



MA and BA Social Work

Practice Learning Guidance
2017 / 2018

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UCLan Mission Statement

WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO DEVELOP YOUR POTENTIAL

We value and practise equality of opportunity, transparency and tolerance.
 We strive for excellence in all we do: locally, regionally, nationally and internationally.
 We work in partnership with business, the community and other educators.
 We encourage and promote research, innovation and creativity.

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to:

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.

1. Introduction to practice learning

1.1 Welcome to the course

Practice learning is a central and core component of social work education and the School of Social Work warmly welcomes all of those involved with it. You will find here guidance for key people involved in practice learning on the BA (Hons) and MA Social Work programmes: this includes students, practice educators, academic advisors, placement providers and practice supervisors. The guidance should be read in conjunction with information found on the practice learning website (external viewers) and Blackboard (students).

http://www.uclan.ac.uk/schools/social_work/facilities_resources.php

1.2 Rationale, aims and learning outcomes

All students who are training to be registered social workers are required to complete practice placements. The placement element of the social work programme has been structured in line with requirements and guidance from The Health and Care Professions Council (HCPC), The Quality Assurance Agency (QAA) and The College of Social Work (TCSW – now closed). Key documents have been included as Appendices (1, 2 & 3) for further reference. Social work practice is complex and thus placements should be an opportunity for students to develop their knowledge, skills and values and build on their learning within the taught elements of the programme. Students will be assessed holistically across both placements and will be expected to develop generic practice skills applicable to all areas of specialist practice once they are qualified.

Students undertake a first placement of 70 days and a 100 day final placement. BA students go out on placement in semester 1 and MA students go out in semester 2. This pattern has enhanced the number of good quality placements available to the programme and ensures continuity for agencies (Appendix 4). The School of Social Work at UCLan is able to provide practice placements in a broad range of different types of services and settings. This provides some flexibility in matching student learning needs.

Longstanding and effective partnership arrangements underpin the organisation and delivery of practice placements. The university works closely with a wide range of agencies from the Third and Statutory sectors and values highly its working relationships with practice colleagues. Practice colleagues are regularly involved in other aspects of the School's activity, including involvement with admissions, teaching, assessment, suitability and fitness to practise procedures, preparation for employment, programme management and research. The Greater Lancashire and Cumbria Social Work Education and Training Network (SWETN) supports the overall strategic coordination of practice placements in the sub region and discusses issues relating to programme planning, placements, quality assurance and strategy. In this way, the SWETN ensures effective deployment, delivery and review of practice learning provision and social work education.

Placement patterns are reviewed at the sub-regional level of the Social Work Education & Training Network, supported by local universities and partner agencies who work strategically together to ensure a planned approach to practice learning.

1.3 Practice Learning Team

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Administrative support via Angela Harrison and Ayesha Mulla at SPLearning@uclan.ac.uk	splearning@uclan.ac.uk
Practice Learning Team Postal Address	School of Social Work, Care and Community Harrington Building, 3 rd Floor University of Central Lancashire, Preston. PR1 2HE

2. Preparation for Practice Learning

2.1 Suitability for Social Work

As part of the Admissions process, all students are considered in relation to their suitability for social work education and training. The School Suitability Panel, chaired by a member of the Senior Management Team and attended by agency colleagues, makes decisions according to agreed criteria. Once on the course, students then complete annual declarations of on-going suitability. It is the responsibility of each student to notify the School of Social Work of any changes. Suitability includes: criminal matters; disciplinary matters; protection of children and people that use services; health; residency and previous training.

2.2 Disclosure and Barring Service (DBS)

Please read this section of the handbook very carefully, irrespective of your criminal record/barring status. As this course will involve regular access to children and/or vulnerable adults students will be required to obtain an Enhanced Disclosure, including checks on both children's and adults' barring lists, from the Disclosure and Barring Service (DBS).

Having a DBS check

All students embarking on placements must apply for a DBS check through the University. This is an essential process to meet the requirements of agencies accepting UCLan social work students on placement. To allow enough time for responses from the DBS, you will receive an email invitation to complete an online application for a DBS check prior to you starting your course.

In order to ensure that the application process runs as smoothly as possible, and that there are no delays processing your DBS application, you will need to bring the correct documentation to Brook Hub, Room 204, Brook Building to enable the admin team to verify your identification within the first two weeks of starting your course. You will be provided with information about accepted identity documents for DBS applications, or for further information go to the web site www.gov.uk/DBS

It is the student's responsibility to ensure that they apply for a DBS certificate when instructed to do so. **Failure to do so will result in a delayed placement and may be deemed unprofessional behaviour.** Students will be assisted to complete a DBS application during the induction period.

All students will have been screened using the Declaration of Suitability process prior to being formally accepted upon the social work programme. It is important that you notify us if your status has changed in the period between application and enrolment, as discrepancies between your original declaration and the result of your DBS check will be referred to the Suitability Panel.

Students will be required to produce their Disclosure Certificate for scrutiny when requested by the Practice Learning Team, placement settings, or at any other relevant time. It is the student's responsibility to safeguard their certificate and ensure that it is available for scrutiny during the full period of the programme. In the event that a certificate is lost the student will be required to apply for a new certificate, and this may result in delayed start to placement.

Each student will complete an annual Declaration of Suitability at the point of re-enrolment. Students returning from a period of absence will need to apply for a new DBS certificate.

If the DBS status changes

It is the student's responsibility to inform their academic advisor and course leader immediately (verbally and in writing) if their Disclosure status changes, or if police investigations are proceeding, at any point during the duration of the course and a decision will be made as to whether the student may remain on the programme. If students are found not to have disclosed any changes to their Disclosure status, they will be required to leave the programme.

DBS and placements

- No student will be permitted to commence a placement, until they have had their DBS certificate verified and agreed as being appropriate for social work training.
- Where students have offences or bars recorded on their DBS record, the Practice Learning Team will be required to share details of these with prospective placement agencies. This will be done anonymously at first: the student's name will only be shared if the agency is considering offering a placement to that student. The agency may wish to invite the student for a meeting to discuss their DBS status further.
- Agencies reserve the right not to accept students. Students who have offences or bars on their DBS certificate are advised that in some circumstances, it may take some time to find a placement for them. Exceptionally, it may not be possible to find a placement. Where this situation arises, the student will be informed and counselled with a view to pursuing an alternative course of study. In very exceptional circumstances, a student's DBS certificate may be returned with 'additional information'. In such circumstances the School may be unable to allocate a practice learning opportunity.
- Students are required to take their DBS certificate to the pre-placement meetings, to show to their practice educator and have this available for further inspection should the agency require it at a later date.

2.3 Assessed Readiness for Direct Practice/Final Placement

Before commencing a practice placement, all students will be assessed for readiness for direct practice. On BA Social Work all students will also be assessed for readiness for final placement. Please read the respective course handbooks for details of this process.

3. Allocation of Practice Placements

Practice placements are co-ordinated by the Practice Learning Team in partnership with colleagues in agencies. Students are placed in a wide range of practice settings including fieldwork, residential, day care, community settings, health centres or hospitals and may be in the Third or Statutory sectors. Agencies offering practice learning opportunities are also spread across a wide geographical area in the North West. Students will have different practice experiences in the first and last placement; the final placement must prepare students for the statutory aspects of a social worker's role.

3.1 Identifying Placements

If students or academic advisors have information about potential placements (that are not part of our existing placement pool) they should discuss these with the Practice Learning Team. If appropriate they will liaise with agency staff and assess these as potential placements to be added to the placement pool. If a student is offered a placement (e.g. by a friend / family / agency) the student must advise them to direct the offer back through their agency placement coordinator. **Students must not approach agencies directly themselves and are not permitted to arrange their own placement.** The reason for this is to ensure objectivity of assessment, equity for all students and is in accordance with local protocols with agencies. This is standard practice on all Social Work Programmes.

3.2 Allocation Information

Students are required to complete a profile to inform placement allocation. The profile is sent to placement providers. The purpose of the profile is to capture useful information to inform the allocation process and introduce the student to a potential placement. It is important for students to advise the Practice Learning Team of relevant information; this can be documented either on the profile or via direct communication.

Please note: Some placements require a car driver and are not able to take students who do not drive and do not have access to a car. In order to ensure that an appropriate allocation is made, students are asked to indicate clearly whether or not they drive and have access to a car **with appropriate business insurance** for their placement. It is becoming increasingly difficult to identify final placements, particularly in the Statutory sector, for non-car drivers.

