, and skills accomplished.	Ineffective methods for evaluating goals, objectives, roles, tasks and skills, and no avenues for feedback identified.
8.	Determination of methods for evaluation progress of standards/competencies and attributes to be attained.	Comprehensive range of methods for recording progress of standards/competencies attained.	Limited range of methods for recording progress of standards/competences attained.
9.	Document is well presented; well set out with clear expression.	Document is set out in a highly professional manner, that allows both the university liaison person, Unit Coordinator, and social work supervisor to clearly understand the purpose of the document and the goals to be achieved.	Document is not well set out and there is significant grammatical errors.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submit through MOODLE with supervisor/s signature and provide your field education liaison officer (FELO) with a hard copy at your review

Learning Outcomes Assessed

- Determine placement preferences, learning contract and post placement learning needs
- Select and apply appropriate use of self and problem solving skills as a worker within an organisation
- Select and apply appropriate self care strategies within the professional context
- Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice
- Analyse and articulate client's needs using social work theories and evaluate intervention strategies
- Work within the AASW code of ethics, practice standards, and organisational policies and procedures
- Evaluate elements of an emerging professional practice framework

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Supervision Record and Action Plan

Assessment Type

Written Assessment

Task Description

Assessment 2 - Supervision Record and Action Plan

Type: Written

Due date: Weeks 6 & 12

Weighting: pass/fail

Length: 500 words per entry

Unit Coordinator: Robyn Kemble

Learning Outcomes Assessed

1. Determine placement preferences, learning contract and post placement learning needs.
2. Select and apply appropriate use of self and problem-solving skills as a worker within an organisation.
3. Select and apply appropriate self-care strategies within the professional context.
4. Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice.
5. Analyse and articulate client's needs using social work theories and evaluate intervention strategies.
6. Work within the AASW code of ethics, practice standards, and organisational policies and procedures
7. Evaluate elements of an emerging professional practice framework.

All of the learning outcomes are linked to the AASW Practice Standards

Aim

As a student on your first field education experience, you will have an opportunity to further develop your skills and knowledge in reflective and reflexive practice and how to utilise supervision effectively. Student supervision undertaken during your placement is one of the important professional spaces where this in-depth reflection occurs. Feedback is also a vital part of the reflection cycle where your supervisor will provide guidance and support to identify and evaluate your practice in order to assist you to incorporate this into your activities during placement. It is therefore important to develop the techniques and skills involved to successfully record, integrate, apply, and reflect on this process.

Instructions

- 1. You are required to complete a written supervision record after each weekly supervision session with your relevant social work supervisor, using the [Supervision Record and Action Plan](#), template.**
2. This record will be kept on a weekly basis and then uploaded to Moodle at two points throughout placement.
 - a. Mid placement (Part 1 - approximately week 6) and
 - b. End of placement (Part 2 - approximately week 12).
3. Records are also to be emailed to your FELO for review and feedback on a fortnightly basis.

Requirements

- Use Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).

Resources

- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

Submission

1. Submit first six records as Part 1 in Moodle
2. Submit the second six records as Part 2 in Moodle
 - using Microsoft Word Document or PDF.

Marking Criteria

- Please refer to the marking criteria on the Moodle site for more detail on how grades will be assigned.

Assessment Due Date

This is a WEEKLY recorded reflection after each supervision session in line with your placement schedule. SUBMISSION to MOODLE at week 6 and 12 and EMAILED to your FELO fortnightly.

Return Date to Students

Feedback via moodle submission as required. PLEASE NOTE: feedback will be ongoing throughout term where needed by your supervisor, FELO and FE Coordinator.

Weighting

Pass/Fail

Minimum mark or grade

PASS - Must pass each assessment to pass the course.

