

# CISVic Student Unit Model

## Supervision & Assessment



### Supervision

Supervision is critical to student placements. The Australian Association of Social Workers (AASW) stipulates that the social work supervisor (under the CISVic model, this is the Field Educator) provides a minimum of one and a half hours per week formal student supervision.

The supervisory process is commonly described as having three principle functions: educative; supportive and management functions (Kadushan, 1976).

#### ***The Educative Function***

The supervisory process is primarily an educative one. The objectives of educative supervision are to promote professional competence, to develop skill and understanding, and to enable the supervisor and student to assess the student's abilities using a mutual process of giving and receiving feedback on the student's performance, within the agency's learning opportunities.

#### ***The Supportive Function***

The supportive function of supervision is an important one and involves the Field Educator and/or Task Supervisor helping the student to maintain or enhance their sense of self. The supportive process is one in which the supervisor acknowledges and responds to the student's emotional needs so far as these relate to their role as a student.

Helping the student to understand the processes of an event and empathising with the student's emotional reactions validates their feelings and helps to integrate the experience into the context of the student's professional development.

Supportive supervision takes place in the context of the student's learning goals for the placement. If a student's personal difficulties block or negate the learning process and together you are unable to resolve these difficulties, contact with the university liaison person is recommended.

#### ***The Management Function***

The supervisory process also contains a managerial and administrative function. The Field Educator and/or Task Supervisor helps the student gain access to information and resources, and ensures their understanding and use of correct procedures within the agency.

These three functions frequently overlap, but it is possible to identify the primary function of any supervisory episode. However, it is also rarely the case that the three functions present in isolation. For example:

- The process of giving and receiving constructive feedback is both educational and supportive.
- Joint planning to access information and resources is educational, supportive and managerial.
- Mutual de-briefing after an event is both educational and supportive.

Under the CISVic Student Model, the Field Educator is less on hand than the Task Supervisor. In terms of task allocation, it is recommended that the process should involve the Student, Task Supervisor *and* Field Educator – particularly with regard to Learning Areas 1, 3, 5 and parts of 7.<sup>1</sup> Task Supervisors are more readily accessible, have a closer relationship with the student and has a deeper understanding of the values and procedures of the agency that the student is placed. However, it is the Field Educator who will be able to assess a student's capacity to make the theory-practice connection.

### Assessment

In order to pass Social Work Field Education, students must demonstrate:

- Attendance at pre placement briefings
- Participation in integrative seminars whilst on placement

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<sup>1</sup> For a menu of recommended tasks, see CISVic Student Unit Model & Navigating the Learning Plan & Placement Tasks.

- Satisfactory completion of the 70 Day Field Placement, or equivalent. This requires the satisfactory completion of the Learning Plan, including and Mid and End of Placement Reviews. (The Placement Report is central to this requirement)
- Satisfactory completion of an evaluation report on placement performance (Final Report)
- Any other required assessment set by respective university.

The Field Education course is not graded beyond Satisfactory/Not Satisfactory. In order to obtain a Satisfactory result, all components of the assessment must be passed.

**A rating scale** that identifies level of achievement against each of the 7 core learning areas is to be used to assist students and field educators to assess the level of the student's performance. This scale is designed for the purpose of indicating minimum standards expected for field education 1 and 2. It is holistic in nature, providing a broad rating against each of the core learning areas.

The scale is as follows:

Rating	Level	Descriptors
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	Working towards a basic capability, more needed.
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 competence in this level

To pass field education 1 (first placement), students must at least reach a level of beginning capability for all 7 areas, appropriate to the setting by the end of the placement.

To pass field education 2 (final placement) students must at least reach a level of capability across all 7 areas, relevant to placement setting, by the end of the placement.