

University of Sydney Policy Reform Project

Research Paper for NSW Council of Social Service: Is social work field education in Australia fit for purpose? A rapid review and critique of the literature on the current model of field education for social work in Australia

Session: Semester 2, 2021

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About the Sydney Policy Reform Project

The Sydney Policy Reform Project ('Project') facilitates University of Sydney students to write research papers for policy organisations, and submissions to government inquiries, under supervision from University of Sydney academics. The Project is a volunteer, extra-curricular activity. The Project is an initiative of the Student Affairs and Engagement Team within the Faculty of Arts and Social Sciences, and the Division of Alumni and Development, at the University of Sydney. The Project is funded by a donor to the University of Sydney. Any inquiries about the Project or about this paper should be directed to the Coordinator, Ms Nina Dillon Britton, at the following email address: <fass.studentaffairsandengagement@sydney.edu.au>

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1. Executive Summary

Social workers in Australia are employed in a range of roles in both government and non-government organisations. Field placements are a core component of social work education and a required component for qualification in Australia, as stipulated by the Australian Association of Social Workers (AASW). A team of five students from the University of Sydney conducted a rapid review and analysed data from 35 articles to present an overview of the current arrangements in social work field education. For the purpose of this paper 'field education' and 'placement' have been used interchangeably throughout.

Keywords: social work; field education and placement; professional practice learning; tertiary education; field placement agencies

2. Introduction

A core component of social work education involves students gaining experience in the field of social work practice. Field education or placement has been described as a signature and distinctive pedagogy (Egan et al. 2018; Holden et al. 2011; Ledger et al. 2017; Thoburn 2017), aiming to provide students with a “robust and fulfilling learning experience” to gain the competence and confidence required to enter the professional world (AASW 2021, p.9). Social work education, as it is known today, was formalised in 1946 in Australia with the founding of the Australian Association of Social Workers. This is the accrediting body for social work education which provides a unified, national approach to promote good conditions of employment and it maintains the standards of training (AASW 2021).

Significant reform in tertiary education as well as in the social services sector and its workforce has taken place over the past two decades. Today, the AASW requires social work students to complete 1,000 placement hours to become accredited, equating to over a third of the degree, with recent updates prescribing where and how they can be completed (see AASW

2021). A consistent challenge illuminated across the Australian-based research is the struggle to place students in field education positions in direct, on-site social work placements due to their increasingly limited supply (Vassos 2019; Wayne, Bogo & Raskin 2006). This is said to be influenced by the increasing enrolments of social work students and expansion of accredited university programs (Ta, Ross & Grieve 2019). Further, the drive towards an increasingly neoliberal model of education, generates inequities in placement opportunities and university capacities to place students, resulting in unequal opportunity for practical field education learning (Gair & Baglow 2018).

Although the AASW and social work institutions have kept pace with this changing landscape to ensure quality education, pressure points around field education are prominent in recent literature. Therefore, this research examines the pressure points of three key stakeholders: students, tertiary social work programs, and field placement agencies. While the focus is primarily fixed on the Australian context, the scope of the review was extended to include literature on social work education in comparative countries, namely the United Kingdom, Canada, and New Zealand. From here, a way forward is considered through a set of recommendations.

Furthermore, this paper forms part of a broader project in response to New South Wales Council of Social Services (NCOSS) principles supporting and working with people experiencing poverty and disadvantage as well as its stakeholders in striving for a more equitable and inclusive society in New South Wales (NCOSS 2021). As such, this paper aims to build the capacity of the social work sector and social services workforce to explore whether social work field education is still fit for purpose.

3. Methodology

A rapid review of the literature was conducted to guide the research approach for this project and examine the key concepts in relation to the primary research question. This method allows for a synthesis of knowledge and information in which components of the systematic review process are simplified or omitted to produce information in a short period of time (Khangura et al. 2012).

Five major electronic databases applicable to our project were employed in September 2021 to identify relevant studies. Inclusion and exclusion lists were created and used for consistency of results across various database platforms. This was established by identifying three key concepts through the combination of keywords and synonyms in the search; other limitations were also applied to narrow the search (See Table 1).

