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GUIDE LINES

**INTERNSHIP PROCEDURES
FOR THE SOCIAL WORK
UNIVERSITY COURSES
IN ALBANIA**



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GUIDELINES

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SOCIAL WORK UNIVERSITY COURSES
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Social work is a highly demanding profession that relies on an extensive range of skills, a substantial multidisciplinary knowledge base and commitment to a set of humanitarian values. Many of the skills are everyday skills (communication, problem solving, emotional responsiveness and so on), but taken to much more advanced levels. The knowledge base is extensive but of little value if not actually used in practice. Likewise, making a commitment to a value base is not helpful unless the worker is able to integrate those values into their practice in a meaningful way.

A key challenge, therefore, for social work education, is to make sure that the skills, knowledge and values are actually integrated in practice. I have come across a number of students who have been able to write impressive essays about social work skills, knowledge and values, but have really struggled to make use of these elements in actual practice.

This is where internships (or practice placements, as they are known in my country) come into their own, where they have an immensely valuable role to play in promoting high standards of professional practice.

Academic knowledge is essential for good practice, as a certain depth of understanding is needed to manage the complexity that is at the heart of social work, but it is not enough on its own. For example, Neimeyer's (2015) meaning reconstruction theory offers very important insights into what is happening to people when they are grieving, but those insights will be of little value if the worker is not able to make use of them in helping a grieving individual to manage their grief. An internship offers the opportunity to 'try out' the knowledge base, to explore – with appropriate supervision and support – how the knowledge, skills and values can be put to use in real-life situations.

My first book, many years ago, was a collaboration with two colleagues that focused on managing practice placements in order to make optimal use of the learning opportunities available (Thompson *et al.*, 1990). That has since evolved into a much fuller text (Thompson, 2019) that offers guidance on work-based learning more broadly. The message remains the same: effective practice cannot rely on academic knowledge alone; there

also needs to be the development of the capacity to use that knowledge in practice.

A skilled supervisor can allocate appropriate, carefully chosen work tasks at a level suitable for the student's level of development, experience, capabilities and confidence. From the experience of carrying out these tasks, valuable lessons can be learned and useful experience gained. In this way, university-based knowledge can be consolidated, extended and brought to life. It can be "operationalised".

In my published work I have challenged the traditional notion of 'applying theory to practice' which assumes that: (i) we should begin with theory and somehow fit it into the complex scenarios we encounter in practice; and (ii) there is a direct relationship between theory and practice. In its place, I have proposed the idea of 'theorising practice' (Thompson, 2017). This involves starting with practice, an actual encounter with real problems and challenges and then drawing selectively on the relevant aspects of the knowledge base to make sense of what is happening.

Beginning with theory can leave students (and practitioners) confused and overawed by the sheer size of that knowledge base. Beginning with practice, by contrast, enables us to tailor the knowledge to the specific circumstances of the situation (in line with Schön's notion of the 'reflective conversation with the situation'). Internships offer excellent opportunities for this very process of theorising. The more opportunities students have to practise this, the more competent and confident they can become.

It also helps them to understand the role of theory for practice. I have had many conversations over the years with students (and even some experienced practitioners!) prompted by their questions along the lines of: 'Why do we need theory? Why can't we just use common sense?' What they perceive as 'common sense' will often be an (implicit) process of theorising practice (drawing on their knowledge base without realising that they are doing so). Having the opportunity to explicitly theorise practice while being supported by a skilled and experienced supervisor and, from this, come to appreciate the important role of theory is a significant benefit offered by internships.

This report, offering guidance on best practices in developing practice-based learning, is therefore very much to be welcomed, as it offers a helpful framework for clarifying important aspects of the internship process. Effective social work practice requires practitioners who are

not only knowledgeable, but also well equipped to use that knowledge in practice, alongside the requisite skills and values. Internships are the basic foundation of such practice-based learning. They need to be well planned and well managed, and this report should be a great help in making sure this happens.

Neil Thompson

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The **internship** has a central role in the curricular education of future Social Workers. It is amongst the main qualifying steps of the educational process of the students in Social Work. The internship is a guided learning experience in the reality of Social Services that allows the observation and the experimentation of professional social practices. It also offers a qualified understanding of the scientific knowledge in the field of Social Work and the related professional practice. During the activities of the supervised internship, the students acquire the technical skills and the necessary deontological approach to operate in the complex environment of the Social Services; to deliver high standard professional activities; to develop the soft skills necessary to successfully operate in professional teams within complex organizations. All the above facilitates the student's integration in the labour market.

