



SOWK14009 Fieldwork Education 2

Term 2 - 2021

Profile information current as at 04/05/2024 04:08 pm

All details in this unit profile for SOWK14009 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 final fieldwork placement of the BSW course and it is expected to be the final unit the students completes within the BSW course. The student will complete 80 days x 7 hours (560 hours) of onsite, agency based interactions and learning activities supervised by an approved social worker. Students will participate in the range of activities, tasks and processes that the agency encompasses under supervision. Students should be able to integrate professional social work knowledge and skills acquired during their coursework and be able to participate meaningfully in the operations of the agency where they are placed. Student should be able to formulate their own model of practice as a beginning professional social worker. On completion of the placement students will be expected to meet the AASW practice standards for a beginning professional social worker. Attendance at the relevant residential school as well as participation in designated call back sessions during placement is a requirement. Students will be also required to undergo a pre placement interview to assess their suitability for fieldwork placement and preference for placements will be given to students who have successfully completed all other required coursework in the BSW. Students readiness for fieldwork will be assessed on the basis of their participation in a range of tasks and assessments completed during their previous years of coursework and fieldwork.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: *18*

Student Contribution Band: *10*

Fraction of Full-Time Student Load: *0.375*

Pre-requisites or Co-requisites

Prerequisites: (SOWK13009 and SOWK14005 and SOWK14006) or (SOWK13002 and SOWK19016 and SOWK19017) or Requires Departmental consent by the School, Corequisite: SOWK14010 Integrating Theory & Practice 2

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 2 - 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. **Written Assessment**

Weighting: Pass/Fail

4. **Off-campus Activity**

Weighting: Pass/Fail

5. **Group Discussion**

Weighting: Pass/Fail

6. **Written Assessment**

Weighting: Pass/Fail

7. **Written Assessment**

Weighting: Pass/Fail

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 Have your say

Feedback

Feedback Comments by students included: - There wasn't really any feedback on assessment, it felt a bit disjointed at times. - There was a lack of communication with questions posted to forums remaining unanswered for considerable amounts of time.

Recommendation

Current processes are being addressed to ensure regular feedback - for example - adjusting the point of feedback expectations from only submitted reflections to monthly review and feedback on reflective posts. Also the field education team will ensure improved time frames for replies to student queries.

Feedback from Have your say

Feedback

Assessment - Comments by students include: - I have struggled with the amount of reflective practice required for this unit. I feel that it is an overload and has caused anxiety as I am tired and stressed trying to balance placement with study. - The amount of assessment tasks for this subject and 14010 was excessive whilst trying to complete 560 hours of placement. This unit discusses the importance of self care, however, with the demands of the assessment tasks, working full time and managing a family left no time for self care. Additionally, it was challenging to emerge self into work placement when having so many assessment tasks to complete.

Recommendation

Whilst it is acknowledged that the assessment requirements are high, this is a core part of the placement learning experience. The field education team will endeavour to reduce the format of submission to be more scaffolded to reduce the amount of written submissions. For example- The final reflective post can be submitted for grading rather than completing an additional reflection.

Feedback from Have your say

Feedback

Some positive Feedback included - - The freedom to learn in a real world environment. - Robyn was amazing throughout this unit and really made it understandable and enjoyable - The best aspects of this unit are the learning agreement and practice framework.

Recommendation

It is always encouraging to get positive feedback and to know that the students are having a positive learning experience.

Unit Learning Outcomes













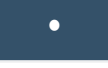



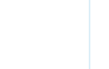




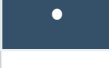
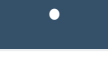






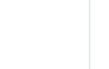









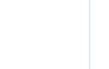
On successful completion of this unit, you will be able to:

1. Critically reflect on professional practice and construct opportunities to determine placement preferences and fieldwork learning contract.
2. Display appropriate use of self and complex problem solving skills within the placement context.
3. Generate appropriate self care strategies within the professional context.
4. Promote cross cultural competency skills and knowledge including working in indigenous contexts.
5. Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.
6. Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.
7. Formulate a clear articulation and justification of a professional practice framework.














































Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication							
2 - Problem Solving							
3 - Critical Thinking							
4 - Information Literacy							
5 - Team Work							
6 - Information Technology Competence							
7 - Cross Cultural Competence							
8 - Ethical practice							
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 0%										
2 - Written Assessment - 0%										
3 - Group Discussion - 0%										
4 - Off-campus Activity - 0%										
5 - Written Assessment - 0%										
6 - Written Assessment - 0%										
7 - Written Assessment - 0%										