Table 1: Inclusions and Exclusions; Search Sites, and Term

Inclusion Criteria	<ul style="list-style-type: none">• Published 2005-2021• Peer reviewed• English language• Focus on field education and/or social work placement• Focus on the social work industry• Focus on social work students• Focus on University• Focus on Australia, Canada, UK, and New Zealand
Exclusion Criteria	All other countries Non-English language Non-peer reviewed
Database searched	OVID: Educational Resources Information Center (ERIC) Informit Online: FAMILY (Australian Family & Society Abstracts); A+ Education; AEI Google Scholar
Search Terms	Social work; social care; human service; social welfare Field education; field placement; placement; student placement; practice learning; work integrated learning Degree program; bachelor; master; university degree; tertiary education

The following research sub-questions were used to narrow down the data sources:

- How do current social work field education requirements impact students, tertiary programs, and agencies?

- What can be learnt from comparative countries (UK, Canada, and New Zealand) on the similarities and differences in social work field education?
- What is the way forward for social work - in particular field education - and could it be done differently?

4.1. The Search Results

The database searches yielded a total of 200 documents of potential literature articles. However, a review of titles and abstracts narrowed these results down to 76 studies that were specifically relevant to our key concepts and research questions. The results were then examined and reviewed (full text), and 27 studies satisfied all aspects of the inclusion-exclusion criteria, key concepts, and research questions. A further 22 sources were included from both resources provided by NCOSS and self-identified grey literature. Thereafter, a total of 49 studies formed the basis of the findings for this project (See Appendix A).

4.2. Limitations

There are a few limitations to this review. Firstly, only five electronic database platforms were utilised; for a more expansive search, other relevant databases could have been included. Secondly, the search results were year but not country-specific and the process of eliminating countries was completed manually. The inclusions of country specificity could have yielded further information relevant to the research question. It is also important to consider that the search terms used on the database may not have captured all relevant studies, and thus, self-identified searches and grey literature helped enhance findings. In addition, as students we could only access databases permitted through the University, impacting the availability of information for this review.

A gap in the literature was identified, in that no articles were found to include the perspective of service users. Further research should incorporate the voices of service users to understand

the possible impacts of social work placements on students and agencies. Another potential limitation is the lack of findings around field education during COVID-19. The pandemic has disrupted field education significantly, with lockdowns and other protective measures preventing face-to-face opportunities, and leading to the closure of many services. Conversely, it has presented opportunities such as blended work models and increased Telehealth options. Though the first wave of e-placements has occurred since the onset of the pandemic, there is little research and understanding of the short- and long-term impacts as well as further implications.

4. Findings

A thematic analysis, in line with NCOSS's program objectives, was employed to investigate patterns that consistently emerged in the literature. The findings highlight the need to explore financial implications, the unique and specific needs of varying student demographics, under-resourcing of tertiary social work programs and field education agencies. Lastly, social work field education in the UK, Canada, and Aotearoa New Zealand are comparatively examined as nations that most closely mirror the societal and historical context of Australia.

4.1. Students

A. Financial Impacts

There is a growing proportion of students continuing paid employment alongside studying responsibilities due to increased financial pressures, including the rising cost of living and the lack of support and/or eligibility for government assistance such as AusStudy or YouthAllowance (Gair & Baglow 2018). Field placement, as mentioned, is considered a vital and highly valued component to social work education, providing links between theoretical classroom learning and real-work practice, and at times functioning as a pre-employment trial. Regardless, the literature highlights that many students "found it difficult to make ends meet",

and describe their situation as living in poverty (Gair & Baglow 2018, p. 3). Hemy et al. (2016) emphasise that the substantial commitment of time and energy of student placements becomes a juggling act for students who need to balance learning with multiple responsibilities. This is where stress, anxiety, and impacts on mental health and well-being start to take place for students, especially those who experience financial hardship (Hemy et al. 2016). Simultaneously balancing these various responsibilities can lead to compromised quality of learning output and experience. Students find themselves opting for field placements that are practical rather than those that provide optimal learning experiences; prioritising paid work over placement; deferring degrees; facing non-completion; and occasionally complete withdrawal from social work education altogether (Gair & Baglow 2018; Hodge et al. 2021; Johnstone et al. 2016).

Hemy et al. (2016) further illuminates that students rely on their own personal and social networks for financial support when experiencing difficulty during social work field placements. Students tend to avoid seeking support from official channels, including supervisors, field educators and/or their universities (Hemy et al. 2016). This indicates that those supporting students on field education may not be aware of the nuanced financial difficulties, impacts and pressures experienced on a daily basis by students doing placement.