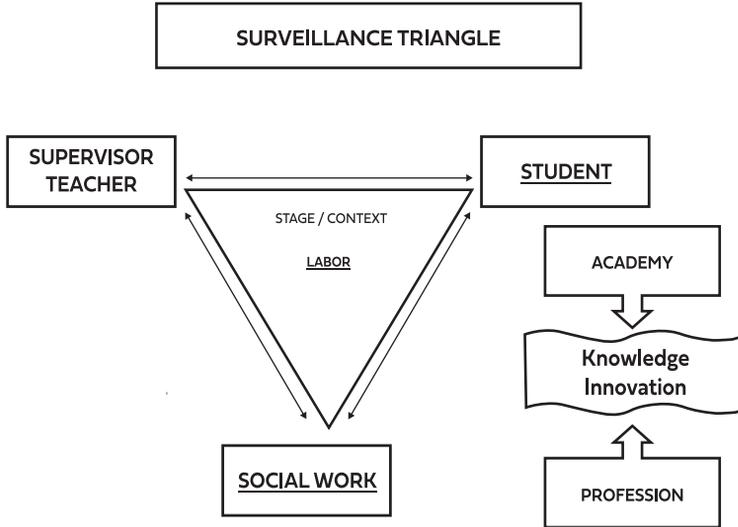
The internship reflects the three phases of each learning process in the field of Social Work: This process is later transformed into professional practices.

– **Understanding:** the phase of understanding deals with the application of social theory to Social Work practices. A theory-based approach is the starting point for the design of social programs and for the professional practices of Social Workers.

– **Integration** is the further step that enables Social Workers to operate within the complexity of social organizations. Incremental levels of integration allow to successfully implement the Social Workers activities through: team-building; respect of the institutional framework and acknowledgment of the relationship amongst the partners.

– **Transmission** occurs when all the partners involved in the activities of the internship accept to reflect on the ongoing professional activities and to discuss the linkages between social theory and Social Workers' practices in a multifaceted social context.

The internship reflects the pedagogical process of mutual sharing of teaching and learning experiences. This process aims to create a scientific dialogue between students, university teachers and social workers and can be represented as a triad (see figure 1) resting on collective work practices.



Source: Ferreira, Pena, Alvarez: 2019

The process is materialized through the systematic meetings between social worker, student intern and teacher of the teaching discipline.

It is clear now how reductive it is to limit reflection and the definition of *observation* on single and separate dimensions, losing sight of the procedural dimension and the strong interactivity between its components. The practice is not reduced to a simple knowledge of social reality but it is closely linked to the processes of social change (hopefully) in their more positive sense.

The internship enables students to match their own choices and to experience the use and transformation in practice of theoretical, methodological and relational skills with the necessary ethical implications. It allows students to analyse the social processes and phenomena, to relate with the complex situations of marginality and to improve the capacity of comprehending the individuals, their life stories and their contexts.

The students begin to build their professional identity when they face up with consolidated experienced professionals.

The internship activates the process of individual learning in the professional role by combining theoretical and methodological content with practice. The objectives shall be focused on:

- the knowledge of the normative and political framework and the organization of social services
- the comprehension of the characteristics of the territory and the network system;
- the understanding of situations that represent social fragility;
- the gradual acquisition of technical-operational skills to develop the aid process.

Four areas of learning can be identified:

1. To acquire the ability to work according to the professional ethics (in accordance with the principles and foundations of the profession);
2. To acquire capacity to operate within an organised system (which requires knowledge of the service and the reference territory);
3. To acquire gradual capacity to develop aid processes;
4. To experience the method of Social Diagnosis. Assessment as an ongoing process, which is participatory, seeks to understand the service user and his/her situation and sets a basis for planning how change or improvement can be achieved (Coulshed and Orme 2012).

These four points are supplemented by the acquisition of skills in the management and in the appropriate use of the ICT. Indeed, in many fields of knowledge and work, social work including, ICT proves to be a key tool for learning but also for the working process, representing one of the essential added values of the same T@sk project.

The internship activity is carried out by public, private and third sector institutions from the national regions or from abroad (countries with recognized programs of collaboration between universities). It is realized by the guide of the social worker supervisor and the internship teacher, through study activities, experimentation and intervention documentation. The experience is supported by moments of reflection in the classroom.

The professional internship is the intersection field between three different systems that participate in various ways in its definition and implementation: University, the Hosting public or private Institutions and the professional community.

The internship is a resource for every involved system. A close relationship with the host institutions and a precise planning of the contents ensure an adequate context to carry out a quality internship.

Dynamic Workflow & Preparatory Meeting

The theme of the internship has been repeatedly discussed between the T@sk Project partners, the definition of these guidelines being the result of an incremental and collective work.

Step 1. From January 28th to February 1st 2019 – Training Session in Elbasan: speeches by each partner, debates and round table to present the respective traineeship models and to define a “supervision model” and a first draft of the internship guidelines (see annex 1).

Step 2. March, 27th 2019, Florence – Meeting for the preparation of the form to be sent to the Albanian partners for the collection of data relating to current internship practices.

Step 3. From September 19th to September 30th 2020 – Sending the questionnaires and subsequent collection, analysis and reflection on the data.