- Students will be allocated according to the criteria set out in The College of Social Work's Practice Learning Guidance Placement criteria document (edref9) http://cdn.basw.co.uk/upload/basw_50014-7.pdf
- Students will be invited to express a broad preference of service area for their final placement. This will be taken into account amongst other factors.
- Wherever possible, the Practice Learning Team will strive to place students conveniently in relation to their place of residence. We try to ensure that students will not normally have more than 1 hour travelling time each way (including on public transport). However, where students choose to live significant distances from Preston, this cannot be guaranteed. In some cases where we cannot allocate in the student's area of residence we will consider placements near the student's university campus as a fair allocation.
- Students in receipt of a bursary receive a fixed contribution towards their placement travel expenses from their term time address to the placement agency. Students not in receipt of a bursary may have access to a travel allowance for this purpose. Students will be required to cover any additional costs incurred in travel to and from placement themselves, such as travel and appropriate car insurance. Owing to the variation in student and placement location from year to year, it is not possible to estimate these costs. However normally over two placements the travel allowance is expected to cover the majority of these costs. It is an expectation that the agency offering the placement

will normally contribute towards the in-placement travel costs incurred while carrying out placement duties.

Applicants should consult the NHS/BSA website for further information

<http://www.nhsbsa.nhs.uk/Students/1224.aspx>

- Students are not permitted to undertake out of area placements. The 'area' refers broadly to the North West of England.
- Students should not be placed in any setting where a fair and objective assessment may be compromised. Students must make the Practice Learning Team aware of any potential conflicts of interest. Depending upon the circumstances, this may not necessarily preclude the placement; however students **MUST** make the team aware of any instances where their assessment may be compromised.
- In order to assist with appropriate allocations students should advise the Practice Learning Team if they are or have been service users in a particular agency. Where this is the case, students are advised also to discuss this with their academic advisor.

3.3 Allocation Process

The following principles underpin the allocation of student placements. They have been devised to ensure that procedures are transparent and to enable reasonable adjustments to be made where appropriate.

The allocations are made on the basis of the information provided by the student on their placement allocation profile and information on any documentation relating to disability or specific learning support needs. The Practice Learning Team take into account both student circumstances and agency requirements.

Student circumstances to take into consideration at allocation	Requirements of the placement to take into consideration at allocation
Specific disability requirements	
Specific health issues	
Significant carer responsibilities	Some agencies require students to work hours outside of the usual working pattern of 9am to 5pm.
Specific cultural considerations	
Use of car or public transport	Some agencies, particularly Local Authority teams, require the student to have access to a car with business insurance.
Residence during the placement	Students are normally expected to travel no more than one hour (by car or public transport) from their place of residence or university campus.
DBS status	Agencies will be informed of DBS status and reserve the right not to accept certain profiles.

Additional skills (e.g. additional language skills)	Some agencies are only able to offer a placement to students with specific language skills e.g. British Sign Language.
Age	Some agencies operate a minimum age requirement e.g. Care Standards in relation to residential care of young people.
Gender	Some agencies specify a particular gender e.g. a women's' refuge.
Student's previous allocations or work experience	The allocated placement should offer appropriate learning opportunities.

3.4 Querying the Allocation

Although the Practice Learning Team strive to offer placements near to home and within a setting the student has indicated interest in, it is not always possible to do that. Students are advised to approach the Practice Learning Team in the first instance if they think there has been an error in the allocation (for example if they are allocated a final placement that is very similar to the first placement). Where errors have been made the Practice Learning Team will reallocate.

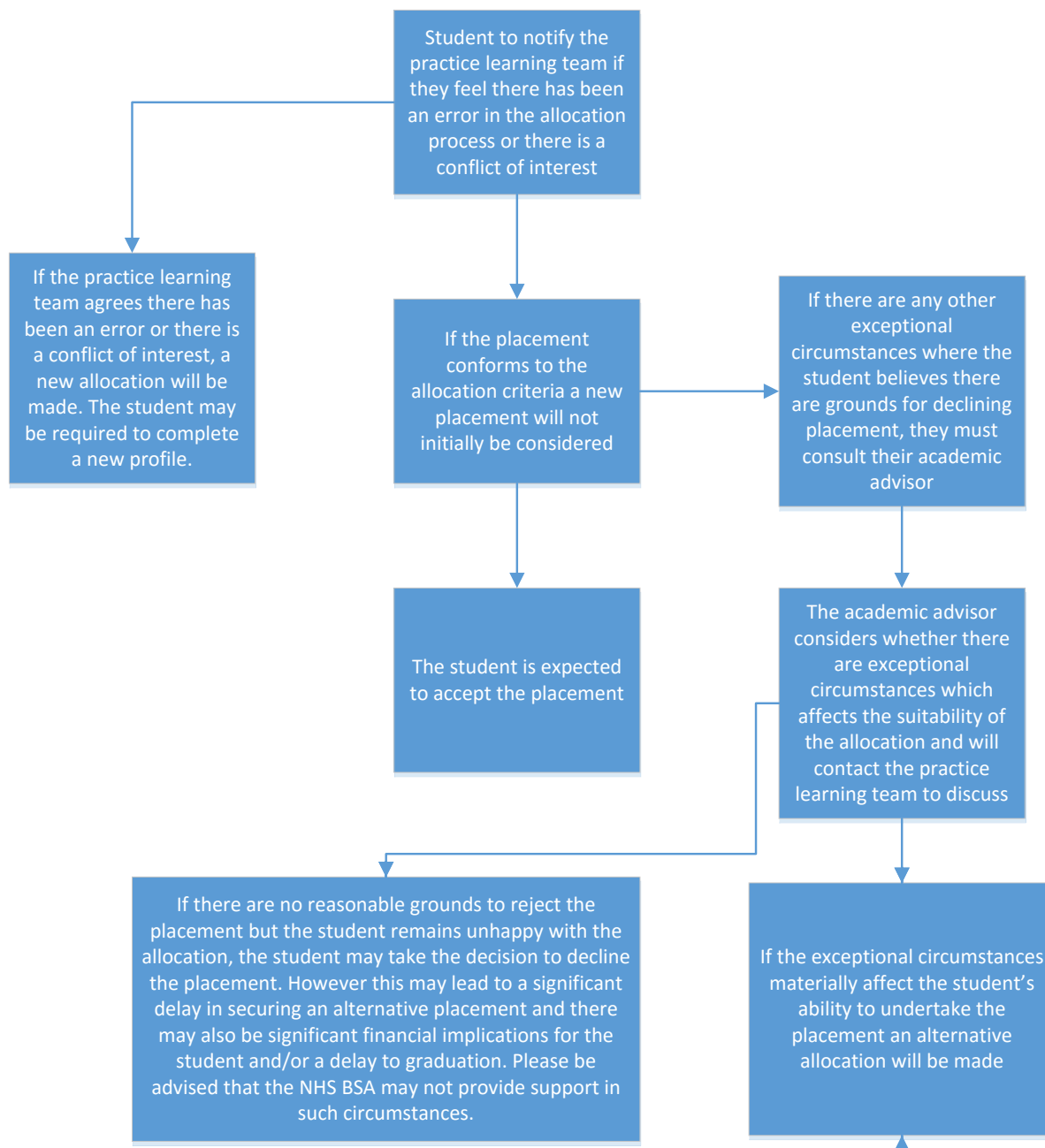
Students may express a preference to work with a particular service group but be allocated a different type of placement. In these circumstances students are reminded that the social work award is generic and therefore they need to demonstrate capability in a range of settings. Although they may not consider it ideal initially they may find that it is an area of work that they are suited to and will go on to have very rewarding, valuable and transferable placement experience.

It must be noted that the world of social work is changing and the Third Sector increasingly provides services, both statutory and non-statutory. The majority of first placements will take place in the Third Sector. This is a standard situation in social work education across the country. Final placements may take place in third sector organisations but must provide experience of statutory interventions.

Students must accept placement offers unless there are exceptional and specific reasons not to. Under no circumstances should students express their dissatisfaction directly to the agency. The flowchart below details the process a student may follow if they are unhappy with the placement allocated. Students should always consult their academic advisor in the first instance as they have vast experience of placements and may be able to offer information and reassurance.

Many students will feel apprehensive when they receive their placement allocation. The pre-placement meeting is a good opportunity to find out more about the placement and it is our experience that students feel less anxious after the meeting.