Textbooks and Resources

Textbooks

SOWK14009

Prescribed

Making the Most of Field Placement (4th Edition)

4th Edition (2019)

Authors: Helen Cleak, Jill Wilson

Cengage Learning Australia

South Melbourne , VIC , Australia

ISBN: 9780170417006

Binding: Paperback

Additional Textbook Information

Both paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Word
- Zoom - smartphone or laptop (not government based computer)
- Sonia

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

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Getting Started:
Revisit your Learning Agreement from Field Education 1 or your RPL application?
Placement orientation and induction
Risk Assessment of Placement

1. Cleak and Wilson 3rd Edition
 - Chapter 3: Getting Started - Student p. 26 -34
 - Chapter 5: The Learning Agreement p.44
2. Review the Field Education Manual, CQU, 2021.

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

Please note:

Assessment submissions are based on weeks at placement, not term weeks. E.g. Learning plan is due at the end of (your) third week (3 x 5 day week) of placement.

Thus its best for each student to create their own timetable based on their start date and days at placement.

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Review: Establishing a supervisory relationship What is critically reflective practice? Work readiness - Effective communication	1. Cleak and Wilson 3rd Edition <ul style="list-style-type: none"> • Chapter 3: Getting Started - Student p. 26 -34 • Chapter 5: The Learning Agreement p.44 2. Review the Field Education Manual, CQU, 2021.	Due: • A2 - Supervision Record and action plan and emailed to your FELO for feedback.

Week 3 - 26 Jul 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 3/4 of placement, Learning Agreement due for submission via Moodle. • A2 - Supervision Record and action plan • A3 - Reflective posting online group forum Due Week 3: Reflective Practice - Online Reflective Postings and Summary

Week 4 - 02 Aug 2021

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

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Revisit: Cleak and Wilson 4th Edition; Part 3: Teaching and Learning on placement	• A2 - Supervision Record and action plan

Vacation Week (Week 6 of Placement) - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Planning ahead for your Mid Placement Review	Chapter 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"	<ul style="list-style-type: none"> • A2 - Supervision Record and action plan and emailed to your FELO for feedback.
Week 6 (7 of placement) - 23 Aug 2021		
Preparing for your Mid Placement Review	Chapter 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"	<ul style="list-style-type: none"> • A2 - Supervision Record and action plan - SUBMIT ALL SUPERVISION RECORDS TO DATE AT MID PLACEMENT • A3 - Reflective posting online group forum Due Week 7: Reflective Practice - Online Reflective Postings and Summary
Week 7 (8 of placement) - 30 Aug 2021		
Prepare for Mid Placement Review and/or attend Mid Placement Review Challenging issues in supervision	Chapter Cleak and Wilson <ul style="list-style-type: none"> • Chapter 13: Challenging issues in supervision p. 138 - 149 	<ul style="list-style-type: none"> • A2 - Supervision Record and action plan and emailed to your FELO for feedback.
Week 8 (9 of placement) - 06 Sep 2021		
Mid placement reviews Ethics and Legal Issues	Chapter 1. Cleak and Wilson <ul style="list-style-type: none"> • Chapter 15: Ethical and Legal issues p. 158 - 165 	<ul style="list-style-type: none"> • A2 - Supervision Record and action plan
Week 9 (10 of Placement) - 13 Sep 2021		
Mid Placement Reviews Working with Difference	Chapter Cleak and Wilson 4th Edition <ul style="list-style-type: none"> • Chapter 9: Linking learning and practice in placement • Chapter 14: Working with cultural and power differences 	<ul style="list-style-type: none"> • A2 - Supervision Record and action plan and emailed to your FELO for feedback.
Week 10 (11 of Placement) - 20 Sep 2021		
Self Care Preparing your PPF	Chapter In the Self Care tile - Watch - Self Care Video Review your PPF from first placement and Review the tile for this assessment going through the readings.	<ul style="list-style-type: none"> • A2 - Supervision Record and action plan • A3 - Reflective posting online group forum Due Week 11: Reflective Practice - Online Reflective Postings and Summary • A5 - Professional Practice Frameworks Presentations Due
Week 11 (12 of Placement) - 27 Sep 2021		
PPFs continued	Review A5 tile readings and links	<ul style="list-style-type: none"> • A2 - Supervision Record and action plan and emailed to your FELO for feedback. • A5 - Professional Practice Frameworks Presentations Due