Step 4. From 7th to 8th October 2019, Lisbon – Internship Procedures Meeting (see annex 2). The morning of the 7th was dedicated to insights and clarifications with the Albanian partners on the state of the art; on 7th afternoon and 8th morning there was a detailed presentation of the internships at the universities of Lisbon, Madrid and Florence to analyze the internship systems and to identify the necessary points for writing the guidelines.

Step 5. From November 2019 to January 2020: P7 OAS (lead partner of the WP 2.4) with the support of the University of Florence continues the work for the preparation of the first draft of the guidelines with reference to the indications of the European partners.

1. LEGISLATIVE FRAMEWORK

The international framework can count from decades on authoritative references.

We briefly mention the best known ones:

2018 – *Global Social Work Statement of Ethical Principles*, adopted at the General Assembly of IASSW on 5th July 2018 in Dublin, Ireland.

(<https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>)

(<https://www.iassw-aiets.org/wp-content/uploads/2018/04/Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1.pdf>)

2004 – *Global standards for the education and training of the social work profession*, adopted at the IASSW and IFSW General Assemblies in Adelaide, Australia in 2004.

On 18 March 2019 the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) have initiated a joint process of reviewing and updating the Global Standards for Social Work Education and Training.

(<https://www.iassw-aiets.org/global-standards-for-social-work-education>)

(<https://www.iassw-aiets.org/wp-content/uploads/2018/08/Global-standards-for-the-education-and-training-of-the-social-work-profession.pdf>)

1999 – *Joint Declaration of the European Ministers of Education*, convened in Bologna on 19 June

(http://www.magna-charta.org/resources/files/BOLOGNA_DECLARATION.pdf)

1990 – *Convention on the Rights of the Child*, adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989, entry into force 2 September 1990, in accordance with article 49

(<https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>)

1967 – *Declaration on the Elimination of Discrimination against Women*, adopted by the United Nations Member States. The *Convention on the Elimination of All Forms of Discrimination against Women* was adopted by the General Assembly in 1979

(<https://www.ohchr.org/Documents/Events/WHRD/WomenRightsAreHR.pdf>)

1948 – The *Universal Declaration of Human Rights* was proclaimed by the United Nations General Assembly in Paris on 10 December 1948

(<https://www.un.org/en/universal-declaration-human-rights/>)

1.1. State of the Art

E-Social Work or Digital Social Work:

During the COVID-19 period, the world faced a health crisis, but also a social crisis. We have seen great difficulties in the social sector not so much in terms of political or institutional capacity, but essentially at the level of adapting the methodology of intervention in Social Work and at the level of teaching methods, particularly in the area of practical training (curricular internships). Reflecting on the preparation of human resources in the social area, it is necessary to promote the formation of minimum digital and technological skills in the study plan in Social Work, which allow to respond to the emerging social historical contexts, facilitating on the one hand telework and on the other hand the guarantee of a social response to all citizens in need.

The incorporation of technologies in Social Work training is linked to the need to develop technology-based interventions that respect the links between social actors and users and the emerging ethical dilemmas. E-Social Work can be understood as a field of social action in which subjects, communities and groups have needs, and it is possible to develop intervention programmes, develop research projects and design public policies to meet them. It comprises online research, therapy (individual, group and community dynamics), teaching and training of social workers and monitoring of Social Work training programmes.

The systems resulting from the digitization processes must be dynamic and proactive as intelligent decision support systems that help us to deal with problems quickly and efficiently, giving us analyses, courses of action, anticipation of tasks to be developed, action plans and new perspectives for the future.

It is also important to introduce the concept of virtual agent and its interaction through the mobile device and also through a user-friendly interface with different software applications that will provide a personalized service for the user.

Beyond these very recent and urgent needs, to date Elbasan, Shkoder and Tirana universities refer to the law 82/2015 on higher education that provides regulations for study programs.

Specifically, for practice-related procedures:

Elbasan University refers to Decision No 41 dated 28.01.2018, on the Elements of Study Programs offered by the Institutions of High Education. It is stipulated that “Formative activities that characterize one study program, consist on teaching components and on other activities, such as professional practice, field practice or internship in public or private subject”.

Shkoder University refers even to Directive No 29 dated 10.09.2018 of Albanian Ministry of Education, Sport and Youth, “On the Teaching Load of the Academic Staff of the Institutions of High Education” that gives the following indications: 1 day (5 hours) per week the students have to do practice in a social care institution. For 20 students it is foreseen an academic supervisor that leads them during the practice.

Tirana University refers to The Law “On Order of Social Workers” that sets up the restriction of having 3+2 years education in social work so as to achieve license as a social worker (for the future social workers) and it is foreseen a total number of 700 hours for the internship.

There is a very general description of the internship activity and there is not a specific reference to the Social Service curriculum degree in the national law; each university refers to different decrees of the Ministry of Education. *It could be useful to identify and propose a set of rules that can be adopted and help to overcome the university’s current legislative gap.*

1.2. Guidelines and indicators

Indicators: Accurate legal references.