Assessment Criteria

Criteria no:	Criteria.....	Pass.....	Fail.....
1.	Student uses key social work attributes when working with people	Student has provided key attributes working with people	Student fails to demonstrate social work attributes working with people.
2.	Supervision record is succinct and clearly identifies student thought processes in practice.	Student presents a succinct and thorough supervision record demonstrating their practice and thought processes	Students is not succinct and does not clearly identify processes used.
3.	Student demonstrates both reflective and reflexive practice.	Reflective and reflexive practices are demonstrated well.	Student does not clearly identify reflective and reflexive practices.
4.	Student identifies feedback including strengths and limitations to be further developed with an appropriate action plan.	Student has identified and reflected on feedback well, utilising critical reflection to develop skills, knowledge and learning needs in social work practice.	Student has not identified or inadequately reflected on feedback for effective social work practice development.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submission via Moodle

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Reflective Practice - Online Reflective Postings and Summary

Assessment Type

Practical Assessment

Task Description

Assessment 3 - Reflective Practice - Online Reflective Postings and Summary

Type: Practical Assessment

Due date: Weeks 3, 6, 10 & 12

Weighting: pass/fail

Length: 500 words per submission

Unit Coordinator: Robyn Kemble

Learning Outcomes Assessed

1. Determine placement preferences, learning contract and post placement learning needs.
2. Select and apply appropriate use of self and problem-solving skills as a worker within an organisation.
3. Select and apply appropriate self-care strategies within the professional context.
4. Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice.
5. Analyse and articulate client's needs using social work theories and evaluate intervention strategies.
6. Work within the AASW code of ethics, practice standards, and organisational policies and procedures
7. Evaluate elements of an emerging professional practice framework.

All of the learning outcomes are linked to the AASW Practice Standards

Aim

Reflection is an important part of social work practice. You are provided with reflective tools to provide you with a process and evidence to integrate theory to practice. This will assist you to be able to demonstrate the attainment of the practice standards to meet the eligibility criteria as set out by the Australian Association of Social Workers (AASW) and social work graduate learning outcomes.

Instructions

1. Online postings of no more than 500 words in the shared Moodle forum on three occasions, where you will:
 - a. makes professional links from theory to practice,
 - b. discuss learning and
 - c. provide support to your peers.
2. Please ensure that confidentiality and respect of any participants and/or organisations are

upheld.

3. A final summary will be undertaken in the final week of placement and will reflect on your overall learning.

4. You are strongly encouraged to maintain a personal reflective journal throughout placement however, this will not be submitted and should form part of your own reflective practice writing.

Requirements

- Use Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).

Resources

- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

Submission

1. Online reflective postings - Week 3, Week 6, & Week 10 (no more than 500 words each)

2. A final summary of your reflections due one week after your placement finishes is submitted to Moodle for grading purposes (500 words)

Marking Criteria

- Please refer to the marking criteria on the Moodle site for more detail on how grades will be assigned.

Assessment Due Date

Week 3 Monday (22 Mar 2021) 11:45 pm AEST

Group forum postings (Weeks 3, 6 & 10) and end of placement summary submission (last week of your placement)

Return Date to Students

Week 3 Monday (22 Mar 2021)

Feedback for the three forum reflection by FE Coordinator as required or requested, through email and FINAL FEEDBACK after summary is submitted to MOODLE.

Weighting

Pass/Fail

Minimum mark or grade

PASS - Must pass each assessment to pass the unit.

Assessment Criteria

Criteria	Pass	Fail
Student has clearly demonstrated that they have been able to understand a process of critically reflective writing, and create a series of online reflective postings. This will be evidenced by the consistency and quality of the Final Learning Summary.	Student has been able to identify their learning style and the use of critical thinking and reflective practice.	Student has not identified or explained their learning style or engaged in a process of reflective writing.
Student has provided very good examples of their learning in the field that includes a demonstration of their reflective and reflexive practice, both in the fortnightly forum and in the final summary. This will be evidenced by the consistency and quality of the Final Learning Summary,	Student evidences an understanding and application of critical reflective writing by identifying examples.	Student has not demonstrated an understanding of critically reflective writing, and therefore has not applied this to field placement examples.

Student has demonstrated professional boundaries through the sharing of their experiences without breaking confidentiality

Student evidences a clear concept of boundaries and confidentiality within their shared reflections.