Process map: student expressing concerns about the allocated placement.



4. Commencing Placement

4.1 Roles and Responsibilities

The roles and responsibilities of key participants in social work practice learning are outlined below.

Service Users and Carers

Service users and carers are the most important of all the groups involved in the practice learning process. Their permission must be sought to allow the student to carry out their practice learning with them. The views of service users and carers must be sought by practice educators throughout the placement to aid the student's learning. Placement documentation supports the involvement of service users.

Students

Students need to familiarise themselves with the expectations of the organisation and ensure they have an appropriate induction, which will include health and safety information and procedures. It is the student's responsibility to familiarise themselves with these so they can work within them. Students must check whether they are required to have any vaccinations prior to the placement beginning.

Students are expected to be proactive in the learning process and to take responsibility for their own learning. This includes sharing information about their learning and support needs (including disability).

Students need to behave in a professional manner and be aware of their student role when representing the agency. They are expected to dress appropriately on placement and in accordance with agency expectations. If they are unsure about this, they should check with the practice educator at the initial visit.

Whilst on placement time spent with service users will inevitably be time limited. Students need to give careful consideration to how they enter and exit from people's lives. The first priority on placement must be to ensure that the wellbeing of service users is paramount.

Confidentiality in practice settings relating to service users, carers and other professionals is of vital importance and will be discussed in depth at induction and throughout training. The "Consent Form" (Appendix 5) which asks students to confirm that they agree to this will be required at the start of the programme. It is expected that students will adhere to agency and University procedures with regard to confidentiality and make sure they do not breach confidentiality at any time, including in the submission of assignments and portfolios.

Students need to demonstrate competence and capability on placement, which includes making links between social work theory, ethics, values and practice.

Students need to attend placement on the required days, at the agreed times as documented in the Practice Learning Agreement. If students are absent from placement for any reason they must inform the agency and practice educator without delay. Students must also inform their academic advisor. All students are required to attend for the number of days specified and any days missed, for whatever reasons, must be made up. As “call in days” are integral parts of practice learning and development, these must be attended and will be counted as placement days. Students are responsible for submitting completed calendars to the university at the end of the placement. These must be signed and verified by the practice educator.

Students are normally required to work agency hours, which usually means office hours (minimum 9am - 5pm). Some placements require students to be available outside of these hours (e.g. evenings and weekends). Students are expected to be free to work the hours any full time worker in the agency would work.

At any time during the placement if the student has concerns, these should be raised, in the first instance with the practice educator, (see flow chart). Students may also seek support from their academic advisor.

The student should familiarise themselves with the whistle-blowing procedure. The complaints procedure is also available in this handbook. Students should consider options carefully and seek support and guidance from their academic advisor. Complaints are taken very seriously by agencies and should be based on specific evidence.

It is recommended that students enter into their mobile phone ‘ICE’ and store emergency contact details under this name. The emergency services now look for the ICE contact in your phone.

Practice Educators.

All students are allocated a named and appropriately qualified practice educator, who is responsible for formal supervision and coordination of the placement. In instances where the practice educator is off site, the student will be allocated a named practice supervisor for day to day support and mentoring. Students are supernumerary and are based in placement settings to learn about the role of the social worker and be assessed at the level appropriate for their placement (see Student Social Worker Levels Professional Capabilities Framework in Appendix 1).

The College Of Social Work: Practice Educator Professional Standards (PEPS)

These standards came into effect in October 2013, and are minimum requirements. All practice educators of social work students must be registered social workers.

Stage 1

Practice educators at this stage will be able to supervise, teach and assess social work degree students up to but **not including** the final assessment prior to qualification. At this stage they **may contribute to the last placement but not take full responsibility for assessment** or act as the practice educator on a day-to-day basis. Exceptions are made when the stage 1 educator is working towards gaining stage 2 by supervising a final year student.

Stage 2

Practice educators at this stage will be able to supervise, teach and assess social work degree students up to and **including the last placement**. In effect, these practice educators will have the authority and capability to recommend, on the basis of appropriate evidence, that the social work students are fit to practise at the point of qualification.

Some of the key roles for Practice Educators include:

- Providing an appropriate level of support, taking into account the challenging nature of the work and the individual needs of the student.
- Drawing up the Practice Learning Agreement and identifying appropriate learning opportunities throughout the duration of the practice experience.
- Informing the student of any required vaccinations the student may need to have prior to the commencement of the placement.
- Providing a range of appropriate learning opportunities for the student; for supervision, teaching, support, advice and guidance.
- Taking a holistic approach to the assessment of students. The practice educator will need to seek evidence of the integration of skills, theory, ethics, values and practice. It is essential, for example, that students are required to demonstrate that they not only know about a range of social work methods and theoretical approaches, but that they can select and make skilled use of them in practice.
- In assessing students, practice educators should capture the views of service users, colleagues and other relevant professionals to help them form their eventual recommendation.
- Ensuring that the requisite number of direct observations of practice takes place and that they complete the required paperwork to enable the student to submit their portfolio within a week after the end of the placement.
- Practice educators' contributions are central to review meetings. Practice educators are responsible for completion of their sections of the portfolio documentation. At the end of the placement the educator will make a clear statement of capability and verify the evidence in the student portfolio.
- Notifying the academic advisor if/when students are experiencing difficulties. Should a practice educator have serious concerns about a student (that may lead to termination of a student's involvement in the Social Work Programme) they need to raise these concerns immediately, follow procedures and provide information to assist in decision making.

Practice Supervisors

Students may have a practice supervisor in addition to a practice educator. These supervisors will be responsible for the day to day practice of the student and allocation of opportunities for the student to experience, develop and demonstrate capability within the parameters set by the Practice Learning Agreement. They should participate in pre-placement and placement review meetings and contribute towards the assessment of the student.

Should a practice supervisor have serious concerns about a student (that may lead to termination of a student's involvement in the Social Work Programme) they need to raise these immediately and provide information to assist in decision making.

Academic advisors

Academic advisors have an important role in preparing students for their practice placement experiences and also supporting them through the period of the placement. They are an important link between the university and placement agencies. For more complete details about the extensive role of the academic advisors see School of Social Work Care and Community: Guidance and Support for academic advisors.

Some of the key roles for academic advisors include:

- The academic advisors will be involved in facilitating discussions needed to complete the Practice Learning Agreement.
- The academic advisor will facilitate placement meetings and assist in the setting of new goals if a need for change is identified.
- Academic advisors will have two face to face contact meetings with the practice educator and student. One meeting will usually take place at the agency and the other may take place in the university, depending upon the circumstances. The first meeting should take place early on, but no later than 20 working days from the start of the placement. The meeting should focus upon the extent and appropriateness of the practice learning opportunities and ensure that all aspects of the Practice Learning Agreement are in place. The second meeting is expected to take place at midpoint.
- Where difficulties arise the academic advisor will assist all parties in working together to achieve a resolution of problems (see flowchart). The academic advisors would normally draw up an action/development plan in collaboration with all parties. In the event of serious difficulties arising on placement, it is the academic advisor's responsibility to refer to the Practice Issues Panel where the matter will be considered in full. **
- At the end of the placement the academic advisors will read the portfolio and liaise with the student if further work is need on the portfolio. The academic advisors will also mark the academic work associated with the placement, which gives the grade for the placement module.