1.3. Summary Box

THEME/TOPIC	A) STATE OF THE ART	B) GUIDELINES
<p>1.1. Higher Education Acts comparison</p>	<p>Elbasan: Decree No. 41 of 24/01/2018</p> <p>Formative activities, that characterize one study program, consist on teaching components and on other activities, such as professional practice, field practice or internship in public or private subject.</p>	<p>Identify and propose a set of rules that can be adopted and can help to overcome the university's current legal gap.</p>
	<p>Shkoder: Decree No. 29 of 10/09/2018</p> <p>The internship is organised in the following way: 1 day (5 hours) per week students have to practise in a social care institution. For 20 students it is foreseen an academic supervisor that leads them during the practice.</p>	
	<p>Tirana: The law on the order of social workers foresees a total number of 700 hours for the internship.</p>	

2. PREPARATION

2.1. State of the Art

– *University regulation on curricular internships: year of studies in which it is recommended to insert the activity and the number of credits.*

Each University has a regulation on curricular internships for Social Work where formal requirements are defined.

In the 1st and/or 2nd year introductory seminars and meetings for the trainees with social service representatives are organized. The preparation of students for the internship is done by the lecturer and the social service professionals of the host institution.

Students of the 3rd year (senior students) could also be involved in the presentations for junior students of the institutions where they have done their own internship.

In the 3rd year students have to accomplish field experiences. The field work is conducted in a public or private body where social work is performed, and an experienced social worker takes the role of supervisor.

The criteria for selecting social workers responsible for instructing the students are determined on the basis of professional performance and experience, according to indicators defined by each university. The most appropriate social worker for guiding students during the internship is the lecturer that has a wide experience in the social work field.

– *Defining or updating the Academic protocol model for the enrolment of internship of the host institutions: from the compilation of an updated list of trainers.*

Each University has a protocol model to be established with the host institution of the internship. It is signed by the Rector and the Director of the host institution at the beginning of the academic year. In Shkoder there is no protocol for the public hosting bodies.

Host institutions are selected considering the services they provide and on the basis of the professional input they can give to students.

- *Internships' objects, tasks and aims formulation: definition of*
 - a. *a synthetic explanatory information articulated on the 3 points to be disseminated through institutional sites (dedicated web page);*
 - b. *the signing of a summary document on the three points by the trainee student and the internal and external tutors*
 - c. *the establishment of an archive of internship opportunities where all the presentation forms of each host institution are collected, each form must clearly contain all the useful information to understand which aims and through which tasks the activity is carried out.*

There is a specific syllabus for internship, where the aim, topics to focus on, responsibilities of pedagogical staff and professional supervisors are defined. This syllabus is connected to the professional courses and to the specific focus of the program.

Objects, tasks and aims are related to the university knowledge that the student has acquired, according to the level and year of completion of the practice. During the academic training students take various courses where they get knowledge on social work organization; on social services by age group: for children, youth and the elderly; working with the individual, group and community; social work at school, with family, health services. Before beginning the experience of the internship students are also encouraged to do volunteering activities¹, as a way to introduce them on the social work practice.

– *Acknowledgment of students' interests: preliminary collection of the interests of each student through an online questionnaire and / or orientation interview about the internship.*

Whenever it is possible, students' interests are taken into account at the time of the internship assignment.

During the preparation in the classroom, they can reflect and propose the social institution where they want to do the internship. Otherwise, it is the lecturer who helps them to choose the host institution.

¹ Please note that this practice is suggested and supported only by certain Albanian universities, in particular the university of Shkoder.

– *Application of ICT skills acquired during T@sk project training sessions: starting from an extensive use of the university website for promotional activities and/or information regarding internships.*

The pedagogical process of monitoring the internship can now use new technologies (starting from Moodle (*Modular Object-Oriented Dynamic Learning Environment*) that is a free open source software package designed to help educators) as a platform not only to share information, but also to interact and/or to promote a “supervision 4.0”. All of this is to allow students and trainers to completely take advantage of the resources and pluses offered by ICT, in particular in a country in transformation and full of challenges for social workers such as Albania today.

2.2. Guidelines and indicators

Indicators:

Number of hours/ Credits of the internship.

Continuity of the experience.

Use of ICT skills for promotional activities and/or information regarding internships.

Accurate formulation of internships’ objects, tasks and aims.

Definition of standards to select social services professionals.

Definition of standards to select host institutions.

Number of supervisors with social worker degree.

Definition of a protocol model.

Presence or absence of a support staff that elaborates formal internship agreements/protocols.