B. Unpacking the Diversity of Students

Students these days are diverse; they are no longer the traditional school-leavers. As such, the profile and demographic of students entering university must be considered (Hodge et al. 2021; Johnstone et al. 2016; Gair & Baglow 2018). There has been an increase in working-class, first-generation university students, First Nations peoples, international students, LGBTQI+ peoples, mature-aged students, and those with multiple family responsibilities completing social work degrees in Australia (Gair & Baglow 2018).

It is suggested that although contemporary social work practice aims to treat all people with respect and amplify marginalised voices, certain cohorts still face great adversity within their experiences of field education (Baglow & Gair 2019; deBies et al. 2021; Gair et al. 2015). Field education officers routinely use the phrase “everything’s a learning experience” (deBies et al. 2021). While the intention behind this is to encourage students to view all placements as having value, it can, unfortunately, result in student voices being silenced. The phrase can also result in some students’ legitimate concerns being denied (deBies et al. 2021). For example, the literature highlights that there is a disconnect between the purported value of diversity within organisations/agencies and the experience of diverse students on placement in practice (deBies et al. 2021). Common themes include lack of understanding, lack of support, and homogenisation (Baglow & Gair 2019; deBies et al. 2021; Gair et al. 2015). These deficits lead to the shared sentiment amongst many diverse students that field education causes more harm than benefit (deBies et al. 2021).

Furthermore, it is crucial to note that there were no articles that exclusively discussed LGBTQI+ students, or students with disabilities; and if they were discussed they were amalgamated with other groups, ultimately homogenising the concept of diversity. While little literature existed for some of these diverse groups, thematic crossover did emerge, particularly in relation to isolation and insufficient support for these students (Baglow & Gair 2019; deBies et al. 2021; Gair et al. 2015).

C. The Intersections of Gender & Mature Aged Students

Social work is a gendered profession, with 87% of social work students identifying as female, many of whom are also mature aged (Gair & Baglow 2018 p. 94). Gair and Baglow (2018) noted that mature-aged students (25 and over) made up to 39% of social work students in higher education. In addition, mature-aged female students were more likely to be parents compared to other cohorts (Baglow & Gair 2015). This was evident for women over the age of 34. Parenting responsibility was disproportionately apparent and identified as a barrier to

completing field education. Thus, field placement has been described by some of these students as “a crisis point” in all areas of their lives where “paid work and study commitments collided” (Baglow & Gair 2019). Further difficulties and key concerns for mature aged, female students include the rate and availability of AusStudy, due to the prohibitive spousal income consideration. However, Baglow and Gair (2019) argue that universities have not changed to bring their policies in line to reflect the changes in student demographics. It is important to consider that this cohort brings to their studies a wider range of lived experiences useful to the social work field. Still, they are completing field education requirements whilst juggling multiple and often competing work/study/caregiving responsibilities.

D. Aboriginal and Torres Strait Islander Students

Gair, Miles & Thomson (2005), Gair et al. (2015), and Harms et al. (2011) all demonstrate significant challenges for Indigenous students. Gair et al. (2015) find that Indigenous students experience the same amount of racism on placement as they do in everyday life. In a profession that claims to have respect for all persons and seeks to redress historic and continued harms against First Nations people, this is extremely concerning. Discussion of decolonising social work and addressing ‘whiteness’ is apparent in the literature. This includes the need for non-Indigenous practitioners to acknowledge that they are not experts in Indigenous issues and embrace a position of learning, from students and clients alike (Gair et al. 2015; Harms et al. 2011). This positionality is not unique to field education; it applies to all practice with First Nations peoples. Without specific field education, social work students will graduate without adequate readiness to work with Indigenous communities. Harms et al. (2011) note that Aboriginal and Torres Strait Islander participants felt that both classroom and text book education was insufficient. While Indigenous people may be considered experts in their own culture, they should not be expected to be cultural experts within their placement organisation. This has occurred when students have been relied upon for ‘emotional work’ or ‘cultural work’ (de Bie et al. 2021). Evidence suggests students are often ‘matched’ to clients or organisations that serve people of the same ethnicity or social location (de Bie et al. 2021;

Gair et al. 2015). This experience was noted by both Aboriginal and other non-Aboriginal students from diverse backgrounds.

E. International Student Placement Experiences in Australia

The increasing number of international students enrolling in qualifying programs provides another development in social work education that needs to be addressed (Goel, Leane & Muncey 2018). There are differences in the experiences of international students when compared to domestic students, particularly where field education poses more challenges than those posed by the academic components of Australian social work degrees (Diamandi, Hudson & Zuchowski 2018; Harris et al. 2017; Koeck & Ottmann 2018). International student exchange is a strategy to engage with the internationalisation agenda (Harris et al. 2017), yet there has been little research into the experiences of international students on placement in Australia (Koeck & Ottmann 2018). Albeit within a small study, Koeck and Ottmann (2018) identify the main challenges as being: language proficiency, cultural difference, social connectedness, discrimination, and Australian workplace culture.

F. Safety for Students on Field Placement

General safety concerns are also flagged. The domains of safety highlighted in the literature include cultural, psychological, and physical safety (deBies et al. 2021; Gair et al. 2015; Gair & Thomas 2008). For example, Gair and Thomas (2008) found that 20% of social work students experienced bullying and harassment while on placement, and 18.5% felt unsafe in their placement organisations. Students also reported feeling intimidated by the power imbalance between themselves and supervisors. The supervisory relationship was highlighted as a key concern throughout the literature (deBies et al. 2021; Diamandi, Hudson & Zuchowski 2018; Gair et al. 2015). These findings raise concerns that field education settings and supervisory relationships do not uphold the profession's code of ethics, specifically pertaining to the ethical principles of respect of persons, social justice, and professional integrity (AASW 2020).

4.2. Tertiary Social Work Programs

Domestic and international literature commonly note the increasing pressure on universities to find suitable field education placements for social work students (Cleak & Zuchowski 2019; Hay et al. 2019; Zuchowski et al. 2019). Responding to the growing pressure from the combined interests of government and the private sector, universities have struggled to balance the critical learning needs of students and accreditation requirements set by the AASW. This is of unique concern in light of the increasingly privatised and economically driven human services sector (Craik 2019; Egan et al. 2018; Vassos 2019). In Victoria, the Department of Health has now implemented a scheme requiring public health agencies to charge universities for student placements in allied health roles, including social work (Hill et al. 2019). User-pay schemes in placements echo wider changes in the education sector, where fee-paying students are now treated as education consumers, driving competition between universities who are seeking to maximise enrolment (Cleak & Zuchowski 2019). University staff in the National Survey of Australian Social Work Field Education programs echoed the issues of a user-pay system, flagging that well-resourced universities are able to 'lock out' competing universities and their students (Zuchowski et al. 2019).

The number of institutions offering undergraduate and graduate social work degrees has increased over the last two decades. Since 2000 the number of AASW accredited programs in NSW has risen from thirteen to thirty (a 131% increase), with the number of institutions increasing from five to eleven (AASW n.d.). These trends follow on the national scale, where programs have increased from thirty-three to ninety-one over the same period (a 176% increase) (AASW n.d.; Cleak & Zuchowski 2019). Student numbers have also been inflated by the increase in international enrolments, fuelled by visa changes with social work being listed on the skilled migrant list as of November 2020 as well as the economic pressure for universities to attract full fee-paying students (Department of Home Affairs 2021; Ta, Ross &

Grieve 2019). University staff also note that they are constrained by placement agencies, who themselves are faced with growing managerial and fiscal pressures (Cleak & Zuchowski 2019). While other avenues are being explored by some universities, staff members are voicing concerns about the decrease in the quality of supervision, as industry partners become less available to provide adequate on-site supervision (Cleak & Zuchowski 2019). The consequences of this increasing trend towards a neoliberal service delivery model within human services include reduced capacity for social workers in placement agencies to provide one-to-one supervision, the preferred standard set by the AASW (Vassos 2019).

4.3. Field Placement Agencies

Overall, the literature provided more perspectives from students and universities than perspectives from placement agencies. However, some academics have focused specifically on field placement agencies, particularly regarding rural areas and international students.

In response to the demand for social work placements in rural, regional, and remote Australia, universities often place students in agencies where no social worker is employed, prompting the need to recruit an off-site social work supervisor to support the student on placement (Jones-Mutton et al. 2015). Mason et al. (2012) mentions that constructing better networks for supervisors is important in rural areas where professional isolation is often a feature of social welfare work. Open and distance learning opportunities, online support and video links into professional development activities provide ways for rural and remote supervisors to connect with others. Jones-Mutton et al. (2015) emphasise that off-site supervision arrangements can achieve similar positive learning outcomes to on-site settings when good contracting, communication, and management are taken into account, introducing the value of social work practice to an organisation.