Student has not demonstrated a clear understanding of professional boundaries and confidentiality in their shared reflections.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Three reflective posts on the designated Moodle forum, summary uploaded to MOODLE assessment submission link.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 Mid Placement Review (Student, Field Educator, and FELO collaboration)

Assessment Type

Written Assessment

Task Description

Assessment 4 - Mid Placement Review (MPR)

Type: Written

Due date: Weeks 6 - 9

Weighting: pass/fail

Length: Template provided

Unit Coordinator: Robyn Kemble

Learning Outcomes Assessed

1. Determine placement preferences, learning contract and post placement learning needs.
2. Select and apply appropriate use of self and problem-solving skills as a worker within an organisation.
3. Select and apply appropriate self-care strategies within the professional context.
4. Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice.
5. Analyse and articulate client's needs using social work theories and evaluate intervention strategies.
6. Work within the AASW code of ethics, practice standards, and organisational policies and procedures

7. Evaluate elements of an emerging professional practice framework.

All of the learning outcomes are linked to the AASW Practice Standards

Aim This is the second contact you will have with academic staff or representatives at the field placement review that will take place about mid-way through the placement. You will receive a visit from Field Education Liaison Officer (FELO). This usually involves a face-to-face meeting, although sometimes this can be through Teleconference or ZOOM, depending on the availability of all involved. Whilst the University endeavours to make this review as close as possible to midway, this is not always possible, and it could occur earlier or later than mid-way.

Several sources of evaluation will contribute to the overall assessment of student progress.

1. supervision feedback,
2. participation in organisational tasks and practice,
3. contributions made to working with the field education team inclusive of the University,
4. demonstration of social work knowledge and practice and emerging practice framework.
5. to identify the practice standards, competencies and student attributes that have been attained.
6. opportunity to make necessary changes required for successful completion or where this is not achievable, to conclude the placement.

Instructions

1. **You will need to complete [Field Education Package - Part C](#)** Mid Placement Review template as guided by Part B - Learning Agreement, and meeting with FELO and field educator.
2. You will initiate contact with the FELO and the field educator to arrange mid placement review meetings.
3. You will provide to the FELO the street address of the meeting, any special directions, parking arrangements, and any other relevant information that may impact on the scheduled visit.
4. You will provide a *copy of your learning agreement and supervisory record* (which will have been emailed fortnightly) to the FELO prior to the visit.
5. Determine with your field educator (supervisor) whether the entire review will include all parties or whether they wish to speak with the FELO prior to this meeting.
6. Ensure that you take notes during the mid-placement review meeting to ensure you can complete the template.
7. A documented action plan needs to be attached to the MPR report if there are significant changes or departures from the original Learning Agreement.
8. At the outset of the mid placement review the FELO will ask the field educator (supervisor) to confirm that the student is accomplishing the terms set out in the Learning Agreement at a pass or fail standard. This confirmation will determine the remaining process of the visit.

The Field Education Liaison Officer (FELO) will ask students and field educators

(internal and/or external) for their verbal evaluation of the following three (3) areas;

1. A **verbal account on the progress of the Learning Agreement** and discussion about any changes needed. That includes learning highlights and challenges; the student will be encouraged to discuss how they have or are overcoming challenges.
2. **Interpersonal skills** how does the student manage themselves in a team environment; discuss how they are developing in supervision and how do they utilise and respond to feedback. Give an example of feedback being taken; and how it made a difference.
3. **Insights into the students learning style**; how does this compare and contrast with the field educators learning style and how have they managed this.

Requirements

- Use Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).

Resources

- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

Submission

1. **You are responsible to complete and submit Part C - Mid placement review. Please note it is NOT the responsibility or task of your supervisor or FELO to complete any part of this form just to advise.**
1. This document must be submitted in Moodle using *Microsoft Word Document* within **seven (7) days following the Mid placement meeting.**

Marking Criteria

- Please refer to the marking criteria on the Moodle site for more detail on how grades will be assigned.

Assessment Due Date

This mid placement review will take place as close to mid placement as possible; between weeks 6-9. The report is DUE 7 days after the completion of your MPR meeting.