2.3. Summary Box

THEME/TOPIC	A) STATE OF THE ART	B) GUIDELINES
2.1. Hours/credits of internship for Bachelor course in Social Work	Elbasan: 450 hours of internship, evaluated with 18 credits, distributed in 3 years. I and II year: 1 day / week x 15 weeks (<i>Seminar in auditorium: 1 hour / week x 15 weeks / semester = 15 hours</i>) <i>Internship in institutions: 4 hours)</i> 150 hours + 150 hours III year: Internship in Institutions 8 weeks 150 hours	<p>The internship's number of hours range should be minimum 400 h maximum 750 h.</p> <p>The internship experience should be continuative in order to help the understanding of the relationship between theoretical and practical knowledge, i.e. Internship should be planned in a dedicated period of the academic year.</p> <p>The 3rd year of internship should be longer in order to identify better and acquire experience of a social intervention process.</p> <p>Before starting the on-field experience, it is recommended to provide the students with a presentation of the main goals and practices of the host institution.</p> <p>The internship should foresee both the group work and individual experiences.</p>
	Shkoder: 29 weeks of activities concentrated in the 3 rd year.	
	Tirana: 60 days/400 hours of practice starting from the 2nd year concentrated in the 3 rd and 4 th semester (the students have to attend two full days of practice placement).	
2.2. Academic protocol model	<p>The Universities of Elbasan and Tirana have a protocol model established with the host institution of the internship. It is signed by the Rector and the Director of the host institution at the beginning of the academic year.</p>	<p>* All Partners should have an Internship protocol model contracted by the University and the host institution.</p> <p>** Each University should have at least an administrative staff unit to support and elaborate procedures and formal internship agreements.</p>
2.3. Selection of host Institutions	<p>Host institutions are selected considering the services they provide and the professional input they can give to students.</p>	<p>Definition of standards to select host institutions. Supervisors should be social workers.</p>
2.4. Internships' object, tasks and aims formulation	<p>There is a specific syllabus for internship, where it is defined the aim, topics to focus on, responsibilities of pedagogical staff and professional supervisors. This syllabus is connected to the professional courses and to the specific focus of the program.</p>	<p>Each partner should have at least one Lecturer/Academic Staff dedicated to the internship; a scientific advisor for defining internship contents and aims/ purposes, also for a better student involvement.</p>

THEME/TOPIC	A) STATE OF THE ART	B) GUIDELINES
2.5. Internship students' preparation	The internship student's preparation is jointly done by the academic supervisors and the social workers of the host institutions.	Definition of standards to select social workers who cooperate with the University for the preparation of the students. Definition of the content of student's preparation involving some supervisors of the host institutions in order to share what is expected from host institutions and what is expected from the university. Definition of the preparation process.
2.6. Acknowledgment of students' interests	If possible, students' interests are taken into account at the time of the internship assignment.	A guidance interview is strongly recommended to better combine possible internships with students' needs and aspirations.
	The three partners are improving their ICT skills as task of the Project.	Wide use of ICT skills.

3. DEVELOPMENT

3.1. State of the Art

– Presentation of a Code of ethics to be shared and signed by trainees and trainers.

The ethical dimension plays an important role in the internship and it is fronted during different courses. Also, the supervisors of the social care institutions explain the ethics, rules and obligations of the institutions. They refer to the ethic code of that institution. One of the responsibilities is that students should act ethically and manage all the information according to ethical principles.

A code of ethics is shared and signed by the trainees and trainers before the internship starts.

– Clear definition of the work triad – student, academic tutor, external tutor – by filling in a special form signed by the three subjects, summarizing tasks and duties assigned to each.

An academic supervisor (lecturer) is foreseen to supervise a group of maximum 20 students. He has continuous communication via e-mail or phone call with the institutional supervisors of the students in the social care institution. He undertakes meetings in the host institutions too (maximum 3 meeting with students in the internship institutions). If any problems occur, students may contact the supervisor and the academic supervisor lecturer or contact by email the base unit/department.

– Establishment of a support office that guarantees the daily and constant presence of at least one reference person/contact person in case of problems during the internship.

From an administrative point of view, the interaction and support offered by the tutor is a strong indicator of students' performance. It would be important to ensure its integration in the guidelines.

Indicators:

Accurate documents on internship.

Use of ICT skills to promote the documents.

Definition, presentation and systematic use of a Code of Ethics to be shared and signed before the internship.

Presence of a reference person/contact person in case of problems during the internship.

Organization of meetings before the start of the internship between the students and their tutors to illustrate the aims of the internship and to share and sign some documents (the code of conduct/the summary document, a form summarizing tasks and duties assigned to student, academic tutor, supervisor).

3.3. Summary Box

THEME/TOPIC	A) STATE OF THE ART	B) GUIDELINES
3.1. Code of Ethics to be shared and signed by trainees and trainers	The main reference is the Global Social Work Statement of Ethical Principles (2018).	Definition, presentation and systematic use of a Code of Ethics to be shared and signed by trainees and trainers before the internship.
3.2. Internship Triad's tasks and responsibilities		Clear definition of internship triad's tasks and responsibilities: a. student b. academic tutor c. external tutor
3.3. Problems management	If there is any problem, students can contact the supervisor and/or the academic supervisor lecturer. They can also communicate (by email) with the departments, such as "base unit".	It is recommended to guarantee a support office (with at least one unit of reference staff) that: – offers daily assistance and the possibility of constant contact in case of problems during the internship; – works with the tutor/lecturer on the scientific activity.