Week 12 (13 of Placement) - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ending Placements Well	Cleak and Wilson Chapter 17: Finishing Well p. 179-182	• A2 - Supervision Record and action plan

Week 13 (14 of Placement) - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
End of placement report due at end of placement with log of hours and final reflection	Watch Ending Placements well Presentation under A6 Tile	• A2 - Supervision Record and action plan and emailed to your FELO for feedback - SUBMIT ALL SUPERVISION RECORDS TO DATE AT END OF PLACEMENT

Week 15/16 of Placement Plus - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
End of placement report due at end of placement with log of hours and final reflection	Watch Ending Placements well Presentation under A6 Tile	• A2 - Supervision Record and action plan and emailed to your FELO for feedback - SUBMIT ALL SUPERVISION RECORDS TO DATE AT END OF PLACEMENT

Assessment Tasks

1 Placement Structure and Learning Plan and Agreement - Part A & B - Field Education Package

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

Aim

The aim of this assessment is to develop a learning agreement which is a commitment by you, the agency with which you are placed, and CQUniversity to ensure that the AASW Graduate Attributes will be met by the completion of Field Education 2.

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 2. It is imperative that you achieve the deadlines stated in this submission as the Placement Structure and Learning Plan and Agreement clarifies and articulates roles, goals, objectives, tasks and strategies, and 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

Complete the Placement Structure and Learning Plan and Agreement document using the template on Moodle. This is referred to as the Field Education package.

There are two parts to the Field Education Package – Part A and Part B. Part A is the Placement Structure document and Part B is the Learning Plan and Agreement.

Complete the template which details the Placement Structure and learning Plan and Agreement in the first week of field education in collaboration with the Field Educator (Supervisor)

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). Learning agreements must be signed by all of the above: student, Field Educator and or Supervisor, and FELO.

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. Include the following information in this document:

- a. Key agency information, including address and contact details,
- b. Date placement commences and finishes, and days of the week attended,
- c. Role of the social worker in the agency,
- d. The service delivery models of the organisation,
- e. Person identified as placement support, task monitoring and supervisor,
- f. The specific responsibilities and roles of each member of the field education team, including the student, Field Education Liaison Officer (FELO), Field Educator (supervisor), and (if relevant) task supervisor and external supervisor.

Part B - Learning Plan and Agreement

Complete the Learning plan and Agreement with the Field Educator/Supervisor

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

1. Identify a learning 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 learning 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 the student 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

1. The whole document, Placement Structure and Learning Plan and 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. The student must upload the signed document via Moodle.

Assessment Due Date

Submitted online through Moodle in week 3 - 4 of your placement

Return Date to Students

Feedback via Moodle 2 weeks after submission

Weighting

Pass/Fail

Minimum mark or grade

To pass the unit, you must pass all of the individual assessment tasks shown in the table above. Placements may be interrupted or terminated at the time of a failed assessment.

Assessment Criteria

Assessment 1 – Learning Plan – SOWK14009 – Grading Sheet 2021

Criteria no:	Criteria	Pass	Fail
1.	Provide confirmation of: <ul style="list-style-type: none">the start and finishing dates of field education placementthe days per week attendedthe street address of the organisation.	Provided	Not provided
2.	Self-assessment of strengths, areas of development and personal goals on entry to Field Education 1	Evidence of reflective and reflexive practice informing the evaluation of strengths, areas of development to be addressed, and personal goals.	No evidence of reflective and reflexive practice informing the evaluation of strengths, areas of development to be addressed, and personal goals.
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 learning 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 learning goals, objectives, roles, tasks, and skills accomplished.	Ineffective methods for evaluating learning 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 learning goals to be achieved.	Document is not well set out and there are significant grammatical errors.

Referencing Style

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

Submission

Online

Submission Instructions

Signed and scanned copy submitted via Moodle (copy required at Mid Placement Review)

Learning Outcomes Assessed

- Critically reflect on professional practice and construct opportunities to determine placement preferences and fieldwork learning contract.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.