Return Date to Students

Feedback will be given at the review, and again in MOODLE following submission of the mid placement review assessment

Weighting

Pass/Fail

Minimum mark or grade

PASS - Must pass each assessment to pass the unit

Assessment Criteria

Students must provide evidence through the assessment of the mid placement review that they are achieving to a

satisfactory level the outcomes below:

Outcome No:	Outcomes:	Pass/Developing	Fail
1.	Demonstrate evidence of developing student attributes (discussion of student values and beliefs) and how this integrates into social work practice.	Evidence provided.	Limited/unclear/nil evidence provide.
2.	Select and apply appropriate use of self and problem solving skills as a student social worker within an organisation.	Evidence provided.	Limited/unclear/nil evidence provide.
3.	Analysis and articulation of client's needs using social work theories and evaluation of intervention strategies.	Evidence provided.	Limited/unclear/nil evidence provide.
4.	Work within the AASW Code of Ethics, Practice Standards, and organisational policies and procedures.	Evidence provided.	Limited/unclear/nil evidence provide.
5.	Evaluate elements of an emerging professional practice framework.	Evidence provided.	Limited/unclear/nil evidence provide.
6.	Demonstrates achievement of learning goals to a satisfactory level.	Evidence provided.	Limited/unclear/nil evidence provide.
7.	Understands and applies self-care.	Evidence provided.	Limited/unclear/nil evidence provide.
8.	Demonstrates professional communication skills and accountability through supervision and the receipt of feedback.	Evidence provided.	Limited/unclear/nil evidence provide.
	Students must achieve a pass in at least 6 of the 8 criteria/outcomes to pass the mid placement review and continue placement		

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Student participates in an interview assessment and complete a report of mid placement review using template provided on moodle.

Learning Outcomes Assessed

- Determine placement preferences, learning contract and post placement learning needs
- Select and apply appropriate use of self and problem solving skills as a worker within an organisation
- Analyse and articulate client's needs using social work theories and evaluate intervention strategies
- Work within the AASW code of ethics, practice standards, and organisational policies and procedures
- Evaluate elements of an emerging professional practice framework

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

5 Professional Practice Framework (PPF) Presentation

Assessment Type

Group Discussion

Task Description

Assessment 5 - Professional Practice Framework (PPF)

Type: Group Discussion

Due date: Between weeks 9 - 10

Weighting: pass/fail

Length: 5-minute presentation

Learning Outcomes Assessed

1. Determine placement preferences, learning contract and post placement learning needs.
2. Select and apply appropriate use of self and problem-solving skills as a worker within an organisation.
3. Select and apply appropriate self-care strategies within the professional context.
4. Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice.
5. Analyse and articulate client's needs using social work theories and evaluate intervention strategies.
6. Work within the AASW code of ethics, practice standards, and organisational policies and procedures
7. Evaluate elements of an emerging professional practice framework.

All of the learning outcomes are linked to the AASW Practice Standards

Aim

The Aim of this assessment is for you to share your development of a professional practice framework with your peers and Field Education Coordinator. It is an essential part of developing your identity as social worker. It is important that you are able to articulate your professional practice framework.

Instructions:

You will need to refer to the ZOOM meeting instructions on Moodle. For this presentation:

1. You are to prepare a 5 min VERBAL presentation of your professional practice framework including appropriate visual material (e.g., PowerPoint or other presentation)
2. This presentation is a concise articulation of the key components in your framework. Your professional practice framework is continually developing and is part of the supervision agenda.
3. Your professional practice framework is to be presented to peers in allocated small groups.
4. The presentation should
 - a. outline a summary of the key elements of the professional practice framework
 - b. identify and explain the relevant theories, methods, values, skills, and practice contexts comprising your professional practice framework, and
 - c. reflexive practice - what you need to develop further in Field Education 2 (i.e., identify strengths and areas of further development).

5. Please note failure to attend the session without prior APPROVAL from the UC will result in a fail for this assessment

Requirements

- Use Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).

Resources

- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

Submission:

- The developed visual material (e.g., PowerPoint) *plus* script used to speak to the visual material must be submitted to Moodle within one week following the presentation (not before).

Marking Criteria

- Please refer to the marking criteria on the Moodle site for more detail on how grades will be assigned.

Assessment Due Date

Week 10 Monday (17 May 2021) 11:45 pm AEST

A schedule will be posted on MOODLE, and a group ZOOM invite sent via microsoft outlook. The assessments visual material must be submitted to MOODLE one week after your presentation.

Return Date to Students

Feedback will be supplied via MOODLE within two weeks after your submission.