** Where the academic advisor is not available, the Practice Learning Team should assist.

4.2 Practice Learning Documentation and Process

EVENT	NOTES
<p>Pre-placement Meeting</p> <p><i>Associated documentation=</i> <i>Pre-placement check list</i></p>	<p>The purpose of the pre-placement meeting is:</p> <ul style="list-style-type: none"> • For the agency to decide whether the student is suitable for the placement based on their skills and professional presentation • To clarify expectations of the student whilst on placement and outline learning opportunities • To make sure the student's individual needs are discussed and the learning environment can take them into account
<p>Practice Learning Agreement (PLA) Meeting</p> <p>Attended by:</p> <ul style="list-style-type: none"> • Student • Academic Advisor • Practice Educator • Practice Supervisor <p><i>Associated documentation=</i> <i>Practice Learning Agreement</i></p>	<p>The PLA meeting is held to complete the PLA document, which confirms expectations for the placement and considers factors such as health and safety, insurance and induction. The PLA also considers the student's learning to date, professional development and learning needs. The document ought to be completed very early in the placement.</p> <p>It is the student's responsibility to set up the PLA meeting by liaising with their Academic Advisor, Practice Educator and Supervisor (as applicable). The PLA document will be initially completed at the meeting but ought to be continually reviewed throughout the placements and amendments made as required.</p> <p>For further information refer to the Practice Learning Guidance.</p>
<p>Full induction to the placement</p>	<p>Although this occurs in the first few weeks of placement elements are to be reviewed as appropriate throughout the placement</p>

<p>Supervision</p> <p><i>Associated documentation= Supervision Record</i></p> <p><i>Plus optional documents supervision agreement, supervision agenda</i></p>	<p>The student is to receive the equivalent of a minimum of one hour formal supervision with their PE per five placement days.</p> <p>The supervision notes are not to be included in the portfolio but to be kept safe in case needed at a later point. The Record of Supervision is to be included in the portfolio.</p>
<p>Critical Analysis of Practice (CAP)</p> <p><i>Associated documentation= Critical Analysis of Practice 1, 2, 3, as appropriate</i></p>	<ul style="list-style-type: none"> • First placement students are to submit 3 templates (70 day placement). • Final placement students are to submit 2 templates (100 day placement). <p>These templates are to be shared with the Practice Educator in supervision sessions as appropriate. The aim of the CAPs is for the student to consider all stages of the social work process, the service user perspective, legislation and theory that underpin practice, and to reflect and evaluate.</p>
<p>Observations of Practice</p> <p><i>Associated documentation= Observations of Practice</i></p>	<p>There is no upper limit to the number of observations that can be undertaken however :</p> <ul style="list-style-type: none"> • First placement students are to submit 3 observations (70 day placement). • Final placement students are to submit 4 observations (100 day placement). <p>To reflect the breadth of social work practice a range of experiences can be observed and one observation may be in a multi-professional meeting or other professional setting; the other observations need to include engagement with service users.</p> <p>The Practice Educator may delegate one observation to an experienced member of staff where appropriate.</p>
<p>Service user feedback</p> <p><i>Associated documentation=</i></p> <p><i>Optional template for service user feedback</i></p>	<p>Feedback from service users must be obtained regularly during the placement and the student must reflect on this. Feedback can be verbal, non-verbal or written. Feedback must be obtained after the observations and the Practice Educator and student must consider how additional regular feedback is to be obtained.</p>

<p>Prior to the midpoint review</p>	<p>Before the midpoint review the student must complete at least one Critical Analysis of Practice, one observation and obtain feedback from service users and colleagues. Section 1 of the midpoint development plan is to be completed by PE and student before the review meeting.</p>
<p>The Midpoint Review Meeting</p> <p>Attended by:</p> <ul style="list-style-type: none"> • Student • Practice Educator • Academic Advisor • Practice Supervisor <p><i>Associated documentation= Midpoint Development Plan</i></p>	<p>The midpoint review is an opportunity to review the PLA and consider the student's development. The development plan records specific planned development opportunities for the remainder of the placement and may also contain a formal Action Plan if necessary (to be reviewed within a specified timescale).</p>
<p>The Final Review</p> <p>This is a meeting between the Practice Educator, Practice Supervisor and student.</p> <p><i>Associated documentation= Final Report</i></p>	<p>The student is to present the portfolio contents to the Practice Educator (see below) The final report document is to be completed and agreed.</p>
<p>QAPL Evaluation</p> <p><i>Associated documentation= Instructions for QAPL</i></p>	<p>Quality Assurance for Practice Learning – Completion of the Evaluation Survey is compulsory and is to be completed by PE and student. This is completed separately (follow the link on the instructions) and can only be seen by the Placement Team, who use this information and feedback to improve placement experience. The student should show the PE their receipt for completion of the Evaluation.</p>
<p>Portfolio contents emailed to PE for verification</p> <p><i>Associated documentation= Final Confirmation Email template</i></p>	<p>The student should email all completed portfolio contents to the PE. The PE responds, sending the documents back with a covering email to the student, (see template) copying in the Academic Adviser and splearning.ac.uk, to confirm that this is the original and agreed material.</p>
<p>The student submits in a portfolio:</p> <p>Submission of portfolio via Turnitin no later than one week after the placement ends</p>	<ul style="list-style-type: none"> • The placement calendar • A confidentiality statement relating to how the material within the portfolio has been anonymised • The Practice Learning Agreement • Observations of practice (3 for first and 4 for final placement) • CAP (3 for first and 2 for final placement) • Midpoint Development Plan

	<ul style="list-style-type: none"> • Supervision Record • Printed receipt QAPL Student Placement Evaluation document. • Printed receipt QAPL Practice Educator Placement Evaluation document • The final report • Verification email from PE <p><i>No other documentation is to be included in the portfolio. However it is advised that documentation relating to the placement such as supervision notes should be kept for a period of time securely as they may be requested by the university at a later date.</i></p>
<p>The Academic Advisor confirmation</p> <p><i>Associated documentation= Portfolio feedback sheet</i></p>	<p>The student's Academic Advisor will read the material in the portfolio and either:</p> <ol style="list-style-type: none"> a. Confirm it as satisfactory and provide feedback to the student via Turnitin <p>or</p> <ol style="list-style-type: none"> b. Pass the material back to the student for further work to be undertaken, agreeing a completion date for the portfolio, which will normally be 10 working days

4.3 Assessment of Practice Learning

The ultimate aim of assessment in social work education is to ensure that students who obtain the degree in social work are highly qualified and have achieved standards consistent with those set out by the Health and Care Professions Council and The College of Social Work. The following principles apply:

- On-going assessment throughout the placement is essential to build on strengths and identify areas for development.
- The assessment process and judgement must be trustworthy, reliable and transparent.
- Social work practice is a complex activity and the assessment is to focus on the interplay of knowledge, skills and values in holistic practice.
- The Professional Capabilities Framework (PCF) has nine domains which are interdependent and overlap. They are to be drawn upon collectively. The PCF domains are not to be seen as separate units to be individually evidenced (see appendix 3).

- The HCPC Standards of Conduct and Ethics for Students and the Standards of Proficiency should also be drawn upon (see appendix 1).
- The assessment must take into account feedback from service users, carers, colleagues and other professionals.
- Students and practice educators must provide sufficient evidence to justify the recommendation made to the Assessment Board at the end of each period of assessed practice.
- The placement itself is deemed PASS or FAIL, and an associated academic assessment will provide the grade for the placement module. Both aspects must be satisfactory for the module to be passed.

4.4 Attendance and Absence from Placement

Attendance

Students need to attend placement on the required days, at the agreed times as documented in the Practice Learning Agreement. Punctuality is essential. If students are absent from placement for any reason they must inform the agency and practice educator without delay. Students must also inform their academic advisor. (See below).

All students are required to attend for the number of days specified and any days missed, for whatever reasons, must be made up. As call in days are an integral part of practice learning and development, these must be attended and will be counted as placement days, if evidence is provided that the student is in attendance.

Students are normally required to work agency hours, which usually means office hours 9am - 5pm. Some placements require students to be available outside of these hours (e.g. evenings and weekends). Students are expected to be free to work the hours any full time worker in the agency would work.

Absence

All students are required to attend for the number of days specified and any days missed, for whatever reasons, must be made up. Any absences must be recorded on the calendar and submitted with the portfolio to the social work office at the end of the placement.

Absences of more than 3 days must be reported to the student's academic advisor. **Absences of more than 5 days must be supported by a sick note.**

If a student has a prolonged absence from placement the student must liaise with the practice educator and academic advisor prior to returning to placement. Students may be required to provide evidence of medical clearance before returning to practice learning. It is good practice to consider if the Practice Learning Agreement requires amendments. For extended absence the case must be referred to the Practice Issues Panel.

5. Quality Assurance of Placements

The programme has longstanding relationships with placement providers and has systems in place to assure effective approval and monitoring of all placements. This is supported at a strategic level via the sub-regional SWETN, which ensures that the QAPL tool is used by all stakeholders in the region as a process to audit and evaluate placements. Placements are approved via the QAPL audit process. This normally involves a visit to the agency to carry out the audit. Audits are updated formally on a regular basis, normally every three years. Additionally however, academic advisors visit placements twice per placement and are able to pick up any issues as they arise.

The health and safety of students in practice settings is a core consideration of both the programme and agency placement providers. Prior to the placement the QAPL audit process is used to ensure that practice placement have clear health and safety policies in place. Students will be advised if they are required to have any specific vaccinations prior to commencing placement. In certain circumstance it may be necessary to carry out additional risk and safety assessment, for example, if a student has a particular health condition or is pregnant.

Placements are evaluated via an online QAPL process at the end of each placement, by students, practice educators and academic advisors. The Practice Learning Team strive to secure good quality practice learning opportunities and rely on this feedback. Students are required to be accountable for their opinions and should think about how they express these. As developing professionals, it is important that student evaluations are honest and balanced. Evaluation questionnaires are submitted to the Practice Learning Team who monitor issues raised and provide feedback to agencies. Where issues of concern arise, the team will organise a visit to the agency to discuss and action plan the issue where appropriate.

Placement coordinators work closely with the Practice Learning Team at the university, meeting regularly to discuss allocations and review the last cycle of placements. Good working relationships underpin all of these processes. Workshops are held for practice educators and coordinators ahead of each cycle of placements, to provide important information and updates to practice educators, as well as to further develop and cement relationships with the university.

If a student has any concerns during the placement they should raise this immediately. Students should not wait until completing the evaluation questionnaire to express concerns.

6. Addressing Concerns and Difficulties

If any party has a concern they should raise this immediately. Do not delay in addressing concerns in the hope that the problem will resolve itself. A range of support is available to assist students and practice educators and this should be utilised to address any concerns or difficulties. In the first instance students and practice educators should discuss concerns together. Academic advisors and the Practice Learning Team are also available for additional support.

In the case of any concern, the following is advised:

- identify and share the concern
- draw up an action plan to outline targets, responsibilities and support

- set a review date
- record and agree the plan
- formally review and record the outcomes

Where a concern is considered by the practice educator as relatively minor or manageable, the academic advisor need not attend a meeting but should be kept informed and sent a copy of the plan and the review.

Where concerns are significant or ongoing, a concerns meeting **must** be held, attended by student, practice educator and academic advisor. The academic advisor should support and monitor this process. If necessary a placement may be suspended until a meeting can be held.

Whilst taking into account service user safety and agency accountability, a concerns meeting must offer the chance of an action plan which is **recorded and reviewed** formally, in order to give the student every chance of improving their practice. During the remaining time left on placement regular reference to the detail of the action plan must occur so that all parties are aware of the progress or response required towards the agreed outcomes. In accordance with fair assessment principles, a student should receive clear indications of whether they are on track to pass the placement or not. Exceptionally at a concerns meeting a decision may be taken that the placement cannot continue, and the meeting may conclude that the placement is terminated. A placement should not be terminated without a concerns meeting. In all cases reasons for termination should be fully recorded.

Additional support can be provided by the Equality and Diversity Mediation Team or the Practice Learning Team members. Both teams are available to provide informal advice through telephone or email contact and can also attend meetings if appropriate.

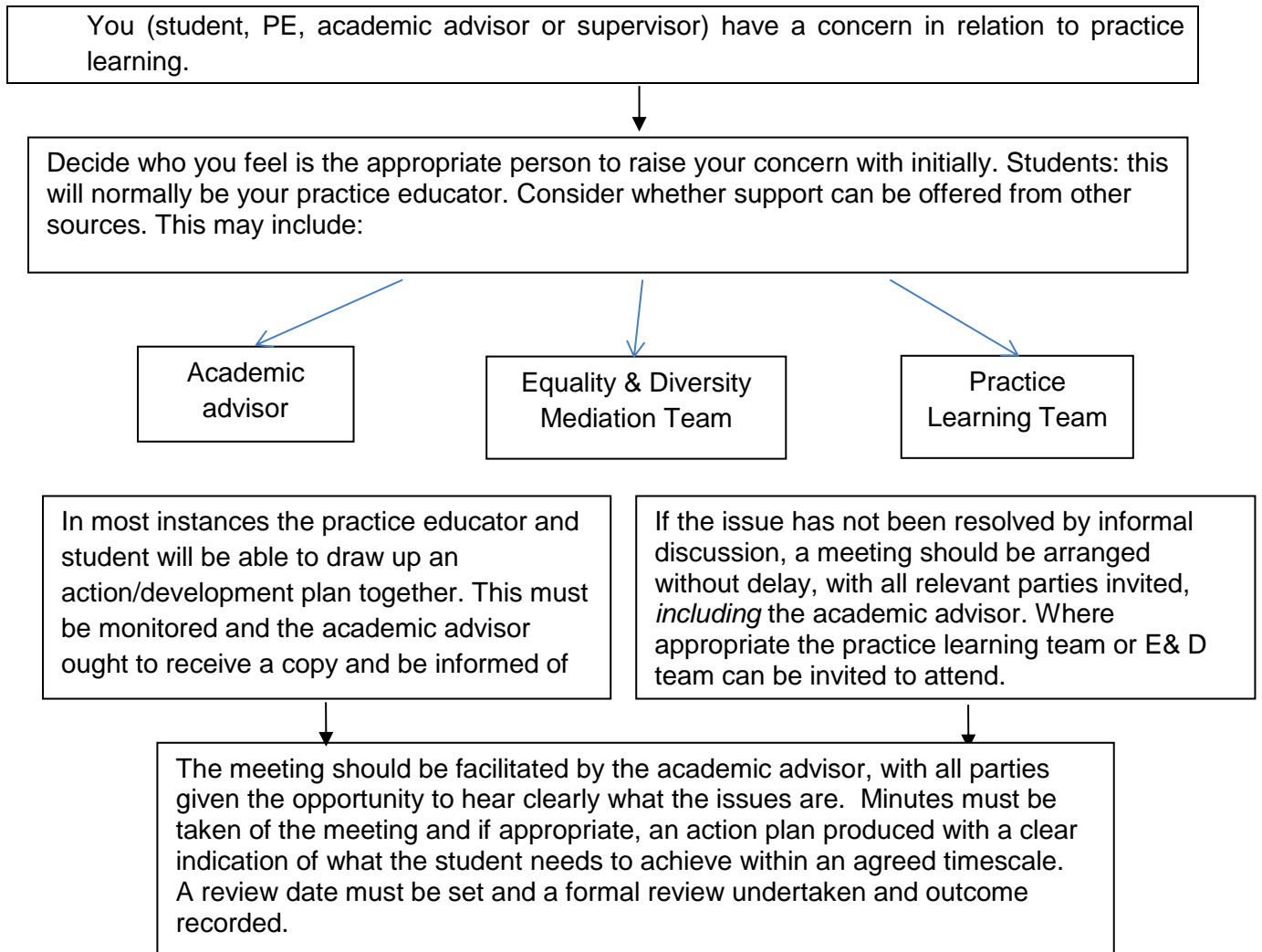
6.1 The Equality & Diversity Mediation Team

This team is composed of practice learning and generic teaching staff from the School of Social Work. The team is a resource for students, academic advisors, practice educators and practice supervisors who would like support in looking at issues of diversity that can arise at placements or in the classroom from a fresh perspective. The Equality and Diversity Mediation Team can function as a sounding board and may be useful when there is a need to explore confidentially an issue in a safe and non-judgmental setting. The team is also equipped to provide more hands-on support and members are available via email, by telephone and in person to help with queries, concerns, problem-solving and conflict resolution. The team is situated outside of any existing formal complaint process and contacting the team is a purely optional decision. Its purpose is to enhance learning by facilitating constructive and authentic dialogue among diverse groups of students, practitioners and academic advisors. If you have a query related to race, gender, disability, age, sexual orientation, religion and belief, or class that you would like to discuss with an Equality and Mediation Team member, please contact