Graduate Attributes

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

- Ethical practice

2 Supervision Action and Feedback Plan - Weekly journal and final Summary.

Assessment Type

Written Assessment

Task Description

Assessment 2 - Supervision Record and Action Plan

Type: Written

Due date: Weeks 7 & 14

Weighting: Pass/Fail

Length: Use template supplied

Unit Coordinator: Robyn Kemble

Aim

The aim of this task is to document your supervision experience on placement.

As a student on your final 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. Complete a written supervision record after each weekly supervision session with your relevant social work supervisor, using the **Supervision Record and Action Plan** template, which can be accessed on the Moodle site.
2. Keep this record on a weekly basis and then upload via Moodle at the following two points throughout placement:
 - a. Mid placement (Part A - approximately week 7),
 - b. End of placement (Part B - approximately week 14).
3. Email Supervision records 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 the first six records (as Part A) via Moodle, collated as Microsoft Word document or PDF at mid-placement
2. Submit the second six records (as Part B) via Moodle, collated as a Microsoft Word document or PDF at end of placement

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 journaling activity after each supervision session in line with your placement schedule. Upload your supervision summaries at two points - Mid Placement and End of placement. You will also email your summaries each fortnight to your FELO for feedback.

Return Date to Students

Feedback supplied through FELO

Weighting

Pass/Fail

Minimum mark or grade

To pass the unit, you must pass all of the individual assessment tasks shown in the table above. Placements may be interrupted or terminated at the time of a failed assessment.

Assessment Criteria

Assessment 2 – Supervision Action Plan and Records – SOWK14009 – Grading Sheet 2021

Criteria no:	Criteria	Pass	Fail
1.	Student uses key social work attributes in working with people	Student has provided key attributes in working with people	Student fails to demonstrate social work attributes in working with people.
2.	Supervision record is succinct and clearly identifies student thought processes	Student presents a succinct and thorough supervision record demonstrating their practice and thought processes	Students is not succinct and does not clearly identify through processes.
3.	Student demonstrates both reflective and reflexive practice	Good use of reflective and reflexive practice	Student does not identify clearly reflective and reflexive practice
4.	Student identifies feedback including strengths and limitations to be further developed with an appropriate action plan	Student has identified learning needs and undertakes critical reflection to develop skills and knowledge 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

Upload collated supervision records at mid-placement and the end of placement in a Microsoft Word document or PDF.

Learning Outcomes Assessed

- Display appropriate use of self and complex problem solving skills within the placement context.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.

Graduate Attributes

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

3 Online Reflective postings and Summary

Assessment Type

Written Assessment

Task Description

Assessment 3 - Reflective Practice - Online reflective postings and Summary

Type: Written

Due date: Weeks 3, 7, & 11, plus summary following your final week.

Weighting: Pass/Fail

Length: up to 300 words per forum posting and up to 600 words for final summary

Unit Coordinator: Robyn Kemble

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. Post a reflective practice piece on your experiences on placement (300 words) to the shared Moodle forum on three occasions, at weeks 3, 7 and 11.

Use the learning outcomes to guide your responses, then:

- a. make professional links from theory to practice,
- b. discuss reflective learning and
- c. provide support to your peers.

2. Please ensure that confidentiality and respect of any participants and/or organisations are upheld.

3. Write a final summary of 600 words in the final week of placement and will reflect on your overall learning, and submit via Moodle.

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 to the Reflective Practice Forum on Moodle at Week 3, Week 7, and Week 11 (no more than 300 words each)

2. A final Summary following last week of placement is submitted via Moodle for assessment (600 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

Due in weeks 3, 7, and 11 of your corresponding placement week with a FINAL SUMMARY due the Friday of your last week of your placement.

Return Date to Students

Dependent on individual student submission timeframes based on a 16 week placement.

Weighting

Pass/Fail

Minimum mark or grade

To pass the unit, you must pass all of the individual assessment tasks shown in the table above. Placements may be interrupted or terminated at the time of a failed assessment.

Assessment Criteria

Assessment 3 – ONLINE REFLECTIVE POSTS AND SUMMARY – SOWK14009 – Grading Sheet 2021

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 use critical thinking and reflective practice.	Student has not engaged in a process of critical thinking and 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.

Referencing Style

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

Submission

Online

Submission Instructions

Moodle submission

Learning Outcomes Assessed

- Display appropriate use of self and complex problem solving skills within the placement context.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.
- Formulate a clear articulation and justification of a professional practice framework.