4. IMPACT AND EVALUATION

4.1. State of the Art

- Plan and schedule a Training program for social workers receiving students;
- Provide formal meetings aimed at promoting collaboration, training, recognition between University and supervisor of the host institution;
- Internship and Diploma Supplement: registration and tracking of the experience;
- Definition and use of an Internship hour control form;
- Inclusion (among the tasks of the internal tutor) of a specific support activity for the student's production of the internship report, providing at least three preliminary training meetings on the * data collection, * critical analysis, * clarification of the critical points and strengths and revision of the final draft.

Impact and Evaluation

a. Perception of the student

Before starting the internship, students are given a Student's Guide of internship which explains the objectives and contents of the traineeship and the instructions to write the final reports.

A task of the internal tutor is also a specific support activity for the student's production of the internship report.

Each student has to complete some documents during and at the end of the internship:

- an internship hour control form with the description of the date of internship and of the activities that he/she has done in the institution, signed by the supervisor at the end of the Internship;
- a logbook (diario di bordo) that helps to keep track of the internship experience in an organized and comparable way (Bini 2003 and 2018);
- a final descriptive and reflective report on the experience.

b. *Perception of the services*

University and supervisor of the host institution: collaboration, training, recognition.

A good relationship between university and host institutions is a prerequisite for a quality traineeship.

As stated in the “Global standards for the education and training of the social work profession” (2004) it is important:

- to plan co-ordination and links between the university and the field placement setting;
- to provide orientation for fieldwork supervisors and their participation in curriculum development;
- to provide the fieldwork supervisors with an instruction manual that explains the fieldwork standards, procedures, assessment standards/criteria and expectations.

The University provides formal meetings to promote the collaboration, training, recognition between University and supervisor of the host institution.

Students work under the supervision of experienced practice placement supervisors.

Host institutions are selected based on the services they provide and on the possibility of these institutions to host students during the internship. The geographical location of the accommodation should be close to the native city of the students.

The articulation between professor and supervisor during the internship process is face to face, via e-mail or phone call contacts. For any needs arising, the university professor is ready to respond and meet the supervisor and the student.

There are no specific written recognitions for the supervisors. Instead, there is a good practice of inviting them as assistant-lecturers at the courses which are very professional and practical. They are also invited to participate in scientific conferences and professional trainings organized by the university for free or at a lower cost.

c. *Evaluation*

As stated in the “Global standards for the education and training of the social work profession” (2004) it is necessary to promote a partnership

between the university and the agency in the evaluation of student's fieldwork performance.

The internship is evaluated:

- In Uni-Tirana 70% of the grade is decided by the supervisor in the institution and 30% of the grade is decided by the academic supervisor; for the final report the supervisor and the student have to complete a template that explores 6 areas.
- In Uni-Elbasan the evaluation of the internship is done by the team, and the internship project is also decided by them. The evaluation for the 1st and 2nd year is done by the academic supervisor. The Department has to prepare an evaluation form for the 3rd year internship: 70% of the grade is decided by the supervisor in the institution and 30% by the academic supervisor.
- In Uni-Shkoder 90% of the grade is decided by the internship teacher and 10% by the supervisor.
- *Internship and Diploma Supplement: registration and tracking of the experience*
- In the university of Shkoder and Tirana the internship is part of the diploma supplement.

4.2. Guidelines and indicators

Definition and use of a Student's Guide.

Introduction of hour control form and logbook.

Presence of a specific support activity for the student's production of the internship report (number of tutoring/support activities meetings).

Introduction of questionnaires to periodically detect the level of students' satisfaction.

Presence of an experienced supervision (number of classroom meetings with an academic supervisor – presence of an academic supervisor to receive students).

Definition of standards to select the field instructors (supervisors).

Number of supervisors with social work degree.

Define a model to give recognition to the supervisors in the host institution.

Plan of a training program for social workers receiving students.

Presence of an evaluation form.

Use of the university website to promote:

- the list of the documents for the final evaluation;
- the evaluation form.

Registration and tracking of the experience (diploma supplement).

4.3. Summary Box

THEME/TOPIC	A) STATE OF THE ART	B) GUIDELINES
4.1. Definition and use of a Student's Guide	<p>Before starting the internship, students are given a Student's Guide of internship. (Tirana)</p> <p>Before starting the internship, students are given benchmarks to support the preparation of their internship report. (Elbasan).</p>	<p>Before starting the internship, students are given a Student's Guide of internship which explains the objectives and contents of the traineeship and the instructions to write the final reports.</p>
4.2. Definition and use of an Internship hour control form	No (Tirana) Yes (Elbasan Shkoder).	Introduction of hour control form and logbook.
4.3. Student's production of the internship report	A task of the internal tutor is also a specific support activity for the student's production of the internship report.	Inclusion (among the tasks of the internal tutor) of a specific support activity for the student's production of the internship report.
4.4. Perception of the student		Introduction of monitoring tools (such as regular observation, questionnaires, interviews, focus groups...) to identify the level of student's satisfaction.
		Periodical supervision of the experience.

THEME/TOPIC	A) STATE OF THE ART	B) GUIDELINES
<p>4.5. Field Instructor's (Supervisor's) Selection Criteria</p>	<p>Students work under the supervision of experienced practice placement supervisors.</p> <p>Host institutions are selected based on the services they provide and the possibility of these institutions to host students from a professional field.</p> <p>They should be geographically near the native city of the students.</p>	<p>Definition of standards to select the Field Instructors (Supervisors).</p>
<p>4.6. University and supervisor of the host institution: collaboration, training, recognition</p>	<p>The University provides formal meetings to promote the collaboration, training, recognition between university and supervisor of the host institution.</p> <p>The articulation between the Professor and the Supervisor during the internship process is face to face, via e-mail or phone call contacts.</p> <p>For any needs arising, the university professor is ready to respond and meet the supervisor and the student.</p>	<p>A good relationship between university and host institutions is a prerequisite for a quality traineeship.</p> <p>As stated in the "Global standards for the education and training of the social work profession" [2004, See annex 3] it is important to provide fieldwork supervisors with an instruction manual that explains the fieldwork standards, procedures, assessment standards/criteria and expectations.</p>
	<p>There are no specified written acknowledgments to the supervisors, but there is a good practice of: considering some of them as assistant-lecturers (invited) at the courses which are very professional and practical; inviting them to participate in scientific conferences with reduced costs; inviting them in trainings organized by university in specific practice fields for free.</p>	<p>University should give recognition to the supervisors in the host institution.</p>
	<p>No training programs for supervisors.</p>	<p>University could plan and schedule a training program for Social Workers receiving students.</p>

THEME/TOPIC	A) STATE OF THE ART	B) GUIDELINES
<p>4.7. Evaluation</p>	<p>Tirana</p> <p>70% of the grade is decided by the supervisor in the institution and 30% of the grade is decided by the academic supervisor.</p> <p>The evaluation of their performance is based on evaluation of defined areas by the practice placement supervisor.</p>	<p>As stated in the "Global standards for the education and training of the social work profession" (2004) it is necessary to promote a partnership between the university and the agency in the evaluation of student's fieldwork performance.</p> <p>The final evaluation should include the presentation and the discussion of a final report by the student.</p>
	<p>Elbasan</p> <p>The evaluation for the 1st and the 2nd year is done by the academic supervisor. The Department has prepared an evaluation form for the 3rd internship: 70% of the grade is decided by the supervisor in the institution and 30% of the grade by the academic supervisor.</p>	
	<p>Shkoder 90% of the internship teacher and 10% of the supervisor.</p>	
<p>4.8. Internship and Diploma Supplement: registration and experience tracking</p>	<p>In the University of Shkoder and Tirana the internship is already part of the diploma supplement.</p>	<p>It is recommended to all the partners of the internship to become part of the diploma supplement.</p>

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ANNEX 1

GLOBAL STANDARDS FOR SOCIAL WORK EDUCATION AND TRAINING by IASSW-AIETS

See: <https://www.iassw-aiets.org/global-standards-for-social-work-education-and-training/>

Monday, 18 March 2019

IASSW and IFSW to update Global Standards for Social Work Education and Training.

The International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) have initiated a joint process of reviewing and updating the Global Standards for Social Work Education and Training.

The current version of the Global Standards for Social Work Education and Training document was adopted at the IASSW and IFSW General Assemblies in Adelaide, Australia in 2004. Over the last fifteen years this document has served as an aspirational guide setting out the requirements for excellence in social work education.

However, the social work education and practice landscape has changed significantly since 2004. The adoption of a new Global Definition of Social Work in July 2014 and the publication of the updated Global Social Work Statement of Ethical Principles last year require the Global Standards for Social Work Education and Training document to be also reviewed and updated in order to reflect broader changes and recent developments in global social work. These developments also include the role of social work in supporting bottom up development to meet the aspirations of the SDGs, ensuring countries that are new to social work to have global peers to support the advancement of social work education free from colonial influences and creating platforms for indigenous social workers to shape curricula and relevant courses.

For this purpose, the two organizations have created a joint task group comprising the IFSW Interim Global Education Commission and IASSW's Global Standards Taskforce.