Research conducted by Ta, Ross & Grieve (2019) shows that placement educators are greatly concerned by the perception that supervising international students requires extra time and effort due to communication and cultural challenges. Even though placement educators are supportive of accepting international students, they call for universities to promote readiness in international students before placement begins (Ta, Ross & Grieve 2019). If placement educators are not provided with the resources to support them to overcome the challenges of their work, biases against international students may develop.

4.4. Social Work in Comparative Nations

Each comparative nation has differing degrees of field education requirements issued by accrediting bodies. There are variations in total hours required and the number of placements needed for completion (see Appendix B).

The Australian social work model could benefit from considering aspects of field education from other countries. For example, though social work education in New Zealand was largely developed as a Western colonial practice, it differs from Australia in that the nation's foundational treaty (Te Tiriti o Waitangi) shaped many aspects of social work education, and provides key principles of partnership, protection, and participation (Beddoe et al. 2018). Unlike Australia, which does not have a treaty in place with its First Nations communities, New Zealand offers courses immersed and grounded in a Maori worldview alongside those more centred on a traditional Western social work degree (Beddoe et al. 2018, p. 309). Although diversity is a defining issue for many students, incorporating a non-Western world view in social work practice and field education in Australia is not yet realised.

A key difference emerging in the UK, specifically England, is that of fast-track programs such as 'Step Up', 'Frontline' and 'Think Ahead'. These were developed to meet the high demands of social workers needed in statutory settings (Laging & Zganec 2021). These two-year

postgraduate courses provide students with a bursary during their studies and guarantee employment in government roles upon completion (Laging & Zganec 2021; MacAlister 2017). Frontline has even integrated a sustainable 21st century social work education model (MacAlister 2017). As the financial impacts of placement have been heavily discussed in this paper, there is value in considering this model for Australian students. This would open possibilities for reform and the redesign of the social work system (MacAlister 2017).

Canada faces some of the same issues as Australia, such as maintaining quality field settings and supervision to provide the required placement experiences. Students in Canada are also facing ongoing financial strains through giving up a portion of their income to support their education and field placement (Wayne et al. 2006, p. 164). As a result, there have been some iconic student-led protests – most notably in Quebec. In 2012 students protested for a total of six months, criticising the spike in higher education fees across the board (International Socialist 2019). In 2018, strikes resurfaced with thousands of students protesting unpaid internships, specifically in health/allied health fields. In particular, the McGill's School of Social Work demanded support from the government for the 800-hour unpaid field placement requirement and argued that social work is a gender-marginalised field (Almahdi 2018; Bryan-Baynes 2018). Although this kind of collective mobilisation and activism from social work students in Australia has not occurred, it may be possible considering the stark parallels in social work field education models.

5. Recommendations

The following recommendations are based on findings from the literature review; these have been curated to align with NCOSS' ongoing work to build the capacity of the social sector workforce.

Recommendation 1: Ensuring financial support is available for all students, expanding eligibility criteria and incorporating an additional supplement for field education students

We recommend that NCOSS advocate on behalf of students and universities to establish a placement supplement available to students who are undertaking placement, recognising the limited opportunity they have to engage in paid work during placements. Current financial support under Austudy and Youth Allowance fails to meet the basic needs of students, with field education limiting ability to supplement these welfare payments with other income, placing students at increased risk of living below the poverty line (Australian Council of Social Services 2019). There is a need to increase the availability and opportunity for a more diverse range of scholarships; merit alone must not be the sole scholarship criteria. Consequently, we also call on universities to explore and expand philanthropic opportunities for student scholarships.

Recommendation 2: Increased collaboration between key stakeholders to provide comprehensive, equitable and sustainable solutions

While there are existing collaboration bodies at national and state levels, there needs to be greater integration of other institutions and agencies in field education planning and collaboration. Existing networks of collaboration need to broaden their scope to encompass the wider Human Services industry, bringing more groups together and providing more diverse and interdisciplinary field education settings (Bogo 2015; Preston, George & Silver 2014; Vassos 2019; Zuchowski et al. 2019). The establishment of a collaborative enterprise should include a committee with representation from university, agency, and student collectives. This collaborative approach will not only benefit the shared understanding of key stakeholders but could facilitate a whole-of-system collaboration that can work to address field education pressures collectively.