Weighting

Pass/Fail

Minimum mark or grade

PASS - You must pass at least 4 of the 6 criteria to pass this assessment. Non participation or failure to advise of changes may result in a fail. PASS - Must pass each assessment to pass the course.

Assessment Criteria

Criteria no:	Criteria	Pass	Fail
1.	Effective micro-skills used in teleconference mode.	Competent micro-skills in during teleconference.	Poor micro-skills used in teleconference mode.
2.	Attends to all administrative tasks to ensure effective participation as evidenced by their preparation and ability to communicate social work knowledge verbally.	All administrative tasks ensure effective participation. Sound evidence of preparation and verbal articulation of social work knowledge.	Administrative tasks not attended to resulting in poor or no participation. Limited preparation and verbal articulation of social work knowledge.
3.	Communication is active, professional and ethical while also responsive to others' participation.	Active, ethical and professional communication while also responsive to others' participation.	Passive communication and ineffective, unethical and/or unprofessional responses to others' participation.
4.	Content of discussion topics are concise and informative.	Effective discussion of topics in a concise and informative way.	Ineffective discussion of topics in an inefficient and uninformed way.
5.	Students PPF identifies core values, ethics and use of self, consistent with social work standards of practice.	Student articulates a sound level of self-awareness, self-knowledge and use of self.	Limited or nil meaningful insights into self, and self in practice.
6.	Student provides evidence of all components of well-developed PPF demonstrating third year level understanding of social work practice, skill and knowledge.	Sound evidence through the articulation of a PPF; including personal and professional values and beliefs, social work skills and knowledge, theory and research and organisational context (including empirical knowledge – legislation).	Limited evidence and poor articulation of PPF.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Participation will be in a group, however submission is individual and uploaded to MOODLE.

Learning Outcomes Assessed

- Select and apply appropriate use of self and problem solving skills as a worker within an organisation
- Analyse and articulate client's needs using social work theories and evaluate intervention strategies
- Evaluate elements of an emerging professional practice framework

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

6 End of Placement Report

Assessment Type

Written Assessment

Task Description

Assessment 6 - End of Placement Report

Type: Written

Due date: *Within two weeks of placement completion*

Weighting: pass/fail

Length: Template provided

Unit Coordinator: Robyn Kemble

Learning Outcomes Assessed

1. Determine placement preferences, learning contract and post placement learning needs.
2. Select and apply appropriate use of self and problem-solving skills as a worker within an organisation.
3. Select and apply appropriate self-care strategies within the professional context.
4. Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice.
5. Analyse and articulate client's needs using social work theories and evaluate intervention strategies.
6. Work within the AASW code of ethics, practice standards, and organisational policies and procedures
7. Evaluate elements of an emerging professional practice framework.

All of the learning outcomes are linked to the AASW Practice Standards

Aim

The aim of the end of placement report is to evaluate and assess your attainment and application of social work practice standards, ethics, integration of theory to practice and approach to supervision, feedback, and learning.

Instructions:

- 1. The field educator (internal and/or external) is asked to complete this final assessment; [Part D - Field Education Package - End of Placement Report](#)**
- 2. You are responsible for respectfully reminding your field educator (supervisor) two (2) weeks prior to the completion of your field education placement that the report is due within two weeks (maximum) after a placement has been completed.**
 - a. The final report should be finalised in the last two weeks of placement.**
 - b. This allows time for the field educator (supervisor/s) to discuss the evaluation report with you prior to completion.**
- 3. You need to be proactive in terms of scheduling the final supervision around the report and ensuring the field educator (supervisor) has a copy of the template, and a copy of your mid placement review. A template of this report is available on the course Moodle site and is provided to your field educator (supervisor) at your commencement on placement.**

Please Note: Grades cannot be completed until the final report has been received and graded. In regard to your final grade the end of placement report is carefully considered, however, the Unit Coordinator is responsible for awarding the students final grade of Pass or Fail.

Requirements

- Use Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).

Resources

- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

Submission:

1. You are responsible for uploading this report to Moodle.
2. Unless a field educator (supervisor) requests to deliver the report directly to the unit coordinator – at which time, the student will be informed.

Marking Criteria

- Please refer to the marking criteria on the Moodle site for more detail on how grades will be

assigned.

