ALIGNING FIELD STUDENT SUPERVISION TO TRAINING REVIEWS

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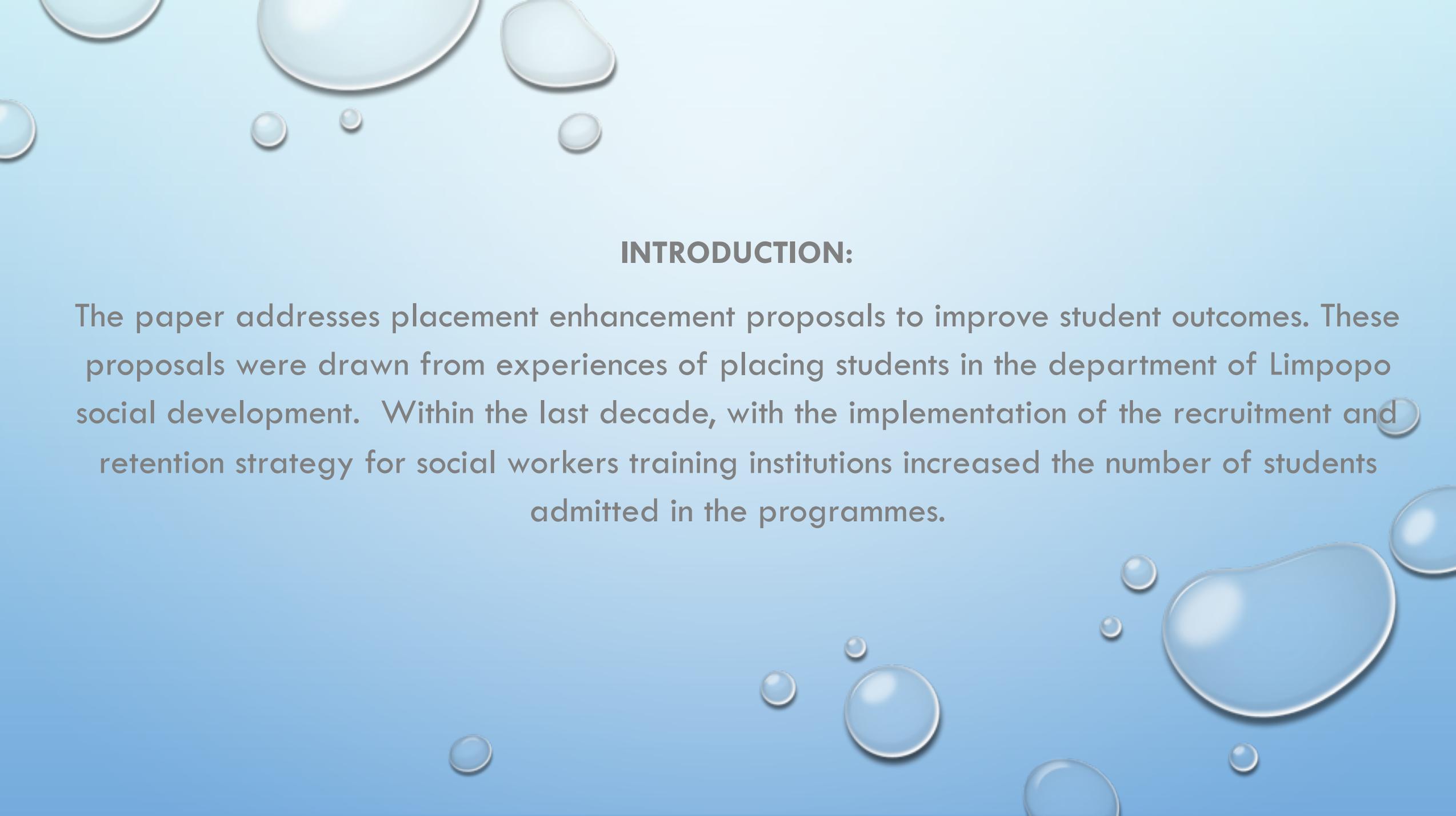
INTRODUCTION:

The paper addresses placement enhancement proposals to improve student outcomes. These proposals were drawn from experiences of placing students in the department of Limpopo social development. Within the last decade, with the implementation of the recruitment and retention strategy for social workers training institutions increased the number of students admitted in the programmes.

Policy Mandates

Supervision Requirements as stipulated in the <u>National Supervision Framework</u>.

Discussion:

The Capacity Of The Social Work Cadre To Respond To And Remain Relevant To Developmental Needs Of The Country Greatly Depends On What Do They "Rehearse" On And Extent Of 'Student Experience' As It Does On Curriculum.

The Extent To Which Agencies Are Able To Offer Adequate Exposure During Placement Affects The Kind Of Graduate That Is Produced.

QUESTIONS TO THE SECTOR:

- Are student placement logistics packaged clearly by and for all stakeholders in the social work profession?
- Are we investing equally to reap the rewards envisioned for the well-equipped professional?
- Should social work students be supervised by agency supervisors who are not social workers?
- What is the social development sector structure and standard for field supervision? Issues of particular concern are role clarification on allocation of resources - *financial, human, infrastructure, material and* time; model for monitoring of placement and

QUESTIONS TO THE SECTOR:

- What communication platforms does the sector have to address challenges around student placement? These platforms should go beyond discussions that are bursary focused but profession focused.
- As we decolonize training what preparations should be made in field to align to "new" focus?
- What resources are needed in order to train students a decolonized, afrocentric focused, indigenized social work curricula?

PAPER PROPOSALS:

SA is a developing country, which gives all the more reasons for more provision of resources for student placement. *e.g* standard stipend and accommodation considerations

Role of other stakeholders:

It is important that the qualification standards for bachelor of social work which were published by the council for higher education in may 2015 be adequately consulted with the stakeholders and finalized.

PAPER PROPOSALS:

Placement Norms and Standards:

There should be placement norms and standards to clarify roles pertaining to allocation of resources - financial, human, infrastructure, material and time.

PAPER PROPOSALS:

Out of the box thinking

Learning lab (lecturing staff, field practice SW and field instructor session with group of students on practicum/ block time.

Universities to budget for labs – lecture room/ office/ meeting room for a specified number of students.

Key Performance Indicator for Measure for the Agency and Social Worker

Introduction of feedback to the stakeholders concerned by the university students and agency serving the area – plough back to communities as per role of coming up with new interventions

Sector value add projects to be identified for final year students.

Stakeholders need to engage in planning the timing of the block placement so that students benefit optimally from the placement

Thank You