# Field Educator (or Task Supervisor) Assessment Forms

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| **PLEASE NOTE:** The forms in this document need to be completed by the Field Educator (and/or Task Supervisor) for the second and third liaison meetings. |

## Mid-Placement and End-of-Placement Assessment Scores

* **Satisfactory:** This score means that progress is satisfactory and the learning goals are being achieved. Continued work is expected to maintain this progress during the remainder of the placement.
* **Developing:** This score reminds the Field Educator, Task Supervisor (if applicable) and student to give attention to the student’s learning over the remaining weeks. Additional contact with the Field Education Liaison Officer (FELO) may be of value. This score is not available for the overall end-of-placement progress score.
* **Unsatisfactory:** This score indicates a need to immediatelyreview the current Learning Plan and the student’s learning needs with the FELO.

## Process for Completing the Assessment Forms

1. The student prepares the Student Self-Assessment Forms and sends them to the Field Educator, Task Supervisor (if applicable) and the FELO before the liaison meeting. This provides a basis for discussion during liaison meetings and encourages the student’s professional development as a reflective practitioner.
2. The Field Educator (and/or Task Supervisor, if applicable) speaks with the student about their learning on placement before preparing the assessment forms in this document. Comments written in the forms should relate to the student’s progress with:
	1. Learning goals specified in the student’s Learning Plan
	2. Key concepts of the Australian Association of Social Workers (AASW) [Practice Standards 2023](https://www.aasw.asn.au/practice-standards-2023/).
3. The Field Educator (and/or Task Supervisor) sends the prepared Mid-Placement and End-of-Placement Assessment Forms to all placement stakeholders *before* the second and third liaison meetings, respectively.
4. The Field Educator (and/or Task Supervisor) signs and sends the finalised Mid-Placement and End-of-Placement Assessment Forms to all stakeholders *after* the second and third liaison meetings, respectively.

## Mid-Placement Assessment Form

Please prepare this form before the second liaison meeting. Select the appropriate progress score by clicking or tapping on “**Choose score**”. Please also add comments in the coloured fields. The grey text will be removed when you start typing.

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| Assessor: | **[Choose a role]** | Assessor’s name |
| Student: |  | Student’s name |

| Learning outcome | Assessor’s comments (required) |
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| Student’s current progress with:**1. Values and ethics****[Choose score]** | Click/tap to write comment (e.g., the student came to the placement with a strong sense of their personal values, which have been further clarified after discussing professional values during supervision. They have considered their values and the values of the clients, how the clients’ values have impacted their lives and how these values can be very different to the student’s values. Linking this to ethical conduct and decision making is an ongoing consideration). |
| Student’s current progress with:**2. Culturally responsive practice****[Choose score]** | Click/tap to write comment (e.g., the student has demonstrated a very respectful manner in speaking with clients from different cultural backgrounds. They have sought additional knowledge and skills by accessing relevant cultural information and finding the best approach required to work with a particular cultural group when checking with another worker. They have respectfully gained perspectives and further information from the clients). |
| Student’s current progress with:**3. Knowledge****[Choose score]** | Click/tap to write comment (e.g., the student has completed specific organisational training, which has increased their knowledge of health systems, psycho-social assessments and social work theories used in assessments. They are working on increasing and linking their social work theory knowledge to practice. We plan to work more on linking theory to practice during supervision). |
| Student’s current progress with:**4. Skills****[Choose score]** | Click/tap to write comment (e.g., the student has very good written and oral language skills. Feedback from the Task Supervisor is that the student is very polite and kind; however, they are very reserved. The task supervisor reports that this student will engage to a certain degree but tends to stand back and not initiate conversation beyond the basic information needed for the required assessment. This has also been noted in my supervision. Although the student has excellent listening skills, as the supervisor, I need to invite them to participate. This has been discussed and we will work on reciprocal conversation skills, confidence and assertiveness and body language awareness during supervision). |
| Student’s current progress with:**5. Methods and processes****[Choose score]** | Click/tap to write comment (e.g., the student has demonstrated a good understanding of the methods and processes that workers use at the agency, including referral processes, organisational requirements, recording of file notes and working with other stakeholders etc. They have done intake assessments, which demonstrate a thorough consideration of circumstances and an accurate use of the policies and procedures of the agency). |
| Student’s current progress with:**6. Awareness of self****[Choose score]** | Click/tap to write comment (e.g., the student has demonstrated a very good awareness of self as part of our supervision process. They have initiated discussions on trying new self-care strategies each week to manage the stresses of placement and balancing their other family responsibilities. Their consideration of when and how to ever share any of their own life experiences with clients has been an ongoing reflection and discussion point in supervision). |

Overall mid-placement progress score: **[Choose score]**

**When you have finished**, please upload a picture of your signature and add the date, or print and sign the form.

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| Signature (Click/tap in the field below to upload a signature file):­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date of signing: **[Click/tap to add date]**. |
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## Capability Levels in End-of-Placement Assessment

To review the student’s progress on placement, the Field Educator (and Task Supervisor, if applicable) is asked to recommend a progress score at the end of placement. This score is based on the following rating scale presented in the Australian Social Work Education and Accreditation Standards (ASWEAS) 2012. For more information, see [Guideline 1.2](https://www.aasw.asn.au/education-employment/higher-education-providers/standards-and-guidelines/): Guidance on Field Education Programs (Australian Association of Social Workers [AASW], 2012, p.11).

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| Rating | Level | Description |
| Not capable | 0 | Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning. |
| Some capability | 1 | Performance not yet capable. Some requirements understood. Further work needed to demonstrate beginning capability. |
| Beginning capability | 2 | Performance at beginning level expected. Requirements understood. Practice capable under close guidance and supervision. Limited adaptability. |
| Capable | 3 | Performance at level expected of newly qualifying practitioner. Requirements integrated into practice. Can perform independently. Demonstrates adaptability and critical appreciation of own/others’ practice. |
| Highly capable | 4 | Performance beyond level expected of newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices. |
| Unable to be assessed | U/A | The work has either not been undertaken or the supervisor has not had an opportunity to assess capability in this area. |

To pass the **first placement** [emphasis added]**,** students must at least reach a level of ‘beginning capability’ (2) for all learning outcome areas appropriate to the setting by the end of the placement.

To pass the **final field education placement** [emphasis added], students must at least reach a level of ‘capable’ (3) across all learning outcome areas, relevant to placement setting, by the end of the placement. (AASW, 2012, p. 11)

## End-of-Placement Assessment Form

Please prepare this form before the third liaison meeting. Select the appropriate progress score by clicking or tapping on “**Choose score**” and “**Choose capability level**”. Please also add comments in the coloured fields.

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| Assessor: | **[Choose a role]** | Assessor’s name | Student: | Student’s name |

| Learning outcome | Progress score | Capability level  | Assessor comments (required) |
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| 1. Values and ethics | **[Choose score]** | **[Choose capability level]** | Click/tap to write comment (e.g., the student has been engaged in discussion on ethical considerations. They critically reflected on their own values and beliefs and how they influence decision making. The student has demonstrated highly ethical conduct throughout their placement). |
| 2. Culturally responsive practice | **[Choose score]** | **[Choose capability level]** | Click/tap to write comment (e.g., the student seeks knowledge and ways of working appropriately within different cultural contexts. They have demonstrated this specifically when spending time with the Aboriginal Liaison Officer and conducting joint interviews with her, when appropriate. The student has also sought relevant cultural knowledge for working with an African family by seeking clarification on appropriate gender considerations when engaging with this family. |
| 3. Knowledge | **[Choose score]** | **[Choose capability level]** | Click/tap to write comment (e.g., the student has demonstrated a robust knowledge of relevant social work theories and has developed a thoughtful practice framework. They were active in seeking more knowledge in areas relevant to their placement, such as their approach to various mental health conditions). |
| 4. Skills | **[Choose score]** | **[Choose capability level]** | Click/tap to write comment (e.g., the student has demonstrated good interpersonal, recording and planning skills. This has included confidently taking minutes at an interagency meeting and being able to speak up when advocating for a family. |
| 5. Methods and processes | **[Choose score]** | **[Choose capability level]** | Click/tap to write comment (e.g., the student is gaining confidence in social work approaches and ways of working. They have been recognising there is no “one size fits all” in practice, and they have demonstrated that they can be flexible and take a different approach with clients as necessary). |
| 6. Awareness of self | **[Choose score]** | **[Choose capability level]** | Click/tap to write comment (e.g., the student has demonstrated good self-awareness in their approach to working with different clients and as part of the multi-disciplinary team. They are mindful of and adjust their approach to clients according to their gender, cultural background, language and methods). |

Overall end-of-placement progress score: **[Choose score]**

**When you have finished**, please upload your signature file and add the date, or print and sign the form.

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## References

Australian Association of Social Workers. (2023). *AASW Practice Standards 2023*. <https://www.aasw.asn.au/practice-standards-2023/>

Australian Association of Social Workers. (2012). *Australian Social Work and Accreditation Standards 2012: Guideline 1.2: Guidance on Field Education Programs*. <https://www.aasw.asn.au/education-employment/higher-education-providers/standards-and-guidelines/>