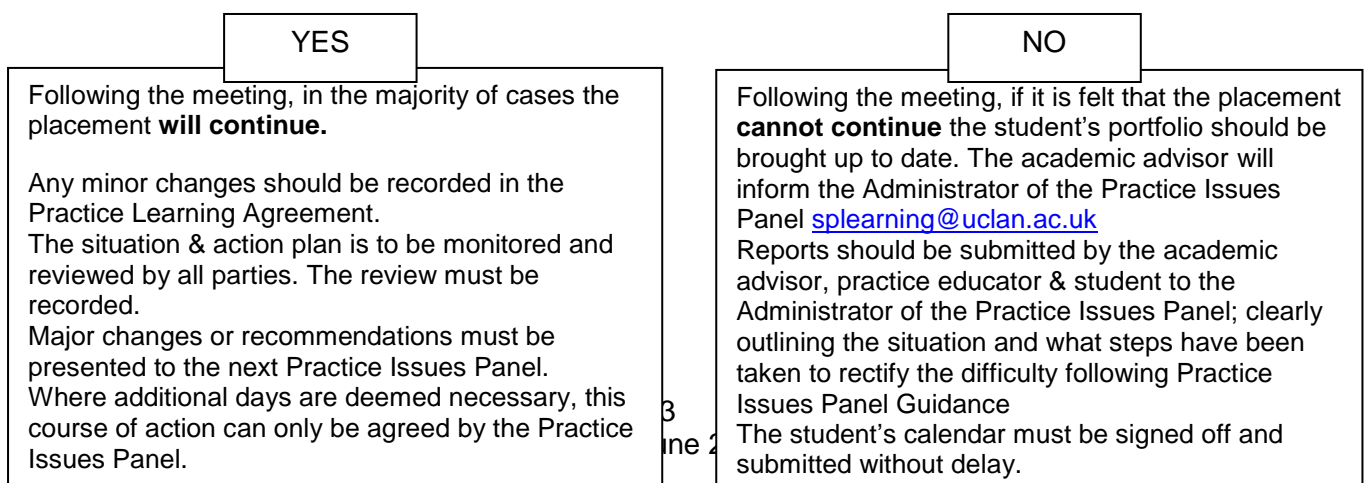
Mia Gattrell
Practice Learning Coordinator
01772 893473

6.2 Addressing Concerns and Difficulties: Flowchart.

The following process should be used by all parties (student, educator and academic advisor) in relation to practice learning, regardless of the concern. **NB: Students are NOT permitted to leave the placement without permission.**



Outcome of the meeting: can the placement continue?



6.3 Failed Placements

Social work involves promoting and protecting the welfare of individuals and the wider community. In their training for the social work profession, students are required to attain the highest standards in their practice, which is underpinned by relevant theory; and to demonstrate commitment to the social work value base. The assessment of practice learning is taken very seriously. If students do not attain the required standards within their practice, they will not pass the practice component of the programme and cannot therefore be awarded the professional qualification.

Where the student has completed the placement period and the practice educator has evidence that the student, despite being provided with appropriate opportunities to demonstrate competence, is not yet showing signs of satisfactory progress the educator must consider recommending a fail. The practice educator will use the portfolio documentation to provide narrative to justify the decision made and the student will be referred to the Practice Issues Panel.

6.4 The Practice Issues Panel (PIP)

The Practice Issues Panel is a sub Committee of the Assessment Board for the BA/MA Social Work. It will consider in full all issues relating to students practice learning, where irreparable difficulties have arisen and consider all options available for the student. Please read the Terms of Reference in the appendix

7. Whistle Blowing

Students undertaking professional social work programmes need to be alert to and take action if they believe they have encountered dangerous, abusive, discriminatory or exploitative behaviour or practice whilst completing practice based learning. The university recognises a student's duty to report concerns whilst also acknowledging that students may feel vulnerable due to assessment processes that work-based staff are involved in when students undertake a placement. The programme believes students should be encouraged to voice concerns whilst having, as far as possible, their interests safeguarded. They should follow agency guidelines which will be made available as part of the induction process. They will be supported by the Placement Learning Team and their Academic Advisor.#

8. Suitability and Fitness to Practise

Context

Social work is a professional activity that intervenes with a range of people, who are sometimes vulnerable and experiencing difficulty. It is because of the responsibilities that social workers carry and the influence and impact they can have on the lives of vulnerable people that students on professional courses are required to demonstrate their fitness to practise. This involves the rigorous assessment of attainment of the required level of knowledge, skills and values. However, being a professional social worker goes beyond this. Social workers are also required, on a continuing basis, to demonstrate high levels of integrity, honesty, and professionalism and ensure that their conduct does not fall short of the HCPC Standards of Conduct, Performance and Ethics.

In order to protect the interests of service users and carers UCLan considers a student's suitability to train as a social worker and their ongoing fitness to practise. The purpose of this is to ensure that students who are deemed unsuitable to practise as social workers are not awarded with a professional qualification.

Suitability

The first stage of this process commences at the point of application, where students are required to declare any issues that may be relevant. At present, prospective students are asked about criminal matters; disciplinary procedures; conduct/employment history; and health issues, as well as being assessed by interview panels for overall suitability. Once they have commenced social work training, students are made aware of their responsibilities at various points throughout their training, but in particular:

- during induction;
- as part of preparation for practice (including Assessment of Readiness for Direct Practice)
- at reenrolment each year
- in placement.

Students are clearly advised that their suitability for social work training is subject to on-going assessment. Once students are enrolled on the programme where issues are raised that cause concern the student may be referred to the **Fitness to Practise Panel**.

Fitness to Practise

Examples of issues that may cause concern

Please note, this is by no means an exhaustive list, but is an indicative list of the types of issues that would give cause for concern about a student's suitability / fitness to practise.

- Students signing in for others in class, or asking someone else to sign in
- Plagiarism, where it is considered to be an issue more serious than poor study skills
- Student conduct or behaviour in class
- Inappropriate conduct or behaviour with other students

- Harassment, bullying, unwanted attention, including text messages or inappropriate electronic communication
- Inappropriate online activity or use of social media
- Use of illegal substances
- Bringing the social work profession or the university into disrepute
- Any criminal offence or investigation of an offence whilst on the course
- Dishonesty or lack of integrity
- Inappropriate behaviour in professional and academic settings
- Use or distribution of pornographic material
- Activities in spare time that may call a person's suitability into question
- Unprofessional conduct on placement, to include persistent lateness, unreliability, poor attitude
- Inappropriate relationships with service users
- Accessing service user records inappropriately
- Fraud of any kind
- Own involvement with the child protection system, as a parent
- Mental health issues deemed to be concerning
- Accepting undeclared gifts

Fitness to Practice Panel

This panel will be convened when there are concerns at any time about a student's personal or professional suitability to remain on the programme. For example, when a student:

- Has a physical or mental health problem that may put themselves or others at risk, or compromise their judgement
- Demonstrates unprofessional or inappropriate behaviour which contravenes HCPC Standards.
- Has committed an offence or other serious misconduct which raises doubt about professional suitability
- Fails to disclose information pertaining to their health status or DBS status at the point of admission which later becomes apparent
- Engages in any behaviour which raises doubts about their integrity or honesty

9. Placement Arrangements for BA Students Who do not Proceed at the June / July Assessment Boards.

All students who successfully proceed at the June/July assessment board will be eligible to commence placement in September. Please read the following information carefully.

Any student who does not proceed at the June/July board (for example, if you have not successfully completed year one/or year two depending upon your year) will be referred to the September Assessment Board and must not start placement until proceeded and enrolled in the new academic year. If you have already received a placement allocation you are required to keep the placement informed of this and keep in contact with them to give them regular updates.

At the September Board those students who successfully complete outstanding work and are proceeded will be allowed to enrol and then commence placement. Please do not just turn up at placement – it is important that you ring first and agree a start date.

Any student who does not proceed at the September Assessment Board is not eligible to commence placement in September (semester one).

Students in this position will retake any academic work they are eligible to resit and if they pass the work and are eligible to proceed to the following academic year they must interrupt their studies until the following September.

Appendix 1

HCPC: Guidance on conduct and ethics for students

<http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>

- 1 You should always act in the best interests of your service users.
- 2 You should respect the confidentiality of your service users.
- 3 You should keep high standards of personal conduct.
- 4 You should provide any important information about your conduct, competence or health to your education provider.
- 5 You should limit your study or stop studying if your performance or judgement is affected by your health.
- 6 You should keep your professional knowledge and skills up to date.
- 7 You should act within the limits of your knowledge and skills.
- 8 You should communicate effectively with service users and your education provider and placement providers.
- 9 You should get informed consent to provide care or services (so far as possible).
- 10 You should keep accurate records on service users.
- 11 You should deal fairly and safely with the risks of infection.
- 12 You should behave honestly.
- 13 You should make sure that your behaviour does not damage public confidence in your profession.

Appendix 2

HCPC: Standards of Proficiency (SOPs)

<http://www.hcpc-uk.org/publications/standards/index.asp?id=569>

Registrant social workers must:

- 1 be able to practise safely and effectively within their scope of practice
- 2 be able to practise within the legal and ethical boundaries of their profession
- 3 be able to maintain fitness to practise
- 4 be able to practise as an autonomous professional, exercising their own professional judgement
- 5 be aware of the impact of culture, equality and diversity on practice
- 6 be able to practise in a non-discriminatory manner
- 7 be able to maintain confidentiality
- 8 be able to communicate effectively
- 9 be able to work appropriately with others
- 10 be able to maintain records appropriately
- 11 be able to reflect on and review practice
- 12 be able to assure the quality of their practice
- 13 understand the key concepts of the knowledge base relevant to their profession
- 14 be able to draw on appropriate knowledge and skills to inform practice
- 15 be able to establish and maintain a safe practice environment

The College of Social Work: The Professional Capabilities Framework

1. PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development

Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

2. VALUES AND ETHICS - Apply social work ethical principles and values to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

3. DIVERSITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

5. KNOWLEDGE - Apply knowledge of social sciences, law and social work practice theory

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

7. INTERVENTION AND SKILLS - Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional settings

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

9. PROFESSIONAL LEADERSHIP - Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

Appendix 4: Patterns of BA and MA social work placement through the academic year

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
MA Y1	Academic work including skills days						70 day first placement			
MA Y2	Academic work					100 day final placement				
BA Y1	Academic work including skills days									
BA Y2	Short block of teaching.	70 day first placement				Academic Work				
BA Y3	Short block of teaching.	100 day final placement				Academic Work				

Appendix 5- Practice Issues Panel Terms of Reference

<i>School of Social Work, Care and Community</i>
BA/MA Social Work Practice Issues Panel

The Practice Issues Panel is a sub Committee of the Assessment Board for the BA/MA Social Work. It will consider in full all issues relating to students practice learning, where irreparable difficulties have arisen and consider all options available for the student.

Terms of Reference:

Matters for consideration

The Panel will:

- ❖ Consider all placements which are not successfully concluded with a pass recommendation with a view to making a recommendation to the assessment board regarding the outcome for the student.
- ❖ Consider any requests for adjustment to the normal placement pattern.
- ❖ Consider any requests to extend placements.
- ❖ Consider *in the first instance*, any issue that might arise in relation to fitness to practice. If any fitness to practice concerns exist, these will be considered by the Fitness to Practice Panel, under the Fitness to Practice Professional Courses Procedures.

Membership

- The Principal Lecturer for Practice Learning (Chair) or their nominee
- Two Social Work Practitioners.
- A representative from the School Practice Learning team
- BA and/or MA (but at least one) Course Leader or their nominees
- A representative from the Equality and Diversity Team.
- A Social Work Practice Learning Administrator

The PIP must have a minimum of three members in order to be quorate.

In Attendance

The student -In the case of an incomplete placement the student will normally attend a timed meeting of the PIP to present their situation verbally in addition to the written report. In this meeting the Panel will explore with the student the reasons for the placement outcome. Where the student does not attend and the Panel require additional information or discussion with them, the Panel may defer decision making and *require* the student to attend. The student may bring a representative from the Student Union with them for support.

The Student's Academic Advisor will normally attend PIP to support the student and present their understanding of the situation verbally in addition to the written report. They will not take part in the decision making process. If they are unable to attend the academic advisor will normally nominate another academic advisor to attend on their behalf. Where the academic advisor does not attend the Panel and the Panel require additional information or discussion with them, the Panel may defer decision making and, on occasions, *require* that they attend.

The Practice Educator may attend the PIP if s/he wishes to present their understanding of the situation verbally in addition to their written report but will not take part in the decision making process. Where the practice educator does not attend the Panel and the Panel require additional information or discussion with them, the Panel may defer decision making and, on some occasions, *require* that they attend.

Process

1. When matters arise within a placement which come within the terms of reference of the Panel it is the responsibility of the academic advisor to refer to student to PIP via splearning@uclan.ac.uk who will advise the academic advisor of the date of the next meeting.
2. Prior to the meeting, the panel should be provided with papers to read from the following stakeholders:
The student

The Practice Educator /Work-based Supervisor

The academic advisor – who should provide a full report summarising all aspects of the issues arising.

It is essential that all stakeholders in the process (student, practice educator and academic advisor) have received and read each others reports, and had the opportunity to comment upon them if they wish. To facilitate this process, papers must be submitted to SPlearning@uclan.ac.uk a minimum of 5 working days before the date of the PIP, and preferably 10 working days. The Panel administrator at SPlearning@uclan.ac.uk will act as a conduit in this process and will be responsible for ensuring that all parties are aware of this process. They will circulate this TOR to all parties.

The Chair of the Practice Issues Panel, in consultation with the Panel administrator, will defer the matter if s/he is not satisfied that all parties have seen submissions from each stakeholder.

3. The panel will consider all submissions from the stakeholders
4. Recommendations will be minuted and letters outlining actions will be sent from the Chair by the Panel administrator to the student, the academic advisor, the course leader and the Programme Administrator at SWProgrammes@uclan.ac.uk
5. Students have a right of appeal, which should be made to the Head of School within 10 working days of notification of the outcome of the Panel hearing. Where a student is referred to the Fitness to Practise Panel, this will be heard before the appeal procedure

Decision Making

With regard to principles and guidance set out in

The Professional Capabilities Framework for Social Work at the appropriate level

<https://www.basw.co.uk/pcf/> ,

and the Health and Care Professions Council

<http://www.hcpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>

Where a placement is not successfully completed with a pass recommendation the Panel can reach the following conclusions with the following actions arising:

1. Administrative termination-

The placement has not been completed successfully due to circumstances beyond the control of the student. These would include, for example, student incapacity or extenuating circumstances/life events or learning opportunities no longer being available.

Outcome: The placement is not a fail. The resulting assessment board recommendation is a 'defer.'

2. Fail without grounds to justify referral to Fitness to Practice (First sit Fail)

Practice Educators and Academic Advisors have followed due process as set out in the Practice Learning Handbook and either:

The practice educator has concluded that there is insufficient evidence to conclude a pass against the professional standards

And/or

The student has 'disengaged' from the placement or even the process of finding a placement and the due process set out in the Practice Learning Handbook and in these Terms of Reference has been followed.

Outcome: The placement is recorded as a fail. The assessment board recommendation is 'Resubmission' meaning that the student will take another placement.

3. Repeat Placement Fail without grounds to justify referral to Fitness to Practice

Where the student 'fails' a placement (module) for the second time the Panel will not provide a further placement or module sit.

4. Failure with Fitness to Practice Concerns

The student has demonstrated conduct that is sufficiently serious enough to affect their ability to complete their Social Work Programme.

Outcome: The Panel will clearly outline where they have failed to meet HCPC Standards of Proficiency and HCPC Standards of Conduct and Ethics for Students. The Chair will refer the student to the Head of School.

The 'Banking of days'

Normally students who are provided with further placement opportunities will undertake a full repeat placement. On occasions The Panel may allow students who have failed without grounds to refer to Fitness to Practice and students who have experienced administrative terminations to 'bank' an agreed number of placement days. These days will be taken off their repeat placement. The key principles here are that there is clear evidence of at least some learning outcomes being met as evidenced by their portfolio work; and that the 'banking of days' will not deleteriously affect the student's potential to successfully complete a repeat placement.

The Timing of Repeat Placements

If a further placement opportunity is agreed, the practice learning team will work to provide a new allocation within a time scale agreed. It is expected that the student will engage with this process.

The agreed timescale will be informed by the availability of appropriate placements. Where the administrative termination has arisen due to health declarations on the part of the student, Fitness to study procedures will be invoked before this process begins.

https://intranet.uclan.ac.uk/ou/sass/Pages/Regs_Conduct.aspx

For MA Social Work students repeat placements will normally be at the earliest opportunity subject to the above and the course structure.

For BA Social Work students repeat placements will normally take place in the third semester of the same academic year as the termination or failure unless the student has Extenuating Circumstances.

The External Examiner

Where the case in question presents as particularly complex or contentious or the Panel are unable to agree an outcome, The Chair of the Practice Issues Panel may consult an External Examiner.