Assessment Due Date

Students must upload the completed (by supervisor) report via MOODLE.

Return Date to Students

Feedback in Moodle or by email if required.

Weighting

Pass/Fail

Minimum mark or grade

PASS - Must pass each assessment to pass the course.

Assessment Criteria

The Criteria for this assessment is provided to the Field Educators. The students do NOT complete this report, however submit the copy received by the supervisor on Moodle submission area.

Important aspects of this assessment:

- **The recommendation of your field educator is given significant weight and is incorporated as part of the overall assessment of your attainment of graduate attributes and practice standards. *The University awards the final grade.***
- **Field Educators reserve the right to assess your performance according to the developments made since the mid placement review and overall placement performance.**
- **SOWK13009 report contains work to be completed and assessed by your field educator and the fieldwork coordinator.**
- **Passing grades must be obtained for all assessment items in order to be awarded the grade of PN (Pass non-graded) for SOWK13009.**
- **Your grade cannot be finalised until this report and all outstanding assessments are received.**

For further information please refer to the [Field Education End of Placement Report proforma](#) on the MOODLE site and the requirements of the AASW Practice Standards 2013.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Offline Online

Submission Instructions

Student to submit via MOODLE on behalf of supervisor/field educator and onsite supervisor (if applicable).

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

7 Log of Hours

Assessment Type

Written Assessment

Task Description

Assessment 7 - Log of Hours

Type: Written

Due date: Last week of placement

Weighting: pass/fail

Unit Coordinator: Robyn Kemble

Learning Outcomes Assessed

1. Determine placement preferences, learning contract and post placement learning needs.
2. Select and apply appropriate use of self and problem-solving skills as a worker within an organisation.
3. Select and apply appropriate self-care strategies within the professional context.
4. Apply cross cultural competency including working in indigenous contexts and critique agency policy and practice.
5. Analyse and articulate client's needs using social work theories and evaluate intervention strategies.
6. Work within the AASW code of ethics, practice standards, and organisational policies and procedures
7. Evaluate elements of an emerging professional practice framework.

All of the learning outcomes are linked to the AASW Practice Standards

Aim

Students are required to keep an accurate log of hours related to their field education placement and related activities. The log records the hours you spend in the agency, hours you spend outside the agency undertaking tasks associated with your learning or any pre placement training / induction hours you have been required to participate in (e.g., QLD Health induction).

Instructions:

- 1. Review the instructions for [RECORDING HOURS](#) on SONIA.**
- 2. Complete LOG OF HOURS on SONIA on a daily or weekly basis.**
- 3. Support your Supervisor with university contacts (WIL team and Field Education Coordinator) should they have issues with accessing/using SONIA.**

Placement hours consist/do not consist of the below:

1. Travel required in your placement can be counted however, usual travel to and from your placement are not recorded.
2. The Professional Practice Framework (Assessment 5) is recorded in your log of hours and any travel time associated with this assessment task is also recorded and counted.
3. Any activities beyond the Learning Agreement will be deemed personal and professional development and will not be considered to be a component of Field Education 1.
4. The log may be reviewed by the university at any time. Students must not accrue additional hours (work more than 8 hours per day) in their placement without the explicit consent of the Unit Coordinator.
5. If a student is required to undertake additional hours in the placement for travel or due to a

delay in a client related activity, the student is required to negotiate taking these hours off as soon as practicable to ensure appropriate self-care and health and safety needs are met.

6. Students should refer to the Field Education Manual 2016 for further details regarding hours of duty and any departures from normal hours or days of duty must be made known to the Unit Coordinator by email as soon as this becomes known.

Submission:

- As per instructions through SONIA

Marking Criteria

- Please refer to the marking criteria on the Moodle site for more detail on how grades will be assigned.

Assessment Due Date

To be completed on SONIA database.

Return Date to Students

No return required.

Weighting

100%

Minimum mark or grade

PASS - Must pass each assessment to pass the unit

Assessment Criteria

The complete hours for the BSW (Hons) degree is 1000 hours.

SOWK13009 Field Education 1 requires a completion of 440 hours in this placement irrespective of full-time or part-time status.

The additional hours of 560 hours will be undertaken in SOWK14009.

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Hours are submitted and approved via SONIA

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem