**Title: Codesign of a social work field education placement: Collaboration between students and supervisors.**

Introduction. The arrival of the 2020 pandemic significantly reduced the availability of social work, field education placements, and higher education institutions struggled to secure enough placements to meet student demands. Inability to undertake a placement would significantly disrupt students’ progression. One possible option was for social work academics to offer students research placements within their already established research teams. Another option was for individual social work academics to create a research placement. This paper presents the experience of two, social work students undertaking a ‘specifically-designed’ social work, research-based, field education placement.

Aims. To provide two, social work students with a research-based, first placement that met prescribed learning areas.

Methods. The ‘placement design’ was a collaborative one led by the students’ interests and individual learning goals – the broad theme was an exploration of media representations of youth involved with the youth justice system.

Results. Both students successfully completed the field-education placement, concluding that the placement though ‘unconventional’ had met their individual learning goals as well as challenging them and expanding their knowledge of social work. .

Discussion. Students valued participating in an inter-disciplinary team which better reflected a more typical field education placement that enhanced learning opportunities and enriched the research. A key strength was the student-focussed, weekly sessions that brought together all students undertaking research-based placements enabling them to discuss difficulties and celebrate successes with fellow students in a supportive and non-threatening environment.

However, on-line placements can be interpersonally intense, and frustrations may arise during collaborative work heightened by working virtually, requiring strong communication skills to navigate any difficulties that occur. For students on research/less traditional placements, the standardised assessment framework could inhibit learning and increased flexibility or direction would benefit students.