Recommendation 3: Review and revise the current curriculum, length, and requirements of placement

Reducing the study load during placement as well as reducing the number of placement hours came through as a strong recommendation (Gair & Baglow 2018; Hodge et al. 2021; Johnstone et al. 2016). Given that the literature was not able to explain the rationale for the mandatory 1000 hours of field education necessary for accreditation, AASW accreditation requirements should be revised to determine how much they can be reduced whilst still providing opportunities to develop core competencies and professional development. In addition, there needs to be flexibility in placement, allowing for sick, personal, and bereavement leave; part-time models; and the potential for paid second placements. These are strategies that can work to address financial distress that students face during placement (Brough et al. 2014). We also recommend a review of field education curriculums across institutions. They should incorporate specific content due to the increased enrolments of international students. For example, the University of South Australia redesigned its curriculum (Diamandi, Hudson & Zuchowski 2018) by adding targeted modules for international students to gain a better understanding of the Australian social work context. These modules focus on the welfare state, the government system, and various funding models.

Recommendation 4: To incentivise training requirements for placement agency supervisors to ensure student safety during field education

A way forward could be incentivising training requirements for placement agency supervisors by reductions in yearly AASW membership costs. We suggest that this could be in the form of AASW approving Continuing Professional Development (CPD) points. Examples of training for field educators could be listed by the AASW, incorporating specific content and workshops in understanding the student experience, particularly in relation to diverse students. Skill developments could also include the introduction of Aboriginal- and Torres Strait Islander-specific course materials, such as cultural safety and anti-racism training (de Bies et al. 2021;

Gair et al. 2015). This is critical as it will enable field educators to provide professional learning environments that are safe for all students, attuned to the unique safety requirements among diverse community groups.

Recommendation 5: Further research into the opportunities and challenges of field education in Australia is required

Future research into field education should be co-designed with students, especially students who face complex issues and barriers during the current field education model. The use of co-designing principles could be extended to other key stakeholders with additional research into field education addressing the opportunities and challenges in a holistic manner. This way forward encompasses and reflects an integrated as well as collaborative approach in addressing the current field placement model for agencies, universities, and students (Preston, George & Silver 2014). Lastly, it is important to understand the changed nature of field placement during COVID-19 and the lasting impacts that can be drawn from this period (Zuchowski et al. 2021). Given that much of the impact of COVID-19 is still unknown, it will be important to research and document as well as give voice to the experiences of students, universities, and field placement agencies throughout the COVID-19 pandemic and beyond.

Conclusion

Social work field education in its current format, whilst beneficial for learning, is no longer fit for purpose. This rapid review identifies pressure points that fall across all three stakeholders: students, tertiary social work programs, and placement agencies. Although attempts to address concerns have occurred sporadically, both domestically and internationally, they have failed to bring about collaboration and cooperation between stakeholders, particularly students. Students must be recognised and treated as stakeholders within the system, and as such, they must be involved in the development of any reforms, with specific space given to students from diverse backgrounds. Further conversations around implementation of the

proposed recommendations is essential to ensure the continued sustainability of social work field education.

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Appendices

Appendix A: Summary of included articles

Publication Year	Australia	Other Nations: UK, Canada, NZ	Database Results: OVID, Informit Online (etc)	Self-identified & Grey Literature
2005				
2006		2		2
2007				
2008	1			1
2009				
2010				
2011	1		1	
2012	1		1	

2013				
2014	1	1		2
2015	2		2	
2016	2			2
2017	1	1	2	
2018	5	3	5	3
2019	6	1	2	5
2020	2			2
2021	2	3	2	3
Sub Total	24	11	15	20
Total		35		35

Appendix B: Comparison of Field Education Requirements

Each comparative nation has differing degrees of field education requirements that include requirements of total hours and the number of placements. Note: Hours are calculated according to an assumption that a 'day' is equivalent to 7.5 hours.

Field Education Requirements in Target Nations

Country	Total hours	No. of placements
Australia - Bachelor	1000 hours	3 (maximum)
Australia - MSWQ	1000 hours	2
Canada - Bachelor	700 hours	1+
Canada - Masters	450 hours (1 yr program) 900 hours (2 yr program)	1+
England	1275 hours + 225 days skills training	2 (including 1 in a statutory setting)
New Zealand	900 hours	
Northern Ireland	1687.5 hours	
Scotland	1500 hours	
Wales	1350 hours	