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 Mid Placement Review - Part C - Field Education Package

Assessment Type

Off-campus Activity

Task Description

Assessment 4 – Mid Placement Review (MPR)

Type: Written

Due date: Between weeks 7 - 9

Weighting: Pass/Fail

Length: Template provided

Unit Coordinator: Robyn Kemble

Aim

The Aim of this review is to ensure the student is progressing satisfactorily through the field placement, and learning goals are being achieved.

This is the second contact with academic staff or representatives, in the form of a 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 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 your 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. **Complete Field Education Package - Part C** This is the Mid Placement Review template which is guided by the Learning Plan and Agreement, and a meeting with FELO and field educator (supervisor).
2. Initiate contact with the FELO and the field educator (supervisor) to arrange mid placement review meetings.
3. 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. Provide the FELO a copy of your learning agreement prior to the visit and your supervisory records through fortnightly emails.
5. Determine with your field educator (supervisor) whether the entire review will include all parties or whether you or they wish to speak alone 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 Plan and Agreement.
8. At the outset of the mid placement review the FELO will ask the field educator(supervisor) to confirm that you are 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. An account of the **progress of the Learning Plan and Agreement** and discussion about any changes needed. That includes learning highlights and challenges; you will be encouraged to discuss how you are overcoming any challenges.
2. **Interpersonal skills:** how have you managed yourself in a team environment; discuss how you are developing in supervision and how you utilise and respond to feedback. Give an example of feedback being taken and how it made a difference.
3. **Insights into your learning style:** how does this compare and contrast with the field educator's (supervisor's) learning style and how have you 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. The student is responsible for completing and submitting Part C – Mid placement review via Moodle. *Please note* it is NOT the responsibility or task of your Field Educator (supervisor) or FELO to complete any part of this form, their role is to advise.
2. This document must be submitted via Moodle using Microsoft Word Document or PDF within seven (7) days of 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

Mid Placement Review will occur preferably between Week 7 and Week 9 of your placement. The report should be

submitted no later than seven days after the review is conducted.

Return Date to Students

Feedback will be given at the review, and if required in Moodle following the submission of the mid placement review document.

Weighting

Pass/Fail

Minimum mark or grade

Minimum mark or grade - Pass - Must pass at least 7/10 of the assessment criteria to pass and continue placement. Refer to Handbook for further details.

Assessment Criteria

Assessment 4 - MID PLACEMENT REVIEW - SOWK14009 - Grading Sheet 2021 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

The Mid Placement Review report must be completed by the student and submitted on Moodle no later than one week after participation in the review meeting.

Learning Outcomes Assessed

- Display appropriate use of self and complex problem solving skills within the placement context.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.

Graduate Attributes

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

5 Professional Practice Framework

Assessment Type

Group Discussion

Task Description

Assessment 5 - Professional Practice Framework (PPF)

Type: Written Assessment

Due date: Term Week 10 and 11.

Weighting: Pass/Fail

Length: 5-minute presentation

Unit Coordinator: Robyn Kemble

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. Write a script for a 5 minute VERBAL presentation of your professional practice framework and illustrate this with appropriate visual material (e.g., PowerPoint or other).
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. Present your professional practice framework to Field Education Coordinator and peers via Zoom in allocated small groups.
4. The presentation should
 - a. outline a summary of the key elements of the professional practice framework, please ensure you include culturally sensitive practices,
 - b. identify and explain the relevant theories, methods, values, skills, and practice contexts comprising your professional practice framework, and
 - c. reflexive practice - what you have developed upon since your first field education experience and what you need to develop further (i.e., identify strengths and areas of further development).
 - d. use a metaphor to guide your learning and insights (Please see examples on the Moodle site).
5. Please note attendance at the allocated session is required to pass this task.

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 via Moodle within one week following the presentation (not before your presentation).

Marking Criteria

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

Assessment Due Date

ZOOM invites will be sent via Microsoft Outlook and a session schedule will be posted on Moodle. Sessions will occur between weeks 10 - 11 in the term.

Return Date to Students

Via Moodle

Weighting

Pass/Fail

Minimum mark or grade

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.

Assessment Criteria

Assessment 5 – PROFESSIONAL PRACTICE FRAMEWORK – SOWK14009 – Grading Sheet 2021

Students must pass four (4) out of the six (6) criteria to pass the assessment.