Professor Vasilios Ioakimidis, Chair of IFSW's Interim Global Education Commission mentioned: *I am delighted that we have established this joint initiative to update and enhance the Global Standards for Social Work Education and Training. All parts of the social work profession need to work together to increase our capacity in facing the increasing threats to human rights and wellbeing. Both IFSW and IASSW are committed to facilitating an extensive and inclusive consultation with social work educators, practitioners' experts by experience and trade unionists. Establishing global standards that prepare graduates to achieve the profession's mission (or values) and enact on the professions policies and principles will result in a significant positive impact on the lives of millions. The joint IFSW and IASSW approach for social work education should be a dynamic process that takes into consideration the most recent global developments in the social work profession while appreciating the diverse political, historical and cultural contexts within which future generations of social workers will be educated.*

Professor Dixon Sookraj, Chair of IASSW Task group stated: *I appreciate the honour of working with colleagues at the IASSW and the IFSW to undertake this critical task of updating the Global Standards. We will inevitably face challenges similar to those of our predecessors who developed the original standards. They include the task of maintaining a delicate balance between detailing unifying themes and allowing sufficient flexibility to ensure relevance to local-level social work education and practice. I look forward to the ongoing dialogue and consultation with colleagues across the globe. They will serve as critical sources of information to aid in strengthening the document, and enhancing its utility as a critical resource for promoting social work education across the Globe,*

Global Standards – Press Release IASSW and IFSW

Global Standards for Social Work Education and Training

The Global Minimum Qualifying Standards Committee was set up as a joint initiative of the International Association of Schools of Social Work

(IASSW) and the International Federation of Social Workers (IFSW) at the joint IASSW/IFSW Conference in Montreal, Canada in July 2000.

Please click here to view: [Global standards for the education and training of the social work profession](#)

The final version of the Global Standards for Social Work Education and Training was adopted by IASSW and IFSW at their General Assemblies in Adelaide, Australia in October 2004.

Vishanthie Sewpaul who was Chair of the Global Standards Committee writes:

We are indebted to our international colleagues for their responsiveness and engagement in making the Global Standards for Social Work Education and Training possible. We are particularly indebted to all those colleagues who translated the document into several languages. The idea of Global Standards was conceived well before my entry into it through the visionary leadership of persons such as Lena Dominelli who was Chair of what was then called the Global Qualifying Standards Committee from January 2000 until January 2001, when I was appointed as the chair. On first hearing about the possibility of formulating global standards for social work education and training I was appalled by what I thought to be a far too presumptuous and ambitious project. I immediately questioned its potential to reinforce Western imperialism and hegemonic discourses and expressed my reservation about getting engaged in such a process. I was told that as I was aware of the complexities of such an initiative I would be well suited to approach it with the kinds of sensitivities that was required.

I entered the terrain by beginning dialogue with members of the Global Standards Committee and with as many colleagues across the world as possible. I initially asked colleagues what they thought about the idea of developing global standards, what might be its potential advantages and disadvantages, what should constitute the contents of such a document, should it materialize. To my surprise, I found that the majority of colleagues were in favour of developing global standards. Their recommendation, I thought, was 'a tall order' that such a document that details certain universals be sufficiently flexible to be applicable to any context and allow for interpretations of locally specific social work education and practice. Having obtained the mandate to continue with such an initiative, on the

input of the Committee and colleagues, a review of available national and regional standards and a review of literature a first draft was produced in January 2002. Various consultative processes, all of which are detailed in the Global Standards document, and several reviews later culminated in the document that was adopted at the General Assemblies of IASSW and IFSW in Adelaide in October 2004, with the proviso that the concerns of social pedagogues should be incorporated into in the document, with the social pedagogues providing the language to embrace their concerns. When the social pedagogues provided such a language they insisted that all reference to “social work” should read as the “social work profession.” Thus, the final document refers to: “Global Standards for the Education and Training of the Social Work Profession.”

Despite the flaws inherent in the process of representation the document, which has been developed through an inclusive process as possible, does represent, to the best of our ability, the views of IASSW and IFSW membership. While the vision of global standards was initially conceived by IASSW and IFSW leadership, its substance was determined by a broad constituency. The document is not intended to be a finite, static end product and in the interests of deepening our commitment to social justice, human rights, inclusivity, international dialogue and responsiveness to service users we have to consistently question the value of what we are doing and how we are doing it. Thus, there is a call for our colleagues across the globe to critically engage with the document, assess its relevance for their particular historical, socio-economic, political and cultural contexts and engage in cross national and cross regional dialogue about social work education and practice. The Global Standards have stimulated a great deal of debate as seen in the number of publications related to it. See for example, the special themed issue on Global Standards in Social Work Education, Volume 23, No. 5, October 2004 and the International Journal of Social Welfare, Volume 14, No. 3, July 2005. Interesting debates continue. For example, I was recently asked to write a response to a paper written by two UK colleagues for the International Journal of Social Welfare regarding the applicability of the international definition of social work and the global standards to the Chinese context.

IASSW Global Standards Taskforce – TOR Update Dec 24 2019

ACRONYMS

ER	Electronic Repository
HEI	Higher Education Institutions
ICT	Information and Communication Technologies
IASSW	International Association of Schools of Social Work
IFW	International Federation of Social Workers
LMS	Learning Management System
OAS	Ordine Assistenti Sociali of Tuscany Region
OJS	Open Journal System
SW	Social Work
WP	Work Package

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