APPENDIX 6: The College of Social Work – Student Social Worker Level Professional Capabilities PCF Capability Statements: Readiness for practice – First placement – Qualifying Level

1. Professionalism: Identify and behave as a professional social worker, committed to professional development			
Readiness for practice	End of first placement		Qualifying level demonstrated in the context of the last placement
		1.1	Be able to meet the requirements of the professional regulator
Describe the role of the social worker	Recognise the role of the professional social worker in a range of contexts	1.2	Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession
Describe the mutual roles and responsibilities in supervision	Recognise the important role of supervision, and make an active contribution	1.3	Demonstrate an effective and active use of supervision for accountability, professional reflection and development
Describe the importance of professional behaviour	Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness	1.4	Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
	With guidance, take responsibility for managing your time and workload effectively	1.5	Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time
		1.6	Recognise the impact of self in interaction with others, making appropriate use of personal experience
Describe the importance of personal and professional boundaries	Be able to show awareness of personal and professional boundaries	1.7	Be able to recognise and maintain personal and professional boundaries
	With guidance, recognise your limitations, and how to seek advice	1.8	Recognise your professional limitations and how to seek advice
Demonstrate ability to learn, using a range of approaches	Recognise and act on own learning needs in response to practice experience	1.9	Demonstrate a commitment to your continuous learning and development
Describe the importance of emotional resilience in social work	Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary	1.10	With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience
	Identify concerns about practice and procedures and how they can be questioned	1.11	Identify concerns about practice and procedures and, with support, begin to find appropriate means of challenge

2. Values and Ethics: Apply social work ethical principles and values to guide professional practice			
Readiness for practice	End of first placement		Qualifying level demonstrated in the context of the last placement
Understand the profession's ethical principles and their relevance to practice Demonstrate awareness of own personal values and how these can impact on practice	Understand and, with support, apply the profession's ethical principles	2.1	Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions
	Recognise and with support manage the impact of own values on professional practice	2.2	Recognise and, with support, manage the impact of own values on professional practice
	Identify and, with guidance, manage potentially conflicting values and ethical dilemmas	2.3	Manage potentially conflicting or competing values, and, with guidance, recognise, reflect on and work with ethical dilemmas
	Elicit and respect the needs and views of service users and carers and, with support, promote their participation in decision-making wherever possible	2.4	Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible
	Recognise and, with support, promote individuals' rights to autonomy and self-determination	2.5	Recognise and promote individuals' rights to autonomy and self-determination
	Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing	2.6	Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing

3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice			
Readiness for practice	End of first placement		Qualifying level demonstrated in the context of the last placement
Recognise the importance of diversity in human identity and experience, and the application of anti-discriminatory and anti-oppressive principles in social work practice	Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences	3.1	Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences, questioning assumptions where necessary
	With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and identify ways in which they might be challenged	3.2	With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and, with guidance, make use of a range of approaches to challenge them
	Recognise and, with support, manage the impact on people of the power invested in your role	3.3	Recognise and manage the impact on people of the power invested in your role

4. Rights, Justice and Economic Wellbeing: Advance human rights, and promote social justice and economic wellbeing			
Readiness for Practice	End of First Placement		Qualifying level demonstrated in the context of the last placement
Understand the principles of rights, justice and economic wellbeing, and their significance for social work practice	Understand and, with support, apply in practice the principles of social justice, inclusion and equality	4.1	Understand, identify and apply in practice the principles of social justice, inclusion and equality
	Understand how legislation and guidance can advance or constrain people's rights	4.2	Understand how legislation and guidance can advance or constrain people's rights and recognise how the law may be used to protect or advance their rights and entitlements
	Work within the principles of human and civil rights and equalities legislation	4.3	Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives
	Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits	4.4	Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits

	Recognise the value of independent advocacy	4.5	Recognise the value of, and aid access to, independent advocacy
5. Knowledge: Apply knowledge of human growth and development, psychological, social sciences, law and social work practice theory			
Readiness for Practice	End of First Placement		Qualifying level demonstrated in the context of the last placement
Demonstrate an initial understanding of the application of research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work	With guidance, apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice	5.1	Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health
Demonstrate an initial understanding of the legal and policy frameworks and guidance that inform and mandate social work practice	Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to placement setting	5.2	Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgment
		5.3	Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course
		5.4	Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs practice
		5.5	Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice
		5.6	Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience
	Understand forms of harm, their impact on people, and the implications for practice	5.7	Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice
Demonstrate an initial understanding of the range of theories and models for social work intervention	Apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them	5.8	Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them

		5.9	Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working
		5.10	Recognise the contribution, and begin to make use, of research to inform practice
		5.11	Demonstrate a critical understanding of research method
	Value and take account of the expertise of service users and carers and professionals	5.12	Value and take account of the expertise of service users and carers and professionals

6. Critical Reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision-making			
Readiness for Practice	End of First Placement		Qualifying level demonstrated in the context of the last placement
	Recognise the importance of applying imagination, creativity and curiosity to practice	6.1	Apply imagination, creativity and curiosity to practice
	Inform decision-making through the identification and gathering of information from more than one source and, with support, question its reliability and validity	6.2	Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources
		6.3	With support, rigorously question and evaluate the reliability and validity of information from different sources
Understand the role of reflective practice and demonstrate basic skills of reflection	With guidance, use reflection and analysis in practice	6.4	Demonstrate a capacity for logical, systematic, critical and reflective reasoning and apply the theories and techniques of reflective practice
Understand the need to construct hypotheses in social work practice	With guidance, understand how to evaluate and review hypotheses in response to information available at the time and apply in practice with support	6.5	Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice
Recognise and describe why evidence is important in social work practice	With guidance, use evidence to inform decisions	6.6	Begin to formulate and make explicit, evidence-informed judgments

7. Intervention and Skills: Use judgment and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse			
Readiness for Practice	End of First Placement		Qualifying level demonstrated in the context of the last placement
Demonstrate core communication skills and the capacity to develop them	With guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement	7.1	Identify and apply a range of verbal, non-verbal and written methods of communication and adapt them in line with people's age, comprehension and culture
	With guidance, communicate information, advice, instruction and opinion so as to advocate, influence and persuade	7.2	Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade
Demonstrate the ability to engage with people in order to build compassionate and effective relationships	Demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting	7.3	Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships
Demonstrate awareness of a range of frameworks to assess and plan intervention	With guidance, demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks	7.4	Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks
	Identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes	7.5	Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate the outcomes, in partnership with service users
	With guidance, use a planned and structured approach, informed by at least two social work methods and models	7.6	Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm

	Recognise the importance of community resources, groups and networks for individuals	7.7	Recognise how the development of community resources, groups and networks enhance outcomes for individuals
Demonstrate basic ability to produce written documents relevant for practice	Demonstrate skills in recording and report writing appropriate to the setting	7.8	Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgment and organisational responsibilities
	With guidance, demonstrate skills in sharing information appropriately and respectfully	7.9	Demonstrate skills in sharing information appropriately and respectfully
	Demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people's lives	7.10	Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, to be able to prioritise your intervention
	With guidance, understand the authority of the social work role	7.11	Understand the authority of the social work role and begin to use this appropriately and confidently as an accountable professional
Demonstrate initial awareness of risk and safeguarding	With guidance, identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself	7.12	Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself, and contribute to the assessment and management of risk
	With guidance, identify appropriate responses to safeguard vulnerable people	7.13	With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing

8. Contexts and Organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings			
Readiness for Practice	End of First Placement		Qualifying level demonstrated in the context of the last placement
Demonstrate awareness of the impact of organisational context on social work practice	With guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts	8.1	Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts
	With guidance, understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice	8.2	Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion
	With guidance, work within the organisational context of your placement setting and understand the lines of accountability	8.3	Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice
	Understand and respect the role of others within the organisation and work effectively with them	8.4	Be able to work within an organisation's remit and contribute to its evaluation and development
	Take responsibility for your role and impact within teams and, with guidance, contribute positively to team working	8.5	Understand and respect the role of others within the organisation and work effectively with them
	Take responsibility for your role and impact within teams and, with guidance, contribute positively to team working	8.6	Take responsibility for your role and impact within teams and be able to contribute positively to effective team working
	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working	8.7	Understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and demonstrate effective partnership working

9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management			
Readiness for Practice	End of First Placement		Qualifying level demonstrated in the context of the last placement
Demonstrate awareness of the importance of professional leadership in social work	Identify how professional leadership in social work can enhance practice	9.1	Recognise the importance of, and begin to demonstrate, professional leadership as a social worker
	Recognise the value of sharing and supporting the learning and development of others	9.2	Recognise the value of, and contribute to, supporting the learning and development of others