Criteria no:	Criteria	Pass	Fail
1.	Effective micro-skills used in Zoom mode.	Competent micro-skills in during Zoom meeting.	Poor micro-skills used in Zoom 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

Learning Outcomes Assessed

- Display appropriate use of self and complex problem solving skills within the placement context.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies and procedures.
- Formulate a clear articulation and justification of a professional practice framework.

Graduate Attributes

- Communication
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

6 End Of Placement Report - completed by Supervisor & uploaded via Moodle by Student

Assessment Type

Written Assessment

Task Description

Assessment 6 – End of Placement Report

Type: Professional Practice Placement

Due date: Within two weeks of placement completion

Weighting: Pass/Fail

Length: Template provided

Unit Coordinator: Robyn Kemble

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:

The field educator (supervisor) is asked to complete this final assessment; Part D - Field Education Package - End of Placement Report.

The student is responsible for respectfully reminding field educators (supervisors) 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 of placement.

3. The student needs 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 the mid placement review. A template of this report is available on the course Moodle site and is provided to field

educators (and /or supervisors) at your commencement of placement.

Please Note:

Your grade cannot be completed until the final report has been received and assessed. In regard to your final grade the end of placement report is

carefully considered, however, the Unit Coordinator is responsible for awarding your 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. The Student is responsible for uploading this report via Moodle.**
- 2. If a Field Educator (supervisor) requests to deliver the report directly to the unit coordinator 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

This is due in the final week of placement, however field educators have two weeks post placement to complete and email to the student in order for the student to upload via Moodle. Please note that delays in the submission of your final report can impact on graduation timeframes due to the extended placement period. Should you have not received your final report at the completion of your placement it is your responsibility to contact the supervisor to follow up. If there are any concerns or issues about this process, please contact the Field Education Coordinator promptly.

Return Date to Students

Not returned

Weighting

Pass/Fail

Minimum mark or grade

To pass the unit, you must pass all assessments.

Assessment Criteria

Meets the requirements of the AASW Practice Standards 2013.

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.
- SOWK14009 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 SOWK14009.
- 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 template on the moodle site.

Referencing Style

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

Submission

Offline Online

Submission Instructions

Please ensure copies are signed by your field educator and uploaded via Moodle. Electronic signed copies are the only form of submission.

Graduate Attributes

- Communication
- Information Literacy
- Team Work
- Information Technology Competence
- Ethical practice

7 Entered into SONIA - Log of Hours 560 total (Submitted weekly)

Assessment Type

Written Assessment

Task Description

Assessment 7 - Log of Hours

Type: Professional practice Placement

Due date: Last week of placement

Weighting: Pass/Fail

Unit Coordinator: Robyn Kemble

Aim

You are required to keep an accurate log of hours related to your 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., Health or Child Protection specific inductions).

Instructions:

1. Review the instructions for RECORDING HOURS on SONIA in Moodle.
2. Complete LOG OF HOURS on SONIA on a daily or weekly basis.
3. Support your Field Educator/ task supervisor with university contacts (WIL team and Field Education Coordinator) should they have issues with accessing/using SONIA. Field Educators must approve all timesheets in SONIA

Placement hours consist of/do not consist of the below:

- Travel required in your placement can be counted however, usual travel to and from your placement are not recorded.
- 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.
- 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.
- 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.
- 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.
- Students should refer to the Field Education Manual 2021 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

Weekly via SONIA - please ensure your supervisor approves all hours before you exit placement.

Return Date to Students

Not returned to students.

Weighting

Pass/Fail

Minimum mark or grade

To pass the unit, you must pass all of the individual assessment tasks shown in the table above. Placements may be interrupted or terminated at the time of a failed assessment.

Assessment Criteria

Field Education Log of Hours is submitted in full with no significant departures from reasonable working hours in accordance with the *Field Education Manual and assessment outline*.

Referencing Style

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

Submission

Offline Online

Submission Instructions

Enter into SONIA ONLINE DATABASE "Log of Hours"

Learning Outcomes Assessed

- Display appropriate use of self and complex problem solving skills within the placement context.
- Generate appropriate self care strategies within the professional context.
- Promote cross cultural competency skills and knowledge including working in indigenous contexts.
- Conduct complex assessments of clients' needs and design and implement appropriate intervention strategies using social work theoretical frameworks.
- Promote work practices consistent with the AASW code of ethics, practice standards and organisational policies

- and procedures.
- Formulate a clear articulation and justification of a professional practice framework.

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